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Influence of Self-Efficacy and Perceived Valuableness in Research on the Research Engagement Among Librarians with Master's Degree

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ABSTRACT

The study determined the influence of self-efficacy and perceived valuableness in research on the research engagement among librarians with Master's Degree. A mixed-method research design was used. The instruments used in the study were adapted from Büyükoztürk et al. (2011), Brennan et al. (2017), and Serna (2018). Participants consisted of 64 MLIS graduates from the Northern Mindanao and Caraga Region. Descriptive statistics and regression analysis were used to organize the data. Findings revealed that their efficacy in research was high; their perception of the valuableness of research was also high. Moreover, they were highly engaged in research behaviorally. Self-efficacy and their perception of the valuableness of research significantly influenced their behavioral research engagement. They admitted that their difficulties in research were related to data analysis and interpretation, review of related literature, introduction, conceptualization, theoretical framework, and research methods. In conclusion, self-efficacy and perceived valuableness in research in relation to research engagement will remain vital in today's librarianship due to the increased demand for services, developments, innovations, and technological advances.

KEYWORDS

Self-efficacy, valuableness in research engagement, and research engagement.

INTRODUCTION

Research has a great impact on librarians' role in the society nowadays. This role has integrally evolved in providing research services to faculty, students, and staff in both public and private sectors. Research is a creative work undertaken on a systematic basis to devise new applications and to build knowledge where people can innovate and develop new technology that makes life fuller (Serna, 2018). Research has influenced today's libraries to investigate changes in their provision of services to satisfy the needs of the clientele. Along with this need to actively participate in research, librarians are expected to facilitate and support research. Indeed, librarians are expected to engage in research to contribute to the practice of excellence in the service of the organization they serve.

Consequently, master's programs in Library and Information Studies (LIS) in the Philippines underscore the importance of research in LIS education and the practice of the profession. This is important because engaging in research as a practice will develop the librarian's knowledge of the research process and improve critical thinking skills.

Despite the significance of research engagement in the profession, Filipino librarians often lack a research-oriented mindset due to their numerous responsibilities in the library (Booth, 2008). Additionally, they feel underprepared for research tasks because of insufficient education in research skills and the demands of an already heavy workload (Berg, Jacobs, & Cornwall, 2013). Furthermore, Filipino librarians face various challenges and dilemmas in conducting research, including insufficient time to complete projects, unfamiliarity with the research process, lack of support (both emotional and financial), limited access to research resources, lack of confidence, discouraging jargon, inadequate education in research methods, and low motivation (Kennedy, 2018). These challenges affect their ability and competitiveness to collaborate in research studies and shape their perceptions of research based on their interests, knowledge, and attitudes. Therefore, evidence-based librarianship involves encouraging librarians to engage in research, with institutional expectations and support, educational training and preparation, and confidence being key indicators likely to enhance their research productivity (Fenske & Dalrymple, 1992; Fennewald, 2008; Kennedy & Brancolini, 2012).

In addition, with the rapid improvement of technology and increased demand for services, developments, and innovations, libraries are also expected to level up. Thus, this study was conducted to determine the influence of self-efficacy and perceived valuableness in research on the participants' behavioral research engagement.

FRAMEWORK

This study posits that librarians' self-efficacy in research and their perceived value of research significantly impact their behavioral engagement in research activities. Their confidence and perceived importance of engaging in research processes enhance their ability to manage research tasks and tackle challenging library activities. This is based on Bandura's Self-Efficacy of Social Cognitive Theory (1977), Ajzen's Theory of Planned Behavior (1985), and Behavioral Engagement by Fredericks et al. (2004). Self-efficacy is reflected in librarians' confidence in conducting research. Jungert, Koestner, Houlfort, and Schattke (2013) highlighted that self-efficacy is crucial for job satisfaction and success, as individuals build self-efficacy through accomplishing difficult tasks (Turkoglu, Cansoy, & Parlar, 2017). In the Philippines, Apolinario and Eclevia (2014) found that librarians exhibit high confidence in performing research tasks, particularly in developing data collection tools and measuring variables of interest. Therefore, enhancing their skills and efficacy is essential for supporting and assisting users with their research needs through quality information services. Ajzen's Theory of Planned Behavior (1985) suggests that the intention to perform a behavior

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