

The Information Literacy Self-efficacy of Disadvantaged Teachers in South Africa



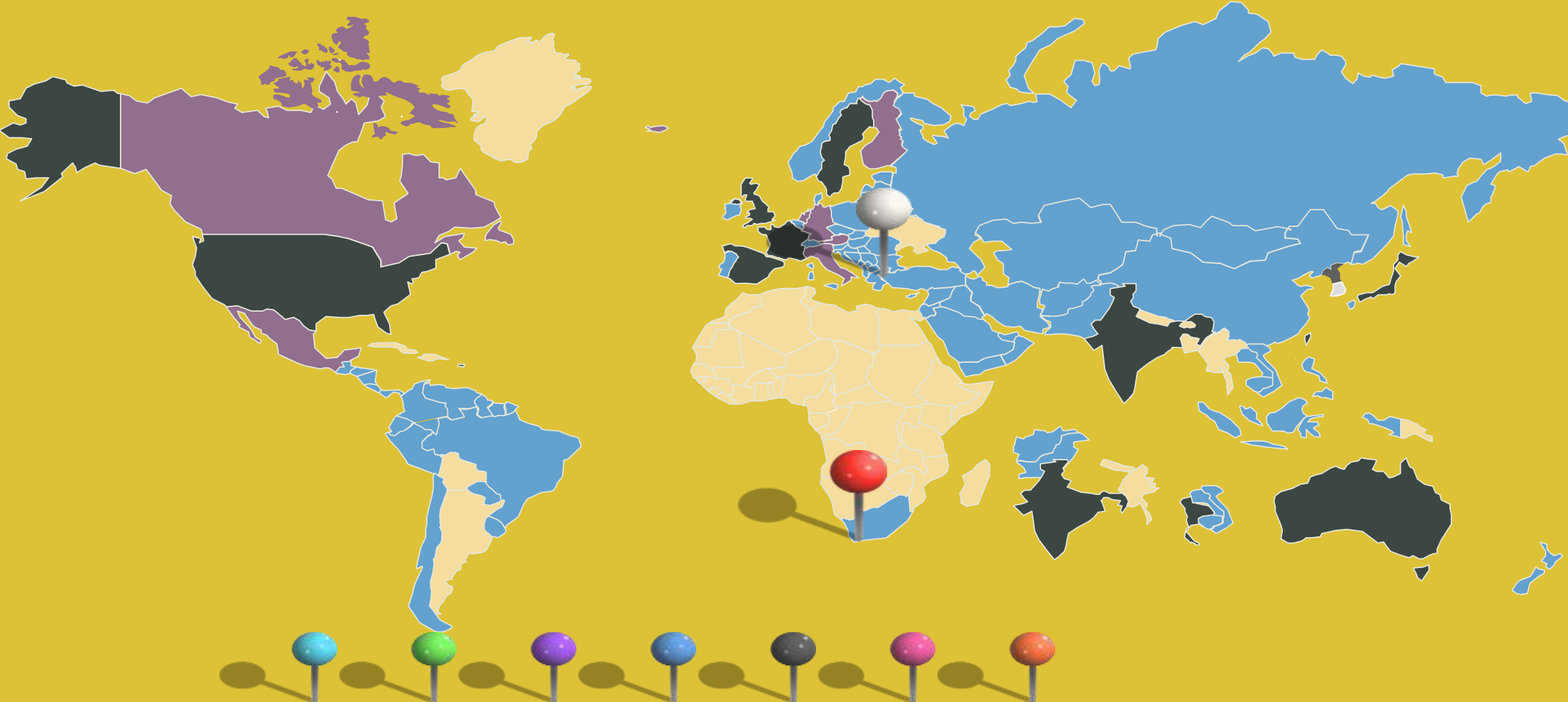
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World Map

Individual countries



Outline of presentation

- Introduction & background to the study
- Research questions
- Self-efficacy & the link to information literacy
- Results of the study
- Interpreting and discussing the results

Background: Why the category “disadvantaged” teachers

- Schools in the study characterized by poverty
- Lack of school libraries
- Web connectivity somewhat expensive/tricky in rural areas
- Teachers have limited understanding of benefits of IL & reading: utilitarian emphasis on reading skills
- Subject knowledge dicey
- Teachers display a negative attitude to the profession.



They are passive & tend to suffer from a victim mentality or “dependency culture”

- Large classes (50 learners) + assessment heavy curriculum
- Teachers’ initial training inadequate for information literacy education



Study participants & schools (n=29)

Ave age 46 years

- 27 
- 2 
- 23 Primary schools
- 6 High schools
- Languages:
 - Afrikaans (17);
 - Xhosa (6);
 - English (6)



- 4 functioning school libraries
- 25 computer labs
- Limited internet access
- Rural & urban mix

Research questions

- What are teachers' beliefs about their information literacy abilities?
- At what level are teachers' knowledge and skills?
- How familiar are teachers with research protocols/practice?
- To what extent can an intervention change teachers' information literacy outlook?

Self-efficacy

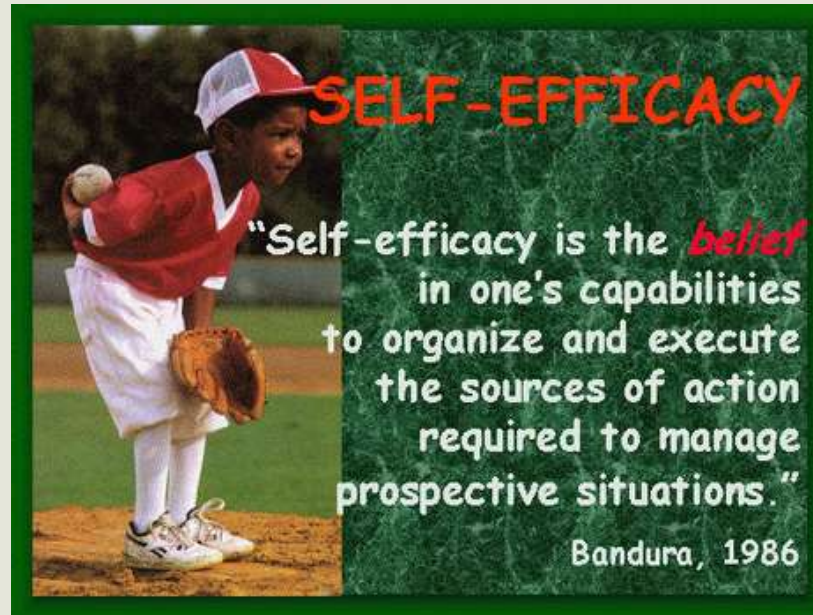
■ What is self-efficacy?

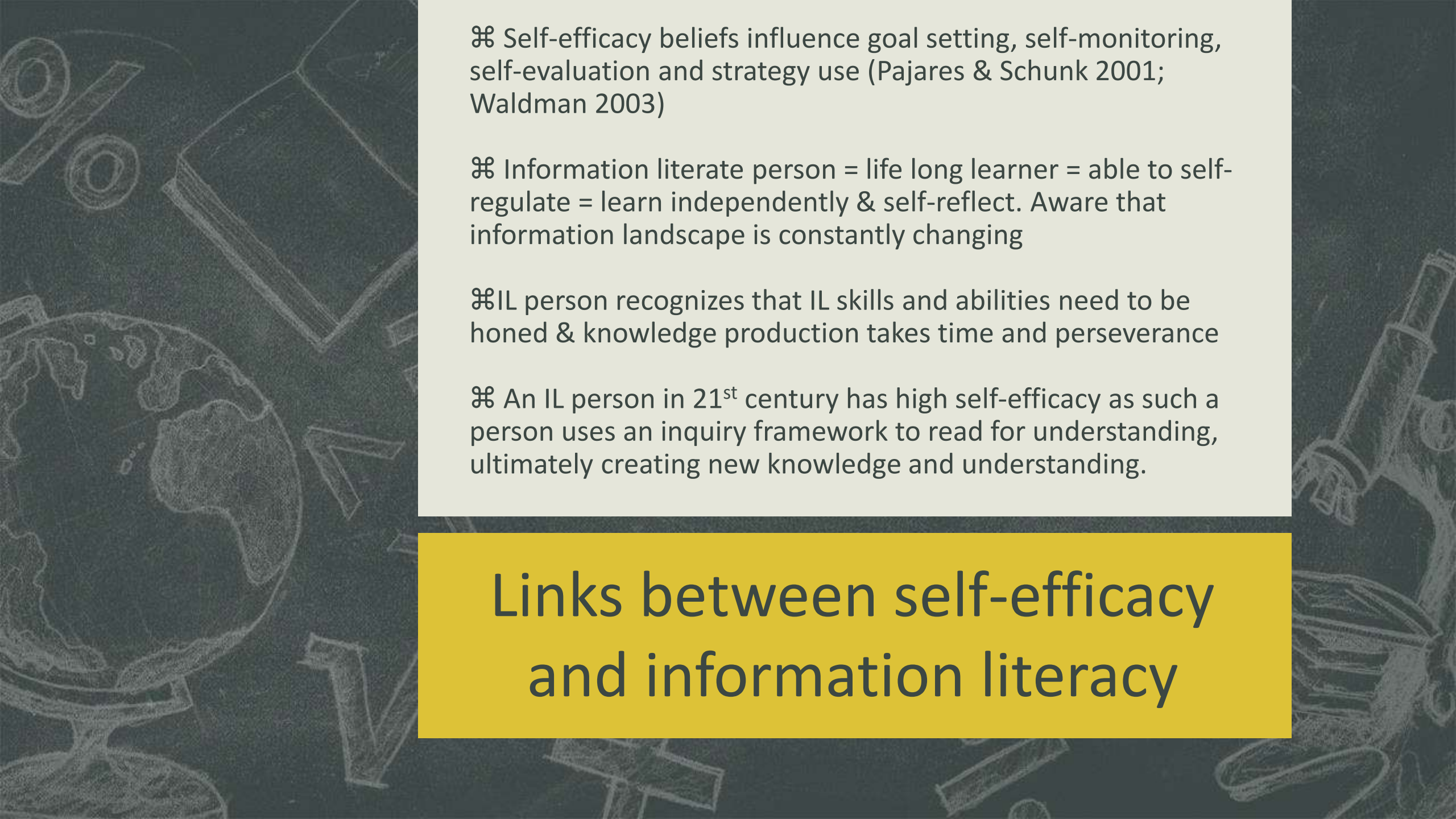
- Belief in oneself of what one capable of doing.
- Bandura's (1986) social cognitive theory has self-efficacy at its core
- Interaction between environment, behaviour & psychological processes
- Are beliefs, not actual skill levels

■ Why self-efficacy in this study?

- As a tool to spot gaps in perceived knowledge & skills
- Perceived inadequacies addressed in second phase of study

<http://wik.ed.uiuc.edu/articles/s/e/l/Self-efficacy.html>





⌘ Self-efficacy beliefs influence goal setting, self-monitoring, self-evaluation and strategy use (Pajares & Schunk 2001; Waldman 2003)

⌘ Information literate person = life long learner = able to self-regulate = learn independently & self-reflect. Aware that information landscape is constantly changing

⌘ IL person recognizes that IL skills and abilities need to be honed & knowledge production takes time and perseverance

⌘ An IL person in 21st century has high self-efficacy as such a person uses an inquiry framework to read for understanding, ultimately creating new knowledge and understanding.

Links between self-efficacy and information literacy

The Information Literacy Self-Efficacy Tool (Kurbanoglu, Akkoyunlu & Umay 2006)

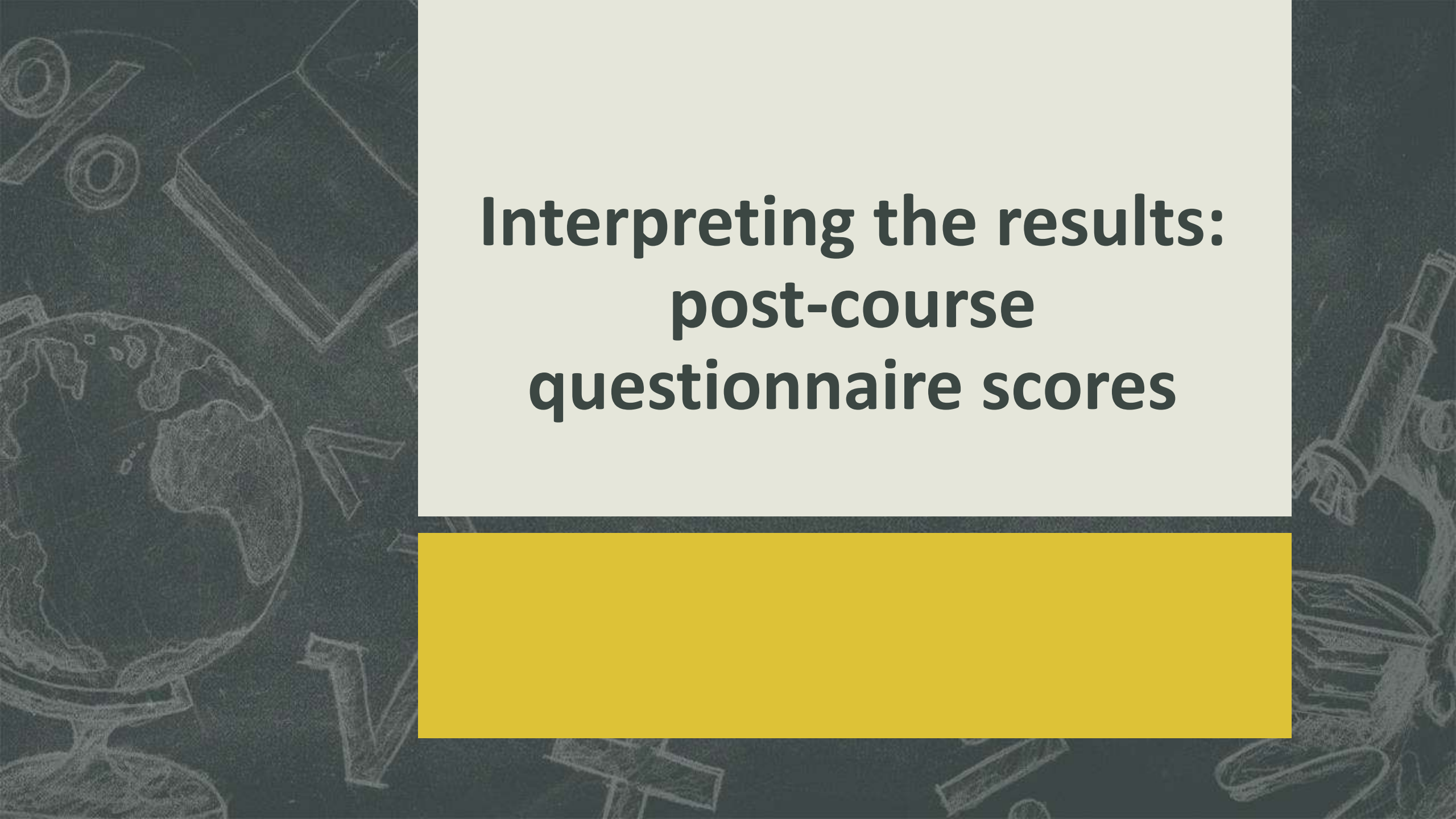
- Self-efficacy questionnaire divided into 7 broad categories:
 - Section A: Defining the problem
 - Section B: Developing a search strategy
 - Section C: Finding and gathering information
 - Section D: Evaluating and using information
 - Section E: Synthesizing information
 - Section F: Presenting findings
 - Section G: Reflecting on the process and product
- And a 7 point Likert scale: 1= almost never true & 7= almost always true.

Results: Application of IL Self-efficacy tool

- Both the pre-course questionnaire scores and the post-course questionnaire scores were taken from the same source of 29 participants with each data value in one sample having a corresponding data value in the other sample.
- Conclusion reached is that there is enough statistical evidence to suggest that the pre-course IL self-efficacy scores and the post-course self-efficacy scores are statistically different.

Interpreting the results: pre-course questionnaire

- Participants' overall self-efficacy above average to start with: mean total of 4.2
- Most confident IL attribute: *using different kinds of print sources* (score of 5)
- Least confident IL attribute: *writing a research paper* (score of 3.5)
- Least self-efficacious category: F – presenting or communicating information (3.9)
- Additional vulnerabilities –
 - determining authoritativeness , currency and reliability of information sources (score 3.8); and
 - evaluate WWW sources. (3.7)



Interpreting the results: post-course questionnaire scores



Statistical difference between self-efficacy scores before and after course intervention fairly significant – went from mean score of 4.2 to 5.1.

Category F
communicating information
saw greatest improvement of 8 points

Category C
locating & assessing resources saw 2nd highest change in scores by 5.2 points

Category D
improvements by one point:
evaluating and using information

Category G
improved scores for the two criteria from 4.1 to 5.5 and 4.0 to 5.3 respectively.

Concluding remarks

- This study's self-efficacy scores improved from 4.2 “occasionally true” to 5.1 “often true”
- Aim of the study was to gauge teachers' IL self-efficacy thereby eliciting clues to possible gaps in teachers' knowledge and skills which could be addressed during an IL course.
- Results show that the course intervention had a positive effect on teachers' IL self-efficacy.