



RESEARCH PAPER

Interaction Level among Veteran and Novice Teachers at Secondary Level: A Diagnostic Study

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ABSTRACT

Main objective of the study was to explore the interaction level among veteran teachers and novice teachers. Population of this study was all the Secondary school teachers (SSTs) and secondary school educators (SSEs), Elementary school teachers (ESTs) and Senior Elementary school educators (SESEs) of District Sialkot. For data collection 72 teachers (36 novice teachers and 36 veteran teachers, maximum 4 novice teachers and 4 veteran teachers from each school) were randomly selected from selected schools of each tehsil i.e. tehsil Daska and tehsil Pasrur to find out the interaction level of teachers. The researchers used multi-stage cluster random sampling for data collection; TQI (Teachers questionnaire about interaction) was developed to collect data from selected teachers to find out the interaction among teachers. Data analysis showed that the interaction level of veteran teachers with novice teachers regarding to collegial practices factor was very high, while on the other side interaction level regarding lesson planning factor was least. Keeping in view of results it was suggested that proper mechanism should be arranged for healthy interaction of teachers with one another for betterment of teaching learning process.

Introduction

Education is a struggle to bring change in individuals in respective fields as, knowledge of history, change in behaviour and thinking, developing of skills and mastery of various subjects as, geography, science, arithmetic and languages. It develops a positive attitude of individual devoid of bias, superstitions, blind beliefs and prejudices. It promotes a man from all aspects of his personality. Education develops various skills in a man as writing, speaking, listening. Education makes a man social, cooperative, democratic and willing to have good

relationships with all the members of the society. Education teaches us how to handle and face different situations in a society. Teacher is the main person for future change in society and in all fields of life also.

Effectiveness of any education system depends upon the competence of teachers. Basically, there are two aspects of teachers' efficiency i.e. subject knowledge and experience to deliver subject knowledge. There are two types of teachers working in Pakistani education system i.e. experience teachers and fresh teachers. Normally, fresh teachers have enough subject knowledge while on the other side, experienced teachers have teaching skills. If these both type of teachers share their skills with one another there may be improvement in this profession. We can say interaction of old and new teachers is better for better teaching learning process.

Social interaction depends upon the society and community on which an individual communicates to other persons whether he communicates through letters, internet or on telephone. It is an interaction which connects the people with one another. Interaction is a definite connection amongst the persons. It is an activity of reciprocal where every action has reaction to each other. Every person who lives in a community has relation with one another basis on the response occurred between them. In this process of interaction minds of each other are interpenetrated. It is a way to affect the individual's perception of mind and evident behaviour (Smith & Mackie, 2007).

Veteran Teachers

Research has shown that veteran teachers have many characteristics, which differentiate them from novice teachers as, knowledge, skills, ability to solve problems and attitude towards teaching. It was found that, unlike novice teachers, veteran teachers were not so motivated with their salaries but significantly motivated with the emotional reward, they received during their work with students (Bastick, 2002).

Many researchers have shown that veteran teachers have better ability to manage the classroom effectively and can control the classroom activities. They have enough skills to solve the problems in the classroom and controlling group work in the classroom. The novice teachers due to lack of experience cannot control and manage their classrooms effectively but were more effective in dealings with students individually (Martin, Yin, and Mayall, 2006).

Many researchers have described the attributes of veteran teachers as different variety of skills, proper knowledge about the subject and their confidence. Comparison between veteran and novice teachers showed that veteran teachers have many instructional skills to teach the students and to answer the students, questions, they do not get disturbed by students' questions during their teaching, they have enough skill to satisfy the students with required answer.

Veteran teachers think it positive and beneficial for students learning, they like questioning by students during their teaching and encourage students for questioning (Akyel's ,1997).

It is found in many researches that veteran teachers have a lot of experience and have ability to face different challenges due to their experience of past, they rely on their experience to apply different skills and methods during their teaching and to solve instructional problems. Novice teachers do not have enough experience to tackle the challenges in their teaching, they have to follow the theoretical instructions and knowledge (Walls, Nardi, von Minden, and Hoffman, 2002).

Novice Teachers

It is said that new teachers face a lot of difficulties in the first year of their job. They have a definite set of needs which are fulfilled in the beginning of their job. They have to face poor students, achievement in the classrooms in first year of their job. Along with it, they are active and play very important role in the learning process of the students (Rivikin, Hanushek, & Kain, 2005).

According to research at least, it is stated that, in the first year as professional 15% among the novice teachers refuse to continue the job and leave the profession while 14% among them did not satisfy with their school, and changed the school, due to the unsupportive environment, lack of positive interaction by veteran teachers and tiredness of failure in getting students, achievement in classroom (Smith & Ingersoll, 2004).

Researches show the areas in which novice teachers struggle for their survival in the beginning of their job. Schools can support the novice teachers to solve their problems as beginner by enhance their skills rapidly and efficiently so that the teachers can increase the interest in the profession and can make the improvement in students, achievement and growth in learning (Smith, & Ingersoll, 2004).

It is vital that novice teachers and veteran teachers have strong bond of relationship. Positive interaction among novice and veteran teachers in an institution enhances learning quality. It helps the teachers to solve the different problems that hinder in learning process. With good relationship among teachers, problems can be lessened and can be overcome on many other issues in the institution as, curriculum management, work planning, pedagogical and motivational skill (Nias, 1998).

Interaction among novice and veteran teachers is a central figure in an institution. Communication and discussion among teachers on professional issues, solve many problems. Through communication, novice teachers soon adjust in the institution and become familiar with institutional resources. As a result of positive interaction among veteran and novice teachers, novice teachers also learn

beneficial skills to produce good results. Researches shows that first three years are most important for novice teachers. In this period lot of drop out of novice teachers is observed and un satisfaction is noted. But those young teachers who are more social and have strong positive interaction with veteran teachers adjust soon in the environment of his work place other than those who have low and negative interaction with veteran teachers. The institution, which positive interaction and supporting relationship among teachers have better choices for novice teachers to flourish and to improve their teaching commitment (Guarino, Santibanez, Daley, & Brewer, 2004).

Material and Methods

This study was survey research in nature and data was collected himself from selected schools of District Sialkot.

Target Population

The population of the study was all the Secondary school teachers (SSTs) and secondary school educators (SSEs), Elementary school teachers (ESTs) and Senior Elementary school educators (SESEs) of District Sialkot.

Accessible Population

The accessible population of the study was all the Secondary school teachers (SSTs), secondary school educators (SSEs), Elementary school teachers (ESTs) and Senior Elementary school educators (SESEs) of tehsil Pasrur and tehsil Daska of District Sialkot.

Sampling

The study was descriptive in nature. Realistically it is almost impossible to access the whole population. Therefore, the researcher used multistage random sampling for data collection, as it is considered the most appropriate technique Gay (2012) for sample selection. It is suggested by researches that as sample 100 individuals are essential for conducting descriptive research (Fraenkle & colleagues, 2011.b). 72 teachers (36 novice teachers and 36 veteran teachers) were selected from each tehsil i.e. Tehsil Daska and tehsil Pasrur randomly to find out the interaction level of teachers. In this way a sample of $72+72= 144$ teachers were selected.

Instrumentation

Best.et.al. (2006) & Pittenger (2002) presented that Likert scale with closed response format provides clear and definite interval scale of measurement, researcher can use same options for many questions, and he can combine the responses to produce an average score.

A five point Likert scale questionnaires were developed by researcher to answer the research questions and to meet the objectives of the study. TQI (Teachers questionnaire about interaction) was developed to collect data from teachers to find out the interaction among teachers. TQI was comprised of six components of interaction among teachers (Collegial practices, Lesson planning, Classroom management, Curriculum management, teaching methodologies and Assessment techniques).

The researcher himself went to the randomly selected schools of Tehsil Daska & Tehsil Pasrur for data collection. Response rate remained 98% from teachers.

Data Analysis

The researcher analyzed the data by using SPSS software. Descriptive statistics as well as inferential statistics were used for data analysis. Mean and descriptive statistics were used to analyze the data, which is according to the aim of study that is to know the interaction level of veteran and novice teachers.

Results and Discussion

Table 1
Overall Interaction Level Categories of Veteran Teachers

Interaction Category	Frequency	Percent	Mean	Std. Deviation
Low Interaction Level	2	2.8	4.241	0.61
Moderate interaction Level	3	4.2		
High Interaction level	67	93.1		
Total	72	100		

The table 1 showed percentage frequency of three levels of interaction and overall mean value for the interaction level of veteran teachers. Table values showed that 93.1 % veteran teachers have high interaction level with novice teachers.

The above categories of interaction about veteran teachers is graphically described as under:

Figure 1: Overall Interaction Level Categories of Veteran Teachers

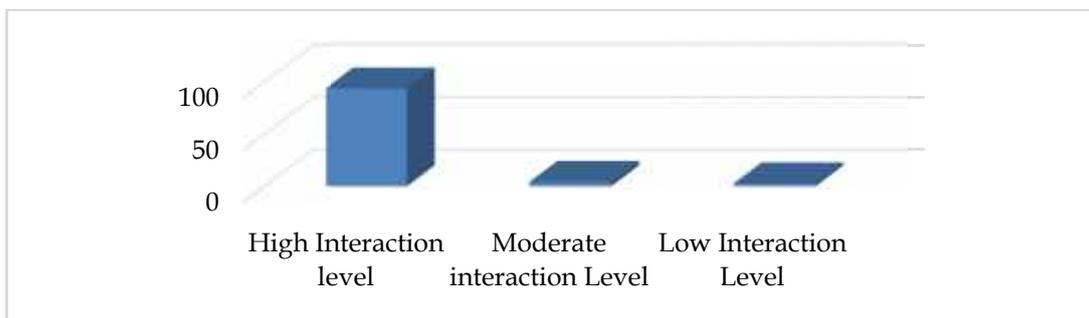


Table 2
Interaction level of Veteran Teachers Factor Wise

Sr. No	Aspects	Number (N)	Mean (M)	Standard Deviation
1	Collegial Practices	72	4.385	0.617
2	Lesson Planning	72	3.436	1.077
3	Classroom Management	72	3.635	0.931
4	Curriculum Management	72	3.713	0.927
5	Teaching Methodology	72	3.778	0.950
6	Assessment Techniques	72	3.623	1.043
7	Over all interaction, Level	72	3.759	0.777

The table 2 showed the interaction level of veteran teachers regarding different factors of interaction. The above values of above table show that interaction level of veteran teachers with novice teachers regarding to collegial practices factor was very high, while on the other side interaction level regarding lesson planning factor was least. Overall the table showed that interaction level of veteran teachers with novice teachers was positive as all the mean values were more than 3.00 values.

The above factor wise of interaction about veteran teachers is graphically described as under:

Figure 2: Interaction level of Veteran Teachers Factor Wise

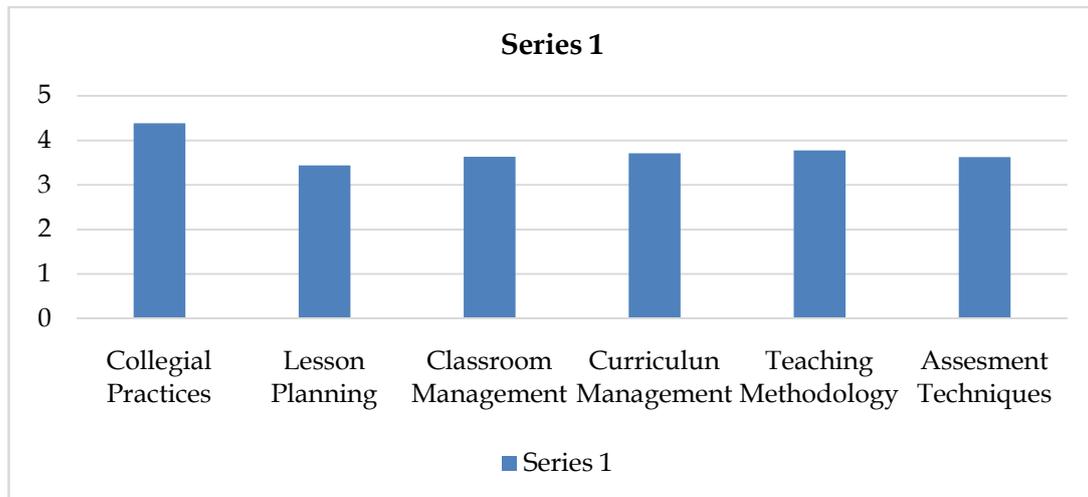


Table 3
Overall Interaction level categories of Novice teachers

Interaction Category	Frequency	Percent	Mean	Std. Deviation
Low Interaction Level	5	6.9	3.723	0.74
Moderate interaction Level	21	29.2		
High Interaction level	46	63.9		
Total	72	100		

The table 3 showed percentage frequency of three levels of interaction and overall mean value for the interaction level of novice teachers. Table values showed that 63.9 % novice teachers have high interaction level with veteran teachers.

Figure 3: Overall Interaction level categories of Novice teachers

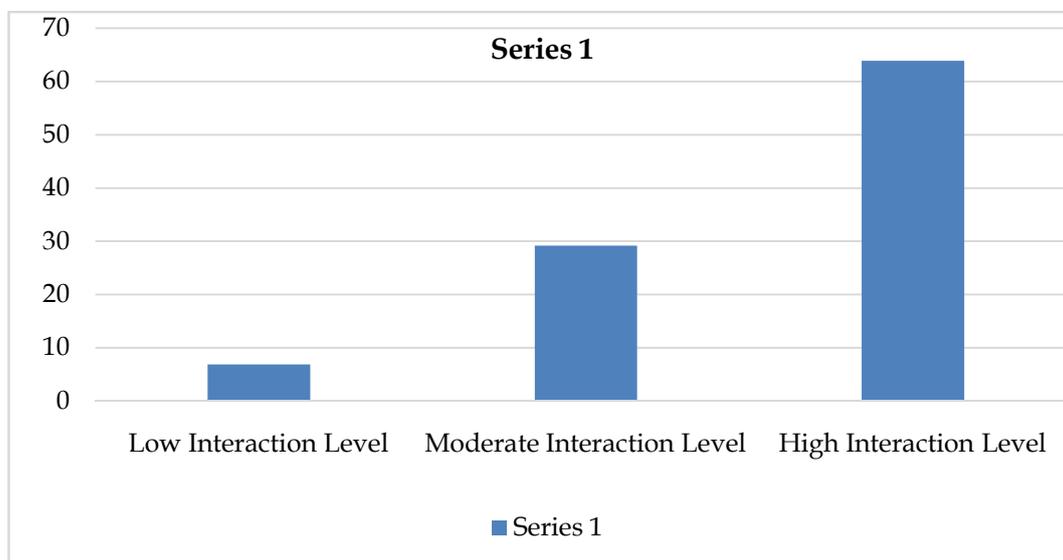
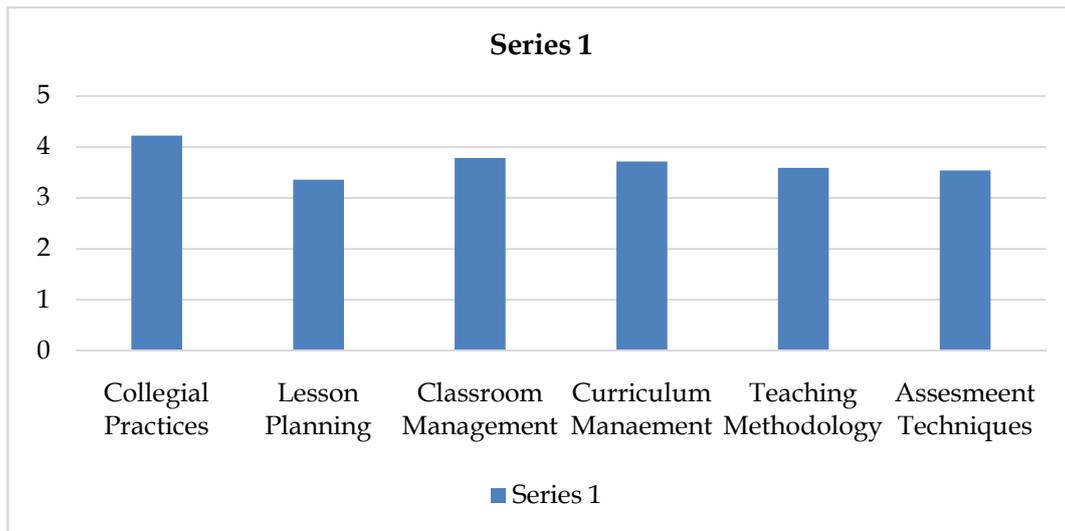


Table 4
Interaction level of Novice Teachers Factor Wise

Sr. No	Aspects	Number (N)	Mean (M)	Standard Deviation
1	Collegial Practices	72	4.220	0.634
2	Lesson Planning	72	3.361	0.962
3	Classroom Management	72	3.786	0.747
4	Curriculum Management	72	3.713	0.887
5	Teaching Methodology	72	3.590	1.007
6	Assessment Techniques	72	3.540	0.981
7	Over all interaction Level	72	3.705	0.746

The table 4 showed the interaction level of novice teachers regarding different factors of interaction. The values of above table showed that interaction level of novice teachers with veteran teachers regarding to collegial practices factor was very high, while on the other side interaction level regarding lesson planning factor was least. Overall the table showed that interaction level of veteran teachers with novice teachers was positive as all the mean values were more than 3.00 values.

Figure 4: Interaction level of Novice Teachers Factor Wise



Conclusion

Research highlighted that interaction level of novice and veteran teachers with each other regarding collegial practices with each other was at the highest level, while regarding lesson planning interaction was not up to the mark. Another research also showed that 41% novice teachers said that their school does not provide instructions about the lesson planning and which material is provided to them that was occasionally beneficial for then in teaching process and lesson planning. Only 15% teachers said that there is enough material and resources to support the teaching process and techniques according to lesson planning in the classrooms (Mathews, 2011). This less discussion of lesson planning showed that they have no proper planning to save their time and wasted so much time in lesson planning (Fry, 2007).

Recommendations

1. Management of high and higher secondary schools should promote interaction of novice and veteran teachers regarding lesson planning.
2. Administrative authorities should develop a formal mechanism for interaction among teachers, especially between veteran and novice teachers.

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