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The Study Focuses On The Development Of Educator Profiles For Schools, Departments, And Organisations That Primarily Focus On The Education Of Future Teachers

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ABSTRACT
This study focuses on the significance of having clearly defined educator profiles at educational institutions that are responsible for the training of future educators. Presently, the researchers are in the process of developing a framework that would specify the essential skills that these programme teachers need to possess. To determine the characteristics ideal for educators, the study will investigate the specific requirements of teacher education as well as the challenges faced by those interested in becoming educators. The subsequent generation of instructors will be prepared with these characteristics once they have been used. The efforts that these profiles have made to raise the standard of teacher training courses have ultimately resulted in a teaching workforce that is both more efficient and more knowledgeable.

Keywords: *Development, Educator Profiles, Education, Future Teachers.*

Introduction:
It is well recognised that instructors have a significant impact on their student's ability to learn as well as their degree of accomplishment. Teacher education is defined as "a programme of education, research, and preparation of persons to teach at all levels of difficulty, from pre-primary through higher" by the National Council for Teacher Education. Providing teachers with formal education is essential to equip them with the necessary abilities to fulfil the demands of their chosen field and overcome the inevitable obstacles they will encounter during their careers.
If one were to accept the information provided by the curricular Dictionary of Goods, the term "teacher education" encompasses "all of the formal and casual activities and experiences that help make it possible for a person to assume responsibilities of a member from the educational profession." The goal of teacher education is to better equip individuals to fulfil their duties as members of the educational community or to accept those commitments while doing so **(Özdemir, 2023).**
It is a widely held belief that the educational goals of a country can only be attained in environments that are conducive to optimum learning and that one of the prerequisites necessary for achieving these goals is maintaining high academic and professional standards among teachers. The focus of teacher education needed to move from training to education for it to have any kind of significant influence on the education of students as well as the growth of society as a whole. The depth and breadth of teachers' subject-matter knowledge, as well as their pedagogical toolkits to meet the demands of a range of learning environments, should get more emphasis, as should the teachers' dedication to their profession, their awareness of and empathy for current concerns and problems, and their understanding of and empathy for contemporary issues and problems. This wouldn't be an issue if institutions cared about training their faculty members. Because it is so important for schools to cultivate well-rounded teachers, they have been forced to spend greater resources on teacher education overall rather than simply training. It is not enough to just give educators the tools they need to accomplish their jobs effectively. Educators also need to accept responsibility for the academic achievement of their students and take the proper steps to guarantee that their pupils achieve that success **(Ataş, 2023).**

Background of the study:
The pre-service education programme was known by its more popular term, teacher training, from 1906 to 1956. With its help, educators were able to develop their mechanical and technical skills. Its objectives were relatively limited, and the main emphasis of its efforts was on skill development. The rules and processes that makeup teacher education ensure that future educators have the skills and information they need to be great in their jobs. It will not be easy to accomplish this objective, however. Consequently, future educators would benefit from comprehensive training to help them thrive in classrooms and other learning settings. The goal of teacher education is to provide future educators with the knowledge and skills they'll need to meet the difficulties posed by a dynamic and unpredictable society. To do this, they need to be up to date on all the latest trends and advancements. Teachers' mindsets are changing as a consequence of the new skills, approaches, methodologies, and duties they are obligated to embrace in this age of revolutionary change. Integrating diverse viewpoints and bodies of information from many fields is essential in the intricate process of teacher education.

Additionally, it stresses the need to have outstanding mentors to enhance one's abilities, values, and attitudes. Not only do a good educator remain abreast of current research and practices in education, but they also embody important Chinese values, languages, understanding, and traditions (particularly those of Indigenous peoples). A more flexible and efficient platform for educators' professional development has recently come to the forefront of discussions, thanks to the revolutionary potential of ICT. With the help of ICT, teacher education has become more adaptable, user-friendly, and immersive, making it better able to keep up with the ever-changing needs of today's classrooms. This article dares to dream big by attempting to foretell how Chinese laws on teacher education will evolve by the year 2040. Through a prospective lens, it seeks to encapsulate the core of how these rules will materialise within an educational environment marked by unexpected innovations and changing social demands **(Earley, 2024).**

Purpose of the study:
The study's overarching goal is to help institutions and groups that focus on teacher preparation create more accurate profiles of their prospective faculty. To adequately train future educators for the challenges of the profession, these profiles will detail the essential information, abilities, and characteristics that instructors at these schools should have. Finding the Perfect Teacher: This research will look at the difficulties of teacher preparation programmes and the demands placed on aspiring educators. The study will determine the appropriate level of education, experience, and character traits for teachers working in these schools. Improving the Efficiency of the Programme: The study's overarching goal is to enhance the efficacy of teacher education programmes by giving explicit educator profiles. To make sure that educators have the right skills to train future teachers, institutions may utilise these profiles to direct hiring, continuing education, and performance reviews. The use of standardised educator profiles has the potential to raise the bar for teacher preparation programmes nationwide. No matter what programme a potential educator chooses, this uniformity guarantees they will obtain a well-rounded education. The results of this research may help guide teacher preparation programmes in their efforts to provide their future teachers with the finest possible training. Professional development possibilities and education programmes may be better designed to provide educators with the essential skills and knowledge if the research outlines the desirable traits of educators.

Literature review:
It is believed that excellent study habits and the development of interconnected abilities like creativity and problem-solving are essential for this to happen. The evaluation goes on to say that the three cornerstones of student learning are the following: the desire to study and the capacity to apply what students have learned in real-world contexts; the acquisition of information and technical skills; and the development of critical thinking, judgmental, and expressive abilities. Livingstone and Flores (2017) state that to teach and learn, one must be open to new ideas, methods, and perspectives. Important considerations in this environment include the identities, responsibilities, and professional growth of teacher educators. recognise the importance of being able to access, understand, evaluate, and use information effectively to succeed in a dynamic work environment, further one's education, and contribute to a global community ethically and responsibly. All things considered, these scholarly works stress the significance of several facets of learning and skill improvement, such as health, competencies, curricular frameworks, interdisciplinary abilities, teacher educators, and information literacy. To better equip students to face the problems and seize the possibilities of the future, they want an all-encompassing and innovative approach to education **(Cuadra-Martínez, 2023).**
First of all, access to educational possibilities is becoming more unequal amongst rural and urban communities. In China, the problem of rural-urban inequality continues to be a recurring obstacle to social progress. The discrepancy in educational attainment between rural and urban areas has significantly widened since the late 1970s. In comparison to their urban counterparts, the enrollment ratio of pupils in preschools and junior secondary educational institutions located in rural areas is somewhat lower. A considerable proportion of pupils who attend school in rural regions drop out early. There has always been little funding for rural education, which is very important. Many children in rural areas are forced to attend lessons in unsafe surroundings due to insufficient distribution of educational resources, and many teachers in these areas are struggling with unpaid pay. The economically deprived western regions were the main places where this educational deficiency was seen. According to a special study that the respected English monthly Beijing Review issued, China's rural population makes up around 65% of the country's total population. Furthermore, of the 200 million kids enrolled in middle and elementary schools worldwide, a sizeable fraction—150 million—attend these schools in rural areas. Less than 40% of all education funding has been allocated to rural areas, which is a disproportionately low level of funding. Data from official statistics clearly show that adults over the age of fifteen who live in rural regions have an average grade point average of seven years. This is a significant three years less than the educational attainment of those living in cities **(Kalimullin, 2024).**

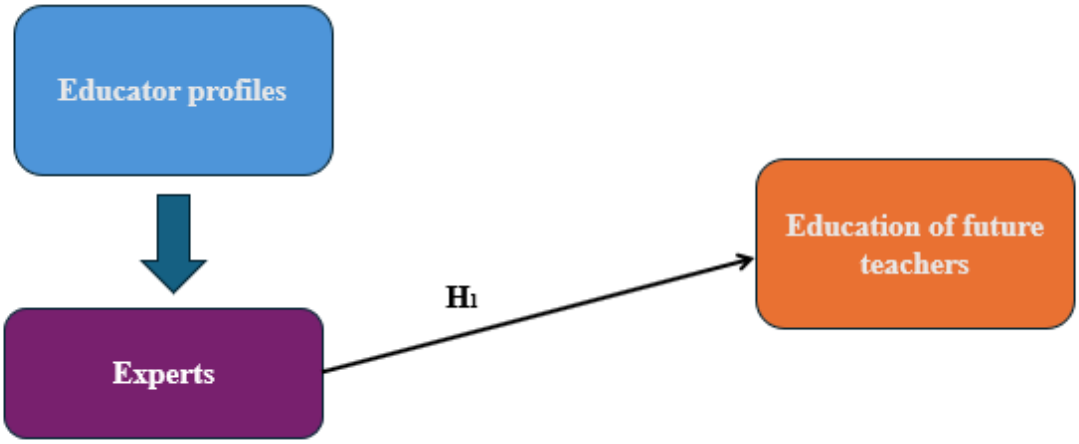
Research questions:
1. What are the roles of future teachers?
2. What are the various impacts of educator profiles in educational organisations?

Methodology:
Scholars conducted a thorough cross-sectional study. A single point-in-time gathering of data was required due to the cross-sectional architecture, which was efficient and inexpensive. The researcher used a quantitative technique due to the constrained resources and short timeline. Using Rao-soft software, an estimated sample size of 600 was obtained; 775 questionnaires were issued, 662 were returned, and 13 were removed due to incomplete responses. There were 649 respondents from China in the survey. For the survey, every respondent was contacted via random sampling. The researcher delivered the questionnaire questions and answer categories to respondents who were confined to wheelchairs or who were illiterate. The researcher then recorded the respondents' replies verbatim on the survey form. People were given questions to fill out and return all at once to certain locations.

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
A set of measurement items' underlying component structure is often verified using factor analysis, or FA. It is believed that latent factors—factors that are not easily visible—influence the scores of the measured variables. Accuracy analysis (FA) technique is a model-based approach. Establishing causal linkages between observable occurrences, underlying causes, and measurement errors is the primary goal of this endeavour. It is possible to assess if the data are suitable for factor analysis by using the Kaiser-Meyer-Olkin (KMO) Method. A review is done to find out whether the sample is enough for each variable in the model and for the model as a whole. The statistical measures quantify the extent of possible common variation between several variables. Factor analysis is frequently better suited for data with lower percentages. Integers between zero and one are returned by KMO. If the sample size is between 0.8 and 1, the KMO value is considered sufficient. If the KMO is less than 0.6, which suggests that the sample is insufficient, corrective action is required. Use your best judgement; the range is 0.5 to 0.6 since some writers use 0.5 as this. • When the KMO is near zero, it indicates that there are more partial correlations than total correlations. To reiterate, strong correlations significantly impede component analysis. The following are Kaiser's acceptability cutoffs: a pitiful 0.059–0.050. • 0.60 to 0.69 less than the mean Normal range for a middle school student: 0.70–0.79. with a quality point count ranging from 0.80 to 0.89. The range between 0.90 and 1.00 is quite impressive.
of measurement items. The scores of the observed variables are thought to be impacted by latent factors that are not readily observable. The methodology of accuracy analysis (FA) is a method that relies on models. The main focus of this work is on creating causal pathways that link observable events, underlying causes, and mistakes in measurement. The suitability of the data for factor analysis may be evaluated using the Kaiser-Meyer-Olkin (KMO) Method. An evaluation is conducted to determine the sufficiency of the sample for each specific variable in the model, as well as for the model as a whole. The statistics measure the magnitude of potential shared variation among many variables. Data that has smaller

percentages is often more appropriate for factor analysis. KMO returns integers between zero and one. Sampling is deemed adequate if the KMO value falls within the range of 0.8 to 1.
It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use your best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.
• If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.
Kaiser's cutoffs for acceptability are as follows:
A dismal 0.050 to 0.059.
• 0.60 - 0.69 below-average
Typical range for a middle grade: 0.70–0.79.
Having a quality point value between 0.80 and 0.89.
The range from 0.90 to 1.00 is really stunning.

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 general importance of the correlation matrices was further validated by using Bartlett's Test of Sphericity. A value of 0.973 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. Bartlett's sphericity test revealed a significant result indicating that the correlation matrix does not meet the criteria of a correlation matrix.

Hypothesis testing:
Expertise in the Field: These individuals may provide solid groundwork for the subject matter that future educators will be accountable for teaching. This permits thorough investigation outside of the classroom and guarantees a crystal-clear grasp of difficult concepts. Curriculum developers and veteran teachers may provide insight into what works in the classroom in terms of lesson planning and student behaviour management. As a result, aspiring educators will have the resources they need to create an engaging classroom community. Scientific and literary experts, for example, have a wealth of knowledge in their fields and may share it with students in the form of real-world insights and examples. As a result, students are more engaged and future educators develop their capacity for critical thinking. Experts may play the role of mentors by providing aspiring educators with advice, encouragement, and examples of excellence in the classroom. By inspiring future generations of teachers with their stories, they may leave a lasting legacy in the field. Better Results for the Next Generation of Educators: Enhanced Self-Assurance: Confidence in one's talents as a teacher may be enhanced by acquiring solid topic knowledge and practising successful teaching tactics. Their confidence in managing a classroom and accommodating students with varying abilities will grow. Interaction with experts helps improve problem-solving and critical-thinking abilities. As a result, the next generation of educators will be more prepared to handle unforeseen challenges and come up with creative approaches in the classroom.

In the end, students benefit from higher learning outcomes because their instructors are more prepared. The ability to provide interesting and powerful learning experiences for pupils is a key competency for future educators. Interaction Quality: Having access to professionals alone is insufficient. The significance of the contact lies in its depth and quality. Lectures are ineffective compared to meaningful conversations, workshops, or mentorship programmes. Prioritise Real-World Application: Make sure that interacting with experts leads to abilities that can be used in the real world. Not only does knowledge matter for aspiring educators, but so does the capacity to put that knowledge to good use in the classroom **(Mifsud, 2023).**

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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:
Experts
To put it simply, an expert is a person who has extensive understanding and proficiency in a certain field. This information may be derived from a mix of classroom instruction and real-world experience. People go to experts for advice and direction since they consider them authority in their profession. To be more precise, one way to identify an expert is by the area of knowledge they have mastered. Some typical instances are as follows: The term "domain expert" describes a person who has an extensive understanding of a narrow topic, such as a scientist who studies a particular subfield or a historian who focuses on a particular time. An Experienced practitioner has worked their way up the ranks of a certain profession and honed their skills over the years. A teacher who has been in the profession for many years and has taught in several classrooms is an expert in their field. Someone who has extensive expertise in a narrow subfield within a larger discipline is known as a subject matter specialist. For example, someone who specialises in math education and works as a curriculum developer for math programmes is considered an expert in the field.
Important Traits of a Professional: Experts possess an in-depth comprehension of the theoretical as well as practical aspects of their domain. Their acquired skill set is directly related to their field of specialisation, which is a strong suit. Academic prowess, critical thinking, problem-solving talents, and practical knowledge, such as instructional strategies, all fall under this category.

Expertise: While a college degree is helpful, nothing beats learning the ropes on the job to really put what you've learned into practice. Expertise in Communicating: Those in the know are able to break down difficult ideas and impart their wisdom to others. Experts are vital to many parts of society, and their roles are very important. In addition to educating people and advancing their professions, they help solve difficult challenges and assist decision-making. Experts may greatly increase the quality of aspiring teachers and, in turn, raise the bar for student achievement in the field of teacher education.

“Based on the above discussion, the researcher formulated the following hypothesis: to analyse the relationship between experts and education of future teachers.”
“$H0_1$: There is no significant relationship between experts and education of future teachers.”“H_1: There is a significant relationship between experts and education of future teachers.”

Table 2: ANOVA test

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	410	5235.517	1245.833	.000
Within Groups	492.770	238	5.356		
Total	40081.390	648			

In this study, the result is significant. The value of F is 1245.833, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***"H_1: There is a significant relationship between experts and education of future teachers."*** is accepted and the null hypothesis is rejected.

Discussion:
The research emphasises the vital role of professionals in influencing the training of future educators, highlighting the significance of their engagement. With their help, they can offer Excellent expertise in the field and advice on how to run a classroom and create lessons. Practical applications and analytical reasoning abilities, Guidance and motivation for those seeking careers in education. Influence on Upcoming Educators: Engagement of Subject Matter Experts Can Cause Confidence in One's Teaching Skills Enhanced capacity for analytical and problem-solving. Enhanced readiness to face academic obstacles Competence in designing stimulating educational environments. Research shows that having access to experts isn't as crucial as having meaningful conversations between them and aspiring educators. Lectures are ineffective compared to interactive programmes like mentoring and meaningful conversations. Application: The study highlights the significance of converting specialised knowledge into marketable abilities for use in the classroom. The research highlights the need for a holistic approach to teacher preparation, which includes not just subject knowledge and pedagogical competence but also personal qualities like empathy and a love of learning. Practical, hands-on experience gained via internship and student teaching is emphasised as an essential part of teacher education, which is known as field experience.

Conclusion:
Expert engagement significantly correlates with higher-quality instruction for future educators, according to the research. Strong evidence of data validity and dependability is shown by the high value of KMO, and the significant findings of Bartlett's Test. Experts have a favourable influence on teacher education, as the ANOVA findings show decisively. Institutions may enhance their teacher education programmes by Incorporating the work of domain experts, seasoned practitioners, and subject area specialists into course materials. Prioritise the development of top-notch, collaborative learning environments for both current and future educators. Make sure that in-depth information is transformed into abilities that can be used in the classroom. Keep the researcher's theoretical understanding, instructional skills, and personal growth under check.
Make sure there are plenty of chances for work experience and guidance from mentors. These suggestions may help teacher preparation programmes better equip aspiring teachers to adapt to a dynamic educational environment and boost student achievement.

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