



Research Paper

Presenting a structural model of professional ability based on individual adaptation and job involvement of teachers of exceptional schools in Gilan province

Samira Pali ¹, Akram Khosh Kholgh Sima ²

1- Assistant Professor, Department of Educational management, Tonkabon Branch, Islamic Azad University, Tonkabon, Iran.

2- Graduated from Master's, Department of Educational management, Tonkabon Branch, Islamic Azad University, Tonkabon, Iran.

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Abstract

The purpose of the current research was to present a structural model of professional ability based on individual adaptation and job involvement of teachers of exceptional schools in Gilan province. The research method was descriptive-survey. The statistical population of the research was made up of 117 teachers of exceptional schools in Gilan province. Due to the limited statistical population, the census sampling method was used. In order to collect data, Ladahl and Kenjer (1965) occupational engagement questionnaires, Hill's personal compatibility (2009)) and the professional ability of immigrants (2013) were used. In order to determine the validity of the research tool from face and content validity and to confirm the reliability of the research tool, Cronbach's alpha coefficient was used. In order to analyze the data, the structural equation technique was used using Lisrel statistical software. The research findings indicated that Individual adaptation as well as job involvement has a positive and meaningful effect on professional ability. The results of the research showed that the component of being immersed in work had the highest correlation in the variable of job involvement, and the component of individual freedom had the highest correlation in the variable of job compatibility with professional ability.

Keywords:

professional ability, individual compatibility, job involvement, exceptional schools.

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Extended Abstract

Introduction

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). Among the many elements that operate in this system, teachers as the main actors, have a key role (Legankova & Nedvetskaya, 2016). People who are expected to acquire the necessary competencies and abilities in various fields by passing various training courses. In such Teachers should be able to improve their knowledge and methodological abilities in line with scientific developments and in accordance with the needs of learners and society and take advantage of lifelong learning opportunities to improve their professional abilities (Ghasemi et al, 2020). Based on this, according to the special sensitivities of the teaching job, the person who takes charge of this job must have special professional abilities (Tang et al, 2020). In the field of education, according to the level of expectations of public opinion, noticeable shortcomings are felt in relation to the current outputs of the education system (Kavoosi, 2019). The emergence of new professions and occupations has provided the necessity to review the education process (Asadian & Ghasemi, 2017).

In a quick approach to education to gain public trust, the training of a competent teacher is proposed. The role of the teacher changes from a transmitter of information to a learning assistant, a guide and a partner with the student. This new role does not reduce the importance of the teacher's position; Rather, it is the acquisition of new knowledge and skills (Biranvand, 2020). Professional ability, as one of the basic and important conditions for achieving any task and job performance, is the ability of a person to perform a specific task, in a certain situation or In a special work (Vansteelandt et al, 2020). A professional teacher is someone who has sufficient knowledge and experience and also knows the teaching method, that is, he knows what methods and techniques to use where and how to make the class efficient and to be effective. Teachers who have all three characteristics of knowledge, experience and method are considered professional teachers, otherwise, each of the mentioned characteristics alone cannot turn a person into a professional teacher. (Almasi, 2020).

The main question of the current research is whether there is a relationship between personal adjustment and job conflict with the development of professional ability of teachers of special schools in Gilan province?

Theoretical framework

Job conflict:

Job engagement refers to positive psychological conditions in an individual that prompts him to actively engage in his role and organization. Harter et al. (2003) defined employee engagement as a combination of emotional and cognitive variables in the workplace, including satisfaction, happiness, prosperity and have defined positive thinking (Osanlo, 2021). Brown (1996) states that employees who have high job involvement find more knowledge about their jobs, and this knowledge about work increases job satisfaction. Therefore, job involvement positively affects the motivation and effort of employees in relation to a high level of role in job performance (Rajabi farjad & Farkhojaste, 2021).



Compatibility:

(Watson & Tarp, 1977) balance and harmony between thoughts, actions and emotions as parts of self are called compatibility. From the point of view of these experts, adaptation also means harmony and balance between oneself and the environment. A person who is able to establish a suitable balance between himself, his abilities and his environment is a well-adjusted person. They also believe that when we say that a person has adapted, we have actually made a value judgment. To reduce professional performance, anxiety, stress and tension (Ekoh & Ezeabii, 2021). (Slebi & Goura, 1988) equate social adaptation with They know social skills. According to them, social skill is the ability to establish mutual communication with others in a specific social context in a specific way that is acceptable and valuable in the society (Gorji et al, 2016).

Teacher's professional ability:

The professional ability of a teacher is defined as the teacher's ability to adequately meet the needs and demands of the teaching profession by using an integrated set of knowledge, skills and attitudes so that this set is reflected in the teacher's performance and the reflection of his performance. (Kassem & Ibrahim, 2022). The teacher's professional abilities are the set of knowledge, tendencies and skills that the teacher acquires to develop the physical, intellectual, emotional, social and spiritual of the learners. to help and these abilities are classified in three areas of cognitive, emotional and skill (Biranvand, 2020). Teacher abilities include those knowledge, skills and attitudes that a teacher By acquiring them, it can facilitate the desired changes in the behavior and actions of students in the teaching and learning process (Zhou et al, 2021).

(Kassem & Ibrahim, 2022) in the research they conducted on the nurses of Mansoura hospital, they concluded that professional ability had a significant impact on the job involvement of nurses. (Kamdron & Randmann, 2022) Research in public secondary schools in one of British schools conducted and concluded that there is a significant relationship between psychological empowerment and professional job development with the mediating role of job conflict. The results of the research (Zhou et al, 2021) conducted among primary school teachers in Tokyo showed that between the ability There is a significant relationship between the professionalism of teachers and their job engagement through the mediating role of job commitment. (Ekoh & Ezeabii, 2021) in their research investigated the effect of professionalization in education and individual adaptation on the development of professional abilities of public university students in southeastern Nigeria. Results The research showed that professionalization in education and individual adaptation have a significant effect on the development of students' professional abilities.

Research Methodology

The research method is descriptive-survey. The statistical population of the research is made up of 117 teachers of exceptional schools in Gilan province. The sampling method was census. The tools of data collection were Ladahl and Kenger (1965) occupational engagement questionnaires, Hill's individual compatibility (2009) and Mohajari's professional ability (2013). Cronbach's alpha was used. In order to test the hypotheses of the research, structural equation technique was used using the statistical software Lisrel.



Research Findings

Descriptive statistics related to demographic information showed that, as seen in table (1-4), 33% (39 people) of the statistical sample were male teachers and 67% (78 people) of the statistical sample were female teachers. Teachers in the age range of 20-30 years made up 24% (28 people) of the sample size. Teachers in the age range of 31-40 years made up 59% (69 people) of the sample size. Teachers in the age range of 50-60 years made up 14% (16 people) of the sample size, and teachers in the age range of 61-70 years made up 3% (4 people) of the sample size. Teachers with bachelor's education constituted 43% (51 people) and teachers with master's education and higher constituted 57% (66 people) of the sample size. On the other hand, the highest average of the variable components of occupational conflict related to the component of being overwhelmed in work is 26.54 with a standard deviation of 2.784, the lowest The average of the variable of job involvement related to the component of heat at work with an average of 26.12 with a standard deviation of 2.922, the highest average of the components of the individual adaptation variable related to the self-reliance component with an average of 26.32 with a standard deviation of 2.936, the lowest average of the individual adaptation variable related to the component The understanding of personal value with an average of 23.50 with a standard deviation of 2.504, the average of the variable of professional ability is 39.63 with a standard deviation of 3.968. Kolmogorov-Smirnov test was used to determine the method of implementing inferential statistics. The results of inferential statistics indicated that that job engagement with power level (0.658) and job compatibility with power level (0.830) have a significant effect on professional ability.

Conclusion

The research findings related to the test of the first hypothesis indicate a significant relationship between job involvement and teachers' professional ability. The results of this hypothesis are consistent with and supported by the research findings of (Kassem & Ibrahim, 2022). They reached this conclusion in their research. that the professional ability had a significant effect on the job involvement of nurses. The result is explained in this way that the teachers of exceptional schools tried to perform the assigned tasks with flexibility and with the high potential they have educational goals follow In such a situation, when they are working, they don't feel the passing of time, and they are so immersed in it while working that they don't notice what is happening around them. When they are heavily involved in work, they feel good. and eventually it will be difficult for them to separate themselves from their jobs. The second hypothesis examines the relationship between individual adaptation and teachers' professional ability. The results of this hypothesis are consistent with and supported by the research findings of (Ekoh & Ezeabii, 2021). In their research, they concluded that professionalization in education and individual adaptation have a significant impact on the development of students' professional abilities. The result is explained as long as the teachers of exceptional schools based on their specialized knowledge in the classroom teaching process they can achieve their desired career advancement. Such teachers with self-reliance and interest in their work environment will try to simplify the education process for students and help them improve their academic conditions. whose professional ability is at an optimal



level, they can better use their professional abilities and receive appropriate job feedback. In this regard, it is suggested that the educational authorities of exceptional schools use teachers who are familiar with how to use and apply teaching methods. active, Participatory and based on problem solving in the process of classroom education, they insist on the use of open evaluation and emphasis on doing projects that lead to the strengthening of independent and deeper understanding and learning of students, or prepare school teachers for this by holding educational workshops. With their innovations, educational designers can design the classroom environment in such a way that it provides the basis for greater adaptation and more suitable treatment of exceptional school students with the problems and decisions they will face. Limitations of the present research This was due to the fact that several factors affect the professional ability of teachers (scientific self-efficacy, job enrichment, job rotation), but they are considered constant in this research. Based on this, future researchers are suggested to examine Professional ability of teachers Pay from the perspective of the above variables.