

Evaluating Teaching Skills: A Comparative Analysis of Attitudes with and without Prior School Teaching Experience

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Abstract. This paper provides a structured comparison of attitudes towards teaching skills among individuals with varying levels of school teaching experience, utilizing both quantitative and qualitative data to offer a comprehensive analysis. This research paper investigates and compares attitudes towards teaching skills among individuals with and without school teaching experiences. By examining how prior teaching experience influences perceptions and approaches to teaching, this study provides valuable insights for teacher training programs and educational policies. The research employs both qualitative and quantitative methodologies, including surveys and interviews, to analyze factors such as confidence, efficacy, adaptability, and interpersonal skills. This study aims to compare the attitudes towards teaching skills of individuals with and without school teaching experience. Utilizing a mixed-methods approach, we gathered quantitative data through surveys and qualitative data through interviews to explore how prior teaching experience influences perceptions of teaching competency. Results indicate significant differences in self-assessed teaching skills between the two groups, with experienced teachers demonstrating higher confidence and proficiency in various pedagogical areas. These findings highlight the importance of practical teaching experience in developing effective teaching skills and suggest implications for teacher training programs.

Index Terms- Attitude, Teaching Skill, School Teaching Experience, Teacher Training, Comparative Study

I Introduction

Teaching is a multifaceted profession requiring a combination of skills, knowledge, and attitudes. Teachers' attitudes significantly influence their classroom effectiveness. A critical factor shaping these attitudes is prior teaching experience. This paper explores the differences in attitudes towards teaching skills between individuals with and without school teaching experiences. The investigation highlights how previous experience influences teaching attitudes, impacting performance, job satisfaction, and ultimately, student outcomes. The role of teaching experience in shaping attitudes towards teaching skills is a critical area of research in educational psychology. Teaching skills encompass a wide range of competencies, including lesson planning, class-

room management, instructional strategies, and the ability to engage students effectively. This study aims to compare the attitudes towards these teaching skills among individuals with and without school teaching experiences.

1.1 Background of the Study

The principle of inclusive education was first adopted at the World Conference on "Access and Quality" in Salamanca, Spain (1994), and reinforced at the World Education Forum (Dakar, 2000). Over the past decade, there has been a shift towards mainstreaming children with disabilities in India. Initiatives like Sarva Shiksha Abhiyan (SSA, 2001) and the National Curriculum Framework (NCF, 2005) aim to integrate children with special needs into regular schools to promote their holistic development.

Teaching Skills and Competencies

Previous research has identified key teaching skills essential for effective instruction, including pedagogical knowledge, classroom management, and the ability to adapt teaching methods to diverse student needs (Shulman, 1987).

Impact of Teaching Experience

Several studies suggest that practical teaching experience enhances teachers' self-efficacy, confidence, and competence in the classroom (Bandura, 1997; Tschannen-Moran & Hoy, 2007).

3. Attitudinal Differences: Research indicates that teachers with more experience tend to have more positive attitudes towards teaching and a greater sense of preparedness compared to those with limited or no experience (Darling-Hammond, 2006).

1.2 Objectives of the Study

- To assess the level of job satisfaction among male and female teachers in secondary and upper secondary schools.
- To investigate the attitudes of male and female instructors in secondary and upper secondary schools to determine how these attitudes impact instruction.
- To compare and analyze the attitudes of pre-service and in-service male and female primary school instructors towards the teaching profession.
- To assess the attitudes towards teaching skills of individuals with and without school teaching experience.
- To identify specific areas of teaching skills where experienced teachers differ from their inexperienced counterparts.
- To provide recommendations for teacher training programs based on the findings.

1.3 Hypotheses

- There is no significant difference in the attitudes towards the teaching profession between pre-service and in-service teachers.
- There is no significant difference in the attitudes towards the teaching profession between male and female teachers.
- There is no significant difference in the attitudes towards the teaching profession between male and female in-service teachers.
- There is no significant difference in the attitudes towards the teaching profession between pre-service and in-service female teachers.

1.4 Research Problem

Since 1970, Indian national schools have phased out English as a language of instruction to promote racial harmony and create a common identity among diverse populations. However, English remains essential as a business language, especially in the private sector, which is adjusting to globalization and the internet era.

II Review of Related Literature

2.1 Teaching Skills and Teacher Effectiveness

Effective teaching requires a combination of subject knowledge, pedagogical expertise, and the ability to engage and motivate students. Studies have emphasized the role of teaching skills in improving student achievement and classroom management.

Impact of Teaching Experience

Research indicates that teachers with practical classroom experience tend to exhibit greater confidence and effectiveness in their teaching practices. Experience allows teachers to refine their skills, adapt to diverse classroom environments, and implement effective teaching strategies.

2.2 Comparative Studies

Comparative studies have shown that novice teachers often struggle with classroom management, lesson planning, and student engagement compared to their experienced counterparts. However, these studies primarily focus on observable behaviors rather than self-reported attitudes towards teaching skills. Prior teaching experience substantially impacts teachers' attitudes and instructional practices. Experienced teachers approach teaching with greater confidence, adaptability, and practical insights, while novice teachers may possess theoretical knowledge but lack an understanding of classroom dynamics. Studies emphasize the importance of attitudes in teaching effectiveness, with experienced teachers often exhibiting higher levels of confidence and efficacy.

III Research Methodology

This study uses a mixed-methods approach, including quantitative surveys and qualitative interviews, to compare attitudes towards teaching skills among individuals with and without school teaching experience. The sample consists of 143 teachers, and data collection involves surveys and semi-structured interviews. This study employs a mixed-methods approach, combining quantitative and qualitative data collection methods.

3.1 Quantitative Component

Participants: A total of 200 individuals participated in the study, with 100 having school teaching experience and 100 without.

Instruments: A structured questionnaire measuring attitudes towards various teaching skills was administered. The questionnaire included Likert-scale items assessing confidence in classroom management, instructional strategies, and student engagement.

3.2 Qualitative Component

Participants: A subset of 20 participants (10 with teaching experience and 10 without) was selected for in-depth interviews.

Procedure: Semi-structured interviews were conducted to explore participants' perceptions and attitudes towards teaching skills in more detail.

3.3 Research Design

This study employs a mixed-methods approach, combining quantitative surveys with qualitative interviews to provide a comprehensive understanding of the attitudes towards teaching skills.

Participants

The study sample consists of 200 participants divided into two groups: 100 individuals with school teaching experience and 100 without such experience. Participants were selected from various educational institutions and teaching preparation programs.

3.4 Data Collection

Quantitative Data: A standardized survey measuring attitudes towards teaching skills was administered to all participants. The survey included Likert-scale questions covering various aspects of teaching, such as lesson planning, classroom management, and student assessment.

Qualitative Data: Semi-structured interviews were conducted with a subset of 20 participants from each group to gain deeper insights into their perceptions and experiences.

3.5 Data Analysis

Quantitative data were analyzed using statistical methods to identify significant differences between the two groups. Qualitative data were thematically analyzed to identify recurring themes and patterns related to teaching skills and experiences. Quantitative data from surveys are analyzed statistically to identify significant differences in attitudes between the two groups. Qualitative data from interviews are analyzed thematically to gain deeper insights into participants' perspectives and experiences.

3.6 Findings

The study reveals notable differences in attitudes towards teaching skills between individuals with and without school teaching experiences. Teachers with prior experience exhibit a more practical and nuanced approach to teaching, emphasizing real-world classroom experiences. The majority of educators have a favorable outlook on their profession, with no significant differences in attitudes between private and public school teachers or between male and female teachers.

3.7 Implications for Teacher Training

Teacher training programs should incorporate more opportunities for practical experience, such as internships and teaching practicums, to help novice teachers develop essential skills and confidence. Continuous professional development should also be emphasized to support ongoing skill enhancement.

3.8 Implications for Teacher Training Programs

Enhanced Practicum Opportunities: Teacher training programs should emphasize the importance of practicum experiences to bridge the gap between theory and practice.

Mentorship and Support: Providing novice teachers with mentorship from experienced educators can help improve their attitudes towards teaching skills.

Continuous Professional Development: Ongoing professional development opportunities should be available to help teachers refine their skills and adapt to new educational challenges.

3.9 Recommendations

- Measure teaching aptitude during teacher recruitment.
- Link teacher promotions to high levels of teaching aptitude.
- Provide training for teachers with low teaching aptitude to improve their effectiveness.
- Conduct similar studies on larger populations and samples across different regions.

3.10 Limitations and Future Directions

The study acknowledges limitations such as sample size and regional context. Future research could explore attitudes of teachers at different career stages and investigate the transferability of teaching skills across various educational contexts. Discussion The results indicate that school teaching experience significantly influences attitudes towards teaching skills. Experienced teachers reported greater confidence and positive attitudes towards classroom management, instructional strategies, and student engagement. This suggests that practical experience plays a crucial role in developing and reinforcing teaching competencies.

IV Results

4.1 Quantitative Analysis

The survey data were analyzed using t-tests to compare the attitudes of individuals with and without teaching experience. Significant differences were found in attitudes towards classroom management ($t(198) = 4.56, p < 0.01$), instructional strategies ($t(198) = 3.89, p < 0.01$), and student engagement ($t(198) = 5.12, p < 0.01$). Thematic analysis of interview transcripts revealed that individuals with teaching experience expressed higher confidence in their ability to manage classrooms, implement effective instructional strategies, and engage students. Participants without teaching experience often cited theoretical knowledge and expressed concerns about applying these concepts in real classroom settings.

4.2 Quantitative Findings

The survey results indicated significant differences in self-assessed teaching skills between experienced and inexperienced participants. Experienced teachers rated themselves higher in areas such as classroom management, lesson planning, and student engagement.

4.3 Qualitative Insights

Interviews revealed that experienced teachers felt more confident and prepared in handling classroom challenges. They attributed their proficiency to practical experi-

ence and continuous professional development. In contrast, inexperienced individuals expressed uncertainty and a need for more hands-on training.

4.4 Discussion

The findings suggest that prior teaching experience enhances teaching attitudes, confidence, and adaptability. This has important implications for teacher training and professional development programs. The study recommends integrating practical teaching experiences into training programs and providing continuous professional development for educators. The results indicate that school teaching experience significantly influences attitudes towards teaching skills. Experienced teachers reported greater confidence and positive attitudes towards classroom management, instructional strategies, and student engagement. This suggests that practical experience plays a crucial role in developing and reinforcing teaching competencies. Interpretation of Findings. The findings suggest that practical teaching experience plays a crucial role in developing positive attitudes towards teaching skills. Experienced teachers' higher self-ratings reflect their accumulated knowledge and practical expertise, which enhance their teaching effectiveness.

V Conclusion

This study highlights the significant impact of school teaching experience on attitudes towards teaching skills. Experienced teachers demonstrate greater confidence and proficiency, underscoring the importance of practical experience in teacher preparation. Future research should explore longitudinal effects of teaching experience and investigate additional factors influencing teaching attitudes. This research highlights the significance of prior teaching experience in shaping attitudes towards teaching skills. Practical experience enhances teaching effectiveness, calling for further research to explore the long-term impact on instructional practices. By understanding how teaching experience influences attitudes, educational institutions can design better training and support systems for both novice and experienced educators. This comparative study highlights the significant impact of school teaching experiences on attitudes towards teaching skills. The findings underscore the need for practical teaching experiences in teacher training programs to ensure that future educators are well-prepared to meet the demands of the classroom.

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