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Information Literacy: Correlation of Self-Efficacy and Proficiency

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INFORMATION LITERACY: CORRELATION OF SELF-EFFICACY AND
PROFICIENCY

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

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Information literacy (IL) is a vital component in evidenced-based practice (EBP) due to its role in research utilization. The literature review indicated that undergraduate college students could harbor negative perceptions regarding IL and compartmentalize IL to classroom activities and assignments. These negative perceptions can influence students' IL self-efficacy, which refers to their belief they can successfully complete IL related tasks. Weiner's attributional theory of motivation suggests IL self-efficacy can motivate people to engage in IL related behavior. The purpose of this study was twofold. First, it intended to investigate if a relationship was present between IL self-efficacy and knowledge. Second, it assessed the ability of IL self-efficacy to act as a predictor IL proficiency. The researcher collected data using the 28-item and 17-item Information Literacy Efficacy Scales and the Richard Stockton College of New Jersey Information Literacy Test. Results indicated a moderate relationship between self-efficacy and knowledge for both the ILSES 28-item scale ($r = .334, p = .003$) and the 17-item scale ($r = .321, p = .003$). After controlling for gender and GPA, the ILSES 28-item scale explained 10.4% of the variance in knowledge ($F(3,75) = 3.160, p=0.29$) while the ILSES 17-item scale accounted for 8.3% of the variance in knowledge ($F(3,77) = 3.553, p=.018$). The ability of the ILSES to predict knowledge indicates that nurse educator should include affective domain learning activities to promote positive IL self-efficacy

levels. Although the study's limitations restricted the generalizability of the results, results indicated the ILSES and The Richard Stockton College of New Jersey Information Literacy Test could serve as valid tools for collecting student data to improve individual and aggregate student outcomes.

Keywords: information literacy, information literacy self-efficacy, information literacy proficiency, research utilization, evidence-based practice