

---

## Comparison of Pedagogical Challenges Faced by Public and Private Novice Teachers at Elementary Level

**Aster Paul**

Teacher at AMITY Private School Sharjah

Email: l.asterpaul55@gmail.com

**Lazar Paul**

Lecturer Gift University Gujranwala

Email: lazarpauls@gmail.com

**Dr. Muhammad Arif**

Dy. DEO (M-EE) Tehsil Sarai Alamgir (Gujrat), Punjab

Email: razamarif@gmail.com

### Abstract

The main purpose of this study was to find out pedagogical challenges faced by public and private novice teachers and comparison between them at elementary level in three areas communication with students, motivational strategies and teaching methods. The main objectives of the study were to explore the communication challenges faced by novice elementary teachers with students, to assess the challenges faced by novice elementary teachers regarding motivational strategies, to find out the challenges faced by novice elementary teachers related to teaching methods.

All the girls' elementary schools of district Gujarat were taken as population of the study, 53 private and 53 public schools were taken as sample and one teacher from each school, total 106 teachers were sample of the study. A questionnaire on four-point likert scale was prepared which have 30 items and one open ended question in it. The data collected from the sample were tabulated, analyzed and interpreted by using statistical techniques as, mean; standard deviation; one sample t- test and two-way ANOVA used to compare public and private schools teacher's results.

The conclusions were made on the basis of analysis that the teachers in private and public school were facing challenges in communication with students, in using motivational strategies and teaching methods. And private teachers face more challenges than public teachers.

**Keywords:** Public novice teacher, Private novice teacher, elementary teachers, pedagogical challenges

## Introduction

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

Almost, each study of upholding in teaching occupation categorize first three years of their job as the toughest years, in which teachers are probably to disappear. The dropout rate is at the peak among new teachers in hard-to-staff, municipal schools, which have the most complexity both attracting and then maintain fully certified teachers (Ingersoll, 2001).

For novice teachers first few years are regularly in the condition of fear and survival approach for the reason that the administration of the school failed to supply for careful carry and considerate expansion of teaching capability over time. The novice teachers are usually estimated to suppose all the same farm duties as the more experienced teachers, and are often allocated the most hard and challenging students, those that their other skilled experienced contemporaries do not want to teach.

There are lot of studies which have addressed the attitude and classroom practices of novice teachers for example, Drake, (2000); Sherin & Drake, (2000); Huberman, (1993); Shealy, 1995. These studies define a novice teacher is who has less than 3 years of teaching experience and one whose teaching tends to focus on “survival” and maintaining basic classroom activities.

Literature on teacher education reflects that majority of the newly appointed teachers face particular related challenges in the beginning, more of these disappointing factors seem to be determined and common in the urban setting yet some are also related to rural areas. The biggest intellectual difference between teachers and students is found in our urban schools. New teachers are given those tasks in lot of numbers to what are frequently considered the slightest-pleasant in the schools. They repeatedly work in old, weakening services and have smaller amount of teaching material and right of use of technology than their neighbors in the uptown schools. The schools are unusually large in urban areas, producing, a more unfriendly environment. as the high return of teachers in urban schools, it is often difficult to find an adequate amount of experienced teachers to guide ,guide and shore up the new teachers personally at their own.

In start a teaching career in any circumstance is not easy for the new teacher. yet, some circumstances create predominantly testing situations for the novice teachers. Regardless of the fact that urban schools present a countless of challenges, teachers do choose to begin their work in an urban setting. The first year teachers, on the other hand, is estimated from the first day of the job to expect full duties of an experienced teacher, together with planning, organizing, managing and caring for a full dependent of students, along with a huge number of employee farm duties.

### **Literature review**

The present study aimed to explore pedagogical challenges faced by public and private novice teachers at elementary level, and comparison between them. The literature related of the study was prearranged as below;

#### **Concept of Education**

Some Educationist state that the word Education has comes from the Latin term “Educatum” that means the act of teaching. A group of educationists say that it has come from another Latin word “Educare” which means to bring up or to rise.

Defined by others, the term "Education has originated from another Latin term “Educere” which means (to lead forth) or (to come out)”.Collectively they give a meaning that come to a point that education try to find and promote the superior qualities in man and illustrate the best in every person. “Education investigates to develop the native inner capacities of man”.

Educating means to provide a person some advantageous knowledge about understanding , abilities, interests, attitudes and critical 'thinking. So that persons attain knowledge of history, topography, mathematics, foreign languages and sciences.

As a unit in the civilization, one has to think perilously about a range of concerns in life and make choices about them being free from bias and prejudices, superstitions and unsighted ideas. Accordingly, a person should be trained in each and every superiority of (head) which mean psychological,

physical (hand), and emotional skill (heart) which help to understand teaching, learning through the process of education.

A person builds up some perceptive regarding the deeper things in life, the complex human relations, and the reason and outcome relationship and so on. Then he obtains some expertise in writing, communication, scheming, sketching, operating some equipment etc. He develops some interests and mind-set towards community work, independently living, and supportive organization and so on.

According to Gay (1996) “education is the process of bringing desirable change in to the behavior of human being”. It can also be defined as “the process of imparting and acquiring knowledge and habits through instruction or study”. Education is necessary for the survival of the society. It gives direction to the activity.

### **Methodology**

The core purpose of the study was to compare the pedagogical challenges faced by public and private novice teachers at elementary level. Following procedure was used for this study. Nature of study was descriptive.

#### ***Population***

The population of the study was all the private and public girls’ elementary schools of district Gujarat.

#### ***Sample and sampling***

The sample of the study was selected by using convenient sampling. There were total 128 public girls’ elementary schools and 577 private girls’ elementary schools in Gujarat District. Total 705 girls’ schools in district Gujarat. Researcher takes 15 % of the total schools that is 106 schools, 53 public girls’ elementary schools (APPENDIX-II) and 53 private girls’ elementary schools (APPENDIX-III). One novice teacher was taken from each school total 106 teachers were taken as sample.

### **3.3. Tool of the Research Study**

*To collect the data from the sample, a questionnaire (Appendix ‘01’) was developed in order to find out the pedagogical challenges faced by novice teachers at elementary level. The questionnaire was developed in the light of available literature and in consultation with colleagues and university teachers. The questionnaire was designed to find out the pedagogical challenges of novice teachers respectively about communication with students, motivational strategies and teaching method.*

*Questionnaire consisted of 30 items, 10 items for each area of problem (i.e. communication with students, motivational strategies, teaching methods). Questionnaire was developed on 4 point likert scale. Teachers response in strongly agree and agree if they have no problem and disagree and strongly disagree if they have challenge. First 10 questions were about the challenge in communication with students. Second 10 questions were about challenges in motivational strategies and last 10 about challenges in*

*teaching method .One open ended question consisted of three parts was asked in the end of questionnaire to see what other challenges novice teachers face during their early years of teaching.*

### **Data Analysis**

The following statistical tests were applied to answer the research questions. Descriptive analysis was made to find out the frequencies and mean. Analysis of variance (ANOVA) was used to find out the difference between the pedagogical challenges of private and public teachers of elementary level. The detail of analysis is given in chapter four.

### **Objectives of the Study**

The main objectives of the study are:

1. To explore the communication challenges faced by novice elementary teachers with students.

### **Research Questions**

2. To what extent novice elementary teachers of public and private schools face the challenges during verbal communication with students?
3. To what extent novice elementary teachers of public and private schools face the challenges related to nonverbal communication with students?

### ***Sample and sampling***

The sample of the study was selected by using convenient sampling .There were total 128 public girls' elementary schools and 577 private girls elementary schools in Gujrat District .Total 705 girl's schools in district Gujrat. Researcher takes 15 % of the total schools that is 106 schools, 53 public girls' elementary schools (APPENDIX-II) and 53 private girls' elementary schools (APPENDIX-III). One novice teacher were taken from each school total 106 teachers were taken as sample.

### **Tool of the Research Study**

*To collect the data from the sample, a questionnaire (Appendix '01') was developed in order to find out the pedagogical challenges faced by novice teachers at elementary level. The questionnaire was developed in the light of available literature and in consultation with colleagues and university teachers. The questionnaire was designed to find out the pedagogical challenges of novice teachers respectively about communication with students, motivational strategies and teaching method.*

*Questionnaire consisted of 30 items, 10 items for each area of problem (i.e. communication with students, motivational strategies, teaching methods). Questionnaire was developed on 4 Point Likert scale. Teachers response in strongly agree and agree if they have no problem and disagree and strongly disagree if they have challenge .First 10 questions were about the challenge in communication with students .Second 10 questions were about challenges in motivational strategies and last 10 about challenges in*

teaching method .One open ended question consisted of three parts was asked in the end of questionnaire to see what other challenges novice teachers face during their early years of teaching.

### **Analysis of items related to communication with students**

10 items were constructed related to challenges communication with students and data were analyzed and results are given in the following tables.

**Table No. 4.2. 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.4.2 demonstrate that the respondents with mean score 2.27 have challenges in usage language with which students are familiar. 71% respondents not agree with the statement and 29% agree that they can use the language which familiar to students.

**Table No. 4.3. Teacher Can Use Voice Intonation**

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

Table 4.3 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 disagree with the statement.

**Table No. 4.4. Teacher can Use Gesture to Maintain Attention**

Scale	SA	A	D	SD	Mean
Frequency	3	25	73	5	2.25
Percentage	3	23	69	5	

Table 4.4 presents that the respondents with mean score 2.25 have challenge in using gestures to maintain attention. 26% respondents agreed that they can use gesture to maintain attention 74 disagreed with the statement.

**Table No. 4.5. Teacher can Offer Opinions to Keep Students Focused**

Scale	SA	A	D	SD	Mean
Frequency	3	27	72	4	2.27
Percentage	3	25	68	4	

Table 4.5 describes that the respondents with mean score 2.27 have challenge in offering opinions to keep students focused. There were 28% respondents who agreed; that they can Offer opinions keep students focused 72% not agreed with the statement.

**Table No. 4.6. Teacher can Use Elements of Surprise**

Scale	SA	A	D	SD	Mean
Frequency	3	26	73	4	2.26
Percentage	3	24	69	4	

Table 4.6 describes that the respondents with mean score 2.26 have challenge in using elements of surprise. There were 27% respondents who agreed that they can use elements of surprise 73% not agreed with the statement.

**Table No. 4.7. Teacher can Provide Feedback (Answers)**

Scale	SA	A	D	SD	Mean
Frequency	3	22	77	4	2.23
Percentage	2	21	73	4	

Table 4.7 explains that the respondents with mean score 2.23 have challenge in providing feedback answers. 77% respondents cannot provide feedback to students .23% agree with the statement that they can provide feedback to students.

**Table No. 4.8. Teacher can Encourage Students to Ask Appropriate Questions**

Scale	SA	A	D	SD	Mean
Frequency	4	28	69	5	2.29
Percentage	3	27	66	4	

Table 4.8 States that 70% of the respondents with mean score 2.29 face challenges in encouraging students to ask appropriate questions. There were 30% of the respondents agreed that they do not have problem with this.

**Table No. 4.9. Teacher can Let Students Speak**

Scale	SA	A	D	SD	Mean
Frequency	6	21	75	4	2.25
Percentage	6	20	70	4	

Table 4.9 expresses that the respondents with mean score 2.25 face challenges to let student speak. Respondents 74% facing this problem and 26 % have no challenge in it and they can let student speak in class room during teaching.

**Table No. 4.10 .Teacher can Maintain Eye Contact**

Scale	SA	A	D	SD	Mean
Frequency	4	23	70	9	2.25
Percentage	4	22	66	8	



Table 4.10 states that the respondents with mean score 2.25 facing challenge in maintain eye contact with students. There were 74% who have problem regarding to eye contact while 26% are not facing challenge.

**Table No. 4.11. Teacher can Speaks clearly**

Scale	SA	A	D	SD	Mean
Frequency	3	25	73	5	2.25
Percentage	3	24	68	5	

Table 4.11 describes that the respondents with mean score 2.25 have challenge in speaking clearly. 73% respondents not agree with the statement that mean they have challenge and 27 % agree with the statement that they have no challenge and they can speaks clearly in class room with students.

### DISCUSSION

The study aimed at to find out pedagogical challenges faced by private and public elementary novice teachers. New teachers face problems in their early years of teaching. Questionnaire was developed and used to collect data to find out pedagogical problems of novice teachers in communication with students.

The 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 teachers who use 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 AND RECOMMENDATIONS

Based on the analysis of the opinion of the novice teachers the following conclusion were made

First research question was related to comparison of challenges of novice elementary private and public teachers. In verbal communication with students, the analysis of data shows that there was significant difference 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 facing more problems in verbal communication then public novice teachers with mean score 2.42. Independent-sample t-test was used;  $t = -3.281$ ,  $p = .001$  values shows that there was difference in private and public teachers challenges.

Second research question was to what extent novice elementary teachers of public and private schools face the challenges related to nonverbal



communication with students. Independent-samples t-test was used for comparison. There was significant difference in scores for private ( $M= 2.08$ ,  $SD=.421$ ) and public ( $M= 2.42$ ,  $SD= .567$ ;  $t = -3.459$ ,  $p= .001$ ). The differences in the means (mean difference =  $-.336$ ). The mean score of private novice teachers 2.08 shows they are facing more challenges than public novice teachers with mean score 2.42.

### RECOMMENDATIONS

On the base of results and conclusions, the following recommendations were made:

1. Keeping in view the above conclusions, it can be suggested that if novice teachers provided guidance in their early years of job they can perform better face less challenges in communication with students, teaching methodology and in using motivational strategies, a significant improvement can be made .
2. The result of the study found that private novice teachers face more challenges than public teachers. The number of professional teachers is grater in public schools. It is recommended to see whether this is the main reason the public and private school teachers' shows greats difference and private school teachers with low professional qualification face more challenges.

### References

- Boreen, J. & Niday, D. (2000). Breaking through isolation. Mentoring beginning teachers. *Journal of Adolescent and Adult Literacy*, 44 (2), 152-163. Retrieved August 23, 2003, from Academic Search Premier (an 3602519).
- Brock, B. L.. & Grady M. L. (1998). Beginning teacher induction program: The role of the principal. *Clearing House*, 71 (3), 179-184. Retrieved August 23, 2003, from Academic Search Premier (an 355793).
- Bullough, R. V. Jr. (1989). *First year teacher: A case study*. New York: Teachers College Press.
- Carmés, R. (2003). Precarización y burnout del puesto de trabajo del personal docente e investigador de la universidad. *Revista Praxis*, 2, 13-21. Retrieved May18, 2004, from: <http://www.revistapraxis>.
- Carter, M. & Francis, R. (2001). Mentoring and beginning teachers' workplace learning *Asia-Pacific Journal of Teacher Education*, 29(3), 249-261.
- Chenoweth, K. (2009). *How it's being done: Urgent lessons from unexpected schools*. Cambridge, MA: Harvard Education Press. *Clearing House*, 63 (6), 251-153. Working paper (an 9705100324).

- Drake, C. (2000). Experience counts: Career stage and teachers' responses to mathematics education reform. Unpublished doctoral dissertation, Northwestern University, Evanston, Illinois.
- Eckola, J. H., (2007). A case study: the benefits and challenges of first year teacher induction as perceived by two first year teacher.(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI Number:3259717).
- Eilerman, R. J. & Stanley, M. (1994). A collaborative model to help beginning teachers prepare materials for their first years of teaching. *Teaching and Change*, 2 (1), 3-14.
- Friberg, H. J. (2002). Essential skills for new teachers. *Educational Leadership*, 59 (6), 56-60.
- Fry, S. W.-y. (2007). Ups, downs, and in-betweens. *The Qualitative Report*, 12(2), 216–237.
- Fry, S. W. (2007). First-year teachers and induction support: Ups, downs, and in-betweens. *The Qualitative Report*, 12(2), 216–237.
- Fuller, F. F., Bown, O. H. & Peck, R. F. (1967). Creating climates for growth (Austin, TX, Hogg Foundation for Mental Health). 398 J. Worthy
- Gold, Y. (1996) Beginning teacher support: Attrition, mentoring, and induction, in: J. Sikula,
- Gay, G. (1995). A multicultural school curriculum. In C. A. Grant & M. Gomez (Eds.), *Making school multicultural: Campus and classroom* (pp. 37-54). Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Gold, Y. (1996). Beginning teacher support: Attrition, mentoring and induction. In J. Sikula, T. Buttery & E. Guyton (Eds.), *Handbook of research on teacher education* (Vol. 2nd, pp. 548-594). New York, USA: Macmillan