



## **Self\_Efficacy An Alternative Approach to the Evaluation of IL**

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Societies of information age need independent learners equipped with lifelong learning skills. Information literacy is the key skill required for lifelong learning. However, acquiring information literacy skills is not enough by itself for success, individuals should also develop confidence in these skills. In other words, attainment of high sense of self-efficacy beliefs is as important as possessing information literacy skills.

Self-efficacy refers to a belief in one's ability to successfully perform a particular behavior or task (Cassidy & Eachus, 1998).. Self efficacy influences human functioning. Although the knowledge and skills people possess play critical roles on the choices they make, people's level of motivation, and actions are based more on what they believe than on what is objectively true. Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. People have little incentive to act if they believe that the task in their hands exceed their capabilities, but they undertake and perform activities if they believe that their actions can produce the desired outcomes (Bandura, 1977; 1986; Pajares, 2002).

Self-efficacy beliefs also determine how long individuals will persevere and how resilient they will be in the face of difficulties and how much effort they will expend on an activity. Individuals with a high self-efficacy perception expect to succeed and will persevere in an activity until it is completed. On the contrary, individuals with low self-efficacy perception anticipate failure and are less likely to persist doing challenging activities. The higher the sense of efficacy, the greater the persistence, and resilience (Bandura, 1997, Pajares, 2002; Zimmerman, 1995).

Consequently, low self-efficacy beliefs may be a significantly limiting factor for individuals to use their information literacy skills. Measurement of self-efficacy for information literacy will enable individuals 'at risk' – who might need additional help - to be identified. In this paper, the importance of measuring individual's self-efficacy beliefs for information literacy as part of an overall evaluation strategy along with the necessity of mixing and matching it with variety of other assessing tools will be emphasized.

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