ISSN: 2581-6918 (Online), 2582-1792 (PRINT)



Why and How Teaching Profession Needs Best Talents

Abha Dubey, (Ph.D.), Department of Education, Sandipani Academy, Durg, Chhattisgarh, INDIA Arun Kumar Dubey, (Ph.D.), Principal, Columbia College, Raipur, Chhattisgarh, INDIA

ORIGINAL ARTICLE





Corresponding Authors Abha Dubey, (Ph.D.), Department of Education, Sandipani Academy, Durg, Chhattisgarh, INDIA Arun Kumar Dubey, (Ph.D.), Principal, Columbia College, Raipur, Chhattisgarh, INDIA

shodhsamagam1@gmail.com

Received on : 23/10/2020

Revised on :----

Accepted on : 29/10/2020

Plagiarism : 9% on 24/10/2020



Statistics: 183 words Plagiarized / 2001 Total words Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

Why and How Teaching Profession Needs Best Talents Abstract Teaching is a very rewarding job that requires a lot of dedication, sacrifices, hard work, and patience. But like every career, the teaching profession is also difficult. Teachers should have specialized skills and talents for success in this profession. The best teachers can influence students and help them to grow

Abstract

Teaching is a very rewarding job that requires a lot of dedication, sacrifices, hard work, and patience. But like every career, the teaching profession is also difficult. Teachers should have specialized skills and talents for success in this profession. The best teachers can influence students and help them to grow. The present study focuses on the various hurdles of the teaching profession that restrict the talented persons to make it their first choice even the anguishment of the in-service teachers for limiting their performance. This study also emphasizes an assortment of ways to overcome these hurdles and increase people's inclination towards this noble profession.

Keywords

Teaching Profession, Attributes of Teachers, Talents for Teaching.

Introduction

The contemporary world is changing rapidly which further impact the education system. The education system needs to be transformed to enhance quality in such a way so that nation can meet the demands of the modern world society. Education is one of the major factors which not only bring holistic growth in one's life and leads to the ultimate growth of a nation. This requires to incorporate fully enriched curriculum, diversified resources, and teachers professional growth so that teachers are inclined to give their utmost performances by studded themselves with new skills of teamwork, diversified ways of teaching, enriching their knowledge, incorporating information technologies which accomplish all basic and current requirements of society

(Hargreaves, 2000). The best pool of knowledge can be drawn to the teaching profession by making it with all above mentioned aspects further add on the best salary packages to this profession. The existing trends also shake the consciousness of teachers to harness their professional growth with the aim to advance students in the realization of their goals (Hargreaves & Fullan, 2012). Teachers by presenting themselves as role models attract future generations to take this profession.

Why Teaching Profession Needs Best Talents:

Teaching is an incomparable noble work that promotes a well-cultured society and also determines the beautiful future of the coming generation. This profession requires a rich source of knowledge and skills. Thus, demands the talents having the following attributes to fulfill its requirement:

- Talented teachers have thorough academic knowledge in the subject matter. The subject matter is delivered successfully to students only when a teacher should have the depth knowledge of the content. Shulman (1986) argues that teachers should clear the concept of the topic. Ball (2008) emphasizes the knowledge of subject teachers helps the students to understand the ideas behind the facts.
- The teacher should be well trained. The quality of teachers and school leadership determines the quality of students learning. Boudersa (2016), exhorts teachers and leaders need to develop their professional thinking and practice continuously throughout their careers. The teachers' training program is needed at all levels be it in the primary, middle school, high school, or even the university level to be best at teaching.
- Teachers must be an ideal leader and possess organizational skills essential to plan every part of the teaching-learning process both formal and informal and defines the complexity of teachers' leadership (Murphy, 2005). Researchers agree that teacher leaders have the capacity to improve teaching and learning, as well as the school environment and the teaching profession (Khan & Malik, 2013; Nappi, 2014).
- Creativity is one of the essential qualities for teachers for making teaching-learning effective and sustains students' interest in class as well as this attribute helps teachers to solve the students' learning and behavioral problem. According to Cremin (2009), "creative teaching involves teachers in making learning highly interesting and effective and using imaginative approaches in the classroom and teaching for creativity is seen to engage teachers in identifying children's creative strengths and fostering their creativity". Craft (2009) finds that in everyday activities creativity reflects and helps in developing the spiritual, moral, social, and cultural domains of students.
- ➤ Teachers need the patience to deal with every type of student to earn their respect and solve the behavioral, occupational, health problems and enhances educational attainment (Alan & Ertac, 2018).
- For effective teaching, teachers should have the quality of adaptation according to the teaching-learning environment. Adaptation means applying new modes of methods and teaching styles and behavioral modification according to the teaching-learning environment which enhances the learning and characteristics of learners.
- Imaginative, experimental, and innovative teachers applying diversified ways to teach students and are the best tool of teachers for making learning interesting for students regardless of their class.

- The teamwork of the teachers reduces the work pressure and saves time and energy as well as using the expertise of the resource persons, sharing ideas and their experiences which in turn utilize for the benefits of the students (Liu & Tsai, 2017).
- Communication skill is directly correlated with students' outcome and helpful in establishing rapport with the learners. Without having this skill, a teacher is not able to transfer his knowledge to the learner. It is the most important skill of a teacher (Khan et al., 2017).

Reasons for the Decline in Talented Teachers and Teaching:

There are so many barriers that cause a lack of interest and anguish in teachers. These also make this noble profession less captivating among the intellectuals and talented mass in the country.

- Garcia & Weiss (2019) finds that "there is a problem of shortage of teachers and say quality teachers because fewer people are interested in this profession as the reason behind this is the very low salary even they are not provided with good working condition. This situation hampers the growth of education."
- An overloaded classroom badly affects the academic performance of the student as well as causing behavioral problems. Teachers are not able to give attention to the individual child. An overcrowded classroom increases the burden on the shoulders of teachers that hampers their performances in teaching and learning (Olaleye et al., 2017).
- Lack of knowledge of the specific pedagogical area and child psychology negatively affect the performance of the students. Shulman's (1987) study on teacher knowledge was classified into 7 categories, out of which general pedagogical knowledge (principles and strategies of classroom management and organization which are cross-curricular) and pedagogical content knowledge (knowledge that integrates specific subject knowledge and concept of educational knowledge to teach a particular subject). Without this knowledge, teaching-learning objectives can not be achieved.
- Lack of teaching and learning materials and resources not available in schools are the biggest obstacles that restrain the teachers most of the time in their persuade of teaching. Sawchuck (2011) has found "a high correlation between electricity in the school and pupils' achievements. There are positive effects of availability of electricity such as long study hours, utilization of television, electronic equipment, and tools."
- Lack of respect and identity crisis, students' bad behavior poor social status are made them feel unimportant and refrain others to go for this profession.
- Because of poor leadership, limited administrative capacity, inadequate budgets are unable to provide teachers good salaries, incentives to encourage teachers, qualified personnel for teachers training, teachers' assessment strategies, and working conditions or professional opportunities that are available in other professions.
- Some teachers choose this profession not by choice but by necessity.
- Teachers' shortage is a major concern and to overcome this problem educational institute overburden the teachers with increasing their number of classes as well as assigning subject in which they don't have the expertise and recruit non-experienced teachers in low salary which is School systems often respond to teacher shortages in the short term in ways that raise concerns about the quality of teaching and learning. Though the teaching profession is a very dignified profession but people less inclined towards it. Some teachers join this profession because it fails

to achieve their goals and it becomes their necessity to opt for earning their livelihood. This profession is their last option due to the unfathomable barriers discussed above.

How to Attract Best Talents in Teaching Profession:

Education is fundamental to the individual and national overall growth, without efficient and experienced teachers this can not be achieved. It becomes indispensable to not only minimize all barriers but transform it in such a fascinating way to capture the attention of the best talents of the nation.

- Berg (2015) states that teachers play a different role in shaping the behavior of the learner in cognitive and non-cognitive aspects encompassing largely learning, self-awareness, self-motivation, social relationship, and decision-making skills. The handsome salary, incentives can open the door for the qualified and best persons in this profession. Teachers retention can be improved by providing financial support and incentives (OECD, 2012).
- Induction and support for new teachers. National Policy of Education, 2020 emphasizes improving the quality of teachers by equipping them with all teaching skills through extensive training.
- The knowledge of content is directly correlated to effective teaching which helps teachers to explain the basic concept of the topic. It is important to assign subjects to teachers in their specified subject areas (Ball et al., 2008).
- Sanders and Rivers, 1996 found that students who were assigned to less experienced teachers were low achievers than the students who were assigned to highly experienced teachers. So the focus should be given to quality not the quantity of teachers.
- Making teacher education more flexible. In the teachers' training program, intensive training in pedagogy subjects, and classroom practice should be given using the most modern techniques. And there should be provision for short term courses in education (National Education Policy, 2020).
- Improving working conditions, Zembylas & Papanastasiou (2005), found that working conditions, including school leadership, professional opportunities for growth, independent decision-making, accountability systems, and resources for teaching and learning leads to job satisfaction of the teachers.
- ▶ Blatchford et al. (2002) found in their studies that in small class size teachers can give more individual attention to the students thus, helps teachers and pupils. Researchers conducted research on class timing (Shulman, 1986), but a "central tenet of many is the importance of maximizing teaching time and instructional support for children's learning." It shows that if maximizes students' quality teaching time not only improves the teaching process but enhances the learners' outcomes (Brophy & Good, 1986; Creemers, 1994; Pellegrini & Blatchford, 2000).
- Improving image and creating the identity of the teachers in the community. Scholars increasingly acknowledge that "teacher identity is central to the teaching profession" (Rodgers & Scott, 2008). "Teachers who identify with their teaching role are emotionally attached to this role, and it informs their worldview" (Holland & Lachicotte, 2007). Their identity should be recognized in society so that there develops a bond between teachers and the community and their social status is strengthen.
- Teachers' views are positively accepted by the authority and give them autonomy to deal with the students. Autonomy is considered as the freedom of giving ideas, freedom of work according

SJIF (2020): 5.56

to their choices, managing classroom teaching, and students which makes the educational process more flexible and is attracted students in learning more intensively. Flexible working conditions by increasing opportunities for part-time teaching, Vacation leave, extended leave with pay (Cardenas-Ramos, 2006).

- A standard level of qualification to be fixed for the requirements of teachers to accumulate and filter the best talents in this profession.
- Selection criteria and processes for teacher recruitment should be comprehensive, e.g. written tests, interviews, aptitude tests, preparation of lesson plans, and demonstration of teaching skills. The level of examination should be standardized for selecting the most eligible candidates. This is one of the most important processes to fill up the vacate seats with qualified candidates.

Conclusion

High quality teachers play an important role in a well-organized and well-functioning education system, so attracting the best talent in this profession is the need of the hour. It will give impetus to the education system and helps in implementing the policies recommended by the system effectively on the practical ground. With the achievement of predetermined objectives of the system at all levels primary, secondary, high, higher, and university, it proves to be highly beneficial to the teachers, students, and nation's growth and development in all aspects.

Bibliography

- 1. Alan, S. & Ertac, S. (2018). Fostering Patience in the Classroom: Results from Randomized Educational Intervention. Journal of Political Economy. 126(5), 1865-1911. doi: 10.1086/699007.
- 2. Ball, D., Thames, M. & Phelps, G. (2008). Content Knowledge for Teaching What Makes It Special?. Journal of Teacher Education. 59(5), 389-407. doi: 10.1177/0022487108324554.
- 3. Berg, A. (2015). Financial Incentives and Teacher Performance. SSRN Electronic Journal. 1-42. doi: 10.2139/ssrn.3455676.
- 4. Blatchford, P., Moriarty, V. & Martin, C. (2002). Relationships Between Class Size and Teaching: A Multimethod Analysis of English Infant Schools. American Educational Research Journal, 39(1), 101-132. doi: 10.3102/00028312039001101.
- 5. Boudersa, N. (2016). The importance of teachers' training and professional development programs in the Algerian educational context: toward informed and effective teaching practices. Experiences Pédagogiques, 1. Retrieved September 20, 2020 from www.exp-pedago. ensoran.dz: https://www.exp-pedago.ens-oran.dz/experiences-pedagogiques/contributions_numero1/nacera-BOUDERSA.pdf
- 6. Brophy, J. & Good, T. (1986). *Teacher behavior and student achievement*. In M. Wittrock, (Ed.), Handbook of research on teaching (pp. 328-375). New York: Macmillan.
- 7. Cárdenas-Ramos, R. (2006). Considerations on the role of teacher autonomy. Colombian Applied Linguistics Journal. (8), 183-202. doi: 10.14483/22487085.10510.
- 8. Creemers, B.P.M. (1994). *The effective classroom*. London: Cassell.

- 9. Craft, A. (2009). Changes in the Landscape for Creativity in Education. In: Wilson, Anthony (Ed.) *Creativity in Primary Education Education (2nd ed)*. 5-21. Exeter: Learning Matters Ltd.
- 10. Cremin, T. (2009). Creative teachers and creative teaching. In: Wilson, Anthony (Ed. *Greativity in Primary Education Education (2nd ed)*. 36-46. Exeter: Learning Matters Ltd
- 11. Garcia, E. & Weiss, E. (2019). Low relative pay and high incidence of moonlighting play a role in the teacher shortage, particularly in high-poverty schools. The third report in "The Perfect Storm in the Teacher Labor Market" series. Economic Policy Institute. Retrieved September 20, 2020 from www.eric.ed.gov: https://files.eric.ed.gov/fulltext/ED598208.pdf
- 12. Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* New York, NY: Teachers College Press.
- 13. Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching, Theory and Practice*, 6(2), 151-182.
- 14. Olaleye, F & Ajayi, A & Oyebola, Blessed. (2017). Impact of Overcrowded Classroom on Academic Performance of Students in Selected Public Secondary Schools in Surelere Local Government of Lagos State. International Journal of Higher Education and Research. 7(1), 110-132.
- 15. National Education Policy (2020). *National Education Policy 2020*. Government of India. Retrieved September 17, 2020, from www.mhrd.gov.in: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 16. Pellegrini, A. & Blatchford, P. (2000). *Children's interactions at school: Peers and teachers*. London: Edward Arnold.
- 17. Rodgers, C. R. & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In Cochran-Smith, M., Feiman-Nemser, S. & McIntyre, D. J. (Eds.) *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 732-755). New York: Routledge/Taylor & Francis Group.
- 18. Sawchuck, S. (2011). EWA research brief studies say about teacher effectiveness. London: Sage books.
- 19. Shulman, L. S. (1986). Paradigms and research programs in the study of teaching: A contemporary perspective. In Wittrock, M. C. (Ed.), *Handbook of research on teaching* (pp. 3-36). New York: Macmillan.
- 20. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, *57*(1), 1-22.
- 21. Zembylas, M. & Papanastasiou, E. (2005). Modeling teacher empowerment: The role of job satisfaction. Educational Research and Evaluation. 11(5), 433-459. doi: 10.1080/13803610500146152.
- 22. Holland, D. & Lachicotte Jr, W. (2007). Vygotsky, Mead, and the new sociocultural studies of identity. In Daniels, H., Cole, M. & Wertsch, J. V. (Eds.)*The Cambridge Companion to Vygotsky* (pp. 101-135). Cambridge: Cambridge University Press.

- 23. Khan, A., Khan, S., Zia-Ul-Islam, S. & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. Journal of Education and Practice, 8(1), 18-21.
- 24. Khan, S. & Malik, S. (2013). Is teacher leadership a fantasy or reality? A review. Journal of Educational and Instructional Studies in the World, 3(3), 66-72.
- 25. Liu, S. H. & Tsai, H. C. (2017). Teachers' Experiences of Collaborating in School Teaching Teams. Asian Social Science. 13(2), 159-168. doi: 10.5539/ass.v13n2p159.
- 26. Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Corwin Press.
- 27. Nappi, J. S. (2014). The teacher leader: Improving schools by building social capital through shared leadership. *The Delta Kappa Gamma Bulletin*, 80(4), 29-34.
- 28. OECD (2012). Equity and Quality in Education: Supporting Disadvantaged Students and Schools. OECD Publishing. Retrieved September 20, 2020 from www.oecd.org: https://www.oecd.org/education/school/50293148.pdf
