

**Perceived Self-efficacy and Information Literacy Skills as Influencing factors for Reference
Service Delivery in Academic Libraries, South-West, Nigeria.**

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Abstract

Reference service delivery will continue to evolve due to users' changing information needs which are occasioned by the availability of information communication technology (ICT). This study investigated perceived self-efficacy and information literacy skills of reference librarians as correlates of reference service delivery in selected academic libraries in South West, Nigeria. The study is a survey based on the ex post facto type. The purposive sampling technique was used to select the universities sampled based on a research assumption that universities established for more than ten years should have a standard reference section. While the total enumeration technique was used to select all the sixteen reference librarians in the selected academic libraries. The questionnaire was the main data collection instrument. All questionnaires administered were returned and found useful for the study. The findings of the study revealed that the majority or 15 (93.8%) agreed that they have requisite self-efficacy for reference service delivery. The information literacy skills of the reference librarian showed that the most reliable information source they will recommend to users is a textbook (9(56.3%). Similarly, the study found there is a significant positive correlation between the reference librarian's perceived self-efficacy, information literacy skills and reference service delivery. The study concluded that although the reference librarians showed a high self-efficacy in their ability to provide reference service, however in practice as information professionals this cannot culminate in being information literate. Hence, reference librarians need to improve their information literacy skills as image-makers of the library to meet up with changing user information demands.

Keywords- Reference Service delivery, Reference Librarians, Information Literacy Skills,
Self-efficacy and Nigeria

Introduction

The advancement in today's competitive mobile and digital environment has positively impacted human existence and this has resulted in performing either general or specific tasks more efficiently. In the 'old world' access to information was such a herculean task that access to information was confined within the four walls of a library. Thus, learning was confined to just the library. However, in recent times, learning now takes place on the go, either in real-time, online, through distance learning or through independent study without users ever setting foot inside a library. For libraries, especially in African settings to meet up with these changing demands libraries provide reference services. Reference service refers to any form of assistance given to those seeking information, either directly or indirectly, in-person or remotely, and librarians have always provided reference service in a variety of formats, ranging from a fixed desk, telephone, e-mail, to more recent synchronous virtual reference (Qobose & Mologanyi, 2015 cited in Okorafor, Ariole & Anyalebechi 2017).

Before the advent of ICT (Information Communication Technology), reference service delivery by librarians was confined within the library and users need to visit the library before they satisfy their information quest. However, in an age where there is an increase in the number and variety of information resources available in libraries and outside of the library, the complexity of information resources is. An age further characterized by the difficulty of people in locating resources, locating the actual information needed within a resource, number and diversity of people using libraries (particularly public libraries), reference service cannot be said to be restricted to the four walls of the library alone again. This is because various media outlets such as the radio, television, newspapers, magazines, journals, books, internet, email, wikis, Facebook, Twitter, etc bombard its citizenry with various information. The outcome of the foregoing has thus led to a wider range of information needs, enquiries, and sophistication in the search for information (Janes, 2002 cited in Singh, 2004) wherever it can be located. Thus academic libraries as information centres fit into this picture,

Academic libraries are to support the tripartite (teaching, research and community engagement) roles of institutions of higher learning through the provision of appropriate resources and services. One such service is the reference service. Reference service's history can be traced to the presentation of Green in 1876 at the first American Library Association Conference in which

Green summated that reference librarians have four roles, which are; teaching patrons about the library's functions and resources, how to utilize them; answering patrons' questions; helping patrons select good reading material; and promoting the library to the greater community (Uzoigwe, Eze & Jacintha, 2018). Other roles of reference librarian include; the provision of general information services, provision of answers to users' queries, giving instructions on the use of the library, a compilation of bibliography, selective dissemination of information, Indexing and abstracting services, publication of library guide and bulletin and the display and exhibition of materials (Okeke, Oghenetega & Nwabu 2013).

As a result of the diverse information forms availability, and unprecedented and additional changes in the information resources available in the learning environment (Ode & Ape, 2013) library and information science professionals particularly reference librarians have been at the forefront of training and teaching users on how to locate, retrieve and effectively use the information to meet their research/information needs. Although there has always been a need to find, evaluate, and effectively use information, the abilities needed to do so have grown larger, more complex, and more important in the ICT environment (Anunobi & Udem 2015).

Furthermore, the technological drive in today's library has brought about changes both in the information needs of the user and service delivery on the part of the librarian. Consequently, the reference librarian needs to be ready for these challenges by possessing requisite information literacy skills. Information literacy has been identified to include the capability of individuals to identify, locate and critically evaluate the information for decision-making, knowledge creation and problem-solving (Bruce, 2003 cited in Anunobi & Udem 2015). Information literacy can therefore be summed up as the ability to know why information is needed, when it is needed, where/how to locate the exact information and ultimately being able to interpret/use such information ethically to meet one's need.

To function effectively as information literate, reference librarians need to believe in themselves as capable of performing their work effectively. This belief is what is referred to as self-efficacy. Thus, self-efficacy is a belief that reflects one's accurate self-assessment of his or her ability to effectively adapt and perform necessary tasks in the face of a challenging environment (Tsojon, Ehiemere & Bonjoru, 2013). A strong sense of self-efficacy will go a long way in determining the

extent of accomplishment of goals. It is germane to state that self-efficacy is a belief and not a skill. For the reference librarian, their self-efficacy will determine their ability and the extent to which they meet the information needs of their users and by implication as information professionals. Individuals with high work self-efficacy are more successful in work management and workplace performance (Kadeejakutty & Jalaja 2018). In addition, reference librarians should believe in their ability to, access the needed information effectively and efficiently, evaluate information and its sources critically, disseminate information effectively to accomplish a specific purpose and understand the economic, ethical, legal and social issues surrounding the use of information. This study was carried out in selected universities in the South-west geo-political zone because it has the highest number of university distribution in Nigeria, hence the need for this study.

Statement of the Problem

Reference librarians in academic libraries in the South-west, Nigeria by their role as image-makers of the library are expected to possess adequate information literacy skills, to provide reference service. However, both observation and literature have revealed that the availability of ICT, has provided an avenue for searching and navigating internet content either on computers or smartphones and other platforms, and various collaborative tools. The resultant effect is that there will be a continual decline of users at the reference desk in most academic libraries. Furthermore, only a few users are found at the reference desk, this suggests that probably the reference librarians have low self-belief in their information literacy abilities to meet the information needs of the users. The implication is that low self-efficacy seems to have negative consequences on reference librarians' ability to effectively provide reference service. Literature has highlighted the needed competencies and skills of a reference librarian such as communication skills, information communication technology (ICT) skills, interpersonal skills, and information literacy skills.

However, in real practice, do reference librarians possess these skills to effectively provide the right service? Do reference librarians believe in their ability to deliver the required service to library users? This study proposes that the effective information literacy skills of the reference librarian are a direct consequence of their self-efficacy. Those who are confident in their abilities will not be jittery at users' information requests and they will always get the right information resources to ensure that users' information needs are met. It is against this background that this

study intends to examine the Reference librarian's perceived self-efficacy and information literacy skills as influencing factors for reference service delivery in academic libraries in South-west, Nigeria.

Objectives of the Study

The following objectives guided the study

1. To ascertain the level of self-efficacy of reference librarians with reference service delivery in academic libraries in South-west, Nigeria;
2. To assess the information literacy skills of reference librarians with reference service delivery in academic libraries in South-west, Nigeria;
3. To assess the relationship between information literacy skills of reference librarians and reference service delivery in academic libraries in South-west, Nigeria;
4. Investigate the relationship between self-efficacy of the reference librarian and reference service delivery in academic libraries in South-west, Nigeria;

Review of Related Literature

The reference librarian is the image-maker of the library because he/she brings the library resources closer to the user. Librarians and particularly reference librarians need to embrace technology and be versatile and not static in a technological era that is characterized by the use of new technologies and other social media platforms. This is because users now adopt various applications on their mobile devices for their various needs, libraries and reference librarians, in particular, must also step up the pace with the application of instant messaging (IM), social media platforms, Skype, short message service (SMS), and blogs, among others, and serve the patrons' reference menu on their devices anywhere, anytime (Oladokun and Moyatsi, 2015).

The implication of this is that the reference librarian should possess requisite information literacy skills to guide users appropriately. This was corroborated in a study by Anyaoku, Ezeani & Osuigwe (2015) that found that librarians possess high skills in the traditional information literacy methods of instruction such as bibliographic instruction; locating information to answer library users' queries, identifying various sources of information and Internet information search and

retrieval. However, their skills were the least in creating web pages, use of reference managers and Boolean search techniques.

According to Mensah & Lebbaeus (2013), self-efficacy is the belief about one's capability to perform in a certain manner to attain certain goals; a person's belief about his/her capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Similarly, self-efficacy has been viewed by researchers as a knowledge system which demonstrates the level to which individuals deal with the occasions that impact their lives. The higher a man's self-efficacy, the better the certainty and capacity to prevail in a given undertaking. Therefore, individuals with low self-efficacy will probably surrender or lose trust in burdensome conditions while individuals with high self-efficacy regularly push further to overcome the test. It then suffices to say that, the self-efficacy competence of any librarian lies in his/her ability to demonstrate commitment to a job process which largely depends on the mastery experience of the job; being aware of and understanding technological innovation in the profession (Adio & Popoola, 2010).

An earlier study by Bansode Pujar (2008), revealed that library services transited from the conventional way to meet the demands of the digital age. Information communication technology in libraries has revolutionized the format and style by which information services are delivered. Today, libraries have taken advantage of information communication technology tools as a platform to deliver their services to users. However, the concept of libraries as physical places where one can visit to get information is rapidly changing to a virtual space where users can access, communicate and contribute to existing knowledge (Buhari, 2013). Ezeani and Eke (2011) & Jain and Jorosi (2015) list some of the technology tools popularly used in libraries globally to meet the information needs of their users: communication technology in libraries has revolutionized the format and style by which information services are delivered. Today, libraries have taken advantage of information communication technology tools as a platform to deliver their services to users. However, the concept of libraries as physical places where one can visit to get information is rapidly changing to a virtual space where users can access, communicate and contribute to existing knowledge (Buhari, 2013).

Similarly, Oyedokun's (2014) study on information literacy skills of librarians in South-West Nigeria, found that librarians; had difficulty in identifying significant words, many librarians were deficient in the skills required for a successful learning process such as search strategy using

Boolean operators (OR, AND), identifying significant words, lacked knowledge of the characteristics of a scholarly journal, we're unable to distinguish between library catalogues and bibliographic databases, and lacked knowledge of the benefit of bibliography. Also, Akkoyunlu & Kurbanoglu (2004) cited in Tuncer & Balci's (2013) study found that individuals have to develop a positive perception of self-efficacy in terms of information skills to apply information problem-solving activities successfully and to be self-leading, self-motivating and lifelong learner (Akkoyunlu & Kurbaoglu, 2003). When managed properly, reference librarians with high self-efficacy carry out relevant searches on behalf of users. They also provide appropriate service to users using various reference and information sources, and handle any type of reference queries confidently, which leads to quality reference service delivery.

Methodology

The study is a survey of the ex-post facto design. The population is the reference librarians in selected academic libraries in South-west Nigeria. This geopolitical zone was selected because it has the highest distribution of universities in Nigeria. The purposive sampling technique was applied using the criterion that the basis of inclusion of any university in this study was the premise that such a university had been established for at least ten years or more. The research assumption is that such universities should have well-established and functional reference sections in the library. Based on these criteria a total of twenty (20) universities in the South-west, of Nigeria were selected and the total enumeration technique was also used to select sixteen (16) reference librarians. A questionnaire was the main research instrument for this study. The questionnaire was administered to all the reference librarians. The entire questionnaire administered was returned and found useful for the study. At the time of this study, Babcock University, Adekunle Ajasin University and Bells University did not have reference librarians however the remaining thirteen universities had a minimum of one reference librarian. The researchers adapted Oyedokun's study questionnaire (Information Literacy Competence of Librarians in South-west Nigeria University Libraries) consisting of 20 reviewed and revised questions. It is therefore a replication of the study, but on reference librarians only rather than all librarians. A few modifications were made to the questions to reflect the context of the study/environment. The scale for self-efficacy and reference service delivery was developed by the researchers.

Results

Research Question 1: What is the self-efficacy of reference librarians in relation to reference service delivery in academic libraries in South-west, Nigeria?

Self-efficacy For Reference Service Delivery

The result in Table 1 showed that 8 (50.0%) of the respondents strongly agreed that they can go the extra mile in ensuring users' information needs are met. This was closely followed by 7 (43.8%) of the respondents that strongly agreed that because they are information literate, they can search for information and can teach users effectively how to use reference sources.

Table 1: Self-efficacy and Reference Service Delivery

Self-Efficacy	SD	D	A	SA
I can go the extra mile in ensuring users' information needs are met	0(0.0%)	1 (6.3%)	7(43.8%)	8(50.0%)
I can be very patient with users to fully understand their information need	1(6.3%)	0(0.0%)	8(50.0%)	7(43.8%)
I am information literate because I can search for information	1(6.3%)	0(0.0%)	8(50.0%)	7(43.8%)
I can teach users effectively how to use reference sources	1(6.3%)	1 (6.3%)	7(43.8%)	7(43.8%)
I feel confident receiving e-mails from users because I know I can meet their information need	2(12.5%)	0(0.0%)	8(50.0%)	6(37.5%)
I can answer any reference query posed by users	0(0.0%)	1 (6.3%)	10(62.5%)	5(31.3%)
I feel am in charge when handling queries or interacting with the user	0(0.0%)	1 (6.3%)	10(62.5%)	5(31.3%)
I can control getting worked up as a result of too many reference queries	1(6.3%)	0 (0.0%)	10(62.5%)	5(31.3%)
I can know which information material is useful for academic activities	1(6.3%)	0 (0.0%)	10(62.5%)	5(31.3%)
I feel fulfilled as a reference librarian	1(6.3%)	1 (6.3%)	9(56.3%)	5(31.3%)
I can handle users who want to prove a bit difficult	1 (6.3%)	1 (6.3%)	10(62.5%)	4(25.0%)
I can bounce back after I have tried and failed in assisting a user	1(6.3%)	1 (6.3%)	10(62.5%)	4(25.0%)
When I am confronted with any reference query I know where to obtain the necessary information	0(0.0%)	1 (6.3%)	12(75.0%)	3(18.8%)
I feel driven by my purpose hence I am satisfied with my career designation	0(0.0%)	1 (6.3%)	12(75.0%)	3(18.8%)
I have technology competence	6(37.5%)	2(12.5%)	6(37.5%)	2(12.5%)

Research Question 2: What are the information literacy skills of reference librarians in relation to reference service delivery in academic libraries in South-west, Nigeria?

Information Literacy Skills of Reference Librarians

The information literacy skill of the respondents is revealed in table 2a-2i. The researchers adopted this method in order to capture the specific information literacy skills of the reference librarians. The result in table 2a showed that 14 (87.5%) out of 16 (100%) reference librarians surveyed knew that the most appropriate information resource to consult when one has little knowledge about a subject matter is Google. The result in the table further revealed that only 9 (56.3%) of the respondents least consulted Wikipedia.

Table 2a Information Literacy Skills of Reference Librarians

When you receive queries that you have little knowledge about the first place for consultation is	No	Yes
Google	2(12.5%)	14(87.5%)
Colleagues	3(18.8%)	13(81.3%)
Encyclopaedia	3(18.8%)	13(81.3%)
Dictionary	5(31.3%)	11(68.8%)
Textbooks	6(37.5%)	10(62.5%)
Journals	6(37.5%)	10(62.5%)
Wikipedia	7(43.8%)	9(56.3%)

Information Literacy Skills of Reference Librarians

The result in table 2b further revealed that the most reliable information source that they will recommend to users is a textbook while the least recommended information source is the library catalogue. 12 (75.0%) out of the 16 (100.0%) respondents affirmed that what best describes articles published in a scholarly journal is that the information has been evaluated by an editorial board before publication. Similarly, 13 (81.3%) of the respondents affirmed that references to the source of information need to be included when one copies word for word a paragraph from a magazine article. Also, 11 (68.8%) of the respondents affirmed that reference to the source of information needs to be included when one copies word for word a paragraph from a web page.

Table 2b Information Evaluation of Reference Librarians

Most reliable information source that you will recommend to users	No	Yes	Don't know
Library Catalogue	3 (18.8%)	1(6.3%)	12(75.0%)
Journals	3(18.8%)	2 (12.5%)	11(68.8%)
Google Scholar	4 (25.0%)	2 (12.5%)	10(2.5%)
Online resources such as Wikipedia, Google	5(31.3%)	3 (18.8%)	8 (50.0%)
Which of the following best describes articles published in a scholarly journal			
Information is written for the layperson	16(100.0%)	0(0.0%)	0(0.0%)
It includes a list of references	5(31.3%)	11(68.8%)	0(0.0%)
The research method used is described	6(37.5%)	10(62.5%)	0(0.0%)
It has been evaluated by an editorial board before publication	4(25.0%)	12(75.0%)	0(0.0%)
None of the above	16(100.0%)	0(0.0%)	0(0.0%)
I don't know	16(100.0%)	0(0.0%)	0(0.0%)
When I copy word for word a paragraph from the magazine article	3(18.8%)	13(81.3%)	0(0.0%)
When I copy word for word a paragraph from a Web page	5(31.3%)	11(68.8%)	0(0.0%)
When I write in my own words what is being said in a Web page	11(68.8%)	5(31.3%)	0(0.0%)
When I write in my own words what is being said in a magazine article	13(81.3%)	3(18.8%)	0(0.0%)
In none of the above cases	16(100.0%)	0(0.0%)	0(0.0%)
I don't know	16(100.0%)	0(0.0%)	0(0.0%)

Information Literacy Skills of Reference Librarians

Also, results in table 2c showed that 14 (87.5%) of the respondents are expert in using e-mails, discussion forums, chats to communicate with users and surfing the internet extensively to obtain information. Also, 13 (81.3%) of the respondents attested that they are experts in terms of using various search engines and databases while only 5 (31.3%) are expert at not using reference tools because search engines will do the same.

Table 2c Information Literacy Skills of the Reference Librarians

ICT Skills	None	Beginner	Intermediate	Expert
I have a good grasp of internet hence I can use e-mails, discussion forums, chats etc. to communicate with users.	1(6.3%)	1(6.3%)	0(0.0.0%)	14(87.5%)
I can surf the internet extensively to obtain information.	1(6.3%)	1(6.3%)	0(0.0.0%)	14(87.5%)
I am aware of various search engines and databases.	1(6.3%)	1(6.3%)	1(6.3%)	13(81.3%)
I have the ability to search online databases.	1(6.3%)	1(6.3%)	3(18.8%)	11(68.8%)
I know how and where to obtain whatever information I need for research queries I receive.	1(6.3%)	1(6.3%)	3(18.8%)	11(68.8%)
Whatever information I retrieve online I can read in between the line and interpret it to suite my information need.	1(6.3%)	1(6.3%)	3(18.8%)	11(68.8%)
I can use scanners, printers, computers very well.	3(18.8%)	1(6.3%)	1(6.3%)	11(68.8%)
My technological competence makes me to surf the internet very well for information.	1(6.3%)	1 (6.3%)	4(25.0%)	10(62.5%)
I use Microsoft word in carrying out my duties as reference librarian.	3(18.8%)	1(6.3%)	2(12.5%)	10(62.5%)
I can attach files to query response.	3(18.8%)	1(6.3%)	2(12.5%)	10(62.5%)
I have a good grasp of electronic document delivery.	1(6.3%)	2(12.5%)	6(37.5%)	7(43.8%)
I have the knowledge of digital reference service.	1(6.3%)	1(6.3%)	8(50.0%)	6(37.5%)
I don't use reference tools because search engine will do the same thing.	4(25.0%)	1(6.3%)	6(37.5%)	5(31.3%)

Information Literacy Skills of Reference Librarians

The result in table 2d showed the level of knowledge about emerging technology that could enhance a reference librarian's job. The result showed that most or 8 (50.0%) of the respondents did not know about using Google scholar, and 7 (43.8%) did not know about mobile technology applications such as Evernote and cloud computing. Only 2 (12.5%) of the respondents had knowledge of reference management tools such as Mendeley and Zotero. Interestingly, only 1 (6.3%) out of the 16 (100%) respondents had in-depth knowledge of Google scholar, research platforms on social media such as Blogs, Wikis, ORCID, Academia, Research Gate, Google drive, mobile technology applications such as Evernote, and cloud computing.

Table 2d Emerging Technology Knowledge of Reference Librarians

Level of knowledge about emerging technologies that could enhance your job as a reference librarian	I	S	M	L	N	I have not heard about it
Google Scholar	1(6.3%)	0(0.0%)	0(0.0%)	1(6.3%)	8(50.0%)	6(37.5%)
Mobile Technologies application such as Evernote	1(6.3%)	2(12.5%)	0(0.0%)	2(12.5%)	7(43.8%)	4(25.0%)
Cloud computing	1(6.3%)	1(6.3%)	1(6.3%)	4(25.0%)	7(43.8%)	2(12.5%)
Research platforms on social media such as Blog Wikis, ORCID, Academia, Research Gate etc.	1(6.3%)	0(0.0%)	0(0.0%)	5(31.3%)	6(37.5%)	4(25.0%)
Google drive	1(6.3%)	0(0.0%)	2(12.5%)	4(25.0%)	5(31.3%)	4(25.0%)
Reference management tools such Mendeley and Zotero	2(12.5%)	2(12.5%)	3(18.8%)	3(18.8%)	3(18.8%)	3(18.8%)

Key I-In-depth, S-Substantial, M-Moderate, L-Little, N-None

Information Literacy Skills of Reference Librarians

Results in Table 2e further revealed that majority or 9 (56.3%) of the respondents reported that they will conclude that they did not use the right words if they typed the word “*History of Nigerian Education, A textbook by Babatunde Fafunwa*” and no information was obtained from the search engine while 7 (43.8%) of the respondents reported that they will conclude that the book is not available online. The result further revealed that further result revealed in Table 2e showed that 14 (87.5%) of the respondents affirmed that they would recommend Power-point as a Microsoft presentation package that can be used for presentation. Also, 14 (87.3%) of the respondents affirmed the use of Boolean operators such as AND, OR, NOT, + to obtain specific searches when searching for information and 13 (81.3%) of the respondents have the ability to distinguish potential information resources, organize, apply and communicate information and can synthesize and build on existing information.

Table 2e Information Literacy Skills of Reference Librarians

What Microsoft Package will you recommend to your user for presentation	Freq	%
Power-point	14	87.5
Microsoft Word	1	6.3
I don't know	1	6.3
During the course of providing digital reference suddenly you noticed that you could not see the face of your user online again but you could still chat. What happened?		
Web Cam	11	68.8%
Internet Connectivity	3	18.8%
Speaker	1	6.3%
I don't know	1	6.3%
To obtain more specific searches I use Boolean operators such as AND, OR, NOT, +		
Yes	14	87.3%
No	2	12.5%
I have the ability to distinguish potential information resources.		
Yes	13	81.3%
No	3	18.8%
I don't know	0	0.0%
I can organize, apply and communicate information.		
Yes	13	81.3%
No	3	18.8%
I don't know	0	0.0%
I can synthesize and build on existing information.		
Yes	13	81.3%
No	3	18.8
I don't know	0	0.0
You have typed the word “<i>History of Nigerian Education, A textbook by Babatunde Fafunwa</i>” and no information was obtained from the search engine search. What do you conclude?		
I did not use the right words	9	56.3
The book is not available online	7	43.8
The book does not exist	0	0.0
The system is down	0	0.0
You have a query on the topic “Measures used across Nigeria to prevent the spread of Ebola virus”. Among the following choices which best describes the ideas contained in your subject		
Preventive measures, Ebola Virus, Nigeria	11	68.8
Ebola Virus Nigeria	4	25.0
Ebola Virus, Measures, Prevention	1	6.3

Information Search Skill of the Reference Librarians

Results in Table 2f revealed that 7 (43.8%) of the respondents search for information online frequently by using keywords and advanced search while only 3 (18.8%) frequently type the complete title and used phrases.

Table 2f Information Search Skill of the Reference Librarians

How do you search for information online	Never	Sometimes	Freq	Always
By using keywords	1(6.3%)	1(6.3%)	7(43.8%)	7(43.8%)
By using advanced search	1(6.3%)	2(12.5%)	7(43.8%)	6(37.5%)
By using a basic search	2(12.5%)	4(25.0%)	5(31.3%)	5(31.3%)
By using Boolean operators	3(18.8%)	3(18.8%)	5(31.3%)	5(31.3%)
By typing the complete title	3(18.8%)	7(43.8%)	3(18.8%)	3(18.8%)
By using phrases	5(31.3%)	4(25.0%)	3(18.8%)	4(25.0%)

Furthermore, results in Table 2g showed that when searching for information, 14 (87.5%) of the respondents use the criteria of relevance very often to know when a material is good for research and 10 (62.5%) also use accuracy. Results in Table 2h also revealed that 11 (68.8%) of the respondents had never used Zotero/Mendeley for reference service delivery.

Table 2g Information Literacy Skills of Reference Librarians

How do you search for information online	Never	Sometimes	Freq	Always
When searching for information, how often do you use the criteria below to know when a material is good for research?	Never	Occasionally	Often	Very Often
Relevance	1(6.3%)	0.0%	1(6.3%)	14(87.5%)
Accuracy	1(6.3%)	1(6.3%)	4(25.0%)	10(62.5%)
Authority	1(6.3%)	2(12.5%)	4(25.0%)	9(56.3%)
Currency	2(12.5%)	0.0%	11(68.8%)	3(18.8%)

Information Literacy Skills of Reference Librarians

The result in table 2h further revealed that the most reliable information source that they will recommend to users is a textbook while the least recommended information source is the library catalogue. 12 (75.0%) out of the 16 (100.0%) respondents affirmed that what best describes articles published in a scholarly journal is that the information has been evaluated by an editorial board before publication. Similarly, 13 (81.3%) of the respondents affirmed that references to the source of information need to be included when one copies word for word a paragraph from a magazine article. Also, 11 (68.8%) of the respondents affirmed that reference to the source of information needs to be included when one copies word for word a paragraph from a web page.

Table 2h Information Literacy Skills of the Reference Librarians

Please rate your extent of usage of the following for reference delivery	Never	Sometimes	Freq	Always
MS word	2(12.5%)	0(0.0%)	5(31.3%)	9(56.3%)
Google Scholar	1(6.3%)	4(25.0%)	4(25.0%)	7(43.8%)
Academia and Research Gate	6(37.5%)	5(31.3%)	1(6.3%)	4(25.0%)
Reference Management Tools such as Zotero, Mendeley	11(68.8%)	0(0.0%)	3(18.8%)	2(12.5%)
MS PowerPoint	3(18.8%)	8(50.0%)	4(25.0%)	1(6.3%)
MS Outlook	13(81.3%)	1(6.3%)	0(0.0%)	2(12.5%)
MS Excel	4(25.0%)	8(50.0%)	3(18.8%)	1(6.3%)
MS Access	6(37.5%)	9(56.3%)	0(0.0%)	1(6.3%)
MS Publisher	10(62.5%)	5(31.3%)	0(0.0%)	1(6.3%)

Information Literacy Skills of Reference Librarians

Table 2i revealed that 12 (75.0%) of the respondents were excellent at using E-mail, 11 (68.8%) of the respondents were excellent at using word processing and 8 (50.0%) of the respondents were good at using file navigation.

Table 2i Level of ICT Use

ICT usage	Not skilled	Fair	Good	Excellent
E-mail	1(6.3%)	1(6.3%)	2(12.5%)	12(75.0%)
Word processing	1(6.3%)	0(0.0%)	4(25.0%)	11(68.8%)
Internet browsing	1(6.3%)	1(6.3%)	5(31.3%)	9(56.3%)
Social media applications such as Facebook and Twitter	1(6.3%)	1(6.3%)	6(37.5%)	8(50.0%)
Document delivery online	2(12.5%)	1(6.3%)	6(37.5%)	7(43.8%)
Presentation tools such as Powerpoint	1(6.3%)	2(12.5%)	7(43.8%)	6(37.5%)
File Navigation	2(12.5%)	1(6.3%)	8(50.0%)	5(31.3%)

HO₁:: There will be no significant relationship between information literacy skills of reference librarians and reference service delivery in academic libraries in South-west, Nigeria.

The result in Table 3 revealed that there was an inversely significant relationship between the information literacy skills of reference librarians and Reference Service delivery ($r = -.844^*$, $N = 16$, $P < .05$). Null hypothesis is rejected. It could be inferred that an increase in information literacy skills will result in a decrease in the way they view research, albeit to 84.4% of the respondents. The implication of this is that the information literacy skill of reference librarians is influenced by reference service delivery.

Table 3: Test of Hypothesis 1

Variables	N	R	P	R
Information Literacy	16	-.844*	.000	Sig.
Reference Services Delivery				

* Sig. at 0.05 Level N-Sample Size R- Correlation P-Probability Level

HO₂: There will be no significant relationship between perceived self-efficacy of reference librarians and reference service delivery in academic libraries in South-west, Nigeria.

The result in Table 4 showed that there was a significant relationship between Self- efficacy and Reference Service Delivery ($r = -.813^*$, $N = 16$, $P < .05$). The null hypothesis is rejected. This implies that the increase in self-efficacy of the reference librarian will negatively influence the reference service delivery albeit 81.3 % of the time.

Table 4: Test of Hypothesis 2

Variables	N	R	P	R
Self-efficacy	16	-.813*	.000	Sig.
Reference Services Delivery				

* Sig. at 0.05 Level N-Sample Size R- Correlation P-Probability Level

Discussion of Findings

The findings of the study showed that the reference librarians in university libraries in South-west, Nigeria had a high self-efficacy on many of the items on the measuring scale. The findings indicate that reference librarians generally believe in their capabilities to handle various information quests from users and are patient with users to fully understand their information needs. The findings also give the impression that the reference librarians are capable of controlling getting worked up as a result of too many reference queries from users.

Also, the findings revealed that the first place of consultation for unknown queries is Google instead of an encyclopedia. This negates Oyedokun (2014) findings that librarians used an encyclopedia to familiarize themselves with a subject they have little knowledge about.

Although the reference librarians showed a high self-efficacy in reference service delivery, it is, however, disheartening to know that majority (56.3%) of the reference librarians affirmed that textbook was the most reliable information source they would recommend to users. Interestingly, 68.8% also affirmed that they don't even know if the journal was a reliable information source to be recommended to users then this might even affect the confidence of users in their services.

The implication is that although the reference librarians believed in their abilities to work as reference librarians, they are also saddled with the responsibility of teaching users requisite information literacy skills. Thus, if the 'teacher' is deficient in not knowing if a journal was a reliable information source so what knowledge will be passed on to the users? It could also be that the reference section is manned by librarians with low information literacy skills. The implication on the image of the library to both the faculty and the users is that the library has 'nothing to offer' if the librarians cannot meet their information needs.

The information literacy skills of reference librarians in academic libraries in South-west, Nigeria also revealed that only one reference librarian had in-depth knowledge of Google scholar, research platforms on social media such as Blogs, Wikis, ORCID, Academia, Research Gate, Google drive, mobile technology applications such as Evernote, and cloud computing. This finding is in tandem with Ketlhoilwe & Molatedi (2015) study that found out that the skills needed for reference work are knowledge of information resources, research skills, professional search skills and IT skills. In addition, this corroborated (Feili, 2007; Saunders, 2012) the findings that the skills needed for today's reference librarians are search skills, knowledge of print reference sources and online search skills.

Also, the reference librarians were conversant with searching for information online using keywords and Boolean operators such as AND, OR, NOT, and +. Furthermore, the reference librarians could distinguish potential information resources, organise, apply and communicate information, and synthesize and build on existing information. The findings further revealed that reference librarians in academic libraries in South-west, Nigeria are yet to have a good grasp of electronic document delivery which is one of the vital skills needed as a reference librarians to provide electronic reference service and the reference librarians are yet to be experts at having the knowledge of digital reference service.

The reference librarians in academic libraries in South-west, Nigeria lacked in-depth knowledge of emerging technologies such as Google scholar, research platforms on social media such as Blogs, Wikis, ORCID, Academia, Research Gate, Google drive, mobile technology applications such as Evernote, and cloud computing. The implication of this is that although the reference librarian had earlier stated their knowledge of some of the emerging technologies, the usage of the technologies for reference service delivery is not yet a welcome idea among the reference librarians.

The findings moreover revealed that the adoption and usage of the technologies for reference service delivery is not yet a welcomed idea among the reference librarians in academic libraries in South-West, Nigeria. This corroborates the findings of Akor and Alhassan (2015) that found that digital reference service was yet to be adopted in Nigerian Libraries. The study also found out there was a significant positive relationship between the information literacy skills of the reference librarian and reference delivery. Similarly, a positive relationship also existed between self-efficacy and reference service delivery. The findings from the two hypotheses tested have corroborated the results from the research questions.

The willingness to assist users by librarians goes beyond having a passion/zeal to help, rather it is being informed by where, and how to locate information and ultimately being able to interpret such information to suit the user's information needs. In other words, reference librarians' belief in their ability to meet the user's information needs will not automatically translate to being information literate as information professionals. This is a major revelation of this study, as it affects how the reference librarian will be able to teach and meet the information needs of the users either now or in the nearest future.

Conclusion and Recommendations

In this study, the reference librarians showed a high self-efficacy in their ability to provide reference service, however, in practice as an information professional this may not necessarily culminate into being information literate. Similarly, the result from this study can be generalized for reference librarians in Nigeria because the geopolitical zone selected for this study has the highest number of university distributions in Nigeria. In line with the findings, the study, therefore,

recommends that there is an urgent need of having more reference librarians in the library who will assist users in their information quest either physically or virtually.

Additionally, there is a need for constant honing of the reference librarians' information literacy skills to provide requisite information to their users. Furthermore, there is the need for university librarians to understand that the reference section is not just 'one of the spaces in the library that anyone can just be in charge of. Rather the reference librarians are the image-makers of the library, therefore if libraries want more patronage then they should have competent reference librarians who are not just docile and waiting for users to visit the library, but rather reference librarians who are ready to embed themselves in the teaching, learning and research process of the university. Ultimately, this will increase the image of the library among the users.

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