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Identification Communicational Competencies of Secondary School Teachers

Identificación de las competencias comunicacionales de los docentes de secundaria

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ABSTRACT

The quality of educational system specially in general education, ultimately depends on the quality of teachers of that community. This research aimed to identify the Communicational competencies of secondary school teachers. Research method is descriptive, qualitative research based on grounded theory. The research statistical population have been various groups such as qualified teachers, students, parents, educators and experts of training that interviews to saturated limit were performed with them by using purposive sampling. According to research findings, Communicational competencies of secondary school teachers includes effective connection with students, parents, colleagues and society. Finally, behavioral indicators were estimated according to the codes obtained through interviews and also use of MBTI personality test tools for each of the competencies, according to four dimensions of competency.

Keywords: Competency, Communicational Competencies, Teachers, Educational System, Iran.

RESUMEN

La calidad del sistema educativo, especialmente en la educación general, depende en última instancia de la calidad de los docentes de esa comunidad. Esta investigación tuvo como objetivo identificar las competencias comunicacionales de los profesores de secundaria. El método de investigación es una investigación descriptiva y cualitativa basada en la teoría fundamentada. La población estadística de investigación ha sido varios grupos, tales como maestros calificados, estudiantes, padres, educadores y expertos en capacitación que se realizaron entrevistas con ellos al límite saturado mediante el uso de muestreo intencional. Según los resultados de la investigación, las competencias comunicacionales de los maestros de secundaria incluyen una conexión efectiva con los estudiantes, los padres, los colegas y la sociedad. Finalmente, los indicadores de comportamiento se estimaron de acuerdo con los códigos obtenidos a través de entrevistas y también el uso de herramientas de prueba de personalidad MBTI para cada una de las competencias, de acuerdo con cuatro dimensiones de competencia.

Palabras clave: Competencia, Competencias comunicativas, Docentes, Sistema educativo, Irán.

RESUMO

A qualidade do sistema educacional, especialmente no ensino geral, depende, em última análise, da qualidade dos professores daquela comunidade. Esta pesquisa teve como objetivo identificar as competências comunicacionais dos professores do ensino médio. O método de pesquisa é uma pesquisa descritiva, qualitativa, baseada na teoria fundamentada. A população estatística da pesquisa tem sido de vários grupos, como professores qualificados, alunos, pais, educadores e especialistas em treinamento, que realizaram entrevistas com o limite de saturação usando amostragem intencional. De acordo com os resultados da pesquisa, as competências comunicacionais dos professores do ensino médio incluem uma conexão efetiva com alunos, pais, colegas e sociedade. Por fim, os indicadores comportamentais foram estimados de acordo com os códigos obtidos por meio de entrevistas e também com o uso de ferramentas de teste de personalidade MBTI para cada uma das competências, de acordo com quatro dimensões de competência.

Palavras-chave: Competência, Competências comunicacionais, Professores, Sistema educacional, Irã.

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Introduction

The quality of any educational system ultimately depends on the quality of teachers of that country, and any country can ignore importance of teachers' competency. The most important quality factor, is the action and interactions that occur between teachers and students. The elements of this interaction are knowledge, skill and sensitivity of teacher on one hand and learning expectations, social and economic situation and cultural characteristic of learners on the other hand that determine the success or failure of education and training (Sarkararani, 2010). So employing the most capable and most qualified individuals for profession of teacher is the most vital issue. Discuss the competencies of the teaching profession in the world today is a serious, multifaceted and fluid matter. The range of competencies of teaching profession have fixed and related to terms identities according to the indicators related to professional competencies, and include a range of competences (Voorhees, 2001).

Teacher competencies include required teaching knowledge and skills in school. These competencies contain high levels of knowledge, skills, attitudes, values and personal characteristics, sensitivities, capabilities, and also ability to combine them in order to operate and use suitable methods (Adetayo, 2016). Due to the success of teachers in the country, depends on their equal enjoyment of professional competencies, it has been stressed on the document of fundamental transformation of education in Iran on the establishment of the assessment system of the general, specialized and professional competencies, determine criteria for the evaluation and ranking and train scientific system of teachers, motivational improvement of career improvement in them, "according to the Islamic Criteria System" and "Establishment of Payments System" based on expertise, competencies and competitive performance (Fundamental transition document, 2011). So, it is required to test teacher to improve the status of teachers in the executive system of country and development and improvement in all aspects of the Islamic Republic of Iran, in particular its role in Islamic education on a system of meritocracy, based on the functional and competitive assessment and be in proper rank in accordance with professional and expert abilities and personal and social competencies.

However, today profound changes in the structure of the curriculum and students have created a crisis in professional identity of teachers (Moon, 2007). so that the results of different researches of Abedi (2005), Danish Pajouh and Farzad (2006), Niknami (2009), Naderi (2010), Cameroon (2012), Sogarnesky (2000) have shown that most people who are attracted in teacher training centers primarily do not have needed competencies and abilities to meet the position of teacher. In addition to the results of different researches of Huntly (2008), Selvi (2010), Sudsomboon (2007), Niknami (2009) have shown that there is difference between the existing competencies and desired competencies of teachers. Thus, unfortunately teachers after the recruitment of, despite all the shortcomings of the system of employment, go into the classroom and their competencies are less measured from professional and technical aspects and human relationships in the history of education in Iran. Therefore, attention to teachers' competencies and identify these competencies has high importance and value. In addition to this, the results of researches of Abdollahi et al (2010), Danesh Pajouh and Farzad (2006) and Abedi et al (2005), Karen (2015), Kuldarkhan (2016) have been shown that attention to competencies of teachers is effective and identify these competencies has high importance and value.

Now the role of other teachers is not limited to the literacy but also have the task to facilitate in direction to development of logical, critical, creative thinking and capabilities commensurate with them in students and it must be acknowledged that this would require that teachers have the necessary qualifications to play multiple roles. Different and overall categories of the required competencies for teachers have been presented for playing these roles as an example of Maleki (2009), Ven Katraman (2007) and Kaendler (2015), Torres (2015) classify competencies of teachers to three areas: cognitive, affective and psycho-movement and they raise sub-competencies for each of these areas. However, these researchers do not suggest behavioral indicators for the competencies that teachers can judge the presence or absence of these competencies in them and can pay attention to their self-assessment process. Thus act to continuous improvement of their competencies from that behavioral indicator according to the visible and measurable characteristics of the behavioral indicators. In addition, according to the state transition of the world and consequently our country in terms of technology, the increasingly development and growth of sciences, particularly in the field of psychology of growth and learning, and as well as changes to the educational system of country in terms of goals and missions and consequently increase the duties of teachers and their pivotal role in education, and that no person other than the teacher cannot have a greater impact on what the school is going to be and he/she who can do the education as a process accompanied with pleasure and success or process with lack of focus (Mehrmohammadi, 2013). It is required to identify the professional competencies of teachers. These competencies in addition to be able to teach and train teachers also these can be employed as criteria and indicators for assessing the quality of performances of teachers, so it is tried to identify the competencies of teachers in this research and given the dimension of competencies, behavioral indicators are explained for each of the identified competencies.

Research Questions

1. What are the Communicational competencies for high school teachers?
2. What are the behavioral indicators of Communicational competencies of high school teachers?

Methodology

The research method is descriptive and a kind of qualitative research. One of the different types of qualitative research strategies is method of the theory derived from data that has been considered because of some special features in this research. Given that the phenomenon of competency, is an alive phenomenon with the nature of the act and process-centric, which may be different people have different experiences and interpretations of it, and since that review previous researches suggests the weakness of existing theories to explain the phenomenon of competency of teachers so that a method should be used that can cover this comprehensiveness.

In this study in order to create an identification that includes a comprehensive map of the experiences of different people, Inductive approach is used to achieve this. So that in this way in relation to the phenomenon of competency, a series of systematic procedures to be used to develop a theory based on induction about considered phenomena. In other words, competency pattern of secondary school teachers is developed by using a set of data that have been collected from different sources (interviews with qualified teachers, students, parents, scholars and experts) in this research.

The following sources of information were used in this research:

- *The first group* includes teachers from high schools in Tehran who are famous in the field of competence, they are involved in it, and it is going to respond to the questions of researchers in the field of their experiences in the field of competence through interviews. They were selected based on purposive, Criterion Sampling method. Each year, qualified teachers are introduced by the education based on a selection of teacher's stylesheet that includes various items to assess across the country based on the information obtained from the Tehran Department of Education. To select these individuals was referred to Educational Organization of Tehran Province and received a list of teachers who have been chosen as sample in years of 2014 - 2018 and it was contacted with them to hold interviews. The number of these teachers were 33 that finally, a researchers got saturated with 11 teachers after interviewing and the interview process was stopped.

- *The second group* includes experts, training and education professors of universities, and finally education and training institutes of Tehran. It was tried that among these people, in the first place professors that have publications and articles on the field of competency be in priority. They were identified and were interviewed about the competencies of teachers. They were selected based on Purposive Criterion Sampling Method. A researcher was saturated after interviewing with eight person in this section and interview process was stopped.

- *The third group* includes high school students in Tehran. These students were also selected by sampling with maximum diversity. Researchers have selected a maximum diversity sampling method to use the opinions of all students (students with high academic achievement level, medium and low) in this section and has been asked comments of these students about the competencies of teachers through interview to the saturation limit. A researcher was saturated after interviewing with 15 students in this section and interview process was stopped.

- *The fourth group* consists parents of high school students in Tehran. The researchers have selected the available sampling method with maximum diversity to use the opinions of parents with different degrees of education in this section and has been asked comments of these parents about the competencies of teachers through interview to the saturation limit. Researchers was saturated after interviewing with 10 parents in this section and interview process was stopped.

Data collection tools had been semi-organized interview in this research. Interview with different groups was carried to the point of saturation. Strauss and Corbin inductive approach was used. In reviewing the results of semi-organized interviews in order to understand, the meanings, implications, and data obtained from the interview were classified as open coding and axial coding. Thus, the codes of the interview were used for the coding of knowledge, skill and attitude dimensions. Researchers have used Myers-Briggs Type Indicator personality test to encode the personality dimension given that personality does not know her/his self as expert and theorist in the field of character. MBTI personality test has been formed based on the research results of renowned Swiss Psychiatrist, Jung. Carl Jung believed that if the subjective sub-bases, perceptions and attitudes of people can be identified, their behavior could be predicted. He provided valuable opinions in this regard. Two other scientists named Briggs and Mayers designed MBTI personality test by using comments and results Jung's researches and conducting some researches in the field of character recognition after years. They identified four dimensions (preferred) personality and sixteen personality types in people. In other words, they classified all people on the ground in the 16 personality types that their personality type can be realized based on MBTI test.

Grounded theory is proposed as well as research method and data analysis method. In this research, use the grounded theory as a way of analyzing the data. In this way, there are three types of encoding: open encoding, axial encoding, and theoretical encoding. It should be noted, only encoding one and two was used as a method of analysis in this research. Thus, That first various answers to research questions are studied to get familiar with a variety of answers and repeat rate of each one. The classes that include various discussions are created according to the responses. In fact, every class adds similar responses in one place. At the end, it is needed that all the issues raised in the responses provided to questions, be in a macro class. Categories identified in the process of selecting indicators development must be such that include all aspects of a message and use as much as possible the same words in the text. In addition, an attempt has been made to use the names that fit the concept in naming each of the extracted classes. In summary, following steps were conducted to qualitative content analysis of interviews in the section to use of encryption method to identify competence of teachers in this research:

1) Extraction spoken evidences (Key points); 2) Conceptualization; 3) Category Processing

In this research check, member's method was used to check the validity of research. Thus, the number of respondents in each group were asked to provide feedback to get the researcher of their self-talks and express their opinions about the concept and dimensions of interviews.

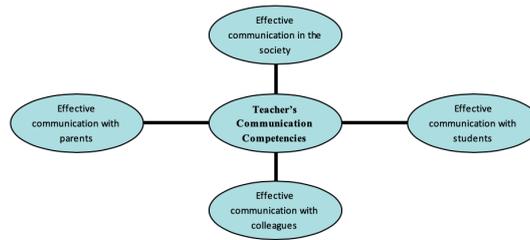
It should be noted that in this research, the interview was used as the main tool for collecting qualitative data for the research question; the following methods will be used to increase the reliability of the research:

- Implementation of a systematic process of registration, recording and writing data (audio recordings, to implement interviews and writing oral data) in all interviews.
- Systematic and methodical analysis the data and logical categories extraction and more macro abstract concepts based on coding method.

Findings

Competencies list of secondary school teachers within the 5 competencies, psychological, educational, communication, personal development, research and service was identified after review and interviews with various groups. Figure 1 shows a separated list of competencies.

Figure 1: Communication competencies of secondary school teachers



Behavioral indicators for each competencies have been presented in the form of tables separately given that the purpose of this study is to provide behavioral indicators for the competencies, through codes obtained through interviews.

Table 4. Reckon behavioral indicators for Communications admiration

General Competence	Sub-Competence	Knowledge	Skill	Attitude	Personality Trait
Communication	Effective connection with students	All the students recognized by birth certificate	Students were called in class with short name	Identification of students is effective in academic guidance	INTSP- ISTSP- ENTJ ENFJ- ESFSP- INTJ- ENFSP -ENTSP- ESTSP ESTJ
		With skills and communicating techniques with students is aware in teaching	uses from skills and communication techniques for school and non-school advice to students	Effective teaching requires good communication	INFSP- INTSP- ISTSP-ENTJ- ENFJ- ESFSP- INTJ- ENFSP - ENTSP- ESTSP- ESTJ
		Understands the value and importance of emotional connection rapport with students.	can communicate appropriate and friendship Contact with students meantime good relationship with students in different situations	Creating Interaction or reciprocal relationships between teachers and students in teaching effective	
		Is aware of the necessity to involve students in teaching and training	Asks to select the method of teaching and evaluation of students' opinions	Students contributions are part of the teaching – learning process	ISTJ - ISFSP- INFSP-INTSP- ENTJ- ENFJ- ESFSP- INTJ- ENFSP ENTSP - ESTJ –ESFJ- INFJ
General Competence	Sub-Competence	Knowledge	Skill	Attitude	Personality Trait
Communication	Effective Relationship with parents	Is aware Of family influence on students' learning processes.	Communicates Based on a regular schedule with parents about progress student.	Knows Parents as their training partner	ENTSP-ENFSP- ESFSP- ISFJ- ISTJ-ENFJ- ESTJ-ESFJ- ENTJ
		Has awareness of Educational and non-educational needs and expectations of parents and students	Hold meetings or seminars In accordance with the needs and expectations of families and students	Recognize and respond to the expectations of families are one of the key competencies of teachers	INTSP- ISTSP- ENTJ-ENFJ- SFSP-INTJ- ENFSP -ENTSP- ESTSP - ESTJ – ESFJ
		Is aware Of the worries and concerns of families and parents about their children's education and future career.	Respond Quickly to the concerns of parents about students.	on part of the teacher's tasks is considering the worries and concerns of family	INFSP-ESFSP- ENFJ-ESTJ- ESFJ-ISFJ- ENTSP-INTSP
		Has information About cooperation of parents and school	Parents are Participated in educational and development activities of school.	Knows Parents as collaborators of school	ESFSP- INTJ- ENFSP-ENTSP- ESTSP- ESTJ ESFJ- INFJ
General Competence	Sub-Competence	Knowledge	Skill	Attitude	Personality Trait
Communication	Effective connection with colleagues	Are familiar with specialization and courses of their colleagues.	Uses from knowledge and expertise of his colleagues to teach better	Knows effective his Colleague's knowledge and expertise on his teaching	ESFSP- ISFJ- ENFSP -ESTSP-ISTSP- INTSP- ISFSP
		Has awareness From the experiences of his colleagues	Using the experiences of his colleagues solve many educational problems	Is interested of using the experience of colleagues	ESFJ-ISFSP- ISTSP -ENFJ-ENFSP- INTSP-ESFSP- INFSP
		is familiar with importance of cooperation with his counterparts in other schools and school districts	Works with partners to protect the environment in school and out of school	Working with partners helps to success of teachers	ENFJ-ENFSP- ESFSP -ESFJ-ISTSP- INTSP- INFSP
		is familiar with different channels and methods of making and sharing experience with other partners in the community	Through various communication channels establishes a close relationship such as intranet and articles in magazines with other schools in the district and / or schools in the region	Communication channels is more important than the message itself	ESFJ-ISTSP- ENTSP -ESFSP- ISFSP- ISFJ-ENFJ
General Competence	Sub-Competence	Knowledge	Skill	Attitude	Personality Trait
Communication	Effective connection with society	Is aware of shortcomings and problems existing in educational system in society's	raises his views about educational policies in Individual and scattered way through educational conversations with colleagues	Knows effective Discussing with his colleagues in understanding educational policies	INTJ-ENFSP- INFJ-ENTSP- STSP-ESFSP- INTSP-ESFJ
		A thorough understanding of educational policies and his knowledge in this area is always kept up to date;	Is able to analyze the impacts of this system and educational subjects in improving his work and school	Educational policies affect the work of teachers and his teaching	ENTJ- ENFJ- ESFSP-INTJ- ENFSP - ENTSP ESTSP- ESTJ –ESFJ
		is aware of The responsibility of individual teachers to participate in public affairs and public service	participates Occasionally volunteered to participate in projects and activities related to public services (such as elections)	Teacher are pioneer in social services	ISTJ- ISFJ - ISFSP- INFSP- INTSP- ISTSP- ENTJ- ENFJ- ESFSP INTJ- ENFSP - ENTSP
		Is aware of responsibility of Teachers individual in protecting and promoting the values and ideals of the society	helps students to develop positive attitudes and values of his society	The students are influenced by their teachers	ESTSP- ESTJ –ESFJ- INFJ

Discussion and Conclusion

The purpose of present study was to identify Communication Competencies of secondary school teachers in Iran based on of competence approach. The obtained results of load coding and axial coding, qualitative analysis with inductive approach demonstrates that Communication competency Pattern of secondary school teachers had formed from four sub competence, Effective Connection with students Effective Connection with parents Effective Connection with Colleagues and Effective Connection with Society.

Of course, these dimensions are so intertwined that separating them is probably not correct. In this regard it should be noted that overall components of any of patterns, theories and previous research findings does not match with components of this pattern probably due to lack of use the previous studies of the grounded theory approach and components of competence, but conceptually the comparisons can be done in some parts of conceptual pattern.

One of the qualifications of teachers is Effective Connection with students. Communication have been introduced as a process of transmission of messages, information, attitudes and facts from one person to another, whether is done verbally or non-verbally. Good communication depends on the proper communication skills and makes more dominant the learning, also most effective learnings are established based on good communication skills in student time and teachers have an important share in this field. As far as a good teacher, is known a teacher with a good communication skills.

Exchange of information and thoughts between teachers and students should be established as well as full understanding and learning efficiently. As the relationship grows, confidence and motivation of learning increase in students and thus the quality of education will be upgraded. If these interaction is not done well, perhaps the result and enough efficacy is not enough by spending so much time and costs.

Good communication between parents and teachers is one of the most important factors in improving student academic achievement that should be always respected by PTA and its one of the reasons for this is that teachers and parents both are demanding academic progress of children in compassionate way and the close association of PTA will reinforce the lessons of students. According to experts on family issues, teachers should more or less be aware of the condition of the student's family in order to help him/her to understand lessons according to family problems or may be special circumstances that he /she has in family.

Suggestions

- It is recommended to Department of Education that displays competency model of secondary school teachers in the form of a stand, brochure or bulletin for the theatrical front of everyone. Some of these competencies are promotional in nature, and are implied to the audience in such a way that we notice to what kind of teachers in future.
- Office of Planning and manpower training of education organization can design and execute, more practical and defined training based on these qualifications because anyway behavioral goals of these competencies are defined and generally can be training and developed.
- Executive use of the competencies pattern, improves the system and culture of meritocracy in education organization and will be a role model for all teachers in education organization, to measure themselves based on it and take step to promote them.

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