

Students' Opinions about Instructional Competence in Pakistani Context

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Abstract

The objectives of this study were to find out the students' opinions on the competence and classroom environment of novice teachers and experienced teachers. The purposively selected sample for this study was, consisting of 296 female students of class 9th studying in public schools of Islamabad city. The sample students were being taught by some novice and some experienced teachers. A questionnaire, consisting of statements with structured responses, was designed by the researchers. The study revealed that the students perceived the novice teacher as being supportive and their lessons were satisfactory. In some aspects, such as classroom control and the students' favorable attitudes to English, an experienced teacher's class was perceived to be more conducive.

Key Words: Novice Teacher, Experienced Teacher, Instructional Competence

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Introduction

The issue of instructional competence has been canvassed on many planes with many researches focusing on the issues faced by novice teachers in a classroom and how they fare in comparison with experienced teachers. In Pakistan's educational setting, this issue has been analyzed from multiple perspectives, since instructional competence becomes an issue of pivotal concern in an environment where the education system has been exposed to rigorous experimentation as it strove to rise out of its colonial past. In addition, limited resources, negligence and political manipulation became the primary obstacles in the strengthening of the education system. The victims of this scenario remained the teachers who were sandwiched between disgruntled students and indifferent authorities. In such an environment, instructional competence and its improvement gains added dimensions for exploration. Comprehending the need to improve instructional competence within a Pakistani school environment in particular and the school environment of Third World countries in general, the researchers engaged in this study endeavored to analyze the competence of teachers from the perspectives of the students. This study undertook the task of comparing the responses of the students about the teaching methodology, classroom environment, of an experienced teacher and a novice teacher. Moreover, the title of this study emphasizes on the notion of the students' opinions regarding the teachers' competence owing to the fact that they are directly affected by the levels of a teacher's competence which manifests in multiple dimensions within a classroom. Generally, a teacher's competence is gauged on the basis of various other pedagogical criteria, such as lesson planning, class room management techniques etc, which are evaluated by their peers or by senior academicians. This study undertakes the task of evaluating the students' perceptions regarding a teacher's competence, since they are the direct recipients of the teachers' teaching and management strategies. Therefore, students' opinions can be a viable tool on devising and planning teaching strategies since their evaluation of a teacher can provide insights into how teaching competence can be enhanced so that the students can benefit even more. The title of this study, therefore, emphasizes on this specific notion.

Instructional competence is a multi-faceted concept, with its definition falling within many domains. These domains range from "eligibility to teach" (Skinner, 2005) to teachers using "a variety of appropriate teaching methods and strategies to assess high-quality student learning; understand the developmental needs of their students; and who themselves are active and reflective in the ongoing strengthening

of the professional skills of teaching and learning” (Glickman, 2002). Since learning is a very complex process in which multiple variables correlate and interact with each other it becomes difficult to formulate hard and fast rules about which factors exclusively define instructional competence vis-à-vis student learning. This is because competence is also a matter of individual style and a matter of interacting with the environment (Klingstedt, 1972). Keeping this multiplicity of perspectives in mind, we defined instructional competence in terms of student teacher interaction in class. For the convenience of this study, a competent teacher is to be defined as an instructor who is able to impart knowledge to the students while engaging their active responses in an effectively disciplined environment. Keeping this operational definition in mind, we identified six variables that reflect instructional competence. These include

- a. The teacher’s support for the students
- b. Classroom discipline
- c. The students’ participation in the lessons
- d. The students’ satisfaction with the lessons
- e. The students’ perception of the classroom assessment environment
- f. The attitudes of the students to the subject being taught

The reason why these factors were chosen is that this research aimed at defining instructional competence from the perspectives of the learners in a Pakistani context. The rationale behind evaluating teacher competence in the light of the students’ opinions is that students interact with their instructors on a more intimate basis and being directly influenced by the teacher’s methodology of handling a class. Hence, being the direct subjects of a teacher’s teaching methodology, their opinion, based on their pragmatic needs can be used to modulate teaching skills to the maximum benefit of the students.

The purpose of this study was to compare the students’ perceptions of classroom environments in the presence of a novice and experienced teacher in the English class so that the necessary adjustments could be made to improve teaching and learning in a classroom. The results of this study were then used to form recommendations that may specifically find pertinence in other Third World education environments.

Literature Review

In order to elaborate the notion of ‘instructional competence’ of teachers, this literature review has extracted the major perspectives pertaining to it and arranged the multiple perspectives in an argumentative mode. This has been done so that the placement of this construct within an international domain can be elucidated. In doing

so, the relevant assumptions emanating out of this discussion have been placed within a Pakistani context so that a comparison can be instituted. The aim is to allow osmosis of ideas across regional boundaries, so that the study does not remain confined to a particular geographical space.

A number of authors and researchers have dealt with the assumptions underlying the construct of instructional competence in multiple frameworks. Instructional competence, being inextricably bound with student learning has always penetrated into many learning theories about the acquisition of knowledge on the part of the students. More specifically, the idea of competence vis-à-vis a novice teacher has been canvassed in great detail by numerous researchers. Kaye Brunton (2003) in dealing with the “socialization process” of novice teachers in New Zealand, traces the factors governing the socialization of the novice teachers in the first year starting from their induction, determining the interaction between the teacher and her school, as the teacher acquires the skills and acumen of working in an organization in an effective manner.

The other side of this reality is that the teachers who enter the education profession are attracted to teaching as a career because of what they specifically view as the role of the teacher (Anhorn, 2008). Culross (2007) stated that her love for continuous learning motivated him/her to join the teaching profession. The relevant literature, however, reveals that more than 35% of novice teachers leave this profession in the beginning years, reflecting a constant trend of the problem (Ingersoll, 2001, Painter, Haladyna, & Hurwitz, 2007, Yost, 2006). Novice teachers find a difference in their expectations of the education profession and the realities in the classroom (Melnick & Meister, 2008). The teaching profession is far more complex than new teachers apprehend it to be (Cookson, 2005). Teachers who enter teaching as a career should revisit the reason why they enter this profession. In their first year, many novice teachers describe this period as a time requiring fortitude. Many researchers labeled the first-year of teaching as a “sink or swim” set-up (Amoroso, 2005; Cobbold, 2007; Hill, 2004; Lundeen, 2004). This is because novice teachers are expected to work out how to endure the classroom challenges and communications with administrators, colleagues, and parents. When new teachers arrive into the classroom, an inconsiderate certainty occurs because they, earlier on had impractical expectations related to the teaching profession before they actually start teaching. (Lundeen, 2004). Elucidating these issues, an article entitled ‘Voices from the Field: perspectives of First Year Teachers on the Disconnect between Teacher Preparation Programs and the Realities of the Classroom’ by Sunddip Panesar Nahal unveils the “common themes emerging from lived experiences of first-

year secondary school teachers”. An important factor in the professional descent of a novice teacher that this researcher has highlighted is the disconnect between the anticipations of a teacher before taking up the profession and practically engaging the multi-faceted task of teaching in a classroom. An important point that is highlighted here is the confusion that a novice teacher encounters owing to a lack of training, administrative duties, a large number of students, and a lack of resources as well as a sense of alienation. Using the interview methodology of data collection, the researcher collected the relevant data and presented the findings on the basis of some core themes, including love for the profession, rewarding career, the existence of a disconnect, student learning, etc. While highlighting the theme of student learning, the researcher presents a very important idea that “Preparation ties into classroom management (Anhorn, 2008). When the novice teacher is prepared, the lessons run smoothly and the students are more prone to actively participating and listening. When first-year teachers feel confident that the students are behaving appropriately, they will find better ways to present the material for the students to learn. To illustrate this point, when presented with a variety of resources, new teachers will gain a myriad of ideas to create lessons according to student needs” (Anhorn, 2008). This is a very important premise, building up an argument that novice teachers may become better organizers and transmitters of knowledge through prior preparation for a class. This is in line with the primary duty of a competent teacher. In this context, the research that we have undertaken is important because while the lack of resources does lead to a sense of alienation in the novice teachers in a Pakistani context, the findings of this study tend to oppose Panesar Nahal’s findings. This is because the Pakistani novice teachers are able to move around the administrative constraints and innovatively work around the various obstacles that they encounter. The key ingredient is preparation that stems from a sense of anxiety about performance in class and this anxiety is present in a higher degree in novice teachers. Hence, our study shows that a novice teacher is more prepared than an experienced teacher.

Another aspect that needs further attention is that many difficulties are faced by novice teachers in the first few years of teaching (Darling-Hammond & Bransford, 2005; Loui, M. C. 2006; Roth & Tobin 2005). Expectations, leadership models and theories change with time and bring innovations in the teaching profession (Anhorn, 2008). The beginning teachers who do not get help in understanding and instruction remain disturbed and uncertain (Ingersoll, 2001). Historically, a connection between teacher training programs and educational research exists, which affects whether the teachers felt ready to teach in the classroom or not (Beck, Kosnik, & Rowsell, 2007; Schulz, 2005). The role of a teacher training program is to prepare and train new teachers successfully so that they can effectively fulfill the demands of the classroom

(Bransford, 2005). A study sampled on novice elementary school teachers revealed their displeasure in teaching due to the difference between their teacher education programs and the “real” teaching world (Barrett Kutcy & Schulz, 2006). The researchers found that the pre-service teacher education programs did not prepare new teachers for such disparities. While the lack of resources in Pakistan does not permit the educational institutions to organize a lot of teacher training workshops, this study suggests that both a novice and an experienced teacher should work hand in hand in organising lesson plans and activities, etc.

Interaction with the students remains of paramount importance in determining the competence of a teacher; it gains an added significance in a multi-cultural classroom. The article entitled ‘Classroom Behavior Management Guidelines for Success’ is an important study highlighting how a teacher can develop skills that contribute in the “establishment and maintenance of safe and supportive classrooms that contribute to high quality student achievement”. This can be done through “tailoring for diversity”, encouraging a “positive behavior”, arranging the “environment for success”, preventing stress and taking tips from one’s peers. What makes this article important is that it highlights the fact that culture is important and for a teacher to develop teaching competence, he/ she has to take into account not only the intellectual needs of a student but also the cultural requirements of a student. So teaching competence has been placed within a construct termed as “cultural competence”. This premise bears direct relevance to the study undertaken by us.

An essential book that treats the various models and theoretical approaches pertaining to learning in Western contexts in particular is the *Approaches to Learning: A Guide for Teachers* by Anne Jordan, Orison Carlile and Annetta Stack. While dealing with multiple paradigms within which students learn and teachers teach, this book integrates multi-disciplinary learning theories and teaching practices. Containing important chapters like ‘Cultural Learning’, ‘Motivation’ and ‘Experiential and Competency-based Learning’, this book encapsulates different theories connected with these significant constructs. However, one of the limitations of this book is that its ambit is limited to the European and North American school education systems. Hence, while analyzing the feasibility of the multiple suggestions that this book makes in a Third World context, one needs to mould or alter some of its suggestions so that they remain compatible with a Pakistani environment. This finds reinforcement through the findings of Melnick and Meister (2008) who reported that “Doing school” cannot be replicated in the university classroom, and one rigorous field experience cannot equip pre- service teachers with the prerequisites to succeed in their own classroom”. Such reasons may result in to teacher frustration,

stress, and exhausted (Kokkinos, 2007; Barrett Kutcy, 2006). Preparing novice teachers to be successful in the classroom cannot only be the sole responsibility of teacher preparation programs (Murshidi et al., 2006). A study by Brzycki, (2005) shows that induction and mentoring programs may have a positive effect on teacher retention. Again, this argument is upheld by our research, since it also brings into focus a one-on-one interaction between teachers of different professional standing.

In *Get Set for Teacher Training*, Skinner (2005) provides guidance for career planning in the field of education. This book encompasses a wide range of issues novice with studying education, curriculum planning, assessment, the study of the school to professional practice. It “covers learning on placement, teaching skills and the issue of learning styles, the wider responsibilities of teachers beyond classroom teaching, how to use and develop subject knowledge and how to take charge of your own continuing development as a teacher”. However, again, the insights of this book are focused on the Western system of education. Once more, the assumptions it offers need to be modified according to the immediate needs of a Third World context.

Thorp et al. (1994) cited research signifying that students spend about 15,000 hours in the classroom setting during primary and secondary schooling. It is therefore important for students to have good experiences at school. Constructive classroom environments have been related with academic success (Fraser, 1991; Thorp, H.S., Burden, R.L., & Fraser, B.J., 1994; Wentzel, 1994); enhanced education for children at risk; teacher traits and encouraging effects on students’ motivation, attitudes and interpersonal behaviors (Pianta & Walsh, 1996).

To sum up the literature review, it may be stated that the competence of novice teachers has been analyzed from multiple angles as researchers have endeavored to trace the evolution process of a teacher from ‘student of teaching’ to ‘teacher of students’. Novice teachers have a multi-fold task before them i.e. to learn to teach and to teach. Since the pressure is doubly reinforced, hence this teacher experiences a sense of ‘disconnect’ between the real classroom environment and the refresher and teacher training courses or workshops that they have attended. Moreover, an important lacuna that has been isolated in the existent research through the review of the related literature is that most of the work on instructional competence has been done vis-a-vis a Western school environment. In countries like Pakistan, India and Bangladesh, the socio-political and economic realities are far different from those in the West. This study offers its recommendations specifically in the light of the constraints in the field of education in these third World countries.

Methodology

For the purpose of this descriptive study, a questionnaire was devised by the researchers to collect the pertinent data related to the roles played by the variables mentioned earlier, in determining not just the competence of a novice teacher but also that of an experienced teacher. The rationale behind using the questionnaire for data collection was that the reliability of the test remains consistent and hence verifiable. Since the hypothesized construct for this study was 'instructional competence', it was measured against the following independent variables which also outline the conceptual framework of this study:

- a. The teacher's support for the students
- b. Classroom discipline
- c. The students' participation in the lessons
- d. The students' satisfaction with the lessons
- e. The students' perception of the classroom assessment environment
- f. The attitudes of the students to the subject being taught

The six variables were gauged on the basis of sub-factors that go into the elucidation of the variables from a cumulative perspective. For instance, the variable "Classroom discipline" was further analyzed vis-à-vis dimensions such as the management of behaviors, eliciting attentiveness, clarification of rules and class management techniques. The reason for this further sub-categorization was to ensure that a particular variable has been covered from the maximum angles and a clearer picture is obtained regarding the students' opinions of the instructional competence of their respective teachers. The questionnaire consisted of statements in which the students had to indicate the degrees of their agreement or disagreement by marking any of the following indicia on the Likert type scale for each of the given statements. The Likert Scale is a type of psychometric scale frequently used in psychology questionnaires. Developed by and named after the organizational psychologist Rensis Likert, it has the following pattern and the researchers have retained this pattern of a five-point scale in this study.

- a. Strongly Agree (SA)
- b. Agree (A)
- c. Neutral (N)

- d. Disagree (D)
- e. Strongly Disagree (SD)

A five-point scale was chosen because the need was to attain higher mean scores that would enable a more lucid analysis of the data. The reason for choosing this form of a questionnaire was not only for gleaning individual statistics but also for conducting comparative statistical analyses to formulate intelligent conclusions about instructional competence in the government schools of Pakistan. After making first draft of questionnaire, it was given to the relevant experts for their opinion for face validity of the instrument. Their comments and suggestions were valued and questionnaire was modified accordingly. Pilot testing was done on 35 students who were not included in the sample. The reliability of questionnaire was calculated by Cronbach Alpha. The value was 0.82 which is quite good according to Chronbach for surveys.

The results were tabulated in numerical terms, since it ensured a standardized method of data collection and analysis. This was done to ensure a certain degree of certainty in the validation of the data as well as in conducting a comparative analysis if more quantitative studies are conducted in the same domain.

The sample selected for this study was purposive, consisting of 296 female students of class 9th studying in Islamabad Model Schools for Girls in Islamabad city. The sample students were being taught by some novice and some experienced teachers.

Data Analysis

The data analysis mainly involved taking out the mean. The mean is the arithmetic average of a set of values frequently used in descriptive statistics. The data collected was organized in a systematic manner along a bipolar scale so that the individual variables could be subjected to incisive scrutiny. The presentation and discussion of the results has been sub-headed under each of the variables investigated in the study. The scale values for each of the responses has been specified as: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), & Strongly Disagree (1).

Once the data was tabulated, it was used for a comparative analysis of the different variables separately. However, not only were the total mean scores of the major variables calculated, the mean scores of their sub-categories were also calculated and tabulated to highlight the component-wise difference within the same variable. The ensuing analysis and discussion is merely based upon an elaboration of the data that is gleaned. The arguments were interpretative in nature. Moreover, the end-goal for writing this research paper was to invite further exploration and discussion in the area.

Results and Discussion

The presentation and discussion of the results has been placed under sub-headings, with each sub-heading defining one of the variables investigated in the study. The discussions have been based on the mean values.

Teacher's support for the students

Table 1

Novice and experienced teachers' support received by the students

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	The teacher is concerned about the students' conceptual clarity	2.88	2.88
2	The teacher explains everything in class	2.97	2.48
3	The teacher shows concern about the students' problems	2.8	2.62
4	I can't understand this teacher	3	3.59
5	The teacher is helpful	2.48	1.91
6	The teacher pays attention to only those who know the subject	3.02	3.75
7	Total mean score	2.85	2.87

As is evinced from Table 1, both the novice and experienced teachers display an equal level of support for the students and their concern for the conceptual clarity of the students. Interestingly, when it comes to a comprehensive explanation of all the dimensions of a lesson, it is a novice teacher who displays an edge over the experienced teacher with a mean value of 2.97 v/s 2.48 for the experienced teacher. Similarly, as the table indicates, a novice teacher is deemed to be more helpful than an experienced teacher. This could be owing to the fact that a novice teacher is more conscious about establishing roots in the profession of teaching, hence, displays a higher degree of helpfulness towards the students. Intriguingly, a novice teacher displays a greater proclivity towards paying attention to all the students regardless of their proficiency in the subject, unlike an experienced teacher. Again, this may serve as an indicator that a novice teacher displays a greater proclivity towards addressing the needs of the students regardless of their strength in the discipline which attests to a greater degree of professional understanding that arises out of the desire to be more professionally stable at the onset of their career. An experienced teacher, on the other hand, while displaying many positive traits, seems to pay a greater attention to those

students who are relatively stable in the subject. This accords with the result displayed by the table above, that a greater majority of the students feel that they do not comprehend the lesson of an experienced teacher. However, the total means for the variable ‘teacher’s support for the students’ displays an overall homogeneity for both the experienced and novice teachers.

Classroom Discipline

Table 2

Learners’ perception of the maintenance of discipline in the classroom

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	The students are told how to behave in the class	2.91	2.32
2	The students pay attention to what the teacher says in class	3.11	2.37
3	The class is well organized	3.14	2.10
4	There is a clear set of rules for the student to follow	2.74	2.18
5	The teacher is strict in securing discipline	3.45	2.02
6	The teacher keeps the students busy throughout the class time	2.02	2.86
7	Total mean score	2.89	2.30

A comparative analysis of the data collected to gauge ‘classroom discipline’ for both the novice teacher as well as an experienced teacher reveals that in the category of classroom behavior, a novice teacher displays an edge over the experienced teacher, with an overall average 2.89. A novice teacher is more particular about instructing students in classroom behavior, eliciting a higher degree of attentiveness in class, a domain in which the experienced teacher lags behind. In addition, the novice teacher displays a higher degree of proficiency and control in most of the remaining indicators as compared with an experienced teacher. For instance, while a novice teacher is less strict in maintaining classroom discipline, he/she is far more lucid in the delineation of instructions and rules to follow regarding both the criterion of their assignments as well as classroom behavior. This form of lucid delineation is helpful in eliciting the required responses and results from the students.

Students' Participation in the Lessons

Table 3
Students' participation in the lessons

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	The teacher allows us to give our opinions during lessons	2.4	3.59
2	The teacher investigates about conceptual clarity during her teaching	2.94	2.43
3	Almost all the class time is spent on the lessons with no time left for questions and reinforcement	2.59	2.51
4	Total mean score	2.62	2.84

A comparative analysis of the two tables indicates that an experienced teacher displays a greater allowance when it comes to asking questions during the lesson with a higher mean of 3.59. A novice teacher, however, displays a greater concern for conceptual clarity. When it comes to asking questions at the end of a lesson and the proximate reinforcement necessary for enhancing the comprehension of the learners, both the experienced and novice teachers display a similar result.

Students' Satisfaction with the Lessons

Table 4
Perceptions of the students with respect to their satisfaction (or dissatisfaction) with the lessons

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	I am learning a lot in this class.	3.14	2.67
2	I feel secure in this class	3.11	2.21
3	I feel angry in this class	3.97	4.18
4	The teacher teaches the subject well.	3.02	2.18
5	I am worried in English classes.	2.82	3.59
6	Total mean score	3.21	2.96

This table reveals that a novice teacher is able to elicit a higher degree of satisfaction from the students' vis-à-vis her lessons. A mean of 3.14 indicates that the students claim to learn more from a novice teacher. This may be owing to the fact that a novice teacher encourages discussions and questions from the students as compared to an experienced teacher. This leads to a higher level of security and a lack of

frustration experienced by the students in the class of a novice teacher. The students express a higher degree of resentment in the class of an experienced teacher. This conducive atmosphere of the novice teacher's class leads to the perception amongst the students that she teaches the subject well, with a mean score of 3.02. This displays a marked difference from the mean score of an experienced teacher i.e. 2.18. With a freer atmosphere prevailing in the novice teacher's class, the students display a lesser degree of fears and worries pertaining to various aspects of their academic performance in the English class. All these results find corroboration in the overall mean scores of the table indicating that a majority of the students feel a pronounced degree of satisfaction when studying from a novice teacher, as compared to the degree of satisfaction gleaned from an experienced teacher's classroom.

Students' Perception of the Classroom Assessment Environment

Table 5

Learners' perceptions about the classroom assessment environment

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	Doing assignments is important in this class	2.94	2.54
2	The teacher is concerned that maximum students should pass in the examination	2.48	2.45
3	We talk too much of examinations.	2.28	2.31
4	We practiced attempting the past examination papers	4.05	1.68
5	I feel confident that I will do well in English	2.91	2.77
6	Total mean score	2.93	2.35

This table makes it tangibly manifest that a novice teacher lays a slightly higher degree of importance on attempting assignments in class, in comparison with her experienced colleague. Both teachers display an almost equal degree of concern that the students should be able to succeed in their exams and that they discussed exams during the classes a lot. However, the deviation becomes conspicuous in the fourth indicator where a novice teacher's technique of making the students attempt the past papers displays a higher mean score (4.05) as compared with an experienced teacher's outcome of a mean score of 1.68. Similarly, with a novice teacher the students feel more confident of doing well in English as opposed to the results obtained in the same category for the experienced teacher. These results are consistent with the study of Nahal (2009). While the overall mean score for this indicator displays a minor difference, the students display a more favorable attitude of the classroom assessment environment.

Attitudes of the Students towards English

Table 6
Students' attitudes towards English

S. No	Statements	Mean for Novice Teacher	Mean for Experienced Teacher
1	I enjoy my English classes	2.37	2.43
2	I don't like English as a subject	3.57	3.1
3	English is too difficult for me	2.4	2.97
4	If I have a choice, I won't study English after Class 10	2.59	3.43
5	Total mean score	2.77	2.98

This table enlists the mean scores for the variable: 'the students' attitudes to English', appraises us of some interesting aspects. The students, according to the statistically calculated results, express an almost equal degree of enjoyment in their English classes with both a novice and an experienced teacher. In the context of the students' liking for the subject, the novice teacher appears to have a marginal edge over the experienced teacher. Similarly, a lesser number of students find the subject difficult when they are being taught by a novice teacher, as is indicated by a mean score of 2.4 as against the mean score of 2.97 for an experienced teacher. When it comes to the question of pursuing further studies in the discipline of English, a greater number of the students of an experienced teacher did not desire to pursue higher studies in the subject.

Conclusion

It is hoped that the comparative analysis given in this study would provide a foundation for developing and improving teaching in 3rd world school environments where there is a dearth of resources and funds. In addition, this research may also serve in enabling larger bodies that run and organize schools, such as the Curriculum preparing bodies in Pakistan, to devise rules that stringently stress upon training novice teachers in real classroom environments, instead of making them attend workshops alone. Dealing with students with original demands cannot be emulated during workshops. In addition, engaging experienced teachers as resource persons for guiding their junior teachers would work in two ways i.e. enabling them to deal with adult learners as well as young learners, thus honing their instructional competence at multiple levels. Mentoring opportunities should be designed specifically to provide

approaches to successful teaching as mentioned by Nahal (2009). In first few years of their careers novice teachers face several difficulties which is mentioned in the study by Darling-Hammond & Bransford (2005) as well; This study invites further research in the subject area, particularly in Asia and Africa so that comparisons can be made and policies devised for improvement in instructional competence at school levels.

Recommendations

In the light of the comparative analysis of the students' opinions about the teaching competence of a novice teacher and an experienced teacher in the Pakistani Government School environment, the researchers have endeavored to offer some suggestions to narrow down the difference in the outcomes and opinions pertaining to their respective teaching methodologies.

- 1 The experienced teachers should develop a greater flexibility in their teaching skills, developing a rapport with the students as do novice teachers so that the students of all calibers can readily comprehend their lessons. An experienced teacher can improve his/her teaching methodology by discarding the shell of complacency that is accreted over time. It is to be remembered that teaching is a dynamic profession that requires a constant progressive development on the part of the teachers.
- 2 The novice teachers, as this study indicates, garner greater attentiveness in class and at the same time, secure discipline more efficiently. In doing so, their students are more satisfied with their teaching methodology. An experienced teacher may also enhance their teaching prowess by adapting similar methodologies to ensure that their students are satisfied and less worried in their classes.
- 3 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 When it comes to attempting assignments in class, a novice teacher displays a greater conscientiousness. An experienced teacher may also stress upon the students to complete their class assignments. Considering the amount of professional experience at hand, an experienced teacher can give a more astute and pragmatic feedback to the students in connection with their academic prowess.

An important way of enabling both the novice and experienced teachers to imbibe and devise techniques to elicit attentiveness from the students, to utilize the maximum amount of time in class as well as securing discipline would be to work in collaboration with each other. 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.

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