

The Investigation Into The Creation Of Educator Profiles Intended For Implementation In Educational Institutions, Departments, And Organisations Whose Main Goal Is To Prepare Future Educators

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Abstract

The focus of this study is to investigate the significance of well-defined educator profiles at institutions of learning that are accountable for the training of future educators. At the moment, researchers are in the process of developing a framework that will outline the key abilities that are needed by these teachers of courses. The purpose of this study is to investigate the key characteristics of educators by investigating the specific requirements for teacher education as well as the challenges that are faced by those who are interested in becoming educators. After these characteristics have been put into practice, the subsequent generation of teachers will adopt them. These folks have eventually succeeded in bringing about an educator corps that is not only more knowledgeable but also more effective as a result of their efforts to improve the quality of the courses that are designed to educate teachers.

Keywords: Educational Institutions, Departments, And Educator Future Educators.

Introduction:

It is widely acknowledged that educators have a substantial influence on the learning abilities and accomplishments of their students. The National Council for the Education of Teachers defines teacher education as "a system of education, research, along with preparation of individuals to teach learners of all levels of difficulty, from elementary through higher." It is imperative to provide teachers with formal education to provide them with the requisite skills to meet the requirements in their chosen field and surmount the inescapable challenges they will face throughout their careers. According to the comprehensive Vocabulary of the products, the term "teacher education" refers to "all of the formal and informal activities and experiences that facilitate an individual's ability to assume the responsibilities of a member of the educational profession." Teacher education aims to enhance the capacity of individuals to fulfil their responsibilities as a member of the educational community or to embrace those commitments while carrying out so (Özdemir, 2023).

There is a widespread recognition that instructors have a significant impact on the learning capacities and achievements of their pupils. Teacher education, as defined by the National Council regarding the Education of Teachers, encompasses the educational system, research, and training required to prepare persons to educate students at all stages of difficulty, ranging from elementary to higher education. Providing educators with formal education is crucial to provide them with the necessary abilities to fulfil the demands of their chosen profession and overcome the inevitable problems they will encounter during their careers. The word "teacher education" in the complete Vocabulary of the goods encompasses all the official and unofficial actions and experiences that enable a person to effectively fulfil the duties and obligations of an educational professional. Teacher education seeks to strengthen people's ability to accomplish their obligations as a part of the education sector or to welcome

those duties while doing so (Özdemir, 2023).

Background of the study:

From 1906 until 1956, the pre-service education system was often referred to as teacher training. Through its assistance, instructors were able to enhance their proficiency in mechanical and technical abilities. The aims of the organisation were rather narrow in scope, with a primary focus on enhancing skill development. The regulations and procedures that constitute teacher education guarantee that prospective educators acquire the necessary expertise and knowledge to excel in their profession. Attaining this target will be challenging. Therefore, prospective educators must have extensive training to excel in both classrooms and other educational environments. The objective of teacher learning is to provide prospective educators with the information and competencies necessary to address the challenges presented by a constantly changing and uncertain society. To do this, individuals must be informed on the most recent trends and developments. Teachers' perspectives are evolving due to the new skills, methods, techniques, and responsibilities they must adopt in this era of transformative transformation. The integration of varied perspectives and knowledge from other disciplines is crucial in the complex process of teacher education. Furthermore, it emphasises the need of having exceptional mentors to augment one's skills, principles, and perspectives. A competent educator not only stays updated on the latest research and methods in education, but also embodies significant Chinese values, languages, comprehension, and traditions, especially those of Indigenous peoples. The revolutionary potential of ICT has brought a simpler and more effective platform for educators' growth as professionals to the forefront of debates. ICT has enhanced teacher education, making it more flexible, intuitive, and engaging, enabling it to effectively meet the dynamic demands of modern classrooms. This article boldly speculates on the future development of Chinese regulations regarding teacher education, specifically focusing on the projected changes that may occur by the year 2040. From a future-oriented perspective, this aims to capture the essence of how these regulations will manifest in an educational setting characterised by unforeseen advancements and evolving societal needs (Earley, 2024).

Purpose of the study:

The main goal of the study is to help schools and organisations that train teachers make more accurate descriptions of the people they want to hire. These profiles will list the important skills, knowledge, and traits that teachers at those institutions should have so that future teachers are ready for the difficulties of the job. How to Find the Best Teacher: This study will look at how hard it is to get into courses that prepare teachers and how much is expected of people who want to become teachers. The study will find out what kind of schooling, experience, and personality features teachers in these places should have. Improving how well the programme works: The main goal of the study is to make teacher education programmes more effective by providing clear descriptions of educators. These ratings could be used by schools to guide hiring, continued education, and evaluation reviews of teachers to make sure they possess the right skills to teach future teachers. Standardised instructor profiles could make all of the courses across the country prepare people to become teachers better. This consistency means that a future teacher will get a well-rounded education no matter what course they choose. The findings of this study could help programmes that train people to be teachers do their best to give their future students the best training possible. If the study lists the qualities that good teachers should have, then professional development opportunities and education courses may be better able to give teachers the skills and information they need.

Literature review:

It is widely acknowledged that cultivating strong study habits and fostering related skills such as imagination and problem-solving are crucial for this to occur. The evaluation states that there are three fundamental aspects of student learning: the motivation to study and the ability to apply acquired knowledge in actual situations; the acquisition of knowledge and technological abilities; and the cultivation of critical thinking, judgement, and expressive capabilities. According to Livingstone and Flores (2017), to effectively teach and learn, individuals need to be receptive to novel concepts, approaches, and viewpoints. Crucial factors to take into account in this setting include the identities, duties, and professional development of teacher educators. Acknowledge the significance of having the capability to get, comprehend, assess, and use information efficiently to thrive in a

constantly changing professional setting, further develop oneself, and make ethical and responsible contributions to the global society. Overall, these academic works emphasise the importance of several aspects of learning and skill development, including health, competencies, curricular frameworks, transdisciplinary skills, teacher educators, as well as data literacy. To adequately prepare students for the challenges and opportunities that lie ahead, there is a need for a comprehensive and pioneering perspective towards learning (Cuadra-Martínez, 2023).

Initially, there is a growing disparity in the availability of educational opportunities between rural and urban groups. Rural-urban disparity remains a persistent barrier to socioeconomic advancement in China. Since the late 1970s, there has been a substantial increase in the disparity in educational achievement between urban and suburban areas. The intake ratio of students in preschools and intermediate secondary schools in rural regions is somewhat lower compared to those in metropolitan areas. A significant percentage of students who enrol in schools located in rural areas discontinue their education prematurely. Rural education has often suffered from insufficient finance, despite its significant importance. A significant number of youngsters residing in rural regions are compelled to participate in educational sessions held in hazardous environments as a result of inadequate allocation of educational resources. Furthermore, several instructors in these locations are grappling with the issue of unpaid wages. The economically disadvantaged western areas were the primary locations where this educational shortage was seen. According to research conducted by the esteemed English monthly publication Beijing Review, over 65% of China's entire population resides in rural areas. Moreover, out of the total of 200 million children now registered in primary and secondary schools globally, a significant proportion of 150 million children attend these institutions in remote and countryside regions. Only a meagre amount, less than 40%, of education money has been assigned to rural regions, indicating a very inadequate level of spending. Official figures indicate that individuals aged fifteen and above residing in rural areas have an average educational attainment of seven years. The educational background of those living in cities is three years more than that of individuals living outside (Kalimullin, 2024).

Research questions:

- I. What key competencies, skills and dispositions should be included in an educator profile for future teachers?
- II. What are the potential benefits and challenges associated with using educator profiles in selecting and developing future teachers?

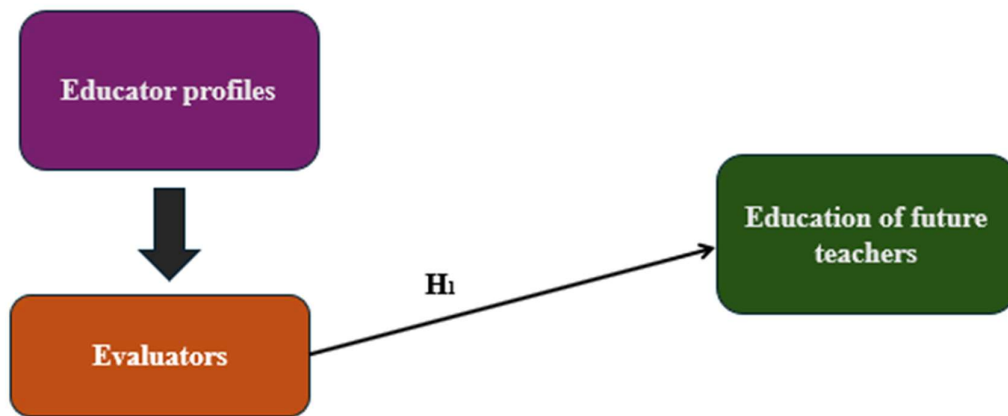
Methodology:

Researchers performed a comprehensive cross-sectional investigation. A one-time data collection was necessary because of the cross-sectional design, which was both efficient and cost-effective. The analyst used quantitative methodology as a result of limited resources and a tight schedule. By using the Rao-soft programme, a preliminary sample size of 600 was determined. Subsequently, a total of 775 questionnaires were sent, out of which 662 were successfully collected. However, 13 questionnaires had to be excluded from the analysis owing to incomplete replies. The poll included 649 participants from China. Each participant in the survey was contacted using a random selection method. The researcher administered the questionnaire, consisting of questions and response options, to participants who were either wheelchair-bound or illiterate. The researcher transcribed the respondents' responses word for word into the survey form. Individuals were provided with a set of inquiries to complete and thereafter submit in their entirety to certain designated venues.

Statistical Software: Researchers conducted statistical analysis using SPSS 25.

Statistical tools: To ascertain the underlying structure of the data, an analysis of descriptive nature was carried out. To understand the basic properties of the data, a statistical evaluation was carried out. ANOVA and factor analysis were used to assess validity.

Conceptual frameworks:



Results

Factor analysis

Factor analysis, or FA, is often used to validate the underlying component structure of a collection of measurement items. Latent factors, which are not readily apparent, are thought to have an impact on the scores of the variables being assessed. The Accuracy Analysis (FA) methodology is a method that relies on models to assess precision. The main objective of this undertaking is to establish causal connections between observable events, deeper causes, and measurement mistakes. The suitability of data for factor analysis may be determined by using the Kaiser-Meyer-Olkin (KMO) Method. An evaluation is conducted to see whether the sample size is sufficient for each variable in the model and for the model as a whole. The statistical measurements assess the degree of potential shared variation among many variables. Factor analysis is often more appropriate for datasets with smaller percentages. KMO returns integers ranging from zero to one. A KMO value is deemed adequate if the collection size falls within the range of 0.8 to 1. If the KMO (Kaiser-Meyer-Olkin) measure is below 0.6, it indicates that the sample size is inadequate, and hence remedial measures need to be taken. Exercise your discretion; the acceptable range is between 0.5 and 0.6, while some authors choose 0.5 as the lower limit. • A KMO value close to 0 suggests that there are a greater number of partial correlations compared to total correlations. In summary, large correlations greatly hinder component analysis. Below are the acceptable cutoffs established by Kaiser: a meagre 0.059–0.050. The value is between 0.60 and 0.69 and is lower than the mean. The typical range for a student in middle school is between 0.70 and 0.79, with a quality point count falling between 0.80 and 0.89. The interval from 0.90 to 1.00 is quite outstanding in terms of measurement items. The observed variables' scores are believed to be influenced by hidden factors that are not easily apparent. The accuracy analysis technique (FA) is a model-dependent approach. The primary objective of this study is to establish causal connections that connect observable occurrences, underlying factors, and measurement errors. The appropriateness of the data for factor analysis may be assessed using the Kaiser-Meyer-Olkin (KMO) Method. An assessment is performed to ascertain the adequacy of the sample for each individual variable in the model, as well as for the model as a whole. The statistics quantify the extent of probable common variation between many variables. Data with lower percentages is often more suitable for factor analysis. KMO generates random integers within the range of zero to one. A sample is considered sufficient if the Kaiser-Meyer-Olkin (KMO) value is between 0.8 and 1.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test ^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.973
Bartlett's Test of Sphericity	Approx. Chi-Square	6870.175
	df	190
	Sig.	.000
a. Based on correlations		

The
the

significance of
association
between the
matrices was
further
confirmed by

using Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin measurement accuracy is 0.973. Researchers obtained a p-value of 0.00 by doing Bartlett's sphericity test. Bartlett's sphericity test yielded a statistically significant result, suggesting that the matrix of correlation fails to fulfil the requirements of a correlation matrix.

Test for hypothesis

Evaluators and the Preparation of Future Teachers: An Essential Partnership, to shape the teachers of tomorrow, evaluators are needed. They help future educators by pointing them in the right direction and giving them constructive criticism that helps them improve their teaching. The connection is mutually beneficial for both the evaluators and the future educators involved.

Observations and assessments provide aspiring educators with an opportunity to reflect on their teaching practices in a realistic classroom environment, allowing them to identify areas of strength and growth. It is the role of the evaluator to highlight strengths, propose changes, and highlight achievements. Supporting Reflective Practice: Skilled evaluators assist aspiring educators in the process of self-reflection. Future educators may have a better grasp of their influence and make improvements to learning outcomes by examining their own pedagogical practices and student feedback. A potential educator's self-assurance might take a significant leap when they get positive feedback and praise from an esteemed examiner. When others compliment their work, it makes them feel good about themselves and encourages them to keep improving. Benefits to Evaluators from Future Teachers: Novel Viewpoint: Aspiring educators bring a wealth of fresh perspectives to the classroom. Evaluators may learn a lot and keep up with the latest teaching techniques by observing and interacting with students. Improving Assessment Procedures: Prospective educators may provide valuable insight that assessors can use to improve their own observational strategies and evaluation rubrics. This guarantees that assessments are useful and productive and provide the best possible feedback. The cornerstone of every successful partnership is honest and open communication about objectives and expectations. Future educators would do well to aggressively seek comments and explanations from evaluators, who should provide transparent evaluation criteria and standards. A spirit of collaboration, not criticism, should permeate the review process. Evaluators and prospective educators may work together to build a classroom that supports students' personal and professional development (Mifsud, 2023).

Dependent variable

Education Of Future Teachers

Possessing an in-depth knowledge of both the subject area (e.g., maths, physics, history) and the learning and development processes of pupils is considered knowledge. Competencies: As they prepare to become educators, preservice teachers hone a variety of pedagogical competencies, such as lesson preparation, instructional tactics, classroom management, and evaluation methods. Communication, teamwork, and critical thinking are some of the other important abilities they develop.

Characteristics: Good educators have a love of learning, care deeply about their student's achievements, and think that every student has great potential. Lessons on pedagogy, psychology of education, curriculum design, and subject area expertise are commonplace in teacher preparation programmes. Extensive Field Experience: Practical, hands-on experience is essential. Internships, practicums, or student teaching enable aspiring teachers to get hands-on experience in a classroom setting while receiving mentorship from more seasoned educators. Evaluation: Aspiring educators are evaluated throughout the programme on a variety of criteria to guarantee they possess the requisite skills to become teachers. These criteria include coursework tests, classroom performance assessments, and reflections.

Independent variable

Evaluators

Someone whose duty it is to determine how good, significant, or effective something is called an evaluator. They evaluate the situation and make an educated verdict based on their knowledge. A person or a group (such as a jury) may serve as an evaluator. Work: Evaluating others is either their main responsibility or a substantial aspect of what they do. Analyse and pass judgment on something: that's what a judge does. Evaluators consider several factors based on the scenario, such as quality, importance, or effectiveness. They might evaluate competence, understanding, efficiency, worth, or the degree to which an objective is accomplished. Education: Observing and providing comments on teaching techniques and student learning, teacher evaluators work in the field of education. In business, project evaluators determine if a new product launch is feasible and whether a marketing campaign is successful. Research: Before a research article is published, it is peer-reviewed to ensure it is of high quality and originality. Art and Culture: Critics assess plays, films, and other artistic creations.

“Based on the above discussion, the researcher formulated the following hypothesis: to analyse the relationship between evaluators and education of future teachers.”

“H₀: There is no significant relationship between evaluators and education of future teachers.”

“H₁: There is a significant relationship between evaluators and education of future teachers.”

Table 2: ANOVA test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34578.620	398	4653.517	1125.223	.000
Within Groups	423.670	250	5.352		
Total	40081.390	648			

“In this study, the result is significant. The value of F is 1125.223, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***“H₁: There is a significant relationship between educator profile and Evaluator.”*** is accepted and the null hypothesis is rejected.”

Discussion:

The study underscores the crucial importance of professionals in shaping the education of future educators, emphasising the value of their active involvement. With their assistance, they may provide exceptional proficiency in the domain and guidance on managing a classroom and developing courses. Utilisation of practical applications and proficiency in analytical thinking, Advice and inspiration for those pursuing professions in the field of education. Impact on Future Educators: Subject Matter Engagement Professionals may instill confidence in an individual's teaching abilities. Increased aptitude for analysis and problem-solving. Improved preparedness to

overcome academic challenges Proficiency in creating engaging instructional settings. Studies indicate that the availability of specialists is not as essential as the presence of meaningful discussions between them and prospective educators. Traditional lectures are less successful when compared to interactive courses such as mentorship and meaningful interactions. Application: The research emphasises the need to transform specific knowledge into marketable skills for use in the classroom. The study emphasises the need for a comprehensive approach to teacher training, including not just expertise in the subject matter and teaching skills but also personal attributes such as empathy and a passion for learning. Field experience, also known as practical, hands-on experience earned via internships and student teaching, is highlighted as a crucial component of teacher preparation.

Conclusion:

The study indicates that there is a strong correlation between expert involvement and higher-quality education for future educators. The significant importance of KMO and the substantial results of Bartlett's Test provide strong proof of the quality and reliability of the data. Experts have a positive impact on the training of educators, as the ANOVA data demonstrates. Institutions may improve teacher programmes by integrating the expertise of domain specialists, experienced practitioners, and subject area experts into their course materials. Give priority to the creation of exceptional, cooperative learning environments for present and future educators. Ensure that comprehensive knowledge is converted into practical skills that may be utilised within the educational setting. Maintain a vigilant oversight of theoretical comprehension, pedagogical abilities, and personal development. Ensure many opportunities for practical job experience and mentorship advice. These recommendations may assist teacher preparation courses in enhancing the ability of prospective instructors to adjust to a constantly changing educational setting and enhance student performance.

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