Full Length Research

Personnels' Self-Efficacy and Service Delivery in University Libraries in Lagos State, Nigeria

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Abstract
Service delivery in academic libraries is germane to the attainment of their set goals and objectives. However, there is a growing need for improved and dynamic services in University libraries. This is due to changing users' need or demand and the presence of ICT in libraries. Unfortunately, university libraries in Lagos State seem to be providing inadequate services to users. To improve service provision, library personnel require self-efficacy. Therefore, this study investigates the influence of library personnels' self- efficacy on service delivery in university libraries in Lagos State. The design of the study was survey. The population of the study comprise of 133 library personnel selected from four university libraries in Lagos State. The total enumeration technique was used to include all 133 library personnel. Data was analysed using descriptive and inferential statistics. Findings of the study revealed that personnel's self-efficacy positively and significantly influenced service delivery in the university libraries in Lagos state, Nigeria ($R2 = 0.032$, $\beta = 0.847$, $t = 4.446$, $p<0.05$). In conclusion, library personnel' self-efficacy contributes to service delivery in university libraries in Lagos State, Nigeria. It is therefore recommended that the managements of university libraries should ensure provision of adequate facilities in different forms of information resources and services. Careful analysis can also be done on the users to determine the best means of providing these resources and services.

Keywords: Library Personnel, Self-efficacy, Service Delivery, University.

INTRODUCTION

The academic library plays a key role in promoting the advancement of knowledge and is integral to the teaching and learning processes. The objective of any library is to support the information needs of the institution to which it is attached and, in most cases, those of the public where it is situated. Libraries are usually expected to provide relevant information to meet the ever-increasing information needs of their users. Thus, a university library is supposed to provide the information needs of the university community (i.e. students and all categories of personnel of the university) alongside the information demands of the institution's visitors (i.e. people from within and outside its host community).

The traditional or conventional means of providing library services entails physical and these were able to meet the demands of the library users. However, certain changes include change in users demand, growing population of ICT have, rendered the existing methods of providing the necessary library services largely inadequate (Adebayo, Ahmed & Adeniran, 2018). The emerging information trend has come along with networked systems, new methods of acquisition and utilization of information resources. The changes have largely limited the capability of traditional librarianship in being able to meet the stated responsibilities of the library in the recent times.

Moreover, there has been the incidence of continual rise of competitors and rival agencies with more sophisticated library software, hardware, products, and services. Therefore, survival of libraries now depends on their creative abilities to provide dynamic services so as to remain relevant in the 21st century (Irenoa, Tjani & Bakare, 2018). The new shift from the conventional method, according to Okoroma (2018) is that information technology has brought versatility in the types and mode of library service delivery. This ongoing reality exposes the need to consistently improve on service delivery in the libraries to meet with the present demands from the library users. The situation demands that libraries in particularly, university libraries in, have to create new ideas in service delivery that will bring about user satisfaction. Thus, the new trend has gradually prompted the libraries to migrate from the conventional ways and methods of library service delivery to the electronic or digital library services (Sadiku, Issa, Salman, Omopupa & Rabiu, 2017).

Some scholars have described library service delivery in many related ways. Madu (2010) described service delivery as the sum total of all library activities aimed at facilitating the use of the library and its resources. It is the activity of a librarian in a university library within and outside available resources to provide answers to users' queries and meet their information needs. Dollah (2012) defined service delivery as giving of assistance to a user in search of information in a library. Aboyade (2013) opined that "library services is a sum total of all library activities aimed at facilitating the use of the library and its resources" (p.3). Service delivery is defined as the ability of a librarian to strive within and outside available resources to provide answers to users' queries and also to meet the overall information needs of the users (Olanlokun, 2013). Olanlokun further identified library services as, inter-library loan services, abstracting services, cataloguing services, reprographic services, bibliographic services, circulation services, reference services and information services as some of the services delivered in university libraries. In this study, library services are defined as services or activities engaged by sub-units in academic libraries, which comprise of circulation/reader services, cataloguing services, reference/serial services, acquisition services, reprographic services, awareness services, and ICT services. Some of the services provided by the library to students online can include instruction on how to access and use library materials, reference services to provide quick and in-depth answers to students' questions, and materials' delivery services that provide students with access to library materials online or items delivered to students' homes.

In the delivery of library services, the library personnel play a major role, not only in how the services are provided, but also in how they are perceived by library users. Studies have demonstrated that library users and how they perceive and use library services are directly connected to how the staff handles the users (Otieno, Otike & Rotich, 2015). Therefore, library personnel's believe in or ability to deliver library services in order to satisfy library users' information needs is very critical to the success of any university library. With regard to library workers, self-efficacy entails an individual's belief in his or her capability to render the necessary services in the library. Considering the roles played by library staff to deliver the stated services, especially in the past, LaRue (2012) opined that the library's most powerful asset is its professional staff. Accordingly, he observed that librarians have the power to change lives and to build community; that the exercise of these powers had usually required them to leave their desks and buildings in order to be able to show the community what powerful tool they are.

Following the current developments in the configuration of libraries and their associated service delivery, Haber (2011) posits that while providing books as a standalone function for libraries throughout the last few centuries, their offerings have evolved with the digital age to meet the changing needs of their patrons. Emezie & Nwaohiri (2013) add that the library as a physical place where one can visit to get information is rapidly eroding to a social cyberspace where users access, communicate, and contribute to the existing knowledge. The increased availability of digital information has caused students to find alternative means of study and research with the aid of laptops and cell phones (Emezie & Nwaohiri, 2013). With the rapid development of ICTs, academic libraries are compelled to incorporate digital sources in order to remain relevant for information provision and dissemination. Users (students and faculty) have developed greater preference for electronic information than manually driven systems.

Having discussed the influence of digital tools on service delivery in 21st century library, it is imperative to examine self-efficacy and how it connects to this discourse.

According to Mensah & Lebbaeus (2013), self-efficacy is the belief about ones' 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 the researchers as knowledge systems which demonstrate 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 processes which largely depends on the mastery experience of the job; being aware of and understanding technological innovation in the profession (Adio & Popoola, 2010).

Self-efficacy mediates between an individual's knowledge and his actions (Bandura & Bandura, 2006). In essence an individual may possess the required knowledge and skills needed to execute a given task, but may still not achieve success due to self-doubt, or lack of confidence among other contextual factors. When this condition, state of mind, or psychology exists in many or most of the staff of any library, the resultant limited performances of such crop of employees will negatively affect the total service delivery of the library. If such an attitude becomes prevalent and persistent in any particular library, that library will experience an extremely low service delivery within the period the condition persists.

Nevertheless, Bandura (1977) believes that the self-efficacy of library employees can be manipulated for greater service delivery of the library. He claimed certain steps should be taken to create and change self-efficacy belief system in individuals which includes four kinds of experiences namely: Mastery experience, vicarious experience, social encouragement, and physiological responses. Mastery experience implies that every achievement brings about confidence; likewise, every disappointment debilitates it. However, a high feeling of self-efficacy conviction based on past triumphs can encourage the individual to continue regardless of failed attempts. Watching others perform effectively can give people a feeling of trust in their capacity to perform similar undertakings.

Vicarious experience is more efficient when people perceive a typical connection between their capacities and the capacities of others. The impact of vicarious experience upon self-efficacy observation is more grounded in a few circumstances than in others. A person's personal appraisal of task competence might be profoundly impacted in settings that normally include a solid measure of comparative assessment. Verbal persuasion is frequently used by instructors basically out of simplicity and convenience (Bandura, 1977). Sensible self-certification and affirmation from others can support efficacy recognitions. In any case, verbal persuasion may not be as intense or compelling particularly when compliments are given freely and without substantiation.

Lastly, physiological response is particularly persuasive in a task that requires physical strength and stamina (Bandura, 1997). It is another approach to build self-efficacy of an individual and to moderate their negative emotional states. Physiological response impacts self-efficacy convictions in negative emotional responses, such as, uneasiness, stress, and fear which can bring down self-efficacy discernments (Pajares & Johnson,

1996).

Considering the above, in this dissertation the researcher intends to investigate the relationship between self-efficacy and the quality of service delivered by personnel in University libraries in Lagos State Nigeria. The outcome of this understanding could inter alia result in the development of programmes that attempt to inspire higher levels of perceived self-efficacy, in order to enhance the commitment of library personnel for quality service delivery. This is especially important because there is dearth of information on how self-efficacy of librarians affects service delivery in university libraries in Lagos State.

Statement of Problem

The primary purpose of any university library is to support teaching, learning, and research in ways consistent with, and supportive of the university's mission and national development. As information technology continues to permeate all aspects of human society, organizations including university libraries utilize and its associated technologies for delivering services. It enhanced digital publishing to facilitate access to and use of information by clients whose need must be met. The changes in question reflected in the library settings through collections, facilities and services provided as against existing limitations in terms of service hours, availability of resources, and accessibility to the facility.

An earlier study by Pujar (2008), revealed that library services transited from the conventional way to meet the demands of the digital age. Libraries are therefore no longer solely considered as storehouses of knowledge in printed publications, but as learning resource centres to meet the needs of users in all library units and also receive feedbacks (Bakare, 2018). According to Ayanda, Ayanda & Ayangbekun (2017), university libraries in Lagos State seem to be providing inadequate services. This is evident as users express dissatisfaction with services delivered by the university libraries mostly due to unavailability of current materials for use, persistent use of and obsolete methods for library service delivery.

To improve service delivery in university libraries, there is need to explore library personnel's self-efficacy is usually linked to library service provision in libraries. This may be responsible for user's satisfaction or dissatisfaction to services offered by the university. It informs the consequent dissatisfaction of day-day users. Against these existing shortfalls, this study sets out to examine library personnel's self-efficacy and service delivery in selected public and private universities in Nigeria.

Objective of the Study

The main objective of this study is to investigate the

influence of library personnel's self-efficacy on the service delivery of librarians in University libraries in Lagos State Nigeria. The specific objectives of the study will be to:

1. find out the level of library personnel's self-efficacy in the university libraries in Lagos State;
2. determine if personnel self-efficacy has significant influence on library service delivery in the university libraries in Lagos State, Nigeria.

Research Questions

The following research questions guided the study:

1.   What is the level of library personnel's self-efficacy in the university libraries in Lagos State?

Research Hypotheses

One hypothesis was tested at 0.5 level of significance:

$H_0$1:   Personnels' self-efficacy has no significant influence on library service delivery in the university libraries in Lagos State, Nigeria.

METHODOLOGY

The study made use of survey research design. The population for this study is the total personnel in the university libraries in Lagos State. A sample is a subset of the population which can be used to generalize. This involves taking part of a population to investigate and the results from the sample could be concluded as representing the whole population. Due to the manageable size of the population, the study used total enumeration. This implies all the 133 library personnel found in the four university libraries in Lagos State participated in the study. Questionnaire was used as research instrument. The type of data collected for this study was primary data.   The data collected was analysed using IBM Statistical Package for Social Science (SPSS, 21.0).

DATA ANALYSIS, INTERPRETATION AND FINDINGS

Answering of the Research Questions

For the two research questions addressed in this study, the empirical results of percentage, frequency, mean and standard deviation are presented and therefore discussed for each of them.

Research Question One: What is the level of library personnel's self-efficacy in the university libraries in Lagos State?

Table 1. Level of library personnel's self-efficacy

Statement	Not at all	To a low level	To a moderate level	To a high level	To a very high level	Mean	S.D
Mastery Experience						**4.10**	**0.078**
If I cannot do a job the first time, I keep attempting it until the point when I can	6 (5.3)	0 (0)	9 (8.0)	48 (42.5)	50 (44.2)	4.20	0.983
When trying to learn something new, I don't give up if I am not initially successful	6 (5.3)	0 (0)	9 (8.0)	57 (50.4)	41 (36.3)	4.12	0.956
When things look excessively difficult for me, I always attempt to do them	6 (5.3)	6 (5.3)	12 (10.6)	49 (43.4)	40 (35.4)	3.98	1.077

Table 1 continues

Statement	Not at all	To a low level	To a moderate level	To a high level	To a very high level	Mean	S.D
I don't lose courage whenever I fail on an assigned job/duty	9 (8.0)	3 (2.7)	3 (2.7)	52 (46.0)	46 (40.7)	4.09	1.122
Physiological						**3.87**	**0.069**
I can remain calm when facing difficulties because I can rely on my coping strength and abilities	9 (8.0)	3 (2.7)	15 (13.3)	49 (43.4)	37 (32.7)	3.90	1.134
I am good at solving problems when I feel physically and emotionally normal	12 (10.6)	3 (2.7)	13 (11.5)	55 (48.7)	30 (26.5)	3.78	1.186
Whenever I feel fatigued and stressed, I usually manage myself to complete the task	9 (8.0)	3 (2.7)	13 (11.5)	64 (56.6)	24 (21.2)	3.81	1.059
Whenever I am in trouble, I do think of a solution	12 (10.6)	3 (2.7)	3 (2.7)	52 (46.0)	43 (38.1)	3.98	1.217
Statement	**Not at all**	**To a low level**	**To a moderate level**	**To a high level**	**To a very high level**	**Mean**	**S.D**
Verbal/Social						**3.69**	**0.054**
If someone opposes me, I can find the means and ways to achieve what I want done.	6 (5.3)	3 (2.7)	25 (22.1)	52 (46.0)	27 (23.9)	3.81	1.008
I can perform a task effectively, even when I have been told that I am not capable of achieving it and have never attempted it before or watched anyone do it	3 (2.7)	10 (8.8)	34 (30.1)	39 (34.5)	27 (23.9)	3.68	1.020
I can achieve a better result, when I am told I am capable and would have no difficulty in achieving such task.	6 (5.3)	3 (2.7)	12 (10.6)	56 (49.6)	36 (31.9)	4.00	1.009
I can perform my duty better whenever I am acknowledged for my effort	3 (2.7)	3 (2.7)	6 (5.3)	40 (35.4)	61 (54.0)	4.35	0.906
Grand Mean						**3.98**	**0.012**

Source: Survey, 2021

Decision rule: if mean is $\leq$ 1.49 Not at all; 1.5 to 2.49 = To a low level; 2.5 to 3.49 = To a moderate level; 3.5 to 4.49 = To a high level; 4.5 to 5 = To a very high level.

Results in Table 1 shows the responses on the level of library personnel's self-efficacy in the university libraries in Lagos State. Adjudging from the grand mean of x= 3.98, SD=.012, the level of library personnel's self-efficacy in the university libraries in Lagos State, Nigeria is high on a 5-points scale. Specifically, the result also reveals that library personnel's mastery experience in the university libraries in Lagos is the highest with a mean score of x= 4.10, SD=.078 on a 5-points scale. In relation to physiological aspect of self-efficacy, it is shown above that library personnel have high level with a mean score of x=3.87, SD= .069 on a 5-points scale while the verbal persuasion aspect of self-efficacy had a lower level of a mean score x = 3.69, SD = .054 among the entire self-efficacy measure on a 5-points scale. Overall, the library personnel's self-efficacy in university libraries in Lagos, Nigeria is commendable.

Testing of the Research Hypotheses

Research Hypothesis 1: Personnel's self-efficacy has no significant influence on library service delivery in the university libraries in Lagos State, Nigeria.

Table 2. Influence of Personnel's self-efficacy on library service delivery in the university libraries in Lagos State, Nigeria.

Variables	B	Std. Error	Beta (β)	T	P	R^2
(Constant)	9.989	2.116		24.327	0.000	0.032
Personnel self-efficacy	0.550	0.124	0.847	4.446	0.000	
Dependent Variable: Service Delivery						

Note: **β** = Standardized Coefficient, significant at 0.05

Table 2 depicts that personnel's self-efficacy positively and significantly influenced service delivery in the university libraries in Lagos state, Nigeria R^2= 0.032, **β =** 0.847, t=4.446, p<0.05). The model indicates that personnel's self-efficacy explain 3.2% variation R^2=0.032 in service delivery in the university libraries in Lagos state, Nigeria. Consequently, the null hypothesis which states that personnel's self-efficacy has no significant influence on library service delivery in the university libraries in Lagos state, Nigeria was rejected. The analysis further showed that personnels' self-efficacy significantly influenced service delivery in the university libraries in Lagos state, Nigeria.

DISCUSSION OF FINDINGS

The discussions of findings are presented in subsequent paragraphs as connected to existing body of knowledge. Hence, answers to the research questions and the tested hypothesis would be discussed in tandem with the literature reviewed.

Based on the research question one, it was found that there exists a high level of library personnel's self-efficacy in the university libraries in Lagos State, Nigeria. This was agreed from Table 1 report of grand mean score x=3.98, SD= .012 of all the categories under the level of library personnel's self-efficacy in the university libraries in Lagos State, Nigeria. Studies of Bronstein & Tzivian (2013) revealed that library and information science professionals had high self-efficacy to retrieve information and the study also showed a correlation between self-efficacy perceptions and several socio-demographic variables. In the provision of library services, librarians play a key role not only in how the services are provided but also in how it is perceived by users. According to Rehman, Kyrillidou & Hameed (2014), the effect of service is measured by focusing on the human dimensions of service quality and how users interact with library personnel. In a more recent study by Bronstein &

Nebenzahl (2018) it was seen that library and information science skills and competencies needs to be upgraded in order to meet up with technological, social and economic changes in the 21st century. Anything short of these skills' upgrade would affect the quality of service delivery of library professionals. This literature, therefore, corroborates with the findings of this study.

Outcome of the research question two which asked about the types of service delivered by library personnel in the university libraries in Lagos state, it was found that most library personnel agreed to deliver services across all sections (acquisition, cataloguing, circulation, serial, reserved/project, e-library) of the library based on the grand mean score x=3.44, SD =.081 shown in Table 2. This implies that both junior and senior personnel in library are stakeholders in all the sections highlighted above. Adewojo &Mayowa-Adebara (2016) revealed services offered by these staff were selective dissemination of information, reference services, and keeping track with current trends in the library. Findings of Bamigboye, Aderibigbe &Oduwole (2020) study on social media tools as mediums of effective services delivery in university libraries using 188 library personnel from fourteen university libraries in Ogun State. Outcome of this survey revealed that user education services, selective dissemination of information, and current awareness services were in preference to other library services like training and seminars. Hence, these reviewed literatures therefore differ from the findings of the study.

Result of the hypothesis tested showed that there is a significant relationship between personnel's self-efficacy and library service delivery in university libraries in Lagos, Nigeria. In essence, the existence of high library personnel self-efficacy justifies efficient library service delivery and vice versa in university libraries in Lagos Nigeria. This was agreed upon based on the outcome of the inferential statistics run as shown in Table 4.3 above. Another study of 304 librarians in nine selected university libraries from 3 states of South-South, Nigeria, conducted

by Akporhonor & Olise (2015) on the use of social media by librarians for promoting service delivery in Nigerian universities discovered that social media channels like Facebook and blogs aided greater service delivery from the library personnel in the libraries, leading to increase in library users' patronage of the nine Nigerian university libraries. It also showed that self-efficacy of the librarians was variously limited by low level of technology penetration, inadequate awareness, and poor social media skills. On that note, there exist a correlation between the findings of this study and the literature reviewed.

CONCLUSION

Library personnel self-efficacy is germane factor in determining service delivery in university libraries in Lagos Nigeria. This is directly an indicator for the changing nature and dimensions of university libraries that prioritised meeting the needs of its users in all fronts. Unless these technological innovations are taken into consideration, there will be little or no efficient service delivery from the ends of library personnel.

More so, library personnel self-efficacy has been highlighted as key construct in this study that must be understood and regulated to complement the available social media tools for service delivery in the university libraries in Lagos, Nigeria. For effective service delivery to be achieved in the university libraries, it is quintessential to have a high level of library personnel self-efficacy.

RECOMMENDATIONS

Based on the findings of this research work, it is highly imperative to put together recommendations that would support this research work.

1. University libraries should endeavor to support library personnel's self-efficacy to achieve maximum service delivery in the selected research settings. In support of this, there should be a university based policy that would encourage the library personnel to use social media platforms for service delivery.
2. Adequate finances can be channeled to all the sections of the university libraries to facilitate maximum service delivery in the selected research settings. University libraries must improve its infrastructure, i.e., power supply, ICT facilities and Internet connection to meet international standard to enable effective utilization of online social networking for service delivery.

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