

Abstract

Introduction and Purpose: Survival in the age of information demands learning the abilities with the help of which people would be able to realize their need for information and to use them effectively. On the other hand, people's choice is affected by their belief in personal efficacy. Therefore, taking the significance of nurses in the health system in the account, it seems necessary to enhance their belief by teaching them how to use information sources. Therefore the purpose of this research is to investigate the effect of training information literacy on self-efficacy of postgraduate students in Nursing of Kerman University Medical Sciences

Procedure: This is an applied research, conducted in a semi-experimental method using pretest-posttest and followed up by a control group. The target population of this research were the M.A. students of nursing in Kerman Medical Sciences University. From amongst them, 65 students were selected by regular random sampling. 35 students were put in test group, and 30 students in control group. The needed information was gathered in the levels of pretest and posttest by the help of questionnaires, which included three sections of demographics, information literacy skills and efficacy. In the end, the collected data was analyzed using the statistical tests of Chi square, variance analysis regression by repeated measurement method, and by the use of SPSS software edition 21.

Findings: the findings of the research showed that between the two gender groups of male and female, there was a difference only in the variable of efficacy. But between the education groups, there was a meaningful difference in both variables of information literacy and efficacy. The findings showed that the variable of "information placement" was able to predict 0.792 of the variance of efficacy variable. In the second and third steps, by adding the other two variable, "information documentation" and "information utilization", the variance increases to 0.847 and 0.872. Also, the results of the analysis of mixed variance showed that there is a significant and meaningful increase in all the efficacy factors in the average of the test group compared to the control group from pretest to posttest.

Conclusion: according to the findings of this research, it is expected that teaching information literacy skills to students result in the enhancement of their beliefs, effective and functional utilization of clinical information resources, vocational efficacy, and changing them into permanent learners.

Keywords: information literacy, Self efficacy, nursing students, Kerman Medical Sciences University.