

The Effectiveness of Teaching Learning Strategies on the Professional Competence of Adult Education Educators of the Literacy Movement Organization

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Abstract

Purpose: The purpose of this study was to explain the effectiveness of teaching learning strategies on the professional competence of adult education educators of the Literacy Movement Organization.

Methods: The method of this research was quasi-experimental pre-test post-test with control group and had a follow-up stage. The statistical population of this study was all educators of the literacy movement in the cities of Tehran province in the academic year of 1998-99. In this study, 60 people were selected by purposive sampling method and two equal groups were divided into one group (30 people) as the experimental group and the other group (30 people) as the control group. Teachers' Professional Qualifications Questionnaire Sharifi and Islamieh (2013) were used to collect data. The independent variable (teaching learning strategies) was performed on the experimental group in 10 sessions of 90 minutes. In the follow-up step, the dependent variable was performed only on the experimental group. The obtained information and results were analyzed using descriptive and inferential statistics.

Finding: The results showed that the professional competencies of adult education educators of the Literacy Movement Organization who received training in learning strategies are significantly higher than the professional competencies of educators who did not receive this training and training strategies for learning professional skills. Adult educators are effective and have good stability over time ($p < 0.05$).

Conclusion: The results showed that teaching learning strategies is effective on the professional competence of adult education educators of the Literacy Movement Organization.

Keywords: Training learning strategies, professional competence, Literacy Movement Organization

Introduction

If we consider formal education as the application of science and art and teaching to children and adolescents or pedagogy, we define adult education as the opposite of education for children and adolescents, which has a broad meaning and includes all formal and informal adult learning activities in various job fields. , Social, political, economic, cultural and educational, religious, industrial, agricultural and literacy. The realm of adult education is the breadth of life and is an activity organized to create a society in conflict by transferring up-to-date knowledge and skills to adults so that they can move towards evolution and excellence and actively participate in the destiny of their society socially, culturally, politically and economically (Ebrahimzadeh& Mohammad Davoodi, 2009).

Adult education, both at the macro and micro levels, is one of the infrastructures of the national education system, and access to quality education is one of the important concerns of the role of educators, trainers and vocational training programs. It is an important strategy to improve quality. Learning education is a fundamental issue and many factors can affect learning, but it can easily be said that the most influential factor in educating literacy learners are educators and this is an undeniable key role. The need to understand the philosophy and nature and differences between adults and children should lead to a correct and understanding so that with proper reinforcement and training of educators, this ability is created in learners in all different stages of education (before, during and after training). It requires the attention of the educator in the field of necessary preparation for education. The role that the educator has for the adult audience is not merely the transfer of information and this requires professional competence. What we are witnessing are documents, curricula and books constantly in Now change RAND and it is necessary to take fundamental action in the field of improving the effectiveness, quality and competence of educators. Professional competence of those skills is specific professional talents and behavioral patterns that an individual must have in order to successfully achieve the defined goals (Blaiskovi, Blasiko, Kucharfulikovi, 2014).

However, institutionalizing the characteristics and competencies of teachers is not an easy task because teachers, on the one hand, are involved with different social strata, with different philosophies and views, and on the other hand, face changes in science and technology, so the necessary competencies must be acquired. That they can be holistic and distance themselves from Linear and static programs (Abdullahi, Dadjoi Tavakoli, Viosliani, 2014). Dari and Murphy (1986) consider cognitive strategies to include the ways in which people manage, learn, and think. The process of cognition helps to learn, recall and think, and cognition, cognition, cognition or knowing about knowing (Seif: 2011).

Literacy education or adult education is a process organized to educate adults so that they can move towards evolution and excellence, actively participate in the destiny of their society socially, culturally, politically and economically (Special letter of the literacy movement, 2011). In the field of goat literacy in Iran »Various programs have been implemented at different times, including the training of the elders, the education of the elderly, the training of goats, the Knowledge Corps. The National Jihad pointed to literacy in Iran before the revolution. After the revolution, the literacy movement was formed in 2006. According to the statistics of the results of the 2011 census, the literacy rate in the country has increased, but still Iran's position among other countries in the world in terms of literacy rate is not favorable. According to a 2011 statistics, the literacy rate of 10 to 49 years the country is 92.4% reported. Therefore, it can be said that the programs of the Literacy Movement Organization to reduce illiteracy have been somewhat or successfully successful, but a look at the ranking of countries in 2011 shows that Iran, with its not so good position among 174 countries, still has a point. The ideal is far away and it must take more effective measures to eradicate illiteracy in the country. In addition, literacy education in Iran is still concentrated at the level of literacy education, while many

countries have passed this stage for many years and now consider literacy as having more advanced education, so review. In the literacy movement trainings and making these trainings more quality are among the important steps that improve the situation of the country in terms of literacy and provide a more favorable perspective in this field (Higher Council of the Ministry of Education, 2012).

What has been done about learning strategies indicates that learning strategies include cognitive strategies and metacognitive strategies mean controlling cognitive processes. Flavle (1998) considers metacognition as any knowledge or cognitive process whose subject matter is an aspect of cognitive actions and their regulation. In other words, he believes that this category is because metacognition is the main meaning of that knowledge about cognition. It can be said that if cognition is the receipt, processing, storage and transmission of information, metacognition is an activity that includes and monitors the actions of the four elements. Schleifer & Dull (2009) have shown that metacognition with Study, learning, critical thinking, problem solving and decision making are all relevant to educational success. Aghazadeh (2011) has also shown empirically that metacognition is effective in educational success. Learning strategies causes people to act in a self-regulating way of thinking and thinking, thus reducing stress and focusing on abilities and talents. A happier and healthier life is created and as a result the quality of life of people (Campbell, Bamster Kruger and Raahs, 2003 quoted by Kia et al.: 2016). Based on the available evidence, this research is an attempt to answer the question of whether learning strategies It affects the professional competence of adult education educators of the Literacy Movement Organization?

Method

The research method was quasi-experimental pre-test post-test with a control group and had a follow-up stage. The study population included all educators of the literacy movement in the cities of Tehran province in 2019-20. 30 people) and another group was selected as the control group (30 people). In the first stage, both groups underwent pre-test and then the independent variable experimental group (learning strategies in 10 sessions of 90 minutes) was performed and the control group did not receive any training. After the intervention in the post-test phase, the dependent variable (learning strategies test) was performed on both groups (experimental and control) and one month after the post-test in the follow-up phase, the dependent variable was performed again only on the experimental group. Teachers' Professional Qualifications Questionnaire Sharifi & Islamieh (2013) were used to collect data, which is a 5-point Likert scale. For very low scores 1: Very low, 2: Low, 3: Somewhat, 4: High, 5: Very high, 100 to 140 indicates a high level of professional competence, 60 to 100 marks Medium level giver, score less than 20 indicates low level of qualifications..

Sharifi & Islamieh (2013) in a study entitled Identification and evaluation of the qualifications of primary school teachers in Tehran, the validity of the questionnaire through PLS software and its reliability through Spss software as shown in the table below is acceptable and approved Estimated and reported:

Table1. The degree of convergent and divergent validity in the subscales of teachers' professional competencies

Method (subscale)	Convergent validity	Divergent validity	Reliability
Educational competencies	0/721	0/759	0/82
Managerial competencies	0/714	0/748	0/84
Emotional and communicative competencies	0/701	0/753	0/81
Technology competencies	0/736	0/798	0/82
Ethical competencies	0/706	0/761	0/81

To analyze the data, first descriptive statistics were used and the data obtained from the research were given in the relevant table. In the second part, statistical analysis was performed. In order to analyze the research hypothesis according to its nature, intergroup analysis of variance and paired t-test were used.

Findings

Table2. Comparison of pre-test, post-test and follow-up professional competency subscales

Variable	pre-exam		Post-test		Follow up	
	average	Standard deviation	average	Standard deviation	average	Standard deviation
Educational competencies	23/3	5/2	25/8	2	24/7	2/9
Managerial competencies	16/1	2/3	17/7	1/5	16/9	2/2
Emotional and communicative competencies	32/6	4/8	35/3	1/9	34	3/4
Technology competencies	13/2	4/2	17/6	1/5	16/1	1/8
Ethical competencies	24/1	3/4	27/1	1/8	25/7	3
Professional competence	109/3	17/3	123/5	4/4	117/3	9

The data in Table 2 showed that professional competence and its subscales increased among the experimental group in the post-test stage, So that the overall average professional competence of the experimental group has increased from 109.3 in the pre-test stage to 123.5 in the post-test stage. In the follow-up stage, it has reached 117/3. As a result, based on the available information, professional competency scores and its subscales have increased significantly among the people in the experimental group who have been trained.

Table3. Comparison of pre-test, post-test professional competency subscales

Variable	pre-exam		Post-test	
	average	Standard deviation	average	Standard deviation
Educational competencies	23/8	4	22/6	5/2
Managerial competencies	18	10/1	15/5	3/5
Emotional and communicative competencies	31/9	4/6	31/1	6
Technology competencies	13/4	2/7	12/3	3/9
Ethical competencies	24/5	3/5	23/1	4/4

The data in Table 3 show that there was not much change between the overall score of professional competence and the subscales of the control group compared to the pre-test stage. So that in the pre-test stage it was equal to 111.6 and reached 104.7. As a result, based on the available information, the overall score of professional competence and its subscales among the control group did not change. The research hypothesis was that teaching learning strategies is effective on the professional competence of educators and has good stability over time. In order to check the accuracy and validity of the research hypothesis and before performing analysis of covariance, it was necessary to examine the assumptions of this statistical method, ie the assumption of normal distribution, parity of variance of error and homogeneity of regression slope, through the interaction of self-directed variable pretest (experimental

method). The results of Kalmograph and Smirnov tests for normal distribution of data showed that the distribution of scores in the research component is normal. Significance level of Smirnov calligraphy test for professional competence component was more than 0.05 ($p > 0.05$). Therefore, the default of normal data distribution is confirmed. The results of homogeneity analysis of variances of variables showed that homogeneity of variances is not a significant component of professional competence at the confidence level of 0.95 ($p > 0.05$) and therefore this assumption is also valid. Also, the results of the homogeneity test of regression line slopes showed that the interaction of the professional competency pre-test with the independent variable is significant at the confidence level of 0.95 ($p < 0.05$).

Table4. Intergroup analysis of covariance Effects of learning strategies on educators' professional competencies

Variable	Sources of changes	Total squares	Degree s of freedom	Average squares	F	Significanc e	Coefficien t of change
Professional competence	pre-exam	300/978	1	300/978	11/24	0/002	*
	group	/039 7050	1	/039 7050	/32 263	0/000	0/986
	Error	722/888	57	1/58	*	*	*
	Total	163006	60	*	*	*	*

According to Table 4, the effect of pre-test was statistically significant ($P < 0.05$ and $F = 11.2$ (57, 1)). In other words, post-test scores were influenced by pre-test scores. To test the effect of group or intervention (learning strategies) on the dependent variable (educators' professional competence), the effect of pre-test as an interfering factor must be removed. The results showed that the effect of the group or intervention by removing the covariate variable was also statistically significant ($p < 0.05$ and $F = 263.32$ (60, 1 and 60)). Therefore, it can be concluded that teaching learning strategies is effective on the professional competence of educators. ($P < 0.05$) in addition to the amount of this difference; That is, the total coefficient of variation of ETA for professional competence is equal to 0.986, ie about 98.6% of the increase in professional competence of trainers in the experimental group was due to the teaching of learning strategies.

Table5. T-test results correlated post-test with follow-up

the level	Post-test		Follow up		Correlated t test		
	average	Standard deviation	average	Standard deviation	The rate of t	df	P
Professional competence	123/5	4/4	117/3	9	0/811	29	0/105

The result of performing correlated t in Table 5 showed that the resulting t (0.81) with a degree of freedom of 29 is smaller than the critical t of Table (1.96). ($P > 0.05$) Therefore, the difference between the professional competencies scores of the experimental group it is not significant in the follow-up stage compared to the post-test stage ($P > 0.05$). According to the evidence in Tables 6 and 7, it can be acknowledged that learning strategies is effective on the professional competence of educators and has a good stability over time. Therefore, the research hypothesis is confirmed.

Conclusion

The results showed that the implementation of teaching learning strategies is effective on the professional competence of adult education educators of the Literacy Movement Organization and has a good stability over time. Zhosupov & Kaziko (2016) showed that providing the

necessary training and applying metacognitive strategies has led to a significant increase in comprehension. Adly (2015) in his research showed that teachers have a key role in promoting new education and knowledge of the content of education is the competence that teachers need to provide effective teaching by providing that content more accurately and responding to the needs of the audience.

Khorvash & Mohammadi Wendishi (2016) In their studies showed that there is a significant difference between professional competencies in the three areas of knowledge, attitude and skill. Ghaderi Yadegari (2016) in their research showed that effective teacher self-regulation and teacher dimensions are above average and self-regulatory components predict the dimensions of evaluation, teaching and classroom management of effective teachers. The purpose of Khorsandian (2016) study was to link the three categories of e-learning, adult education, educational technology. Adults have characteristics that make education complex and specific for them. And some of these features make it difficult to do a traditional adult training course. But e-learning is an education that can be combined with traditional education and sometimes instead of traditional education with efficient educational technology and is the solution to many problems that stand in the way of adult education.

The findings of Hattie (2012) emphasize that the level and depth of students' learning depends on the professional competencies of the teacher. In explaining the result, it can be acknowledged that one of the most important factors that create a sense of competence and self-confidence and professional growth among Educators and educators have the competence, skills and abilities necessary to better manage and improve learning among learners. The debate over professional qualifications is a serious and multifaceted issue in today's world. Scope of professional competencies According to the indicators related to professional competencies, they have fixed and conditional identities and include a range of competencies. It seems that the degree of professional competencies has a direct relationship with many categories such as progress. And has academic success. In fact, professional competencies are skills that teachers can acquire to help learners physically, mentally, emotionally, socially and spiritually nurture during education.

The three domains of cognitive competence, emotional competence, and skill competence are among the competencies of a teacher. In this context, Bonder (2003) considers competency as one of the basic personal characteristics that leads to superior performance in the job. He states that when the conditions of the organizational environment, job demand and individuals' competencies are compatible, an effective performance model is created. He also examines job competence as traits developed in individuals, such as the knowledge and skills needed to perform the job effectively. Competencies are the actual performance of individuals in a particular situation. Competence, then, is a set of characteristics that a person has and assures the organization to entrust the work to the person with confidence and he will do the work to the expectations and standards of the organization. In the current situation, new learning approaches are opposed to traditional approaches and process-oriented process methods have replaced outcome-oriented (Mehr Mohammadi, 2001)

Therefore, learning teaching methods and techniques and learning teaching skills in theory and practice is inevitable and it is up to teachers to consider the teaching profession as a continuous and dynamic process and not only expect the teaching situation to change but also to welcome it. Find appropriate feedback for any inappropriate situation, and indeed, if the profession is an art teacher, learning teaching methods in a scientific and practical way is more artistic. Not giving teachers a chance is a kind of de-skills of their work and causes them to lose skills, make a living. Activities, lack of responsibility in planning, tedious work and turning their professional work into purely technical work (Saeedi Rezvani & emam Jume, 2003). Learning about training and learning about teaching a collaborative effort is.

In this regard, the findings of Omidian, Dehghani, Rumzi (2017) showed that the quality of course implementation for teachers and administrators was evaluated in terms of content quality, instructors and management at a medium to high or relatively desirable level. Also, from the point of view of teachers and school principals, the adult education course has been very effective in improving their knowledge, attitude and skills. In addition, the level of knowledge of trained managers was higher than untrained managers. The findings of Ioannou (2018) also indicate the high level of motivation that adult educators should participate in the professional competence of adult educators to improve their teaching skills and meet the needs of their learners. Findings showed that despite low professional status and uncertain prospects, there is personal satisfaction of adult educators with their work. This research shows that adult educators focus on professional skills by focusing on class-oriented and practical strategies and educational skills. Do this to improve their ability as better adult educators.

The best way that can increase the professional abilities of teachers is the participatory activities of teachers in small groups that practically and practically analyze educational activities and provide a basis for sharing each other's experiences. The effect of teachers' participatory research on improving the teaching-learning process of school educational activities promotes the professional competencies of teachers. In-service training is another most effective way to improve the professional competence of teachers and improve the quality of the teaching-learning process. According to Rubin, Brown (2019) Rethinking adult learning in the education system can be a priority for the future of teacher and educator learning. Use explicit strategies, self-monitoring frameworks in thinking, and practices, and regular opportunities for personal evaluation of oneself and peers (fellow educators) (Darling-Hammond & et al, 2020).

the success of any educational system depends to a certain extent on the knowledge and professional skills of the teacher. First of all, it is necessary to have the required knowledge in the field of specialization that every teacher is obliged to teach. Teachers of the movement Literacy is constantly in need of increasing knowledge and experience, otherwise it will remain stagnant and solid. Master the content of the book or books provided to the learners and has learned the content well and the purpose of learning a particular lesson or book is not to memorize its contents, and it means to understand the content and message of that lesson. Learners have a good understanding and can recreate it in appropriate situations and if necessary, use it in daily life and even outside the classroom. In the general conclusion of this part of the research can be acknowledged. The role and effect of cognitive and metacognitive skills training on an important category such as professional competence among non-educators It can be denied and those in charge of educational issues should not be unaware of it. School-centeredness and self-government should go a step further and enable teachers to participate in decisions about how to manage the classroom, curriculum, educational evaluation, and more. Ways to develop professional competencies with new methods by teachers to get acquainted and use them more should be used. Literacy movement teachers should be encouraged to find different ways to solve their problems or to strengthen and develop their professional and professional competencies and competencies, and not just one way.

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