

INFLUENCE OF SELF-EFFICACY ON WEB INFORMATION SEARCHING AND RETRIEVAL AMONG ACADEMIC STAFF AND STUDENTS IN NIGERIAN UNIVERSITIES

Aliyu Abdulkadir

University Library Nasarawa State University Keffi E-mail: abdulaliyu74@yahoo.com

ABSTRACT

This study investigated the Influence of Self efficacy on Web Information Searching and Retrieval among Academic Staff and Students in Nigerian Universities. The study adopted a survey research design and a questionnaire was used as an instrument for data collection. A total of 384 participants were selected from Ahmadu Bello Universities Zaria, University of Nigeria Nsukka, and University of Ibadan, out of which only 321 fully responded. To achieve the objective of the study, the questionnaire (Information Retrieval Self-Efficacy Scale IRSES) focused on the research question and hypothesis was formulated and tested. Descriptive (Percentages, Means and Standard Deviation) and Inferential statistics (One-way Analysis of Variance) was used to analyze the data collected. The study established that social persuasion factors are more influential on the students than on the academic staff in all the three Universities. Whereas, the null hypothesis formulated was retained, suggesting that no significant difference among the academic staff and students in Nigerian Universities. Therefore, the study recommends the individual's self-efficacy beliefs should be instituted in libraries and carried out by librarians. The training and/or ongoing acquisitions by trial and error strategy or even peer modelling or coaching and mentoring programmes (where one individual is paired with someone on a similar career path) should be successful. The study concluded that for academic staff and students to successfully retrieve web information, social persuasion should not only be verbal but incorporate the assignment of tasks that develop self-improvement to guarantee success.

Keywords: Web, Information, Searching, Retrieval, Self-efficacy, Academic staff, Student, Vicarious Experience, Mastery Experience, Social Persuasion.

INTRODUCTION

The challenge faced by librarians is "ensuring that individuals who need information can obtain it with minimum cost (time and money) and without being overwhelmed with the irrelevant matter" (Mohammed, 2011). Going by the factors that motivate or urge the web users to search and retrieve needed information, the users of information retrieval system must be acquainted with the ways of searching, retrieving and evaluating web information. Otherwise, all the information networks capturing the whole global information will be of no use for those who are not able to successfully access, search, and retrieve the needed information.

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's motivation, the behaviour, and social environment. It refers to the level of a person's confidence in his or her ability to successfully perform behaviour. Self-efficacy is unique to Social cognitive theory although other theories have added this construct at later dates, such as the Theory of Planned Behaviour. Selfefficacy is influenced by a person's specific capabilities and other individual factors, as well as by environmental factors (barriers and facilitators). The theory of self-efficacy was chosen as the theoretical framework for this study because of the idea that an individual's belief or perceived confidence and motivation for carrying out a specific action may influence whether a specific action is taken or not. In the same vein. Williams and Williams (2010) noted that "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided".

Self-efficacy has three dimensions: magnitude, which is the level of task difficulty a person believes he can attain; strength, the conviction regarding magnitude as strong or weak; and generality, the degree to which the expectation is generalized across situations. Levels of self-efficacy are thought to be determined by such things as previous experience (success and failure), vicarious experience (observing others' successes and failures), verbal persuasion (from peers, colleagues, relatives) and affective state (emotional arousal, e.g. anxiety). Self-efficacy levels are related to the choice of task, motivational level, and effort and perseverance with the task. Since self-efficacy is based on self-perceptions regarding particular behaviours, the construct is considered to be situation-specific or domain sensitive (Cassidy and Eachus, 2002). That is, a person may exhibit high levels of self-efficacy (indicating a high level of confidence) within one domain, whilst simultaneously exhibiting low levels of self-efficacy within another domain. Very high self-efficacy can sometimes lead to degradation in performance of a particular task. This is because; high self-efficacy can lead to overconfidence in one's aptitude, which creates a false sense of ability. Overconfidence can lead to employing the wrong strategy, making mistakes, refusal to take responsibility for mistakes, and rejecting corrective feedback (Clark, 2001). Another study by Stone (1994) reported that overconfidence can also result in lower effort and attention being devoted to a task.

Problem Statement

The researcher observed that Academic Staff and Students at Ahmadu Bello University Zaria are facing challenges retrieving the needed information. This is evident considering the time spent on the web trying to retrieve the required information. Studies have revealed that searching for information on the Web is like surfing aimlessly with the waves of water (Loan, 2010). Although there are billions of information resources available on the Web, the resources are not of uniform quality, nor do they offer equal value to all stakeholders. For one to succeed in web information retrieval task, what is required is not just connectivity but certain skills regarding his or her ability to triumph.

To buttress this point, Ndubuisi & Udo (2013) stated that even though the web has numerous advantages, problems in accessing and using web-based information resources is still noticed, particularly among postgraduate students. The finding of Liyana, Noorhidawati, & Hafiz (2010) on the use of the web by postgraduate students of the computer science department of the University of Malaya, reported that the students were having difficulties in finding information that is suitable to their learning style using the available information retrieval tools. Thus, identifying or locating web resources, in a consistently efficient and effective way that are both relevant and of high quality, poses significant information retrieval challenges for Universities (Waldhart, Miller, & Chan, 2000).

A study by Tatiana & Andreas (2013) also showed that more than half of web users search the web predominantly alone. Unfortunately, not all of them succeed in information inquiry and they experience difficulties. Thus, the focus of this research is to look at factors influencing web information searching and retrieval from the perspective of the user's self-efficacy.

Objective

To identify which construct of self-efficacy influences web information searching and retrieval among Academic Staff and Students in Nigerian Universities.

Hypothesis

Ho: There is no significant difference among the Academic Staff and Students in Nigerian Universities in the self-efficacy that influences their web information searching and retrieval.

LITERATURE REVIEW

Self-efficacy is grounded in a larger theoretical framework known as social cognitive theory, which postulates that human achievement depends on interactions between one's behaviours, personal factors (e.g., thoughts, beliefs), and environmental conditions (Bandura, 1997). The theory was presented by Bandura in response to his dissatisfaction with the principles of behaviourism and psychoanalysis. In these theories, developmental efforts could be considered as self-efficacy, the role of cognition in motivation and the role of the situation are largely ignored. Various authors argued the veracity of Bandura's postulations. For example, Eastman and Marzillier (1984) outlined three main criticisms of Self-efficacy theory.

- The first was ambiguity and lack of definition in self-efficacy.
- The second included methodological deficiencies which could cast doubt on the "published relationship between the empirical findings and self-efficacy."
- The third stated that claims and conclusions made by Bandura were not adequately evaluated, and more precise definitions and modification of assessment procedures are needed.

Despite the above criticism, the researcher believes that self-efficacy has a lot to offer in the field of social cognition research, as well as in information search and retrieval endeavours and this study is aimed at validating the theory. It is understood that certain factors such as motivation, creativity, self-reflecting and self-steering are possibilities that might enable individuals to have some control over their thoughts, feelings and actions.

The four identified principal sources of self-efficacy which are: past performance, vicarious experience, verbal persuasion, and emotional cues. People shape their selfefficacy perceptions by interpreting information from the four sources highlighted above. The most influential source from previous researches is the interpreted result of one's performance or mastery experience. Outcomes interpreted as successful raise self-efficacy; those interpreted as failures lower it. The second source of self-efficacy information is the vicarious experience individuals undergo when they observe others performing tasks. Part of one's vicarious experience involves the social comparisons made with other individuals. These comparisons, along with peer modelling, can be powerful influences on developing selfperceptions of competence. Individuals also develop selfefficacy beliefs as a result of the verbal messages and social persuasions they receive from others. Positive persuasions may work to encourage and empower; negative persuasions can work to defeat and weaken self-beliefs. Physiological states such as anxiety and stress also provide information about efficacy beliefs.

Past performance as it is popularly known is defined as the repeated performance accomplishments, this has been shown to enhance self-efficacy more than the other kinds of cues. These experiences form expectations that are generalized to other situations that may be similar or substantially different from the original experience. Experience is a set of abilities, skills, knowledge required to achieve an activity. These skills are large or small depending on initial training and/or ongoing acquisitions (Rodon, 2008). For example, strong efficacy expectations are developed through repeated success of behaviour, and reduced efficacy expectations can result from failures. We can increase personal mastery for behaviour through participant modelling, performance exposure, selfinstructed performances, and performance desensitization, the process through which aversive behaviour is paired with a pleasant or relaxing experience.

Numerous models and theories have suggested that knowledge, or experience, with systems (i.e. information retrieval, information seeking or electronic systems) plays an important role in determining the type of search strategy that is adopted as well as the efficacy of the search process. (Belkin, 1980; Marchionini, 1995; Wilson, 1997). Besides, several studies have also indicated that system knowledge (i.e. knowledge of computer systems, hypertext systems and Web systems) might have influenced the results of their studies. Marchionini (1995), however, argues that experience in a particular search system is less important than other types of expertise, such as domain expertise and information-seeking expertise. Practically, the more time someone spends online, the more likely they are to be familiar with the search environment and to acquire searching skills in that environment (Hargittai, 2002).

In agreement to the Hargittai's view, Frank and John in Tella & Tella (2003) stated that prior determinants such as ability and previous performance attainments help to create self-efficacy perceptions and are also strong predictors of subsequent performance. Dinet, Chevalier & Tricot, (2012) reinforces Frank and Bandura's positions by stating that prior possession of relevant conceptual knowledge allows, in certain cases to determine the best strategies and select relevant information.

Waldman (2003), when drawing inference from Bandura's position, asserts that "students with high self-efficacy regarding computers would also be more likely to explore new technologies, software or databases. Additionally, they would be more likely, for example, to explore the library's website and find what the library has as per specialized resources, and they might even try some searches on those

resources without, or with less, prompting from professors and/or librarians and without necessary taking library workshops.

Distinctively, information retrieval on the Web is a rarely formally taught activity which might provide proven performance standards. It may rely more on a voluntary use basis, on autonomous learning behaviours by trial and error strategy or even modelling or coaching. When previous performance is not possible, vicarious experience (modelling) may be beneficial, although slightly less influential. This is observing others perform threatening activities without adverse consequences, can also enhance personal self-efficacy by demonstrating that the activity is "do-able" with a little effort and persistence. Vicarious experience can be enhanced through live modelling (observing others perform an activity), or symbolic modelling. Modelling is more effective when the models succeed after overcoming difficulty than when they exhibit initially facile performances. Its effects also are enhanced when the modelled behaviour produces clear results or consequences and when there is a similarity between the subject and the model in terms of age, capability, and other personal characteristics. Seeing a colleague succeed at a particular task may boost your self-efficacy. The implication of this is that, for a vicarious experience to work, especially in an online search process, the searcher and the observer must possess some common peculiarities.

The third source of self-efficacy is through verbal persuasion. Essentially this involves convincing people that they can succeed at a particular task. Verbal persuasion is believed to influence efficacy perceptions in some situations, but it is viewed as less effective than modelling or enactive mastery. The best way for a leader to use verbal persuasion is through the Pygmalion effect. The Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true. In a related study, peer influence has been found to have a significant effect on online purchase behaviour, and such behaviour is continually re-enforced by the individual's peer group (Niu, 2013). However, the power of the persuasion would be contingent on the leader's credibility, previous relationship with the employees, and the leader's influence in the organization (Eden, 2003).

According to Redmond (2010) self-efficacy is also influenced by encouragement and discouragement about an individual's performance or ability to perform; such as a manager telling an employee, "You can do it. I have confidence in you." Using verbal persuasion in a positive light leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative, such as a manager saying to the employee, "This is unacceptable! I thought you could handle this project" can lead to doubts about oneself resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility; there will be a greater influence. In the aforementioned example, aside talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010).

The danger in the use of verbal persuasion is that beliefs of self-efficacy may be increased to unrealistic levels. Therefore, social persuasion should incorporate the assignment of tasks that develop self-improvement (mastery experiences) to ensure success. Also, it is important to consider such factors as the credibility, expertise, trustworthiness, and prestige of the persuading person when evaluating the usefulness of persuasive information (Gist & Mitchell, 1992).

METHODOLOGY

The survey research design was adopted for this study. A survey is a procedure in which the investigator administers an instrument to a sample or the entire population to describe their attitudes, opinions, behaviours, or characteristics. This method is found suitable due to the nature of the population the researcher is dealing with. The population of the study comprised of the three firstgeneration universities in the geopolitical zones of Nigeria. They are (Ahmadu Bello University, Zaria) Northwest, (University of Ibadan) Southwest, and the (University of Nigeria Nsukka) Southeast. The study focused on the academics and students of the Universities. There are One hundred and five, thousand (105,000) students and Six thousand, two hundred and nineteen (6,219) academic staff in the three Universities, totalling One hundred and eleven thousand, two hundred and nineteen (111, 219). Three hundred and eighty-four (384) were selected as a sample. This is according to Thomas (2013) who stated that for a population over 100, 000 a sample size of 384 should be selected. The survey was administered to the proportionate stratified randomly selected sample from the population. The participants were selected based on their involvement and use of web information resources and they are being easily accessible in their various e-libraries, computer centres and offices, as such sampling error cannot be completely ruled out because of the difference between a sample and population size. Each item of Information Retrieval Self-Efficacy Scale (IRSES) adapted 5-point Likert scale with the following anchors: 1(strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree) and 0 (undecided). Software Package for Social Sciences (SPSS) version 20.0 was used. Descriptive and Inferential statistical methods such as percentage for demographical data; mean and standard deviation for research questions (descriptive statistics) and One-Way Analysis of variance for the hypothesis.

RESULTS AND DISCUSSION

Types of Self Efficacy that influence Web Information Searching and Retrieval

In an attempt to find out the type of self-efficacy construct that influence information searching and retrieval among the academic staff and students in the Universities, the respondents were asked to indicate the mastery experience factor(s) that influence their web information searching and retrieval from the options provided in table 1.

Table 1 shows the common mastery experiences (selfefficacy) that influences information searching and retrieval by the academic staff and students in the three Universities. It has been discovered that seven out of ten mastery experience factors provided for them to select from recorded 3.00 mean score.

Three out of ten mastery experience factors have an average mean scores of over 2.00 for all the Academic Staff and Students web users in the three institutions. This suggests that the factors have less influence on the respondent's information searching and retrieval because they all recorded above 2.00 mean scores.

Mastery experience which is known as repeated performance accomplishments has been shown to enhance self-efficacy more than the other sources. These experiences form expectations that are generalized to other situations that may be similar or substantially different from the original experience. It can be argued from the foregoing that the mastery experience in all the users across the three Universities in searching and retrieving web information is strong. This finding is in line with that of Dinet that of Chevalier & Tricot, (2012) which interpreted the result of one's mastery experience as the most influential. Outcomes interpreted as successful raise self-efficacy; those interpreted as failures lower it. According to Bandura (1977), the most important source of self-efficacy is mastery experience. An individual who has succeeded in executing tasks are likely to have more confidence to complete similar tasks in the future (high self-efficacy) than individuals who have been unsuccessful (low self-efficacy). Furthermore, while positive mastery experiences increase self-efficacy, negative ones (failures) tend to decrease self-efficacy. These experiences form the expectations that are generalized to other situations that may be similar or substantially different from the original experiences. Experience can be conceived as a set of abilities, skills, knowledge required to perform an activity. In line with the positions of Belkin, (1980); Marchionini, (1995); Wilson, (1997), Frank and John in Tella and Tella (2003) stated that prior determinants such as ability and mastery experience attainments help to create self-efficacy perceptions and are also strong predictors of subsequent performance.

Types of Vicarious Experience that influence Web Information Searching and Retrieval

To discover the type of vicarious experience that influence web information searching and retrieval among the academic staff and students in the Universities studied, the respondents were provided with a list of options on vicarious experience that influence information searching and retrieval. They were requested to indicate the factor that influences their web information searching and retrieval from the options provided in table 2. The data collected in this regard was analyzed and presented in table 2.

Table 2 revealed that the only one vicarious experience factor had an average mean scores of 3.00 for all the Academic Staff and Students web users in the three institutions. Whereas, one factor recorded mean score of 3.00 for students. It can be argued that these factors have a high influence on the respondent's information seeking and retrieval. Vicarious experience is observing others perform threatening activities without adverse consequences, can also enhance personal self-efficacy by demonstrating that the activity is "do-able" with a little effort and persistence.

Other eight vicarious experience factors have average mean scores of 2.00 and above. This means they have less influence on the respondent's information searching and retrieval because they all recorded above 2.00 mean scores. While, one factor has average mean scores of less than 2.00 for all the Academic Staff and above 2.00 for all the Students web users in the three institutions. This factor does not influence academic staff information searching and retrieval because it recorded less than 2.00 mean scores.

This finding is at variance with previous researches of Gist & Mitchell (1992) which placed vicarious experience second after mastery experience; Bandura (1977) who stated that vicarious experience (modelling) may be beneficial, although slightly less influential than mastery experience.

Types of Social Persuasion that influence Web Information Searching and Retrieval

The researcher attempted to ascertain the type of social persuasions (convincing people that they can succeed at a particular task) influence on information searching and retrieval among the academic staff and students in the Universities studied in Nigeria. The respondents were asked to indicate the factor that influences their information searching and retrieval from the options provided in table 3.

From table 3, it can be deduced that no academic staff in the three Universities recorded an average mean score of 3.00 in all the social persuasion factors itemized. However, the students in the three Universities recorded above 3.00 average mean score in four factors. This means that students are highly influenced by social persuasion factors than academic staff in the three Universities because they all recorded above 3.00 means scores.

Other six social persuasion factors all have an average mean scores of over 2.00 for all the Academic Staff and Students web users in the three institutions. This revealed that these factors have less influence on the respondent's information searching and retrieval because they all recorded above 2.00 mean scores.

It can be argued from the foregoing discovery that, the social persuasion factors have an influence on the students than on the academic staff in all the three Universities based on the average mean score of 2.00. However, this finding doesn't agree with that of Bandura's which placed social persuasion as the third most influential construct of self-efficacy. Verbal persuasion is believed to influence efficacy perceptions in some situations, but it is viewed as less effective than modelling or enactive mastery (Bandura, 1982). The mean score for students on social persuasion (3.00) doesn't support Bandura's argument. In support of this Ndubuisi, (2013) stated that peer influence has been found to have a significant effect on online purchase behaviour, and such behaviour is continually re-enforced by the individual's peer group.

Inferential Statistical Analysis

Hypothesis: There is no significant difference among the Academic Staff and Students in Nigerian Universities in the self-efficacy that influences their web information searching and retrieval.

Table 4 shows that the F value is .010 and the p-value is .991 which is greater than alpha=0.05. Hence, the null hypothesis is retained. This implies that there is no significant difference in self-efficacy that influence the respondents' web information searching and retrieval in the Universities. The self-efficacy that influences the academic staff and students' web information searching and retrieval in the Universities are not very much at variance with each other.

Findings

- 1. The analysis of self-efficacy of academic staff and student in the Nigerian Universities indicated that:
 - i. The mastery experience of the academic staff and student across the three Universities concerning searching and retrieving web information is strong. This is because of seven out of the ten mastery experience factors provided for the respondents to indicate their choices recorded above 3.00 mean scores.
- ii. The vicarious experience of the academic staff and student across the three Universities are weak when compared with the Banduras' studies which placed it second.
- iii. The social persuasion factors are more influential on the students than on the academic staff in all the three Universities, with a mean score of 2.75 against 3.00 for academic staff and students respectively.

The result of the hypothesis tested showed that: There is no significant difference among the academic staff and students in Nigerian Universities studied in the self-efficacies that influence their information searching and retrieval.

RECOMMENDATION

Based on the findings of the study and the conclusion reached, the following recommendation was proposed for Nigerian Universities. To improve the vicarious experience of web users, training and/or ongoing acquisitions by trial and error strategies or even peer modelling or coaching and mentoring programmes (where one individual is paired with someone on a similar career path) which will be successful at raising the individual's self-efficacy beliefs should be instituted in libraries and carried out by librarians. Also, social persuasion should not only be verbal but incorporate the assignment of tasks that develop self-improvement to guarantee success.

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S/N	Mastery Experience (self-efficacy)	Resp	onses on	Level of	f Agreen Inf	nent with ormatio	h the ty n Searc	pe of M hing an	astery d Retri	Experio eval	ence tha	at influen	ce Web		Ave	rages	5		
		SA		Α		SD		D		U		Total		Ā		SD			
	-	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St		
1.	I usually find the web information I need	23	90	56	98	3	6	10	20	4	11	96	225	2.95	3.11	0.92	1.01		
2.	If I try hard enough I solve difficult problems encountered during an information search	45	110	5	90	2	6	9	4	35	15	96	225	2.24	3.22	1.84	1.08		
3.	Searching for information is easy for me due to my previous knowledge	31	91	55	102	3	7	5	16	2	9	96	225	3.15	3.15	0.82	0.97		
4.	I understand how to navigate from site to site	37	94	32	102	1	9	5	14	21	6	96	225	2.67	3.20	1.52	0.92		
5.	If I can't find what I'm looking for, I keep trying until I find it	25	87	56	117	0	7	12	12	3	2	96	225	3.04	3.24	0.82	0.77		
6.	I am better now at searching for information than I used to be	42	115	53	90	0	9	0	3	1	8	96	225	3.41	3.31	0.61	0.95		
7.	When seeking information, I can solve most problems if I put the necessary effort	33	105	59	106	0	6	2	5	2	3	96	225	3.26	3.35	0.70	0.77		
8.	I can usually come up with alternative searching strategies if I am confronted with a problem during an information search	22	86	65	104	3	10	1	15	5	10	96	225	3.00	3.10	0.92	1.01		
9.	I keep trying to find what I'm looking for, even if it takes a while	33	94	61	112	2	2	0	8	0	9	96	225	3.30	3.24	0.58	0.90		
10.	I'm sure I can select the relevant information from the results of a search	34	105	59	101	0	4	0	2	3	13	96	225	3.26	3.25	0.76	1.00		

 Table 1 Types of Mastery Experience that influences Web Information Searching and Retrieval

Key: SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, U-Undecided, AS- Academic Staff, St-Student, SD-Standard Deviation



Fig 1 Types of Mastery Experience that influence Web Information Searching and Retrieval KEY: AS: Academic Staff ST: Students

S/N	Vicarious Experience	Responses on Level of Agreement with the type of Vicarious Experience that influence Web Information Searching and Retrieval								ence	Averages						
	(self-efficacy)	S	A	1	1	S	D	Γ)	τ	J	To	tal	j	κ.	SD	
		AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St
1.	I seem to know more about searching information than my peers	17	57	31	84	11	18	14	31	23	35	96	225	2.08	2.49	1.46	1.36
2.	I understand how to search for information better than most of my colleagues	18	72	44	63	8	20	13	38	13	32	96	225	2.48	2.55	1.27	1.39
3.	I can search for information faster than other people	14	79	35	61	11	20	21	26	15	39	96	225	2.23	2.54	1.29	1.48
4.	I can choose a specific system based on what I see others do	10	72	59	84	3	16	11	21	13	32	96	225	2.52	2.66	1.16	1.37
5.	From what I see my peers do, I can formulate search queries	14	39	59	138	9	6	4	18	10	24	96	225	2.60	2.72	1.17	1.12
6.	Identifying the correctness and reliability of the source are skills I learnt from others	16	53	60	123	4	13	12	26	4	10	96	225	2.83	2.87	0.90	0.98
7.	My critical thinking skill is better than my peers	7	48	37	98	9	16	17	28	30	35	96	225	1.81	2.48	1.42	1.33
8.	My orientation towards a particular goal is a skill I possess	15	56	70	129	2	9	3	13	6	18	96	225	2.90	2.87	0.91	1.08
9.	When I'm with a colleague, I usually understand what he/she needs	20	76	60	101	3	12	7	32	6	4	96	225	2.89	3.04	0.98	0.93
10.	If I can't find what I'm looking for, I usually consult others	29	99	56	105	2	7	5	5	4	9	96	225	3.08	3.24	0.90	0.95

Table 2 Types of Vicarious Experience that influence Web Information Searching and Retrieval

Key: SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, U-Undecided, AS- Academic Staff, St-Students, SD-Standard Deviation



Fig 2: Types of Vicarious Experience that influence Web Information Searching and Retrieval KEY

- 1. I seem to know more about searching for information than my peers
- 2. I understand how to search for information better than most of my colleagues
- 3. I can search for information faster than other people
- 4. I can choose a specific system based on what I see others do
- 5. From what I see my peers do, I can formulate search queries
- 6. Identifying the correctness and reliability of the source are skills I learnt from others
- 7. My critical thinking skill is better than my peers
- 8. My orientation towards a particular goal is a skill I possess
- 9. When I'm with a colleague, I usually understand what he/she needs
- 10. If I can't find what I'm looking for, I usually consult others

S/N	Social Persuasions	Responses on Level of Agreement with the type of Social Persuasion that influence Web Averag Information Searching and Retrieval									ages	iges					
	(self-efficacy)	S	A	A	1	S	D	I)	I	U	То	otal	ž	č	SI	D
		AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St	AS	St
1.	Others think that I am good at retrieving information	11	97	68	90	4	3	3	17	10	18	96	225	2.69	3.89	1.08	1.13
2.	Colleagues at school think that I'm good at seeking information	12	91	65	87	2	6	3	13	14	28	96	225	2.61	2.92	1.19	1.3
3.	Friends and family think I'm good at seeking for information	15	89	70	98	2	6	3	15	6	17	96	225	2.90	3.05	0.91	1.12
4.	Those I receive an accolade from are trustworthy	7	74	66	109	7	10	4	16	12	16	96	225	2.51	2.96	1.14	1.11
5.	Others come to me whenever they can't find the required information	11	86	69	100	4	7	6	17	6	15	96	225	2.78	3.11	0.93	0.92
6.	I assist my friends in locating information on the web	19	64	64	133	5	9	6	9	2	10	96	225	2.97	3.03	0.81	0.94
7.	I always believe I can access whatever information I require	12	67	65	119	5	9	12	16	2	14	96	225	2.83	2.96	0.79	1.05
8.	I receive a lot of encouraging words from my peers whenever I succeed in a task	18	37	63	117	3	7	6	14	6	50	96	225	2.88	2.37	0.97	1.40
9.	Senior colleagues always commend my efforts whenever I put a performance	19	67	56	106	5	5	5	12	11	35	96	225	2.70	2.73	1.19	1.33
10.	Colleagues seek my help when searching for information	10	56	66	136	4	4	5	18	11	11	96	225	2.63	2.99	1.10	0.92

Table 3 Types of Social Persuasion that influences Web Information Searching and Retrieval

Key: SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, U-Undecided, AS- Academic Staff, St-Students, SD-Standard Deviation



Fig 3: Types of Social Persuasion that influence Web Information Searching and Retrieval

Table 4: Analysis of Difference among the Aca	demic Staff and Students	s in the Self-efficacy th	at Influences Information	tior
Seeking and Retrieval				

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.405	2	.703	.010	.991
Within Groups	23508.433	318	73.926		
Total	23509.838	320			

The above hypothesis was tested using One-Way ANOVA to determine the difference among the web users self-efficacy.