

THE PERCEPTION OF FUTURE TEACHERS ON THE COMPETENCIES AND ROLES OF TEACHERS*

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10.52846/AUCPP.2023.2.03

Abstract

This research analyzes the students' perception of teachers' competencies and their roles in the educational activity. The study examines the issue starting from the theoretical and practical aspects offered by the specialized literature on this subject, based on the answers given by future teachers in the final year of their bachelor's degree about the characteristics of the 21st century teacher. The purpose of the research was to identify the main qualities of teachers (perceived by students), objectified in categories of professional competencies and roles. For this, we resorted to the content analysis (of some essays the students developed at the end of their first level of psychopedagogical training).

The collection of the quantitative and qualitative results indicated a higher frequency of emotional and social competencies as well as that of the manager and counselor roles. The results showed that while some participants emphasized the educational support and others the role of socialization, most of them considered the emotional development to be first. Also, from the responses of the research participants, the critical areas that need to be developed in their professional training also emerge.

Key words: *Competencies; Roles; Perception; Students.*

1. Introduction

The way students perceive the learning, teaching and assessment processes profoundly affect how they think, feel and behave in their academic pursuits. The studies that are examining the students' perceptions are not new and have an important impact on learning, but also on the way the educational process is organized and carried out or on how the competency profile is established. The perception of students training to become teachers on the qualities of teacher

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performance and the characteristics of the teaching profession can play a significant role in developing the competencies that a good teacher demonstrates. We are starting from the premise that professional roles and competencies can represent a reference point for judgments on teacher training. This work is a necessary approach to obtain an overview of the professional competencies and roles considered to be important by the future teachers.

Some authors have focused their attention on the students' perceptions of their teachers' personality, teaching strategies and assessment techniques, as well as on how they approach the curriculum contents (Bhargava & Pathy, 2011, Gao, 2020; Leggett *et al.*, 2004). Other authors have explored the students' perceptions based on their previous experience in education as a first step in developing their identity as teachers (Bergmark *et al.*, 2018) or they illustrated how the students, who are going to become teachers, perceive their success in applying 21st century competencies in schools (Niu *et al.*, 2021).

Previous findings related to teacher competencies have identified a relation between a teacher's competency and the viable learning outcomes (Allen & Fraser, 2007). D. Blazer (2015) claims that there is a significant relationship between the effectiveness of the teacher and the teaching competency, these being two interdependent aspects. There is a growing need for quality in teachers, because a teacher is a critical determinant of the students' achievement (Harris *et al.*, 2018). In addition, "while the new forms of relations established in the 21st century have completely reconstructed education, the teachers are also evaluated according to the competency standards formulated as 21st century skills" (Gümüş, 2022, p. 244).

Taking inventory of the studies on the 21st century teacher competencies (Darling-Hammond & Bransford, 2005; Feiman-Nemser, 2008; Geijsel *et al.*, 2009; González & Wagenaar, 2005; Hagger & McIntyre, 2006; Kelly & Grenfell, 2004; Krauss *et al.*, 2008; Mishra & Koehler, 2006; Tican & Deniz, 2019; Williamson McDiarmid & Clevenger-Bright, 2008), A. Gümüş (2022) mentioned that an important aspect in competencies is the increasing employability of people in the economic structure of this century. Major social changes and the acceleration of social and economic development are generating new expectations for the competency profile of teachers (e.g. mobility, adaptability, dynamism, digitisation). In addition, the specifics of education in the post-Covid period has introduced new requirements into the education system, which has affected the activities of the instructional-educational process.

In this context, education has the task of preparing for a future globalized world, where being unique and endowed with socio-emotional intelligence are distinct human qualities (Zhao, 2018) that machines do not have (yet). That is why the teacher's competencies are essential and represent a condition for achieving quality education.

2. Approaching the teacher's competencies and roles in the specialized literature

2.1. Teacher competencies

Competency is a basic trait of a person that makes it possible to achieve high results in a particular job, role or situation. Competency always needs a context of use that mobilizes resources. J. Welch and M. Hodge (2018) conceptualized competency as a group of knowledge, skills, behaviors, capabilities, or attitudes that lead to outstanding performance.

In the specialized literature, the definitions of competency vary from classic approaches (a) to new meanings (b), from focusing on narrow skills to more holistic (or integrated/ relational) conceptions:

a) There are two sets of qualities that characterize a successful teacher: professional characteristics and professional competencies (Whitty, 1996, pp. 89-90). The professional characteristics include professional values, personal and professional development, communication and relationships, as well as synthesis and application. The professional competencies include the knowledge and understanding of children and their learning, the knowledge of the subjects, the curriculum, the education system and the role of the teacher.

b) Being complex structures with instrumental value, competencies are diverse: some are general (or transferable) and others are specific; some are centered on knowledge (*savoir*), others on attitudes (*savoir-être*) or skills (*savoir-faire*). There are both cognitive and emotional competencies, personal and social competencies, strictly necessary competencies, necessary and desirable competencies, core (basic, minimum, essential) and integration competencies, input competencies (e.g. self-confidence) and output competencies (e.g. the ability to present) etc. In this century, transversal competencies turn out to be important. "Transversal skills and competencies (TSCs) are learned and proven abilities which are commonly seen as necessary or valuable for effective action in virtually any kind of work, learning or life activity. They are 'transversal' because they are not exclusively related to any particular context (job, occupation, academic discipline, civic or community engagement, occupational sector, group of occupational sectors, etc.)" (Hart *et al.*, 2021, p. 4).

The competency profile of the 21st century teacher is based on aspects specific to the new requirements, which encourage critical thinking, communication and negotiation, socio-emotional skills, creativity, intercultural skills. The OECD 2030 document defines these competencies as key to meeting the challenges of a volatile, uncertain, complex and ambiguous world, harnessing digital tools and artificial intelligence (European Council, 2018; OECD, 2018). Therefore, teachers have the privilege, rather than the mere task, of producing trained and qualified professionals who are proficient in technical skills, social skills, interdisciplinary thinking, as well as problem-solving techniques for a technology-based world of work, virtualized and highly globalized (Brown-Martin, 2018). In many situations, "students evaluate their teachers informally, and the amount of trust they place in them depends largely on their perceived level of their competency" (Ababio, 2013, p. 37). S. Shukla (2014)

reported that professional commitment and teaching competency have a positive correlation. Also, attitudes towards reflection and continuous professional development, as well as practice analysis, innovation and collaboration play a decisive role in the competencies of teachers (Caena, 2011).

Schools are important platforms for building knowledge and values (O'Flaherty & Beal, 2018), but it is increasingly important for teachers to be competent in technical skills, social abilities, interdisciplinary thinking, as well as problem-solving techniques specific to technological activities, in an extremely globalized world of work. In this context, it is necessary to identify the categories of competencies that students expect from their teachers, in the sense that they are appropriate and specific to the 21st century.

Research on the subject highlights a number of dimensions of teacher competency. A study conducted in Serbia found four areas of teacher competencies: values and child-rearing; understanding of the education system and contribution to its development; subject knowledge, pedagogy and curriculum; and self-evaluation and professional development (Pantić & Wubbels, 2010). K. Selvi identifies the following categories of competencies: Field Competencies, Research Competencies, Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies, Emotional Competencies, Communication Competencies, Information and Communication Technologies (ICT) Competencies and Environmental Competencies (2010, pp. 168-169).

Referring to the competencies of the teacher, C. Dervenis, P. Fitsilis and O. Iatrellis decided to synthesize the previous research in order to identify the competencies of the teaching staff in the university environment. They conducted a review of the research on teacher competencies in higher education and derived the teaching staff competencies from the roles and tasks assigned to university professors. Thus, they identify the following dimensions of the university teacher competency: Personality, Professionalism, Educational, Sciencificity, Communication, Digitality (Dervenis *et al.*, 2022, pp. 206-207).

As an argument for the present study, we support the hypothesis of the research carried out by I. K. R. Hatlevik, according to whom "the perceived professional competency of newly qualified teachers acts as a mediator between the perceived competency of future teachers, on the one hand, and that of experienced teachers, on the other hand" (2017, p. 814). We consider it necessary to take into account the perception of students in their final year on the didactic mission and the roles that a teacher must exercise in the training of trainers. Moreover, it is found that "perceived theoretical understanding and confidence in their role as a teacher, as a prospective schoolteacher, is of major importance for subsequent perceptions of professional competency as a schoolteacher" (Hatlevik, 2017, p. 824).

2.2. The roles of the teacher

The roles played by the teacher are also important. In his capacity as a mentor, he can act as a role model and be an advisor, evaluator, teaching expert, supporter, facilitator, planner of teaching experiences, counselor, reflective professional. To

improve the quality of teacher education programs and to bridge the gap between theory and practice, teacher educators can help prospective teacher students identify the gap between expected and lived experiences and connect theory to practice. We note that "teachers are called on to be activators of meaningful learning, not just facilitators, being creative in choosing from a wide palette of strategies to be mixed and adjusted to context and learner" (Caena & Redecker, 2019, p. 357).

The roles that derive directly from the status of the teacher are joined by the social ones. We believe that "the interpersonal skills of the teachers are crucial in creating a positive atmosphere because they determine the engagement and performance of the students and contribute to the development of appropriate peer behavior patterns" (Barr, 2016). It is stated that "today, the task of the teacher is no longer to be an agent of knowledge – that is, teaching is no longer limited to transmitting information in the hope that it will be understood by the students" (Ababio, 2013, p. 47). Moreover, the role of the teacher is also understood from the perspective of the ethos and language of the market, that is, of those elements that constitute the entrepreneurial perspective.

The differences between teachers reveal a variety of types. In any case, in order to be positively perceived by the students, the teachers should improve their communication and teamwork skills, create a favorable atmosphere that is able to lead to greater engagement, and teach attractive courses. It is desirable for the teachers to be productive in their performance and, because master-centrism and/or pedocentrism are no longer the dominant orientations, they must value their relationship with the students. As a facilitator, the teacher should be more supportive of diversity, cultivate tolerance and freedom, develop creative potential and give more importance to social-emotional skills. Rather, a teacher is, in a way, like a coach who is as good as a parent. It is obvious that the roles, expectations and behaviors of teachers are quite similar in most countries of the world: "Teachers may differ considerably from one country to another in matters such as status, salary, workload and resources, but the basic nature of the teaching role remains very similar" (Saha, 2009, p. 76). However, "unfortunately, for many teachers, information technology and digital literacy in general are still considered secondary to the educational process and not a central element of the educational mission" (Dervenis *et al.*, 2022, p. 205).

As we gain more and more digital skills, we do better in the virtual world and, unfortunately, relate more superficially in the classrooms. We believe that teacher training needs to focus more on preparing teachers to be humane educators who care more about the individual students, and this aspect invites for the reconfiguration of the specific roles.

3. Elements of pedagogical research

3.1. Organizational issues

Our research is of a constative type and took place between February 15th, 2022 and June 15th, 2022. The students were asked to write an essay about how they view the teaching profession and the qualities of a teacher.

A content analysis of the responses was conducted in order to examine the students' expectations and preferences regarding the quality of work, traits, skills, behavior, attitudes, and values of a good teacher, that are able to meet the demands of the 21st century. Content analysis is a research method used to study and/ or retrieve meaningful information by determining the occurrence of certain words or concepts in texts or sets of texts.

The present study focuses on the perception of future teachers about the essential competencies they want to find in a teacher and about the roles played by him/ her. The participants who solved this didactic task in writing are third-year undergraduate students, and this requirement was part of presenting the final assessment portfolio.

The essays were generally one to two pages long and were handed in during the final exam of the 3rd year. The data were analyzed, individually and collectively, to classify them according to significance, regularities, similarities and contradictory elements. Based on them, we established the benchmarks in the analysis of the content of the essays: nodal points, explanatory elements, connecting chains, the position/ role of the subject).

The sample includes 92 students of the Faculty of Sciences of the University of Craiova, who are attending the Psychopedagogical Training Module.

Table 1. The distribution of the students participating in the study

<i>Chemistry</i>		<i>Physics</i>		<i>Geography</i>		<i>Informatics</i>		<i>Mathematics</i>	
N	%	N	%	N	%	N	%	N	%
8	8.70	17	18.48	21	22.82	27	29.35	19	20.65

3.2. The purpose and objectives of the research

The main purpose of this research is related to the relevance of the professional identity that future teachers build in relation to the roles and competencies specific to the teaching profession. We were interested in finding out the answer to the question "How do future teachers relate to the professional skills and roles?". Thus, the study aimed to describe the perceptions of the students attending the psychopedagogical module on the competencies needed in the teaching career and on the roles played by the teachers.

The purpose of the research was to identify the main qualities of teachers (perceived by the students), objectified into categories of competencies and sets of professional roles. We focused on obtaining relevant information that can be used in initial teacher training programs.

The objectives of the research are the following:

O₁: Specifying the conceptual framework necessary to support theoretical ideas about the qualities of the 21st century teacher;

O₂: Outlining the teacher's competency profile and identifying his main roles;

O₃: Analysing the answers of the students who are participating in the study in order to place them in the main categories of competencies and to identify the dominant roles;

O₄: Formulating conclusions about the perception that students have in relation to the elements of the competency profile and the roles played by the teacher.

The stated objectives refer to the purpose proposed in this research and support its achievement.

3.3. Methodological considerations

Based on the content analysis, we recorded the answers given by the students, centralized the obtained information and grouped the competency elements into several specific categories (the frequency analysis is the classic process of content analysis). From the exploratory factor analysis, seven categories we referred to were obtained.

In the analysis of the students' essays, we identified the reference points for each category of competencies:

1) *Cultural competencies:*

- Nodal points: values (cognitive, moral, aesthetic, etc.)
- Explanatory elements: cultural, respect for the values of other cultures, tolerance towards people from different cultures
- Connecting chains: information abundance, openness to new information, interdisciplinarity
- The position of the subject: man of culture, model, guide, agent of knowledge, monitor

2) *Psychological, pedagogical and methodical competencies:*

- Nodal points: teaching, learning, assessment
- Explanatory elements: knowledge of the specialized field, the use of modern strategies, the ability to evaluate rhythmically and objectively, etc.
- Connecting chains: keeping to the students' pace, adaptation to various situations, complying with the students' particularities, responsibility, moderate demand
- The position of the subject: learning facilitator, planner of didactic experiences, teaching expert, evaluator

3) *Emotional competencies:*

- Nodal points: emotions, feelings
- Explanatory elements: emotional self-control, emotional regulation, empathy, resilience, managing one's emotions
- Connecting chains: understanding, trust, optimism, kindness, compassion
- The position of the subject: emotional support, friend, motivational factor, therapist

4) *Social, relational competencies:*

- Nodal points: society, community, group
- Explanatory elements: positive character traits, open, bi/ multidirectional communication, facilitation of self-knowledge and mutual knowledge
- Connecting chains: social interaction, respect (for the students, parents), tolerance, prevention of bullying

- The position of the subject: communicator, advisor, support, negotiator, binder

5) *Managerial competencies:*

- Nodal points: management, leadership, school discipline
- Explanatory elements: knowledge of the managerial activities, the ability to find a balance between exigency and indulgence

- Connecting chains: solving tensions, solving crises, adapting the leadership style

- The position of the subject: class manager, leader, decision maker

6) *Digital competencies:*

- Nodal points: computer, digital environment, digital networks, technology
- Explanatory elements: the use of information technology, knowledge of the digital resources, the ability to create knowledge-based online communities

- Connecting chains: openness to technology, curiosity, technological skills, handling technical problems

- The position of the subject: creator of digital resources, user of educational tools and platforms, provider of educational software

7) *Scientific research competencies:*

- Nodal points: science, innovation, reflective practice
- Explanatory elements: searching for the truth, conducting ascertainment and ameliorative research, testing new applications

- Connecting chains: the capacity for continuous improvement, interest in discovering the new

- The position of the subject: reflective professional, researcher, innovator, reformer.

In addition to making sure that category grids did not overlap (mutual exclusivity criterion), we allowed for a wide range of competency types to be covered (exhaustiveness criterion). Of course, we also encountered qualities/characteristics that can be classified into two categories of competencies. For example, the management of conflicts by the teacher involves a series of knowledge, skills and attitudes that belong to the emotional as well as the managerial or psychopedagogical sphere. In order to respect the criterion of independence (not fitting the same characteristic in two different categories), we considered that although some aspects intersect or can be included in the category of transversal competencies (e.g. creativity, problem solving, responsibility, innovation), the context that prevails is the one the students addressed in their answers.

For example:

"I appreciate in a teacher the ability to solve conflicts that often arise in a class of students. Solving conflicts is a specific aspect of the teacher's role as a manager, and knowing the stages and following them in the problem-solving approach is a sign of good managerial training" (F. M., Mathematics, year III).

"A teacher is a being endowed with reason and emotion, and I believe that, in addition to his/ her intellectual qualities (logical thinking, cognitive flexibility, good

analysis, etc.), the ability to solve problems or conflicts is equally important" (L. C. Physics, year III).

In the first example, the placement of the quality related to solving conflicts between students in the sphere of student class management is evident. In the second, the ability to solve conflicts can be classified either as cognitive conflicts (because it is presented immediately after the other cognitive qualities), or as emotional or social conflicts (if we refer to the first part of the idea presented by the student). In such situations we placed the information in the larger context of the presented text and took into account the connecting chains in the content.

Regarding the quantitative analysis, the distribution of the answers given by the students looks like this:

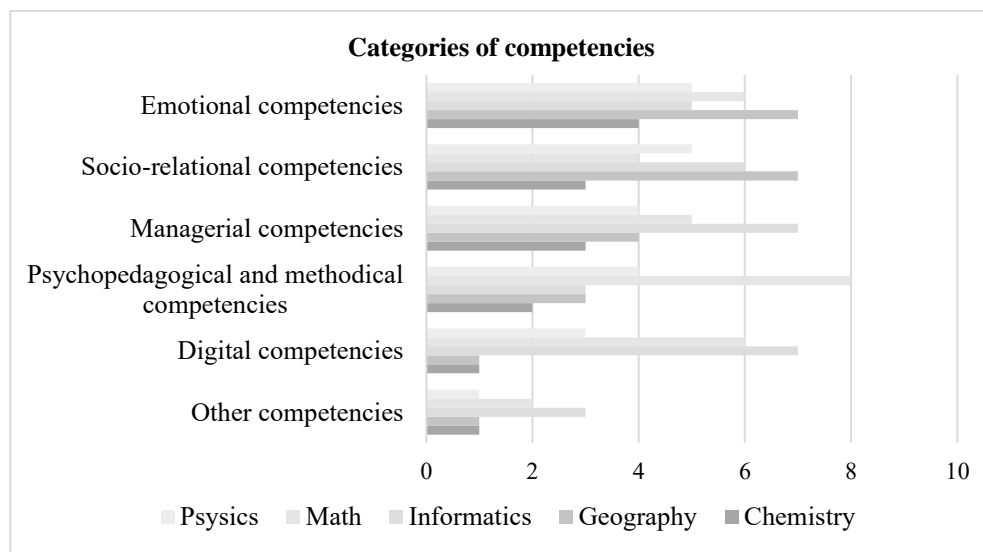


Figure 1. The distribution of the categories of competencies targeted by the students

Figure 1 shows the categories of competencies most frequently chosen by the students. The first positions are occupied by emotional competencies (29.35 %) and socio-relational competencies (27.17%), followed by managerial competencies (25%), psychopedagogical and methodical competencies (21.74%), respectively digital skills (19.57%).

We specify that in 8 essays there was no reference to the roles of the teacher, so that we centralized the answers mentioned by the other 84 students. We were interested in the frequency of the roles they noted in their essays, and from this point of view they are configured as follows:

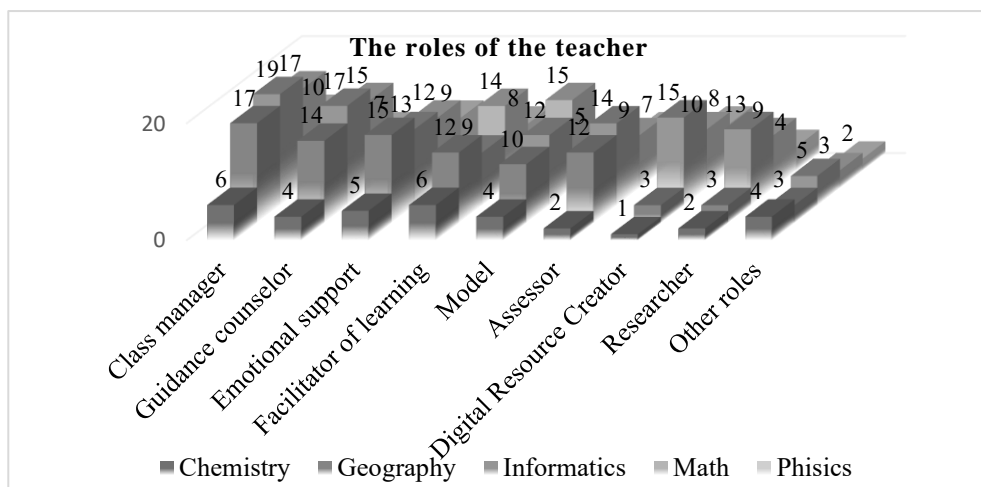


Figure 2. The teacher's roles in the students' perception

This figure shows the main roles played by teachers according to the participating students: class manager (82.14%), counselor (67.86%), emotional support (64.28%), learning facilitator (58.33%), model (54.76%), evaluator (52.38%), creator of digital resources (44.04%), researcher (36.90%).

4. Discussions

The content analysis highlighted the elements specific to the nodal points that correspond to the competencies pursued by the students. There were many situations (over 45%) when the students did not clearly name the type of competency, but insisted on the connecting chains (for example, instead of explicitly stating that they refer to the pedagogic competencies, they emphasized the importance of respecting the didactic principles, using some active-participatory methods, the appeal to modern educational means).

Regarding the interpretation of the quantitative data, according to Figure 1, the following can be observed:

a) Most of the options of the students participating in the research were related to the emotional (29.37%) and socio-relational competencies (27.17%), followed by the managerial ones (25%).

b) The psychopedagogical competencies were chosen by 21.73%, most choices being made by students from the Department of Mathematics.

c) The digital skills are present in the students' choices, being specified in a higher proportion among the students of the Department of Informatics (7.61%) and the Department of Mathematics (6.52%).

d) Other categories of competencies were also named, but they have a very low frequency. For example, the cultural competencies registered a percentage of 4.34%, and the entrepreneurial ones a percentage of 2.17%.

As related to these findings, the qualitative analysis highlights the following aspects:

- The role of the socio-emotional competencies has increased in the post-pandemic period, this aspect being also confirmed by other research. For example, recent research points out that "teaching involves daily 'emotional labour' (Day and Hong, 2016) as teachers work hard to take care of their own emotional needs as well as their students' and their colleagues' within some complex and multifaceted ecological systems (Carroll *et al.*, 2020; Hong *et al.*, 2018)" (Sheridan *et al.*, 2022, p. 2).

- No student specified the importance of intercultural competency. This shows the need for a better training of the future teachers from an intercultural point of view. Taking into account globalization, the widespread use of information and communication technology, and the convergence of cultures in Europe, we were expecting students to include intercultural competency in the grid of teachers' competencies. However, the present research suggested its absence, and we therefore recommend exposing prospective teachers to diverse intercultural situations.

- Because professional competencies can "represent a marker or reference point for judgments about the training of the beginner teachers" (Swabey, Castleton, & Penny, 2010, p. 31), we consider it important to inventory them and identify the gaps in the initial teacher training.

The students presented different ways of perceiving the conditions of the teaching profession. They described different experiences – both positive and negative – that shaped their view of the teaching profession and their reasons for becoming a teacher. In their essays, the students adopted an individual perspective rather than a collective one, and some reasons are expressed more frequently by the students with certain majors (e.g. digital skills were more often cited by the students majoring in computer science).

As for the way the students perceive the roles played by the teacher, according to the quantitative data presented in Figure 2, we mention the following:

a) The role of manager of the class of students played by the teacher occupies the best position in the options of the students from all specializations (100% – Chemistry, 95.24% – Geography, 81.48% – Computer Science, 100% – Mathematics, 88.23% – Physics).

b) The roles of adviser (67.86%) and emotional support (64.29%) also have high frequencies.

c) The role of digital resource creator has a good percentage (44.05%), higher than the role of researcher (36.90%).

d) Other roles specified by the students include the quality of leader, friend, man of culture, respectively agent of knowledge, but these do not have high frequencies in relation to the other roles mentioned.

The qualitative analysis of these findings leads to the following ideas:

a) The fact that the students chose the role of teacher manager in large numbers could be the effect of their participation in the "Classroom Management" course. The task was assigned at the end of year III, after the end of this course, which is part of the Curriculum of the Psychopedagogical Training Module. This

aspect serves the idea that prior beliefs and knowledge are filters through which prospective teachers experience their professional training.

b) Among the teacher's qualities (and, therefore, his roles) there is the ability to support, help, advise, provide emotional support. Moreover, another important aspect is the teacher's ability to encourage the students in the learning process by promoting intrinsic motivation, self-regulation of learning and the development of some deeper approaches to learning.

c) There have been situations where roles have been presented in a 'competing values' framework – they can convey conflicting messages (e.g. providing information or encouraging independent learning; supporting students or examining their competencies).

d) The fact that 58.33% of the students specified the role of facilitator confirms their psychopedagogical training based on the constructivist paradigm. The role of facilitator requires a range of competencies that are specific to both cognitive and social constructivism. From the perspective of a unified pedagogical practice, there is a need for both facilitation and mediation. It is appreciated that "teachers as facilitators should be able to work on learning resources that are useful and can support the achievement of goals and teaching and learning process, whether in the form of resource persons, textbooks, magazines, or newspapers. (...) As a mediator the teacher must have sufficient knowledge and understanding of educational media in various forms and types, both nonmaterial and material media" (Putri *et al.*, 2019, p. 7).

Considering the results of the quantitative and qualitative analysis, we argue that teacher training must reflect a realistic and not an idealized image of the teaching profession, consequently creating the conditions for useful competencies needed in everyday teaching practice. We also consider that, although the roles of the teacher are numerous, they express the professional identity and are configured according to various factors (e.g. the age of the students, the needs of the communities of practice, the specifics of society).

5. Limitations

In general, smaller recording units (in our case category grids) can be coded more faithfully than larger recording units, because they have less information. Although they are not very many, the competency categories can also be grouped differently, according to different criteria (better systematizing the knowledge, capacities or abilities, attitudes, respectively the targeted values).

The value of such competencies is often confirmed by needs and circumstances (Dervenis *et al.*, 2022, p. 214). We did not classify them according to these criteria, nor did we group them into main and secondary competencies. We started from the premise that all the targeted categories help the teacher to face the professional challenges they face. Future research is required to answer questions such as: "Which of these categories of competencies contribute more to the achievement of higher performances by future teachers?", "Is the focus on digital competencies sufficient in the context of the digitization of education?", "To what extent do the personal characteristics, the human quality of the teacher matter?".

6. Conclusions

As a rule, regardless of whether there were many or few, most often competencies were grouped into three main areas. These areas were similar for all participants: knowledge (what teachers need to know), skills (what teachers are able to do) and attitudes (how they relate to the specifics of the teaching profession). However, incorporating the competencies that are most current, most appealing to the students, or most effective does not suggest that the new teachers will automatically grasp them and instantly feel ready for the job. Indeed, extensive support is needed throughout initial teacher education so that future teacher students not only 'know' the skills, but also 'know how' to put them into practice. Emotional and social competencies cannot be missing from the competency profile of teachers. They need to be trained and developed, and this is already seen in the practice of training trainers and is reflected in the themes of many vocational training programs in different countries.

The results of this research show that future teachers in the final year of their undergraduate studies perceive the roles of teachers according to several factors (e.g. personal expectations and needs, their personality traits, the degree of awareness of the behaviors resulting from the status of a teacher, etc.). Understanding the students' perceptions of the teacher's roles could be a starting point in the design and implementation of the educational programs aimed at initial teacher training. By referring to the requirements of the 21st century, teachers need a new educational approach, more critical and more ingenious, in order to develop authentic interpersonal relationships and creative projects that ensure the quality of the educational act.

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