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LIBRARIANS' COMPUTER SELF-EFFICACY AS CORRELATE OF USE OF DIGITAL TECHNOLOGY IN UNIVERSITY LIBRARIES IN SOUTH - EAST, NIGERIA

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ABSTRACT

This study examined Librarians' computer Self-efficacy as correlate of Use of digital technologies in University Libraries in South-East Nigeria. One research question guided the study, and a hypothesis was tested at a 0.05 significance level. The population of the study was 189 librarians in state and federal university libraries. The total enumeration sampling technique consisting of the census of the librarians in Federal and State university libraries in south-east, Nigeria were used. A structured questionnaire was used for data collection and was titled: Librarians' computer self-efficacy as correlates of use of digital technologies in University Libraries in South-East. In order to establish the reliability of the instrument, Cronbach Alpha and Kuder Richardson were used to analyse the data collected from 33 librarians from Kashim Ibrahim Library, Ahmadu Bello University, Zaria with alpha coefficient values for librarians'' computer self-efficacy questionnaire as 0.66 and 0.91 for use. Pearson Product Moment Correlation and T-test were used to analyse the research question and test the hypothesis. The findings of the study revealed that there was significant and positive relationship existing between computer self-efficacy and use of digital technologies. The researcher recommended, that universities management should periodically organize training programmes aimed at improving the computer self-efficacy of librarians as this will help them use various digital technologies in the library.

Keywords: Librarian, Self-Efficacy, Computer Self-Efficacy, Digital Technology, Use of Digital technology

Introduction

The 21st century is a time of quick variation when methods and tools of instructions are incredibly changing fast. This has put the 21st century librarian in a serious spot of learning continuously as the library, which is a growing organism is influenced by the use of digital technologies. These are being used in all areas of human endeavour, and the use of the digital technologies in information and knowledge delivery is increasing. For example, the interaction between the librarian and users is often facilitated by the internet. Sulun (2018) noted that digital revolution has necessitated the use of digital technology for continuity in information delivery between the librarian and users as this can be strengthened in an online environment. This is particularly important when it comes to university libraries, which have been recognized as the engine room for knowledge creation.

University libraries are libraries that are situated in the university for teaching, learning and research. This library is meant to satisfy the information needs of the entire university community. They are significant part of the university education institution Lisedunet Work, (2023). The university libraries provide a wide range of resources, services, and facilities to support the academic programme and research activities of the university. University libraries are well known for providing information resources to satisfy the information needs of the university community where it is established. Thus, libraries play an important role to the university education by providing the necessary information resources and services to make sure that the information needs of users are met at the right time and in the right format for effective use.

Use is used to depict the act or practice of employing something. Thus, the use of digital technology refers to the application and utilization of electronic devices, software, and systems to process, transmit, store, and manipulate information. It encompasses a wide range of activities from communication and entertainment to business (Merriam-Webster,2023). According to Westerman, Bonnet and McAfee (2014), the strategic use of digital tools and technologies involves driving innovation, efficiency, and competitive advantage within business operations, marketing, and customer engagement, (Newport, 2016).

In time past, majority of the university libraries make use of available information resources in print format such as textbooks, newspapers, monographs, magazines just to mention a few, however with the advent of digital technologies, many libraries have expanded their library collection to include library software packages, hardware, e-books, e-journals in order to meet the information needs of their users. The use of Information and Communication Technology (ICT) in information work in the library by librarians has become indispensable in this digital age where globalization of education is made possible through digital technology.

Digital technology refers to digital devices, systems, and resources that help create, store, and manage data.

It also means any software, hardware or network solutions that enable, extended and supports teaching, learning and research (Study Smarter, 2023; IGI Global, 2023). An important aspect of digital technology is information technology, which refers to the use of computers to process data and information. Nazim, Munshi, and Ashar (2022) posit that most university libraries in developed world use digital technology to manage operations, processes and disseminate information, as a result, timely and accurate information for effective user communication is obtained. Similarly, integration of emerging digital technology in academic libraries in south-east, Nigeria is becoming prevalent. The fast-changing digital technology is highly influencing the methods of operation of libraries by enhancing effective information access and use and providing users unprecedented immediate access to up-to-date information. The advancement in digital technology is expected to increase the adoption and use of such technology by librarians in university libraries. Today, without incorporating digital technology in university libraries, no university library can expect to excel in their librarian's information work. Advent of digital technology in university libraries could improve service delivery when the librarians adopt and use it. In fact, to remain competitive, university libraries are to be emphasizing on greater use of digital technology by librarians for effective service delivery.

Librarians are professionals that are behind the scene in the library carrying out the task of selection, acquisition, processing, storage and dissemination of information in the right form and format and at the right time. They are crop of professionals that are trained to carry out core duties of a library, beyond the day-to-day routines of library officers and library attendants (Ezeani, Eke and Ugwu, 2012). A librarian is in charge of or works professionally in a library and is responsible for its management and services. The librarian takes care of the library and its resources. The typical job of a librarian includes managing collection development and acquisitions, cataloging, collections management, circulation, and providing a range of services, such as reference, information, instruction, and training services. Librarians are trained in library and information science and are engaged in providing library services, usually holding a degree in Library and Information Science (Master Degree Online, 2024).

Moreso, it has been observed by Adetayo and Williams-ilemobola (2021) that today's librarians in southeast seem to be using innovative digital technology extensively in their everyday lives, primarily for socializing and entertainment which might have made them to spend much of their time using interactive multimedia, social media and so on but, the use of digital technology in university libraries for effective service delivery seem to be relatively low. As digital technology becomes ever-present in the librarian's daily life, it is important for library professionals to use these technologies to enhance their services so that

information can be accessed at any time and place. In this context, understanding the variables such as computer self-efficacy and attitude could affect librarians' intentions to use digital technology in service delivery.

Thus, a better understanding of digital technology in university libraries is crucial but what seems to be missing in current literature is on librarians' adoption and use of digital technology in university libraries. This is a contextualization of individual factors such as librarian's computer self-efficacy and attitude; as they interact to impact the adoption and use thereof. Most literature on digital technology in education has a specific focus on the characteristics of the technology itself, but to gain a full understanding of why a particular technology is or is not used and adopted, careful attention need to be paid on individual factors. Individual factors are the psychological characteristics of the individual making the decision of adoption and use of digital technology. In this context, this study intends to provide a better understanding of the issue of change by focusing on the librarians' computer self-efficacy and attitude that may have effect on librarians' intention to adopt and use digital technology in various academic libraries in south-east for effective service delivery (Bilquis,2019).

Different librarians may react differently to these changes. Some might welcome these changes, while others might resist them. Librarians' negative resistance to the changes brought about by digital technologies could be in the aspect of computer efficacy and attitude of librarians which could correlate their adoption and use of these technologies for improved service delivery.

To be successful in the adoption and use of available digital technologies, librarians need to acquire and practice the skills necessary to explore them. This is because in today's competitive global environment, the development of professional and personal qualities is important as that of digital and technological know how. The effectiveness of an organization such as the university library depends on the professional and personal qualities of its employees. As far as library professionals are concerned, they have to perform several roles such as selection, acquisition, processing, storing, preservation and dissemination of information. The successes of all these activities rely on the personalities and capabilities of the librarians. The capability of an individual in turn depends on the self-efficacy of that person.

Self-efficacy originated from social learning theory of Bandura (Brosnan, 1998) who defined self-efficacy as the belief that one can successfully perform certain task. It is widely accepted in correlating individual behaviour and identifying methods in which behaviour can be modified or changed. Bandura as cited in Nwosu (2015) noted that self-efficacy occupies a central role in the causal structure of cognitive theory because it affects adaptation and change through their impact on other determinants. Bandura (1986) posits

that self-efficacy beliefs are important because they determine what an individual try to accomplish. According to him, these beliefs may in turn influence perception, motivation and performance. Self-efficacy expresses what we believe we are capable of achieving in a given situation. Librarians' self-efficacy is a librarians' belief in his ability to organize and perform certain tasks or designated levels of performance that exercise influence over events that affect users. It is centred on librarians' conscious conviction and confidence in his/her abilities to perform a particular task especially with the computer as it has an important role in shaping attitude.

To fully maximize the potentials of digital technologies, there is need for computer self-efficacy and effective use . This is necessary considering that searching in the automated library environment requires knowledge of the structure of databases and how to work with the various library management software. Little wonder why Nwosu, Achukwu, Akuezilo and Uzoekwe, (2015) stated that the emergence and success of new technology sectors in both new and established educational settings is inextricably linked with individuals (being) able to recognize new opportunities and lead their exploitation. Technologies such as digital technologies are driven by those with self-efficacy, that is, those with confidence in their ability to perform the task.

Computer self-efficacy is a variable that could influence digital technology adoption and use. Compeau and Haggins as cited in Igbeneghu, (2023) defined computer self-efficacy as a judgment of one's capability to use a computer. Loar (2018) noted that computer self-efficacy is associated with positive learning processes and outcomes, including training effectiveness, perceived ease of use, and intentions to use computers. Librarian's confidence in using computers could shape their overall attitude towards technology. Additionally, factors such as age, work experience, gender could influence computer self-efficacy.

Okike and Adetoro (2019) posit that computer self-efficacy is the perceived competence to perform specific computer tasks and to the extent to which individuals perceive themselves capable of using computers for diverse applications. It involves judgment of ability in specific computing tasks, which are frequently organized in application domains such as word processing, spreadsheets, databases. Having computer self-efficacy and positive attitude by librarians will determine how best the librarians could select, acquire process and disseminate information in an automated university library where the adoption and use of library management systems software is prevalent (James,nd).

Obviously, computer self-efficacy could determine how best a librarian can source and disseminate information for teaching, learning and research in university libraries. It has to do with librarian's conscious evaluation of his/her ability to perform specific tasks in the use of computer. Librarians

who perceive themselves as having higher computer self-efficacy tend to have positive attitude to the use of digital technology and have better computer performance.

Performing tasks especially with computers in organizations such as the university library is influenced by certain underlying psychological constructs such as the attitude of the individual to the tasks, motivation, expectations, belief on one's ability y.Everyone has an attitude towards an idea or object.

Vaitsekhovska, Ivaniuk, Soroko, Gritsenchuk and Kravchyna (2020) posit that the use of digital technology offered to librarians are aimed at building the digital environment, developing the digital competence of the librarians. For this to be evident in southeastern university libraries in Nigeria, it is expected that university libraries will increasingly incorporate digital technology due to improved access to technology and recognition of its ability to improve information dissemination for teaching, learning, and research. However, despite the increased access, there are still challenges to the use of digital technology. Overcoming these challenges could lead to a more favourable environment for embracing computer self-efficacy and attitude as important correlates of librarians' use and adoption of digital technology.

The use of digital technology affords librarians the opportunity to have access to global information resources, especially the internet for their daily work in the library. Librarians make use of digital technology for many purposes in their day-to-day activities such as the use of various library software and their modules for selecting, acquiring, processing and dissemination of information. Digital technologies have seemly become widely accepted by librarians and have increased tremendously in volume around the globe but the question still remains on how librarians have developed the necessary self-efficacy and attitude that will help them adopt and use it in the library for effective service delivery (Oyedapo and Ojo, 2013).

Some librarians may feel uncertain about their ability to use computers effectively, which could hold them back from fully adopting and utilizing digital technology. The educational landscape in south-east Nigeria is undergoing significant changes in the adoption and use of digital technology due to the rapid advancement of ICT and their potential impact on teaching, learning and research.

The use of digital technology in university libraries is now a widespread practice around the world. It has become an essential tool for providing efficient and effective library services to students, lecturers, and researchers. However, for this to work, librarians need to have the necessary computer skills and a positive attitude towards technology. Without these, it would be challenging university libraries to function properly in today's globalized world. Digital technology has made it possible for users to access library resources from remote locations, making information resources more

accessible to everyone. This study aims to investigate librarians' computer self-efficacy and attitude as correlates of their adoption and use of digital technology in university libraries in south-east, Nigerian.

Statement of problem

Many experts believe that university libraries can't meet the information needs of their users without incorporating digital technologies in there day to day activities. Presently, the university library is advancing as new technologies are been introduced in selection, acquisition, processing, storage and dissemination of information for effective teaching, learning and research. Digital technologies are of great importance to the university library as it enhances the day-to-day service delivery especially in an automated university library. It is now a peculiar tool used in university libraries to deliver effective and efficient library services to students, lecturers and researchers. Digital technologies in the 21st century has enhanced service delivery such as; selection, acquisition, processing, storage and dissemination of information. These technologies have enhanced the making of information closer to users as never before.

However, it has been observed that digital technologies are seemingly grossly underutilised by librarians despite the huge investment made by institutions. The use of digital technologies in university libraries has become a global phenomenon that must be if the librarians in university libraries must satisfy the information needs of users in university libraries.

Furthermore, librarians are frequently seen using interactive multimedia and social media, but the use of digital technology which could improve service delivery and make researchers, students and teachers have access to the processed materials, know current arrivals through short online advertisements; book promo, book trailer (for video summaries) and book blurb (this include brief summary of the book content) which could attract users to come and make use of library resources in university libraries seem to be limited. From observation, librarians are seemingly not making full use of library management software, open-source materials, and digital hardware, despite significant investments by university management to encourage their use and improve service delivery. Is it possible that this is due to librarians' lack of confidence in using digital technologies?

A strong sense of computer self-efficacy, of librarians might affect the extent as well as the way digital technology can be used in daily activities of librarians in library. Librarians who do not regard themselves as competent computer users are less likely to use them.

Preliminary investigation by the researcher shows that many librarians seem not to like working with computers, which are needed if university libraries must satisfy the needs of users in this digital age. It is against this background that the study

examines librarian's computer self-efficacy as correlate of use of digital technology.

Purpose of the Study

The purpose of the study is to determine librarians' computer self-efficacy as correlates of use of digital technologies in University Libraries in South-East Nigeria.

Specifically, the study investigated:

1. The relationship between librarians' computer self-efficacy and use of digital technologies in University Libraries in south-east, Nigeria.

The findings of the study when published would be useful to the university management, library management, librarians and future researchers.

Research Questions

The research question that guided this study is:

1. What is the relationship between librarians' computer self-efficacy and adoption of digital technologies in University Libraries in south-east, Nigeria?

Null Hypotheses

The following null hypothesis was tested at 0.05 alpha levels:

1. There is no significant relationship between librarians' computer self-efficacy and use of digital technologies in University Libraries in south- east Nigeria.

Method

The correlational research design was adopted for this study. The population of this study comprised of 189 librarians from Federal and State university libraries in south-east, Nigeria. The total enumeration sampling technique consisting of the census of all the librarians in Federal and State university libraries in south - east, Nigeria were used. The instrument used for data collection is structured questionnaire. The reliability of the instrument was established using Cronbach Alpha and Kuder Richardson. Data obtained from the study were analysed using inferential statistics. The research question was analysed using Pearson's Product Movement Correlation Coefficient (PPMC) and hypotheses was tested using t-test was used to measure the correlational significant relationships among variables. The decision rule for interpretation is, if the p-value is less than 0.05, it is judged as significant, and if the p-value is greater than 0.05, it is judged as not significant (Consonni and Bertazzi, 2017).

Results

Research question 1: What is the relationship between librarians' computer self-efficacy and adoption of digital technologies in University Libraries in south-east, Nigeria?

Table 1: Pearson's Correlation r on the relationship between librarians' computer self-efficacy and use of digital technologies in University Libraries in south-east, Nigeria.

Variable	*N*	Technology Use Pearson *r*	Remark
Computer Self-Efficacy	189	.327	Low positive relationship

Table 1 shows a positive relationship between librarians' computer self-efficacy and use of digital technologies in University Libraries in south-east, Nigeria. The Pearson correlation analysis in the table yielded a correlation coefficient of .327; this indicates a positive correlation between librarians' computer self-efficacy and use of digital technologies in uuniversity libraries in south-east, Nigeria. It suggests that as librarians' computer self-efficacy increases, the extent to which use of digital technology occurs also tends to increase. As librarians' confidence in using computers increases, their usage of digital technologies also tends to increase.

Hypothesis 1: There is no significant relationship between librarians' computer self- efficacy and use of digital technologies in University Libraries in south-east, Nigeria.

Table 2: T-test correlation on the relationship between librarians' computer Self-efficacy and use of digital technologies in University Libraries in south -East Nigeria.

Variable	*N*	Technology Use Pearson *r*	*p*-value	Remark
Computer self-efficacy	189	.327	.000	Significant

Table 2 shows the result of correlation indicates that there was a significant relationship between librarians' computer self- efficacy and use of digital technologies in University Libraries in south- east Nigeria, with r= .327, and p value =.000. Therefore, the null hypothesis on no significant relationship between librarians' computer self- efficacy and use of digital technologies was rejected. The implication of this is that a significant relationship exists between librarians' computer self- efficacy and use of digital technologies in university libraries in south- east Nigeria.

Discussion

The findings relating the research question and hypothesis showed that the relationship between librarians' computer self-efficacy and use of digital technologies is significantly related. This implies that, computer self – efficacy is one of the factors that can influence the use of digital technology which indicates that enhancing computer self-efficacy can lead to increase in use of digital technologies in university libraries. This result is similar to that of Okike and Adetoro (2019) who discovered that librarians with high computer self-efficacy would likely explore the use of new technologies such as library software or databases together with different library's website. And that a strong sense of computer self-efficacy of librarians can affect the extent as well as the way technology can be used in daily activities including in the use of digital technology with the use of operating library system software. Significantly, the use of digital technology is changing both the librarians and the users' roles. Thus, librarians who do not regard themselves as competent computer users are likely not to use them. . As librarians' confidence in using computers that is, computer self-efficacy increases, their usage of digital technologies also tends to increase. However, while the relationship is moderate, it is not perfect, indicating that other factors beyond computer self-efficacy could also be influencing the amount of digital technology usage.

These results are in line with other research emphasising that their is a relationship between librarians with higher levels of computer self-efficacy and confidence when using a computer, and are therefore likely to find using a computer easier and more efficient than their counterparts (Hsia, Tu and Chung, 2012). This implies that computer self efficacy is directly related to the perceived usefulness of an information system as well as the intention to use the systems. The hypothesis shows that it is significant; in fact, computer self-efficacy significantly influences perceived usefulness (John 2013). The practical implication that can be deducted from this study that is empirically proven is that, when librarians' computer self-efficacy improves, it increases the efficient and effective use of digital technologies.

Conclusion

A library is seen as the hub and center of research in any university system. Hence, Librarians are expected to keep learning , up-skill and develop the required self- efficacy or confidence needed to function in this 21st century. It is seen that as computer-self efficacy of librarians' increase, their state of usage also increases and the relationship is positively significant.

Recommendations

Based on the findings of this study, the following recommendation are made:

1. Management of universities should periodically organize training

programme aimed at improving the computer self-efficacy of librarians' as this will help them want to use various digital technologies made available to them

2. Library management should pair librarians with positive attitude in their offices as this will impact on them positively with respect to digital technology usage,this will help to develop the other librarians on continual use of digital technology tools for effective service delivery.

3. Library management should annually reward the best performing librarian with high computer self - efficacy and that has constantly used digital technologies. Computer self-efficacy of librarians'

4. Librarian should improve their communication and interpersonal relation skills as an initial step toward improving their self-efficacy and eventual use of digital technology.

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APPENDIX A
Instrument

Introduction: This instrument is designed to collect information on Librarians' Computer Self-Efficacy as correlate of Use of Digital Technologies in University Libraries in South East Nigeria. As a librarian in the library, you are requested to please respond to the questions below.

Section A
Kindly tick as appropriate and applicable to you

1. Name of University: ----------

Section B: Instruction: Please tick as appropriate and applicable to your Library.

Librarians' Computer Self-efficacy in university libraries Questionnaire
Instruction: Please tick as appropriate and applicable to you.
Where: Strongly Agreed = SA, Agreed = A, Disagree = D, Strongly Disagree = SD and Undecided = UD

S/N	The following statements best describe your computer self-efficacy	SA	A	D	SD	UD
1	I am very confident in my abilities to make use of computers.					
2	I feel confident getting library software up and running.					
3	I feel confident using computer to organize knowledge.					
4	I am unsure of my ability to use the computers					
5	I seem to have difficulty with most of the computer packages I have tried to use.					
6	Computers frighten me.					
7	I enjoy working with computers.					
8	I find working with computers very easy.					
9	Computers make me much more productive in-service delivery in the library.					
10	I often have difficulties when trying to learn how to use a computer package.					
11	Most of the computer packages I have experienced are easy to use.					
12	I can deal with most difficulties I encounter when using computers.					
13	I find it difficult to use computers to render services in the library					
14	At times, I find working with computers very confusing.					
15	I usually find it easy to learn how to use a new library software package.					
16	I seem to waste a lot of time struggling with Computers.					

17	I always seem to have problems when trying to use computers.					
18	Computer jargon baffles me.					
19	Computer is far too complicated for me.					
20	Using computers is something I rarely enjoy.					
21	Sometimes, when using a computer, things happen and I don't know why.					
22	As far as computers is concerned, I don't consider myself to be very competent.					
23	I find working with the computer very frustrating.					
24	I consider myself a skilled computer user.					
25	When using computers, I worry that I might Press the wrong button and damage it.					

I Use the following Digital Technologies for Service Delivery in my University library

		Use	**Not Used**
26	Online Public Access Catalogue (OPAC)		
27	Machine Readable Catalogue (MARC)		
28	Mobile-Based Library Services Social media platforms (YouTube, Twitter, WhatsApp, and Facebook)		
29	Library Management Software such as KOHA, GLASS		
30	Digital resources (e-books, e-journals, online databases)		
31	E-mail		
32	Online library cooperation and resource sharing		
33	Internet access		
34	Block chain technology		
35	Internet of Things IoT		
36	Humanoid Robots can be used in libraries for teaching and assistant to the librarians		
37	Chatbots are embedded in the library website for swift reference services		
38	Face recognition technology for security purposes		
39	Thumb recognition technology		
40	Radio –Frequency Identification (RFID)		
41	Digital technology classification tools like, ShelfPro,CUTT-x.CoalSortandN-cube		
42	Online User Education		
43	Artificial intelligence smart features		
44	Digital technology alarms		

45	Security Scanning Machines are for scanning users at the point of entrance		
46	Intelligent Library Search and Federated Search		
47	Face recognition technologies		
48	Blogs		
49	Responsive User Interface		
50	Cloud computing and Cloud-hosted Library Solutions		
51	Electronic Data Interchange		
52	Thumb recognition technology (capacitive scanning)		
53	User identification		
54	Big Data and data Visualization		
55	Library mobile apps		
56	Online test paper archives		
57	Library websites		
58	Online Institutional repositories		
59	Remote logins		
60	Barcodes		

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APPENDIX B
SPSS Output for Analysis of Research Questions and Hypothesis

CORRELATIONS

/VARIABLES=computerself use

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		31-JAN-2025 14:56:33
Comments		
Input	Data	C:\Users\USER\Desktop\PHD DATA INPUT PHD.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	189
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax		CORRELATIONS /VARIABLES=computersel f use /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Correlations

		Computer-self	Use
Computer-self	Pearson Correlation	1	.327**
	Sig. (2-tailed)		.000
	N	189	189
use	Pearson Correlation	.327**	1
	Sig. (2-tailed)	.000	