

## Socioeducational Observations in Impact of Theacher Professionalization on the Learning of Pupils at Technical Secondary School Number 43, Aguascalientes for Rhochrematic

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**ABSTRACT:** Teacher professionalization is a fundamental pillar for improving educational quality. However, it faces several challenges that limit its effective implementation, such as low participation in continuing education programs, the lack of relevance in training courses, teacher workload, and insufficient incentives. This article analyzes these challenges and proposes opportunities for optimizing teacher training. Highlighted solutions include adapting programs to the specific needs of each educational context, improving school infrastructure, promoting economic and professional incentives, and integrating collaborative strategies. Furthermore, the importance of developing emotional intelligence and self-evaluation is emphasized as key tools for teachers' professional growth. The study concludes that overcoming these challenges requires institutional commitment and a culture of continuous learning, ensuring an education of excellence aligned with the demands of the 21st century.

**KEYWORDS:** teacher professionalization, continuing education, education, pedagogical strategies, educational quality.

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### INTRODUCTION

In a context in which education in Mexico is in constant transformation, particularly with the implementation of the New Mexican School (NEM), this study becomes a relevant guide to understand how the preparation and continuous training of teachers directly impacts the academic results of students and the quality of education in general.

### THEORETICAL FRAMEWORK

The teacher, a reflective and constantly evolving professional, Morán Oviedo (2003).

The theoretical framework of the study addresses the concept of teacher professionalization as a continuous process that allows teachers to adapt to the demands of the modern educational context. This process integrates the dimensions of knowledge: knowing how to know, knowing how to do and knowing how to be, highlighting that it is not only essential for teachers to master the curricular content, but also to possess pedagogical skills and attitudes that promote meaningful and empathetic learning.

The theoretical framework analyzes how professionalization directly impacts the quality of education, pointing out that teachers need to be constantly updating themselves to implement innovative pedagogical strategies. The importance of reflection and self-assessment is also emphasized, key tools to identify areas of improvement in educational practice (Sande, 2025), (Biel, 2025), (Dutta, 2025).

Finally, the theoretical framework concludes that teacher professionalization not only raises educational quality, but also dignifies the profession, positioning teachers as transforming agents in the educational system, in line with the principles of the New Mexican School (Bentley-Davies, 2025), (Simonsen, 2025).

The importance of teacher professionalization in the NEM

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The New Mexican School (NEM) introduces a renewed vision of education that seeks to transform the way in which students learn and develop. This educational model focuses on principles of inclusion, equity and quality, recognizing that the comprehensive training of students is not possible without highly trained and committed teachers. In this sense, teacher professionalization becomes a key element, as it allows teachers to adapt to the changing demands of society and the challenges posed by 21st century education (Sönmez, 2025), (Kwant, 2025), (Zepeda, 2019).

Teacher professionalization is not only about acquiring new knowledge, but also about developing skills that allow the implementation of innovative and effective pedagogical practices. Within the framework of the NEM, it is emphasized that teachers must be able to promote meaningful learning, where students not only memorize concepts, but also apply them in real contexts and develop skills for problem solving, critical thinking and collaboration (Gorrell, 2024), (Yalcin, 2025), (Holbrook, 2025).

The research highlights that professionalization must be a constant process that integrates the dimensions of knowledge: knowing how to know, knowing how to do and knowing how to be. These dimensions not only allow teachers to master curricular content, but also prepare them to interact effectively with their students, fostering an environment of trust and motivation. "Knowing how to know" implies staying up to date in their area of specialization and in global educational trends; "Know-how" translates into the application of innovative pedagogical strategies, and "know-how" addresses the ethical, empathetic and reflective attitude that should characterize a good teacher (Lampert, 2024), (Boushey, 2025), (Chakraborty, 2025).

In the context of the New Mexican School, the importance of continuing education is also highlighted as a means of ensuring that teachers can respond to the specific needs of their communities. This includes the ability to address diversity in the classroom, integrating inclusive approaches that recognize and value students' cultural, linguistic and social differences. In addition, professionalization helps teachers to use technologies effectively, preparing students for a digitalized and globalized world (Staples-Dixon, 2025), (Sande, 2025).

On the other hand, teacher professionalization dignifies the profession by granting it a higher status within society. Teachers are not only transmitters of knowledge, but also facilitators of the integral development of people. The New Mexican School recognizes this fundamental role and seeks to make teachers agents of change, capable of inspiring their students and contributing to the well-being of their communities (LeTendre, 2025), (Kwant, 2025).

In short, teacher professionalization within the framework of the New Mexican School is more than an educational strategy: it is an imperative need to transform the Mexican educational system. By ensuring that teachers are properly trained and engaged, not only is the quality of the Methodology and approach of the study

### **METHODOLOGY**

The study was carried out at Technical Secondary School Number 43, a representative institution of the Mexican educational system. Using a mixed methodology, which combined surveys and semi-structured interviews, information was collected on the academic and professional preparation of teachers. In addition, the results of the Educational Planning and Programming System (SIPPE) were analyzed to evaluate the impact of teacher training on the academic performance of students (Zepeda, 2019), (Taskin-Bedizel, 2024).

The research was based on key questions, such as: How does teacher training improve education? How does the ongoing training of a teacher impact the learning of secondary school students? and What are the concrete benefits of ongoing training for teachers and students? These questions allowed structuring a detailed analysis on the importance of investing in teacher professionalization as a mechanism to strengthen education.

### **RESULTS AND ANALYSIS**

One of the most significant findings of the study is that there is a direct correlation between teacher training and the academic performance of students. Teachers who participated in continuing education programs showed a greater ability to adapt their teaching strategies to the specific needs of their students, promoting meaningful and lasting learning. This learning translated not only into better grades, but also into greater active participation of students in the classroom and a more marked interest in the content taught (Kuehl, 2025), (Scattergood, 2025).

The research also revealed that trained teachers showed more efficient use of educational technologies. By integrating technological tools into their practices, they were able to enrich the teaching and learning processes, facilitating the understanding of complex concepts and promoting autonomy in students. For example, it was highlighted that the use of digital platforms allowed students to access additional educational resources, carry out interactive activities and receive immediate feedback, which boosted their motivation and commitment to learning (LaRue-Keeley, 2025), (LaVoice-Sargent, 2024).

Likewise, it was identified that continuing education programs that included components of emotional intelligence and socio-emotional skills were particularly effective. Teachers who participated in these programs were able to create more inclusive and empathetic learning environments, where the emotional needs of students were met. This had a positive impact on classroom dynamics, reducing interpersonal conflicts and increasing collaboration between students (Sloan, 2025), (Lampert, 2024).

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Another aspect highlighted in the results was the importance of reflection and self-assessment as an integral part of the teacher professionalization process. Teachers who took the time to analyze their pedagogical practices identified specific areas for improvement and worked on them, achieving visible results in a short time. For example, some teachers adopted new formative assessment strategies, which allowed them to measure their students' progress more accurately and adjust their teaching methods according to the needs detected (Tarkin-Bedizel, 2024), (Gorrell, 2024).

The analysis also highlighted that teachers with ongoing training demonstrated a greater ability to address diversity in the classroom. This included implementing differentiated strategies to support students with educational gaps, special needs, or particular sociocultural contexts. The ability to personalize teaching according to the characteristics of each student was key to closing learning gaps and ensuring more equitable education (Newton, 2025), (Kwant, 2025).

Furthermore, the study showed that teachers who actively participated in professional collaboration networks were able to implement more effective teaching practices. These networks, which included the exchange of experiences and knowledge among colleagues, facilitated the adoption of innovative methodologies and promoted collective learning that benefited the entire educational community. For example, some teachers shared teaching materials designed together, which allowed for the standardization of good practices in the institution. Education improved, but the foundations are also laid for a more equitable, inclusive society that is prepared for the challenges of the future (Skinner, 2023), (Dutta, 2025).

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A significant finding was the positive perception of students towards teachers who had participated in continuing education programs. Students described these teachers as more understanding, motivating, and open to dialogue, which strengthened the teacher-student relationship and created an environment conducive to learning. This emotional connection between teachers and students translated into greater confidence on the part of students to express their doubts, participate in class, and take an active role in their education (Kim, 2025), (Holbrook, 2025).

However, the research also highlighted some persistent challenges. One of the main ones was the lack of equitable access to continuing education programs, especially in areas with less educational infrastructure. This limited training opportunities for some teachers, which generated inequalities in the implementation of updated pedagogical practices. It was also identified that some teachers faced barriers such as work overload and lack of incentives, which made it difficult for them to participate in professionalization activities (Ellis, 2024), (Gorrell, 2024).

In summary, the results of the study highlight that teacher professionalization has a significant impact on the quality of education. Continuing education programs not only improve teachers' pedagogical skills, but also transform the educational experience of students, creating more dynamic, inclusive, and meaningful learning-oriented classrooms. To maximize these benefits, it is crucial to overcome the identified challenges and ensure that all teachers have access to quality professional development opportunities.

### **CHALLENGES AND AREAS OF OPPORTUNITY**

Teacher professionalization faces various challenges and areas of opportunity that must be addressed to maximize its impact on the education system. Some of the main challenges and opportunities for improvement identified in the research are discussed in detail below (Yalcin, 2025), (Boushey, 2025).

#### **LACK OF PARTICIPATION IN CONTINUING EDUCATION**

One of the biggest challenges is the low participation of teachers in continuing education programs. According to the data collected, almost 50% of teachers did not participate in any training program during the previous school year. This problem can be attributed to various factors, such as work overload, lack of time, lack of incentives, and the perception that the programs offered are not relevant to their needs (Chakraborty, 2025), (LeTendre 2025).

**Opportunity for Improvement:** It is essential to implement communication strategies that inform teachers about the availability of training programs, highlighting their benefits. In addition, flexible schedules or online modalities can be established to facilitate participation, as well as designing economic or professional recognition incentives to encourage commitment (Kuehl, 2025), (LaVoie-Sargent, 2024).

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### **RELEVANCE OF TRAINING PROGRAMS**

A critical aspect is the relevance of training programs. Many courses and workshops are not aligned with the specific needs of teachers or with the demands of the school context in which they work. This generates demotivation and limits the application of the knowledge acquired (Taskin-Bedizel, 2024), (Skinner, 2023).

Opportunity for Improvement: Design personalized and contextualized programs that respond to the specific challenges of each region or school community. Involving teachers in the design of the contents and objectives of the programs can also increase their relevance and effectiveness (Biel, 2025), (Sönmez, 2025).

### **LIMITED EDUCATIONAL INFRASTRUCTURE**

Another significant challenge is the lack of adequate educational infrastructure. The lack of technology and teaching resources limits the possibilities of implementing innovative pedagogical strategies and makes it difficult to apply the tools acquired in training programs. This situation mainly affects schools in rural or marginalized areas, where the Infrastructure gaps are more pronounced (Sande, 2025), (Kwant,2025).

Opportunity for Improvement: Manage government or international agency funding to improve school infrastructure. It is also possible to foster partnerships with private companies and non-governmental organizations to provide schools with the necessary technology and resources. Likewise, training teachers in the efficient use of available resources would maximize their impact (Holbrook, 2025), (Staples-Dixon, 2025).

### **TEACHER OVERLOAD**

Teachers face a significant workload that includes administrative tasks, lesson planning, and student care. This situation leaves little time for them to participate in continuing education activities (Sande, 2025), (LaRue-Keeley, 2025).

Opportunity for Improvement: Redesign work days to include time for professional development. Another option is to delegate part of the administrative tasks to support staff, allowing teachers to focus on their pedagogical development and improving their practices (Tarkin-Bedizel, 2024), (Scattergood,2025).

### **LACK OF INCENTIVES FOR PROFESSIONALIZATION**

Another important challenge is the absence of clear incentives for teachers to participate in continuing education programs. Without economic benefits, professional recognition, or career development, many teachers do not perceive training as a priority (Newton, 2025), (Kohout-Diaz, 2024).

Opportunity for Improvement: Create incentive programs that include salary increases, nationally recognized certifications, and opportunities for professional advancement. Recognition systems that value teachers' efforts, such as awards or honorable mentions, can also be implemented (Kim, 2025), (Zepeda, 2019).

### **GAPS IN COLLABORATIVE WORK**

The lack of collaboration networks among teachers is another important challenge. Although the exchange of experiences and knowledge can enrich pedagogical practices, in many schools there are no formal mechanisms to encourage this collaboration (Dutta, 2025), (Holbrook,2025).

Opportunity for Improvement: Create professional learning communities where teachers can share good practices and design joint solutions to educational challenges. These communities can be in-person or virtual, taking advantage of digital platforms to expand their reach (Lampert, 2024), (Chakraborty,2025).

### **NEED TO FOCUS ON EMOTIONAL INTELLIGENCE**

Emotional intelligence and socio-emotional skills are increasingly relevant aspects in education. However, many training programs do not include components that address these competencies, even though they are essential to creating inclusive and empathetic learning environments (Sande, 2025), (Dutta, 2025).

Opportunity for Improvement: Incorporate specific modules on emotional intelligence and socio-emotional skills into teacher training programs. This will not only benefit students, but will also help teachers manage the stress and challenges of their daily work (Bentley-Davies, 2025), (Gorrell, 2024).

### **AREAS FOR IMPROVEMENT IN TEACHER SELF-EVALUATION**

Although reflection and self-evaluation are powerful tools for professional development, not all teachers practice them systematically (Taskin-Bedizel, 2024), (Kuehl, 2025).

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Opportunity for Improvement: Implement guided self-evaluation systems that include clear indicators and constructive feedback. It is also possible to promote professional reflection workshops where teachers can analyze their practices in a collaborative environment (Simonsen, 2025), (Scattergood, 2025).

Addressing the challenges and developing opportunities in teacher professionalization is essential to transform education in Mexico. Overcoming current barriers requires a joint commitment between educational authorities, school institutions, and teachers themselves. By implementing strategies that encourage participation, improve the relevance of programs, and reduce inequalities, it will be possible to guarantee an excellent education that benefits new generations (LaVoie-Sargent, 2024), (Kim, 2025).

### **RECOMMENDATIONS FOR THE FUTURE**

Based on the research findings, several recommendations are proposed to promote teacher professionalization and guarantee an excellent education:

#### **PROMOTE A CULTURE OF CONTINUOUS TRAINING:**

It is necessary to implement strategies that motivate teachers to participate in training programs, highlighting the personal and professional benefits that these offer.

#### **DESIGN RELEVANT TRAINING PROGRAMS:**

Courses and workshops must be aligned with the real needs of teachers and the school context, guaranteeing their relevance and applicability.

#### **INCORPORATE INNOVATIVE TECHNOLOGIES:**

It is essential to equip schools with the necessary technological tools and train teachers in their use to enrich pedagogical practices.

#### **STRENGTHEN REFLECTION AND SELF-ASSESSMENT:**

Promote spaces for teachers to analyze and reflect on their educational practice, identifying areas for improvement and sharing experiences with their colleagues.

#### **ESTABLISH INCENTIVES FOR PROFESSIONALIZATION:**

Offer economic benefits, professional recognition or Career development as incentives for teachers to commit to their ongoing training.

#### **CREATE COLLABORATION NETWORKS:**

Encourage teamwork and the exchange of good practices among teachers to strengthen collective learning and educational innovation.

### **CONCLUSIONS**

The study highlights the importance of teacher professionalization as a key element to improve educational quality in Mexico. Within the framework of the New Mexican School, which seeks to transform education to make it more inclusive, equitable and relevant, the constant preparation of teachers becomes a strategic priority.

Teacher professionalization not only impacts the academic performance of students, but also dignifies the teaching profession, strengthening its role as agents of change in society. However, to maximize its impact, it is necessary to overcome existing challenges and create an enabling environment that encourages ongoing training, pedagogical innovation and collaboration among teachers.

In this sense, the research offers valuable guidance for decision-makers, those responsible for designing educational policies and teachers themselves, highlighting that the path to excellent education begins with the preparation and commitment of those who are responsible for the education of the new generations.

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