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Literacy skills and service delivery in public university libraries in Akwa Ibom State

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Abstract
The study examined the influence of literacy skills on service delivery in public university libraries in Akwa Ibom State. Two objectives with corresponding research questions and research hypotheses were raised to guide the study. Descriptive survey research design was adopted with the population of 160 professional and paraprofessional librarians. Total enumeration sampling technique was used. A face-validated researcher's developed questionnaire entitled: "Literacy Skills and Service Delivery Questionnaire (LIHSSDQ)" was used for collection of data. A reliability coefficient of 0.97 was obtained using Cronbach's alpha reliability statistics which made the instrument reliable. The data collected were analysed using simple linear regression for the research questions as well as testing the null hypotheses at 0.05 level of significance. The findings revealed a significant influence of digital literacy skills and information literacy skills on service delivery. The study concluded that literacy skills strongly influence how well librarians deliver services in public university libraries in Akwa Ibom State. When librarians possess advanced digital and information literacy skills, they manage electronic resources better and help library users more effectively. It was recommended that librarians should take personal initiative to continue improve their skills in information literacy and management practices including the use ICTs skills which are essential in delivering high-quality library services.

Keywords: Literacy skills, service delivery, public university libraries

Introduction
Literacy in the 21st century has expanded beyond basic reading and writing to include information literacy, digital literacy and critical communication competencies that are essential for knowledgeable work and academic success. In academic libraries, these skills are particularly important because librarians serve as mediators between vast information resources and the academic community. The influence of librarians' literacy skills on service delivery is profound as the quality of reference services, user education, research support, and management of electronic resources largely depends on the librarian's ability to locate, evaluate, organize, and disseminate information effectively. Librarians with strong information and digital literacy skills are better equipped to guide users and researchers in identifying information needs, constructing effective search strategies, and evaluating the credibility of sources that enhance users' satisfaction.

Academic institutions invest huge finances into building library collections and acknowledge it as the life wire of the institution and the hub around which all institutional activities revolve. Daland (2016), asserted that academic libraries are specially involve in students learning processes and is also a vital component in the new learning paradigm. According to Daland, academic library existed to support and complement the institution's curriculum, librarians act as the bridge that connects library users to the abundant information resources. Being the storehouse of knowledge, academic libraries are at the forefront of providing information resources to all community members (students, faculty, researchers and people outside the academic community). As such, efficient service delivery is mandatory to support learning, teaching and research programs.

Digital literacy is an individual's ability to find, evaluate and communicate information using digital platforms. It is the capacity to locate, analyze, use, and generate information using digital technology, communication tools or networks. It includes reading and interpreting media, reproducing data and images through digital manipulation, evaluating and applying new knowledge gained from digital environments (Mulat and Natarayan, 2020). Digital literacy skills are those supportive of the use of digital tools to search, communicate,

collaborate, and express ideas creatively. It involves mastering a set of crucial skills for effective engagement in the digital age. In library context, it is the ability of the librarian to handle and communicate information and knowledge effectively in a variety of media and formats. It is also the librarians' ability to perform tasks effectively in a digital environment. McCarthy and Hendricks (2023), identified it as consuming skills that include knowing which keywords to search for, ability to evaluate a credible source, proficient use of devices to connect to the internet, and the functions of different applications and search engines. It includes the ability to read and analyze information, recreate data and images through digital modification, assess and apply new knowledge received from digital settings. Adepoju (2022), identified digital literacy skills that librarians should possess to include communication skills, information retrieval skills, design skills, database administration abilities, and multitasking skills. These abilities help librarians to improve on job performance allowing librarians to provide good information services in a digitized environment.

Information literacy is the ability to recognize information need, find, access, evaluate, use, and communicate it effectively (Guo and Huang, 2021). Thanuskodi (2019), asserts that information literacy skills are indispensable tools for effective and efficient functioning of academic library staff in the information age. It allows people to make informed decisions, solve problems, and become lifelong learners. Individuals can navigate vast amount of information available. By developing information literacy skills, they can ensure that the information they are accessing is reliable and relevant for their users need(s). Librarians are required to be skillful in evaluating information, and in the ethical use of same which is the ability of librarians to understand the intellectual property and copyright laws concerning the use of information. Librarians without adequate information literacy skills may have difficulty retrieving and using relevant information, due to information explosion. Information literacy skills when acquired, enables academic library staff to market library resources and services, providing motivation to the workforce, and ensuring sustainable patronage by its users (Joseph *et al*., 2021). However, there is need for proper document management to ensure that resources are continuously availability and accessible to all based on patron demands.

Service delivery also referred to as the means of providing and delivering service to individuals in entities or organizations, it is a process of ensuring that library patrons have easy and efficient access to all the resources and services require for a fulfilling library experience. Library service delivery involves accessing services effectively, and as quickly as possible to the intended users (Salab and Otobo, 2021). It also means that all services and resources in a library are easily accessible and user-friendly. University libraries are service-oriented and library service delivery is a complex process that extends beyond lending books. 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 needed information.

Service delivery depends on resource organization and skillful handling of the collections for easy access and utilization by library patrons. Library remains a friendly environment that promotes study and inquiry. Sapru (2020), noted that university libraries are created to address the information needs of users by offering pertinent information resources and services. Since the primary responsibility of librarians is to acquire, organize, manage, and grant access to information resources through effective service provision, librarians information literacy skills become pertinent in achieving excellent user-experience and ensuring user satisfaction. It is against this backdrop, that the researcher decided to conduct a study to examine the influence of literacy skills on service delivery in public university libraries, Akwa Ibom State.

Statement of the problem

Literacy skills involve the ability to identify, locate, evaluate, organize, and ethically use information to meet user needs, particularly in the 21st-century digital landscape. These skills enable librarians to facilitate research, improve service delivery, and act as educators in

evaluating information sources. The important of information literacy skills are critical in the digital age, enabling librarians to guide users in locating, evaluating, and ethically using information. These skills improve service delivery, foster critical thinking and lifelong learning in users, and ensure effective navigation of complex digital resources.

The core problem is that despite the increasing digital needs of academic users, many academic librarians possess limited digital and information literacy skills, resulting in sub-optimal, traditional service delivery rather than innovative, technology-driven support. This skill gap, coupled with poor ICT infrastructure (power, internet) and inadequate training, hinders effective information retrieval and user satisfaction in service delivery. Therefore, there is a pressing need to investigate the influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State.

Objectives of the study

The main objective of this study was to examine the influence of literacy skills on service delivery in public university libraries in Akwa Ibom State. The specific objectives are to:

1. determine the influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State; and
2. ascertain the influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State.

Research questions

The following questions are answered in the study:

1. What is the influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State?
2. What is the influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State?

Hypotheses

The following hypotheses are tested in the study at 0.05 level of significant

1. There is no significant influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State.
2. There is no significant influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State?

Literature review

The researched was anchored on Competency Model developed by David McClelland (1973) which is a framework that identifies and defines the key competencies required for success in specific roles or occupations. It emphasizes the importance of both technical skills and personal characteristics, such as knowledge, skills, self-confidence, traits, motivation and adaptability. The model provides a structured approach for assessing and developing these competencies in individuals to improve job performance and organizational effectiveness.

The development of the Competency Model was driven by the need to identify and measure the key competencies required for success in various roles and occupations. McClelland recognized that traditional intelligence and skills measures were insufficient to predict job performance and success. He believed that competencies, which encompass a combination of knowledge, skills, abilities, and personal characteristics, were critical for effective performance in the workplace. McClelland developed the Iceberg Model of Competencies in response to the need for a comprehensive framework to understand and assess individual competencies. McClelland's Iceberg Model of Competencies is a framework that conceptualizes competencies as consisting of both visible and hidden components. The visible component represents the observable skills and behaviours that individuals demonstrate in their performance, while the hidden component represents the underlying motives, traits, and values that drive those behaviours. According to the model, the hidden component is the foundation of competencies and plays a crucial role in determining an individual's success and effectiveness in a given domain.

Competency model is characterized by five major components

- Knowledge: This refers to information and learning resting in a person, such as knowledge of database structure.
- Skill: This refers to a person‘s ability to perform a certain task, such as digital literacy skill to navigate digital environment.
- Self-concepts and values: This refers to a person‘s attitudes, values and self-image. An example is self-confidence, a person‘s belief that he or she can be successful in a given situation.
- Traits: Traits refer to physical characteristics and consistent responses to situations or information.
- Motives: Motives are emotions, desires, physiological needs or similar impulses that prompt action. For example, librarians with high interpersonal orientation take personal responsibility for working well with other members of the operating team.

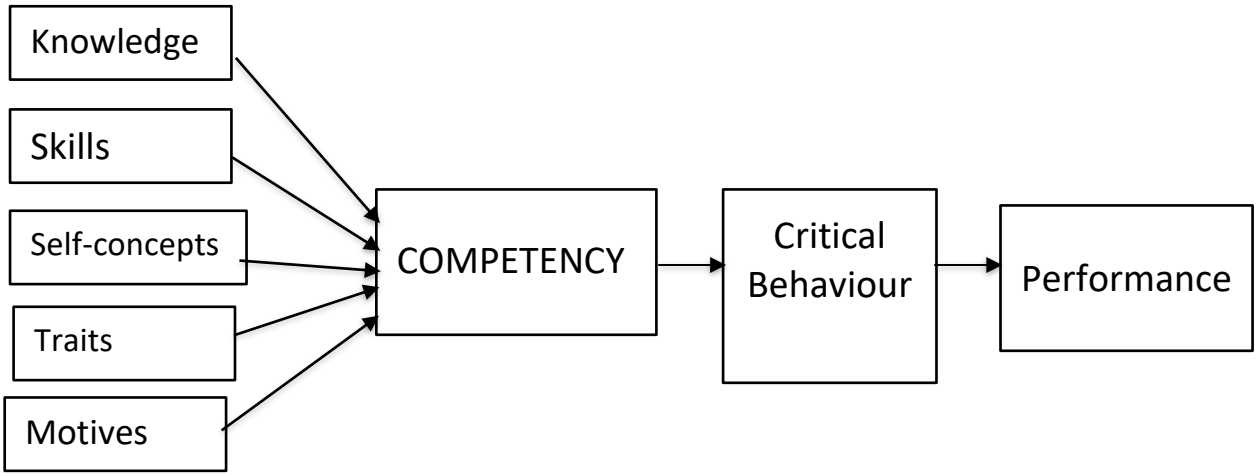


Figure 1: Concept of competency
Source: David McClelland (1973)

The Competency Model has significant importance in the field of organizational behaviour and human resource management. It provides a comprehensive framework for understanding and assessing the competencies needed for success in various roles. Organizations can improve employee performance, job satisfaction, and overall organizational effectiveness by identifying and developing these competencies. The Competency Model also has implications for leadership development, highlighting the importance of personal characteristics and behaviours in effective leadership.

The McClelland Competency Model has significant relevance for organizations, particularly in the areas of employee motivation, job satisfaction, organizational behavior, and motivational theories. These models provide organizations with a systematic approach to identifying and assessing the competencies contributing to individual and organizational success. Organizations can improve employee motivation, job satisfaction, and overall organizational performance by aligning their recruitment, selection, training, and development processes with the competencies outlined in the models. But most importantly, this model is the basis of competency-based recruitment used in organizations today. By using this model, organizations hire accurate employees.

Competency model relates to the study librarians' information handling skills and service delivery by providing a structured framework that defines the necessary knowledge, skills, and behaviours required for effective and high-quality service delivery. This relationship is crucial in the modern information age, where technology and user demands are

constantly changing. When librarians are proficient in the required skills, they are better equipped to provide seamless, personalized, and effective reference and information services, fostering proactive service by allowing librarians to anticipate user needs and develop services that address them, moving beyond a reactive "book custodian" role to a proactive "information and knowledge manager" role.

Digital literacy skill refers to the ability to use digital technologies to search, evaluate, use, create, and communicate information in the library**.** According to Sambo *et al.* (2021), digital literacy refers to the ability to find, evaluate, use, and create digital information effectively and ethically. It encompasses a range of skills required to function effectively in a digital environment whether for learning, work, communication, or daily life. Digital literacy in academic libraries refers to the skills and knowledge required by library staff and users to efficiently interact with digital tools, platforms, and information sources, such as navigating digital catalogs and databases, using library management software, providing remote assistance and virtual reference services, assisting users with digital tools for research and learning, understanding digital rights, ethics, and privacy (Subaveerapandiyan *et al.,* 2022).

According to Chukwueke and Idris (2023), digital literacy is a set of skills that enable individuals to operate effectively in information retrieval task in technology-oriented environments. Ojike (2019), opined that technological development is the key factor that necessitated digital literacy. Also, learning from digital text forms and reading skills are essential in digital literacy. The capability and skills of individuals to use technology to create, navigate, disseminate, evaluate and store information is described as digital literacy. Digital literacy has to do with skills, knowledge, and behaviors that involve effective and efficient use of digital devices like smartphones, tablets, iPhones, laptops, iPad and desktop PCs for purposes of collaboration, communication, expression, advocacy and even decision-making. This has become a highly sort skills for information managers such as the librarians and other library staff.

In today's rapidly evolving digital landscape, digital literacy has become as fundamental as traditional literacy and numeracy. For librarians to render effective information service to users, and remain relevant in the 21st century, the ability to effectively use technology is not just a desirable skill but it's a necessity (Osinulu, 2022). However, it is uncertain the DL skills librarians possess, whether their DL skills are expanding and are matching the technological needs of the current time. Baro *et al*., (2019) are of the view that the traditional role of librarianship has changed and that for academic libraries to continue playing a supportive role to faculties, they will require librarians with different sets of skills. Omeluzor *et al*., (2020) also affirmed that digital literacy encompasses a range of skills, from basic computer use to advance problem-solving in digital environments. These skills are integral to what educators often refer to as "21st-century skills," which include critical thinking, creativity, collaboration, and communication. In a world where information is at our fingertips, information professionals must be adept at not only accessing digital information but also evaluating its credibility for effective service delivery.

Chukwuemeka and Idris (2023) assert that, digital literacy skills are critical for delivering effective, user-centered services as its enhance librarians' ability to manage and utilize digital resources, communicate effectively in a digital environment, guide patrons through online information, and provide innovative services. Furthermore, these skills improve efficiency and information access, making librarians more relevant in a technologically advanced society. It enhances access and retrieval of information, improves user guidance, help them to provide innovative services, increase efficiency, bridge the digital divide and foster information literacy for all users (Adegbore *et al.,* 2024). Digital literacy skills enable librarians to organize digital resources, create and manage digital content, enhance search and retrieval, automate tasks, promote user engagement and satisfaction, enhance communication and collaboration, increase efficiency and productivity which result in effective service delivery and

performance (Edewo and Agbro 2024). Still, effective engagement of digital literacy skills depends on the information skills which an individual possesses (Emiri, 2015).

Eshet-Alkalai in Emiri, (2015) also stated that, digital literacy encompasses photo-visual literacy (ability to read and deduce information from visuals), reproduction literacy (ability to use digital technology to create a new ,literacy (ability to successfully navigate in the non-linear medium of digital space), information literacy (ability to search, locate, assess and critically evaluate information found on the web), and socio-emotional literacy (the social and emotional aspects of being present online, whether it may be through socializing, and collaborating, or simply consuming content).

Gwori and Padma (2018), defined information literacy as the set of skills and knowledge required to access both printed and technological resources and assess their accuracy, effectiveness, and reliability. 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. Information Literacy Skill refers to the ability to recognize when information is needed and to locate, evaluate, and use that information effectively and ethically. It's a critical skill in today's digital and information-rich world. 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.

According to Obaro and Umusor (2021) information literacy skills include those literacy skills that enable an individual to identify the kind or type of information needed, determine the extent of information required, access the needed information effectively and efficiently, evaluate information in order to ascertain relevance and authenticity and efficiently use information for a specific purpose. Information literacy deals with the ability of an individual to know when to get information, where to get information, and what type of information to find, how to organize information and retrieval of relevant information for desired usage. Similarly, Adeniran and Onuoha (2018), described information literacy as the capability of people to identify, access information and make effective use of information for personal and other needs. Thus, information literacy skills include those literacy skills that enable an individual to identify the kind or type of information needed, determine the extent of information required, access the needed information effectively and efficiently, evaluate information in order to ascertain relevance and authenticity and ability to use information efficiently for a specific purpose (Inamdar, 2021).

In the 21st century, where information resources are more accessible and abundant than ever, many individuals still struggle to navigate, evaluate, and effectively utilize it. This highlights the critical role of librarians and their information literacy skills. These competencies are crucial for librarians to succeed as facilitators of information access, educators, and guides in an increasingly complex information landscape (Tait *et al.*, 2016). Abdullahi *et al.* (2024) examined the importance of information literacy skills in librarianship from several key perspectives:

- Facilitating Information Access: Librarians are responsible for connecting users with the information they seek. Information literacy skills enable them to expertly navigate various information sources, including digital databases, online repositories, and traditional print materials. With the ability to locate, retrieve, and disseminate information effectively, librarians ensure equitable access to information for all patrons, regardless of their background or technological proficiency (Nzomo *et al*., 2021).
- Empowering Users: Librarians do more than provide access to information; they empower users to become information-

literate individuals. Withorn *et al*. (2021) emphasized that information literacy skills enable librarians to teach patrons how to critically evaluate information, differentiate between reliable and unreliable sources, and synthesize information to build knowledge.

- Supporting Lifelong Learning: Libraries are centers of lifelong learning, catering to the diverse educational and informational needs of individuals at different life stages. Information literacy skills enable librarians to design and deliver educational programs, workshops, and instructional sessions that enhance patrons' digital literacy, research skills, and information management abilities (Lawal, 2023). By fostering conducive learning environment and providing tailored support, librarians facilitate continuous learning and skill development among patrons, enriching their lives and contributing to their personal and professional growth.
- Promoting Digital Citizenship: In an era marked by the proliferation of misinformation and digital manipulation, information literacy skills are essential for fostering digital citizenship and combating false information. Librarians with strong information literacy skills act as advocates for media literacy, helping patrons critically evaluate online content.
- Enhancing Service Quality: Information literacy skills are vital for providing high-quality library services that cater to patrons' evolving needs. Librarians proficient in these skills can tailor their services to match patrons' information-seeking behaviours , preferences, and technological competencies (Hamad *et al.,* 2023). Leveraging information literacy skills, librarians can offer personalized assistance, develop innovative programs, and curate relevant resources that address the diverse informational needs of their communities, thereby improving the overall quality and effectiveness of library services.

Abdullahi *et al.* (2024) also out the influence of information literacy on service delivery in libraries. The researcher stated that Information literacy equips library users with the skills needed to navigate a wide range of resources, enhancing their ability to access, evaluate, and use information effectively. This, in turn, impacts several key aspects of library service delivery:

- Improved user engagement: Information-literate users are more engaged with library resources and services. They can independently find relevant information, leading to a more satisfying user experience.
- Enhanced access to resources: Information literacy helps users effectively navigate library catalogs, databases, and other resources, ensuring they can access information regardless of format or location.
- Empowerment through lifelong learning: By promoting information literacy, libraries empower users to become lifelong learners. These users develop critical thinking skills, allowing them to evaluate information critically and make informed decisions in various aspects of their lives.
- Community building and social inclusion: Libraries serve as community hubs where individuals from diverse backgrounds come together. Information literacy initiatives foster community engagement and social inclusion by providing opportunities for shared learning experiences and knowledge exchange (Tanner *et al*., 2021).
- Effective use of library services: Information-literate users are better equipped to utilize the full range of services offered by libraries, including reference assistance, research support, and educational programs (Adigun and Tella, 2021).

Information literacy skills are intrinsically linked to the quality of service delivery in

libraries. Flint, *et al.* (2024) in their study found out that there is significant relationship between information literacy skills and use of Library information resources by undergraduate students. Librarians with strong information literacy competencies can assist users in navigating complex databases and online resources, provide adequate instruction on information-seeking strategies, collaborate with educators to integrate information literacy into educational curricula and empower users to become critical thinkers and lifelong learners. Information literacy skills also help in document handling.

Methods

The study adopted descriptive survey research design. According to Uhegbu in Usuka, (2017), the goal of descriptive survey is to give a precise measurement of how different characteristics are distributed within a particular population, and provide an accurate description of people's opinions regarding a phenomenon. The design was considered most suitable for the study since data will be collected through questionnaire to elicit information on the opinion of librarians on the influence of literacy skills on service delivery in public libraries in Akwa Ibom State.

The area of study was public university libraries in Akwa Ibom State. These included University of Uyo, Akwa Ibom State University and Federal University of Technology, Ikot Abasi. Akwa Ibom State. university libraries are libraries established to meet the information needs of members of academic communities, ranging from students, lecturers, researchers and other members of the academic community in universities. Akwa Ibom state is blessed with both public and private universities. For the purpose of this study, public university libraries was the area of focus.

The population of the study comprised 160 librarians and para-professionals from the university libraries under study. (Source: Librarian's 2025 nominal roll from each university). The sample size for the study comprised 160 respondents. The total enumeration sampling technique was used for the study since the population was small and manageable. A researcher-developed questionnaire entitled "Literacy Skills and Service Delivery Questionnaire (LSSDQ)" was used for data collection. To establish the validity of the instrument, a draft of the instrument was given to experts to check for the clarity of items, the language of expression, and their ability to measure the intended events according to the objectives of the study. The internal consistency of the instrument was determined using librarians from university of Calabar since they possess the same characteristics as the population of the study. Cronbach Alpha statistics was used which yielded the reliability coefficient of 0.97.

One hundred and sixty copies of questionnaire were administered to the respondents by the researcher with the help of research assistants who were briefed on the procedures to follow. Out of the 160 questionnaires administered to the respondents, 101 was properly filled and retrieved representing 63% returned rate and 37% attrition rate.

The data collected were analyzed using simple linear regression for the research questions as well as testing the null hypothesis at 0.05 level of significance. The choice of simple linear regression was motivated by the fact that it can be used to determine the influence of independent variable on the dependent variable.

Results

Research question one: What is the influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State?

Table 1: Summary of Regression analysis for influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State

Model	Unstandardized Coefficients		Standardized Coefficients		R^2
	B	Std. Error	Beta	r	
(Constant)	14.19	4.79			
Digital literacy skills	1.30	.18	0.59	0.59	0.35

a. Dependent variable: service delivery

Data in Table 1 show the summary of the regression test for influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State. The result showed an unstandardized coefficient value of 1.30, indicating a positive influence of digital literacy skills on service delivery in Akwa Ibom State. The coefficient of determination (R^2) is 0.35, indicating that 35% of changes in service delivery is attributed to digital literacy skills.

Research question two: What is the influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State?

Table 2: Summary of regression analysis for influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	r	R^2
(Constant)	13.89	3.41			
Information literacy skills	1.35	0.13	0.72	0.72	.53

a. Dependent Variable: service delivery

Data in Table 2 show the summary of the regression test for influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State. The result showed an unstandardized coefficient value of 1.35, indicating a positive influence of information literacy skills on service delivery in Akwa Ibom State. The coefficient of determination (R^2) is 0.53, indicating that 53% of changes in service delivery is attributed to information literacy skills.

Hypothesis one: The influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State is not significant

Table 3: Regression analysis of influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State n=101

Model	Sum of Squares	Df	Mean Square	F	Significance
Regression	1678.38	1	1678.38	53.93	0.00
Residual	3080.95	99	31.12		
Total	4759.33	100			

P<.05

Data in Table 3 give the summary of the regression test. The result shows a probability value of .00. Since the probability value is less than the alpha level (P<.05), the result is statistically significant. Hence, there is a significant influence of digital literacy skills on service delivery in public libraries in Akwa Ibom State.

Hypothesis two: There is no significant influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State is not significant.

Table 4: Regression analysis of information literacy skills influence on service delivery in public university libraries in Akwa Ibom State n=101

Model	Sum of Squares	Df	Mean Square	F	Significance
Regression	2496.50	1	2496.50	109.22	0.00
Residual	2262.82	99	22.86		
Total	4759.33	100			

P<.05

Data in Table 4 give the summary of the regression test. The computed F-value of 109.22 has a probability value of .00. Since the probability value is less than the alpha level (P<0.05), the result is statistically significant at degree of freedom of 1 and 99. Therefore, the null hypothesis is rejected. This implies that there is a significant influence of information literacy skills on service delivery in public university libraries in Akwa Ibom Sate.

Discussion

The findings of the study revealed that there is positive influence of digital literacy skills on service delivery in public university libraries in Akwa Ibom State. The corresponding null hypothesis tested also revealed that digital literacy significantly influences service delivery in public university libraries in Akwa Ibom State. This finding is in support of that of Bagavathi (2024) and Okeji *et al* (2019) who found out that majority of library professionals possess digital literacy skill which is a necessary requirement for all library staff. Digital literacy skills can be acquired through practical exposure to information technology programs and formal education.

The influence of digital literacy on service delivery is attributed to adequate access to internet, regular ICT training and having more librarians that possess the required skills needed for digital collection and manipulation of varying degrees of information. Librarians are developing these digital skills to enhance service delivery because ability to effectively utilize digital technology depends on requisite skills. Exposure to digital-oriented activities such as social networking, instant messaging, resource sharing, blogging, electronic mailing, PDA and smartphone usage and internet surfing are the common digital literacy skills that can enhance service delivery. The strong influence of digital literacy skills can reflect in the ways librarians interact, communicate, read and write using modern application which can be accessed through smartphones. Digital skills acquisition has become one of the criteria for recruitment of librarians who are expected to assist students to get desired information and serve the university community by providing information. Thus, digital literacy skills significantly influence service delivery in public university libraries in Akwa Ibom State.

The findings of the study revealed positive influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State. The corresponding null hypothesis also showed that there is a significant influence of information literacy skills on service delivery in public university libraries in Akwa Ibom State. The finding is in agreement with that of Flint, *et al.* (2024) who found out that there is significant relationship between information literacy skills and use of Library information resources by undergraduate students. The finding also corroborated with that

of Ladele *et al.* (2022) who revealed that information literacy skills is a good predictor of library use. Information literacy entails the ability to access, evaluate, analyze and ethically apply information from various sources.

The advent of technology has made service delivery very easy and effective compare to the traditional system. The influence of information literacy on service delivery attributed to timely searching for information, knowledge to operate computer, skills to navigate OPAC features, ability to identify database/e-resources, ability to access and retrieve information from external databases. Effective acquisition of information literacy skill is also dependent on availability of funds because it is costly to acquire especially in this age of technology.

The finding of this study is in disagreement with that of Ikonne *et al.* (2024) who reported that information literacy skills had no significant influence on service delivery of librarians in state universities in South-West, Nigeria. This could be attributed to a lot of factors which may be lack of adequate funding to provide the facilities required that enable access to information which is required to support teaching and research in all public universities. Information resources form an integral part of every higher institution which can be found in academic libraries. These organized collections of information resources in academic libraries are required for class readings and for students. Hence, any universities where these resources are not provided will definitely suffer some setback because library is the heart of every university. The advancement in technology has made library services to be delivered through web-based platforms from anywhere, anytime and space.

Conclusion

This study concludes that literacy skills strongly infuence how well librarians deliver services in public university libraries in Akwa Ibom State. When librarians possess advanced digital and information literacy skills, they manage electronic resources better and help library users more effectively.

The following are recommended based on the results of the study:

1. Librarians should engage continuously in digital literacy, information literacy and customer service skills training, also invest in professional development programs to stay relevant in a rapidly changing information landscape.
2. Librarians should take personal initiative to continue improve their skills in information literacy and management practices including the use ICTs skills which are essential in delivering high-quality library services.

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