

Students' Opinions about Instructional Competence of Novice Teachers and Experienced Teachers

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Abstract

The purpose of this study was to find out what students thought about novice and experienced teachers' instructional competency and classroom environment. The sample for this study was made up of 50 students from the University of Sindh's B.A. class and 50 students from Fatima Jinnah University's B.Ed. class. Some of the sample students were taught by inexperienced and experienced teachers.

The researchers created a semi-structured interview using semi-structured items. According to the findings, the pupils thought the novice teachers were supportive and that their lessons were satisfactory. Experienced teachers' class was regarded to be more conducive in various ways such as class room control and students' pleasant attitudes.

Keywords: Novice Teacher, Experienced Teacher, Instructional Competency.

Introduction

The topic of instructional competency has been explored on a variety of levels, with many studies concentrating on the challenges faced by new teachers in the classroom and how they compare to more experienced teachers. This problem has been examined from various angles in Pakistan's educational system.The researchers created a semi-structured interview using semi-structured items. According to the findings, the pupils thought the novice teachers were supportive and that their lessons were satisfactory. Experienced teachers' class was regarded to be more conducive in various ways such as class room control and students' pleasant attitudes.

Furthermore, the title of this study stresses the concept of students' perceptions of instructors' competence because they are directly affected by a teacher's degree of competence, which expresses in different dimensions inside a classroom.

In general, a teacher's competency is assessed using a variety of pedagogical criteria, such as lesson design, classroom management skills, and so on, which are assessed by peers or senior academicians because students are the direct recipients of the teachers' teaching and management tactics, this study aims to assess students' evaluations of a teacher's competency. As a result, students' opinions can be a useful tool in developing and planning teaching techniques since their assessment of a teacher might reveal ways to improve teaching competence so that students benefit even more.

As a result, the study's title emphasizes this particular idea. The term "instructional competency" has numerous definitions, and its definition can be found in a variety of places. These domains range from "eligibility to teach" (Skinner, 2005) to teachers who use a variety of appropriate teaching methods and strategies to assess high-quality student learning; understand their students' developmental needs; and are active and reflective in the ongoing strengthening of their professional teaching and learning skills (Glickman, 2002).

Problem Statement

It was observed that students were not satisfied with instructional approach of teachers and it was affecting their results and they were under stressed.

Research Objectives

1. To explore the perceptions of students for novice teachers.
2. To assess the perception of teachers about experienced teacher.
3. To compare the practices of novice and experienced teachers in class.

1.3 Research Questions

How students perceive during teaching learning process with novice teacher?

How students perceive during teaching learning approach with experienced teacher?

What is the comparison of novice and experienced teachers during teaching practices in class?

1.4 Hypothesis

H1: Novice teachers have clear instructional competence during teaching practices.

H2: Experienced teachers have more effective instructional competence during teaching practices.

Ho: There is no significant difference in between instructional competence of novice and experienced teachers.

1.5 Significance of Study

This study will be significant for teachers. Teachers may get acquainted to the challenges which can be faced during application of research-based teaching approach in class room. It can also be beneficial for Policy makers to draft policies in the light of discussed challenges. This study will open the new vistas for researchers also.

2. LITERATURE REVIEW

This literature review has extracted the primary viewpoints relevant to the notion of 'instructional competency' of teachers and organised the different perspectives in an argumentative fashion in order to build on it. This was done so that the location of this construct inside a global domain could be determined. The important assumptions arising from this conversation have been placed inside a Pakistani context in order to institute a comparison in Students' Opinions regarding Instructional Competence in Pakistani Context. The goal is to allow ideas to osmose across regional boundaries, so that the research is not limited to a single geographic place.

In a variety of settings, a number of authors and researchers have addressed the assumptions that underpin the idea of instructional competency. Because instructional competency is

intrinsically linked to student learning, it has always found its way into numerous learning theories concerning students' knowledge acquisition. Numerous scholars have examined the concept of competence in relation to a novice instructor in great depth. In dealing with the "socialisation process" of novice teachers in New Zealand, Kaye Brunton (2003) traces the factors governing novice teachers' socialisation in the first year, beginning with their induction, determining the interaction between the teacher and her school, as the teacher acquires the skills and acumen of working effectively in an organisation.

The other side of this truth is that new teachers are drawn to teaching as a profession because of their perceptions about the teacher's function (Anhorn, 2008). Culross (2007) noted that his or her passion for lifelong learning led him or her to choose a career as a teacher. However, according to the relevant literature, more than 35% of new teachers leave the profession in their first few years, indicating that the problem is not going away (Ingersoll, 2001, Painter, Haladyna, & Hurwitz, 2007, Yost, 2006). The expectations of novice teachers and the realities of teaching in the classroom are at odds (Melnick & Meister, 2008). The teaching profession is significantly more complicated than most new teachers imagine (Cookson, 2005).

Many new instructors describe their first year as a time when they need to be strong. The first year of teaching has been dubbed a "sink or swim" situation by many researchers (Amoroso, 2005; Cobbold, 2007; Hill, 2004; Lundeen, 2004). Because new teachers are expected to figure out how to deal with classroom issues and communicate with administrators, colleagues, and parents, this is the case. When new instructors enter the classroom, there is an air of thoughtless certainty because they had unrealistic expectations about the teaching profession before they began teaching. 2004 (Lundeen).

Sundip Panesar Nahal's article, "Voices from the Field: Views of First Year Teachers on the Disconnect between Teacher Preparation Programs and the Realities of the Classroom," elucidates these difficulties by revealing "similar themes emerging from lived experiences of secondary school teachers." The discrepancy between a teacher's expectations before entering the profession and actually participating with the multi-faceted process of teaching in a classroom is a crucial component in a novice teacher's professional descent, as this study has demonstrated.

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Lessons run more easily when the beginner instructor is prepared, and pupils are more likely to actively participate and listen. When first-year teachers are confident that their students are acting responsibly, they will develop more effective ways to offer information to them. To exemplify this notion, new teachers will get a plethora of ideas for creating classes based on student requirements when given a variety of resources (Anhorn, 2008).

This is a crucial premise, since it supports the claim that prior preparation for a class can help inexperienced teachers become better organisers and communicators of knowledge. This is in

keeping with a qualified teacher's primary responsibility. In this light, the study we conducted is significant because, while a lack of resources does lead to a sense of alienation among novice instructors in Pakistan, the findings of this study contradict Panesar Nahal's conclusions. This is due to the ability of Pakistani inexperienced instructors to work past administrative restraints and creatively overcome the different challenges they face.

The crucial factor is preparation, which arises from apprehension about one's ability to perform in class, and this apprehension is heightened in beginner teachers. As a result, our research indicates that a new teacher is better prepared than an experienced instructor.

Another issue that has to be addressed is the fact that new instructors face several obstacles during their first few years of teaching (Darling-Hammond & Bransford, 2005; Loui, M. C. 2006; Roth & Tobin 2005). Expectations, leadership styles, and concepts change over time, leading to new teaching methods (Anhorn, 2008). Beginning instructors are dissatisfied and insecure if they do not obtain aid in understanding and training (Ingersoll, 2001). Historically, there has been a connection between teacher training programmes and educational research, which has influenced whether or not teachers felt prepared to teach in the classroom (Beck, Kosnik, & Rowsell, 2007; Schulz, 2005).

A teacher training program's goal is to successfully prepare and train new teachers so that they can meet the demands of the classroom. *Opinions of Students on Instructional Competence in the Pakistani Context* 62 (Bransford, 2005).

In a survey of novice elementary school teachers, the disparity between their teacher education programmes and the "real" teaching world highlighted rookie elementary school instructors' discontent with teaching (Barrett Kutcy & Schulz, 2006). According to the study, pre-service teacher education programmes do not effectively prepare new teachers to deal with unfairness. While a shortage of resources in Pakistan hinders educational institutions from hosting many teacher training workshops, this research suggests that novice and experienced instructors collaborate on class plans and activities, among other things. Interaction with students is still important in determining a teacher's ability, and it becomes even more important in a multicultural classroom.

The study 'Classroom Behavior Management Guidelines for Success' highlights how a teacher can build skills that help in the "creation and management of safe and supportive classrooms that contribute to high quality student performance."

This can be accomplished by "tailoring for variety," encouraging "positive conduct," setting up a "successful workplace," avoiding stress, and learning from peers. What makes this essay noteworthy is that it emphasises the importance of culture, and that a teacher must consider not just a student's intellectual needs, but also his or her cultural requirements in order to acquire teaching competence. As a result, "cultural competency" has been added to the definition of teaching ability. This premise is directly applicable to our research.

Anne Jordan, Orison Carlile, and Annetta Stack's *Approaches to Learning: A Guide for Teachers* is an essential work that addresses the various models and theoretical approaches to learning in Western cultures. This book integrates multidisciplinary learning theories and teaching methodologies while addressing a variety of learning and teaching paradigms. With chapters like cultural learning, motivation, and experiential and competency-based learning, this book summarizes several theories connected to these essential elements. However, one of the book's flaws is that it primarily covers school systems in Europe and North America.

As a result, while evaluating the viability of the books numerous recommendations in a third world environment, some of them will need to be molded or tweaked to fit the Pakistani context. According to Melnick and Meister (2008), "doing school" in a university classroom cannot be replicated, and one difficult field experience cannot educate pre-service teachers with the prerequisites to thrive in their own classroom.

3 RESEARCH METHODOLOGY

3.1 Research Design

It is qualitative research exploring challenges of Research Based Teaching Approach during online classes at university level. A semi structured interview with 20 items was conducted.

Research Population/Sample

The sample selected for this study was purposive, consisting of 50 students of B.A part 1 from University of Sindh who were being taught by a novice teacher and 50 of B.Ed. being taught by an experienced teacher.

Methodology:

On June17, 2021, online interviews were conducted. These were semi structured interviews. Students were asked 20 questions comprising with following themes:

- Teacher comes on time in class
- Teacher was friendly towards students
- Teacher's speaking was engaging
- Teacher emphasized key ideas during class
- Teacher gave effective examples in class
- Teacher responded well to students' questions
- Teacher encouraged active participation of students
- Teacher gave good coverage of audio-visual material in class
- Teacher had clear grading criteria
- It was easy to talk about any issue with teacher
- It was discipline in class
- Teacher was helpful to my learning
- Teacher was concerned about my needs
- Teacher manages class time well
- Teacher assign homework with clear instructions
- Teacher conducts different activities in class
- Teacher followed home work on time
- Teacher responded well to students' questions
- Audio visual aids were very helpful to my learning
- Teacher gives clear instructions during class

DATA ANALYSIS & RESULTS

The data analysis was mainly involved perceptions of the students.

On June 17, 2021 Students were interviewed who were being taught by experienced teachers. 57 students said teachers were punctual and came online at the given time. At the same time 41 students were agreed, on the other hand only 3 students had mixed responses. 39 students said that teachers were friendly with students. On the other hand, 51 students said sometimes teachers were friendly and only 10 had mixed opinion. 44 students had opinion that teachers' speaking was engaging. 54 students had opinion that sometimes teachers' engaged students. Only 2 students had mixed opinion. 50 students strongly believe that teacher emphasized key ideas during class, on the other hand 40 students responded that sometimes teacher emphasized on key ideas. 10 students had neutral responses. 46 students were said that teacher always came up with effective and relevant examples.

In addition, 49 students said that sometimes teacher gave effective examples in class and 5 students had mixed responses. 59 students had opinion that teacher responded well to students' questions and 31 students said that sometimes teacher responded well to students. In addition, 10 students

had mixed opinion. 49 students responded that teacher encouraged active participation of students. 44 students said that, sometimes teacher encouraged students for participation. On the other hand, 5 students were given mixed responses and 2 students were said that teacher did not encourage students to participate in class. 46 students said that teacher gave good coverage of audio-visual material in class. 36 students said that sometimes teacher gave good coverage of audio-visual aids. 18 students had mixed responses.

47 students said teacher had clear grading criteria. On the other hand, 42 students said that sometimes teacher grading criteria was not clear and only 10 students had not responded clearly.

41 students had clear responded that they were relaxed to talk to teacher in any issue. 49 students said that sometimes it was easy to talk with teacher and 7 students had mixed responses. 46 students responded that, it was discipline in class. 39 students said that sometimes teacher maintain discipline in the class and 7 students had mixed responses. 57 students said that teachers were helpful in learning process but 33 students were said that sometimes teacher were helpful. In addition, 10 students provided with mixed responses.

52 students responded that, teacher was concerned about my needs. At the same time, 39 students said that sometimes teacher were concerned about our needs but 10 students said they have no idea about that. 51 students said that teacher manages class time well but 39 students responded that teacher sometimes manage class well. Only 10 students had mixed responses. 50 students were said that, teacher assign homework with clear instructions, 40 students said that sometime we understand the instructions by teacher but 10 students had mixed opinion.

48 students said that teacher conducted different activities along with course work, 30 students said that sometimes teacher conduct activities in class. But 22 students came up with mixed responses. 60 students said that teacher followed homework on time. But 38 students said that sometimes teacher followed work on time.

Teacher responded well to students' questions this was the opinion of 58 students. Although, 42 students said that sometimes teacher were responded well to students only. 10 students gave mixed responses. Audio visual aids were very helpful to my learning, this was given by 68 students. On the other hand, 30 students said that, sometimes audio-visual aids were very

helpful to our learning. 2 students were confused about it. Teacher gives clear instructions during class; this was the opinion of 58 students. In addition, 40 students said that teacher provide clear instructions about particular subject. Only 2 students had mixed responses.

On the other hand, on June 18, 2021 students were interviewed who were being taught by Novice 35 students said teacher were punctual and came online at the given time. At the same time 54 students were agreed, on the other hand only 14 students had mixed responses. 26 students said that teachers were friendly with students. On the other hand, 57 students said sometimes teacher were friendly and only 9 had mixed opinion. 28 students had opinion that teachers' speaking were engaging. 57 students had opinion that sometimes teachers' engaged students. Only 14 students had mixed opinion.

23 students strongly believed that teacher emphasized key ideas during class, on the other hand 69 students responded that sometimes teacher emphasized on key ideas. 9 students had neutral responses. 40 students were said that teacher always came up with effective and relevant examples. In addition, 49 students said that sometimes teacher gave effective examples in class and 11 students had mixed responses. 37 students had opinion that teacher responded well to students' questions and 51 students said that sometimes teacher responded well to students. In addition, 37 students had mixed opinion. 32 students responded that teacher encouraged active participation of students. 56 students said that, sometimes teacher encouraged students for participation. On the other hand, 12 students gave mixed responses. Students said that teacher gave good coverage of audio-visual material in class. 43 students said that sometimes teacher gave good coverage of audio-visual aids. 17 students had mixed responses.

32 students said teacher had clear grading criteria. On the other hand, 50 students said that sometimes teacher grading criteria was not clear and only 9 students had not responded that there were no clear grading criteria.

37 students had clear responded that they were relaxed to talked to teacher in any issue. 40 students said that sometimes it was easy to talk with teacher and 14 students had mixed responses. 37 students responded that, it was discipline in class. 50 students said that sometimes teacher maintain discipline in the class and 14 students had mixed responses. 43 students said that teachers were helpful in learning process but 52 students were said that sometimes teacher were helpful. In addition, 5 students provided with mixed responses. 37 students responded that, teacher was concerned about my needs. At the same time, 48 students said that sometimes teacher were concerned about our needs but 17 students said they have no idea about that.

48 students said that teacher manages class time well but 31 students responded that teacher sometimes manage class well. Only 23 students had mixed responses. 40 students were said that, teacher assign homework with clear instructions, 43 students said that sometime we understand the instructions by teacher but 14 students had mixed opinion. 31 students said that teacher conducted different activities along with course work, 31 students said that sometimes teacher conduct activities in class. But 26 students came up with mixed responses. 11 students were said that there were no activities conducted by teacher. 40 students said that teacher followed homework on time. But 37 students said that sometimes teacher followed work on time. 23 students gave mixed responses. Teachers responded well to students'

questions this was the opinion of 37 students. Although, 46 students said that sometimes teacher were responded well to students only 17 students gave mixed responses.

Audio visual aids were very helpful to my learning, this was given by 40 students. On the other hand, 49 students said that, sometimes audio-visual aids were very helpful to our learning. 11 students were confused about it. Teacher gives clear instructions during class; this was the opinion of 34 students. In addition, 57 students said that teacher provide clear instructions about particular subject. Only 9 students had mixed responses.

4.1 Result of the Hypotheses

In this regards study rejects the hypothesis that novice teachers have clear instructional competence but study reveals that during teaching practices novice teachers are eager and curious to learn and are supportive to acquire instructional competence. This study also reflects that experienced teachers have effective instructional competence during teaching practices.

RECOMMENDATIONS

The researchers have attempted to narrow down the differences in the outcomes and opinions pertaining to their respective teaching methodologies based on a comparative analysis of the students' opinions about the teaching competence of a novice teacher and an experienced teacher in the Pakistani Government School environment.

Experienced teachers, like beginner teachers, should have greater flexibility in their teaching skills, building a relationship with students so that students of all levels can easily comprehend their lectures. By shedding the shell of complacency that has accumulated over time, an experienced teacher might improve his or her teaching style. It is important to remember that teaching is a dynamic profession that necessitates instructors' continuous professional development.

According to this study, rookie teachers get more students to pay attention in class while also enforcing discipline more effectively. As a result, their students are happier with their teaching methods. An experienced teacher can improve their teaching abilities by using comparable approaches to ensure that their students are satisfied and less stressed in class. Both the novice teacher and an experienced teacher should plan and time their lessons in such a way that the reinforcement of the lessons at the end of the class through revision and granting permission to the students to ask questions.

4) A beginner teacher is more conscientious when it comes to tackling homework in class. An skilled instructor may also put pressure on students to finish their classwork. An experienced instructor can provide more astute and realistic feedback to students in relation to their academic aptitude due to the amount of professional expertise at hand. In the context of Pakistan, students' perceptions of instructional competence. Collaboration is a vital tool for both rookie and experienced teachers to learn and develop techniques for eliciting attentiveness from students, maximising class time, and maintaining discipline. In order to do so, an experienced teacher may see a novice teacher as a resource person who is updated and displays a higher degree of flexibility in modifying teaching methodologies in accordance with the needs of the students.

CONCLUSIONS

The comparative analysis presented in this study is intended to serve as a foundation for establishing and improving teaching in third-world school environments with limited resources and money. Furthermore, this research may help larger bodies that govern and regulate schools, such as Pakistan's Curriculum Preparation Bodies, establish guidelines that place a strong emphasis on training rookie teachers in real classroom contexts rather than requiring them to attend workshops alone. Working with students who have unique requests is not something that can be replicated throughout workshops.

Furthermore, involving experienced instructors as resource persons for guiding junior teachers would benefit them in two ways: it would enable them to work with both adult and young learners, enhancing their instructional competency on many levels. As Nahal noted, mentoring opportunities should be tailored expressly to provide ways to successful teaching (2009). In their first few years of teaching, novice teachers face a number of challenges, which are also mentioned in the study by Darling-Hammond & Bransford (2005). This study calls for more research in the field, particularly in Asia and Africa, so that comparisons can be made and policies developed to improve instructional competence at the school level.

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