

Original Article (Quantified)

# Analysis and standardization of technical skills indicators of junior secondary school teachers

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**Abstract**

The aim of this research is to analyze and Normalize technical skills indicators of junior high school teachers. The present research is applicable in terms of purpose, and descriptive-contextualization in terms of method. The statistical population of the research includes all junior high school teachers in the four districts of Karaj in 2021, from which a sample of 329 teachers was selected. The sampling method is cluster random method. A researcher-made questionnaire was used to collect information. SPSS and AMOS software were used to analyze the data. The findings indicate that each component of the teachers' technical skills questionnaire, which includes: consulting skills, teaching and classroom management skills, evaluation skills, and information and communication technology skills, has a desirable internal consistency. Therefore, it was concluded that each of the items has the necessary power to measure the components of teachers' technical skills, and each of the components has an acceptable power to measure the more general factor, namely teachers' technical skills.

**Keywords:**

Teacher skills,  
Teacher technical skills,  
Normalization,  
Classroom management

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## Extended abstract

### Introduction

Since education is the most important tool for achieving advanced scientific development, teachers must also face this reality like other groups (Ramírez Montoya et al, 2021). The rapid changes in contemporary life necessitate the need for up-to-date and technological education and preparation to face, accept or reject, and coordinate with changes in various dimensions of life (Ali Ahmadi, 2016). Therefore, the success of any educational system depends more than any other factor on the knowledge and skills of its teachers, and they must update their knowledge throughout their professional lives (Zaragoza et al, 2021). To achieve a desirable and purposeful education, it is necessary to provide targeted activities with a deep insight and by obtaining fully specialized qualifications based on comprehensive and professional studies, taking into account various aspects of knowledge, skills and new achievements of science and technology and using new tools and methods. To realize these activities and programs, a general, continuous and comprehensive effort is needed from various factors in the educational system so that the above complex can achieve its goals more and have a positive and greater impact on improving the quality of education (Elhami et al, 2023).

Teachers' skills and competencies depend on having a combination of types of competencies that are influenced by teachers' individual capabilities and competencies, and include educational competencies, personal competencies, professional competencies, and social competencies (Ababaf et al, 2018), some of which are the teacher's mastery of subject knowledge and are considered fundamental competencies and skills (Murray et al, 2015). Some are behaviors and performance that direct competencies and skills towards models (Mehralizadeh, 2018). In this regard, one of the skills required in these areas is communication, which requires the use of communication skills. Communication skills are those skills through which individuals can engage in interpersonal interactions and the communication process. That is, the process through which individuals share their information, thoughts, and feelings through verbal and non-verbal exchange (Hamedi Nasab & Asgari, 2018). Therefore, the present study seeks to evaluate this research issue, which is: how to analyze and standardize the technical skills indicators of junior high school teachers?

### Theoretical framework

#### Teachers' technical skills

The effectiveness of teachers depends on having a combination of technical skills. Some of these teaching skills are influenced by the individual capabilities and competencies of teachers (Altan et al, 2018). Although there are many common technical and specialized skills that should be pursued by setting the right goals, categorizing them in different dimensions, drawing a roadmap, and under the shadow of effectiveness and efficiency, teachers with skills must have the ability to use and correctly select these techniques. Using and adapting different types of skills creatively and creating basic programs using technical skills are requirements for a teacher. Some experts believe that if education is to progress, education professionals, especially teachers, who have extensive interaction with learners, must change. Also, their knowledge and information, cognitions, attitudes, skills, and working methods must change (Ramezani & Amini, 2022).

Molina-Moreno et al, (2024) investigated the analysis of personal competencies in teachers. Their results showed that activities aimed at strengthening teachers' personal competencies have a positive impact on areas such as job satisfaction, professional commitment, emotional management, and stress reduction, which have a favorable effect on students. However, the effectiveness of these interventions may vary depending on the study design and individual characteristics of the participants.

Khalifelo et al, (2024) investigated the impact of teachers' classroom management skills on the teaching-learning process. They showed that teachers' classroom management skills significantly affect the teaching-learning process of students. Teachers with strong classroom management skills can create a suitable and orderly learning environment that increases students' concentration, participation, and motivation. These skills also help teachers manage instructional time more effectively and prevent it from being wasted. As a result, effective classroom management by teachers will lead to improved academic achievement of students. In general, teachers' classroom management skills have a significant impact on the teaching-learning process of students. These skills help teachers to create an orderly and constructive environment in the classroom, manage instructional time effectively, increase student motivation and participation, and ultimately lead to improved academic achievement. Therefore, developing and strengthening classroom management skills in teachers should be considered a priority in order to make the teaching-learning process in schools more effective.

### **Research Methodology**

The present research is applicable in terms of purpose, and descriptive-contextualization in terms of method. The statistical population of the research includes all junior high school teachers in the four districts of Karaj in 2021, from which a sample of 329 teachers was selected. The sampling method is cluster random method. A researcher-made questionnaire was used to collect data.

### **Research findings**

SPSS and AMOS software were used to analyze the data. The findings indicate that each component of the teachers' technical skills questionnaire, which includes: consulting skills, teaching and classroom management skills, evaluation skills, and information and communication technology skills, has a desirable internal consistency. Therefore, it was concluded that each of the items has the necessary power to measure the components of teachers' technical skills, and each of the components has an acceptable power to measure the more general factor, namely teachers' technical skills.

### **Conclusion**

The present study was conducted with the aim of analyzing and normalizing the indicators of technical skills of junior high school teachers. The results of this study are consistent with the results of Molina-Moreno et al, (2024), Khalifelo et al, (2024), Rezaei et al, (2023), Hoshyar et al, (2023), Rezazadeh et al, (2023), Azarboeh & Nastiezaie (2022), Kalantaripour & Modiri Khameneh (2021), Namaziandost et al, (2021), Talebi Khansari (2020), and Vilcaste (2019). Khalifelo et al, (2024) showed that teachers' classroom management skills significantly affect the teaching-learning process of students. Teachers with strong classroom management skills can create an appropriate and orderly learning environment that increases students' focus, participation, and motivation. These skills also help teachers manage instructional time more effectively and prevent it from being wasted. Consequently, effective classroom management by teachers will lead to improved student achievement. Overall, teachers' classroom management skills have a significant impact on students' teaching-learning process. These skills help teachers create an orderly and productive classroom environment, manage instructional time effectively, increase student motivation and participation, and ultimately lead to improved academic achievement. Therefore, developing and strengthening classroom management skills in teachers should be considered a priority in order to make the teaching-learning process in schools more effective.



It is suggested that, considering the importance of teachers' influence on students and considering that knowledge and skills can be acquired, learned, and transferred, there is a need to seriously discuss and examine the characteristics and methods of training teachers in order to develop and enhance their competence, so that more justified principles and programs can be developed for training competent teachers who are up-to-date and compatible with rapid developments.