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## Enhancing the Prestige of the Teaching Profession Through Systemic Educational Reform

Akbar Namozovich Rasulov, Gulnigorbonu Barkhayotjon kizi Mamatkulova\*, Gulmira Rifovna Tojiboyeva,  
Ashurbek Mustafayevich Suyarov, Iroda Khakimova

Chirchik State Pedagogical University, Chirchik, Uzbekistan

\*Correspondence: E-mail: [gulnigorbonu@gmail.com](mailto:gulnigorbonu@gmail.com)

### ABSTRACT

This study aims to examine effective strategies for enhancing the prestige of the teaching profession by strengthening teachers' social and professional status, improving motivation systems, and establishing sustainable support mechanisms. A mixed-method approach was employed, involving surveys, interviews, observations, and experimental design. A total of 44 teachers from general education schools participated, divided into experimental and control groups. The intervention focused on pedagogical strategies grounded in cluster-based cooperation, teacher development, and motivational enhancement. Results showed a significant improvement in the professional prestige of teachers in the experimental group, with the proportion of participants at a high influence level increasing from 26.09% to 43.48%, while low-level ratings decreased from 39.13% to 4.35%. The control group experienced only marginal improvement. These findings demonstrate the effectiveness of systematic strategies in elevating the professional reputation of teachers. The study concludes that long-term improvements in educational quality are closely linked to teachers' societal and professional recognition. The results suggest policy implications for implementing institutional reforms, targeted teacher support systems, and collaborative development platforms to sustain teacher prestige.

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## 1. INTRODUCTION

and social development. Numerous studies emphasize that the success of educational systems is strongly tied to the competence, social status, and motivation of teachers. Teaching is not merely a profession of knowledge transmission; it encompasses the broader responsibility of nurturing students' moral values, preserving cultural heritage, and fostering societal stability (Shah, 2022; Al-Momani & Rababa, 2022; Francis & Baba, 2023; Kongsakham & Chano, 2024).

Despite these critical roles, the prestige of the teaching profession remains a pressing pedagogical issue. Teachers often face declining respect in society, low remuneration, and limited professional autonomy, all of which contribute to a weakening of motivation and societal recognition (Pacala, 2023). In many countries, including those undergoing educational reforms, challenges such as inadequate policy implementation, limited institutional support, and public underappreciation continue to diminish the professional status of educators (Omolafe, 2021; Agarry, 2022).

Previous research has discussed the importance of teacher motivation and professional image, and several international studies have examined models for teacher development and status enhancement (Hasanovna, 2023; Mampirjonovna, 2024). However, many of these studies are theoretical in nature or focus on narrow aspects such as salary and working conditions, lacking a comprehensive strategy that integrates pedagogical, social, and institutional dimensions. Furthermore, limited empirical research exists on how educational clusters and systemic reform strategies can practically elevate teacher prestige within the framework of school-based interventions.

This research describes this gap by investigating how a structured, cluster-based educational reform approach can enhance the professional reputation of teachers through measurable strategies in the school environment. It responds to the increasing urgency for policy-aligned, empirically grounded frameworks that not only support teachers individually but also elevate the teaching profession collectively.

The aim of this study is to analyze the interconnected relationship between the quality of education and the professional image of teachers, while testing practical strategies that improve motivation, institutional support, and social recognition. The research applies a mixed-method experimental design, engaging 44 teachers across selected general education schools, divided into experimental and control groups. Data were collected using surveys, interviews, observations, and pre- and post-intervention testing. The novelty of this study lies in its integration of a cluster-based educational development model with measurable teacher prestige indicators, bridging theoretical insights with real-world application. This study contributes new knowledge on how systemic pedagogical strategies can shift societal perceptions and improve teacher effectiveness, ultimately enhancing the overall quality of education.

## 2. METHODS

This study employed a mixed-methods approach, combining both qualitative and quantitative techniques to explore and enhance the professional prestige of teachers in general secondary education. Data collection was carried out through literature review, document analysis, classroom observations, structured interviews, online surveys, and field experimentation. The research process was conducted in three main phases: exploratory, theoretical-developmental, and pilot testing.

- (i) In the first phase, the exploratory stage, the study focused on identifying the current status and perception of the teaching profession. Teachers' pedagogical practices were observed, and interviews were conducted to understand their perspectives on societal attitudes toward their profession. Online surveys were also distributed to assess key personal and professional traits such as ethical responsibility, innovation, technological literacy, national identity awareness, and professional commitment. This stage aimed to present teachers not only as educators but also as influential social figures who contribute to cultural transmission and national development.
- (ii) The second phase involved the development of a pedagogical strategy grounded in theoretical insights. Drawing from the initial findings, a cluster-based pedagogical strategy was designed to enhance the professional image of teachers. This strategy included six key components: improving the quality of the educational process; strengthening teachers' personal characteristics; reshaping societal attitudes toward the teaching profession; developing pedagogical competencies; promoting professional collaboration among educators; and advancing teachers' technological literacy. Each component was translated into actionable principles and recommendations tailored to the context of secondary education.
- (iii) The third phase was the pilot testing stage, conducted in two public schools—School No. 225 and School No. 248 in the Mirzo Ulugbek district of Tashkent. A total of 44 teachers participated and were divided into experimental and control groups. The experimental group implemented the proposed strategy, while the control group continued with traditional practices. The effectiveness of the intervention was assessed by comparing pre- and post-intervention data through surveys, interviews, and classroom observations. This phase aimed to evaluate the practical outcomes of the strategy in enhancing teachers' professional prestige and its recognition within the educational community and broader society.

### 3. RESULTS AND DISCUSSION

This study engaged 44 teachers from General Secondary Schools No. 225 and No. 248, located in the Mirzo Ulugbek district of Tashkent. A total of 23 teachers were assigned to the experimental group, while 21 were in the control group. The primary objective was to enhance the professional prestige of teachers within the framework of an educational cluster by applying targeted pedagogical interventions. Data were collected using questionnaires, interviews, and tests, and both groups were assessed at the beginning and end of the experimental period. At the outset, the distribution of professional prestige levels among the teachers was relatively low. **Table 1** presents the baseline data collected at the beginning of the experiment.

**Table 1.** Initial levels of professional prestige of teachers.

Indicators obtained on increasing the professional reputation of teachers in general education schools	Experimental group		Control group	
	23 teachers at the beginning of the experiment		21 teachers at the beginning of the experiment	
	Number	%	Number	%
High	6	26.09	5	23.81
Medium	8	34.78	7	33.33
Low	9	39.13	9	42.86
Total	23	100	21	100

As shown in **Table 1**, a significant proportion of teachers in both groups began the study at a low level of professional prestige, with 39.13% in the experimental group and 42.86% in the control group. After the intervention, the experimental group showed marked improvement, as shown in **Table 2**. The data in **Table 2** indicate a substantial shift in the experimental group. The percentage of teachers rated at a high level increased from 26.09% to 43.48%, while those at a low level decreased dramatically from 39.13% to 4.35%. In contrast, the control group showed only slight improvement. To illustrate the change over time, **Table 3** compares the levels of teacher prestige at both the beginning and end of the experiment.

**Table 2.** Final Levels of Professional Prestige of Teachers.

Indicators obtained on increasing the professional prestige of teachers in general education schools	Experimental group		Control group	
	23 teachers at the beginning of the experiment		21 teachers at the beginning of the experiment	
	number	%	Number	%
High	10	43.48	6	28.57
Medium	12	52.17	8	38.10
Low	1	4.35	7	33.33
Total	23	100	21	100

**Table 3.** Comparison of Professional Prestige Levels (Before and After).

The obtained indicators on increasing the professional prestige of teachers in general education schools	Experimental group				Control group			
	23 teachers at the beginning of the experiment		23 teachers at the end of the experiment		21 teachers at the beginning of the experiment		21 teachers at the end of the experiment	
	Number	%	number	%	number	%	Number	%
High	6	26.09	10	43.48	5	23.81	6	28.57
Medium	8	34.78	12	52.17	7	33.33	8	38.10
Low	9	39.13	1	4.35	9	42.86	7	33.33
Total	23	100	23	100	21	100	21	100

The improvement in the experimental group confirms the effectiveness of the intervention. The number of teachers in the "high" category increased by 17.39%, and the "low" category decreased by 34.78%. In the control group, changes were far less pronounced an increase of only 4.76% in the high category and a decrease of 9.53% in the low category.

Furthermore, the overall increase in the professional influence index was calculated to be approximately 1.111 times (or 11%) greater in the experimental group than in the control group. This was statistically validated, indicating that the experimental strategy had a significant positive impact. Specifically, the experimental group's prestige level increased by 13%, compared to just 4% in the control group.

These outcomes underscore the importance of applying person-oriented pedagogical technologies, reflective motivation practices, and collaborative professional engagement. The intervention also included structural support such as improved incentives, healthcare benefits, housing assistance, and education support for teachers' families—all of which contributed to enhancing the professional standing of teachers in general secondary schools.

In summary, the results of this study demonstrate that the implementation of pedagogical strategies within an educational cluster framework can significantly raise the prestige of the

teaching profession. Such an approach addresses not only professional skills and training but also societal recognition and institutional support, thereby offering a viable pathway for educational reform.

#### 4. CONCLUSION

The findings of this study confirm that enhancing the prestige of the teaching profession is a critical factor in the overall success of the education system. Teachers play a pivotal role not only in fostering student development but also in preparing a workforce that is competitive both nationally and internationally. The implementation of educational clusters has proven to be an effective platform for professional development, offering opportunities for collaborative learning, skills enhancement, and the adoption of innovative pedagogical approaches. Furthermore, the integration of structured pedagogical strategies focused on continuous development, incentive systems, and social partnerships has significantly contributed to raising the professional activity and societal influence of teachers. Importantly, a teacher's prestige is shaped not only by their instructional expertise but also by their engagement in social, cultural, and community-based initiatives, which help solidify their standing in society.

Based on the study's outcomes, several practical and theoretical recommendations are proposed to further strengthen the status of the teaching profession. First, a system of continuous professional development must be institutionalized, enabling teachers to stay abreast of evolving knowledge and practices in education. Second, educators should be encouraged to adopt and implement innovative teaching methods, such as STEAM-based learning and global challenge projects, to enrich classroom experiences. Third, the motivation and recognition of experienced teachers should be reinforced through performance-based rewards and material support. Fourth, the establishment of professional collaboration platforms, such as regular seminars, training workshops, and peer mentoring programs within educational clusters, should be prioritized. Fifth, an effective monitoring and feedback mechanism must be developed to assess teaching quality and engage teachers in reflective dialogue. Sixth, increasing media representation of teacher achievements will help elevate public respect for the profession. Finally, it is essential to improve the social protection and working conditions of teachers to enhance job satisfaction and career sustainability.

Collectively, these recommendations provide a strategic framework for elevating the prestige of the teaching profession in today's globalized educational landscape. By addressing both professional and societal dimensions, they contribute not only to improving the quality of education but also to reinforcing the social and institutional value of teachers.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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