



## Original Article (Qualitative)

# Identifying Factors Affecting Self-Development of Iranian TV School Teachers: Report of A Qualitative Study

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**Abstract**

The present study aims to identify the factors influencing the self-development of teachers at Iran's Television School. In terms of purpose, this research is applied with a developmental approach, and in terms of data collection methodology, it is qualitative-phenomenological. To achieve this objective, in-depth and semi-structured interviews were conducted with 11 teachers from Iran's Television School using purposive and snowball sampling techniques. The data obtained from the interviews were analyzed using coding techniques and the MAXQDA software. The validity of the research findings was confirmed through three methods: member checking, triangulation of data sources, and analysis of negative/deviant cases. Additionally, to assess the reliability of the coding, test-retest reliability and inter-subject agreement methods were employed. After reviewing and organizing the interview transcripts, initial concept codes were identified using an inductive approach, and similar codes were grouped into specific categories. Ultimately, by identifying 80 indicators and categorizing them under 17 components, six main dimensions were determined and defined: cognitive self-development, value-attitudinal self-development, skill-based self-development, learning-oriented self-development, self-development needs, and support for self-development.

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## Extended abstract

### Introduction

One of the most common and costly organizational activities is human resource development, which includes the development of new skills, the improvement of existing skills, and behaviors and methods that affect employees (Vanhala & Ahteela, 2011). A new approach recently gaining attention in the field of human resource development is referred to as self-development. Self-development is a process used for three purposes: enhancing skills, knowledge, and experiences previously acquired; reducing weaknesses; and achieving personal development goals (Key-Roberts, Halpin & Brunner, 2012).

Self-development can occur throughout an individual's activities, and is completed through institutional training and operational demands expected from the individual (U.S. Department of the Army, 2008). Accordingly, self-development is a planned, multidimensional, progressive, and continuous process that individuals undertake to improve their performance and achieve their developmental goals (Odierno, 2015). This approach is particularly significant among teachers, as they are the core of human resources in the educational system, holding a pivotal position in the education and training structure (Mallarangan, Rahman, Nur, Lathifah & Lubis, 2024). In this context, the rapid and significant advancements in teaching-learning areas in the short term lead to the obsolescence of professional knowledge and skills of staff, especially teachers who are crucial mechanisms in managing learning (Isa, Neliwati, & Hadijaya, 2024).

### Theoretical Framework of the Research

Regarding the concept of self-development, despite considerable differences among researchers, there is consensus that self-development is one of the essential aspects of contemporary teaching, activity, and a critical element in teacher education (Baymatova, 2024). It is a process for self-formation, self-learning, improving teaching abilities, self-transformation, and, in general, a key factor in teachers' professional competence (Day & Sachs, 2004). This topic is of such importance that in our country, even for the continuous growth and flourishing of teachers' beliefs, educational, scientific, and professional competencies during service, it is repeatedly emphasized in the Fundamental Transformation Document, the highest document in the education sector, in the form of various goals and strategies (Goals 4, 5, 6, 7, 11).

Despite the significance of this topic, there have been few and scattered studies on self-development in human resources, especially among teachers, and these studies have only explored a limited number of influencing factors. For instance, according to the study by Stoliarchuk, Serhieienkova, Khrypko, Prorok, Kalishchuk, Kolinko, & Binkivska (2024), the most important components of self-development include self-awareness, self-motivation, social skills, critical thinking, and time management.

Moreover, in Iran, efforts have been made in the past two decades with a self-development approach for human resources. For example, in the study by Sadeghi Tabar, Gurchian, Jafari & Davoudi (2022), nine core codes were identified in the professional self-development model for faculty members. The first dimension was professional self-development competency, followed by dimensions such as the willingness for professional self-development, professional self-development planning, implementation and execution of professional self-development, individual factors, technological and virtual factors, organizational, international, and other environmental factors. Although the theoretical foundations and previous research indicate that self-development has been emphasized in various studies and examined from different angles, as well as its relationship with numerous variables being tested, the literature suggests that self-



development, as a distinct and emerging field, remains unclear and has many unknown aspects (Mirkamali & Mazari, 2016). It has not been deeply explored within educational organizations, including schools.

Therefore, this study is specifically designed to address the following research question: What are the factors affecting self-development among teachers in the Iranian Televised School?

### **Research Methodology**

In terms of purpose, this research is classified as applicable research with a developmental approach, and in terms of data collection methodology, it is qualitative-phenomenological. To achieve the research objectives, in-depth and semi-structured interviews were conducted with 11 teachers of Iran's Television School using purposive and snowball sampling techniques. The data obtained from the interviews were analyzed using coding techniques and the MAXQDA software. The validity of the research findings was confirmed through three methods: member checking, triangulation of data sources, and analysis of negative/deviant cases. Additionally, test-retest reliability and inter-subject agreement methods were employed to assess the reliability of the coding. The total duration of the interviews was 12 hours and 30 minutes, with each interview lasting between 50 to 70 minutes.

### **Research Findings**

To qualitatively analyze the design and explanation of the teachers' self-development model with the interpretive phenomenology approach, the conducted interviews were first entered into the WORD file. Then the text of the interviews was read several times by the researcher to get to know him completely, and the least error would occur in the coding. To increase speed and accuracy, Max Kyuda software was used and after coding, the data were analyzed. The process was such that by reading the text of the interviews and comparing them with each other, meaningful propositions were identified that contained important information related to the research question. Then concepts were created by putting the primary codes together and each meaningful statement was assigned an index that the meaning of that code is meaningful. Based on this, several primary (index), secondary (component), and selective (dimension) codes were extracted. The codes were studied and compared time and again, and the codes that had the most similarities and could create a single meaning together were placed in one category and a class of codes was created.

### **Conclusion**

The investigations carried out in this research have suggestions for the planners and executives of the Iranian education system and television school programs. Taking advantage of the self-development model of teachers and the necessary support for them, training teachers with a focus on changing attitudes towards the goals and new methods of education, self-development skills of knowledge, the way of looking at the teaching profession and acquiring specialized and comprehensive skills, holding empowerment courses for teachers of Iran's television school, a deeper look at the needs and motivations of television teachers' self-development, teachers' use of their colleagues' experiences to enrich teaching and students' teaching-learning, sufficient teachers' studies in the field of teaching psychology and audience recognition, having an attractive expression technique and tone in teaching, acquiring computer skills such as making PowerPoint, using educational videos in the web environment and related services, forming a positive attitude and a developmental attitude towards the nature and mission of the teaching profession, paying attention to the model of teachers' self-development output, and laying the groundwork for advancing its goals, using teaching methods and flexible training as required by the teacher, practicing the teaching process



before the main performance in the television school, being in the studio environment earlier and checking the location of oneself and the cameras to increase self-control are among the executive suggestions of the present research. One of the most important limitations in the implementation of this research was the non-cooperation of some teachers due to the belief that the research results were not applicable in practice and the authorities did not take appropriate measures.