

## 6.0 Changing Perspectives among In-Service Teachers toward Professionalism: A Self-Driven Approach to 21st-Century Competency

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### *Abstract*

*Professionalism in education is commonly mentioned from an ideology, social, and pedagogical standpoint. In this regard, professional standards for teachers have been produced in many nations according to their particular perspectives, and some standards have been established worldwide and their norms. The teacher is the first who plays a centric role for the child and set the grounds for his learning. Firstly, clearly we are aware that how past generation Teachers followed the traditional teaching-learning process which was the outcome of that time's demands, on the other hand, today's teacher is updated, aware, and most importantly self-driven take him to maintain all the conduct of Professionalism in order to make learner itself first. This study presents the authors' views on one of the parts of In-Service Teacher Education i.e. In-Service Teachers' perception of their profession in India is in a better position than before a few decades. The past half-decade gradually changed with respect to the 21<sup>st</sup> century and the boom of ICT use, high competition, relationship building within the root and universally as well, in the Education system and of course, their achievement towards skills, aptitude, confidence, attitude, Pedagogical Knowledge, Technological Knowledge, etc. all comes under Professional Development.*

**Keywords:** *Teacher Education, In-Service Teachers, Professionalism, Professional Development, 21st-century skills.*

### **Introduction**

Ensuring continual develops one's abilities and adaptation to new situations through personal and professional growth is demanded in any profession to get into more professionalism. Teachers are the one who invests in the development of their nation and play a major role in building all stakeholders of society intellectually, socially, economically, ethically, and behaviourally, and also change the attitude upon give and take for life and in life which cannot be seen as the immediate outcome, it demands continuously and rigorously time and dedication for children and society at least, of course, or we must say a nation is recognized by its roots and i.e. how much strong the education system is there, so the Teacher is the first who play a centric role for child and set the grounds for his learning. We all know each profession demands its employees to follow the ethics of professionalism and be updated so that they can make professional, and personal growth which may lead to more productivity, similarly In-Service Teachers fraternity in the Teacher Education system has shifted from teacher-centered to child-centred approaches make them more qualitative production which is need of the hour which must be considered. Today's Teacher is smart and willing to achieve

the highest level of qualities for their career growth, he has a desire to learn more, to give all that he has to the child, and to compete with peers to achieve and serve.

Education is in any form a lifelong learning process that never ends till life ends and In-Service gives a platform where learning and performing both walk at the same pace and are related to each other. Any program provided to teachers already employed and a member of the system to refresh their learning, technical competency to increase and maintain their teaching efficiency, attitude towards their Profession, appropriate illumination of the nature of the content, pedagogic skill, expertise, identity, and soul, to get a thorough grasp of childhood education, and most importantly develop their skill is referred to as "In-Service Education and is also viewed as a Continuation of Pre-Service Teacher Education program" and Teacher Preparation Program. There is a broad and widely spread federal education system at the central, state, and District levels, i.e. School Education, Teacher Education, and Higher Education which divides Primary Education, Secondary Education, and Sr. Secondary education in School Education, Pre-Service, and In-Service are the two main categories in Teacher Education to serve School Education, Teacher Education by providing teachers to the nation. Higher Education also covers all disciplines after the Schooling of the child. Plenty of empirical evidence links teachers' professional training to students' academic progress, 'Goldhaber and Brewer,2000, Darling- Hammond,2000a; Ferguson, 1991a; Goe,2002;.' [1] Pg.2.

'People's levels of drive, emotional reactions, and behaviors, according to Bandura (1997), are more influenced by what they think than what is actually provably true. The evaluation of efficacy beliefs dominates a person's behavioral decisions. While those with a strong sense of self may do things that are much above their capabilities, those with low efficacy may underestimate their ability to handle difficult tasks and fail to complete them. Performance successes connected to the use of the Internet, along with other abilities in numerical teaching-learning competencies, have in fact been described as being primarily contributed by self-efficacy, comprising sizeable, imaginative, attitudinal, and physical reactions, [5]'. The ethical and practical standards that professions must uphold, including regional, state-wide, and government regulations support and education, are called professional guidelines. Profession behaviors are visible activities that show a person is doing appropriately. Developing appropriate relationships with kids, relatives, and colleagues; displaying a professional attitude; and just being punctual are a few instances. Being responsible for the region, the school system, the profession, and the pupils would have been a part of a teacher's professional responsibility. Professional behavior includes appearing on time and steadily, dressing appropriately for the workplace, maintaining excellent personal hygiene and neat pampering, finishing timelines, coursework, and other paperwork on time, abiding by the school and classroom rules, using appropriate moral guidelines for the education sector, following proper processes for disclosing educators' welfare and security, and acting prudently with regard to school and learning. (Creasy, 2015) p.2 &3. Career growth's success impacts digitalization and assimilation in the educational setting (Lawless & Pellegrino, 2007; Rickard, Blin & Appel, 2006) [3].









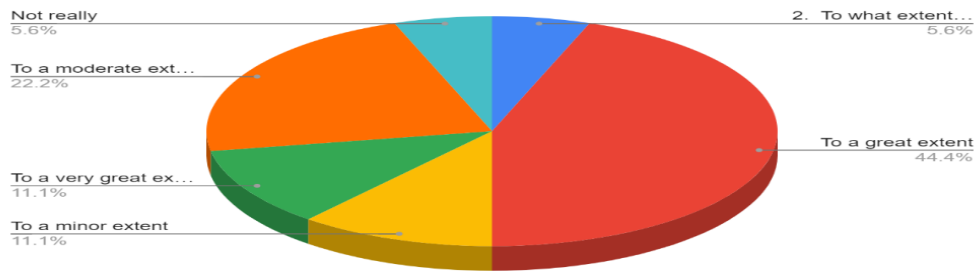


Figure 1.2 shows how teachers may help students enhance their skills through classroom activities and efficient evaluation.

**COLLABORATION SKILLS- to work together to solve problems or answer questio...**

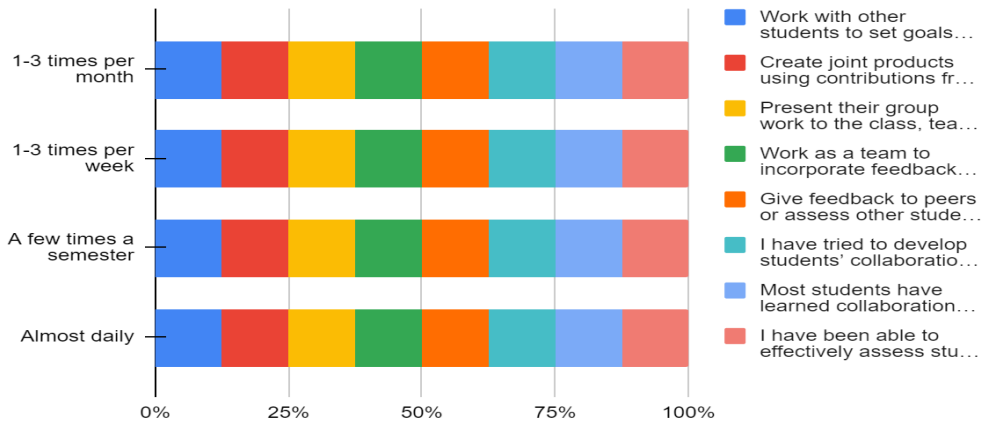


Fig.1.3, 10.0% of the time, 1-3 times a month, 20.0%, a few times a semester, 30.0%, and 1-3 times a week, 40.0% of the time.

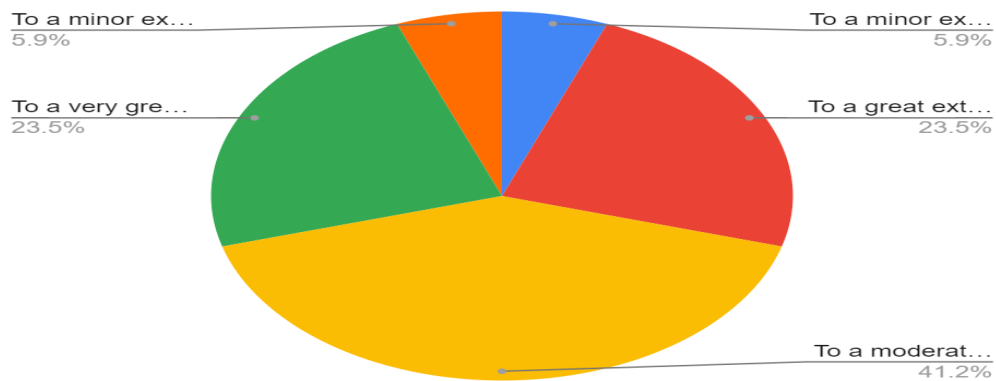


Figure 1.4 shows how teachers work to help students build collaborative skills through classroom activities and how well assessments are completed.

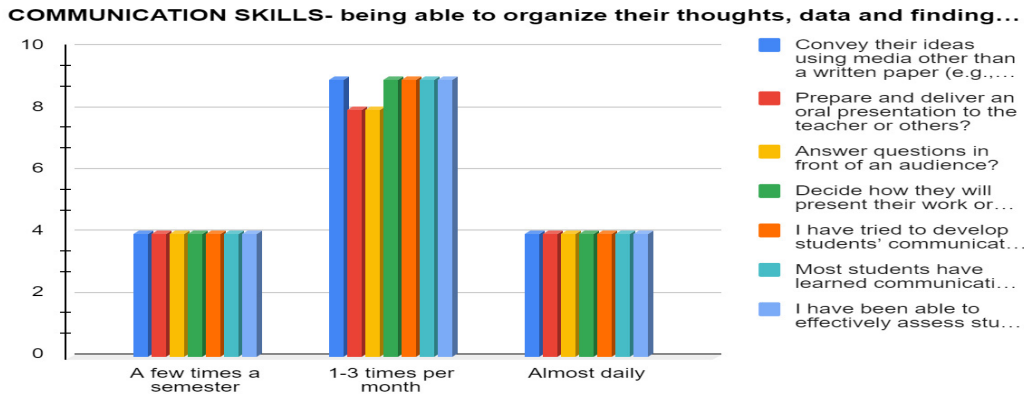


Fig.1.5, Nearly daily (20%), a few times every semester (20%), and one to three times per month (60%).

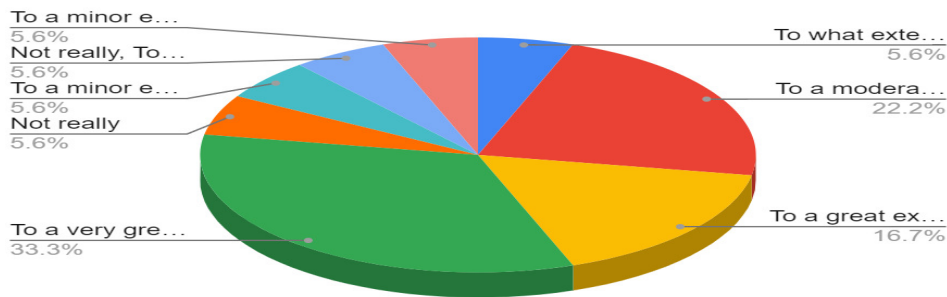


Figure 1.6 shows how teachers attempted to improve student communication skills through classroom activities and evaluation methods that were used.

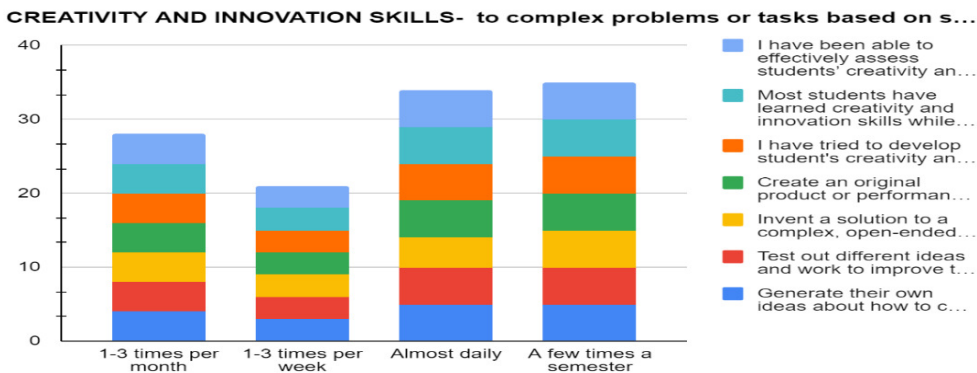
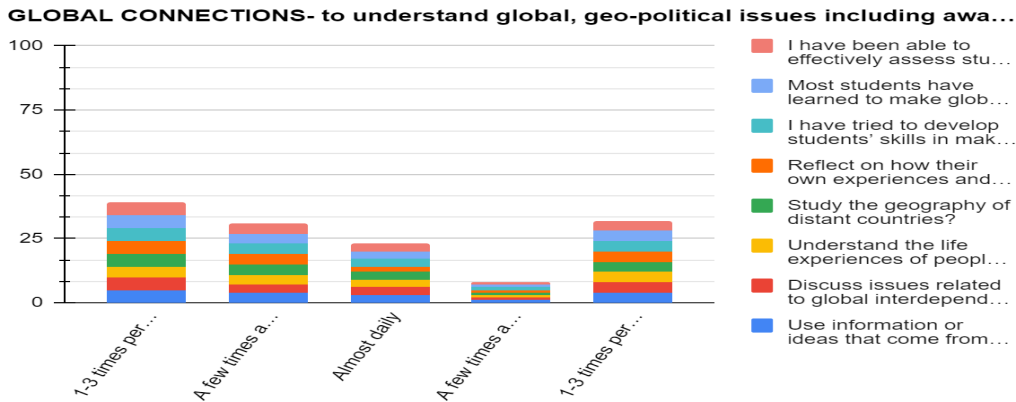


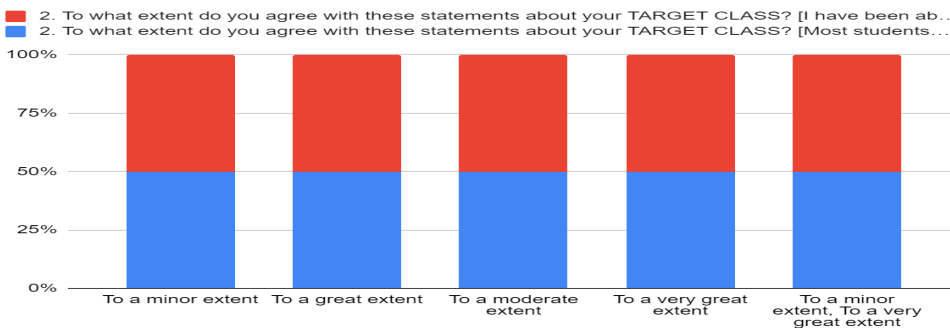
Fig.1.7, The percentages for a few times each semester, 1-3 times per month, almost daily, and 1-3 times per week are 20, 30, 40, and 10%, respectively.



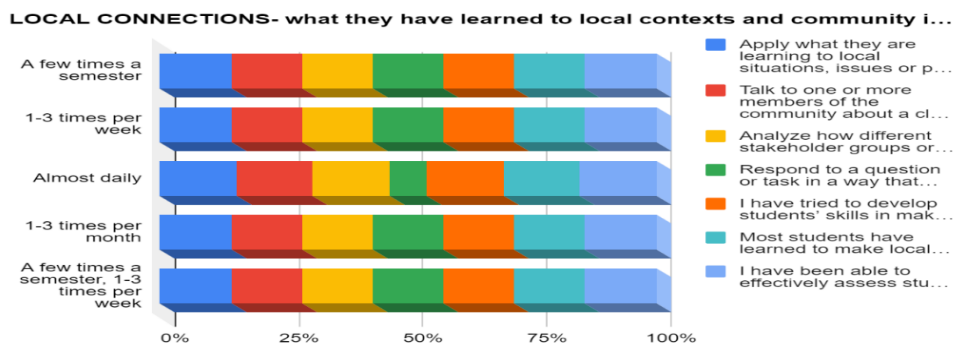
Figure 1.10 shows how teachers' classroom procedures and assessment help students build their self-direction skills.



According to Fig. 1.11, the percentages for 1-3 times per month, virtually daily, 1-3 times per week, 1-3 times per month, and a few times every semester are respectively 10.0%, 30.0%, and 40.0%.



The skill development, their classroom procedures, and efficient evaluation are shown in Fig. 1.12.



A few times a semester is 30.0%, 1-3 times a week is 40.0%, 1-3 times a month is 20.0%, almost everyday is 10.0%, and once or twice a month is 20.0%.

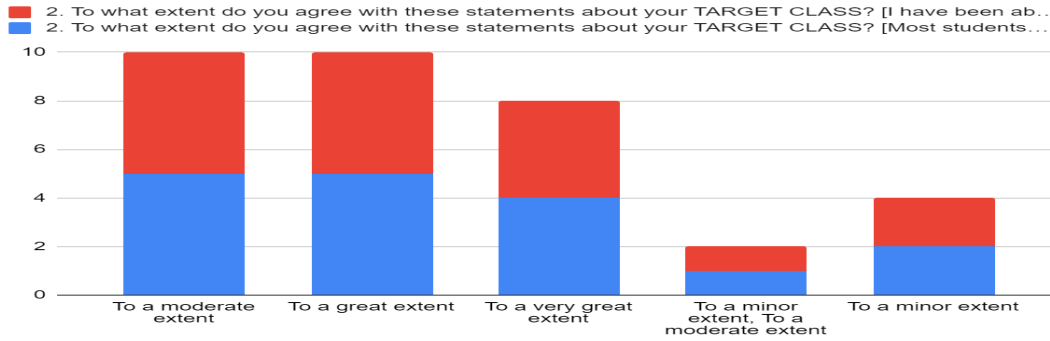
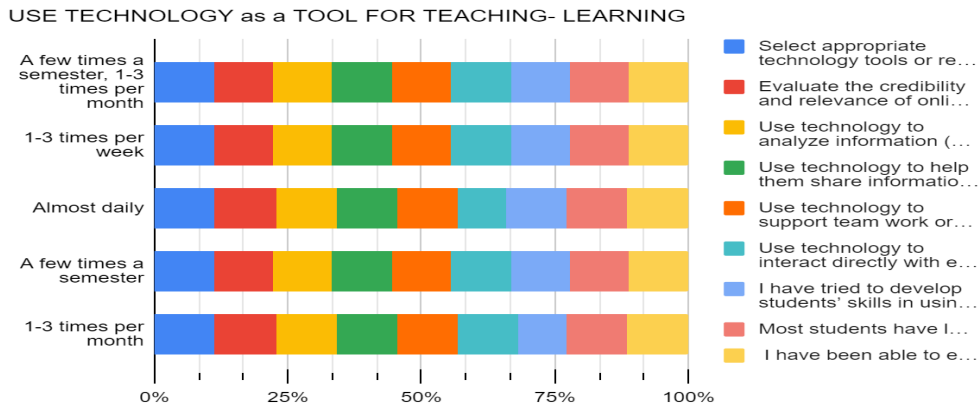


Figure 1.14 depicts the growth of abilities, their application in the classroom, and efficient assessment.



1-3 times a month is 20.0%, almost everyday is 30.0%, a few times a semester is 10.0%, and 1-3 times a week is 40.0%, according to Fig. 1.15.

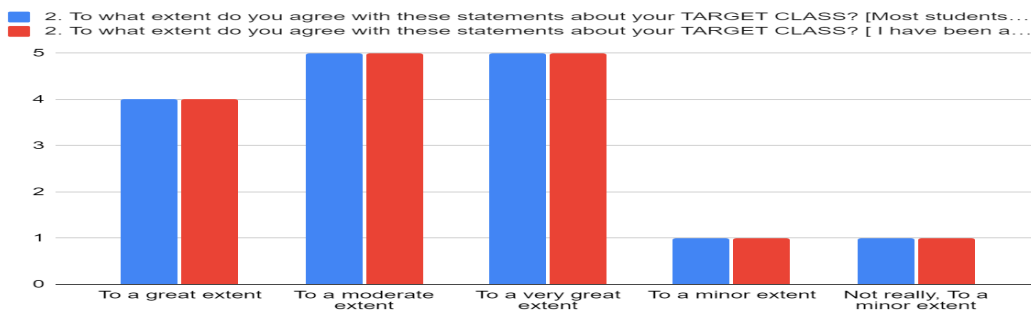


Fig. 1.16 depicts the improvement of abilities, instructional techniques, and efficient assessment.

### Recommendations

It is generally acknowledged that the sociocultural environment of education must be taken into account when evaluating quality. Whatever the level of advanced or emerging culture, any effort to reform education finally confronts our view on modernization, specifically how the modernization project is faring in the twenty-first century, where it's heading, and what corrections it needs. The purpose of the school has been to propagate the culture of reason

since the concept of universal education has become an accepted objective of governmental policy. The biggest obstacle to integrating technology in the classroom is a lack of a system. The system has not done a decent job of preserving the transformational duty that such a culture inherently bears more toward the surroundings. India may not be uncommon in this regard, but policy-level knowledge from arts activities and the primary flow of new ideas and practices have been neglected in the Indian setting. we may state that while instructors are acquainted with a modern paradigm of learning environments for both their educational and personal work in many cities, the remote region nevertheless confronts several difficulties due to its inherent stagnation. To full glory in preserving this advancement, encouragement, and classroom organizational assistance from their school are required. At the same time, the assimilation of teaching methods and identity abilities is well-designed for professional progress. The disparities in child's social, economic, and other aspects of life still affect the education life which all are inter-connected by the system and organizational issues which also help to create the level of enthusiasm of the In-service Teachers' work process. Self-drive in the teaching profession can be connected with self-esteem, self-respect, self-confidence, and partially for professional recognition, i.e., acquiring credibility from students, peers, and the community Independently managed professional development is crucial for career success, including staying current with developments in the subject matter they teach, obtaining support for ongoing development, and seeking chances to pursue further education and career choices. Additionally, it aids educators who have concerns about their own topic expertise. This became apparent when experts felt they needed to broaden their toolset for using the information or when the curriculum for the school changed. 'Teachers must enhance their abilities and instructional quality to match the demands of this 21st-century education in order to guarantee that student learning objectives may be met (Chavan & Yoshikawa, 2013; Kim, Raza & Seidman, 2019; Pianta et al., 2009)'.

A huge worldwide educational problem is now apparent: keeping up with 21st-century teaching techniques (Eastern Washington University, 2018). 'Teachers must be perpetual learners who recognize constant, interactive, independent, occupied, and engaged learning (Caena & Redecker, 2019; Umi Kalsum, Hutkemri, Suzieleez Syrene, Abd Razak, & Riyan Hidayat, 2019; Crick & Wilson, 2005), as schooling creates at the same rapid pace as the internet, where strategies, skills, and equipment quickly become outdated.' [2] 'To make sure that coursework-based instruction and learning can be done online and effectively for pupils, they are self-driven to improve their IT skills and efficiency, use their own assets, and share their know-how and expertise with other professionals and the profession of teaching. These represented several of the components of the Dede (2010) proposed 21st Century Skills Framework that teachers need to teach students: civic duty, the use of technology, analytical resolving issues, and innovation. Since it acts as a doorway to the virtual classroom, where nothing like learning would occur without it, the availability of high-quality technology and appliances for both teachers and students continues to be a major problem.' [6]

