

The Effectiveness of Teaching Learning Strategies on the Quality of Life of Adult students in the Literacy Movement Organization

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Received Date: 27/12/2020

Accepted Date: 12/04/2021

Pp 51-62

Abstract

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The purpose of this study was to explain the effectiveness of teaching learning strategies on the quality of life of adult students in the Literacy Movement Organization. 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 students 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. The SF36 quality of life questionnaire was used to collect the 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 descriptive and inferential statistics on the experimental group. The obtained information and results were analyzed using. The results showed that the quality-of-life adult education students of the Literacy Movement Organization who received training in learning strategies are significantly higher than the quality of life competencies of students who did not receive this training and training strategies for learning professional skills. Adult students are effective and have good stability over time ($p < 0.05$). The results showed that teaching learning strategies is effective on the quality-of-life competence of adult students in the Literacy Movement Organization and has a good stability over time.

Key Words: Training Learning Strategies, Quality of Life, Literacy Movement Organization.

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Introduction

Adult education refers to a set of educational activities that help identify and solve problems, ranging from the simplest to the most complex personal, social and occupational affairs of adults. Adult education includes adult illiterates and literates and involves formal, informal and casual education (Sabaghian, 2015). Literacy is a sub-branch of the adult education system aims at involving and participating people in lifelong learning through written culture in the field of literacy in Iran. Various programs have been implemented at different times, including the training of the elders, the education of the elderly, the mass training, 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 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 there is a problem. The ideal is far away

and more effective measures must be taken 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. In the literacy movement trainings and making these trainings more quality is 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).

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 students, trainers and vocational training programs. It is an important strategy to improve quality. Learning in adult 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 the students 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 students, this ability is created in learners in all different stages of education (before, during and after training). It requires the attention of the student in the field

of necessary preparation for education. The role that the student 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 students. 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).

Berchard et al (2003) concluded that the quality of life of teachers who have been trained on learning strategies is better than that of teachers who have not been trained in this regard. Malouffj, Thorsteinsson, and Schutte, (2007) indicated that cognitive and metacognitive skills had a positive effect on the quality of life of teachers.

Learning strategies or more technically "teaching cognitive and metacognitive strategies" are measures introduced with two terms of cognitive and metacognitive strategies. Although these strategies can be learned, some learners cannot learn them and need to be trained in this regard (Seif, 2011) that Flawle (1998) considers metacognition as any knowledge or cognitive 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 so lving 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 RaHS, 2003 quoted by Kia et al.: 2016)

Fouché (2013) considers quality of life as driving force and regulates any aspect of a cognitive and metacognitive action. Based on the available evidence, this study is an attempt to answer the question of whether training learning strategies is effective on the quality of life of adult education students of the Literacy Movement Organization.

Methodology

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 students of the literacy movement in the cities of Tehran province in 2019-20. Using purposeful sampling method, 60 adult students were selected and a group was selected as the experimental group by lottery (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.

Research Hypothesis

Teaching learning strategies affects the quality of life of students and is well-established over time.

Measuring tools and their validity and reliability

The SF36 quality of life questionnaire was used to collect data.

Reliability coefficient

The questionnaire was reported by Montazeri et al. (2005) using Cronbach's alpha method of 0.87.

Statistical analysis method

First, descriptive statistics were used and the data obtained from the research have been presented in the relevant tables. In the second section, statistical analysis was performed. To analyze the main hypothesis of the research, intergroup analysis of variance and t-test were used given its nature.

Results: Data description

The data of Table 1 show that the quality-of-life score of the experimental group has increased in the posttest stage, so that the total mean score of quality of life of the experimental group has

increased from 91.3 to 124.2, and in the follow-up stage, it reached 120.1 As a result, based on the

available information, the quality-of-life scores of people received training have increased.

Table 1- Comparison of quality of life scores in pretest, posttest and follow-up stages in the experimental group

variable	pretest		posttest		follow-up	
	mean	SD	mean	SD	mean	SD
quality of life	91.3	4.2	124.2	4.3	120.1	4.2

Table 2- Comparison of quality-of-life scores in pretest and posttest stages in the control group

variable	pretest		posttest	
	mean	SD	mean	SD
quality of life	90.6	10.2	89.3	9.1

The data of Table 2 show that there was not much difference between the total quality of life score of the control group in the post-stage compared to that in the pretest stage, so that it was 90.6 in the pretest stage and reached 89.3 in posttest stage. Hence, based on the available information, total score of quality of life of the control group subjects did not change significantly.

To examine the validity of the main hypothesis and before performing the analysis of covariance, it was necessary to examine the assumptions of this statistical method, including the assumption of normal distribution

of data, equality of variances and homogeneity of regression line slope, through the interaction of the self-directed variable and independent variable. The results of above-mentioned assumptions are presented here.

Normal distribution

The results of Table 3 show that the distribution of scores in the research component is normal, because the significance level of Kolmogorov and Smirnov test for the quality-of-life component is more than 0.05 ($p > 0.05$). Therefore, the assumption of normal distribution of data is confirmed.

Table 3- Kolmogorov and Smirnov test for normal distribution of data

Stages of change	pretest		posttest	
	z value	significance level	z value	significance level
quality of life	0.88	0.1	0.87	0.4

Homogeneity of variances

Table 4- The result of examining the homogeneity of variances of variables

variable	F Levene's test	df 1	df 2	significance level
quality of life	0.8	1	48	0.435

Based on the results of Table 4, the homogeneity of variances of the professional competence component is not significant at the

confidence level of 0.95 ($p > 0.05$), so this assumption is also confirmed.

Homogeneity of regression line slopes

Table 5- Results of testing the homogeneity of regression line slopes

interaction	F	df	significance (P)
pretest of quality of life with independent variable	8.8	1	0.001

Based on the results reported in Table 5, the interaction of the pretest quality of life with the

independent variable is significant at the confidence level of 0.95 ($p < 0.05$).

Table 6- inter-group analysis of covariance of the effects of training learning strategies on the quality of life of students

variable	source of variations	squared sum	df	squared mean	F	significance level	Eta coefficient
quality of life	pretest	.671345	1	1345.68	13.3	0.001	*
	group	415.	1	415.67	44.2	0.001	0.747
	error	140.7	57	2.46	*	*	*
	total	1901.9	60	*	*	*	*

According to Table 6, the effect of pretest was statistically significant ($P < 0.05$ and $F(1, 57) = 13.3$). In other words, posttest scores were influenced by pretest

scores. To test the effect of group or intervention (training learning strategies) on the dependent variable (quality of life of students), the effect of pretest as a

covariate 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 $F(1, 60) = 44.2$). Therefore, it can be concluded that training learning strategies is effective on the quality of life of students ($P < 0.05$). Also, the level

of this difference; That is, the total change coefficient of ETA for quality of life is equal to 0.747, that is, total Eta coefficient change for quality of life is 0.747%. It means that 74.7% of the increase in quality of life of students in the experimental group was due to training learning strategies.

Table 7- Result of correlated t test of posttest t with follow-up

stage	posttest		follow up		corralled t test		
	mean	SD	mean	SD	t value	df	P
quality of life	90.6	10.2	89.3	9.1	0.716	29	0.45

The result of performing correlated t in Table 7 showed that the resulting t (0.716) 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 quality-of-life score 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 of students and has a good stability over time. Therefore, the research hypothesis is confirmed.

Discussion and Conclusion

The results showed that the implementation of learning strategies was effective in increasing the quality of life of adult students in the Literacy Movement Organization and has a good stability over time. Based on

the results, it can be concluded that training learning strategies of cognition and metacognition increases the quality of life of adult students and training these strategies has a positive and effective role in promoting life satisfaction of adult students and such a process can finally result in increased health in them. These results are in line with those of the studies conducted by Mahdavi Haji, Mohammad Khani and Hatami (2011), Haji Shamsaei et al. (2013), Berchard, et al. (2003), and Malouff and Thorsteinsson (2007), and Weinstein Hume (1998). Mahdavi Haji, Mohammad Khani and Hatami (2011) concluded that training learning strategies has a positive effect on quality of life and Haji Shamsaei et al. (2013) have reported that training learning strategies can predict the emotional adjustment and ability to solve individual and social problems. Weinstein Hume

(1998) reported that teachers can help their learners to be more successful learners and play a more active role in their destiny by training learning and study skills (cognitive and metacognitive strategies). Ebrahimi Ghavam Abadi (1998) concluded that training learning strategies in addition to increasing comprehension and speed of learning has a positive relationship with self-concept and the ability to solve people problems.

Scott Loinaz (2018) study on the role of teachers' self-perception in emotional skills and the role of social and emotional education in teachers showed that some different cultures teach different intrapersonal social and emotional skills (e.g., creating sense of self-worth, self-discipline, stress management) and some others teach intrapersonal skills (e.g., protecting and promoting the well-being of others, negotiating and resolving conflict, appreciating different perspectives). They also found that Swedish and English teachers tend to control their emotions under strict "emotional" rules, and compared to Spanish and Greek teachers, they tend to express themselves more easily and allow students to express their emotions in class. Cultural differences of four countries on the role of teachers' self-perceptions in emotional skills in the classroom, specifically in teachers' beliefs about their role about parents, living place, openness of teachers to express emotions in the classroom and teachers' knowledge and also about the role of

emotional skills and relationships were observed in learning. The results revealed that only a few of teachers are trained on social and emotional education in all four countries.

Also, in this regard, Rubin and Brown (2019) in their research entitled "recreating the future of learning by redesigning the learning of students in sustainability, human well-being and the future of education" and the results of their study highlighted the need for a fundamental review of the structure and method of education and support of teachers. This issue change can make education more effective and enhance sustainability and well-being (quality of life components) among learners, students, and the education system. This section explains how the education system can work better for adults. We examined the processes and factors affecting education at the present time. Researchers argue that rethinking adult learning in the education system is a priority for the future of teachers and students' learning. Finally, this section argues why rethinking professional learning has the power to improve the education systems.

According to Darling-Hammond et al. (2020), students can develop metacognitive skills (learning strategies) in the classroom through role modeling, explicit strategic instruction, and self-directed or self-regulatory frameworks in thinking and performances and use regular opportunities for self-assessment of

themselves and peers (co-students). In explaining and analyzing the results, it can be stated that many factors directly and indirectly affect the quality of life of students of the Literacy Movement Organization and as the results of this part of the study showed that one of these factors is the combined training of cognitive and metacognitive learning strategies. In today's world, not only the quantity of life, but also the quality of life and one's assessment of his or her life is crucial, because the amount of pleasure one gains from life and the degree of satisfaction with life give the most important opportunities for him or her to have a happy life. It can be stated that the main goal of specialists in the last century was to help others overcome their pain and suffering. Although this goal is valuable, it is not enough to alleviate the pain and suffering. Clients should be helped to display their capabilities and discover personal resources and new strengths. Psychologists can play a major role in improving the quality of life of people. Improvement of quality-of-life approach provides goals, values, and beliefs about the most important issues of life and the way of living, both now and in the future. Thus, quality of life is a concept for examining how human needs are met and a measure for understanding people's satisfaction and dissatisfaction from different aspects of life.

What are called objective quality of life indicators are generally focused on social and economic variables, but the indicators of

subjective quality of life focus on information derived from personal reports of people from their life experiences and are in fact complementary to social and economic indicators. One's quality of life includes his or her physical health, mental health, social relationships, and perception of his or her environment. Various researchers have also shown that quality of life is one of the predictors of health (Andrews, 1976), ((Pavot, 1993). Maltaby et al (2004) Bahmani, 2014) found that people with higher life satisfaction have positive emotions and feelings, experience higher mental health, so quality of life can be related to life standards such as happiness, satisfaction, adaptation, responsibility, and these personality traits emphasize one's quality of life. Quality of life is a feeling of satisfaction with life and this life may or may not be associated with health, so quality of life has a broad meaning that includes all aspects of life and health is the core of quality of life that many components and variables can affect it. The concept of quality of life includes one's potential abilities (functional status), access to resources and opportunities to use abilities to pursue interests (objective quality of life) and generally a sense of well-being (quality of mental life). Quality of life refers to the quality of awareness, that is, the degree to which one's inner experience (such as thoughts and feelings) is positive. In explaining this part of the research, it can be stated that maintaining the quality of life of

students is important and it seems that not paying enough attention to it may lead to many problems. Undoubtedly, paying attention to the quality of life and promoting it among students by principals plays a major role in ensuring their dynamism and efficiency, and enhancing the quality of life (due to its multidimensional nature) and the health of students has a particular importance.

In line with the results of the present study, it is recommended for literacy movement organization to design and implement trainings at the basic knowledge levels theoretically and practically and provide the conditions for involvement of the students in decisions about the way of managing the classroom, curriculum, educational evaluation. Also, considering the undeniable effect of group training of cognitive and metacognitive strategies on the quality of life of students, it is recommended to include this issue in educational document and regulations of literacy movement. The trainings intended for training the students should be provided flexibly. The methods that are suitable should not be based on only traditional and class-oriented and face-to-face methods, but the trainings should be step-by-step and they should be provided in distance, because adult education cannot be done with long courses. In a study conducted in this area, more than 70% of adult education students preferred teleconferencing, 51% preferred part-time, 45% preferred training

during the holidays and only 9% preferred full-time training

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