

# Determination of Relationship between Information Literacy and Job Adjustment of High School Teachers in City of Izeh

Heibatollah mollahpour<sup>\*</sup>, Seyyed Ali Siadat<sup>\*\*</sup>, Mohammadmohammadisadr<sup>\*\*\*</sup>

<sup>\*</sup>MA student, Islamic Azad University, Shahrekord Branch, Iran

<sup>\*\*</sup>Associate Professor, Department of educational science, faculty of psychology & educational science, University of Isfahan, Isfahan, Iran

<sup>\*\*\*</sup>Ph.D student, Department of educational science, faculty of psychology & educational science, University of Isfahan, Iran,

**Abstract-** The objective of present research is to determine relationship between information literacy and job adjustment of high school teachers in Izeh county. Its method is descriptive-correlative and statistical sample include the total high school teachers of Izeh county, 452 people. Statistical sample size obtained by Karjris & Morgan table but returned questionnaires were 190. Sampling random cluster method was in appropriation to statistical sample of men & women teachers. Measurement tools consisted of 25 questions of information literacy researcher-made based on Hepworth (2009) theory by validity factor of /90 and 20 questions questionnaire of job adjustment of Deivis & Lofqist (1991) by reliability and validity factor of /81, /88, respectively. To analyze data inferentially, statistical methods of regression and correlative factor were used. Results show that observed  $r$  in  $p \leq /05$  indicated a positive and significant correlation between the ability to use information technology component, to find and control information component, the ability of teachers to resolve information need by different ways, ability to obtain new knowledge using the obtained information and ability of teachers to simple information to use by himself and others and job environment and job satisfaction components.

**Index Terms-** information literacy, job adjustment, teachers, high school

## I. INTRODUCTION

An information literacy term used first by Zurkowski in 1974. In his opinion that is educated in the field of information resource of its own specialized job called information literate. They know well techniques and skills of a wide range of information mediums as primary resources in terms of information solutions of problems. (Bawden, 2009).

From different resources, there are various definitions of information literacy. For example Weber Johnson (2000) suggested that information literacy regarded as an appropriate informative behavior through each way or medium of obtaining information in relation to information need accompanied by criticize awareness of importance and legal use of information in society. Also, Steeve (2003) believed that information literacy consisted of access, evaluation ability and use of information by different resources. Parirokh (2005) suggested that information literacy is place-finding, access, evaluation and use of information in any shape or form (including printing & electronic). Also, obtaining information literacy does not restricted to particular

time but is constant so regarded as an everlasting learning. Bruce (2008) defined 5 aspects of information literacy including ability to use information technology, to find and control it, to resolve information needs through different ways, to obtain new information by previous information and to simple information to use for yourself and others. These 5 components considered as the basis of present research to measure teachers information. But to have more information literacy because anybody could obtain more knowledge of its job field and express more optimum adaptation in an organization which presents research aims to measure information literacy and job adjustment of high school teachers in Izeh County.

Job adjustment is an important factor to continue the job. Everybody expects to his job bring about satisfaction and health and credit and at least resolve his primary needs. Regarding job adjustment many definitions introduced among them the Dawis & Lofquist definition (1991) could be referred that considers job adjustment as person personality adaptation to environmental factors related to work. So, job adjustment is a combination and collection of mental and physical factors provide job satisfaction. They studied job adjustment in 4 fields of personality, values and needs, job environment and satisfaction based on job adjustment theory that they are measurement tools on job adjusted basis in the present research.

## II. METHOD

**Research method:** Regarding that in the research, researchers aims to study relationship between information literacy and job adjustment of high school teachers in Izeh county. So, its method is descriptive of the correlative type.

**Statistical sample:** its sample includes the total high school teachers of Izeh County in school year 1391-92 quantified 452 people.

**Sample size:** To determine sample size of teachers Karjris and Morgan table (1970) was used. Based on the table calculation of statistical sample of 452, 207 sample size is adequate. So, by this amount questionnaires distributed among teachers but completed and returned questionnaires were 190.

**Sampling method:** Regarding that number of men and women teachers is different so random cluster sampling in appropriation to statistical sample of men and women teachers was used.

**Measurement tools:** in the present research 2 questionnaires used as follows:

**1) Information literacy questionnaire:**

Information literacy questionnaire made by researcher based on Hepworth theory(2009).This consisted of 25 questions by answer package of Likert 5 alternatives spread(strongly agree,agree,no opinion,disagree,strongly disagree) with 5,4,3,2,1 degrees,respectively.Mentioned questionnaire measured information literacy in 5 components of ability to use information technology, to find and control them, to resolve information needs by different ways, to obtain new knowledge using previous ones, to simple information to account for others and yourself. Content validity estimated based on kendol factor of validity amount was /78.to measure reliability, after primary study and determination of variance, regarding kronbakh $\alpha$  factor was /90.

**2) Job adjustment questionnaire:**

This provided by dawis&lofqist(1991),has 20 questions of 4 alternatives spread(strongly agree,agree,disagree,strongly disagree) and 5,4,3,2,1 degrees, respectively.Job adjustment measured regarding 4 components of (1) personality (2) values and needs (3) job setting (4) job satisfaction.Dawia&lofqist(1991) reported validity and reliability /81, /89 respectively.In the present research to measure reliability,a primary study done and variance determined then it was /80 by kronbakh  $\alpha$  factor.

**Analysis data method:** To analyze data of measurement tools inferentially, statistical methods of regression analysis and correlation factor used.

### III. FINDINGS

1<sup>st</sup> hypothesis: There is a relation between the ability to use information technology and job adjustment (job setting, personality, values and needs, job satisfaction) components of teachers. So, observed  $r$  in  $p \leq /05$  level indicated positive and significant correlation between ability to use information technology and job setting and satisfaction of teachers. While there is no significant correlation between the ability to use information technology and personality and values and needs components. Regression analysis shows effect on the ability to use the information technology component on job setting and satisfaction of teachers and if they gain ability to use information technology it would be expected that job adjustment enhance in job setting and satisfaction among them and in schools.

2<sup>nd</sup> hypothesis: There is a relation between ability to find and control information and job adjustment components (job setting, personality, values and needs, satisfaction). Observed  $r$  in  $p \leq /05$  level indicated positive and significant correlation between ability to find and control information and job setting and satisfaction of teachers. While there is no positive and significant correlation between to find and control information and personality and values and needs components. Regression analysis indicated the effect of the ability to find and control information on job setting, values and needs and their satisfaction and if there gain the ability to find and control information, it would be expected that job adjustment enhance in job setting, values and needs and job satisfaction among them and schools.

Third hypothesis: There is a relation between ability to resolve information needs by different ways and job adjustment components (job setting, personality, values and needs, job satisfaction). Observed  $r$  in  $p \leq /05$  level indicated positive and significant correlation between ability to resolve information needs by different ways and job setting and satisfaction components. While there is no significant correlation between ability to resolve information needs by different ways and personality and values and needs components. Regression analysis indicated the effect of the ability to resolve information need by different ways on job setting, personality, satisfaction, if they gain ability to resolve information need by different ways, it would be expected that job adjustment enhance in a job setting, personality and satisfaction among them and in schools.

4<sup>th</sup> hypothesis: There is a relation between ability to obtain new information using previous one and job adjustment components (job setting, personality, values and needs, satisfaction). Observed  $r$  in  $p \leq /05$  level indicated positive and significant correlation between ability to obtain new information using previous one and job setting and satisfaction while there is no significant correlation between ability to obtain new information using previous one and personality and values and needs component. Regression analysis indicated the effect of the ability to obtain new information using previous one on job setting, personality and satisfaction. If teachers necessary ability to obtain new information using previous one, it would be expected that job adjustment enhance in a job setting, personality and satisfaction among them and in schools.

5<sup>th</sup> hypothesis: There is a relation between ability to simple information to use by others and yourself and job adjustment components (job setting, personality, values and needs, satisfaction).

Observed  $r$  in  $p \leq /05$  indicated a positive and significant correlation between ability to simple information to us by others and you and job setting, personality and satisfaction. While there is no significant correlation between ability to simple information to use by others and yourself and values and needs components. Regression analysis indicated the effect ability to simple information to use by others and yourself on job setting, personality and satisfaction. If teachers gain necessary ability to simple information to use by others and yourself, it would be expected that job adjustment enhance in job setting, personality and job satisfaction among them and in schools.

### IV. DISCUSSION AND CONCLUSION

Obtained results indicated that there is a positive and significant correlation between ability to use information technology and job setting and satisfaction components.

In new systematic outlook, information technology regarded as the most principal factor of alteration, human activities review to achieve extra-organizational goals and have particular strategic importance. Information introduced as a 4th resource in this standpoint indicated its eminence as vital agent effective on organized activities. In this way Karel study (2005) suggested that ability and efficiency of personnel in using information technology allow to achieve organizational goals across optimum performance of personnel, also using information technology bring enrichment to jobs such that

enhance pleasure and happiness of workplace. Ashrafi (2002) regarded information technology as a factor increasing organizational efficiency and job adjustment of personnel. In addition, Alami (2008) suggested that using information technology makes the obvious organizational role and as a result job adjustment.

Findings of present research go together with findings of Sheikh (2000), Leong (2001), Haley (2002), Davis, et al (2001), Usoro (2001), Lynda Roberson (2002), Lidong (2003), Cogger&Robert&Edward (2005), Keresberg, et al (2010), Leuns (2011), Sergent&Terry (2011), Secker&Gibson (2011), Zolno (2011), Ed via, et al (2012). In mentioned researches information literacy reported as an eminent factor in accepting of organizational alterations and job adjustment enhancement.

Results indicated a positive and significant correlation between ability to find and control information and job setting and satisfaction components. The basic hypothesis of job adjustment is that people attempt to create and maintain positive interaction with workplace because know job adjustment as an important factor of successful job continuity and peace in the workplace. Everybody expects its job to bring about pleasure, health and credit and provide his primary needs.

Obtained results indicated that there is a positive and significant relation between ability to resolve information need by different ways and job setting and satisfaction components.

In job adjustment theory due to the relation between individual (job personality) and setting (job setting) there is a mutual correlative interaction, in which everybody attempts to obtain new job information for more job adjustment such that new information could be gained by different ways be responsive to job setting needs and job and organizational needs to promote him.

Obtained findings indicated a positive and significant correlation between ability to obtain new information using previous one and job setting and satisfaction components. In consultative standpoint, suitability of the individual and setting in early 1990 of work adjustment theory (two) raised. In 1991 differences among personality structure and style and personality differences in relation to how adjust to setting considered. This theory at that time include how people interact in routine life and how adjust to setting, simultaneously to obtain job knowledge raised as an important factor in job adjustment and organizational alterations acceptance and people in organizations encouraged to

use more of information technology to increase their job knowledge that lead to eminent success in organizations.

Obtained results indicated a positive and significant correlation between ability to simple information to us by others and you and job setting, personality and satisfaction components. So if high school teachers gain this proficiency such that analyze it through Internet sites and translate into understandable objects and use to enhance their job knowledge, recognition of job setting and requirements of teaching would be increased so they have more job adjustment in high schools.

#### REFERENCES

- [1] Ashrafi, Bahra.(2002).Design and Determination of Organization Efficiency in Uncertain Setting in Computer Companies. *Information Management*. No 59.
- [2] Bawden D and Robinson L .(2009) .The dark side of information: overload, anxiety and other pathologies. *Journal of Information Science*, vol 35, 180-191.
- [3] Bruce, C.S. (2008). *Informed learning*. Chicago: Association of College and Research Libraries.
- [4] Dawis, R.V. & Lofquist, L.H. (1984). *A Psychological Theory of Work Adjustment*. Minneapolis: University of Minnesota Press.
- [6] Johnson, E. J., & Weber, E. U. (2000). Preferences as memory (Paper presented at meetings of the Judgment/Decision Making Society). New Orleans, Louisiana.
- [7] Parioikh, Mehri. (2005). *Information Literacy Training: Concepts, Methods and Plans*, Tehran, Ketabdar.
- [8] Alami, Zahra. (2008). *The Study of Relation between Organizational Role and Job Adjustment among Physical Education High School Teachers in Ardebil*. *Research Report of Education Organization of Ardebil province*.

#### AUTHORS

**First Author** – Heibatollah Mollapour, MA Student, Islamic Azad university, Shahrekord Branch, Iran

**Second Author** – Seyyed Ali Siadat, Associate Professor, Department of educational science, faculty of psychology & educational science, University of Isfahan, Isfahan, Iran; e-mail :s.a.siadat@edu.ui.ac.ir

**Third Author** – Mohammadmohammadisadr, Ph.D student, Department of educational science, faculty of psychology & educational science university of Isfahan, Iran, e-mail: mohammadisadr@gmail.com