



Research Paper

A structural model of career development based on professional competence and creative teaching behaviors

Atefeh Shojaei ¹, Esmail Kazempour ²

1- Graduated with a master's degree in educational management, Shafagh Institute of Higher Education, Tonekabon, Iran

2- Associate Professor, Department of Education, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

Receive:

18 June 2024

Revise:

28 July 2024

Accept:

16 August 2024

Published online:

21 September 2024

Abstract

The purpose of the current research was to investigate the relationship between professional competence and creative teaching of teachers with the mediating role of career development. The research method was descriptive-correlation. The statistical population of the research was made up of 264 elementary schools in Tonkabon city. 157 people were selected as a statistical sample based on Cochran's formula and stratified random sampling method. To collect data from standard questionnaires of creative teaching (Jiang et al, 2016), professional competence (Mollaenezhad, 2012) and career development (Kong et al, 2011) was used. The validity of the research tool was confirmed by confirmatory factor analysis and the reliability of the research tool was confirmed by Cronbach's alpha coefficient. In order to analyze the data, structural equation technique was used using Smart PLS statistical software and Spss was used. The research findings showed that there is a positive and meaningful relationship between professional competence and career development and creative teaching. There is a positive and meaningful relationship between career development and creative teaching. The results of the research also showed that career development plays a mediating role in the relationship between professional competence and creative teaching of teachers.

Keywords:

professional competence, creative teaching, career development.

Please cite this article as (APA): Shojaei, A, Kazempour, E. (2024). A structural model of career development based on professional competence and creative teaching behaviors. *Journal of Governance studies & development managemen*, (1) 1, 41-55.

Sponsored by: Institute of Somamos Publications	https://doi.org/10.22034/jgsdm.2024.208213	
Corresponding Author: Esmail Kazempour	https://orcid.org/0000-0001-5330-8672	
Email: kazempour.edu@gmail.com	This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.	



Extended Abstract

Introduction

Today, the progress of countries, organizations and small and large institutions depends on human science and knowledge. The increase in science and knowledge and rapid changes have caused organizations to place education at the top of their programs. Respected teachers are an important class in any society and have a valuable and significant role. A teacher can have an effective teaching if he can manage the classroom with multiple methods and attract all the attention of the students (Sabeti Fard, 2019). One of the important factors in improving academic performance. Students are teachers' creative teaching. Effective coaches and teachers often have a creative nature. However, the evaluation of creative teachers is something that is less visible in the literature related to creativity. In fact, there is little information about the experiences and efforts of creative teachers in education (Nguyen et al. al, 2024). Meanwhile, studying the characteristics of creative teachers is valuable and beneficial both in terms of education and psychology. Creative teaching refers to teaching that is the result of teachers' creativity (Ahmadi et al, 2023). In fact, creative teaching is the use of teacher's creativity in the regular design of teaching solutions, adopting appropriate teaching techniques, changing teaching methods and preparing activities. Teaching is effective (Biabani & Garavand, 2024). Several factors can affect teachers' creative teaching-based behaviors, among which teachers' professional competence can be mentioned. Professional competence of a teacher refers to a set of knowledge, attitudes and skills that a teacher can acquire to help the physical, moral, emotional, social, intellectual and spiritual growth of students during education (Khoshroyan, 2016). Competences, skills, knowledge and personality traits are necessary for success in doing a job. Filzot et al. (2000) define competence as a combination of skills, knowledge and attitudes necessary to play an effective role. Undoubtedly, the teacher has a key and effective role in all educational systems, and the society expects the school and the teacher to prepare young people for real life in tomorrow's society (Hashemi, 2021). It depends on the competence, effort and sense of responsibility of today's teachers. Based on this, the main question of the current research is whether there is a relationship between professional competence and behaviors based on creative teaching with the mediating role of career development of teachers of primary schools in Tonkabon city in the academic year of 2023-2024?

Theoretical framework

Professional competence:

In the fundamental transformation of education document, it is stated in the explanation of the concept of competency in education: Achieving a good standard of living requires acquiring basic competencies. In this statement, according to what was said (the concept of education), the concept of competence is naturally clarified (Nabavi et al, 2018). Setting the stage for acquiring basic competencies by emphasizing the common characteristics of Iranian and revolutionary Islam, in order to develop and Continuous improvement of students' identity in individual, family and social dimensions (Hemati et al, 2021).

Career development:

Career development, as the central core of human resources development activities, has gone through various stages in its evolution. In the traditional view, career path development was to create careers within the organization and for stable and predictable jobs. In their study, Morris and Hall considered career path planning and management to mean the design of an intra-organizational path that provides opportunities for promotion and increased responsibility along with the development of skills and following that path, which is a form of



impersonal supervision. and followed a linear path during the life cycle of employees (Shahbazi, 2021).

Creative teaching style:

Gregorek considers the teaching style of a lecturer to include personal behavior as well as the media that he uses to transfer knowledge to learners or obtain information. In addition, Gregorek stated that "teaching style" is the type of teacher's behavior that is shown during class in the classroom (Tuma, 2021). Teaching styles are based on the main role of each teacher in order to help students in a The learning situation is focused to maximize their potential ability to learn. Many research studies have shown that students learn better if they are taught in ways that are compatible with their learning style (Ghaneh et al, 2023).

(Nikan et al, 2023) in the research they conducted on the primary teachers of district 2 of Kermanshah city, they came to the conclusion that professional competence has a direct relationship with teachers' creative teaching. (Hashemi, 2021) in his research to identify and validate competencies Professionalism of teachers from the point of view of education managers and teachers. The results showed that specialization, knowledge-centered, classroom management, and the style of educational systems were among the most important factors of teachers' professional competencies. (Widodo, 2021) A study on strengthening professional competence of teachers through elegance, personality and creativity in career development in teachers teaching in secondary schools in the Netherlands and concluded that strengthening the professional competence of teachers through elegance, personality and creativity has a significant impact on career development is

Research Methodology

The research method is descriptive-correlative in nature and practical in terms of purpose. The statistical population of the research was made up of 264 teachers working in the elementary schools of Tankabon city. The sample size was determined as 157 people based on Cochran's formula and stratified random sampling method was used. In order to collect data, standard questionnaires of creative teaching (Jiang et al, 2016), professional competence (Mollacenezhad, 2012) and career development (Kong et al, 2011) were used. To determine the validity of the research tool, confirmatory factor analysis and for Cronbach's alpha coefficient was used to determine the reliability of the research tools. In order to analyze the collected data, descriptive and inferential statistical methods were used. In order to test the research hypotheses, structural equation method was used using SPSS and SMART PLS statistical software.

Research Findings

Descriptive statistics related to demographic information showed that male teachers made up 26% (41 people) and female teachers made up 74% (116 people) of the sample size. Teachers with the age group of 31-40 years were the most with (62) percent and teachers with the age group of 51-60 years with (9) percent were the least members of the sample. Teachers with postgraduate education constituted the most sample members with (30%) and teachers with doctorate education with (2%) the least. Teachers with work experience of 11-20 years with (50) percent were the most and teachers with work experience of more than 20 years with (10) percent were the least members of the sample. Descriptive statistics related to the research variables showed that among the components of the professional competence variable, the variable of attitudinal competence with an average of 3.69 and a standard deviation of 0.742 got the highest score, and the variable of managerial competence got the lowest score with an average of 3.51 and a standard deviation of 0.761. Among the variable components of creative teaching, the variable of teacher planning with an average of 3.49 and a standard deviation of



0.855 has the highest score, and the lowest score is the variable of teacher experience with an average of 3.44 and a standard deviation of 0.846. Development variable The average job is 3.39 with a standard deviation of 0.852. The inferential findings of the research showed that the variable of professional competence with a standardized coefficient of 0.691 has a significant relationship with career development ($t > 1.96$). Also, the career development variable with a standardized coefficient of 0.506 has a significant relationship with creative teaching ($t > 1.96$). Based on this, it can be accepted that career development has a mediating role in the effect of professional competence on creative teaching. Also, considering that the direct path of career development on creative teaching has a significant standardized coefficient, it can be concluded that the variable Career development is a partial mediating variable in the relationship between professional competence and creative teaching.

Conclusion

The first hypothesis examines the relationship between the professional competence of teachers and their career development. The results of the research hypotheses are consistent with the findings of (Murphy, 2017) and are supported. In his research, he concluded that between the professional competence There is a positive and significant relationship with the career development of elementary teachers. (Keller-Schneider et al, 2020) also stated in their research that there is a significant relationship between competence and professional development with job performance. The result is explained in this way that when teachers are aware of the abilities, values and interests of knowledge If the students are at a good level, they can play a better role in the classroom and students management process, and the teaching process will be more effective in this field. Students' education has more detailed information and can better evaluate students' academic performance. Such teachers try to get the best feedback from their teaching methods and provide more effective education to students. They have a high level of competence. They use their communication skills and scientific abilities to improve the academic and social level of students, and based on this, they evaluate students in different ways so that they can see the strengths and weaknesses of their teaching methods.

The second hypothesis examines the relationship between teachers' career development and creative teaching-based behaviors. The results of this hypothesis are consistent with and supported by the research findings of (Makhashova et al, 2016). In their research, they concluded that between There is a positive and meaningful relationship between the dimensions of teachers' professional development with the use of creative teaching styles. The result is explained as follows: career development is an intervention program in human resources, which allows the workforce to face organizational changes. , enjoy more security and adapt to the environment. The career development path of employees in the organization is one of the key and important pillars in the field of human capital. With special attention to the fact that teachers are valuable assets of the educational system, paying attention to the dimensions of their career development can improve working conditions and develop creative behaviors. provided in teaching.

The third hypothesis examines the relationship between teachers' professional competence and behaviors based on creative teaching. The results of this hypothesis are consistent with and supported by the research findings of (Nikan et al, 2023). In their research, they concluded that Professional competence has a direct relationship with teachers' creative teaching. The result is explained in such a way that the teachers who have appropriate competence and competence in the educational system will have sufficient skills in using educational methods appropriate to the subject of the lesson. Considering that cognitive competence deals with the knowledge, insight and mental skills of the teacher in recognizing and analyzing issues and



topics related to education, so this category can play a role in the development and improvement of students' academic performance.

The fourth hypothesis examines the mediating role of career development in the relationship between professional competence and creative teaching. The results of this hypothesis are consistent with and supported by the research findings of (Widodo, 2021). In his research, he concluded that strengthening the professional competence of teachers through elegance, personality and creativity had a significant impact on career development. The result is explained in such a way that the level of skill of the teachers in using the appropriate teaching methods with the subject of the lesson is at a favorable level. Correct use of teaching tools and teaching methods. Such people apply the knowledge and abilities of classroom management correctly to provide more effective education in the classroom. School teachers use new teaching methods to improve the academic conditions and academic self-efficacy of students so that they can facilitate the education process for them.

Based on this, it is suggested that the policy makers and educational planners of the Ministry of Education, by implementing operational programs of meritocracy and merit selection, consider its indicators in the order of prioritization obtained in this research. Also, considering that increasing the competence of teachers and, on the other hand, increasing the effectiveness of the teaching-learning process can reduce costs, improve quality, improve safety, more positive attitude towards work, improve skills, more sincere cooperation in the work environment, dynamic management. be; Therefore, according to the results of the research and the effective role of teachers' competence on improving their teaching, compiling a comprehensive program and model of teacher's competences and implementing it in the education organization will lead to the realization of the above goals.