

Comparison of Pedagogical Challenges Faced by Public and Private Novice Teachers at Primary Level at Gujrat

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Abstract

The study aimed to investigate pedagogical challenges faced by novice primary teachers and their comparison in public and private sector. The main objectives of the study were to explore the communication challenges faced by novice primary teachers with students, to assess the challenges faced by novice primary teachers regarding motivational strategies, to find out the challenges faced by novice primary teachers related to teaching methods. The population of the study comprised of all girls primary schools in district Gujarat. One hundred and six teachers were selected by using convenient sampling technique questionnaire was used for data collection. Data was analysed by using mean, standard deviation, one sample t-test and two ways ANOVA. The findings of the study revealed that the communication challenges faced by both private and public novice teachers. Teachers of public and private sectors face challenges in using teaching methods and motivational strategies.

Keywords: Novice teachers, pedagogy, primary teachers, primary school.

Introduction:

New teachers carry energy, motivations, positive attitude, and experiences with them when they enter in teaching profession. Novice teachers come in who have freshly completed their professional degree when in new classrooms with high potential for themselves and for their students. Teachers environment received their first task can have feelings of nervousness or novice year teachers will be able to grip any situation that occurs in the anxiety, which is normal for a fresher in job.

With scheduling and grounding, classroom with ease because they have positive attitude and will have an active classroom. In the views of Johnston, (1994) "the first year of teaching can often result in lack of expectation for new teachers, who realize that the reality of the teaching profession is different from their expectations." When novice teachers become tutor, they test their lesson plans on novel students, organize their classroom and reaching on the whole feel for how the year will wind up. Most have had teaching practice as a pupil-teacher, but this may be the first time they have a real classroom to themselves. "Teachers are more likely to leave the profession in their early years due to a high incidence of job dissatisfaction" Murmane et al., (1991); Shakrani, (2008).

Veenman, (1984) goes on to say that novice teachers face more challenges than they were expecting to face in their early years of teaching. Harris and his Associates, (1991) found that novice teachers arrived in classrooms among high potential for them and also for their students. As we know that the first year of teaching is a serious and thoughtful practice for most of the novice teachers, and more than the course of one year, teachers experience a less potency of faith in their individual competence and in

learning potential of their students. **Statement of the Problem** This study was "comparison of pedagogical challenges faced by public and private novice teachers at primary level". The researcher's concern is to investigate the aspects of pedagogical challenges that was communication with students; motivational strategies; teaching methods.

Significance of the Study The main users of this study will be the teacher trainers, psychologists, heads of teacher training colleges, educational administration, and the people related to the field of education.

Objectives of the Study

The main objectives of the study were:

1. To explore the communication challenges faced by novice primary teachers of public and private sector with students.
2. To assess the challenges faced by novice primary teachers of public and private sector regarding motivational strategies.
3. To explore the challenges faced by novice primary teacher of public and private sector regarding teaching methods.

Research**Questions:**

1. To what extent novice primary teachers of public and private schools face the challenges during verbal communication with students?
 2. To what extent novice primary teachers of public and private schools face the challenges related to nonverbal communication with students?
 3. To explore the challenges faced by novice primary teacher of public and private sector regarding teaching methods. Review of the Related Literature
- The present study aimed to explore pedagogical challenges faced by public and private novice teachers at primary level, and comparison between them. The literature related of the study was pre-arranged as below;

"A novice teacher is a licensed teacher of record with less than one school year of classroom teaching experience in a public school, agency or organization requiring an Arkansas Educator's License".

Student internship or substitute teaching does not contain the classroom teaching experience. Novice teachers commonly all over the world report feeling mostly weighed down by the trickiest students. A teacher from Australia who have one year in job dialogued for a case study

observed that having a disorderly "student in my classroom is having a significant impact on my interaction with the remainder of the class. As a first-year teacher, I don't have the professional skills to deal with this extreme behavior" McCormack, Gore, & Thomas, (2006, p. 104). Repeatedly, classroom discipline and executive obscurity can punctual fresh teachers to throw out many of the study-based instructional performs they erudite in college in favor of a stable curb of lectures and course books (Hover & Yeager, 2004). This creates a problem not only for the teachers but for the other students as well. Planning should be done as to how to control these kinds of uncontrollable students.

Methodology:

The nature of study was descriptive, and quantitative approach was applied for analysis of numerical data. The questionnaires addressed the following areas of problems. Communication with students; motivational strategies, and teaching methods. The population of the study consisted private and public girls' primary schools of district Gujarat. The sample of the study was selected by using convenient sampling .There were total 128 public girls' primary schools and 577 private

girls' primary schools in Gujarat District as sample. In order to verify the content validity of tool, the research instrument was taken to the expert of the subject. The researcher took the research instrument to five experts and got their opinion about them. In the light of their opinions, the questionnaire was modified. To make sure SPSS software was used. The result of analysis showed the whole 30 items that ranged from .92 to .94 for the individual factors. This meant that tool was highly significant and reliable to collect data.

Data

Descriptive analysis was made to find out the frequencies and mean Two types of data were collected for this study i.e., quantitative data on four pedagogical challenges of private and public teachers of primary level. Analysis of variance (ANOVA) was used to find out the difference among the Detail of results obtained by data analysis and discussion is given as under. points Likert scale and the qualitative data through open ended question. Questionnaire was consisted of 30 items. Data were entered in SPSS 21 software for analysis after coding the responses as "strongly agree as statistics was used to get the frequency,percentage, and mean of the 4", "agree as 3", "disagree as 2",

"strongly disagree as 1". Descriptive responses. Independent sample "t test" was used to get the comparison and difference in challenges of public and private primary school teachers

Table1:

Determining the Mean Score on Pedagogical Challenges

| Sr. No. | Range of Mean score | Pedagogical challenges |
|---------|---------------------|------------------------|
| 1. | 1.0 to 1.7 | Intense problem |
| 2. | 1.8 to 2.5 | Problem |
| 3. | 2.6 to 3.3 | No problem |
| 4. | 3.4 to 4.0 | No problem at all |

Table 1 determines the mean score with pedagogical challenges. There are four groups of mean score ranging from 1 to 4. Pedagogical challenges faced by novice teachers are mentioned against each group accordingly. Item wise analysis of each statement of the questionnaire is illustrated through following analysis tables. Analysis of items related to communication with students 10 items were constructed related to challenges of communication with students and data were analyzed and results are given in the following tables.

Table. 2:

Teacher can use Language with which Students are Familiar

| Scale | SA | A | D | SD | Mean |
|------------|----|----|----|----|------|
| Frequency | 3 | 27 | 72 | 4 | 2.27 |
| Percentage | 3 | 26 | 68 | 3 | |

Table 2 demonstrate that the respondents with mean score 2.27 have challenges in usage of language with which students are familiar. 71% respondents not agree with the statement and 29% agree that they can use the language which is familiar to students.

Table.3:

Teacher Can Use Voice Intonation

| Scale | SA | A | D | SD | Mean |
|------------|----|----|----|----|------|
| Frequency | 3 | 23 | 75 | 5 | 2.23 |
| Percentage | 3 | 21 | 71 | 5 | |

5 Table 3 explains that the most of respondents with mean score 2.23 have challenge in use of voice intonation. There are 24% respondents who agreed that they can use voice intonation 71% disagreed, and 5% strongly disagreed with the statement.

Discussion:

The study aimed at to find out pedagogical challenges faced by private and public primary novice teachers. New teachers face problems in their early years of teaching. Feedback form was developed and used to gather data to find out pedagogical problems of novice teachers in communication with students, use of motivational strategies and

teaching methodology. Throughout the twelve months, teachers are usually operational only to continue to exist; novice teachers are frequently curious about their ability and should encourage and sustain with administrative fears if they want to survive. (Stroot et al., 1999).

Comari Knowles (1988): said usually "during the first year stage the novice Teacher faces major challenges and crises". In early years of teaching some of w teachers found subject period difficult as it is a fight where personal learning affairs at the side of those of the instant classroom environment values, thoughts, and beliefs are thoroughly experienced, and at that time all become nonessential. teachers who use The first pedagogical challenge faced by teacher is how to communicate with students. The teachers must use such vocabulary and languages with student with which they are familiar .Students admire and like common language and keep away from technical terminology. Novice teacher has to use suitable words, gestures and representative figures, as required by the subject matter in such ways that are familiar to their students and easy to understand. A good teacher concludes subject material using ordinary language to

ensure that message is understood. They stay away from use of scientific language, be expecting when it is completely essential to do.

Conclusion:

Opinion analysis of the novice teachers provide the following conclusion 1 First research question was related to comparison of challenges of novice primary private and public teachers in verbal communication with students, the analysis of data explain that there was significant divergence in scores of private (M= 2.10, SD=.416) and public novice teachers challenges (M= 2.42, SD= .567). The differences in the means (mean difference = -.317. Mean score 2.10 shows private novice teachers are facing more problems in verbal communication than public novice teachers with mean score 2.42. Independent-sample t was used; $t = -3.281$, $p = .001$ values shows that there was difference in private and public teachers challenges.

t-test F 03

5. Public teachers face less challenge and they get support and help from their fellow teachers, on the other hand private primary teachers are not getting any support and have more problems. It is recommended to see whether it is due to their job state that

private teachers do not feel secure about their jobs and they have high level of competition with other teachers in their schools. That's why they do not cooperate with each other and that cause problems for new coming teachers.

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