

INFORMATION LITERACY SKILLS AND SELF-EFFICACY OF LIBRARIANS AS ENHANCER TO LIBRARY SERVICE DELIVERY IN SOUTH-WEST PUBLIC UNIVERSITIES

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Abstract

The study investigate how information literacy skills and self-efficacy can enhance library service delivery of librarians in public universities in South-West, Nigeria. The survey research design was used in this study, guided by three research questions and a hypothesis. The population for the study is 174 professional librarians from 17 universities both federal and state in South-West, Nigeria. The total enumeration method was used. Questionnaire was the instrument used for data collection. Questions were analyzed using descriptive and inferential statistics on SPSS version 25. The findings revealed that library service delivery, information literacy skills and self-efficacy were high among librarians. The hypothesis testing revealed a significant and positive relationship between information literacy skills and self-efficacy on library service delivery, which implies that information literacy skills and self-efficacy are joint factors that can influence library service delivery. The study concluded that information literacy skills and self-efficacy improved library service delivery of librarians. It was recommended that library service delivery should continuously be sustained by highly skilled information literate librarians who possess a high positive level of self-efficacy.

Keyword: Information Literacy Skills, Self-efficacy, Librarian, Library Service Delivery, Public Universities,

Introduction

Service delivery defines a relationship between an organization providing services and the recipients who gain value in the services been offered. To ensure effective service delivery, the standard of execution of service must meet the user's satisfaction. Service delivery is a key factor to be considered if librarians are to remain relevant giving value to clients through impact. No wonder (Ramdhani et al., 2017) established that service providers who offer a high level of customer service are in strong position to attract and retain new clients. In service delivery, a provider offers services which could be a task or information. For librarians to justify their impact in meeting the dynamic users need, it becomes necessary that the services be improved through effective service delivery.

Services are relief offered by librarians professionally to clients. The success of a library largely depends on the quality and peculiarity of services delivered which consist of the all services in the library (Ayolugbe et al., 2021; Ogunbodede & Wiche, 2022).

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Therefore, for libraries to provide effective services, library service is expected to be at the peak of effectiveness in line with information literacy skills and self-efficacy of librarians. Information literacy skill is a driver for effective service. According to (Soltani & Nikou, 2020) information literacy are abilities to determine the need for information, acquire, evaluate and application of information ethically. (Odede & Zawedde, 2018) informed that information literacy skills are necessary for librarians in an academic environment. Apparently, librarians do have a role to play through deliberate effort to ensure optimal services which can be amplified through self-efficacy. Self-efficacy is the perception of an individual and how he or she carries out delegated assignments. Self-efficacy is the judgements taken by an individual on abilities to organize and accomplish task that requires achievement at designated level (Adamu, 2022; Schunk & DiBenedetto, 2021). Self-efficacy is a significant precursor to performance, motivation and workplace attitudes, as well as self-convictions in ability to overcome difficulties to improve self-knowledge to face incapacitating challenges (Al-mehsin, 2017; Mañas et al., 2020; Rafiola et al., 2020).

Librarians with high self-efficacy tends to be proactive in performance than those with low self-efficacy. Lyczkowska (2014) cited in (Solanke, 2022) affirms that staff who possesses a high level of self-efficacy and information literacy competence stand to take responsibility. High self- efficacy motivates individuals to act cognitively in a more persistent way to achieve set goals, achievements and development (Pratiwi & Hayati., 2021).

It is therefore, critical to state that unskilled librarians who have a low self-efficacy, may retard the effectiveness and efficiency of library services. In essence, for effective service delivery librarians must be skillful in information literacy and self-efficacy must be on high level.

Statement of the Problem

Library service delivery constitutes the core mandate of librarians and is central to the attainment of institutional goals. It involves the provision of information resources and services to users in a manner that ensures satisfaction and meets their information needs. Effective library service delivery, therefore, depends on the extent to which services align with users' expectations. However, libraries in Nigeria continue to experience low levels of service delivery due to factors such as librarians' work disposition and the prevalence of outdated resources (Abdulsalami & Efosa, 2020; Okonoko et al., 2022). In addition, Awujoola and Omorinkoba (2021) identified librarians' intolerance and unpleasant attitudes toward users as significant contributors to poor service delivery.

Information literacy skills (ILS) and self-efficacy (SE) are critical determinants of effective library service delivery and professional relevance. Deficiencies in librarians' information literacy competencies, professional experience, verbal persuasion, and stable physiological and emotional states can substantially hinder optimal service delivery. Even when librarians possess adequate information literacy skills, low levels of self-efficacy may limit the effective application of these competencies, resulting in underutilization of professional capabilities. Despite the recognized importance of ILS and SE, there remains a paucity of empirical studies that examine their combined influence on library service delivery, particularly in public universities in South-West Nigeria. Librarians who are highly skilled

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in identifying, locating, evaluating, and using information, and who also demonstrate high self-efficacy—manifested through mastery experiences, vicarious learning, verbal persuasion, and positive psychological and affective states—are more likely to deliver effective and user-centered library services.

Therefore, this study aims to investigate the combined influence of information literacy skills and self-efficacy on library service delivery among librarians in public universities in South-West Nigeria

Objective of the Study

The following objectives guided the study

1. Find out the level of information literacy skills of librarians in South West public universities
2. Find out the level of self-efficacy of librarians in South West public universities
3. To ascertain the combined influence of information literacy skills and self-efficacy of librarians on library service delivery in South- West public universities

Research Question

1. What is the level of information literacy skills of librarians in South-West Public Universities?
2. What is the level of self-efficacy of librarians in South-West Public Universities?
3. What is the level of library service delivery of librarians in South-West Public Universities?

Research Hypotheses

H₀₁: Information literacy skills and self-efficacy will not significantly influence library service delivery of librarians in public university libraries in South-West, Nigeria.

Scope of the Study

The study is limited to public (federal and state) university libraries in South-West, Nigeria. Respondents were strictly librarians who had degrees in library and information science spread across the South-West geopolitical zone of Nigeria. The indicators of information literacy skills and self-efficacy were measured against library service delivery.

Review of Related Literature

Library service delivery

The essence of service delivery lies in creating positive change and ensuring customer satisfaction, regardless of the users' level of information awareness. Service delivery is a fundamental responsibility of librarians and serves as a key indicator of their professional competence. Ekere et al. (2019) conceptualized service delivery as the service rendered by a supplier to a customer to meet specific needs. In the library context, service delivery is often assessed using the service quality dimensions proposed by Parasuraman et al. (1988), namely reliability, responsiveness, assurance, and empathy. Library service delivery, therefore, encompasses the range of activities and services provided by librarians as creators, managers, and disseminators of relevant information. Consequently, effective library service delivery requires providing the right information to the right user at the right time and in an acceptable and user-friendly manner. Likewise, (Dika & Chukwudum, 2017) an effective

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service delivered should enhanced increased value. Ibikunle (2023) was of the opinion that library services is valuable when satisfaction is ensured, further stating that service delivery must be planned for and executed successfully which should be the priority of any librarian for customer retention.

The state of library facilities according to (Mbua et al., 2021) impacts service delivery and should receive due attention. Reliability of librarians tackles customer related problems (Muneeb et al., 2019) , responsiveness on the other hand is basically the willingness of librarians to helping users obtained desired need without been neglected (Hussien & Mokhtar, 2018). The competence, knowledge and courtesy of librarians in conveying trust and confidence is an exhibition of assurance (Ibikunle, 2023). Lastly empathy according to (Bove, 2019) is a core characteristic of helping and caring for users during interactions and discharge of service. This implies that librarians are to discharge duties in an empathetic manner.

Also in Nigeria, (Udo & Ekeng, 2021) carried out a study that evaluated librarians social variables and service delivery in university libraries in Cross-Rivers State. The findings revealed that librarian's attitude, perception, and self-concept significantly influenced service delivery. Likewise, (Oden & Owolabi, 2022) investigated staff attitude and service delivery and reported attitude to have a significant influence on service delivery giving a major rating to tangible and reliability among the indicators of service delivery.

Information Literacy Skills

Information literacy is a rudiment a librarian to retain relevance in the digital age. The skills to identify, locate, evaluate and use information ethically become crucial in librarianship. More widely accepted concept of information literacy is that of the (Association of College & Research Libraries, 2016) as the set of integrated abilities encompassing the reflective discovery of information, creation, and the used in decision making and ethical communication. ACRL (2006) cited in (Soltani & Nikou, 2020) information literacy is the ability to determine a need for information and engaging it for a lifelong learning. Information literacy skills have been anchored on some indices of the Big six model from (Eisenberg & Berkowitz, 1990) as task definition, location and access, evaluation, synthesis, and use of information. For this study, information literacy skills that shall be considered are the ability to identify, locate, evaluate, organize, and use information. Information literacy is vital to librarians and a key requirement for access to and appropriate use of information. These skills are necessary for librarians to possess if they must meet the information needs of patrons as service providers in an academic environment. Information identification involves seeking and obtaining information, using search strategies (Inazu & Soyemi, 2022). The ability to recognize the need for information is predicated upon knowledge, scope and nature of information which are to be located intellectually through divers' sources (Obasi & Ibegwam, 2020; Kamba & Buba, 2022).

Librarians who possess a high level of information literacy skills will be able to obtain the relevant information in the shortest possible time. (Solanke, 2022) examined the information literacy competence of librarians in answering queries and discovered that librarian's information literacy competence was on a high level as well as their self-efficacy that permit

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them to meet the needs of their users with ease. (Chukwu et al., 2021), investigated the information literacy of academic librarians in federal university of technology Owerri, and stated that librarians played a major role in promoting information literacy as the skills are essential and necessary for service delivery.

Similarly, (Osinulu, 2021) researched the digital literacy competencies among paraprofessionals, the findings indicated a high digital literacy competence. Similarly, Sambo et al (2022) studied the digital literacy skills among certified librarians in Nigeria. It was reported that the librarians were literally skilled.

Self-Efficacy

The information literacy ability of a librarian can be boosted by one's self-efficacy. Self-efficacy is the perception of an individual's ability concerning his or her job or personal ability. Self-efficacy is how an individual face new challenges and situations, his ability, experience and belief to overcome such judiciously (Shobaky et al., 2020). For positive social and academic impact on users, librarians must possess a high self-efficacy (Thompson et al., 2021). Self-efficacy has four major constructs formulated by Bandura (1993) which are enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective state. (Lippke, 2017) claimed that enactive mastery communicates efficacy giving evidence of performance improvements, coping capabilities and behavioral improvements. Vicarious experience according to (Pratiwi & Hayati., 2021) is the success of others on the same level as one. Persuasiveness is a vital social skill, and people's beliefs in how efficacious they are and the effect on their judgement (Daly & Thompson, 2017). Also, (Mbua et al., 2021), opined that promised services provided to library users should be dependable and accurate. (Hussien & Mokhtar, 2018), responsiveness is the willingness of librarians to help users to obtain the required information in each time that meet the users' expectation and preferences without being neglected. (Kandie, 2018), assurance is the possession of required knowledge and willingness to use skills in the transformation of services to meet the needs of users in politeness, respect, friendliness, honesty, and trustworthiness of the library employees.

Furthermore, researches have established connections between self-efficacy and library service delivery. Scholars like, (Zubairu & Oyekale, 2021) reported the work environment and self-efficacy as correlates to the work performance of library personnel in private universities in South-West, Nigeria. Findings revealed that the level of self-efficacy of library personnel was high. The study concluded that work environment and self-efficacy are key factors influencing work performance by library personnel in private university libraries in Southwest, Nigeria.

Likewise, (Ikonne et al., 2019) analyzed the correlation between self-efficacy and job satisfaction of librarians in public universities in South-West, Nigeria. The findings established that self-efficacy was positively related to the job satisfaction of librarians in the South-West public university libraries in Nigeria. (Nazim et al., 2023) carried out a study on librarian's self-efficacy in ICT based library operations and services in India. It was reported that the self-efficacy on ICT had a positive impact on library operations and services.

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Methodology

The study is a survey research design. The population comprised 174 professional librarians from 17 public universities in South-West, Nigeria. The total enumeration method was used to cover the entire population of 174 librarians due to the manageable size. Total enumeration method is applicable when the entire population is small, the aim is towards obtaining accuracy and a level of precision (Singh & Masuku, 2014). The instrument used for data collection was the questionnaire. The scale of service delivery was adapted from (Asogwa et al., 2014) with minimal changes to suit library services, information literacy skills from (Kurbanoglu et al., 2006) and (Adamu, 2022), self-efficacy from (Sherer et al., 1982) and (Ikonne et al., 2019).

Data from research questionnaire was analyzed using version 25 of the statistical package for social science (SPSS). Data collected were analyzed using descriptive statistics such as frequency distribution, percentages, mean and standard deviation for research questions. The hypothesis was tested using simple linear regression analysis. The result was used to attest the combined influence of information literacy skills and self-efficacy on library service delivery.

Result

Result and Interpretations: Below is the results and interpretations of data obtained which are presented in tabular form.

Table 1: Figures of university and Librarians in South-West, Nigeria

Demographic Variables	Frequency (N)= 174	Percentage (%)
Name of University		
Adekunle Ajasin University, Akungba	4	2.3
Bamidele Olumilua University of Education, Ikere-Ekiti	4	2.3
Ekiti State University	9	5.2
Federal University, Oye-Ekiti	7	4.0
Federal University of Agriculture, Abeokuta	24	13.8
Federal University of Technology, Akure	10	5.7
Ladoke Akintola University of Education	10	5.7
Lagos State University (LASU)	19	10.9
Obafemi Awolowo University (OAU)	18	10.3
Olabisi Onabanjo, University (OOU)	5	2.9

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Olusegun Agagu University of Science and Technology	4	2.3
OSUTECH	6	3.4
Oyo State Technical University	2	1.1
Tai Solarin University of Education (TASUED)	7	4.0
University of Ibadan (UI)	24	13.8
University of Lagos (UNILAG)	13	7.5
University of Lagos, Medical library	4	2.3
University of Medical Sciences, Ondo	4	2.3
Total	174	100

Source: Administrative Office records of each University listed above, (2023)

Research Question 1: What is the level of information literacy skills of librarians in South-West public universities?

Table 2: Level of Information Literacy Skills of Librarians in Public Universities in South-West Nigeria

Information Literacy Skills	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Ability to identify information need					3.46	0.623
My ability to determine my need for information is	123 (70.7%)	47 (27.0%)	3 (1.7%)	1 (0.6%)	3.68	0.537
My ability to identify a variety of potential sources of information is	99 (56.9%)	57 (32.8%)	17 (9.8%)	1 (0.6%)	3.46	0.694
My ability to define concepts of a topic request made by a library patron is	82 (47.1%)	87 (50.0%)	4 (2.3%)	1 (0.6%)	3.44	0.573
My ability to identify diverse types of information that will best meet the information needs of my users is	65 (37.4%)	93 (53.4%)	12 (6.9%)	4 (2.3%)	3.26	0.686
Ability to locate information					3.44	0.611
My skills to locate information from different sources is	110 (63.2%)	60 (34.5%)	4 (2.3%)	-	3.61	0.535
My ability to search information resources by subject, title, author, and date is	106 (60.9%)	58 (33.3%)	8 (4.6%)	2 (1.1%)	3.54	0.642

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My expertise to discover the scope and access information requirement of my user is	91 (52.3%)	77 (44.3%)	5 (2.9%)	1 (0.6%)	3.48	0.586
My skills to select the appropriate electronic resources to meet information needs is	62 (35.6%)	105 (60.3%)	5 (2.9%)	2 (1.1%)	3.30	0.583
My capability to make a selection of appropriate information search tools to access information is	67 (38.5%)	86 (49.4%)	18 (10.3%)	3 (1.7%)	3.25	0.707
Ability to use information					3.36	0.701
My ability to choose an appropriate format to communicate with my audience is	116 (66.7%)	48 (27.6%)	5 (2.9%)	5 (2.9%)	3.58	0.690
My ability to use information technology applications to perform a task is	101 (58.0%)	60 (34.5%)	12 (6.9%)	1 (0.6%)	3.50	0.652
My ability to recognize the issues of copyright of information sources is	109 (62.6%)	43 (24.7%)	19 (10.9%)	3 (1.7%)	3.48	0.758
My ability to apply digital text as needed is	59 (33.9%)	101 (58.0%)	14 (8.0%)	-	3.26	0.596
My ability to filter relevant information for use from diverse sources of information is	72 (41.4%)	73 (42.0%)	15 (8.6%)	14 (8.0%)	3.17	0.894
My ability to make citations using referencing styles is	48 (27.6%)	109 (62.6%)	15 (8.6%)	2 (1.1%)	3.17	0.618
Ability to organize					3.30	0.646
My expertise to apply information resources to the problem at hand is	69 (39.7%)	95 (54.6%)	8 (4.6%)	2 (1.1%)	3.33	0.619
My ability to sort out relevant information from different information sources is	82 (47.1%)	70 (40.2%)	17 (9.8%)	5 (2.9%)	3.32	0.766
My ability to synthesize information to avoid plagiarism is	53 (30.5%)	113 (64.9%)	7 (4.0%)	1 (0.6%)	3.25	0.553
Ability to evaluate information					3.16	0.792
My skills to evaluate the authenticity of an information source is	107 (61.5%)	53 (30.5%)	10 (5.7%)	4 (2.3%)	3.51	0.711
My ability to evaluate information resources obtained from the internet is	95 (54.6%)	70 (40.2%)	6 (3.4%)	3 (1.7%)	3.48	0.651

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My ability to make conclusions based on the information I got on the printed information sources is	46 (26.4%)	71 (40.8%)	41 (23.6%)	16 (9.2%)	2.84	0.921
My ability to criticize the relevance of information resources found on the internet is	36 (20.7%)	87 (50.0%)	33 (19.0%)	18 (10.3%)	2.81	0.883
Grand Mean					3.34	0.675

Decision Rule: 1.0-1.74 = Very low level; 1.75-2.49 = Low level; 2.50-3.24 = High level; 3.25-4 = Very high level

The findings in Table 2 shows the level to which librarians possess information literacy skills in public universities in South-West Nigeria. The grand mean ($\bar{x} = 3.34$, $SD = 0.675$) on a 4-point Likert-type scale indicates that the level of information literacy skill of the librarians is very high. Among all the measures of information literacy skills, ability to identify information need was considered highest ($\bar{x} = 3.46$), ability to locate information ($\bar{x} = 3.44$), ability to use information ($\bar{x} = 3.36$), ability to organize information ($\bar{x} = 3.30$) and ability to evaluate information ($\bar{x} = 3.16$) were also considered to be very high among the five constructs. This imply that librarians were skillful enough to adequately deliver expected services.

Research Question 2: What is the level of self-efficacy of librarians in South-West public universities

Table 3 Level of Self-efficacy of Librarians in Public Universities in South-West Nigeria

Self-efficacy	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Vicarious Experiences					3.40	0.656
My confidence to perform better on an assigned task when I work as a team is	108 (62.1%)	60 (34.5%)	3 (1.7%)	3 (1.7%)	3.57	0.621
My ability to solve the problem when I watch other librarians performing the same task is	85 (48.9%)	79 (45.4%)	8 (4.6%)	2 (1.1%)	3.42	0.638
My ability to attempt a task that has been unsuccessfully performed by others is	76 (43.7%)	79 (45.4%)	18 (10.3%)	1 (0.6%)	3.32	0.680

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My possibility in trying a task when I see my colleagues' facing difficulties in achieving a similar task is	74 (42.5%)	80 (46.0%)	19 (10.9%)	1 (0.6%)	3.30	0.684
Verbal Persuasions					3.25	0.819
My ability to perform my duty better, when my effort is acknowledged is	82 (47.1%)	83 (47.7%)	5 (2.9%)	4 (2.3%)	3.40	0.661
My expertise to make plans and confidently make them work	83 (47.7%)	75 (43.1%)	6 (3.4%)	10 (5.7%)	3.33	0.799
My confidence to execute a task effectively, even when I have never attempted such a task is	73 (42.0%)	85 (48.9%)	6 (3.4%)	10 (5.7%)	3.27	0.784
My attempt to find a way to achieve plans, even in the face of opposition is	67 (38.5%)	59 (33.9%)	25 (14.4%)	23 (13.2%)	2.98	1.031
Physiological and affective state					3.17	0.766
My capacity to maintain a positive relationship with my fellow librarians when tension arises is	89 (51.1%)	67 (38.5%)	15 (8.6%)	3 (1.7%)	3.39	0.719
My ability to solve a problem when I feel emotionally balanced is	82 (47.1%)	76 (43.7%)	12 (6.9%)	4 (2.3%)	3.36	0.713
My coping capability in facing difficulties through calmness is	62 (35.6%)	97 (55.7%)	11 (6.3%)	4 (2.3%)	3.25	0.673
My possibility to rarely think of solving a problem when am troubled is	35 (20.1%)	69 (39.7%)	45 (25.9%)	25 (14.4%)	2.66	0.960
Enactive Mastery Experiences					2.52	1.064
My ability as a librarian to keep attempting a task that I cannot perform the first time is	106 (60.9%)	34 (19.5%)	28 (16.1%)	6 (3.4%)	3.38	0.877
My possibility of giving up on complicated tasks and non-attempt is	30 (17.2%)	55 (31.6%)	28 (16.1%)	61 (35.1%)	2.31	1.126
My possibility to give up if am not initially successful, when I try to learn something new is	26 (14.9%)	51 (29.3%)	29 (16.7%)	68 (39.1%)	2.20	1.117

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My ability to give up easily whenever I fail an assigned job is	30 (17.2%)	39 (22.4%)	36 (20.7%)	69 (39.7%)	2.17	1.135
Grand Mean					3.09	0.826

Decision Rule: 1.0-1.74 = Very low level; 1.75-2.49 = Low level; 2.50-3.24 = High level; 3.25-4 = Very high level

Table 3 analyses the level of self-efficacy of librarians in public universities in South-West Nigeria. The result revealed the level of self-efficacy of librarians in public universities in South-West Nigeria to be high ($\bar{x} = 3.09$, $SD = 0.826$), Among the measures of self-efficacy, vicarious experiences were highest ($\bar{x} = 3.40$), verbal persuasion ($\bar{x} = 3.25$), then physiological and affective state ($\bar{x} = 3.17$) and lastly among the four components enactive mastery experiences was rated to be lower in mean ($\bar{x} = 2.52$). These results suggest the need for librarians in public universities in South-West Nigeria to continually sustain performance in the aforementioned areas.

Research Question 3: What is the level of library service delivery of librarians in South-West public universities?

Table 4: Level of Library Service Delivery in Public Universities in South-West, Nigeria

Library Service Delivery	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Tangibles					3.52	0.537
The visual appeal of library facilities to patrons is	118 (67.8%)	54 (31.0%)	2 (1.1%)	-	3.67	0.497
The library equipment is modern and in good condition enhancing easy access to information is	93 (53.4%)	79 (45.4%)	1 (0.6%)	1 (0.6%)	3.52	0.545
Space in the library is such that it permits a quiet and calm individual study is	94 (54.0%)	75 (43.1%)	5 (2.9%)	-	3.51	0.556
My ability to appear professional as a librarian is	84 (48.3%)	87 (50.0%)	3 (1.7%)	-	3.47	0.534
The location of the library in an inviting environment is	81 (46.6%)	90 (51.7%)	2 (1.1%)	-	3.44	0.553
Responsiveness					3.50	0.583
My willingness to help patrons when an information need request is made is	103 (59.2%)	62 (35.6%)	9 (5.2%)	-	3.54	0.595

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My skills as a librarian to ensure that patron's time is not wasted through prompt service provision is	98 (56.3%)	66 (37.9%)	10 (5.7%)	-	3.51	0.606
My proficiency to keep patrons abreast of when service would be provided to meet patron's information needs is	91 (52.3%)	78 (44.8%)	5 (2.9%)	-	3.49	0.556
My availability as a librarian to meet the needs of users is	84 (48.3%)	83 (47.7%)	7 (4.0%)	-	3.44	0.574
Empathy					3.46	0.685
My ability as a librarian to give users maximum attention when I am approached is	109 (62.6%)	56 (32.2%)	8 (4.6%)	1 (0.6%)	3.57	0.611
Convenient operating hours in the library that meet the information needs of patrons is	93 (53.4%)	63 (36.2%)	14 (8.0%)	4 (2.3%)	3.45	0.737
My capability to ensure that I deal with users in a considerate manner as much as I can is	85 (48.9%)	76 (43.7%)	12 (6.9%)	1 (0.6%)	3.41	0.645
The way I show compassion while handling user's requests irrespective of their manners of approach is	96 (55.2%)	55 (31.6%)	21 (12.1%)	2 (1.1%)	3.41	0.745
Reliability					3.41	0.582
My ability to perform virtually all promised services accurately to patrons who make use of the library facilities is	83 (47.7%)	86 (49.4%)	5 (2.9%)	-	3.45	0.554
My capability to provide the rightful services to customers who use the library for the very first time and subsequently is	83 (47.7%)	85 (48.9%)	5 (2.9%)	1 (0.6%)	3.44	0.583
My understanding to meet patrons' needs dependably whenever I am approached with their problem is	76 (43.7%)	88 (50.6%)	10 (5.7%)	-	3.38	0.594
My ability as a professional librarian to provide error-free information to library users is	71 (40.8%)	94 (54.0%)	8 (4.6%)	1 (0.6%)	3.35	0.597
Assurance					3.36	0.671
My knowledge as a professional to answer users' queries is	98 (56.3%)	67 (38.5%)	7 (4.0%)	2 (1.1%)	3.50	0.634

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My capacity to make library users feel secure when interacting with me as a librarian is	94 (54.0%)	70 (40.2%)	6 (3.4%)	4 (2.3%)	3.46	0.677
My experience as a librarian to assure users of the confidentiality of personal information is	87 (50.0%)	81 (46.6%)	4 (2.3%)	2 (1.1%)	3.45	0.604
My expertise to ensure that patrons are confident when they demand information is	93 (53.4%)	62 (35.6%)	5 (2.9%)	14 (8.0%)	3.34	0.878
My consistency in dealing with the courtesy of users is	31 (17.8%)	125 (71.8%)	16 (9.2%)	2 (1.1%)	3.06	0.560
Grand Mean					3.45	0.612

Decision Rule: 1.0-1.74 = Very low level; 1.75-2.49 = Low level; 2.50-3.24 = High level; 3.25-4 = Very high level

The findings of Table 4 revealed the level service delivery of librarians in public universities in South-West, Nigeria. The grand mean indicates service delivery to be very high ($\bar{x} = 3.45$, $SD = 0.612$). this implies that to a very high extent librarian's level of service delivery is high. Among the measures of library service delivery, tangibles were considered to be high ($\bar{x} = 3.52$, $SD=0.537$), responsiveness ($\bar{x} = 3.50$, $SD = 0.583$), empathy ($\bar{x} = 3.46$, $SD = 0.685$), reliability ($\bar{x} = 3.45$, $SD = 0.612$) and assurance ($\bar{x} = 3.36$, $SD = 0.671$). this implies librarians delivered services effectively which would enhance satisfaction of users.

Testing of Hypothesis and Interpretation

The hypotheses formulated for this study was tested using simple linear regression analysis which was used to assess the combined influence of independent variables on the dependent variable. The result generated was used to attest the relationship that existed between information literacy skills and self-efficacy on library service delivery.

Decision Rule

The level of pre-test significance for this study is 0.05. it is presumed that there is no significant relationship between the variables under consideration if the p-value is seen to be less than or equal to 0.05 ($p \leq 0.05$) then the hypothesis is rejected.

H_{01} : Information literacy skills and self-efficacy will not significantly influence library service delivery of librarians in public universities in South-West Nigeria.

Table 5: Simple Linear Regression of Information Literacy Skills and Self-efficacy on Library Service Delivery (N=174)

Predictors	B	Std. Error	Beta (β)	T	P	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	2.300	0.249		9.239	0.000	0.257	0.248	29.500	0.000

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Information literacy skills	0.444	0.058	0.520	7.681	.000
Self-efficacy	-	0.067	-0.113	-1.663	0.098

Dependent Variable: Library service delivery

Predictors: (Constant), Information literacy skills, Self-efficacy

DF (F-Statistic) = 2, 173

DF (T-Statistic) = 171

Sig. at $p < 0.05$

Note: β = Standardized coefficient

Presented in Table 5 is the result of the regression analysis of information literacy skills and self-efficacy on library service delivery among librarians in public universities in South-West, Nigeria. The result showed information literacy skills and self-efficacy jointly influenced service delivery ($F(2, 173) = 29.500, p < 0.05$). Specifically, information literacy skills ($\beta = 0.520, t(171) = 7.681, p < 0.05$) significantly influenced service delivery, while self-efficacy ($\beta = -0.113, t(171) = -1.663, p > 0.05$) did not significantly influence service delivery. Information literacy skills contributed highest to service delivery in university libraries in South-West, Nigeria. The adjusted coefficient of determination ($Adj. R^2$) of 0.248 indicates that a combination of information literacy skills and self-efficacy accounts for 24.8% of the changes in service delivery in university libraries in South-West, Nigeria. Therefore, the null hypothesis (H_0) which states that information literacy skills and self-efficacy will not significantly influence library service delivery in public universities in South-West Nigeria was rejected by this finding. This finding implied that information literacy skills and self-efficacy are indispensable joint factors that can enhance service delivery in public universities in South-West, Nigeria.

Discussion of Findings

Research question one revealed a high level of information literacy skills among librarians which can be supported by of (Chukwu et al., 2021; Sambo et al., 2022; Solanke, 2022) who claimed that librarians were literate in information skills. Research question two revealed a high level of perception of self-efficacy among librarians. The results were supported by the submission of (Ikonne et al., 2019; Zubairu & Oyekale, 2021) who reported that librarians self-efficacy levels were high.

Findings on research question three revealed a high level to which librarians deliver services. In other word librarians in the study context deliver services effectively. The results were supported by the submission of (Udo & Ekeng, 2021) that librarians attitude influence

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service delivery, also (Oden & Owolabi, 2022; Mbua et al., 2021) who asserted that tangibles play a major role in library service delivery.

Furthermore, as revealed from the findings of the hypothesis tested in Table 5, the null hypothesis was rejected. This indicates that there was a significant combined relationship between information literacy skills and self-efficacy of librarians on library service delivery in public universities in South-West, Nigeria. The result of the study proved that information literacy skills and self-efficacy are joint factors that influence library service delivery of librarians.

Conclusion

Library service delivery is very crucial in any organization particularly the public university libraries. However, to achieve effective and efficient service delivery a high level of information literacy skills and self-efficacy is demanded on the part of the librarians. In this study librarians showed a high level of information literacy skills and self-efficacy level towards library service delivery. It showed that information literacy skills and self-efficacy are indispensable joint factors that influence library service delivery.

Recommendations

In line with the findings, the study therefore, recommends that

1. The information literacy skills of librarians should be sustained through a deliberate and continuous capacity building.
2. Librarians should intentionally boost up their self-efficacy to ensure quality service delivery and to meet users demands.
3. Library service delivery should continuously be sustained by highly skilled information literate librarians who possess a high positive level of self-efficacy.

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