

ORIGINAL ARTICLE

Teachers' Attributed Importance to and Perceived Performance on the General Competencies of Teaching Profession

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Ethical Statement

The decision of the Çanakkale Onsekiz Mart University Graduate Education Institute Scientific Research Ethics Committee dated 17.02.2022 and numbered 04/11 was an approval. The committee found the study in compliance with the principles of the Ethics Committee.

Funding Information

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Conflict of Interest

No conflict of interest is present in the conduction or the reporting of this study.

ABSTRACT

This research aimed to investigate both the importance that secondary school teachers attributed to the general competencies of the teaching profession and their perceived performances on these competencies. The study was designed as a survey. The study sample composed of 192 secondary school teachers (from all branches) who were chosen by random sampling and volunteered to participate in the study. Teacher Perceived Performance Scale (TPPS) was used by adding an importance scale to the left side of it. Descriptive statistics was used and mean, median, and standard deviations of importance and perceived performance scores for each indicator (item) were calculated and Importance Performance Analysis (IPA) was conducted. It was found that teachers give less importance to and perceive less performance on 'Professional Knowledge', give less importance to and perceive high performance on 'Professional Skills' and give high importance to and perceive high performance on 'Attitudes and Values'.

Keywords: Competency, IPA, importance-performance, teaching profession

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INTRODUCTION

Like other professions, competencies are necessary for teaching profession. Turkish Ministry of National Education [MNE] (2017), defines competencies as the knowledge, skills and attitudes that teachers must have in order to fulfill their teaching profession effectively and efficiently and states three competency areas as (1) 'Professional Knowledge', (2) 'Professional Skills', and (3) 'Attitudes and Values'. As seen, competencies are integration of knowledge, skills and attitudes. Korthagen (2004) also defined competencies integrated body of knowledge, skills, and attitudes; as such, they represent a potential for behavior, and not the behavior. That is, being competent does not result in high performance every time. Performance can be defined as the product that the employee gathers after his activities and processes for realizing the aims of the organizations (Başaran, 1991). That is, competencies are knowledge, skills and attitudes that are needed while supplying a job's requirements to achieve high performance.

In Turkey, general competencies for teaching profession were decided to create a guide for teachers to use in their personal and professional development (MNE, 2017). It is expected from teachers to perform well in these competencies and if needed, to develop themselves. That is, the main actor is teachers. First of all, competencies/competency indicators should be meaningful for them.

The competencies become useless if teachers find them unnecessary and do not show fair performance on them. Therefore, this study aimed to detect the attributed importance to and perceived performance on the general competencies of teaching profession. Perceived performance means the performance level that the teachers think how well they perform on competency indicators. Cheng and Cheung (2004) compared the importance that the school principals gave to competency items and perceived the performance of the novice teachers on those competency items. Differently, in this study, teachers' attributed importances and perceived performances were compared, and this comparison was done by using Importance Performance Analysis (IPA).

IPA was developed by Martilla and James (1977) to determine which qualities should be given importance to extend the marketing space and to detect the strength and weaknesses of the product services by answering two questions: (1) 'How important is this feature?', and (2) 'How well did the service providers perform?'. Since IPA is an understandable and applicable simple analysis, it has been used in different areas and in many types of research. Some of these from such different areas as: tourism (Oğuzbalaban & Kızıllırmak, 2019; Weber, 2000), management (Rahman & Qing, 2014), and e-business (Magal &, Levenburg, 2005). In education, IPA was generally used in order to evaluate service quality in higher education (Angell et al., 2008; Ballantyne & Packer, 2004; O'Neill & Palmer, 2004; Padlee et al., 2020). However, in this research rather than assessing service quality, by conducting IPA, the General Competencies of Teaching Profession in Turkey was examined from the perspective of teachers.

METHOD

Purpose

The main aim of the study is to investigate both the importance that secondary school teachers attributed to the general competencies of the teaching profession and their perceived performance on these competencies. For this main aim, the following questions were tried to be answered.

1. How much importance do secondary school teachers attribute to the general competency indicators of the



teaching profession?

2. How is the perceived performance of secondary school teachers on the general competency indicators of the teaching profession?
3. How much importance is attributed to each competency indicator by secondary teachers and how is the perceived performance of them on each competency indicator?

Research Design

The study was designed as a survey. Surveys are studies in which information is collected from a group of people to describe some aspects or characteristics of the population of which that group is a part of (Frankel & Wallen, 2006). This study aimed to describe the beliefs of the secondary school teachers working in a city in the western part of Turkey regarding how they perform in teachers' professional competencies and how important these competencies are. For this aim, rather than reaching all of the secondary school teachers, a sample group among them was detected. Therefore, it can be said that the aim and sampling of the study are suitable to the characteristics of a survey study.

Population and Sample

The population consists of 568 teachers working in 15 secondary schools affiliated with MoNE (Ministry of National Education) in the center of a city in the western part of Turkey during the second semester of 2021-2022 educational year. The sample consisted of 192 secondary school teachers (from all branches: English, information technologies, mathematics, music, physical education, psychological counseling and guidance, religious education, science, social sciences, Turkish, visual arts) who were chosen by random sampling and volunteered to participate in the study. While deciding on the sample size, the maximum number of subjects were aimed to be reached. Frankel and Wallen (2006) suggest that the researchers should try to obtain as large a sample as they can and for descriptive studies, they state that the minimum number of 100 is essential. Totally, 205 secondary school teachers were reached; however, some data was missing in 13 participants' answers. Therefore, they were excluded, and 192 participants' answers were analyzed.

Data Collection Instrument

Teacher Perceived Performance Scale (TPPS) was used by adding an importance scale to the left side of it. TPPS is a five-point Likert-type self-assessment scale. The scale ranges from 'Usually' to 'Never' ('Usually', 'Every time', 'Sometimes', 'A few times', 'Never'). This scale was developed by Öztürk and Tezcan (2023) to assess the perceived performance of secondary school teachers on general competency indicators of the teaching profession. The items are the indicators of General Competencies of Teaching Profession determined by the Turkish MoNE (2017). These competencies are composed of three competency areas namely 'Professional Knowledge', 'Professional Skills' and 'Attitudes and Values' with a total of 65 competency indicators under them. The scale items were derived from these 65 competency indicators by conjugating their verbs in the first person singular in simple present tense. For example, the first indicator 'Analyzes topics and concepts related to his/her field' was rewritten as 'I analyze topics and concepts related to my field'. In addition, the 65th indicator was divided into two items according to the expert opinion. So, there were 66 items in the scale at first; however, during the scale development process, as a result of Exploratory Factor Analysis, 43 of these indicators were excluded. The final form of the scale consisted of 23 items under five factors namely 'Professional Knowledge' (Items 1 to 7), 'Instructional Design and Application Skill' (Items 8- 13) 'Assessment

and Evaluation Skill' (Items 14-17), 'Attitudes and Values Regarding Human Relations' (Items 18-20), and 'Attitudes and Values Regarding Personal and Professional Development' (Items 21-23). As understood, items belonging to each of the 'Professional Skills' and 'Attitudes and Values' competency areas were dispersed under two factors. This five-factor structure of the scale was confirmed ($\chi^2/df=1.68$, RMSEA = .08, RMR = .04, CFI = .94, NNFI = .94) by Confirmatory Factor Analysis and the internal consistency coefficients of these factors, and the whole scale were calculated respectively as .84, .83, .67, .75, .58 and .90 (Öztürk & Tezcan, 2023).

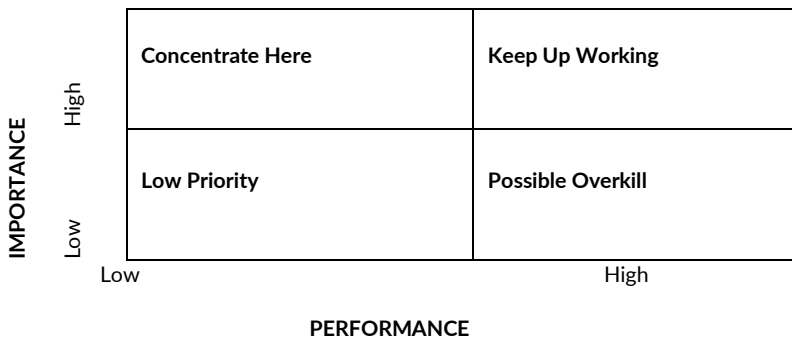
For this study, an importance scale ranging from 'Very important' to 'Never important' was added for each item to measure the importance teachers attribute to them. Therefore, the attributed importance and the perceived performance for each competency indicator could be collected simultaneously. While answering, teachers gave an importance point and performance point for each item.

Data Analysis Process

This study was designed around three research questions. While searching for the first question's answer, the importance attributed to each competency indicator by secondary school teachers was tried to be detected. According to this, descriptive statistics was used and mean, median, and standard deviations of importance scores for each indicator (item) were calculated. Similarly, to find teachers' perceived performance on each competency indicator, descriptive statistics were conducted. Finally, to find answer for the third question, Importance Performance Analysis (IPA) was conducted to reveal how much importance was attributed to each competency indicator and how the perceived performance of teachers was on each competency indicator.

The findings obtained as a result of the IPA analysis are presented with a grid called the IPA grid. The IPA grid consists of four separate quadrants. The grid is given in Figure 1.

Figure 1. Importance-performance Grid (Martilla & James, 1977)



The meanings of the quadrants were evolved from the grid are given in the following (Rahman & Qing, 2014):

Low Priority: Importance and performance are both perceived as low. This indicates that the competencies falling in this quarter have low priority for development.

Possible Overkill: Although the level of importance given to the competencies falling in this quarter is low, perceived performance is high. This indicates that resources are not used properly.

Concentrate Here: Perceived performance was measured low for competencies falling in this quarter, although the level of importance was measured high. In this case, the focus needs to be on competencies development in this quarter.

Keep Up Working: Perceived importance and performance are both measured at a high level for competencies in this region. In this case, these competencies should be continued to work on.”

IPA is generally conducted on the data collected from service recipients. However, in this study, the importance attributed to each competency indicator and the perceived performance shown by teachers were analyzed. The difference between the means of importance and perceived performance for each competency indicator was calculated. Finally, the distribution of the mean differences on the IPA Grid was given and discussed for each competency area.

FINDINGS

Findings Related to the First Research Question

The first research question was about the importance that secondary school teachers attribute to the general competency indicators of the teaching profession. While answering this question, descriptive statistics were conducted and mean, median, and standard deviation were calculated for each item. The results were given in Table 1. The items were aligned according to their mean importance scores from high to low.

Table 1. Descriptive statistics for the importance scores (N = 192)

Item no	Item	\bar{x}	M	ss
19	I value every student as a person and as an individual.	4.90	5.00	.32
18	I respect children's and human rights.	4.84	5.00	.38
20	I base empathy and tolerance on human relations.	4.83	5.00	.42
23	I protect my professional commitment and dignity by following professional ethical principles.	4.83	5.00	.39
16	I do assessment and evaluation objectively and fairly.	4.80	5.00	.46
17	I give correct constructive feedback to students and other stakeholders according to the assessment and evaluation results.	4.64	5.00	.58
13	When conducting the teaching and learning process, I consider students with special needs.	4.63	5.00	.58
21	I engage in activities aimed at improving myself personally and professionally.	4.61	5.00	.62
11	I organize learning environments by taking into account students' individual differences and needs.	4.58	5.00	.59
14	I prepare and use assessment and evaluation tools suitable for my field and the developmental characteristics of the students.	4.56	5.00	.59
15	I use process-oriented and product-oriented assessment and evaluation methods.	4.54	5.00	.63
8	I prepare flexible teaching plans by taking into account the individual differences and socio-cultural characteristics of the students.	4.54	5.00	.63
1	I analyze topics and concepts related to my field.	4.53	5.00	.55
12	I organize the learning environments according to the goals of the course.	4.51	5.00	.64
10	I prepare instructional materials suitable for learning outcomes.	4.49	5.00	.64
7	I associate information about students' developmental and learning characteristics with teaching processes.	4.47	5.00	.56
22	I participate in cultural and artistic events.	4.44	5.00	.68
9	I organize healthy, safe and aesthetic learning environments.	4.39	5.00	.70
2	I interpret the reflections of the basic theories and approaches in my field on my field.	4.39	4.00	.57
3	I categorize the basic information and data sources related to my field.	4.24	4.00	.74
5	I explain the teaching program of my field with all its elements.	4.22	4.00	.62
4	I categorize basic research methods and techniques related to my field.	4.21	4.00	.74
6	I associate the teaching program of my field with other relevant teaching programs.	4.14	4.00	.76

As can be seen from Table 1, secondary school teachers gave importance to all 23 items, in other words, teachers gave importance to all 23 General Competencies of Teaching Profession Indicators at 'Important' and 'Very Important' levels (\bar{x} >4.00 for all items). According to the mean scores, nine of the items (Items 2,3,4,5,6,7,9, 10, and 22) were scored as 'Important' ($4.00<\bar{x}<4.50$). Most of these items (Items 2, 3, 4, 5, 6, and 7) were competency indicators of

'Professional Knowledge'. Other 14 items were considered as 'Very Important' ($5.00 > \bar{x} \geq 4.50$). The most important competency indicators ranked by secondary school teachers were all of the three items (Items 18, 19, and 20) composing the 'Attitudes and Values Regarding Human Relations' factor. They were followed by the items belonging to 'Instructional Design and Application Skill' (Items 8, 11, 12, and 13) and 'Assessment and Evaluation Skill' (Items 14-17) factors. These were the indicators of the 'Professional Skill' competency area. Two of the items (Items 21 and 23) composing the 'Attitudes and Values Regarding Personal and Professional Development' factor had a mean at the 'Very Important' level, while item 22 had a mean at the 'Important' level. There was not any item of which importance mean score was at 'Not Decided', 'Unimportant', and 'Never Important' levels.

Findings Related to the Second Research Question

Second research question was 'How is the perceived performance of secondary school teachers on the general competency indicators of the teaching profession?'. The answer to the question was about the descriptive statistics of perceived performance on each item. Table 2 includes the mean, median, and standard deviations of performance scores. The items were listed according to their mean performance scores.

According to Table 2, the mean performance scores of all items were higher ($\bar{x} > 4.00$). Teachers perceived the highest performance on items 19, 18, and 20. These items were all under the 'Attitudes and Values Regarding Human Relations' factor. They were followed by item number 23 which was 'I protect my professional commitment and dignity by following professional ethical principles.' Item 23 was under 'Attitudes and Values Regarding Personal and Professional Development' subscales. Therefore, it can be understood that teachers' perceived performance was higher on the 'Attitudes and Values' competency area. Moreover, items 16 and 17 of which performance mean scores were higher ($5.00 > \bar{x} > 4.50$) also belonged to the 'Assessment and Evaluation Skill' factor. Teachers' perceived performance on the rest of the items was at 'Every time' level ($4.50 > \bar{x} > 4.00$). All of the items composing the 'Instructional Design and Application Skill' subscale had mean performance scores at the 'Every time' level ($4.50 > \bar{x} > 4.00$).

Table 2. Descriptive statistics for the perceived performance scores (N = 192)

Item no	Item	\bar{x}	M	ss
19	I value every student as a person and as an individual.	4.87	5.00	.40
18	I respect children's and human rights.	4.85	5.00	.40
20	I base empathy and tolerance on human relations.	4.79	5.00	.49
23	I protect my professional commitment and dignity by following professional ethical principles.	4.75	5.00	.53
16	I do assessment and evaluation objectively and fairly.	4.73	5.00	.46
17	I give correct constructive feedback to students and other stakeholders according to the assessment and evaluation results.	4.61	5.00	.63
1	I analyze topics and concepts related to my field.	4.43	4.00	.57
21	I engage in activities aimed at improving myself personally and professionally.	4.42	5.00	.73
7	I associate information about students' developmental and learning characteristics with teaching processes.	4.35	4.00	.65
14	I prepare and use assessment and evaluation tools suitable for my field and the developmental characteristics of my students.	4.35	4.00	.75
8	I prepare flexible teaching plans by taking into account the individual differences and socio-cultural characteristics of the students.	4.34	5.00	.83
13	When conducting the teaching and learning process, I consider students with special needs.	4.31	4.00	.80
15	I use process-oriented and product-oriented assessment and evaluation methods.	4.30	4.00	.79
12	I organize the learning environments according to the goals of the course.	4.27	4.00	.83
11	I organize learning environments by taking into account students' individual differences and needs.	4.23	4.00	.89
2	I interpret the reflections of the basic theories and approaches in my field on my field.	4.22	4.00	.67
3	I categorize the basic information and data sources related to my field.	4.21	4.00	.79
10	I prepare instructional materials suitable for learning outcomes.	4.15	4.00	.87
5	I explain the curriculum of my field with all its elements.	4.14	4.00	.82
9	I organize healthy, safe and aesthetic learning environments.	4.10	4.00	.81
22	I participate in cultural and artistic events.	4.10	4.00	.95
4	I categorize basic research methods and techniques related to my field.	4.08	4.00	.83
6	I associate the teaching program of my field with other relevant teaching programs.	4.02	4.00	.83

According to Table 2, teachers perceived the least performance on item 6 'I associate the teaching program of my field with other relevant teaching programs' and on item 4 'I categorize basic research methods and techniques related to my field', and these items were 'Professional Knowledge' competency indicators. They were followed by item 22. Item 22 was 'I participate in cultural and artistic events.' and belonged to 'Attitudes and Values on Personal Professional Development' subscale. Even the means of item 6, item 4 And item 22 were still high and at the 'Every time' level ($4.50 > \bar{x} > 4.00$); however, they were low with respect to the means of other items' performance scores.

Findings Related to the Third Research Question

While answering the first two research questions, mean importance scores (\bar{x}_{imp}) and mean performance scores (\bar{x}_{perf}) were calculated. In the third question, the two mean scores were compared for each item. The differences between these two scores for each item were calculated. The findings were given in Table 3.

Table 3. The differences of Importance-Performance mean scores

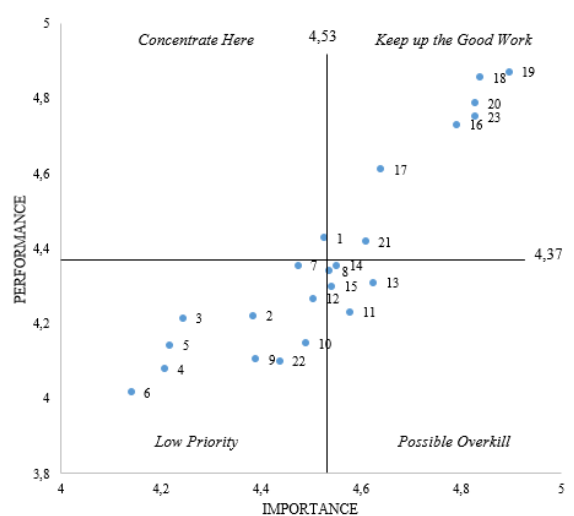
Item No	Item	\bar{x}_{imp}	\bar{x}_{perf}	Mean Difference ($\bar{x}_{perf} - \bar{x}_{imp}$)
1	I analyze topics and concepts related to my field.	4.53	4.43	-.10
2	I interpret the reflections of the basic theories and approaches in my field on my field.	4.39	4.22	-.17
3	I categorize the basic information and data sources related to my field.	4.24	4.21	-.03
4	I categorize basic research methods and techniques related to my field.	4.21	4.08	-.13
5	I explain the curriculum of my field with all its elements.	4.22	4.14	-.08
6	I associate the teaching program of my field with other relevant teaching programs.	4.14	4.01	-.13
7	I associate information about students' developmental and learning characteristics with teaching processes.	4.47	4.35	-.12
8	I prepare flexible teaching plans by taking into account the individual differences and socio-cultural characteristics of the students.	4.54	4.34	-.20
9	I organize healthy, safe, and aesthetic learning environments.	4.39	4.10	-.29
10	I prepare instructional materials suitable for learning outcomes.	4.49	4.15	-.34
11	I organize learning environments by taking into account students' individual differences and needs.	4.58	4.23	-.35
12	I organize the learning environments according to the goals of the course.	4.51	4.27	-.24
13	When conducting the teaching and learning process, I consider students with special needs.	4.63	4.31	-.32
14	I prepare and use assessment and evaluation tools suitable for my field and the developmental characteristics of my students.	4.55	4.35	-.20
15	I use process-oriented and product-oriented assessment and evaluation methods.	4.54	4.30	-.24
16	I do assessment and evaluation objectively and fairly.	4.79	4.73	-.06
17	I give correct constructive feedback to students and other stakeholders according to the assessment and evaluation results.	4.64	4.61	-.03
18	I respect children's and human rights.	4.84	4.85	.02
19	I value every student as a person and as an individual.	4.90	4.87	-.03
20	I base empathy and tolerance on human relations.	4.83	4.79	-.04
21	I engage in activities aimed at improving myself personally and professionally.	4.61	4.42	-.19
22	I participate in cultural and artistic events.	4.44	4.10	-.34
23	I protect my professional commitment and dignity by following professional ethical principles.	4.83	4.75	-.08
Average Mean Scores		4.53	4.37	-.16

As it can be understood from Table 3, except for item 18, importance mean scores were higher than performance mean scores ($\bar{x}_{perf} - \bar{x}_{imp} < 0.00$). The mean importance and performance scores were different for items 11, 10, 22, 13, and 9, and were calculated as approximately .30 for these items. In these items, Items 9, 10, 11, and 13 were all under the 'Instructional Design and Application Skills' subscale and item 22 belonged to the 'Attitudes and Values on Personal and Professional Development' subscale. Items 3, 17, 18, 19, and 20 had the least difference between importance and

performance mean scores, and items 18, 19, and 20 were under the 'Attitudes and Values Regarding Human Relations' factor.

Finally, items were positioned on IPA grid. Martilla and James (1977) declared that positioning the axes on the grid was a matter of judgment and in the case of the absence of low importance and performance ratings, it can be considered to move the axes over one position on the scale. As can be seen from Table 1 and Table 2, there was not any item having low importance or low performance score. Therefore, in this study, axes were positioned according to the average of the mean importance scores (average $\bar{x}_{imp}=4.53$) and the average of the mean performance scores (average $\bar{x}_{perf}=4.37$). Figure 1 includes the Importance Performance analysis (IPA) Grid.

Figure 2. Importance Performance Analysis (IPA) Grid



When Figure 2 is analyzed, it can be seen that only one item (Item 1) falls into the '**Concentrate Here**' quarter with high importance and low performance. In other words, the mean importance score of item 1 is higher than the average importance score and its performance score is lower than the average performance score. Item 1 is 'I analyze topics and concepts related to my field.', and it is a Professional Knowledge indicator. Only this item from Professional Knowledge competency area has a higher mean importance than the general mean importances. The other items belonging to the Professional Knowledge subscale falls into the 'Low Priority' quarter.

Most of the items (10 items) fall into the quarter of '**Low Priority**'. The mean importance scores of these items are lower while the mean performance scores are higher than the average mean score. Six of these 'Low Priority' items (Items 2,3,4,5, 6, and 7) are the competency indicators of the Professional Knowledge competency area. Items 9, 10, and 12 positioning in the 'Low Priority' quarter also belong to the Instructional Design and Application Skills factor. The last item in the 'Low Priority' quarter is Item 22 ('I participate in cultural and artistic events.') which is under the Attitudes and Values Regarding Personal and Professional Development subscale that belongs to the 'Attitudes and Values' competency area.

The '**Possible Overkill**' quarter has 5 items which are all Professional Skills competency area indicators. Items 8, 11,

and 13 are under the Instructional Design and Application Skills factor and Items 14 and 15 are under Assessment and Evaluation Skills factors. The means of their importance scores are lower than the average importance score. However, although their mean importance is low, the mean performance on these items is high.

The last quarter is '**Keep Up Good Work Quarter**'. The items positioning in this quarter have both high mean importance and high mean performance scores. Except Item 22, all other items (18,19, 20, 21, and 23) as indicators of the Attitude and Values competency area fall into this quarter. In addition, Items 16 and 17 which belong to Assessment and Evaluation Skills are in this quarter as well.

DISCUSSION

In this study, it is aimed to detect both the importance that secondary school teachers attributed to general competencies of the teaching profession and their perceived performance on these competencies. In Turkey, Ministry of National Education [MoNE] (2017) put forward 'The General Competencies of Teaching Profession' composing of three competency areas namely as 'Professional Knowledge', 'Professional Skills' and 'Attitudes and Values' and the indicators under them. By using a scale items of which were derived from the competency indicators and in a similar structure with the General Competencies of Teaching Profession, the aim of the study was tried to be reached. The means of importance and performance scores for each item were calculated, were interpreted and IPA was conducted.

According to the findings, teachers gave importance and perceived high performance on each indicator and competency area. On the other hand, it was also found that the importance and performance degrees changed within competency areas and most of the items belonging to the same competency area fell into the same quarter on IPA grid. Therefore, the results were given for each competency area respectively.

Firstly, it was detected that 'Professional Knowledge' was the least important competency area according to secondary school teachers. The perceived performance on the indicators of this competency area was also the lowest. Other than one item (Item 1), all other items of Professional Knowledge subscale positioned in Low Priority quarter, which meant they did not have a priority for development. The importance of Professional Knowledge, covering content knowledge, pedagogic knowledge and pedagogic content knowledge, was approved for many researchers (Cochran et al., 1993; Schulman, 1986). In fact, the participant teachers attributed importance as well, yet they considered it less important than 'Professional Skills' and 'Attitudes and Values'. On the contrary, Cheng and Cheung (2004) found that knowledge of subject matter competencies were considered the most important items by school principals, and also, they were the best performed items by novice teachers. It was also found that pre-service teachers gave the most importance to the subject knowledge items (Bhargava & Pathy, 2011).

Even the item from Professional Knowledge competency area (Item 1) which was 'I analyze topics and concepts related to my field.' was given much importance than other items from the same competency area, still the perceived performance on it was low. Therefore, it fell in 'Concentrate Here' quarter, and it was the only item in that quarter. This meant that since teachers' perceived performance on analyzing field's topics and concepts was low and in contrast the attributed importance was high, teachers needed to develop in this competency indicator. However, analyzing was a bit high cognitive goal (Krathwall, 2002) and, so teachers may need a support for this.

Secondly, the items derived from 'Professional Skills' competency indicators were considered less important than the items of the Professional Knowledge indicators in the order of importance. Different from 'Professional Knowledge'

competency items, teachers' perceived performance on these items was found more important than that they attributed to them. That is, most of these items lied on 'Possible Overkill' quarter which meant that teachers showed a higher performance than their average performance on most of the 'Professional Skills' competencies; even though they gave less importance to them. These items were related to instructional design, instructional application, and assessment and evaluation processes which were very important elements of instruction. Martin (2011) also found that instructors gave importance to instructional design; but it was lowest in other elements. Showing high performance despite of giving less importance can be interpreted as teachers perform on these competency indicators with an extrinsic motivation. However, at this point, to increase their intrinsic motivation, the need of explaining why these processes are important and how they affect learning outcomes are evolved. Teachers should be informed about these points.

Finally, teachers gave the most importance to and perceived highest performance on 'Attitudes and Values' items. The items belonging to 'Attitudes and Values Regarding Human Relations' sub-scale were related to communication and relationship with students. Teachers gave higher importance to and had higher perceived performance on them rather than the other competency indicators. Teachers have the right to give importance to communication with students. There are many studies which show communication skills of teachers affect the academic achievement (Khan et al., 2017; Myers et al., 2014), motivation (Frymier & Houser; 2000; McCroskey et al., 2006; Myers et al., 2014), interest (Mazer, 2013). Therefore, they should better keep up working in communication with students. On the contrary, teachers gave less priority to only one item belonging to 'Attitudes and Values' which was 'I participate in cultural and artistic events.'. However, Salmona et al. (2015) found that participation in culturally based events is part of a complex decision-making process and suggested to increase cultural event opportunities in teacher education. The same thing, increasing attending in cultural events opportunities should be provided to teachers.

CONCLUSION AND RECOMMENDATIONS

In conclusion, teachers attributed high importance to and perceived high performance on every competency indicator covered by this study. The indicators belonging to 'Attitude and Values' competency area were attributed highest importance and highest perceived performance. On the other hand, the Professional Knowledge indicators were attributed the least importance and the least perceived performance. Interestingly, indicators regarding Professional Skills were attributed moderate importance, but the perceived performance was a little bit higher than the moderate perceived performance.

It is recommended that teachers should be well informed and persuaded about the importance of 'Professional Knowledge' and 'Professional Skills'. The same study may be conducted with primary and high school teachers. The importance and performance of the same competency indicators can be scored by secondary school teachers and the data can be analyzed by IPA.



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