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Investigating the role of mediator of knowledge sharing and purposeful organizational forgetting and the relationship between information literacy among employees of Kerman University of Medical Sciences

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Abstract

This research has been done to examine the relation between sharing of knowledge and purposeful organizational forgetting with information literacy of employees of Kerman University of Medical Sciences. That was done as cross-sectional in 1395 in Kerman University of Medical Sciences based on simple random sampling. The sample consisted of 198 employees of the University (among 420 person). Knowledge sharing questionnaire Dixon (2011), Information literacy questionnaire Davarpanah and Siamak (1387) and organizational forgetting questionnaire Asghar Moshabeki (1391) have been used for collecting data. SPSS software version 20, Kolmogorov-Smirnov test, Pearson correlation and regression were used for data analysis. Pearson correlation coefficient showed that there is a significant and positive relation between sharing of knowledge and purposeful organizational forgetting with information literacy. results showed that Variables such as knowledge sharing and organizational forgetting can justify over 60% dispersion of information literacy staff

Keywords: Information Literacy, Organizational Forgetting, Sharing of Knowledge

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Introduction

By increasing the role of knowledge in human life, it seems that the dependence of different aspects of life on knowledge will increase in the future. This is due to the fact that the development of knowledge has caused the complexity and massive amount of information that challenges its rapid and effective exploitation. In the future, societies will be expected to develop and develop, with a greater share of knowledge, rather than a greater share of natural resources, the knowledge organization will achieve the capabilities that can make a tremendous amount of power. The importance of the category of knowledge has grown in recent decades, due to the focus on knowledge as one of the strategic resources of the organization (Walters et al., 2006).In the past, reading and writing skills were considered as a criterion of literacy, and individuals could have done so with such literacy. But in the present day, information-driven and knowledge-based issues are developing. Information and information technology is rooted in society's wisdom. People need a different level of literacy to be able to fulfill their duties, from these skills and abilities. Converted to information literacy (Hassanzadeh, 2004).

Today's organizations consider KM as an essential factor for sustainability and long-term success. In the meantime, the ability to create, transfer and maintain knowledge is perhaps the most important subject in knowledge management. On this basis, knowledge can be considered from two aspects: at first glance, the organization must become competent enough to learn new knowledge, referred to in management literature as organizational learning, and at second glance, the organization It must have the ability to control its existing knowledge, thereby preventing the destruction of its useful knowledge, if appropriate, the ability to eliminate or ignore part of its knowledge resources, which is referred to as targeted organizational forgetting (Mashbaki and colleagues, 1391).

Knowledge sharing by McDermott (McDermott, 1999) describes how when someone says that someone collects their knowledge, it means that the individual guides another person using his knowledge, insights and thoughts. To help him to better see his position. In addition, the person who shares his knowledge is ideal and should be aware of the purpose of the knowledge and its application, as well as the knowledge needs and gaps of the recipient of knowledge.

Background research

Lane (2007), in a study, discusses knowledge sharing and the lack of knowledge sharing, and in this study refers to the modeling of knowledge sharing with the ideology of exchange as a mediator. In this study, he points to the important characteristics of knowledge sharing, including: coherent fit and consensus, perceived independence from duty, organizational commitment, and participatory decision making. Jaeau et al. (2007), with a case study in Hong Kong, provide a model for knowledge sharing in government sector organizations.Yuen and Majid (2007) have studied the knowledge sharing patterns among graduate students in Singapore.

Holan and Phillips (2004) define organizational knowledge as a set of capital, rules, current activities, executive procedures, standards, and other organizational matters that shape the behavior of its members.De Hulan et al. (2004) state that organizational omission is not the loss of information and knowledge. In the organization, when there is a forgetfulness that the organization loses some of its knowledge, which in the past has given it a competitive advantage, because this information and knowledge in the current situation are an obstacle to increasing the competitive advantage and organizational progress.Akgon et al. (2007) have looked at the issue of organizational forgetting from

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another angle. They concentrate on a subsequent forgetting which is both conscious and leads to positive outcomes for the organization (de-learning). In their theory, they influence the factors that affect the level of de-learning in three groups of change in processes, beliefs and changes Physically categorized. These three kinds of changes will force the organization into four responses to de-learning, which will be explained below.

For the first time in 1974, PJ Zur Kowfsky used the term "information literacy". Since the early 1970s, the concept of literacy and information skills has been defined and interpreted in a variety of ways. In educational texts, terms such as study skills, research skills, library skills, lifelong learning, creative thinking are used instead of information literacy.

Eisenberg (2007) explores the importance of information literacy and its skills in a research entitled "The Age of Information Essentials" and explains how communication with literacy affects national standards. The results of this study showed that information literacy and information literacy skills are conducive to the flow of information technology and that its standards for higher education are sufficiently informative and show the future prospects.

Hassanzadeh (2004) concluded in his research that organizations in the current age need to have a new level of literacy (information literacy) in order to improve their employees' productivity. Literacy with information is knowledge utilization and information analysis.

research methodology

The present study is a correlation method used to determine the correlation coefficient from Pearson test. This research can be considered as a type of field research. The statistical population of this research is 420 employees of Kerman University of Medical Sciences. Since the size of the population is large, a sample of 198 people has been selected using simple random sampling.

In order to achieve the research objectives, the following hypotheses are considered:

1. There is a relationship between targeted organizational forgetting and information literacy among the staff of the University of Medical Sciences.
2. There is a relationship between knowledge sharing and information literacy among medical staff of the University of Medical Sciences.
3. The variables of purposeful organizational forgetting and knowledge sharing predict significant information literacy among the staff of Kerman University of Medical Sciences.

Research tool

The research instrument was three questionnaires. Knowledge sharing questionnaire had 15 questions and was developed by Dixon (2011). For example, Hadizadeh et al. (2013) used this questionnaire to investigate the effect of knowledge management infrastructures on the establishment of a knowledge management system in an organization. They used the content validity for validity and used the Cronbach Alpha to test the reliability and reported the alpha coefficient of 0.7797. A questionnaire was used to measure the level of information literacy, which was used by Daworpanah and Siamak (2008) in a research entitled Credit validation of the standard information literacy tool. In order to determine the reliability of this tool, Cronbach's alpha, the questionnaire (0.83) was used to show that the questionnaire

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had a high reliability (0.88) (Siamak, Davar Panah, 2006). The questionnaire is designed in 49 formulas. Organizational forgetting questionnaire has 22 questions. The aim of this study was to assess the types of organizational obsolescence (purposeful forgetting, organizational organizational forgetting). This questionnaire was presented by Asghar Moshbaki in 2012 (2012). Reliability test was used to test reliability of Cronbach's alpha coefficient. Cronbach's alpha coefficient was 0.85. Therefore, the questionnaire has a desirable reliability. The validity of the questionnaire was also confirmed by 5 faculty members.

findings

According to the table below, the significance level of the variables is greater than 0.05, which indicates that the above variables have normal distribution. As a result, parametric tests were used to analyze the data.

Table 1: Kolmogorov Smirnov Test

	observations	The statistics	Significance level
Information literacy	198	0.514	0.452
organizational forgetting	198	0.214	0.098
Sharing knowledge	198	0.360	0.065

Surveying research hypotheses

Table 2: Correlation coefficient of the variables studied by the staff of the medical university

Variable	Information literacy	Sharing knowledge	organizational forgetting
Information literacy	1		
Sharing knowledge	0.791	1	
organizational forgetting	0.604	0.629	1

The variables of purposeful organizational forgetting and knowledge sharing predict significant information literacy among the staff of Kerman University of Medical Sciences. A regression was used to examine this hypothesis.

Table 3: Analysis of variance

The total	sum of the squares	the degree of freedom	The mean of the sum of squares	**F**	Significance level
regression	804/49	3	601/16	90/316	·/00·

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Error	32/902	179	/184		
Total	82/706	182			

Table 4: Model Summary

corrected R2	**R2**	**R**
0.601	0.605	0.778

Table 5: Beta coefficients

Model	Non-standard coefficients		Standard coefficients	**t**	Significance level
	B	Error standard deviation	**beta**		
Fixed	0.363	0.207		3.079	0.000
organizational forgetting	0.036	0.019	0.032	3.302	0.001
Sharing knowledge	0.292	0.001	0.026	2.729	0.000

Conclusion

Literacy One of the indicators of development and study is one of the signs and symptoms of development in each country. But unfortunately, literacy in our society still has a long way to being qualitatively. Today, literacy goes beyond reading and writing, and knowledge literacy is a matter of life-long learning and decision-making. Aghon et al. (2007) concluded that organizational forgetting is an important factor in the process of learning and information literacy in a research entitled "Organizational Forgetting as Change in Roles and Beliefs in Organizations". The results of this study showed that there is a significant relationship between targeted organizational forgetting and knowledge sharing with information literacy among employees of Kerman University of Medical Sciences. According to Pearson correlation coefficient, there is a positive relationship between the variables. The results of Ahmadi et al. (2010) research were related to the relationship between knowledge sharing and teacher information literacy, as well as the results of regression showed that the fixed amount of information literacy without any factor was 0.636 and the beta coefficient for the target organizational change rate was 360 / 0 and the knowledge sharing variable was 292.0. The positive beta coefficient of objective objective forgetfulness variables and knowledge sharing indicate their direct impact on information literacy, which varies from

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the two variables, the target organizational change factor has more impact on employee information literacy. By summarizing the regression model, approximately 60% of the variable dispersion of information literacy is explained by two variables of targeted organizational forgetting and knowledge sharing, and 40% is related to other factors and errors. In a general conclusion of the regression test, we can say that goal-oriented organizational forgetting variables and knowledge sharing can be a good predictor of employee information literacy. The results were consistent with articles by Rezaei et al (1392), Mohammadian et al. (2011), Robbins (2011), and David and colleagues (2014).

Offers

Since there is a relationship between knowledge sharing and purposeful organizational forgetting with information literacy and according to the results of this research, suggestions are presented as follows:

Proposals based on research

• Employees who do not have the ability to locate information are faced with a huge amount of scattered information and do not have the ability to access the information they need from a massive amount of information. Therefore, it is necessary to increase the ability to locate information in the staff by increasing the level of organizational effectiveness by providing the necessary software and hardware hardware and training how to use this equipment.

• Employees who do not evaluate information and use effective information, are not capable of retrieving information, analyzing, and being able to use information to achieve their goals. Therefore, it is suggested that the above abilities be reinforced through training and improvement in the staff.

Proposals for future research

• Information literacy with other variables should be considered.

• The status of information literacy in public and private organizations is to be considered in a comparative manner.

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