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Teaching Profession: Expectations And Realities Of Newly Inducted Teachers At Schools

Abstract

The main objective was to explore the gaps between expectations and realities of teaching profession for newly inducted teachers. The Study included 415 randomly selected newly inducted teachers in the Punjab. Two self- constructed questionnaires were used in survey for data collection. First questionnaire for investigating the expectations of newly appointed teachers and the second questionnaire deliberated the experiences of reality after six to eight month joining teaching profession. The major findings of the study consisted of highly significant gap between expectations and realities of newly inducted teachers about personal aspects, organizational issues and social concerns. Results showed that new teachers 'expectations were not met in reality grounds such as the opportunities to display their knowledge and skills, opportunities to practice new skills, opportunities to use technologies to enhance instruction, comfortable working conditions. Based on the research outcomes, it was recommended that Educational organizations may arrange the opportunity for newly inducted teachers to enhance knowledge about subject matter and new teaching skills to enhance their knowledge.

Key words: newly inducted teacher, expectations, realities, profession.

Introduction

A pressure on both teacher and institution is increasing to handle the novel and rapidly changing trends challenges for delivering high quality education. Compare with the earlier schools, now the situation is entirely different as students are greater in number in classes and have different backgrounds in their societal, emotional and educational circumstances (Lohman, 2000). Teachers should have the mastery skills of content matter and pedagogical expertise to change and meet

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the demands of rapidly changing trends. Many new teachers attract to teaching profession as a career (Anhorn, 2008) and try to survive with a new reality but they have to face in the classroom often can be diverse from the expectation during their teaching training program (Gilad&Alkalay, 2011; Melnick& Meister, 2008). Becoming teacher is an extra complex career than newly inducted teachers realize (Murshidi et al., 2006), becoming. Newly appointed teachers enter the school with dreams, expectations, strong sense of motivation and vocation. They join the profession with an anticipation of changing the world (Cookson, 2005). These studies indicate the dreams and expectations of new teachers from themselves and from school with wisdom, mission, vocation, an idealistic motivation, desiring to characterize our new generation and being a role model for students (Malach-Piness, 2011). They base their expectations on information and knowledge that they had gained (Trouilloud et al., 2002). According to various researchers, expectations of a new appointed teacher are based on students' class and background (De Boer et al., 2010; Hinnant et al., 2009). Newly inducted teachers have not idea for complexity of teaching profession can be for them. They expect to overcome the challenges of classroom, the daily communications with administrators, colleagues, and parents but they have to face a harsh reality for their idealistic expectations to joining the teaching profession (Lundeen, 2004). Many researchers found that high expectation of newly appointed teachers created problems after entering the teaching field (Appleton & Kindt, 2002; Shoffner, 2011). So it caused of confusion for their lessons delivering in classroom according to their lesson planning (Rieg et al., 2007; Romano & Gibson, 2006, Shoffner, 2011). The actual situation differs so much from expecting ideas that they felt dissatisfaction and frustration for teaching career. They did not able to find their sense of vocation. According to many researches approximately 30%-40% new teachers left the education profession in their first years of practice of teaching profession (Ingresoll & Strong, 2011; Malach-Piness, 2011). So the first year is called as a time for survival and also considered in a drop or dip position (Amoroso, 2005; Cobbold, 2007; Howe, 2006; Lundeen, 2004; Street, 2004).

The complex and difficult experience of being a teacher is coping with various events in class and making decision, which are sometimes even contradictory. Another problem for new teachers is fear and panic feelings about the class or student groups. They have to handle the disciplinary problems (Gilad&Alkalay, 2011). This complex experience is demonstrated by different ways: exposing a tense facial expression, observing the class as one entity, disregarding individuals and demanding complete silence in the classroom, multiple talks and scolding (Tickle, 2003).

Newly inducted educators experience in their daily routine practices many problems: increased paperwork, the teaching load, absence of resources, isolation, low earnings in form of salaries, need for parental backing, overcrowded classes,

low level of student achievement in form of result, nonexistence of organizational support, noacknowledgement, no respect, student's rough behavior with teachers, low level of administration policies, low achiever pupils, insecurity in career and difficult multitasks (Anhorn, 2008; Kokkinos, 2007; Liu, 2007; Quinn & Andrews, 2004; Yost, 2006).

One of the major challenges is the lack of knowledge for dealing with learners in the classrooms. In addition, they think that changing policies always disturb their teaching and instructional time for students (Romano & Gibson, 2006). McCarra's (2003) found that the new teachers do not satisfied to measure up their salaries according to the hard work as instructors compared to other professions like doctors, lawyers, nurses etc. All these reasons caused to add disappointment, distress, displeasure and tension for young teachers (Kokkinos, 2007; Santavirta et. al. 2007). According to Betoret (2006) extra stress, unfamiliar situations and lack of motivation lead new teachers to burnout.

Teacher training institutions are responsible for preparing and training young teachers successfully but these institutions do not fulfill their responsibilities to prepare young educators for such discrepancies to equip them for reality shocks (Beck et al. 2007; Darling-Hammond, & Bransford, 2005). For teacher preparation programs curriculum develop only underscore the theoretical elements and do not focus on practical work as main components of teacher training to improve a teacher's competency to face the reality in school environment (Barrett et al., 2006; Beck et. al., 2007; Brzycki & Dudt, 2005). A young educator and newly appointed teacher always has the requirements of continuing development for keeping himself up-to-date with the changing trends of the teaching and learning process (Borko, 2004). Teacher induction programs is a better step to train and support new teachers. Basic aim of teacher's induction program is to increase teacher's effectiveness, efficiency and efficacy; increase quality for professional development; ability to assist as collaborative team work; use of instructional strategies in classroom and a sophisticated job. Induction programs train new teachers to overcome the situation of stress and pressure (Brewster & Rails back, 2001).

Teaching by its nature is very inconsistent but a suitable work environment can reduce this uncertainty and it will increase the teacher's satisfaction and pleasure. A suitable working location denotes to a constructive school, responsive culture, good services, supportive and helpful colleagues, proficient school management, chances for professional growth and reasonable amount of workload. More planning time, necessary resources and more teaching assistants can improve the teaching satisfaction (McCarra, 2003). Society has to longed-for new educators to settle down and being satisfied for teaching as their new occupations (Goddard & Foster, 2001; Harris & Anthony, 2001; McCarra, 2003).

Significance of the Study

Teaching profession is considered to be a phenomenon of education system. The current study demonstrates the expectations and realities of newly inducted teachers about teaching profession. Policy makers and professional educationalists have now admitted that newly inducted teachers should be supported for being proficient to teach. Our education system is incompetent to make proficiency for facing different situations in reality to be burdened with teachers. So newly appointed teachers often easily de-motivated, dispirited to impact on student quality learning. The attainment of education system depends upon the devotion and satisfaction of the teachers towards teaching career but currently new teachers are not satisfied with the educational authorities. It is energetic for new and young teachers to support them.

Several researches on teacher education in the Pakistan have inclined mostly on professional teacher education, models on pre-service teacher training; professional teaching Practice issues and teacher education institutions. Therefore, related literature on expectations and realities of teaching profession was short and current study addressed gaps in the teaching career. This study points out the gaps between expectations and realities of teaching profession. This research is helpful for the Administration, policy makers to ensure that all educational institutions should provide ideal environment to newly inducted teachers for effective teaching process.

Objective of the study

The main objective was to explore the gaps between expectations and realities of teaching profession for newly inducted teachers.

METHOD

Design

The current study in terms of design might be considered as pure longitudinal research design, with two different times collected data of variables. The main objective of the study was to find out the gaps between expectations and realities of newly inducted teachers.

Participants

440 newly appointed teachers in Punjab under recruitment policy 2017-18 constituted as the participants of the study. Survey method was selected for data collection. 440 newly appointed teachers were selected for participating in first phase of data collection. After six to eight months only 415 new teachers

participated in research instead of 440 participants because 15 new teachers, who had participate the research in first phase, were left the teaching profession. So 415 new teachers weresample size of this study.

Instruments

The required data were gathered using the two self- constructed questionnaires. First questionnaire was for investigating the expectations of newly appointed teachers and the second questionnaire deliberated the experiences of reality after six to eight month joining teaching profession.

Data Analysis

Data about gaps between expectations and experiences of reality were analyzed by using SPSS software. T test was used to check the gaps betweenexpectations and reality.

FINDING

Data presented in tables 1, 2, 3 and 4 showed the gaps between expectations and realities of opportunity influences, organizational issues and economic aspects.

Table 1: Background Information of the Respondents

Gender	F	%
Male	203	48.9
Female	212	51.1
Total	415	100.0

Table indicates that around a half (49%) selected population were males and 51% selected teachers were females.

Table 2: Gaps between Expectations and Realities of Opportunity Influences

Opportunity Influences	Expectation		Realities		Std. error mean	<i>t-value</i>	<i>p-value</i>
	Mean	S.D.	Mean	S.D.			
Career in teaching is lifelong opportunity.	4.09	.941	4.08	.927	.058	.126	.900 ^{NS}
Enhancement of abilities	4.43	.629	4.20	.839	.046	5.231	.000**
Opportunities to display my knowledge and skills	4.42	.700	4.19	.869	.048	4.714	.000**
Opportunities to practice new skills	4.42	.643	4.14	.856	.049	5.624	.000**
Use of new technologies to enhance instruction.	4.30	.702	4.01	.972	.056	5.314	.000**
Comfortable working conditions.	4.20	.861	3.87	1.07	.065	4.938	.000**
An opportunity to work independently.	4.12	.923	3.87	1.05	.059	4.220	.000**
Reward for good performance.	4.16	.832	3.66	1.15	.065	7.633	.000**
To adopt any other profession if there will be a chance.	3.72	1.22	3.54	1.29	.083	2.153	.032*
Teaching aids are encouraging for me.	4.20	.817	3.96	.907	.054	4.400	.000**
Overall opportunity influences	42.06	4.51	39.53	6.27	.340	7.429	.000**

** = Highly-significant

Above table represents the gaps between expectations and realities of teachers' opportunity influences. A non-significant ($p=.900$) difference between teachers' Expectations ($4.09\pm.941$) and realities ($4.08\pm.927$) shows that teachers' expectations and realities were same about career in teaching as lifelong opportunity.

A highly-significant ($p = .000$) gap between teachers' expectations and realities about enhancement in their own abilities, the opportunities to display their knowledge and skills, opportunities to practice new skills, opportunities to use technologies to enhance instruction, comfortable working conditions, an opportunity to work independently, reward for good performance, to adopt any other profession if there will be a chance, and teaching aids are encouraging, for

them. It means, teachers' expectations were high as compared to realities about opportunity influences.

Table 3: Gaps between Expectations and Realities of Organizational Issues

Organizational issues	Expectation		Realities		Std. error mean	t-value	p-value
	Mean	S.D.	Mean	S.D.			
Support of head teacher	4.27	.83	4.03	1.14	.064	3.645	.000**
Relationship with teachers in school.	4.41	.63	3.99	1.02	.058	7.275	.000**
Good security system	3.88	1.19	3.45	1.31	.082	5.273	.000**
Help of Head teacher to develop confidence	4.15	.86	3.90	1.11	.065	3.886	.000**
respect and good manners in the interaction with students	4.35	.63	4.03	.94	.054	6.103	.000**
Legally protected as a teacher.	4.19	.86	3.70	1.14	.066	7.306	.000**
Opportunities to work with experienced teachers	4.27	.71	3.89	.96	.056	6.701	.000**
Accepted by colleagues	4.21	.70	3.98	.93	.053	4.334	.000**
Adaptation of experimental teaching methods.	4.17	.68	3.95	1.00	.057	3.857	.000**
secure the rights of teacher	4.16	.79	3.64	1.16	.066	7.833	.000**
Professional efforts are rewarded.	4.18	.89	3.61	1.17	.070	8.204	.000**
Overall organizational issues	50.40	5.95	45.84	8.56	.477	9.553	.000**

** = Highly-significant

Above table represents the gaps between expectations and realities of teachers' organizational issues. T-values are showing highly-significant gaps between teacher's expectations and realities about all items in factor of organization and T-value (9.553) is showing a highly-significant ($p = .000$) difference between teachers' expectations (50.40 ± 5.95) and realities (45.84 ± 8.56) about overall organizational issues. So, it is clear from the findings, that teachers' expectations were high as compared to realities.

Table 4: Gaps between Expectations and Realities of Economic Aspects

Economic aspects	Expectation		Realities		Std. error mean	<i>t-value</i>	<i>p-value</i>
	Mean	S.D.	Mean	S.D.			
Teaching career supports financially.	4.20	.735	4.01	.95	.051	3.753	.000**
Earn high income.	3.71	1.05	3.34	1.21	.072	5.115	.000**
Annual holiday pay benefits are available	4.00	.96	3.77	1.02	.062	3.782	.000**
Enjoyment of high financial remuneration	3.79	1.06	3.42	1.15	.071	5.215	.000**
Financial aid to pursue higher education.	3.79	1.03	3.39	1.25	.070	5.749	.000**
Teachers' salaries are high comparable to those for professions with similar qualifications.	3.46	1.28	3.22	1.32	.082	2.987	.003**
Overall economic aspects	29.86	6.03	27.88	6.99	.373	5.288	.000**

Above table represents highly-significant gaps between expectations and realities of newly appointed teachers for all items about economic aspect. It means teachers' expectations were high as compared to realities. T-value (5.288) is showing over all a highly-significant ($p=.000$) gap between teachers' expectations (29.86 ± 6.03) and realities (27.88 ± 6.99) about economic aspects. It means, newly inducted teachers had more expectation before joining the teaching profession as compared to realities they have to face about economic aspects.

Table 5: Gap between Teachers' Expectations and Realities

Aspects	Expectation		Realities		Std. error mean	<i>t-value</i>	<i>p-value</i>
	Mean	S.D.	Mean	S.D.			
Opportunity influences.	42.06	4.51	39.53	6.27	.340	7.429	.000**
Organizational Issues	50.40	5.95	45.84	8.56	.477	9.553	.000**
Social Concerns	29.20	3.94	27.13	5.56	.297	6.987	.000**

T-value is showing a highly-significant gap between teachers' expectations and realities. So, it is showing that teachers' expectations were high as compared to realities about opportunity influences, organizational issues, and social concerns.

Discussion

The present study identified the gaps between expectations and reality of Opportunity influences, Organizational Issues and Economic factors for teaching profession. New teachers expected that they will enjoy positive relationship with teachers and Head teacher but they did not find their all expectations met. Same results were found in the study of Shoffner, (2011) that new teachers' expectations about teaching profession are often not met. Findings from another study of Romano & Gibson, (2006) also demonstrated the contrast reality then the expectations.

The study depicted a significant gap about; their training, opportunities to display their knowledge and skills, comfortable working conditions, and any reward for good performance. Similarly Chase (2006) reported the same findings of his study that the gaps were existed between training of teacher preparation program and expectations from the job. A highly-significant difference between teachers' expectations and realities about organizational issues is also found. The school is considered a social system made up of teachers, students, support staff, parents, supervisors and administrators. The head teacher is the leader of this organization. The findings are the same as the resulted of Miti (2008) and Emojong, (2003) about teacher's financial issues, high income and "high status in society being a teacher" It means that teachers Expectations from teaching profession were not met in reality grounds. These findings harmonized with Nkwanga (1992)'s study findings are also related to the present study findings.

Conclusion

The results are showing that teachers' expectations were high as compared to realities about opportunity influences, organizational issues, and social concerns.

Therefore, in regard to the findings acquired of statistical analysis, the results of study show that the expectations are totally different than reality under the study that there is not in standard opportunities condition of the education organization. So new teachers do not have opportunities of enhancement of their abilities, they have not any opportunity to display their knowledge and skill. They have not any chance to use of new technologies to enhance instruction. They have to face uncomfortable working conditions, no rewards for good performance, and teaching aids are not encouraging for new teachers. A non-significant result shows that newly appointed teachers wanted to adopt any other profession if there will be a chance.

The mean of characteristics of organizational aspect is lower than average level, so, all the expectations of new teachers about organization are proved wrong in reality. New teachers have not support of head teacher and other senior teachers of

school. They also not satisfied with security system. They grumble about the relation with students and parents. Therefore, the under study organization should take measures in order to move toward organizational changes for young generation as new teachers. So, it is necessary the needed changes in organizational view, teacher enforcement, content knowledge management and applying technology. Teaching career does not support them financially with high income.

Suggestions and Recommendations

Educational organizations may arrange the opportunity for newly inducted teachers to enhance knowledge about subject matter and new teaching skills to enhance their knowledge. School organization or institution may emphasis on learning individual, group and organizational positive relationship between new teachers and senior teachers of the school. Administration may announce the values to the whole teachers, students and parents. Administration may provide opportunities for new teachers gathering in order to change experiences and knowledge and sharing them. Education department may Pay attention to the economic relief system for teachers to support them financially with high income

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