



Research Paper

Designing a paradigm model for teachers' professional development based on the foundation's databased approach

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Abstract

The main goal of this research is to design a paradigmatic model of teachers' professional development based on the foundation's data approach. The participants of the research included specialists and experts in the field of educational sciences, university faculty members in the field of educational management, and the heads of education departments of Mazandaran province, whose selection was done in a targeted manner. Research data were collected by studying the theoretical scope of the research and interviewing experts. In total, a semi-structured interview was conducted with 12 experts and the researcher reached theoretical saturation in the data. To analyze the obtained data, Strauss-Corbin analysis method was used. After the open, central, and selective coding stage, the mentioned pattern was paradigmatically divided into 5 dimensions of causal conditions, background conditions, strategies, intervening conditions, and consequences, and consisting of 19 The component of macro policies in education and training, improving the status of teachers in the social system, allocating sufficient funds to the Ministry of Education, creating an atmosphere of cooperation and interaction between teachers, creating justice in educational facilities, the lack of a forward-looking view in education and training, the system non-dynamic education with traditional structures, the existence of traditional selection criteria without regard to the qualifications of teachers, the lack of interaction and communication between educational institutions in the country, the type of expectations of institutions involved in education, the emergence of central learning in the future, the creation of a welfare and financial system appropriate to the dignity and The dignity of teachers, the establishment of a systematic and integrated system in the field of professional development of teachers, focusing on the future of teacher training in Farhangian University, teaching new technologies to teachers, empowering in line with the development of professional dimensions, the teacher as a role model, educating informed and desirable citizens for the future. The attention of modern education was formed while paying attention to subcultures and was validated by experts in the field of educational sciences using the Delphi technique and brainstorming.

Keywords:

Professional development of teachers, centered learning, foundation data approach.

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## Extended Abstract

### Introduction

The planners and officials of the educational system have conducted in-service courses for the growth and development of teachers' skills in some fields, which have sometimes faced challenges and problems. Beyond these trainings in recent decades, a new concept called the professional development of teachers has been proposed (Rahmati et al, 2021). It is the quality of education (Admiraal et al, 2021). Especially, despite many efforts, organizations and educational centers still suffer from low quality in many ways. And in the way of its improvement, they have major problems. In the process of solving this problem, attention should be focused on the basic and influential elements, which have a relatively higher weight scale, and one of these elements is the teacher (Toulo, 2018). A look at the issues and problems raised makes it clear that the lack of future-oriented approaches to the professional development of teachers has made the quality of education in schools face serious challenges, and if we proceed in the same way, the future generation will be left behind from education. Because we currently have a generation that has different attitudes, views, abilities and capabilities from the previous generations. Therefore, if we cannot anticipate their educational needs and train teachers suitable for this generation, we must expect heavy consequences in the future. Therefore, the need to pay attention to the issues of professional development of teachers and the challenges they face has become more apparent and requires fundamental transformation. In this research, an attempt is made to answer the question, what are the factors affecting the professional development of teachers based on the theory of foundation data?

### Theoretical foundations

Education is one of the systems that plays a very important role in the training and development of human resources, and the teacher, as one of the basic pillars of this system, has the task of transmitting knowledge-based messages, creating insight and increasing skills within the framework of the system. (Pour Shafei et al, 2015). The intellectual pattern governing organizations is changing and evolving at an increasing speed, and this brings major challenges to the performance and productivity of organizations. Therefore, the successful organizations of the third millennium are the ones that can keep pace with the paradigm shift by creating knowledge, innovation and flexibility (Joza, 2016). With the emergence of the knowledge-based economy, the growth of knowledge and information took place at a faster pace due to the rapid changes in society and at the same time, the performance and role of schools also underwent changes and transformations in the meantime. They should change their role according to these changes and instead of emphasizing on integrating students in the classroom, consider their special educational needs and pay attention to their differences in various fields and create a more effective environment for create learning and use information and communication technologies to better implement the teaching process (Mohammadi & Hoseni, 2019). But what are the characteristics of a good teacher and what knowledge and skills should he have to perform his duties correctly? Also, what plans have managers and planners come up with to update teachers' knowledge and skills, and based on what model are they taking steps to develop skills? A good teacher is selected and trained based on what indicators? Answering these questions and achieving the goals of education in line with the development of knowledge and skills, the training of human resources according to the needs of the society, requires the formulation and implementation of programs and measures for the development and professional growth of teachers (Jalili). , 2017)

Professional development in its general and general sense refers to the development and progress of a person in his professional role, but in its specific sense, it refers to the systematic and professional growth of a person (teacher) who follows Acquiring new business and skills, participating in educational meetings and workshops (formal experiences), reading specialized articles and books, conducting educational researches related to the specialized field (informal experiences), cooperation and sharing efforts. (Mohammadi & Hoseni, 2019).

(Popova et al, 2022) in a research they conducted on secondary school teachers in British city, they came to the conclusion that the goal orientation, perceived value of education and teachers' self-management are the basic factors of their professional development.

(O'Dowd & Dooly, 2022) conducted a research to investigate the professional development of teachers through participation in virtual exchange among the teachers of one of the public schools in Italy. The results of the research showed that academic support, teaching motivation and creative self-efficacy affect the professional development of teachers. They have a positive and significant effect.

### Research Methodology

The dominant approach for this research is qualitative, which was carried out using the data theory research method of the paradigmatic foundation. The participants in the interview were university faculty members in the field of educational management and heads of education departments of Mazandaran province, who were selected using purposeful sampling, and the researcher reached theoretical saturation by conducting interviews with 12 experts. The data obtained from the interview were analyzed based on the data theory of the foundation and by the statistical software Max Quda.



### Research findings

The results of the data analysis collected for the research questions showed that what are the factors (causal, contextual, interventional, strategic, consequential) affecting the professional development of teachers based on the foundational data theory? 100 subcategories in the form of 19 main categories formed these factors.

### Conclusion and Discussion

The causal factors affecting the professional development of teachers included the absence of a forward-looking view in education, non-dynamic educational system with traditional structures, the existence of traditional selection criteria without regard to teachers' qualifications, lack of interaction and communication between educational institutions in the country. Background factors The factors affecting the professional development of teachers include large-scale policies in education and training, improving the status of teachers in the social system, allocating sufficient funds to education, creating an atmosphere of cooperation and interaction between teachers, and creating justice in educational facilities. on the professional development of teachers included the type of expectations of institutions involved in education, the emergence of central learning in the future, the creation of a welfare and financial system appropriate to the dignity of teachers. The central category in the designed model is the professional development of teachers. Professional development of teachers included focusing on the future of teacher training in Farhangian University, teaching new technologies to teachers, empowerment in line with the development of professional dimensions. The consequences of professional development of teachers included teachers as role models, educating informed and desirable citizens for the future, attention to education Modern while paying attention to subcultures.