



Research Paper

The relationship between information literacy and communication skills of teachers with academic self-efficacy with the moderating role of students' intelligence beliefs

Afsaneh Babaei Parsheh¹, Fatemeh Mosadeghi Nik²

1- Master of Educational Sciences, Faculty of Psychology and Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

2- Assistant Professor, Department of Educational Sciences, Faculty of Psychology and Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

Receive:

25 November 2021

Revise:

26 February 2022

Accept:

04 June 2022

Published online:

04 June 2022

Abstract

The present study was conducted with the aim of determining the relationship between information literacy and communication skills of teachers with academic self-efficacy with the moderating role of students' intelligence beliefs. The research method was descriptive-correlative in nature, and applicable in terms of purpose. The statistical population of the research was made up of 295 girls' secondary school teachers in Rudsar city with a statistical sample of 167 people and 4006 girls' secondary school students in Rudsar city with a statistical sample of 216 people. In order to collect data, questionnaires of Babaei (2008), questionnaire of Jing & Morgan (1999), questionnaire by Yazdani (2012), and questionnaire by Koein Dam (2004) were used. In order to analyze the data, structural equation technique was used using Lisrel statistical software and Spss statistical software. The research findings showed that there is a positive and significant relationship between teachers' information literacy and students' academic self-efficacy. There is a positive and significant relationship between teachers' communication skills and students' academic self-efficacy. The results of the research showed that intelligence beliefs have a moderating role in the relationship between information literacy and teachers' communication skills with students' academic self-efficacy.

Keywords:

information literacy,
communication skills,
academic self-efficacy,
intelligence beliefs.

Please cite this article as (APA): babaei parsheh, A., & Mosadeghi Nik, F. (2022). The relationship between information literacy and communication skills of teachers with academic self-efficacy with the moderating role of students' intelligence beliefs. *Management and Educational Perspective*, 4(2),1-20.

Publisher: Iranian Business Management Association	https://doi.org/10.22034/jmep.2022.316796.1084	
Corresponding Author: Fatemeh Mosadeghi Nik		
Email: mssh.nik@gmail.com	Creative Commons: CC BY 4.0	

Extended Abstract

Introduction

In the field of self-efficacy, research shows that students who have made great academic progress have been able to manage learning and resistance against social pressures due to their self-efficacy beliefs (Ghasemi, 2014). When a student believes that he has the ability to progress and achieve success, he has achieved academic self-efficacy. Self-motivated students, especially when faced with problems, show hard work and perseverance more than people who doubt their abilities. When students' perception of educational effectiveness is high, they will participate in activities that accelerate the development of their skills and abilities (Maghsudi, Esmaili Shad, 2017). Intelligence belief is a factor that affects the level of students' learning. People's intelligence beliefs have been considered as their superior styles. According to them, belief in intelligence is an internal mediator that provides prominent mental structures for cognition, emotion and behavior. Therefore, intelligence beliefs can be placed within the dimension of document stability, because they mainly refer to the changeability of intelligence ability and being effective or not of effort and training of intelligence ability (Habib Khalgh, 2016).

Information literacy is the ability to obtain, evaluate and use information from various types of sources (Franklin et al, 2019). Information literacy is a tool for individual empowerment. This empowerment can be seen in a person's skill in analyzing and making research decisions or his independence in searching for the truth (Farokh & Shah Talabi, 2018). Information literacy is the set of skills necessary to search, retrieve and effectively use different information sources (Lee et al, 2020). People with these skills can correctly identify their information needs, identify the resources necessary to meet this need, and search, identify and select information by formulating appropriate strategies in these sources, that is, they are able to critically evaluate the results of this search, choose the most suitable options, and recognize the information value of the sources to meet their information needs.

Theoretical framework

Information literacy is the set of skills necessary to search, retrieve and effectively use different information sources (Karantzias & ETAL, 2017). Communication skills refer to the ability of managers to effectively exchange ideas and information with others (Tari et al, 2020). Educational self-efficacy beliefs help determine what a student can do with their knowledge and skills. As a result, educational progress is largely influenced by the student's perceptions of his abilities and predicted by it (Nazerzadeh et al, 2020), (Doek, 2011). Intelligence beliefs include incremental intelligence belief and inherent intelligence belief. The belief of incremental intelligence refers to the fact that intelligence is a flexible, increasable and controllable quality. On the other hand, the inherent belief about intelligence refers to the fact that intelligence is a fixed, inflexible and non-increasing quality.

Messer (2020) investigated the effect of information literacy and communication skills on performance improvement. The results of the research showed that information literacy and communication skills have a significant effect on performance improvement.

Kiya (2020) conducted a research titled "Investigation of the relationship between information literacy and the level of creativity and self-efficacy of Farhangian University students". According to the results, it can be said that the more the information literacy of students is improved, the more it affects the creativity and self-efficacy of students.



Methodology

The research method was descriptive-correlative in nature and applicable in terms of purpose. The statistical population of the research was made up of 295 girls' secondary school teachers in Rudsar city with a statistical sample of 167 people, and 4006 girls' secondary school students in Rudsar city with a statistical sample of 216 people. In this research, cluster random sampling method was used. The questionnaire (Babaei, 2008) was used to collect data related to the variable of intelligence beliefs, and the questionnaire (Jing & Morgan, 1999) for the variable of academic self-efficacy, and the questionnaire by (Yazdani, 2012) for the variable of information literacy, and the questionnaire by (Koein Dam, 2004) for the variable of communication skills.

Discussion and Results

In order to investigate the hypothesis of the research, the modeling of structural equations, the method of structural equation modeling with the help of spss software was used to test the hypotheses from inferential statistics. Then pls software was used to test the hypotheses or the conceptual model of the research, and the results showed that the strength of the relationship between teachers' information literacy and students' academic self-efficacy was calculated as equal to (0.34) and shows that the observed correlation is significant. The strength of the relationship between teachers' communication skills and students' academic self-efficacy has been calculated equal to (0.45) and shows that the observed correlation is significant. The strength of the direct relationship between information literacy and academic self-efficacy has been calculated (0.34) and shows that the observed correlation is significant. The strength of the indirect relationship between information literacy and academic self-efficacy in the presence of the variable of intelligence beliefs has been calculated (0.67) and shows the correlation observed is significant. The strength of the direct relationship between communication skills and academic self-efficacy has been calculated (0.45) and shows that the observed correlation is significant. The strength of the indirect relationship between communication skills and academic self-efficacy in the presence of the modulating variable of intelligence beliefs has been calculated (0.74) which shows that the observed correlation is significant. The strength of the direct relationship between information literacy and academic self-efficacy has been calculated (0.34) which shows that the observed correlation is significant. The strength of the indirect relationship between information literacy and academic self-efficacy in the presence of the modulating variable of intelligence beliefs has been calculated (0.67) and it shows that the observed correlation is significant. The strength of the direct relationship between communication skills and academic self-efficacy has been calculated (0.45) and shows that the observed correlation is significant. The strength of the indirect relationship between communication skills and academic self-efficacy in the presence of the modulating variable of intelligence beliefs has been calculated (0.74) and shows that the observed correlation is significant. Considering the strength of the direct path relationship is less than the indirect paths, therefore, the existence of the modulating variable of intelligence beliefs increases the strength of the relationship and the role of the modulating variable of intelligence beliefs is confirmed in the current hypothesis.

Conclusion

The present study was conducted with the aim of determining the relationship between information literacy and communication skills of teachers with academic self-efficacy with the moderating role of students' intelligence beliefs. The results of this hypothesis are consistent with the research findings of Yavari (2019); Maghsudi & Esmaeili Shad (2017);



and Ras et al, (2016). Students recognize themselves in their academic tasks with sufficient and autonomous knowledge, they understand themselves better and engage themselves with the goals and assignments and as a result, they succeed in their studies. In addition, in this case, they get the necessary satisfaction about their own learning. In fact, when students consider themselves efficient and put their homework under their control, their internal motivation for academic homework increases (Nokarizi & Dehghani, 2013). Students who believe that their efforts will lead to better results from the classroom system, focus their efforts on learning from lessons and getting excellent grades. According to the results of the present study, it is suggested that the officials and those involved in education should be more sensitive about the academic self-efficacy of their students so that they can benefit more from their progress in the future. By using strategies such as verbally persuading students when solving relatively difficult problems, providing conditions for participation and teamwork, and fostering the belief that learning requires continuous and high effort, the conditions for increasing academic self-efficacy and using learning strategies provide effective academic engagement.