Research Article

Teacher Professionalism and Quality of Teaching: A Descriptive Case Study in Education System of Iran

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ABSTRACT : Teacher education, training, and reform have been going on for over the century, and the current wave of reform, which is over 2 decades old, has yielded little in the form of successful change as well as cohesiveness of teacher education. While many researchers argue with the professionalization of teaching along with the need for improved professional development opportunities to be able to retain new as well as beginning highly competent teachers, others declare that such professionalization is usually ineffective and unfeasible. Part of problem lies in the overwhelming complexity of the idea of professionalism. Research into professionalism happens across professions, showing up in the literary works of medicine, law, engineering, and education, among others. Descriptions of professionalism and reliability range among a number of behaviors and characteristics and there's need for studies on how professionalism is produced and conveyed throughout pre-service teacher education and learning. A descriptive case study through content analysis method used to identify the quality of teacher professionalism in Iranian context and practical implications presented.

KEYWORDS*:* Teacher Professionalism, Quality of Teaching, Teacher Education

1.INTRODUCTION

Schools are influential in producing students who definitely are knowledgeable, skillful, and keeping the spiritual and interpersonal values. Hence, school is the particular social agent which needs to be given much attention, especially in relation to the implementation on the teaching processes (Lefrancois, 1995). On this vein, Teacher's roles is not denied. Teachers are the ones who determine the potency of the instructional process based on their work determination and professional competence (Mustafa, 2013). Despite the various endeavors made by the government in enhancing the quality of education, there are still a lot of complaints and comments given by the society regarding the quality of education as well as the instruction and process of developing students' personality. This possibly occurs a result of the teachers' regularity within performing their routine tasks. This means that teachers' agenda from daily is monotonous and always the same, although the individuals faced are varied (Reigeluth, 1993).

There are a variety of issues concerning quality within the education field such as the qualification, teaching quality, teacher's guidance and practice, quality of professionalism, as well the teacher's works (Mustafa, 2013). These qualities are generally closely-related to the grade of the administration performed with the leaders and stakeholders throughout education, limited funds, facilities, media, school climate, school environment, and support from the various parties involved. The weakness out of all the educational qualities is for this weakness of the teacher's academic qualifications which often can accordingly influence their particular task performance. Nowadays, the quality associated with teacher professionalism will be improving. To turn into a professional, a teacher is needed to fulfil the three pieces of the teaching profession involving the elements of the information base, teacher training, and practice.

In the other hand, This changing nature of teacher professionalism presents an important challenge to teacher education programs. Teacher professionalism can be broadly defined as the set of teachers' professional knowledge, skills, and dispositions. However, with the increased accountability and standards movement, professionalism in education often overemphasizes accountability by prioritizing knowledge and skills over dispositions. However, while using the increased accountability along with standards movement, professionalism in education typically overemphasizes accountability through prioritizing knowledge along with skills over dispositions (Edmond & Hyler, 2015). The move around in the field towards *professionalization* has generally led to systematic reform along with professional development instead of promoted professionalism. There is a great demand through society for high quality teaching and teacher professionalism (Boyer, 2004). Despite a growing body of literature on the education system and policies in Iran, there has been little research on teacher professionalism. Such a study will fill the gap in the current scholarship on teacher professionalism, and inform educators and policy makers in their planning and implementation of appropriate education policy initiatives and programmers. This paper begins by discussing professionalism based on theories. In the next section, a descriptive case study is employed because the cases of interest in education and social service are people and programs. The last section discusses the issues, challenges and prospects in developing teacher professionalism in Iran.

2.DEFINING PROFESSIONS, PROFESSIONALS AND PROFESSIONALISM

The aim of this literature review is usually to examine the values and assumptions regarding teacher professionalism, specifically the various methods professionalism has also been defined both historically and contextually, and also whether or not teachers emerged or see on their own as professionals, in addition to what impact definitions and beliefs regarding professionalism have about teacher reform in addition to teacher education in addition to training.

Just one problem with the concept of professionalism is that it must be very broad possesses, includes many different meanings and connotations within many different contexts in current literature and scholarship and throughout background. An exploration of these varied definitions begins with a review of different sources within not only the literature of education and teacher training, but also the literature

of other professions, as well as the fields of sociology, critical theory, and ethics. However, no consensus exists with regards to use of this terms professionals and also professionalism. Friedson (1986) states which the word profession must be used in a distinct historical and national sense and this it is an excellent scientific concept generalizable to numerous settings. He argues that what an occupation is, then, is just not determined solely by simply any single class, neither by members associated with an occupation, nor by these of other occupations they deal with through their work (p. 57) and concludes that there is no way of solving the problem of defining 'profession' which is not arbitrary (p. 57). Therefore, rather than wanting to present one discrete definition, it could be logical that we seek out patterns of overlap and also consensus among certain characteristics of professionalism in several studies. Sockett (1990) argues that "it is practically definitional that any full-fledged profession is guided by way of a code of specialized ethics" (p. 238). However Teaching may not be a full-fledged paradigmatic occupation, but Etzioni (1969) is frequently quoted in this literature as defining teaching like a semi-profession. He points out that control connected with standards for accessibility, advancement, and discipline doesn't lie wholly from the hands of instructors themselves, and the field doesn't have well-codified bodies connected with theory and realistic techniques that predictable bring about replicable results.

One consider the comparison in the teaching profession for the paradigmatic professions can be that professionals must also have mechanisms intended for describing, sharing, and commenting on changes in their practice (Schon, 1987). In line with Lortie (1975), teachers will not have this culture regarding professional growth and development that highlights the individual's responsibility to talk about significant new details with peers, and they do not feel obligated to focus on such information circulated by others in the profession.

Another approach to define a profession seriously isn't through public belief or through historic precedent, but by deteriorating and studying the concept of professionalism into just what professionals know along with what professionals perform (Shin, 2012). House & Lapan (1988) define professional practice seeing that "consisting of a key component problem solving produced rigorous by the use of scientific theory along with scientific method. Expert practice, it will be believed, rests upon some sort of body of scientific knowledge which is applied to sensible problems. Professional know-how is scientific, particular, and standardized" (p. 70). In other words, professionals are not merely defined by just what they know, but by the fact that their body regarding knowledge is of any specific kind.

Though Evetts (2012) provides suggested the concept of professionalism may end up being construed each being a work-related or even normative value and since any discourse every single child which practitioners, employers in addition to administrators appeal in the development in addition to maintenance of work identities, career options and senses regarding self. Evetts's evaluation is that, in most contemporary service vocations, professionalism, rather when compared with being agreed from within, is being imposed from above and serves to promote and facilitate occupational change and since a disciplinary mechanism (Evetts 2012). Professionalism can be broadly thought as professional

knowledge/qualifications, confirmed high standards, assurance, attitudes and values that could influence the educators' methods (Murray, 2006). In other words, *professionalism* requires three essential characteristics: high amounts of professional knowledge, knowledge, and dispositions. *Professionalization* is due to the social along with political project meant to improve the position and standing of teaching being a profession. It identifies such measures seeing that extending accreditation to teachers, lengthening his or her training, and building up their academic know-how base (Hargreaves, 2000). Others see developing a particular body regarding knowledge or higher level of expertise as less of any factor in professionalism than the concept of autonomy. Schon (1983, 1987) concurs with all the importance of control from within the profession of requirements that determine who is admitted and who is not, a codes of ethics, and techniques for handling renegade or perhaps deviant practitioners. Schon derives most of his conception regarding professionalism from Schein's 1972 study. Schon is in addition influenced by Argyris (1976, 1982), along with Hughes's (1959) analyze of occupations. Nonetheless, Schon's work on professionalism and *reflective practice* is widely referenced in the literature on trainer professionalism, teacher training, and teacher change (Atkinson, 2004). Donald Schon is widely thought to be having made an important contribution to the perception of professional practice. More importantly, he is credited with having swapped out the *technical rationality* getting best practice, when outside experts perform the reflection along with practitioners merely apply it (Raymond, 2006). Regarding Schon, "reflection and principle development are carried out in situ simply by practitioners" (Raymond, 2006). This really is important to some sort of discussion of trainer education and trainer reform, addressed later with this paper.

3.TEACHING AS A PROFESSION

The idea must first be pointed out that teachers do not have full control involving standards for admittance, advancement, and discipline in their profession. Lortie (1975) publishes articles, Today as this morning, teachers continue to operate in settings in which formal authority is actually vested in table members who tend not to belong to their occupation and are therefore beyond the read of it's internal controls. A number of education theorists along with commentators to ask from what extent an honorable perspective can be part of profession like teaching when teachers are not answerable for their own specialized practice (MacMillan, 1993). Talks of teacher change often include talks of teacher professionalization, and one of the aspects of teacher professionalization is teacher autonomy. However, arguments with the professionalization of teaching differ in their views of the benefit, necessity, or feasibility involving teacher autonomy. Also opinions regarding the nature of teacher work and thoughts of teacher professionalism and reliability are constructed by different groups throughout society. According to Bryan (2004), varying groups will discover teachers' purposes along with roles as diverse. Each of these groups carries a clearly defined intention, underpinned by valuations. Notions of teacher professionalism are, consequently, value-laden. Teachers' professional work can be seen to be increasingly influenced by national politics.

So, teacher professionalism defines as teachers' responsibilities to control and develop their own knowledge and actions for the benefit of the clients (Webb, Vulliamy, Hämäläinen, Kimonen, & Nevalainen, 2004). This specific knowledge development along with actions normally would derive because of pressures be that from policies or other styles of pressure such as community requirements along with overall trends regarding social developments. Educational systems all over the world have been at the mercy of similar influences resulting from global changes along with innovations (Saqipi, Asunta, & Korpinen, 2014). Such influences guide inevitably to adjustments in teachers' roles using educational systems or expectations that societies raise for educators in light regarding reflecting these international influences into community policies and procedures.

4.RESEARCH ON TEACHER PROFESSIONALISM

As outlined by Tichenor & Tichenor's (2005) empirical study of teachers' ideas of professionalism, there are various shared as well as many conflicting understandings regarding what it indicates to be skilled. In their study, the researchers take a look at what it means as a professional and to exhibit professionalism in the field of education from the particular perspective of training teachers. In their study they conclude that in the field of education being the classroom teacher just isn't always associated with as being a professional. The researchers record, "After examining the results, we recognized which teachers' comments go with well-established categories associated with teacher professionalism along with the qualities of powerful teaching" (p. 92).

The well-established categories presented in the study sourced from Socket's (1993) work *The Moral Base of Teacher Professionalism*. Sockett (1993) lays out a wide theory for the moral foundations of teacher professionalism. He describes professionalism when the manner of conduct in an occupation, how members integrate their obligations using their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients" (p. 9). Using composite descriptions of idealized teachers in three classrooms, Sockett identifies 5 major issues with professionalism for teachers include character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom.

Tichenor and Tichenor (2005) took the results of their own study and compared them to Sockett's findings. They compiled a list of key terms used by teachers and arranged them in relationship to Sockett's five categories:

1. Character—resilient, keeps composure, is caring and nurturing, friendly, patient, well-organized, flexible, confident, a role-model, conscientious, creative, dedicated, goal-oriented, ethical.

2. Commitment to change and continuous improvement: Professional teachers are reflective and constantly evaluating their choices and actions to improve instruction. Also they involved in continues education, reads journals, attends conferences, stays current in the field, not satisfied with the status-quo, understands current trends, are lifelong learners.

3./4. Subject knowledge and pedagogical knowledge: innovative teaching, effective implementation of curriculum, participates in action reaction, motivates students to learn, knows how to assess learning and plan lessons accordingly, applies learning theories, uses proper English, uses appropriate learning strategies for discipline (p. 92).

Also Teachers in the classroom recognized that professionalism involves more than simply their actions inside the classroom. Researches indicated that professional teachers have a responsibility to collaborate and cooperate with faculty, staff, administration, parents, and community members (Raymonds, 2006).

Others while in the literature describe *certain* teachers as professionals. They be aware of the standards of practice and health of their profession and they know that they are really accountable. They can also analyze the requirements of the scholars for whom they are really responsible (Wise, 1989).

In the other hand, Hoyle (1980) is the one other education scholar who portrays professionalism as the products one's practice. For example, "the behaviors exhibited by a qualified teacher are what identify a teacher's professionalism" (p. 90). Unfortunately, as evident through the Tichenor & Tichenor's (2005) study, professionalism while public school teaching often is based on simplistic as well as mundane behaviors. Probably the most striking example is "They dress neat and clean and right teaching" (p. 93). Another demonstration of this oversimplification of professionalism is Hurst & Reding (2000) who associate specific behaviors with teacher professionalism, from "appearance and punctuality to using proper language and building strong relationships with colleagues" (p. 90).

Discussions of professionalism in teaching have an effect on teacher identity during that how teachers view themselves with regards to professionalism make a difference the direction they work. Morrow (1988) believes professionalism is "the amount to which you were committed towards profession" and notes that "individuals vary for their identification with regards to their profession and for their support of this profession's values—i.e., teachers have varying amounts of professionalism" (p. 90).

Although the effectiveness of teachers is definitely a public concern, Engvall (1997) reexamines the excitement to rise or improve teacher professionalization, arguing that "Although, in any other case most, tasks of greater 'professionalism' for teachers are legitimate means wherein to improve the delivery of education, weight reduction status of teachers, the tendency among educators to research greater professionalism by comparing ourselves up to the more established 'professions' could be wrongheaded" (p. 13). His arguments stem from the character of teachers work negative credit providing a public service, and also from studying the historical position of teachers in the widely accepted imagination. Another argument against the professionalization of teachers hails from Ayers (1993) who writes, "If teachers see professionalism as a form of elitism separating them from the community most importantly, a very good partnership among teachers, parents, administrators, and the community personal computer difficult" (p. 24). The needs of the teachers to check out themselves as professionals and the needs of everyone 100 % free and democratic education triggers contradictions in why and structure of teaching and education.

Just one way of viewing teacher professionalism may be from the expansion perspectives. Hargreaves (2000) argues in favor of four ages of teacher professionalism: the age of pre-professionalism (teaching as a technical simple craft of lecturing and recitation type of teaching with teachers who master the subject matter well); the age of autonomous professional (teaching being a master of judgment and choice and to decide what is best for their students); the age of collegial professional (teachers and teaching involved in consultation, collaboration and collective efforts in the organization), and the age of post professionalism (teachers and teaching engaged with the parents and wider community/responding to external demands). In light of this context, teacher professionalism should be seen as a still developing phenomenon in order to respond to best meeting the needs of the schools and students and a particular important element is to look at how the feature of these ages interrelate and respond to one another in different contexts.

So there is need for studies on descriptions of professionalism range among a variety of behaviors and characteristics that show how professionalism is constructed and conveyed in teacher education in different contexts.

5.PURPOSE OF THE STUDY

This study aims at discovering teachers' perceptions attributes regarding teacher's professionalism and utilized this detailed procedure for allow descriptions for the opportunity of the expert obligation of the educators. This research furthermore pinpoints understanding of educators with 7 criteria regarding teacher professionalism which might be educating, teaching, guiding, instructing, training, evaluating, and reflecting. Moreover, current analyze pinpoints this four ages regarding professionalism in accordance with Hargreaves (2000) within Iranian high-school teachers. Exploration concerns in this study are generally:

1. What exactly is the hyperlink regarding understanding teacher professionalism while using the contextual factors regarding teachers' work fact?

2. How do Iranian teachers perceive teacher professionalism?

6.METHODOLOGY

This research is a qualitative case study. Data collection involves interviews with teachers and content analysis from (1) open-ended inquiries to explore the particular teachers' perception in the characteristics of teacher's professionalism, and (2) fixed-response forms to recognize percentage of teachers' understanding on the scope of responsibility of teachers' professionalism. The decision to complete a qualitative research was made dependent on assumption that the truth is out there inside people's mind and the direction they interpret it within their situation. A total involving 26 teachers were associated with interviews who was simply teaching from 5-10 years in schools. Teachers were interviewed within their schools at the same time agreed with all of them. They were delivered the information prior to interview day using general information on the objective of the interview. The detailed interview questions just weren't made known towards interviewees prior to interview. The interview lasted between

20-40 minutes each. Interviews ended up recorded and transcribed regarding analysis purposes. Interviews consisted involving four main areas beyond the general personal facts data. The first spot included questions related to (1) the issues teachers experience within their professional practice particularly within their first 3 years of practice, (2) their perception of good teacher in addition to good teaching, (3) strengths and weaknesses of the work context (4) relevance of the pre-service training thus to their professional practice and demands in the profession. The files were analyzed inside two phases. From the first phase, data were analyzed through the method of content analysis. Interviews were transcribed in addition to scanned for first coding of data in line with the codes that were drawn from your theoretical perspectives while Strauss & Corbin (1990) referred to as this open coding.

7.FINDINGS

This is a study in a situation of how professionalism is addressed and what sort of meaning of professionalism is constructed and also perceived by Iranian high-school teachers. Content analysis by using a descriptive case study among 26 subjects employed to identifying the scope of understanding of teacher professionalism into four ages based on Hargreaves (2000) and also categorizing these teacher professionalism criteria.

Looking at the thinking behind teacher professionalism showed that currently teachers (sample with the current study) would draw on the four ages involving professionalism as labeled by Hargreaves (2000), namely age pre-professionalism, the age of autonomous professionalism, the age involving collegial professionalism and age post-professionalism. Content analysis of teacher's job interviews indicated that, 9 teachers reflected highlights of the pre-professional age. 10 teachers involved in the research reflected more autonomous professional features into their thinking. 6 teacher demonstrated dominating highlights of the collegial professionalism and only one of several teachers involved in this particular study demonstrated dominance with the post-professionalism features. Table 1 summarized these kind of findings.

Table 1. summarized results of content analysis in this study

Categories	N =26	Theme from teacher's interviews	Sample of detailed findings in each theme
Pre- professionalism	9	Teacher is a technical expert	*Teacher really knows what a class is*
Autonomous- professionalism	3	Professional relationships	*We cooperate with parents* *Exchange ideas with peers on instructional choices*
	4	Life-long learning	*Teachers should learn continuously*
	3	Basic resources for teaching	*Teacher pays for his/her own resources*
collegial professionalism	3	Professional collaboration	*Planning together for supplementary classes*
	3	Cooperation outside school	*Cooperation with colleagues from other schools*
post- professionalism	1	Responding to demands	*More links to classroom reality since change is very fast*

On the other hand, in general phrases, overall teachers demonstrated a powerful dominance of this pre-professional and autonomous specialized age characteristics. This is an important indicator for teacher education and schooling generally in Iran in light of realizing the teacher progress context and regarding projecting development initiatives.

Another important element was to consider the ways and characteristics on the profile described within these four ages so as to draw on the elements that should be considered as top priority development areas. Below is a listing of main themes of which derive from all teacher's interviews and the teacher professionalism criteria that identified in this particular research (see figure 1).
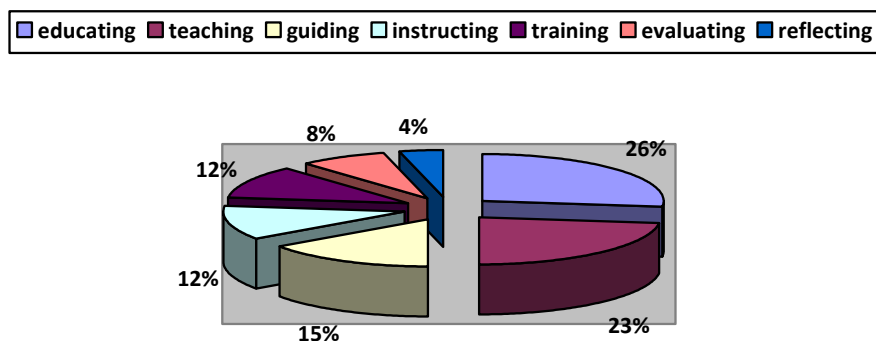
Figure1. Percentages of teacher professionalism criteria in the current research

Results revealed how the scope of educating is the highest percentage (26%), then teaching (23%) along with guiding (15%). This informs that a majority of teachers in the current research had an increased level of being familiar with in these considerations. This is in parallel while using previous studies in this region where most professors agreed that creative teaching is vital (Awang et. al. 2013; Ahmad et al, 2013). The understanding of instructing, training along with evaluating in collegial professionalism age were among 8-12%. On additional hand, some duties associated with teachers' professionalism aren't well understood by simply most teachers, where the benefits showed that how much understanding in reflecting were 4%.

8.DISCUSSION

According to teachers in this study, professionalism is exhibited in many ways and encompasses both attitudes and behaviors. The perception of teachers in every specific age engaged in different attitudes and behaviors. Result of the content analysis of the current research indicated that educating and teaching is the most identified criteria of teacher professionalism.

According to Mustafa (2013) educating is managing students' behaviors while associated with the role of reproving and improving any of the students' inappropriate behaviors; giving punishments for any misconduct with the intention of giving a lesson and educating the students so that they will be more sensitive to and more aware of the discipline and rules. For this teachers, solving all of the problems encountered by the students is through adapting to the learning materials; integrating positive and good values in the teaching materials; elaborating on the implicit content; and giving high expectations for the students with the hope that there will be a change in attitudes during the process of teaching and learning. Thus, teacher is the first and foremost personnel in education, as s/he shoulders an important responsibility in the implementation of teaching and learning.

At the other point, teaching is referred to the delivery from the learning materials that is clear and conforming to the standards using the combined various methods and techniques; and the application of the textbook as well the elaboration upon its content consistently and progressively so as to facilitate the procedure for transferring knowledge to be able to students. Teacher's perception of teaching is also concerned with the generation from the lesson plan based on the characteristics of the local area, teaching helps used, and syllabus as in the yearly and weekly lesson plan.

Additionally, teacher usually takes the roles involving guiding the learners in understanding the actual duties and tasks concerning learning plus the ways to triumph over and encounter the actual challenges in learning and determining the field into the future career. Based within the teachers' perceptions involving instructing and learning, it appears actually familiar with professionalism in teaching and learning. Furthermore, teacher's perception from the context of training centered upon the experience of briefing within the tasks assigned to guarantee the production of the end result that is great and conforming to the format; boosting students' enthusiasm and spirit to accomplish the task with their maximal effort; demonstrating the techniques of talking about books available with the library; and thoroughly discussing the educational materials by providing instructions clearly and orderly (Davies 1997).

Moreover, teacher's perception from the duty of training is of this particular understanding students' comprehension and requirement; providing the formative and summative workout routines to strengthen students' memory retention from the information gained; providing the question bank which often can propel the implementation from the scheduled and regular activities; and giving students homework based on the achievement stages.

Teacher's perception on the role of evaluating revolved around the implementation of the evaluation and that is parallel with the actual curriculum; the assessment of students' functionality and learning duties; the evaluation on the neatness and orderliness regarding students' homework as well as the assigned tasks; the overall evaluate of students based on the percentage of his or her attendance to category, cognitive ability in order to digest information, students' responses starting right from the start of the lesson towards end; and the actual oral and written evaluation in supervising students' performance topically in addition to relatively. In add-on, teacher's perception on the aspect of reflecting devoted to evaluating and observing the activities of teaching and learning, deciding whether or not the objectives are realized, identifying students' damaging responses and finding out the factors creating the confusions, and reflecting upon any weakness which needs to be improved. Teacher has to organize and make certain the aspects to become evaluated to add some element of cognitive, affective, in addition to psychomotor (Samani Muchlaset , 2006).

9.IMPLICATIONS FOR TEACHER EDUCATION

Professionalism can be a significant aspect regarding school reform. Within their study of teachers' awareness of professionalism, Tichenor & Tichenor (2005) state that "by realizing and sharing a typical definition of 'professional' along with 'effective' perhaps we can easily improve teaching to ensure that more students will make use of successful educational experiences" (p. 89).

One indicator in the characteristics of a profession is what of which profession teaches or perhaps transmits to pre-service or perhaps beginning practitioners in the formal education process. Consensus on what has to be included within professional education programs intended for teaching is important in order to make more uniform professional standards possible (Engvall, 1997).

Setting up a shared definition of professionalism may also be more detrimental then useful to the teaching vocation. It is especially important to contemplate if teachers because members of profession do not create their unique code of execute and professional values but are asked to check out ones created by those away from their profession. This has profound implications intended for teacher reform. Regrettably, much of the literature on reform argued that three important characteristics in improving teacher professionalism and could be as nicely as teaching viewpoints, ethics, and critical theory include:

1) considering teaching as an art

2) Teacher research, or action research

3) considering teacher re-educating

Kent (2004) writes, Reform efforts need to address core operations of teaching and learning should they are to markedly change what happens in schools. Teachers must explore implementation of research insights within their own classrooms relating to needs, interest, instructional history, and proficiency of individual pupils. Teacher beliefs regarding an innovation, its consequences, concerns, and contextual variables related to it, are critical in determining their behavior.

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