

Information Literacy Skills And Service Delivery Of Librarians In State Universities In South-West, Nigeria

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Abstract

Service delivery is the interaction between librarians and the users of the library in order to satisfy their academic objectives. Nevertheless, past studies have shown low library service delivery as revealed in the impatient and unwillingness of librarians to assist information seekers, harsh and unpleasant attitude of librarians, uncomfortable infrastructure and inadequate staff strength. Though studies have been done to examine information literacy skills) and service delivery, they are scanty. It is on this note that this study investigated the influence of information literacy skills on service delivery of librarians in state university libraries in South-West, Nigeria.

Survey research design was adopted for this study. The population of the study was 90 librarians from six state universities in South-West Nigeria. Total enumeration was used for the study. Adopted questionnaire was used to obtain data. Cronbach's alpha reliability coefficient for the constructs ranged from 0.72 to 0.86. A response rate of 89% was achieved. Data were analyzed using descriptive and inferential (simple and multiple regression) statistics at 5% level of significance.

Findings revealed that information literacy skills had no significant influence on service delivery of librarians in state universities in South-West, Nigeria. The study concluded that information literacy skill did not enhance service delivery of librarians in state universities in South-West, Nigeria. The study recommended that the management of the state university libraries should explore other factors that could enhance service delivery other than information literacy skills.

Keywords: *Information, Information literacy skills, Service delivery, State universities in South-West, Nigeria*

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I. Introduction

Service delivery is referred to the means of providing and delivering service to individuals in entities or organizations. It defines a relationship between an organization providing services to clients who are the recipients of the service delivered. Service delivery according to Guirtoo (2015), has to do with both the provision of tangible public goods and intangible services performed by government institutions, organizations, private companies, non-profit organizations, and individual service providers and library inclusive. In a library, service delivery has to do with getting services effectively as quickly as possible to the intended recipient (Karanja & Juna, 2020). It is process of ensuring that library patrons have easy and efficient access to all the resources and services they require for a fulfilling library experience. It also means that all services and resources in a library are easily accessible and user-friendly. Edom and Edom (2019) stated that library services are assistance provided by a librarian to users in the form of assisting patrons in obtaining the information they seek from the library. They further pointed out that resources must be organized and catalogued so that library patrons can easily locate them and that the library should be a friendly environment that promotes study and inquiry. They also noted that things like convenient chairs, quiet study rooms, group workspaces, and other amenities should be provided. For them, library service delivery is a complex process that extends beyond lending books. It is about empowering individuals and communities by offering them access to a variety of resources and services. It is all about fostering a passion of learning and encouraging personal and community growth.

University libraries are service-oriented which means that no library might deliver a full range of services without librarians ensuring that users are able to locate the information they need to fulfill their information needs. In addition, Adeniran (2011) noted that university libraries are created to address the information demands of the users by offering pertinent information resources and services. The delivery of library service can be divided into traditional and advanced categories. Ngozi, Celestina, Veronica, Sarah, and Ogechi, (2023) identified traditional library services provided in university libraries as including interlibrary loan services, abstracting services, cataloguing services, reprographic services, bibliographic services, circulation services, reference services, and information services. Other traditional services include User services, Reference Services, Current Awareness Services, Document Delivery, Inter-library Loan, Audio-Visual Services, and Customer Relations. Furthermore, advanced category services include access to internet and internet-based tools and resources including electronic information sources and digital archive of private and public documents. According to Akpan (2018), librarians should effectively provide users with print and non-print materials as well as timely information services in order to promote the delivery of services to patrons in the library. In addition, one of the primary duties of librarians is the management of the library and its resources, which mean that, librarian, must have access to information resources, and appropriately handle of information resources in order to provide services in an effective and efficient manner. Hence, service delivery in the academic library guarantees that all services are provided to patrons throughout the library's life cycle because libraries are to provide patrons with an in-depth overview of their services so they know what to expect and what not to expect when they visit. Therefore, effective service delivery is considered to be fundamental.

According to Sapru (2020), low service delivery in libraries is due to the fact that not rendering services on time is as good as services not being delivered to the library users as it fails to meet the information need of the patrons. Based on this, Awujoola and Omorinkoba (2021) also pointed out that librarians' impatience and unwillingness to assist information seekers, harsh and unpleasant attitude when interacting with users has contributed to the low level of service in library. Usoro (2019) and Udem et al (2020) further stated that some of the problem that are causing or may be leading to low service delivery are uncomfortable infrastructure, inadequate staff strength, unskilled staff, and inadequate space, and internet connectivity. As a result of these, it is necessary that the service of the librarian be improved at all levels through effective and efficient service delivery, in order for the service to meet the expectation of the patrons and a priority for the university libraries. It is on these that Zhang et al. (2021), stated that, libraries should focus more from being collection-centered to user-centered that will meet information needs of the users accurately and timely. Various factors have been identified to measure service delivery. Prakosa et al. (2017) listed factors such as tangible, reliability, responsiveness, guarantee-knowledge and courtesy and empathy. However, the capacity of a librarian to deliver service could also be influenced by other factor such as information literacy skills of the librarians.

Gwori and Padma (2018) define information literacy as the set of skills and knowledge required to access both printed and technological resources and assess their accuracy, effectiveness, and reliability. According to CILIP (2018), information literacy skills are the ability to think critically and make balanced judgments about any information found and used, allowing citizens to reach and express informed opinions and fully engage with society. It is important to note that these definitions and descriptions of information literacy, as well as the characteristics of an information literate professional, emphasize the use of information: critical thinking, reflection, analysis, interpretation, synthesis, integration of new information with previous knowledge, i.e., they perceive the information seeking process as an integral part of the learning process, in which the individual engages in a constructive process of finding me.

Ojedokun (2014) discovered that information literacy competence of librarians in South West Nigerian university libraries is practical in terms of increasing effectiveness, efficiency, and productivity at work. On this basis, the author recommended regular training and retraining through professional development workshops, librarians' access to regular Internet use, and a review of library school curriculum to incorporate the teaching of digital literacy skills with a focus on the practical components. The ability to find, access, use, communicate, and share information effectively is described as information literacy skills (Babalola & Umar, 2021)

According to Webb and Powis (2017), in Eisenberg and Berkowitz's (2001) proposed the Big Six Skills model for information literacy. The Big Six Skills are a 'general problem-solving approach to library and information instruction'. The skills are process-based and follow a logical order: Task definition; Information seeking strategies; Location and access; Use of information; Synthesis; and Evaluation As a result, the purpose of this research is to look into the impact of information literacy skills on library service delivery in state universities in South-West Nigeria. However, the need for information, the availability of information resources, the requirement for evaluation, the recognition of ethics, the application of responsibility, and the communication or sharing of one's discoveries are all included in information literacy (Yebowaah, 2018). It is by enabling people to base their judgments on reliable and correct information, developing critical thinking abilities, also helps people avoid falling for fake news and disinformation. In the digital age, where information moves swiftly and frequently without adequate verification, this is especially crucial for librarians that possess

information literacy are better able to determine when and how to search for information. It includes evaluating, compiling, and using information that is obtained from any media, including print and electronic sources, in a way that is ethical and legal (Disciye, 2018). Since it enables students to become lifelong learners who can freely gather and use information, information literacy is essential in educational contexts.

Information literacy is essential in civic, professional, and personal settings because it empowers people to engage in democratic processes, make significant contributions to society, and make well-informed decisions. Information workers, educational institutions, and libraries all have a big part to play in teaching and developing information literacy.

Objective of the study

The general objective of this study is to investigate the influence of information literacy on service delivery in State universities in South-West, Nigeria. The specific objectives are to:

- 1) find out the level of service delivery of librarians in state universities in South-West, Nigeria;
- 2) determine the level of information literacy skills of librarians in state universities in South-West, Nigeria;
- 3) find out the influence of information literacy skills on service delivery in state universities in South-West, Nigeria.

Research Questions

This study will seek answers to the following questions:

- 1) What is the level of service delivery of librarians in state universities?
- 2) What is the level of information literacy skills of librarians in state universities?
- 3) What is the influence of information literacy skills on service delivery of librarians in state universities?

II. Literature Review

Service delivery is concerned with the provision of a service by a government body to a community that it was promised such services, it is also an extent to which the service provided meet or exceed the expectation of the beneficiaries (Shittu, 2020). Service delivery is a key component that shows the interaction between service providers and clients in which the provider offers services, as information or as an activity, and the client finds value or loses value. Therefore, good service delivery should provide clients with greater value (Ekere et al. (2019). In addition, Ibrahim and Mayende, 2019) noted that service sector is the leading and fastest-growing sector in the global economy, accounting for a satisfactory share of overall output and employment in the most developed countries service delivery provides access to a wide range of information resources and fostering a learning environment. This means that service delivery is solely focused on the well-being of customers, providing quality and positive experience for users. Also,

Meanwhile, World Bank (2004) reported that service delivery is linked to accountability, and many developing countries have failed as a result of accountability. In addition, service delivery is getting services as effective and quickly as possible to the intended recipient. An organization will be ranked excellent if the service is done fast. It is therefore important to review if policies are in place and if they give desired impact and how citizens respond to them (Kathuri, 2014). However, (Ramdhani et al., 2017) stated that service providers who offer a high level of customer service are in a strong position to attract new customers. This means that when customers are served, they tend not to forget the services which have been rendered to them, because service delivery enhances the reputation of any organization that delivers services. The library is also an organization that is responsible for meeting the needs of patrons through service delivery, service is often regarded as the fundamental value or basic competency for librarians, professional service enhances quality and reliability in the minds of patrons because service is the hallmark of professionalism (Hicks, 2016). Service delivery in libraries revolves around providing effective and efficient services to library users. The responsibility of librarians has influenced the degree to which they carry out obligations professionally, service delivery is a job significantly performed by librarians to patrons irrespective of age, status, and academic qualifications.

According to Kelly, (2018) service delivery can be expressed as any contact with the general public administration during which customers' residents, citizens, or enterprises seek or give information, handle their affairs or fulfill their obligations. Indeed, librarians serve the patrons in the library essentially based on their service needs, which includes various aspects such as understanding user needs, designing and implementing library services, improving access to library resources, promoting information literacy, evaluating and improving service delivery. However, Uyar (2019), stated that librarians must provide optimal library services in order to create quality services. Hence, service delivery in libraries revolves around providing effective and efficient services to library users and it includes various aspects such as understanding user needs, designing and implementing library services, improving access to library resources, promoting information literacy, and evaluating and improving service delivery. According to Agoh and Omekwu, (2021) library and information

service deliveries are essential library processes and activities deployed by libraries to deliver information services and resources to library users, intending to enhance productivity. Based on Ogar et al., (2018) service delivery is the organization of how information is retrieved, communicated, and disseminated to meet the needs of the library community. Library service delivery is fundamental to libraries and of great importance to all library patrons.

However, effective service delivery in libraries has numerous advantages, including increased user satisfaction, increased use of library resources, and improved information literacy skills. This involves carrying out user surveys and assessments, identifying information and resource requirements, analyzing user feedback for service improvement, developing service policies and procedures, creating user-friendly spaces and facilities, providing a variety of service channels, cataloguing and organizing library materials, implementing digital library services, providing interlibrary loan and document delivery services, developing information literacy programs, and providing information literacy services.

The provision of library services in university libraries is critical to the quality of university education, and the goal of service delivery in university libraries is to meet users' information needs by providing effective and efficient information services and resources in the library for research, learning, and teaching. In addition, Uyah (2019) submitted that librarians need to provide optimal library services to create quality services. In essence, their role is critical in facilitating knowledge acquisition, encouraging critical thinking, and cultivating a culture of lifelong learning within the academic environment. Meanwhile, librarians play a critical role in connecting users with relevant materials, advising on effective information retrieval, and promoting critical information literacy skills. Their assistance goes beyond simply providing resources to include personalized assistance, knowledge preservation, and active community engagement for service to be effective, it is necessary to consider the influencing factors of service delivery, which are customized based on the needs of the customers (Sala et al. 2019).

Generally, the quality-of-service delivery varies from one area of the service industry to another, but according to Parasuraman et al. (2014), tangibility, reliability, responsiveness, assurance and empathy are the primary variables that influence service quality. According to Agoh and Omekwu (2021), library and information service delivery are critical library processes and activities used by libraries to provide information services and resources to library users in order to increase productivity. These processes include activities aimed at providing information services and resources to library users, with the ultimate goal of increasing productivity. Hence, the authors argue that libraries play an important role in assisting users by providing a variety of services ranging from reference assistance to access to digital resources, thereby contributing to the efficiency and effectiveness of users' information-seeking and research endeavors.

The university's academic purpose cannot be properly carried out without the library because it is the library that provides services to assist teaching, research, and learning. A variety of services are requested of university libraries from their clients. Delivering documents, releasing information only when necessary, notifying patrons about library update and providing reference services are just a few of the services provided. Various library service that promotes research, education, and community services are actively managed by librarians, according to the literature (Ajayi et al. Aina, 2014). As the technology advance, the way that the services are supplied change quickly. The majority of these services are provided in the traditional manner, which required customers to visit actual libraries to access items or have materials distributed to their homes. But with the various information and communication technologies (ICTs) in place, such services might be virtually provided through various platforms like email and social media. In order to efficiently provide through various platform like email and social media. In other to efficiently provide library services to their consumers, librarians are expected to upgrade themselves in order to accomplish these ICT – inclined tasks. Mabawonku (2017), Agbo and Enyinnah (2022) support the relevance of ICT embedded services and their use by librarians to increase their efficiency in carrying out various library operations.

SCONUL (2020) stated the good quality library services attract and retain academic flyers and contribute to the prestige of an institution. The library service delivery focuses on the five dimensions of SERQUAL which have been used to identify service delivery of librarians which are tangibles, reliability, responsiveness, assurance, and empathy which are discussed below.

Tangible refers to the physical and observable elements that directly influence patrons' perceptions of service quality. Reliability to the ability of a library to deliver accurate and consistent service resources promised to its patrons. This helps to determine the library's dependability. Researchers in the field of librarianship have acknowledged that elements like a reputation for dependability have an impact on how satisfied library users are with their experience there and how likely are to return (Yu & Huang, 2020). Responsiveness is used to measure the readiness of the service providers to assist patrons with timely services. Library patrons are satisfied when librarians act quickly to address their requirement (Jabeen et al., 2017). Assurance is the fourth dimension evaluate how successful employees foster trust and confidence in the service provider by their knowledge, abilities, and manners for Ramya, Kowsalya, and Dharanipriya (2019), assurance

is the possession of required skills, knowledge, and willingness to use them to transform the services, and needs users in the library, politeness and respect for clients, friendliness, honesty, and trustworthiness of library employees. While empathy is expression conveys friendliness, accessibility, and willingness to respond to inquiries to those who work in the library and information services. Service delivery of the librarians determines the satisfaction of patrons by demonstrating empathy in their performance and effectiveness of services, which is a powerful communication skill.

Information literacy skills are skills needed by an individual to recognize their information need, find, access, use, and distribute it effectively (Guo and Huang, 2021). Esther, Chibuzor, and Emenike, (2019) information literacy skills are indispensable tools for effective and efficient functioning of academic library staff in the information age. Academic librarians require information literacy skills that will help them recognize when information and services are needed, and the method of communication with users. Hence, Information literacy is important in both academic and professional settings because it allows people to make informed decisions, solve problems, and become lifelong learners. Individuals can navigate the vast amount of information available by developing information literacy skills, ensuring that they are accessing reliable and relevant information for their needs. Since information literacy emphasizes the critical and efficient use of a variety of information sources, it is closely related to conventional literacy, strengthening the foundational reading and writing abilities. It is essential to note without adequate information literacy skills librarians may have difficulty retrieving and using information, due to the explosion of information. Hence, librarians must be highly skillful in information, evaluating, and ethical in information use.

The use of information is the ability of librarians as service providers to understand intellectually property and copyright laws concerning the use of information. Information literacy skills acquired by academic library staff, market library resources and services, provide motivation to the workforce, ensuring sustainability patronage by library users (Joseph, Bukar, and Zainab, 2020). Therefore, librarians in university may not deliver magnificent quality library services without possessing information literacy skills. It can then be assumed that information literacy skills are needed by librarians for effective use of information resources and library service delivery.

III. Methodology

This study adopted a survey research design. The study population was 90 using total enumeration techniques to capture librarians in state universities in South-West Nigeria. An adopted structured questionnaire was used to gather data for this study. A pre-test of the instrument was carried out, where the Cronbach's analysis was used to determine the reliability of the instrument used for the study. The reliability co-efficient value obtained ranged from 0.72 to 0.86 and was considered very good reliability and therefore, was accepted for the study. Ninety questionnaires were distributed among librarians. However, eighty (80) copies of the questionnaire retrieved, properly filled and found useful. The data was analysed using descriptive statistics and inferential statistics. The descriptive statistic such as percentage, mean, standard deviation was generated to answer all the research questions raised.

IV. Data Analysis And Results

Library Service Delivery of Librarians in State Universities.

Library service delivery	VHL Freq. (%)	HL Freq. (%)	LL Freq. (%)	VLL Freq. (%)	Mean \bar{x}	Standard Deviation (SD)
Tangibles (Mean = 3.51, SD=0.55)						
The visual appeal of library facilities to patrons is	48 (60.0)	30 (37.5)	1 (1.3)	1 (1.3)	3.58	0.50
The ability to appear professional as a librarian	42 (52.5)	37 (46.3)	1 (1.3)	0 (0)	3.55	0.60
The library equipment is modern and in good condition enhancing easy access to information is	42 (52.5)	36 (45.0)	2 (2.5)	0 (0)	3.55	0.50
The location of the library in an inviting environment is	40 (50.0)	39 (50.0)	1 (1.3)	0 (0)	3.53	0.50
Reliability (Mean = 3.50 SD= 0.56)						
My ability as a professional librarian to provide an error-free information to library users is	44 (55.0)	35 (43.8)	0 (0)	1 (1.3)	3.52	0.50
My ability to perform virtually all promised services accurately to patrons who make use of the library facilities is	42 (53.2)	36 (45.0)	1 (1.3)	1 (1.3)	3.52	0.50
My capability to provide the right services to customers who use the library for the very first time and subsequently is	39 (48.8)	41 (51.2)	0 (0)	0 (0)	3.52	0.58
My understanding to meet patrons' needs	39	37	0	1	3.51	0.53

dependably whenever I am approached with their problem is	(50.6)	(48.1)	(0)	(1.3)		
Responsiveness (Mean = 3.50, SD = 0.51)						
My proficiency to keep patrons abreast of when service would be provided to meet patron's information needs is	43 (53.8)	37 (46.3)	0 (0)	0 (0)	3.51	0.53
My willingness to help patrons when an information need request is made is	42 (52.5)	37 (46.3)	1 (1.3)	0 (0)	3.49	0.60
My skills as a librarian to ensure that patron's time is not wasted through prompt service provision	42 (52.5)	37 (46.3)	1 (1.3)	0 (0)	3.49	0.50
My availability as a librarian to meet the needs of users is	37 (46.3)	43 (53.8)	0 (0)	0 (0)	3.49	0.55
Assurance (Mean = 3.48, SD = 0.50)						
My knowledge as a professional to answer users' queries is	41 (51.2)	38 (47.5)	1 (1.3)	0 (0)	3.49	0.50
My experience as a librarian to assure users of the confidentiality of personal information is	39 (48.8)	41 (51.2)	0 (0)	0 (0)	3.48	0.53
My expertise to ensure that patrons are confident when they demand information is	37 (46.3)	42 (52.5)	1 (1.3)	0 (0)	3.48	0.50
My capacity to make library feel secure when interacting with me as a librarian is	35 (43.8)	45 (56.3)	0 (0)	0 (0)	3.48	0.58
Empathy (Mean = 3.48, SD = 0.50)						
Convenient operating hours in the library that meet the information needs of patrons are	47 (58.8)	33 (41.3)	0 (0)	0 (0)	3.47	0.50
My capability to ensure that I deal with users in a considerate manner as much as I can is	41 (51.2)	39 (48.8)	0 (0)	0 (0)	3.44	0.50
The way I show compassion while handling user's request irrespective of their manners of approach is	32 (40.0)	47 (58.8)	0 (0)	0 (0)	3.42	0.50
My ability as a librarian to give users maximum attention when I am approached is	32 (40.0)	48 (60.0)	0 (0)	0 (0)	3.39	0.49
Average Overall Mean					3.50	0.52

Source: Field Survey, 2024. Freq = Frequency

Table 4.1 presents the results of librarian's opinion on the level of their service delivery. The result of the findings revealed that librarians' service delivery was high (mean = 3.50, SD = 0.52). Among the measures of library service delivery, tangibles were considered highest (mean = 3.51, SD=0.55), reliability (mean = 3.50, SD = 0.56), responsiveness (mean = 3.50, SD = 0.51), assurance (mean = 3.48, SD = 0.50) and empathy (mean = 3.48, SD = 0.50),

Level of Information Literacy skills

Level of Information Literacy Skills of Librarians	VHL Freq. (%)	HL Freq. (%)	LL Freq. (%)	VLL Freq. (%)	Mean \bar{x}	Standard Deviation (SD)
Ability to identify an information (Mean =3.44, SD = 0.59)						
My ability to identify diverse types of information that will best meet the information needs of my users is	42 (52.5)	38 (47.5)	0 (0)	0 (0)	3.53	0.50
My ability to determine my need for information is	39 (48.8)	38 (48.8)	2 (2.5)	1 (1.3)	3.45	0.60
Ability to define concepts of a topic request made by library patron is	37 (46.3)	40 (50.0)	1 (1.3)	2 (2.5)	3.40	0.65
My ability to identify a variety of potential sources of information is	35 (43.8)	52 (52.5)	2 (2.5)	1 (1.3)	3.38	0.61
Ability to locate information (Mean = 3.57, SD = 0.53)						
My skills to locate information from different sources is	46 (57.5)	33 (41.3)	0 (0)	1 (1.3)	3.60	0.49
My capability to make a selection of appropriate information search tools to access information is	48 (60.0)	32 (40.0)	0 (0)	0 (0)	3.60	0.49
My skills to select the appropriate electronics resources to meet information needs	46 (57.5)	33 (41.3)	0 (0)	1 (1.3)	3.57	0.52
My ability to search information resources by subject, title, author, and date is	44 (55.0)	32 (40.0)	1 (1.3)	3 (3.8)	3.52	0.62
Ability to evaluate information (Mean =3.59, SD =0.60)						
My skills to evaluate the authenticity of an	51	26	0	3	3.62	0.56

information sources is	(63.7)	(32.5)	(0)	(3.8)		
My ability to make conclusion based on the information I got on the printed information sources is	54 (67.5)	23 (28.7)	2 (2.5)	1 (1.3)	3.61	0.65
My ability to evaluate the information resources obtained from the internet is	51 (63.7)	27 (33.8)	2 (2.5)	0 (0)	3.57	0.64
My ability to criticize the relevance of information resources on the internet is	48 (60.0)	30 (37.5)	0 (0)	2 (2.5)	3.57	0.55
Ability to use information (Mean = 3.55, SD = 0.55)						
My ability to filter relevance information for use from diverse sources of information is	50 (62.5)	29 (36.3)	0 (0)	1 (1.3)	3.61	0.52
My ability to make citations using referencing style is	47 (58.8)	30 (40.0)	0 (0)	1 (1.3)	3.58	0.52
My ability to use information technology application to perform a task is	44 (55.0)	33 (41.3)	0 (0)	3 (3.8)	3.55	0.55
My ability to recognize the issues of copyright of information sources is	37 (46.3)	41 (51.2)	1 (1.3)	1 (1.3)	3.44	0.60
Average Overall Mean					3.54	0.57

Source: Field Survey, 2024. Freq = Frequency

The result in Table 4.2 revealed that the level to which information literacy skills is present among librarians in state universities in South-West Nigeria. The grand mean (mean = 3.54, SD =0.57) on a 4-point Likert-type scale indicates that the level of information literacy skill of the librarians is very high.

Information literacy skills and library service delivery

Variables	B	Std. Error	Beta (β)	t	p	Adj.R ²	F	df(residual)	p
(Constant)	56.496	7.236		7.807	.000	.009	1,179	4(74)	0.327
Ability to identify information	.467	.389	.150	1.200	.234				
Ability to locate information	-.037	.436	-.011	-.085	.933				
Ability to evaluate information	.432	.346	.155	1.249	.216				
Ability to use information	.080	.417	.024	.191	.849				
Dependent Variable: Use of Electronic Information Resources									

Source: Researcher’s Field Result, 2024. Note: β = Standardized Coefficient, significant at 0.05

The result in Table 4.7 revealed that information literacy skills have no significant influence on library service delivery in state universities in South-West Nigeria ($Adj.R^2 = 0.009$, $F(4,74) = 1,179$, $p > 0.00$) This result showed that information literacy skills accounts for 0% ($Adj.R^2 = 0.009$) which does not explain any variation in service delivery of librarians in state university libraries in South-West, Nigeria. The model shows that improving information literacy skills by one unit on a measurement scale will not increase service delivery. This result showed that information literacy skill is not a significant predictor of library service delivery in state universities in South-West, Nigeria. Therefore, the null hypothesis (Ho2) which states that information literacy skills have no significant influence on library service delivery of librarians in state university libraries in South-West, Nigeria given that the p value was greater than ($p < 0.05$) the null hypothesis stated was therefore accepted. This implies that the level of information literacy skills of the librarians cannot determine their service delivery. The finding simply implies that information literacy skills cannot be used to predict library service delivery in state universities in South-West Nigeria.

V. Discussion Of Findings

This study investigated the influence of ICT use and information literacy skills on service delivery of librarians in state universities in South-West Nigeria. The discussion of findings was based on the result of the three research questions and three hypotheses tested in this study. The findings from this study revealed that librarians in state universities in South-West Nigeria exhibit a high level of library service delivery. Examination of the four dimensions of library service delivery indicates that librarians exhibit a high level of responsiveness and empathy. Tangible was of the highest level. In other words, the level of library service delivery was high.

Specifically, the factors that contributed mostly to library service delivery was that the libraries in South-West state universities had infrastructural facilities (tangibles) which aided library services. This finding is in consonance with the study of Oden and Owolabi (2021), who found a high level of service delivery among librarians in public university especially in the area of tangible but this study disregards its result regarding

reliability. The findings of the present study also lend credence to the study of Mbua et al. (2021) that reported tangibles to have impacted greatly on service delivery of librarians.

The outcome of this present study revealed that the level to which information literacy skills are present in the jobs of librarians in state universities in South-West was very high. In other words, librarians in the study context possess information literacy skills. This is in consonance with the study of Durodolu and Adekanye, (2017), Onanuga et al., (2019) among librarians in South-West, Nigeria and found that librarians in university libraries in South-West Nigeria had a very much understanding of information literacy skills and are said to be information literate. According to the study, librarians demonstrate exceptional skills in identifying information needs and locating information from sources other than those included in the other dimensions. The ability to identify a need for information resources, identify potential information resources, create strategies for finding information, compare and assess information from various sources, locate and access information resources, organise, apply, and communicate information, as well as the capacity to synthesise and build upon existing information, were among the high information literacy skills found in library staff, according to Bello (2022). Given the aforementioned assertion, it is reasonable to argue that librarians function best when they possess all five information literacy skill dimensions.

VI. Conclusion

Based on the findings of this research, the study concluded that librarians deliver effective library services, specifically in the aspect of which was very high. Librarians' information literacy skills was very high, the ability to identify information need and ability to locate information. This study concluded that information literacy skills do not have significant influence on library service delivery of librarians in state universities in South-West Nigeria. In other words, librarians' level of service delivery is determined by the level of skilled possessed and the level of perception that librarians were effective because they were skilled and had a positive perception about their work.

Recommendation(s)

Based on the research finding, this study proposed the following recommendation:

1. There is need for librarians to maintain the visual appeal of the library facilities thereby maintaining the design in the way that is both inviting and functional.
2. There is need for continuous maintenance of the modern library equipment as library patrons appreciate libraries that are modern and up-to date.
3. There is need to organize workshops/seminar to train librarians so as to provide an error-free information and also meet patrons need.
4. It is crucial to develop diverse library collections so as to meet the need of the library patrons.
5. Library collections should have updated versions of books, journals articles, and other materials in a variety of formats so as to reach the need of library user.

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