

## Submissions Abstract Book - All Papers (Included Submissions)

0404

Desirable Non-Teachable Attributes for a Successful Teaching Career in Peru: How to Identify these in Recruitment and Selection to Undergraduate Courses

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**Research Domain:** International contexts and perspectives (ICP)

**Abstract:** This paper presents the findings of an exploratory study into the perceived qualities of a successful teacher in Peru. The study explores which non-academic competencies are perceived as most desirable for applicants to a teacher education course. Data was collected through interviews and focus groups discussions with teachers, teacher educators and local and regional education administrators. Interviews were conducted in three regions (one urban, one jungle and one mountain) reflecting the cultural and geographical diversity of Peru. The findings offer insights as to the non-academic competencies considered to be essential if teachers are to flourish in the diverse educational contexts. It also offers some suggestions as to how to more effectively target these competencies in recruitment and selection procedures. Although specifically relevant for the Peruvian Ministry of Education, (MINEDU), the findings are relatable to teacher education institutions across Latin America.

**Paper: Introduction:**

**The case for better quality:** Reducing teacher attrition can both maintain quality in education and increase return on investment for public bodies (Goldhaber, Grout & Huntington-Klein, 2014). Improving teacher selection methods is one of the most cost-effective ways to improve the teaching workforce (Chetty et al., 2014; Hanushek & Rivkin, 2014;).

**The current approach to teacher selection:** The approach to ITE applicant selection in Peru is 'information poor' and runs contrary to the developments in other professions. Current methods suffer from two key problems: (a) they are inaccurate, and (b) they are resource intensive (Rushton, et al., 2007).

**An alternative approach:** Situational Judgement Tests (SJTs), Multiple Mini-Interviews (MMIs) and academic records have been found to be a better set of decision making tools across a range of disciplines for assessing knowledge, skills, abilities and other competencies (Ryan & Ployhart, 2014). They also present an additional advantage of being easily accessed by candidates and selectors using mobile technology and therefore reducing cost and resources.

**COACTIV Model:** Models of development of teacher effectiveness tend towards two extremes. The first argues that teachers are effective because of their personal qualities, alone. The second

approach argues that anyone who masters certain skills and knowledge can be an effective teacher. The COACTIV approach (Figure 1) shows the interplay between the various personal and contextual factors (Kunter et al. 2013; Klassen & Kim, 2019).

FIGURE 1 HERE

### **Research Questions:**

**RQ1:** What are perceived as the most important non-academic competencies for a successful teacher in Peru?

**RQ2:** Are there any regional differences between regions in the perception of these important non-academic competencies?

### **Method:**

**Sample:** 46 teachers and teacher educators, 2 regional directors and 2 local directors participated in the provinces of Lima (urban), Cusco (mountainous) and Loretto (jungle). Data was collected in focus group discussions and semi-structured interviews. Data was collected as notes and transcripts.

**Analysis:** Constant comparative method of analysis that included deductive and inductive coding procedures through the various waves of data collection. Analysis of the data began with a set of “start codes” that reflected the guiding questions of the study. Four researchers independently organized and coded interview data using the a priori start codes, and collectively (through discussion) developed a set of further codes that emerged through multiple readings and codings of the interview data.

### **Results:**

Table 1 shows participants in the Urban setting chose to emphasise the importance of empathy with students, also placing importance on a new teacher’s commitment to the profession and to the importance of communicating with colleagues. Communality was not regarded with the same importance that it was in the other areas. Teachers were not expected to live as part of the communities they served.

TABLE 1 HERE

Participants in the Mountain setting were emphasised a sense of communality most of all, with empathy and commitment to the profession also being seen as important. Those in the Jungle location also emphasised the same three competencies. However, in the Jungle, success required commitment to integrating teaching into the life of the community. In the mountain areas the successful teacher was seen as someone who could retain a professional identity in spite of their circumstances. The successful teacher maintained a professional distance.

### **Discussion:**

Universal and specific characteristics: While some characteristics seen as important aligned closely with previous research in other settings (Klassen et al., 2018) there were some regional differences

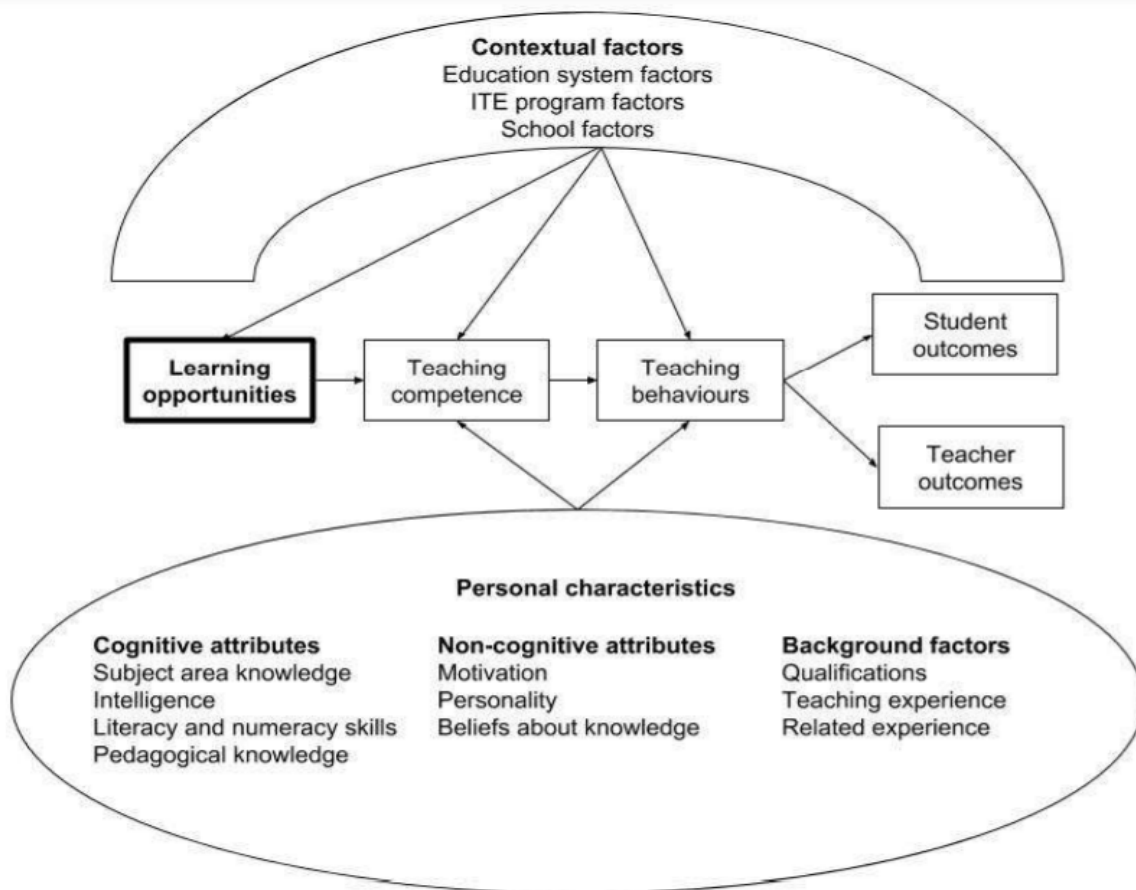
which need to be accounted for when designing recruitment and selection processes for University teacher education courses.

There were differences in the characteristics emphasised in the Urban setting - a greater focus on individual learning and emotions, compared to the Mountain and Jungle locations. Whilst participants in these locations emphasised the same broad characteristics, clear differences between conceptions of professionalism and commitment exist between the two regions. Teachers and stakeholders in Jungle locations focused more upon integration and communality than those in the Mountain areas. These differences may reflect cultural and historical experiences of the communities in these areas. Both areas visited struggled to recruit sufficient applicants to teacher education courses.

**Conclusion:**

Designing for recruitment and selection: Development of contextualized selection tools using realistic scenarios to identify the 10 most important non-teachable characteristics of potentially successful teachers. Simultaneously develop a recruitment programme which uses examples of SJTs to challenge potential applicants ideas about themselves. Encouraging applications by increasing their sense of self-efficacy as future teachers once the potential applicant realizes they possess important qualities which they hitherto had not considered relevant (Bardach & Klassen, 2020; Klassen, et al., 2021).

**References: Figure 1: COACTIV model -developing teacher effectiveness**



**Table 1: Number of utterances relating to each non-teachable characteristics**

Non-teachable characteristic	Location		
	Urban	Mountain	Jungle
Adaptability	7 (10%)	12 (12%)	5 (9%)
Commitment and Motivation	10 (14%)	22 (22%)	8 (14%)
Communication with Colleagues	10 (14%)	10 (10%)	1 (2%)
Communication with Pupils	3 (4%)	5 (5%)	3 (5%)
Empathy	16 (22%)	15 (15%)	11 (11%)
Fairness	7 (10%)	2 (2%)	4 (7%)
Organisation	1 (1%)	1 (1%)	1 (2%)
Resilience	5 (7%)	0	1 (2%)
Self-Reflection	5 (7%)	8 (8%)	6 (11%)
Communality	6 (8%)	26 (26%)	14 (25%)
Inspirational	2 (3%)	0 (0%)	2 (4%)
<b>Total</b>	<b>72 (100%)</b>	<b>101 (100%)</b>	<b>56 (100%)</b>

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