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# **The relationship between media literacy and teachers' performance in Tehran**

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## **Abstract**

This study aimed to investigate the relationship between media literacy and performance among teachers. This research is an applied and correlated one and the statistical population of the research includes all the second stage secondary teachers of district 5 of Tehran who were 1952 individuals. Descriptive and inferential statistics including the Pearson correlation coefficient and the Regression tests were used in this study. Results of the research showed that there is a significant relationship between the level of media literacy and teachers' performance. In conclusion, there is a significant relationship between dimensions of the level of media literacy and teachers' performance.

**Keywords:** Literacy, Media literacy, Teachers' performance.

## **La relación entre la alfabetización mediática y el desempeño docente en Teherán**

## **Resumen**

Este estudio fue para investigar la relación entre la alfabetización mediática y el rendimiento entre los profesores. Esta investigación es una

aplicada y correlacionada y la población estadística de la investigación incluye a todos los maestros de secundaria de segundo nivel del distrito 5 de Teherán que eran 1952 individuos. En este estudio se utilizaron estadísticas descriptivas e inferenciales que incluyen el coeficiente de correlación de Pearson y las pruebas de regresión. Los resultados de la investigación mostraron que existe una relación significativa entre la alfabetización mediática y el desempeño docente. En conclusión, existe una relación significativa entre las dimensiones del nivel de alfabetización mediática y el desempeño de los docentes.

**Palabras clave:** Alfabetización, Alfabetización mediática, Desempeño docente.

## 1. INTRODUCTION

Social Media are considered to be the reason for developments and changes in the present age and from the educational performance point of view, they have a great contribution to the promotion of Media literacy. The investigation of the function of media literacy on the teachers' performance needs to examine its consequences on the Media literacy social behaviors. The purpose of media literacy is to give the ability to the audience in order to defense against media. Having a high media literacy level depends on equipping the mind with broader theoretical and critical approaches and this also depends on the quantity and quality of knowledge structures. Actually, the purpose of media literacy is to help people become educated citizens instead of being educated consumers. Therefore, media literacy is seeking a way to extend democracy in a society in which the concept of democracy briefly and particularly is more than the written definition and analysis (Basirian, 2007). The media literacy is the ability to create and interpret personal concepts from among hundreds or thousands of phonetic and visual symbols which we receive every day through radio,

internet, television, newspaper, and social networks (Jang and Kim, 2018; Hermawati & Runiawati, 2019).

Generally, Media literacy is so that a viewer can understand the codes which media transforms to him through audio, video, and written. The purpose of media literacy is making conscious, giving authority, and liberation of the audience. One of the consequences of the correct analysis and understanding of the media messages is the increase of the level of awareness which can lead to a healthier social relationship with media and reinforcing democratic structures of the society. Also, the increase of access to the interactive media has led to appearing new social damages in which the media literacy level of users has a significant role (Naghizade, 2013). Esmael et al. (2017) define media literacy as: "media literacy is a set of views that we use actively when we expose to media to interpret the messages we encounter to" (Esmael et al., 2017: 20). Singh (2012) considered the dimensions of media literacy as understanding the content of the media message, assessment of the awareness of hidden purposes of the media messages, the assessment of conscious selection of the media message, the assessment of the critical view to the media message, and the assessment of the analysis of the media message which are also considered in this research. The new millennium is called the age of information, the period in which we observe the emergence of the communicational and informational technologies. The world pass from the industrial society to the informational society led to the change of the form and level of literacy and information in relation to its previous form. One day, the meaning of literacy was the ability to read and write, but now the meaning of literacy has changed and in the industrial society of the century 21, having this

level of literacy is not responsive to the mankind needs for the creation of a better life (Esmaeel et al, 2017).

The informational and media literacy is necessary for life in recent society especially for teachers whose work is research-based and affects the development of the country from every dimension. The new era is an age in which we go toward the active and chooser audience and in a media community, the human must be able to identify different forms of media in order to have a healthy and desirable social performance and communications with media and know how to design basic questions and principal concepts in relation to media in order not to become an uneducated, unidentified, single-minded, weak, just consumer, and timid audience. The best way of consciousness is increasing the level of media literacy because it notifies us to keep aloof of limited and superficial thoughts and move toward deep and broader thoughts. The increase of social media especially, net communicative technologies in the recent decades has provoked the mental and experimental efforts of lots of pundits and researcher on the discussion about the effectiveness of social media especially in the social and cultural areas of the societies. The necessity of media literacy in the increase of the teachers' performance level is more important among teachers in relation to other social groups. So the investigation of the teachers' media literacy level and being aware of the qualitative and quantitative value of this variable between them is an important and noteworthy issue. In this way, the main question of the research is: "Is there any relationship between media literacy and the teachers' performance level?" (Esmaeel et al., 2017: 14).

Rezaee and Asharieh (2018) performed research with the title media literacy, family, opportunities and challenges. In their research, they identified media literacy and investigated the necessity of instruction and learning of this kind of literacy. Also, they investigated the benefits of using and the consequences of not using this kind of literacy in the family and the Islamic-revolutionary society of Iran and finally presented their suggestive solutions. Ramezani et al. (2018) investigated the relationship of information literacy and teachers' performance of the second stage secondary school of Behshahr. The minimum amount of sample using Morgan table was calculated as 169 individuals. The results showed that there is a relationship between informational literacy and components of teachers' performance. There is a relationship between teachers' informational literacy and social prosperity, social correlation, social coherence, social association, and social reception. The share of each of the components of the teachers' performance in the explanation of information literacy is different. The social reception component has the highest contribution in the explanation of the teachers' informational literacy and after that, the social association and social coherence respectively have the ability to explain the teachers' informational literacy.

Parandin and Faraji (2018) investigated the relationship between social health of the society and using media and social networks by Islamabad Gharb town. The statistical community included 94699 individuals of (the population of the year 2012) Islamabad Gharb which based on the Cochran formula 382 individual were selected as the sample. The results showed that generally there is a relationship between mental health and the use of media and social networks and also there is a

relationship between subcategories of mental health and the use of media and social networks. Ngo et al. (2016) performed research under the title investigation of the informational literacy in the high schools of Vietnam. The statistical community of this research was 30 high schools of Vietnam in which 143 teachers were selected as the sample. Results of the research showed that the informational literacy in these schools was average. Chen (2016) performed research with the aim of investigating media literacy in the English college of China education. The statistical community of research was the students of English college in China and 280 individuals were selected as sample. The research data were collected using the questionnaire. The results showed that media literacy has a positive effect on the student's critical thinking and performance.

## **2. METHODOLOGY**

This is an applied and correlated research and its statistical community is all the teachers of the second stage secondary school of Tehran district5 who were 1952 individuals and the statistical sample was achieved using Morgan table as 322 individuals. The data collection instruments were the media literacy questionnaire Singh (2012) which included 20 items and 5 dimensions and the research-made questionnaire on teachers' performance. The validity of the form and content of the questionnaire was confirmed by the experts and the reliability of the questionnaire was confirmed using Cronbach alpha coefficient for media literacy questionnaire as 0.794 and the teachers' performance questionnaire as 0.785. In this research descriptive and inferential statistics including Pearson correlation coefficient, and Regression test was used.



### 3. RESULTS

The first hypothesis: there is a significant relationship between awareness of the hidden media messages and teachers' performance.

Table 1: Correlation coefficient of the first hypothesis

Dependent variable Independent variable		Teachers performance
Awareness of the hidden purposes of the media messages	intensity	0.353
	significance	0.000
	numbers	322

In order to examine this hypothesis, the Pearson significant test is used. The results are explained as below: there is a significant correlation between the awareness of the hidden purposes of the media messages and teachers' performance because the achieved significant level ( $\text{sig}=0.000$ ) is less than the research's alpha ( $\alpha=0.05$ ) so, the general result is that there is a significant relationship between the awareness of the hidden purposes of the media messages and the teachers' performance. The correlation between the two mentioned variables is Linear that increase or decrease together. The correlation intensity of the two variables is in a relatively strong level. Therefore, the first hypothesis of the research is confirmed, that is the changes in the awareness of the hidden purposes of the media messages lead to the fluctuation in the dependent variable (teachers' performance). This means that to the extent that the awareness of the hidden purposes of the media messages is more, equally, the teachers' performance increase positively. The second hypothesis: There is a significant relationship between the understanding of the content of the media message and teachers' performance.

Table 2: correlation coefficient of the second hypothesis

Dependent variable Independent variable		Teachers performance
Awareness of the hidden purposes of the media messages	intensity	0.329
	significance	0.000
	numbers	322

For the examination of this hypothesis, the Pearson significant test was used. The achieved results are explained below: there is a significant correlation between the understanding of the content of the media message and teachers' performance because the obtained significant level ( $\text{sig}=0.000$ ) is less than the research's alpha ( $\alpha=0.05$ ). So, the general result is that there is a significant relationship between the understanding of the content of the media message and teachers' performance. There is a linear and direct correlation between the two mentioned variables which means the two increase or decrease together. The correlation intensity of the two variables is in a relatively strong level. Therefore, the second research hypothesis is confirmed that changes in the understanding of the content of the media message lead to fluctuation in the dependent variable (teachers' performance). This means that to the extent that the understanding of the content of the media message is more, equally, the teachers' performance level increase positively. The third hypothesis: there is a significant relationship between the conscious selection of the media message and teachers' performance.

Table 3: the correlation coefficient of the third hypothesis

Dependent variable Independent variable		Teachers performance
Awareness of the hidden purposes of the media messages	intensity	0.268
	significance	0.000
	numbers	322

For the examination of this hypothesis, the Pearson significant test was used. The achieved results are explained below: there is a significant correlation between the conscious selection of the media message and teachers' performance because the obtained significant level ( $\text{sig}=0.000$ ) is less than the research's alpha ( $\alpha=0.05$ ). So, the general result is that there is a significant relationship between the conscious selection of the media message and teachers' performance. There is a linear and direct correlation between the two mentioned variables which means the two increase or decrease together. The correlation intensity of the two variables is in a relatively strong level. Therefore, the third research hypothesis is confirmed that is the changes in the conscious selection of the media message lead to fluctuation in the dependent variable (teachers' performance). This means that to the extent that the conscious selection of the media message is more, equally, the teachers' performance level increase positively. Fourth hypothesis: there is a significant relationship between the critical view of the media message and the social health dimensions.

Table 4: correlation coefficient of the fourth hypothesis

Dependent variable Independent variable		Teachers performance
Awareness of the hidden purposes of the media messages	intensity	0.480
	significance	0.000
	numbers	322

For the examination of this hypothesis, the Pearson significant test was used. The achieved results are explained below: there is a significant correlation between the critical view to the media message and teachers' performance because the obtained significant level ( $\text{sig}=0.000$ ) is less than

the research's alpha ( $\alpha=0.05$ ). So, the general result is that there is a significant relationship between the critical view of the media message and teachers' performance. There is a linear and direct correlation between the two mentioned variables which means the two increase or decrease together. The correlation intensity of the two variables is in a relatively strong level. Therefore, the fourth research hypothesis is confirmed that changes in the critical view of the media message lead to fluctuation in the dependent variable (teachers' performance). This means that to the extent that the critical view to the media message is more, equally, the teachers' performance level increase positively. The fifth hypothesis: there is a significant relationship between the analysis of the media message and teachers' performance.

Table 5. The correlation coefficient of the fifth hypothesis

Dependent variable Independent variable		Teachers performance
Awareness of the hidden purposes of the media messages	intensity	0.376
	significance	0.000
	numbers	322

For the examination of this hypothesis, the Pearson significant test was used. The achieved results are explained below: there is a significant correlation between the analysis of the media message and teachers' performance because the obtained significant level (sig=0.000) is less than the research's alpha ( $\alpha=0.05$ ). So, the general result is that there is a significant relationship between the analysis of the media message and teachers' performance. There is a linear and direct correlation between the two mentioned variables which means the two increase or decrease together. The correlation intensity of the two variables is in a relatively strong level. Therefore, the fifth research hypothesis is confirmed that is

the changes in the analysis of the media message lead to fluctuation in the dependent variable (teachers' performance). This means that to the extent that the analysis of the media message is more, equally, the teachers' performance level increase positively.

#### **4. CONCLUSIONS**

The results of the research showed that there is a significant relationship between the media literacy level and the teachers' performance amount. Also, there is a significant relationship between the media literacy level dimensions (awareness of the hidden purposes of the media message, understanding of the content of the media message, conscious selection of the media message, critical view to the media message, and analysis of the media message) and teachers' performance. In the explanation of the results, we can say that the analysis of the programs by a young individual when he is aware of the content of the media message and is knowledgeable of the nature of the messages will avoid from being confused in facing with various media and their messages and will lead to the improvement of the professional activity, and despite the fomentation of the media like the satellite televisions which try to change social life of the individual, the analysis of the media message help the individual to maintain his social ethics and beliefs. Also, informational literacy means the ability to identify the informational need, placement, assessment, and effective and ethical use of the information that the critical assessment has a significant role in achieving it. Teachers due to the nature of their work and a broad relationship with the

informational sources and expedite process of informational and communicative technologies need these instruments, that they must critically evaluate the retrieved information and their sources and combine the selected information with their knowledge and their value system. Independence of teachers to the media led the media message not to master on him and aware the teachers of the undesirable effects of the media on themselves. The results of this research is consistent with the Hashemnejad (2017), Karami and Davoodi (2017), and Chen (2016) researches.

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