

## Enhancing Professionalism to Empower Novice Teachers

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### Abstract

This article highlights the multifaceted challenges that Teachers' professionalism is often constrained by curriculum, instructional strategies, and other non-teaching duties that impede professional development and innovation. Additionally, Contemporary teaching practices are hindered by lack of training, topic expertise gaps, and teaching post shortages. Professional ethics, low incomes, and low social recognition erode motivation and commitment, limiting professional growth and affecting education standards. In view of these obstacles, enhancing teachers' professionalism necessitates thorough training, ongoing professional growth, and strong institutional support. To properly prepare educators, training programs must incorporate research, curriculum design, theory, practice, and practical experience. The creation of continuing professional development opportunities that encourage introspection, self-learning, research participation, and creativity is equally crucial. In order to maintain drive and creativity, institutional support in the form of cooperation, resource sharing, acknowledgment, and mentoring is essential. Fair hiring practices, equal career possibilities, and performance reviews that are connected to student learning objectives are all ways to further promote professionalism. And it is important that the need for systemic reforms to enhance teacher professionalism, ensuring that educators are well-prepared, motivated, and supported in their role. By addressing these interrelated factors, education systems can advance teacher quality, improve learning outcomes, and strengthen the overall foundation of professional teaching

**Keywords** – Enhancing; Professionalism; Empower; Novice Teachers

## Introduction

In Thailand, the development of human resources and the advancement of Thai society and the economy are thought to be largely dependent on education. Thailand's education system has a lengthy history that reflects the development of teaching and learning in the nation. It has undergone numerous significant revisions to provide more access to education for Thai citizens (Office of the Education Council, 2017) Education, as a basic social structure, is essential to the gradual shaping, reforming, and rebuilding of society. In contemporary societies, it is widely acknowledged as a potent tool for social development and transformation. Concerns about the quality and applicability of education are becoming more widespread worldwide. Education, which is the process of learning and extending culture, is a key instrument for social advancement since it improves human well-being, productivity, social fairness, and living conditions. Education is supposed to promote social progress in the following ways: civic, by improving public life and encouraging active participation in a democratic society; humanistic, by fostering the full development of individual and collective human virtues; and economic. The goal is to equip individuals with the necessary knowledge and skills to enhance their productivity and improve their own and society's living conditions. (Linden et al., 2018)

Novice teachers in Thailand face particularly complex professional challenges that affect both their individual development and broader educational outcomes. Research indicates that new teachers experience higher stress levels, uncertainty about professional expectations, and difficulties in establishing classroom authority compared to experienced educators. These challenges are compounded by limited mentorship opportunities, unclear professional pathways, and insufficient support during the critical early career phase. The consequences extend beyond individual teacher satisfaction to impact student learning, classroom effectiveness, and long-term teacher retention in the Thai education system. According to Sirisuvanno & Thongdee (2023) stated to teacher professionalism requires skills-based education reform and strong adherence to ethics and national policies. Teachers must design learner-centered plans focusing on practical skills and real-life application of knowledge. Continuous development through training and innovative teaching methods is essential to enhance student learning. Ultimately, professional teachers act as coaches who foster creativity, critical thinking, and lifelong learning and Sirisamphan & Kitroongrueng (2021)

stated to the paradigm shifts in learning management of student development, working culture, teaching together as a professional, and integrating teacher workload were the dimensions of change brought about by the lesson study to develop professional teachers by adopting innovation in creative learning.

This article addresses these challenges by examining the specific barriers affecting novice teacher professionalism and proposing targeted enhancement strategies. The analysis focuses on teachers in their first three years of practice, recognizing their unique professional development needs and the critical importance of early career support. By identifying key obstacles and developing evidence-based recommendations, this article aims to contribute to improved novice teacher retention, effectiveness, and professional satisfaction. The findings have practical implications for teacher preparation programs, school administrators, and educational policymakers seeking to strengthen professional support for beginning educators in Thai schools

## **1. Challenges of Professionalism in Teacher Education Today**

### **1.1 Curriculum and institutional constraints**

Curricula, outdated teaching methods, and additional non-teaching duties constrain teachers' creativity and innovation, limiting their professional growth, slowing the adoption of modern approaches, and reducing their flexibility to meet diverse student needs and adapt to evolving educational demands. According to Felisilda et al. (2024) suggested that a holistic approach that combines strong classroom management, adaptability to student diversity, and supportive school environments is essential for empowering novice teachers, enhancing their effectiveness, and improving student outcomes

### **1.2 Professional Competence and Preparation**

A shortage of teaching positions, inadequate on-the-job training, and gaps in subject knowledge often leave teachers unprepared for the demands of today's classrooms, resulting in difficulties in using effective strategies, integrating technology, and promoting critical and creative thinking, impacting the quality of teaching and student learning outcomes. Similarly, Singh (2020) stated that teachers have become central to advancing quality and professionalism in education, driven by professional commitment, self-motivation, and

supportive government policies. Hence, it is essential to reorient, strengthen, and adapt the preparation of trainee and novice teachers to align with contemporary educational needs

### **1.3 Socioeconomic status and recognition**

Working conditions and social recognition, including compensation, motivate and encourage teachers' long-term commitment to the profession. These challenges often result in decreased job security, job satisfaction, and interest in professional growth, ultimately impacting both the quality of education and the stability of the education system. According to Kumari & Kumar (2023) found that teachers' motivation—shaped by both self-determined and external factors—directly influences job performance, highlighting the need for supportive policies, adequate resources, and recognition from school administrations to enhance teaching quality and strengthen the education system. Therefore, the organizational climate and work motivation must be managed well to obtain good teacher performance

### **1.4 Ethics and Professional Conduct**

Irregular compliance with professional ethics, coupled with instances of unethical behavior, erodes public trust in the teaching profession and weakens the professional standing of teacher educators. These shortcomings diminish credibility, undermine classroom authority, and negatively affect student learning and community confidence, emphasizing the urgent need for continuous ethical development and the reinforcement of professional standards. According to Paschal (2024) stated that the core idea is that ethics in teacher education is vital for creating safe and inclusive school environments that strengthen teacher–student relationships, promote professionalism, and improve learning outcomes, while addressing professional misconduct through strategies that foster ethical standards and effective school culture

### **1.5 Political and Structural Challenges**

A depressing atmosphere for competent teachers is produced by political, unfair transfers, favoritism, and mismatches between teacher supply and demand. These systemic problems restrict career options, erode merit-based promotion, and erode professionalism in general, which eventually impacts teacher retention, motivation, and the standard of instruction provided to pupils. As Alexander et al. (2020) indicate that the teacher motivation is driven by a variety of elements, including gender, unfavorable social views, and the self-perceptions of instructing students. As a result, measures that improve employment

conditions and encourage the continuation of a diverse teaching profession are necessary. The study indicates that employment practices and social beliefs that undermine teachers' self-concept can impair teacher retention

For the above reasons, it can be concluded that teachers' professionalism is influenced by multiple, interconnected factors. Rigid curricula, outdated teaching methods, and additional non-teaching responsibilities constrain creativity and limit opportunities for professional growth. Insufficient training, gaps in subject knowledge, and a shortage of teaching positions impede the effective implementation of modern instructional strategies. Low salaries and limited social recognition diminish motivation and long-term commitment, while inconsistent adherence to professional ethics erodes credibility, authority, and public trust. Additionally, political interference, favoritism, and imbalances between teacher supply and demand restrict career advancement, weaken merit-based promotion, and adversely impact teacher retention, motivation, and overall educational quality

## **2. Guidelines for Promoting Teacher Educators' Professionalism**

These constraints give rise to fresh challenges when developing or implementing programs for both student teachers and practicing teachers. The present provision for continuing education of teacher educators is inadequate in respect of both quality and content. Professionalism in teacher educators can be promoted by adopting the following guidelines.

### **2.1 Preparation for Professionalism in teacher educators**

In order to improve teacher educators' professional preparation, well-rounded training programs should incorporate theory, practice, curriculum development, and research competency. To give teacher educators the abilities and perspectives required to manage actual institutional difficulties, internships and hands-on experience should be expanded. According to, Malm (2009) state that The discussion on future teachers' competencies and qualities aims to enhance understanding of teaching and improve teacher training program planning

### **2.2 Continuous Professional Development**

The establishment of a teacher continuum is necessary to guarantee coordinated assistance for early career induction, initial preparation, and ongoing professional

development. Opportunities for self-learning, reflective practice, research participation, and creative teaching methods should be made available to teacher. These initiatives should include the support of workshops, seminars, and cooperative networks. According to Ambon et al. (2024) suggested a learning environment that highly values professional development and excellent teaching methods. This proactive engagement points to a culture of reflection, teamwork, and a readiness to keep up with the most recent developments in education and teachers' commitment to lifelong learning and their pursuit of excellent teaching standards are encouraging for student outcomes and reflect highly on the educational system

### **2.3 Professional Competence and Qualifications**

Teachers should possess relevant postsecondary degrees that integrate teaching practice with information derived from research. In areas like subject matter expertise, pedagogy, technological integration, and assessment techniques, their professional development must be consistently encouraged. In order to improve individual potential as well as the general standard of teacher, it is also crucial to foster intellectual development through leadership development and institutional management initiatives. According to Napitupulu, et al. (2024) stated to the methods for enhancing teacher proficiency in the digital era prioritize the integration of educational technology into teaching methods. It summarizes important strategies from current research, such as professional learning communities, blended learning models, and individualized learning pathways. Effective teacher professional development programs emphasize pedagogical alignment, collaboration among educators, and continuous support in addition to practical technology training. These programs contend that successful classroom technology integration necessitates a change in teaching methods and teacher mindsets, which is reinforced by institutional policies that encourage creativity and adaptability. the significance of a comprehensive strategy for TPD that develops pedagogical mastery and technical fluency, equipping teachers to fulfill the needs of students in the twenty-first century

### **2.4 Institutional and Environmental Support**

For professional development, it is crucial to provide encouraging work environments at teacher education institutions. The system can also be strengthened by connecting institutions for cooperative activities, resource sharing, and capacity building. In addition, offering incentives, recognition, and mentorship supports teacher educators' ongoing

professional motivation and creativity. According to Alimjonovna (2024) State that an analysis of current trends in education, the changing needs of students and the professional competence of educators, including the development of socio-emotional skills, inclusive education, digital technologies and intercultural interaction, that strategies and methods necessary for effective adaptation of educators to modern challenges and ensuring a high level of professional competence which the importance of continuous professional development and flexibility in adapting to changing educational environments

### **2.5 Attractiveness and Recognition of the Profession**

Strengthening the social and professional standing of teacher educators by appreciating their contributions and guaranteeing sufficient career opportunities, making teaching a more appealing career needs equitable recruitment, placement, retention, and mobility policies. Maintaining professionalism and improving educational outcomes, however, depend on assessing teacher effectiveness in connection to student learning and tying it to professional development. According to Hamzah & Hidayat (2021) Stated that the technological-scientific period necessitates educational institutions to prepare graduates for the rapidly evolving modern world. Enhancing teacher professionalism is crucial for better execution of responsibilities, as it is defined by the effectiveness of teaching in the modern era. So, Teachers' professionalism is bolstered by rigorous training, continuous development, and strong institutional support, integrating theory, practice, research, and real-world experience, and bolstered by fair recruitment, career opportunities, and evaluations

### **Conclusion**

Teachers' professionalism is shaped by interconnected factors, including curricula, outdated methods, insufficient training, compensation, limited recognition, and adherence to ethics, all of which undermine motivation, credibility, and educational quality. Education Policy, favoritism, and supply-demand imbalances further restrict career advancement and weaken teacher retention, to address these challenges, teacher require rigorous preparation, continuous professional development, and supportive institutional environments that foster collaboration, recognition, and innovation. Since teacher play a pivotal role in preparing competent teachers for quality education, their professionalism must be strengthened through

advanced training, fair policies, and a renewed orientation that aligns with contemporary educational demands.

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