



Professional Competencies of Secondary School Teachers: Analysis on the Gap between Existing and Desired Situation

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ABSTRACT

Objective: The purpose of this study was to identify the professional competencies of secondary school teachers of Tehran and analysis of the gap between existing and desired situation. The research method is quantitative using descriptive-analysis approach. **Methodology:** The Statistical population consisted of all high school teachers of Tehran city in the 2014-2015 school year that its number was 10,565. The sample size included 370 persons that selected as cluster Random sampling. The data collection instrument was the Self-developed questionnaire that containing 87 items and 11 factors. For data analysis, used the descriptive and inferential statistics dependent "t". methods and exploratory factor analysis. **Results:** After doing a factor analysis, primary components have been decreased to 8 factors and 82 items that due to the review of the literature and the following components, renewed renaming took place. According to the results of the study, 8 Managerial competencies, professional development, methodical, teaching, Educational, Behavioural, technology and theoretical were identified. **Conclusion:** Other findings also showed that between existing and desired situation of professional competencies of teachers in all the primary components there is a significant gap so that the average of all professional competencies was lower than the average score.

1. Introduction

Today society instead of providing the compulsory education, propeld to the side of focus on quality of education. Also, training and new reform curriculum is emphasizing on the student's skills, learning how to learn, develop curriculum and use a variety of teaching strategies. Such changes require changing the role of the teachers (Lee et al., 2003). Education as a dynamic process is formed with different roles of teacher and student. In this process, teachers based on professional competencies, which includes elements of scientific, moral, and emotional, have been Effective impact on their students (Talkhab, 2005). The role of the teacher from the transmission of information, changes to the learning helpful, guidance and participant with the student. This new role does not lessen from importance of teacher status, but also requires new knowledge and skills. In such an environment, student in his learning process takes greater responsibility, because he should seek, finds, take result and sharing his knowledge with others. Information and communications technology, providing a powerful tool to support this evolution process towards student-centered learning and new roles for teachers and students (Byham, 1996; Shams, 2011).

One of the problems of the Educational system is inappropriate quality of education. From causes of Inappropriate quality of education to the teachers could be mention to the teacher teaching methods, teacher prejudice, teacher's incorrect assessment of the performance of students, shortage of

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experienced teachers, trained and interested in teaching (Eizadi, and Noushevar, 2007). It seems the root of this problem since arises that in Iran Educational system, teachers after hired, despites of all the shortcomings of the system-employment, have been sent to the classroom and didn't pay enough attention to their education and promotion competencies. Failure and inefficiencies of teacher, cause his tiredness in class, emerge further problems and eventually dissatisfaction of teacher.

This is due to factors such as lack of specific lesson plan for a training session. On the other hand, teachers may have this attitude that their work is not important, and not have tangible effects in students. personal problems and financial issue and health problems and monotonous teaching methods such as teaching methods lectures, lack of familiarity and use of Training equipment in class can be harmful. Furthermore, emphasizing on strict disciplinarian classroom for student leads to Boredom of students and then teacher itself. related to teacher competencies. Lack of basic competencies and shortages of skills and requirement competencies reduced confidence, Low energy and passion, memory weakness and other related factors due to this (depression, stress, anger, aggression, alienation from work, etc.). All of this factors, reduced patience and tolerance, elegance in the job, Little control over work and loss of efficiency, which naturally creates job dissatisfaction, and in addition to Endangering the mental health of the person, damages and disrupts on responsible for his monumental career as a teacher (Jalili and Nikfarjam, 2014).

One of the most important factors that could makes feelings of competence and self-determination and self-confidence and professional development of teachers is Having the competence, skills and required abilities for better teaching and improved student learning.

Safi (2003), believes that teachers competencies including those categories of the knowledge, attitudes, skills and behaviors that teachers with them can facilitate education process, the development of physical, intellectual, emotional and social competence of the students. he mentioned some features for competencies, including: leading a capability, is practical, measurable and evaluated, and in the process of teaching and learning be responsive to the specific needs of each situation.

Veldt et al, (2005) described professional competence as teacher's ability to meet the needs and the demands of the teaching profession sufficiently and using an integrated set of knowledge, skills and attitudes so that this collection be manifested in teacher performance and reflection.

The present study attempted to answer the following research questions:

- What is it components and professional competencies of secondary school teachers in Tehran city?
- How is secondary school teachers' professional competency with regard to component and elements?
- How is the gap between the current situation and the desired status of professional competencies of high school teachers?

2. Materials and methods

The research method is quantitative using descriptive-analysis approach. The Statistical population of present study consisted of all teachers in public secondary schools in the academic year 2014- 2015 is in Tehran. According to the latest data published by the Educational and Training system, the total number of public-school teachers in Tehran, is 2795 men and 7861 women. Morgan Table was used to determine the sample size. A total sample of 370 people of which 97 were male and 273 were female.

In this research, to identify the components, was used from literature review and also for collect the data was used professional competencies questionnaire. To collect the data, according to the present studies and preliminary study of the resources with use of books, articles and other research, surveyed the literature and questionnaires is the following:

The used instruments were self-developed questionnaire that with 87 items in 11 major components educational, behavioral, academic, professional, ethical, managerial, teaching, personal, social, intellectual and technology were developed. To obtain the validity of the questionnaire, at the first as content validity by giving questionnaires to the experts and then construct validity using confirmatory factor analysis (56/0), and after the confirmation of the validity, reliability of the questionnaires after the test between 30 teachers by Cronbach's alpha coefficient was calculated 0/87. To identify the final components using of the exploratory factor analysis and for comparison of the existing and desired professional competencies was used t-test with spss22.

3. Discussion and results

The Results of the descriptive statistics represent that the majority of respondents were women with 74/0, Formal employment with 69/0.

Table 1. Respondent Demography based on Gender and employment

Demography	Respondent	Frequency	Percentage
Gender	Male	97	74
	female	273	26
Employment	Formal	255	69
	informal	115	31

3.1. The first question of study: which is it components and professional competencies of secondary school teachers in Tehran city?

In response to the first question of the research after study and review of the literature study 87 competencies identified that in 11 core competency training, behavioral, academic, professional, ethical, managerial, teaching, personal, social, intellectual and technology were developed.

3.2. The Second question of study: how is Secondary school teachers' professional competencies with regard to component and elements?

To answer this question, a questionnaire with 87 items in the range of seven options of Likert and the suitable condition were developed that using factor analysis of a questionnaire was answered. After repeatedly performing factor analysis, questions 7, 15, 41, 61 and 73 that none of the factors identified are not significant loadings, was removed from set of questions and credibility of the whole set of 82 questions reached to the 83/0.

3.3. Factor analysis of the questionnaire material

To perform a factor analysis as method analysis to principal components, to ensure of the sampling and that is not zero data correlation matrix in results kmo and Bartlett's test of sphericity in the Table 2 were calculated that by observing the figures contained in it, we can conclude that the implementation of factor analysis justified.

Table 2. kmo and Bartlett's test

Significance	Sphericity	KMO
0/83	17934/372	P= 0/0001

To determine this issue that measure instrument is saturated of a few significant factors, the three following indicators were addressed: (1) Specific Value; 3) the proportion of determined variance by each Factor; 4) diagram of rotation special values. These features for the collection of 87 items showed in Table 3. As shows in Table (3) 8 factors with 55.540 percent of the total variance of the variables were determined.

Table 3. The ultimate characteristics of factor analysis

Factor	Specific Value	determined variance	percent of the total variance
1	9.435	13.210	13.210
2	6.693	9.371	22.581
3	5.531	7.744	30.325
4	5.015	7.021	37.346
5	4.707	6.591	43.937
6	3.768	5.276	49.213
7	3.154	4.416	53.629
8	2.079	2.911	55.540

3.4. The final solution (after rotation)

Because of the matrix rotation structure undetected and it's Factor loadings not meaningful, as noted earlier, it was decided that extracted factors, based on the conventional method using the varimax rotation axis is transferred to it's new approach to be possible relatively for questionnaire. Factor matrix that cause of varimax rotation has been made, is shown in the Table below.

Base on the performed analysis, 8 factors was extracted that the criteria of define and the naming of the extracted factors were such below:

A) the nature and size of the variables that extracted factors from them has the largest share;

B) Check the glossary of terms, to consider the nature, scope and implications of the variables;

C) Current theories and the results of previous studies;

Table 4. Rotated Component Matrix

first factor	4	11	85	16	77	6	47	21	18	51	26	33	54	13	48	6 2
Second factor	42	71	10	28	78	65	17	87	36	22	68					
third factor	23	3	37	74	80	60	19	72	24	56	45	31	84	20		
fourth factor	57	39	30	69	75	8	46	50	43	38	52	67	86			
fifth factor	9	34	27	83	59	76	79									
sixth factor	81	66	63	58	2	14	29	40	53							
seventh Factor	12	82	1	25	55	32	44									
Eight Factor	64	5	70	49	35											

Based on the above criteria, the nine factors were named as follows:

The first factor: management competencies.

The Second factor: professional development competency.

The third factor: competencies of teaching

The fourth factor: academic competencies

The fifth factor: educational competency

The sixth factor: Technology competency

The seventh Factor: behavioral competency

The Eight Factor: intellectual competence.

3.5. The third question of study: how is the gap between the current situation and the desired status of professional competencies of high school teachers?

To answer this question, the t-test was used. Results Table 5 shows that there is a significant gap between the current situation and the ideal situation.

Table 5. Gap between the current situation and the ideal situation

Factor	situation	Mean	DF	T	Difference mean	Sig
management competencies	current	2.75	369	52.22	2.03	0.00* *
	Ideal	4.78	369			
professional development	current	2.72	369	42.13	2.227	0.00* *
	Ideal	4.99	369			
Competencies of teaching	current	3.33	369	46.99	1.44	0.00* *
	Ideal	4.77	369			
academic competencies	current	3.43	369	38.94	1.40	0.00* *
	Ideal	4.84	369			
educational qualification	current	3.17	369	43.28	1.54	0.00* *
	Ideal	4.72	369			
Competencies of Technology	current	3.13	369	46.82	1.81	0.00* *
	Ideal	1.95	369			
behavioral competency	current	3.001	369	38.64	1.79	0.00* *
	Ideal	4.79	369			
Jurisdiction of Technology	Current	3.61	369	44.39	1.28	0.00* *
	Ideal	4.89	369			

According to the table (5) The maximum gap between the professional competencies of teachers in professional development and management competencies (Difference mean 2.27 and 2.03 mean) back and the smallest differences is in intellectual competence (mean 1.28).

4. Conclusion

The findings of this study suggest the following contents:

Professional competencies of teachers in secondary schools in Tehran included: management competency, the competency of professional development, teaching competency, academic competency, competence training, technology competencies, behavioral competencies and intellectual competence. The results of the study findings are consistent with Veldt et al., (2005).

The findings of this study also showed that teachers in Tehran, in terms of management competencies, , professional development, teaching competency, teaching competency, competence training, technology competencies, behavioral competencies and intellectual competency are not desirable and all of competencies is not only less than the average level but a huge gap between existing and desired situation are observed. This research finding also Karimi and Niknami (2009) is compatible with, Huntley (2003), Izadi and Noushevar (2007), Arefi et al. (2012), and Abedi (2003).

Teacher is one of the most important components of the education system and shortcomings of other components is effective in the education system and attention to the most important key and promote of knowledge, attitudes and skills is essential. Teacher as a leader of development, when she be able to go along with changes in the knowledge, skills and attitudes necessary that be equipped. Otherwise undetected nature of the universe, how can be the existence of nature (Karimi and Niknami, 2009) They also because of have a prominent role in the development and learning of students are responsible and also because their actions and behavior is effective to create incentives for learning requires different competencies and professional career. Therefore, in this study to identify professionals' competencies of teachers and gaps between existing and desired of these competencies are discussed. The findings reflect the fact that teachers are not looking to upgrade their competencies. They are still dependent to the traditional styles of teaching and learning and they have not forefront throughout life to their working life. In line with the results of the study some guidelines, including the Conducting in-service training to improve teachers' skills needed and using information and communications technologies , assess the current status of teachers to carry out required policies to improve the competencies to Create quantitative and qualitative assessments of teachers, reform of teacher training in the country, providing appropriate feedback to teachers in doing business, encourage teachers to develop knowledge and information about their area of expertise and keep them up to date, time management training and education system in accordance with the objectives set curriculum, participate teachers and other professionals in the community are presented.

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