



## Research Paper

**Examining the relationship between professional competence and innovative educational behaviors with emphasis on the mediating role of education quality development**Soleman Bahramzadeh <sup>1</sup> , Yaghub Alavimatin <sup>2</sup> 

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**Abstract**

The present study was conducted with the aim of investigating the relationship between professional competence and innovative educational behaviors, emphasizing the mediating role of education quality development. The method of this study was descriptive-correlation. The statistical population of the research was 877 girls' secondary school teachers in Ardabil city, of which 267 were selected based on Cochran's formula and simple random sampling as the statistical sample size. To collect data from standard educational quality questionnaires. Mousavi et al. (2016), the innovative behaviors of Canter teachers (1998) and the professional competence of Motahrinejad and Jahangard teachers (2017) were used, and their validity was confirmed by academic experts and their reliability was also confirmed through Cronbach's alpha coefficient test. In order to analyze the data, the structural equation technique was used using LISREL and Spss statistical software. Quantitative findings from the research hypothesis test showed that there is a positive and meaningful relationship between professional competence and educational quality as well as innovative educational behaviors. There is a positive and meaningful relationship between educational quality and innovative educational behaviors. The results of the research indicated that educational quality has a partial mediating role in the relationship between professional competence and innovative educational behaviors.

**Keywords:**

professional competence,  
educational innovative  
behaviors,  
quality of education.

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## Extended Abstract

### Introduction

The quality of education is a subject that always receives considerable attention. Good education includes: teacher-student interaction, teacher expectations, use of various teaching methods, appropriate feedback, cooperative learning, reinforcement and adaptive training, learning opportunity, appropriate allocation of time for carrying out activities related to the lesson and appropriate teaching techniques, clarity and clarification in education (Pour hamad et al, 2016). It should be said that social studies needs to be taught before it needs to be taught (Hekmatiyani et al, 2018). Paying attention to accepting change and innovation is more important. Innovation is necessary for the survival of any organization; Because the continuation of the life of the organization depends on its reconstruction and in the field of competition, non-innovative organizations will be removed from the scene (Khadivi et al, 2018). In the field of education, the definition of innovation is different from its general definition, so that it can be said that innovation as the creation of an unprecedented and completely new phenomenon practically does not exist in education (Jupri et al, 2022). In other words, in educational innovation, it is not like throwing away everything that is old and accepting everything that is modern; Rather, it means to put everything that is solid and positive, both old and new, into a dynamic and creative combination and to manifest this creativity in research, educational and training programs and practices (Fatahi Majd, 2019). He considered the level of professional competence of teachers as one of the variables influencing innovative behavior. In every country, the educational system is one of the most complex social, economic and cultural sub-systems. which always involves a large number of people as learners and teachers directly or indirectly in some way with its activities (Vansteelandt et al, 2020).

Based on this, the main research problem is whether there is a relationship between professional competence and the development of innovative educational behaviors based on the mediating role of teachers' education quality?

### Theoretical framework

In the document on the fundamental transformation of education, it is stated in the explanation of the concept of competence in education: Achieving a good standard of living requires the acquisition of basic competences. In this statement, according to what was said (the concept of education), the concept of competency 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). Bejcik (2010) considers the professional qualifications of teachers as a system of knowledge, skills, ability and motivational desire that effectively realize professional education activities. (Dervenis et al, 2022). Innovation in education is useful products and processes that increase the quality and results of the learning process. Therefore, the best model for the success of educational innovations is the freedom and independence of educational centers to make decisions about educational materials and the acceptance of responsibility by teachers to advance the desired



educational goals (Safaei Fakhri & Masanabadi, 2020). It has been the focus of educational researchers, and its effect on students' achievements and behaviors has been investigated for more than 5 decades. Piaget's, Erikson's, Vygowski's, Kohlberg's and Bandura's types of learning theories emphasize several common motivations and learning conditions that are defined by Educational philosophers have taught that the quality of education is consistent and consistent (Magen-Nagar & Shachar, 2017).

(Jupri et al, 2022) in a research they conducted on Taiwanese school teachers concluded that there is a significant relationship between teachers' educational behaviors and their professional competence. studied the educational system in French universities and came to the conclusion that there is a positive and significant relationship between the professional competencies of teachers and their educational quality. The results of the research (Thommen et al, 2021) which related to the innovative behavior of New Jersey public school teachers and the longitudinal relationship They dealt with educational quality, indicating that there is a positive and meaningful relationship between innovative behavior and educational quality of teachers. It showed that there is a positive and significant relationship between teacher's self-efficacy and competence and teaching quality

### Research Methodology

The research method is descriptive-correlation in nature. The statistical population of the research was made up of 877 girls' secondary school teachers in Ardabil city. The sample size was determined as 267 people based on Cochran's formula. The random sampling method was simple. In order to analyze the collected data, descriptive and inferential statistical methods were used. In order to test the hypotheses of the research, structural equation method was used using SPSS and LISREL statistical software.

### Research Findings

The results related to the first hypothesis showed that the correlation strength of professional competence with educational quality was calculated equal to (0.67), which shows that the correlation is favorable. The significance statistic of the test was also obtained (7.65), which was more than the critical value of  $t$  at the 5% error level, i.e. (1.96), and it shows that the observed correlation is significant. There is a positive and significant relationship. The results related to the second hypothesis showed that the correlation strength of educational quality with innovative educational behaviors was calculated equal to (0.76), which shows that the correlation is favorable. The significance statistic of the test has also been obtained (8.74), which is more than the critical value of  $t$  at the 5% error level, i.e. (1.96) and shows that the observed correlation is significant. There is a positive and significant relationship. The results related to the third hypothesis showed that the correlation strength of professional competence with educational innovative behaviors was calculated equal to (0.48), which shows that the correlation is favorable. The significance statistic of the test has also been obtained (5.46), which is more than the critical value of  $t$  at the 5% error level, i.e. (1.96) and shows that the observed correlation is significant. Therefore, it can be said that there is a relationship



between professional competence and innovative educational behaviors Teachers have a positive and meaningful relationship. The results related to the fourth hypothesis showed that the strength of the direct relationship between professional competence and educational innovative behaviors was calculated equal to (0.48), which shows that the correlation is favorable. The strength of the indirect correlation between professional competence and innovative educational behaviors considering the role The mediator of educational quality is equal to (0.51). Due to the greater strength of the indirect path than the direct path, therefore, the existence of the variable of educational quality increases the correlation and the mediating role of the variable of educational quality is confirmed.

### Conclusion

The present study was conducted with the aim of investigating the relationship between professional competence and innovative educational behaviors, emphasizing the mediating role of developing the quality of education. The current research is in line with the results of (Jupri et al, 2022), (Thommen et al, 2021), (Safaei fakhri & Masanabadi, 2020), (Dervenis et al, 2022), (Hemati et al, 2021), (Asadi & Kalhor , 2021). Teaching quality plays an important role in improving academic well-being. It also has important effects on the students' sense of satisfaction and belonging to the school and classroom. If the quality of teaching and the learning environment are shaped in a way that meets the needs of the students, they create related emotions. Therefore, creating learning in such environments is mentally more valuable for the learners. Quality teaching should lead to the mental participation of the learner in the class. Bring the learner to the scientific challenge. Improve the clarity and clarity of the teaching, coherent and structured presentation of the teacher and make the students active. It will lead to doing homework, which will increase the student's sense of control over their learning, and also students will give more value to the content of the courses. According to the results, it is suggested to the organizations by cultivating and improving professional qualifications. In teachers, who are in a way the layer of change, innovation, prosperity and sustainable development in every country, it strengthened their innovative behavior. In-depth attention to the personal and professional characteristics of teachers to increase the quality of teaching, by determining the indicators of the sense of commitment to the goals of the schools in line with the quality of the teaching processes, having teaching experience in schools, having scientific and academic discipline, providing the necessary motivation for Teaching and scientific-research efforts, providing professional conscience of teachers, attracting teachers with educational and cultural concerns, providing retraining and professional development courses in the fields of teaching technology.