



Research Paper

How Should a Teacher Be According to The Teacher's Views?

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Abstract

Identifying and enhancing teacher competencies and qualifications is crucial for advancing the quality of education. This qualitative study aimed to explore teachers' qualifications and self-perceptions through interviews with 78 teachers across various disciplines. The objective was to understand discrepancies between teachers' self-views and critical perceptions of colleagues, thereby identifying essential competencies. Semi-structured interviews, employing a qualitative approach, facilitated a thorough exploration of teacher perspectives. The study group included classroom, English, Turkish, math, science, philosophy, religious culture, computer, biology, history, chemistry, physical education, music, Turkish language, literature, painting, and physics teachers. Open-ended questions elicited opinions on colleague qualifications, essential teacher competencies, and self-perceptions. The findings revealed that experienced teachers demonstrated higher confidence, while beginners expressed a commitment to improvement. Communication skills, empathy, love for students, subject knowledge, self-development, patience, tolerance, and passion for teaching were highlighted as crucial competencies. Teachers emphasized the need for a balance between personal and professional qualities, advocating for pedagogical formation, contemporary teaching approaches, and technology proficiency. The study concludes that continuous professional development is vital, emphasizing the importance of both human-oriented qualities and technical competencies for effective teaching. This research provides a foundation for raising teachers' awareness of competence assessment and development, urging educational institutions to support ongoing teacher growth.

Keywords Teacher qualifications; professional development; self-perceptions; competencies

INTRODUCTION

In the global pursuit of educational excellence, understanding and enhancing the qualities that contribute to effective teaching are crucial. As the teaching profession undergoes dynamic changes, gaining nuanced insights into the essential qualities perceived by teachers becomes imperative for informing educational policies and fostering continuous improvement.

Teacher qualities play a pivotal role in shaping the quality of education and influencing the trajectory of future generations ([Darling-Hammond, 2017](#); [Ingersoll, 1999](#); [Sancar et al., 2021](#)). The effectiveness of teaching is not only foundational to successful educational systems but also a catalyst for individual student success ([Hattie, 2008](#); [Satsatin et al., 2023](#)). Teachers, positioned at the intersection of theory and practice, seamlessly integrate innovative teaching strategies, technologies, and approaches into the curriculum, responding to evolving educational trends and student needs ([Kilag et al., 2023](#)). This study employs content analysis to extract frequencies from interview transcripts, offering a comprehensive understanding of teachers' perspectives on essential competencies.

The findings illuminate competencies significant to teachers and reveal disparities between self-assessment and peer evaluations. Acknowledging both strengths and areas for development within the teaching community is crucial for fostering continuous professional growth ([Dejacto et al., 2023](#); [Fullan, 2015](#); [Kilag & Sasan, 2023](#)). Sustainable education and development are directly

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related to teachers' competencies and effective teaching practices (Conde et al., 2023; Leithwood et al., 2004; Ronkainen et al., 2021; Timm et al., 2021). This study aligns with the broader goal of contributing valuable insights to the ongoing discourse on effective teaching practices, providing educational policymakers and stakeholders with a nuanced understanding of teacher qualities for informed decision-making and targeted interventions to enhance overall education quality.

Focusing specifically on teachers' perceptions of their competence in Turkey, this research addresses critical issues related to self-perceptions, the effectiveness of the education system, student success, and professional development. According to teachers' views, identifying and evaluating the characteristics of an ideal teacher can be considered an effective way (Boud & Dawson, 2023; Cochran-Smith et al., 2020; Day & Gu, 2014; Gu, 2017; Wisniewski et al., 2020). This study determines the characteristics of an ideal teacher according to teachers' opinions by enabling self-assessment and peer evaluation. Understanding these competency perceptions, especially in the Turkish context, is essential for identifying weaknesses in education and making necessary improvements (Karacaoğlu, 2008; Tatto et al., 2012).

To support the study's objectives, this introduction draws on relevant literature highlighting the importance of teacher qualities (Fauth et al., 2020; Toropova et al., 2021; Hanushek & Woessmann, 2023), the evolving nature of effective teaching (Darling-Hammond & Bransford, 2007; Falloon, 2020; Sims & Fletcher-Wood, 2021; Killen & O'Toole, 2023), and the need for continuous professional development (Ingersoll & Strong, 2011; Tyagi & Misra, 2021; Smith & Gillespie, 2023). The introduction emphasizes the potential contributions of this study to teacher education by shedding light on the complex interplay between teacher perceptions and educational outcomes, ultimately contributing to the broader body of knowledge in educational research. The overall aim of the study was to determine the qualities that a teacher should have according to their views and how they evaluate themselves and their colleagues. In line with this aim, answers to the following questions were sought.

1. How do teachers fare in terms of the qualifications they should have?
2. How do teachers perceive themselves in terms of the competencies a teacher should possess?
3. What are the crucial competencies that a teacher should possess?

LITERATURE REVIEW

Teaching competence, comprising knowledge, skills, abilities, and attitudes, is pivotal for effective teaching, directly impacting social and academic goals (Tosuntaş, 2020). Self-assessment and continuous professional development in teachers' values, contributions, content knowledge, pedagogy, and curriculum proficiency are essential (Pantić & Wubbels, 2010). Numerous studies globally, such as those by Bakhru (2022), Bilican (2016), and Kasule (2015), have delved into teacher qualifications and competences. Karacaoğlu (2008), using the Delphi technique, identified 137 competencies across professional knowledge, field expertise, self-development, and national/international values.

The selection process for teacher education institutions, the quality of education in these institutions, the conditions of starting teaching careers, in-service education, and working conditions collectively determine the quality of teachers (Karacaoğlu, 2008). Although teacher high schools in Turkey closed in 2014, their role in selecting qualified students for teacher education institutions remains significant. The closure accentuates the importance of ensuring the quality of pre-service education in teacher education institutions and directing qualified individuals to the teaching profession at an early stage. In Turkey, teacher education comprises a minimum of four years of university-level education, emphasizing general culture, special field knowledge, and professional knowledge as key teacher characteristics (Official Gazette, 2022).

This study is highly relevant in the context of Turkish education, aligns with the Turkish

Government's objectives to enhance teaching standards and educator competencies. The government's dedication to educational excellence highlights the crucial role that high quality teachers play in shaping the nation's future. Existing literature underscores specific qualifications and competencies expected from teachers, as outlined by [Karacaoğlu \(2008\)](#), [Şişman \(2009\)](#) and [Tuğluk & Kürtmen \(2018\)](#). The research focuses on investigating potential gaps between the ideal teacher type identified in academic research and teachers' actual perceptions and peer evaluations. This examination is vital to understand challenges in achieving desired teaching quality and identify areas requiring additional support and professional development. By scrutinizing teachers' self-perceptions and peer evaluations, the study informs policy decisions and interventions, contributing to the cultivation of a highly qualified teaching force. In the pursuit of educational excellence, this research provides timely insights into the alignment between teacher competencies and expectations within Turkish classrooms. Drawing upon the findings of [Yavuz et al. \(2015\)](#), fostering a strong relationship between higher education institutions and schools is crucial. This study emphasizes the significance of graduate-level teacher education, and the importance of research-based approaches. Teacher educators' skills and expertise play a vital role in bridging theory and practice, contributing to the delivery of high-quality education in this field.

Despite the pursuit of excellence in education, quantitative problems in the teaching profession persist and have been exacerbated by the introduction of specialist and head teacher titles. Although, titles and initial appointments are awarded through examinations, there is a shortage of over a hundred thousand teachers in the system, which creates difficulties in meeting both labor needs and employment demands. In addition to the official teachers on duty, teachers employed as paid teachers work in the Turkish education system. [Türk Eğitim-Sen \(2022\)](#) announced that the number of paid teachers employed in the 2021-2022 academic year was 85,513. Of the paid teachers, 34,445 are education faculty graduates, 42,075 are undergraduate graduates, and 8,993 are associate degree graduates. The Measurement, Selection and Placement Center ([ÖSYM, 2022](#)) announced that the number of teachers who applied for the KPSS educational sciences exam was 476,974 and the number of teachers who took the exam was 421,140. As can be seen from the numerical data, there are quantitative problems with the teaching profession, which will realize social goals in the education system. There is both a shortage of teachers and teacher candidates waiting for appointments. This shows that there is a problem of both employment and the labor force. The main problem in the Turkish education system is often attributed to the quality of teachers rather than quantity ([Karacaoğlu, 2008](#); [Azar, 2011](#); [Atar, 2014](#); [Atmaca, 2017](#); [Bozkuş, 2018](#); [Bayrakci & Karacaoğlu, 2020](#)). Efforts to address teacher shortages through non-traditional methods, such as pedagogical formation education outside education faculties, may exacerbate issues related to teacher qualification and employment.

Despite the challenges associated with teacher qualification and recruitment, teachers' competencies play a pivotal role in shaping students' learning experiences and the overall quality of education in society. The significance of teachers in education and the impact of their competencies on student achievement necessitate a deeper understanding of how teachers perceive their own competencies ([Çiltaş & Akilli, 2011](#); [Arseven, 2016](#); [Karacaoğlu, 2018](#); [Rusilowati & Wahyudi, 2020](#); [Antera, 2021](#)). This study aims to explore teachers' perceptions of their competencies in Turkey, identifying key competencies and examining their implications for professional development. Understanding the potential influence of teachers' self-efficacy perceptions on the education system and student achievement is crucial for informing educational policies and enhancing teacher training programs in Turkey.

Teaching competence, encompassing knowledge, skills, abilities and attitudes, is essential for effective teaching that affects both social and academic goals. Teachers' values, contributions, and competencies in various areas require continuous self-evaluation and professional development.

International and national studies contribute to understanding of teacher qualifications. The closure of teacher high schools in Turkey underscores the need for quality pre-service education, but challenges related to a significant teacher shortage persist, raising concerns about quality rather than quantity. Quantitative challenges emphasize the need for a balanced approach to teacher recruitment and quality assurance, especially when new titles are introduced. The literature emphasizes the complex relationship between teacher qualifications, student learning experiences, and overall educational quality. This study aims to explore the perceptions of teachers in Turkey, identifies core competencies, and examines implications for professional development, which is crucial for informing policies and improving educational programs. Recognizing the impact of teachers' self-efficacies on the education system is vital. The synthesis highlights the complex interplay of factors in teacher efficacy, recruitment challenges, and the important role teachers play in shaping education.

RESEARCH METHOD

This study adopted a qualitative research approach to examine teachers' perspectives on teacher efficacy and used the interview method to provide an in-depth understanding of the current situation. The interview technique served as a qualitative data collection tool in which participants responded verbally to questions posed by the researcher.

This study conducted interviews with 78 teachers across diverse disciplines, to create a comfortable and friendly atmosphere to foster a conversational setting. Three open-ended questions were posed to elicit sincere opinions from the teachers, focusing on their views regarding the colleagues' qualifications, essential competencies for teachers, and their own self-perceptions. The research sought to capture a comprehensive picture of teachers' opinions on competencies by exploring their perspectives on both colleagues and themselves during the interviews.

Study Group

The study group of this research consisted of teachers from various branches working in different schools. The distribution of teachers according to their branches is given in detail in the Table 1.

Table 1. Distribution of Interviewed Teachers by Branch

Branches	f
Classroom Teacher	18
English Teacher	6
Turkish Teacher	5
Math Teacher	5
Science Teacher	5
Philosophy Group Teacher	4
Religious Culture and Moral Knowledge Teacher	3
Computer Teacher	3
Biology Teacher	3
History Teacher	3
Chemistry Teacher	3
Physical Education Teacher	3
Music Teacher	2
Turkish Language and Literature Teacher	2
Painting Teacher	2
Physics Teacher	2

Total	78
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Source: author's research

The interviewed teachers in this study comprised classroom teachers with, with a specific distribution across various subjects. There were 6 English teachers, 5 Turkish teachers, 5 mathematics teachers, 5 science teachers, and 4 philosophy group teachers. Additionally, interviews were conducted with 3 teachers from each branch of religious culture and ethics, computer, biology, history, chemistry, and physical education. Furthermore, 2 teachers from branch of music, Turkish language and literature, painting, and physics were included in the study. This diverse representation ensured a comprehensive exploration of teachers' perspectives across a range of academic disciplines.

Data Collection

In the data collection phase of this research, a qualitative research technique, specifically semi-structured interviews, was employed. Semi-structured interviews involve a set of key questions that guide the exploration of specific areas, allowing flexibility for interviewers and interviewees to delve deeper into particular ideas or responses (Gill et al., 2008). Aligned with the research objectives, an interview form was crafted with the assistance of experts to elicit teacher opinions on their colleagues' competencies, the essential qualifications for teachers, and their own self-perceptions.

The objective of these interviews was to assess teachers and their colleagues in a friendly environment, seeking their perspectives on the ideal qualities of a teacher. The interview questions were expressed as follows:

1. How do you perceive the qualifications that teachers working in Turkey should possess? Do you believe that teachers, in general, are sufficiently qualified?
2. In terms of the qualifications that teachers should have, how do you assess yourself?
3. What, in your opinion, are the most crucial competencies a teacher should possess? How would you define the ideal characteristics of a teacher?

Data Analyzing

In this research, a qualitative analysis was conducted to understand teacher perspectives on colleagues qualifications, essential teacher competencies, and their self-perceptions. The analysis involved examining responses to three questions during semi-structured interviews, using a qualitative data collection method through a semi-structured interview form. To analyze the qualitative data, a content analysis approach was employed, systematically reviewing and interpreting teacher responses. Extracting frequencies of themes, patterns, and key insights from the data provided a comprehensive understanding of teacher opinions on colleagues qualifications, necessary teacher competencies, and their self-perceptions.

Thematic analysis, a method to understand interview data, involves extracting frequencies based on themes to highlight specific topics (Roberts et al., 2019; Kiger & Varpio, 2020). This method aids in comprehending the frequency of participant views on particular themes (Fakis et al., 2014). The significance of a theme goes beyond frequency; it should encapsulate crucial aspects relevant to the research question, aligning with core objectives (Vehid & Gökalp, 2014; Vaismoradi et al., 2016). The researcher identified main themes from interviews, determined frequency, visually represented emphasis, and categorized responses for a comprehensive understanding of teacher perspectives on colleagues and their own qualifications.

FINDINGS AND DISCUSSION

Responses to the question "How do you perceive the qualifications that teachers working in Turkey should possess? Do you believe that teachers, in general, are sufficiently qualified?" obtained during the interview are summarized in Table 2.

Table 2. Distribution of Teachers' Opinions on the Competencies of Teachers

Teachers in Turkey	f
They are not sufficient	21
Most are inadequate	17
They have deficiencies in many aspects/They are quite inadequate	11
Generally satisfactory/Partially satisfactory	10
They need to develop themselves	8
Old-fashioned	6
Lack of knowledge (academic or scientific)	5
They are unable to convey information and knowledge	5
Inadequate use of technology	3
They cannot ensure active participation	3
They don't read sufficient	3
They are not open to innovations	3
I have no idea/I don't want to comment	3
Former teachers are not good at many subjects	3
They do not consider individual differences	2
They are not social and have no cooperation skills	2
The old teachers are sufficient, but the new ones are not	2
There are those who are very adequate and those who are not sufficient	2
There are those who are bored, intimidated and have given up	1
There are those who say that there is no reform among the students	1
Most of their minds are elsewhere.	1
There are many who look so that my lesson will end	1
They are not meticulous	1
They criticize everything but don't try to fix it themselves	1
Many take their work lightly	1
They are not altruistic	1
Their motivation is low. However, the best workers in Turkey are teachers	1
They are selfless and very competent	1
Communication skills are poor and many lack love	1
In particular expert teachers are below average and lazy	1

Source: author's research

From the responses of 21 teachers, it was noted that they perceived their colleagues as insufficient, with 17 teachers expressing that most were inadequate. Furthermore, 11 teachers pointed out deficiencies in various subjects, categorizing their colleagues as quite inadequate. Conversely, 10 teachers mentioned that their colleagues were generally satisfactory or partially satisfactory. These responses suggest that a notable portion of teachers hold a negative view, considering their colleagues as not sufficiently qualified and expressing critical assessments.

Studies by [Yavuz \(2011\)](#) and [Bozkuş \(2018\)](#) identify high self-efficacy beliefs and experience as contributors to teachers' perceived adequacy, while inadequacy may stem from theoretical processing and inexperience in teacher education. [Bozkuş \(2018\)](#) notes obstacles in teachers' professional development, indicating that current activities lack a structured plan, potentially influencing negative perceptions of colleagues' competencies. [Dervişoğlu Kalkan's \(2012\)](#) exploration reveals teachers tend to view themselves critically. The findings suggest teachers'

evaluations, both of themselves and colleagues, are closely tied to self-efficacy and experience, reflecting a generally critical perspective.

The responses to the question "In terms of the qualifications that teachers should have, how do you assess yourself?" during the interview are presented in Table 3.

Table 3. Distribution of Teachers' Perceptions of Self-Efficacy

Self-Efficacy Perception	f
I have many qualifications/I am competent/I am competent in many ways	29
I have shortcomings, I am aware of them/I am partially sufficient	14
I am trying/researching to improve myself	12
I am more competent than other teachers	10
I'm not sufficient/I'm not competent	7
I'm competent and one of the best/I'm too much for this community	5
I am insufficient in preparing activities and teaching methods/I cannot ensure effective participation	4
I am open to any change.	3
I can't/I don't implement student-centered ways	3
I lack experience	2
I cannot maintain discipline in the classroom	2
I can't use technology	1
I don't read books	1
I'm not good at verbal	1
I am inadequate in measuring and evaluating student achievement	1
My tone is insufficient	1
I am impatient	1
I have difficulty understanding students	1
I believe that I did not receive a good education	1
I have good intentions	1

Source: author's research

In response to the question, 29 teachers indicated they perceive themselves as highly qualified and competent in various ways. Additionally, 10 teachers consider themselves more competent than others, and 5 teachers see themselves as much superior, ranking among the best teachers. These responses suggest a generally high self-efficacy perception among the teachers, with many viewing themselves as competent or superior. Research by Karacaoğlu and Karacoğlu (2023) on project school teachers found a very high perception of competence among them. In contrast, Karacaoğlu (2008) identified a disparity between teachers' self-perception and observation scores, noting that teachers perceived themselves as quite competent while their classroom performance was rated lower.

Studies by Çavuş (2014), Akbaş (2018), and Bulut and Başbay (2014) indicate that teachers generally perceive themselves as competent, influenced by factors like experience, knowledge of legislation, and length of service. However, it's essential to recognize that these self-perceptions might not fully align with teachers' actual classroom performance, as they may emphasize specific areas of competence. The responses from 14 teachers acknowledging shortcomings and 12 actively trying to improve themselves indicate self-awareness and openness to continuous learning, in line with findings by Kalafat (2012) and Arnon and Reichel (2007) on personality traits related to openness and a desire for self-development contributing to teacher efficacy. Similarly, Elgit (2020) study indicates that teachers with 10 or more years of professional seniority have higher academic self-efficacy beliefs than those with 1-5 years of seniority. The findings suggest that experienced teachers view themselves as competent, whereas newer teachers are more inclined to improve.

This positive trend in teachers' self-efficacy perceptions, especially regarding openness to experience and a desire for self-improvement, aligns with research indicating that as teachers gain experience, their self-efficacy beliefs strengthen, motivating them to continuously enhance their skills.

Responses to the question "What, in your opinion, are the most crucial competencies a teacher should possess? How would you define the ideal characteristics of a teacher?" during the interview are presented in Table 4.

Table 4. Distribution of Teachers' Views on the Competencies That Teachers Should Have

Features That Teachers Should Have	f
Communication and empathy skills	20
Student (child) love	19
Field knowledge/have knowledge about the field	14
Openness to development/self-development	13
Patience and tolerance	12
Love for the profession	10
Pedagogical formation/educational information	5
Knowing and applying contemporary approaches	4
Honesty	2
Respect for students and individual differences	2
Model, guide and example/leadership	2
Good talk	2
Be disciplined	2
Technology knowledge	2
Planning activities appropriate to the level of students	2
Classroom management	1
Creativity	1
Being fair	1
Curriculum knowledge and mastery of the curriculum	1
Research-inquiry skill	1
Being altruistic	1
Change of mindset	1
Goodwill	1
Meticulousness and care	1
Trust yourself	1

Source: author's research

According to the teachers' opinions, the most crucial competencies that a teacher should possess include communication and empathy skills, student (child) love, field knowledge, openness to development, self-development, patience and tolerance, and love for the profession. These competencies are considered essential for effective teaching and fostering positive relationships with students. Notably, technical competencies such as pedagogical formation, educational information, and contemporary approaches received relatively fewer mentions. Only a small number of teachers emphasized the importance of these technical skills. The teachers' focus on human-oriented qualities suggests that they prioritize interpersonal skills, emotional intelligence, and ethical values in the teaching profession.

According to teachers' opinions, the essential competencies a teacher should have include communication and empathy skills, love for students (children), subject/field knowledge, openness to development, self-development, patience, tolerance, and passion for the profession. In addition, technical skills such as pedagogical formation, education-teaching knowledge, contemporary approach familiarity, honesty, respect for students and individual differences, role modeling,

guidance, leadership, eloquence, discipline, technology proficiency, planning activities suitable for students' levels, classroom management, creativity, fairness, curriculum knowledge, and research-questioning skills are highlighted. While Turkish teachers emphasize communication and empathy skills, pre-service teachers in Turkey and Sweden prioritize critical thinking, problem-solving, and communication skills, according to [Karakoyun and Lindberg \(2020\)](#). [Arnon and Reichel \(2007\)](#) found that empathetic and attentive teachers contribute to students' development of teaching methods knowledge and leadership characteristics. Teacher candidates in the study by [Çalışkan and Saygın \(2013\)](#) identified the ideal teacher as knowledgeable, engaging, respectful, motivating, supportive, and understanding. The teachers' emphasis on communication, empathy, and human-oriented qualities underscores the importance of not only knowledge transfer but also effective interaction and support for students. Although technical competencies are relatively less emphasized, they remain integral to the educational process. [Lindfors et al. \(2021\)](#) emphasize the importance of valuing technical studies, especially in teacher training institutions. In particular, [Abubakar et al. \(2023\)](#) recommend mobilizing and training teachers in the use of technology to enhance teaching and learning in schools. Teachers' appreciation of leadership, discipline, and technology skills emphasizes the need for well-rounded professionals in modern educational settings.

Teachers' emphasis on communication and empathy skills underscores the importance of fundamental teaching abilities. The focus on the love of students and children suggests that teachers should be well-versed in affective acquisition and universal values. This aligns with [Tunca \(2015\)](#) study, which identified the "loving people-student" trait as a professional value among teachers and teacher candidates. Although [Bektaş et al. \(2015\)](#) acknowledged the shortcomings in the implementation of the curriculum, it is striking that only one teacher in this study mentioned curriculum literacy or related competencies. The emphasis on communication and empathy skills indicates that healthy human relations form the foundation of education, with effective communication being crucial. The prominence of love for students emphasizes the significance that teachers place on affective intelligence and ethical values, stressing that teachers contribute not only to academic knowledge but also to students' emotional and social development. However, the lower emphasis on technical and curriculum-related competencies suggests that teacher training and professional development should focus more on improving pedagogical knowledge and program implementation skills. Teachers' reported deficiencies in program implementation highlight the need for education systems to better prepare and support teachers. Successful teachers, therefore, require a balance of human-oriented qualities (communication, empathy, love) and technical and pedagogical competencies. These findings suggest that teacher preparation programs and ongoing professional development activities should comprehensively address various aspects to effectively prepare and support teachers.

CONCLUSIONS

This study unveils a diverse landscape of teachers' perceptions, showcasing both confidence and acknowledgment of deficiencies in various competencies. Experienced educators tend to perceive themselves as competent, whereas newer teachers express a greater inclination toward self-improvement. Common perceptions of colleagues as inadequate are rooted in self-efficacy beliefs and experience, often exacerbated by hindrances to professional development. Crucial competencies identified by teachers encompass human-oriented qualities, such as communication and empathy skills, alongside technical competencies such as pedagogical knowledge. While human-centric attributes take precedence, technical skills, including pedagogical formation and contemporary teaching approaches, are recognized but to a lesser extent.

This study underscores the necessity for continuous professional development, particularly

in pedagogical knowledge and contemporary teaching methods. Striking a balance between human-oriented and technical competencies is deemed indispensable for effective teaching. Educational institutions and administrators are urged to provide ongoing support to cultivate a proficient teaching staff, thereby enhancing the overall educational experience for students.

In conclusion, the research highlights varying self-perceptions among teachers, revealing a need for targeted professional development initiatives. The correlation between self-efficacy perceptions, experience, and perceptions of colleagues emphasizes the importance of tailored support. The identified deficiencies in specific areas, such as event preparation and technology use, underscore the need for comprehensive teacher training programs that address both human-oriented and technical competencies. Continuous professional development is crucial for fostering a qualified teaching staff and enriching the educational experience for students.

LIMITATIONS, RECOMMENDATIONS & FURTHER RESEARCH

This research serves as a need analysis for teacher education. It identifies 15 themes in which teachers perceive themselves as lacking and inadequate, as well as 27 competency themes that teachers should possess. Teacher education programs can be tailored to address these specific themes, by introducing new courses aligned with current conditions and needs. In-service vocational education programs can be developed to address these identified areas. Both pre-service and in-service education programs can incorporate diverse practices to enhance competencies such as communication and empathy skills, love for students, field knowledge, self-development, patience, tolerance, and passion for the teaching profession.

To enhance teachers' professional development and elevate education quality, it is recommended to provide continuous education in pedagogical knowledge and contemporary teaching approaches. Support for improving technology skills, specialized training in communication and empathy, and encouragement for ongoing professional development are crucial. Emphasizing student diversity and fostering respect for differences will enable teachers to better serve their students. Increasing the awareness and importance of teacher professional knowledge and competences is essential, alongside supporting curriculum knowledge through dedicated resources. Encouraging self-evaluations and personal development opportunities contributes to teachers' professional growth. Implementing these recommendations as part of policies and programs can strengthen teachers' competences and enhance the overall educational experience, requiring active support from educational institutions and administrators.

Teachers can benefit from opportunities to enhance their affective skills and understanding of universal values. Initiatives should be established to foster the development of teachers' curriculum literacy and competencies in implementing the curriculum. Greater emphasis on the competencies related to teaching profession knowledge can be achieved through awareness-raising practices among teachers. Teachers who perceive themselves as inadequate can be offered targeted opportunities for self-development in areas where they identify specific needs.

Exploring the reasons behind the self-perceived sufficiency of experienced teachers compared with the self-development orientation of new teachers can provide valuable insights. Further studies can be conducted to identify the specific knowledge, skills, attitudes, and abilities constituting teacher competencies. Essential skills for teachers can be delineated, leading to the development of skill-based and competency-based teacher education programs. In addition, research can be undertaken to establish the qualifications and skills required by teacher educators implementing these programs. Employing various qualitative methods, investigations can be conducted to assess whether teachers possess high self-efficacy perceptions and if their self-perceptions align with their actual competencies.

This study highlights teachers' perceived deficiencies in classroom management, content

knowledge, and professional knowledge. To address these areas, targeted professional development programs and training are recommended. Prioritizing competencies such as communication skills, empathy, and technology knowledge, as identified by teachers, is crucial in teacher training institutions, with an emphasis on reinforcing pedagogical formation. Encouraging experienced teachers to mentor new colleagues and share insights is beneficial. Support programs focusing on enhancing teachers self-efficacies can increase their motivation and passion for the profession. Implementing these recommendations is anticipated to enhance student education effectiveness and overall improve quality of the education system.

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