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# Emerging Trends On Novice And Expert Teachers With Special Reference To Identify The Preferred Problem Dealing Strategies

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## **ABSTRACT:**

The present study was an attempt to know the extent of preference of Expert and Novice teachers for the Problem Dealing Strategies (PDSs), which are commonly used by teachers to tackle the problematic situations arising in the social side of their career life. In this article, review on novice and expert teachers with special reference to identify the preferred problem dealing strategies has been highlighted.

**Keywords:** Problem Dealing Strategies (PDSs), Expert, Novice, Teachers.

## **INTRODUCTION:**

A nation's ability to progress depends on the efficient use of its human resources, which can be accomplished through the appropriate educational system. Compared to other professionals, teachers have a greater impact on society, so we frequently expect far more of them in terms of social leadership. For the implementation of a rigorous curriculum, ambitious assessments, decentralized administration, community and parent participation, and the maintenance of solid connections inside and outside of the classroom, highly skilled instructors are required. The Secondary Education Commission declared in 1953 that every teacher and educationist of experience knows that even the best curriculum and the most faultless syllabus remain lifeless until stirred into life by the proper way of teaching and the right sort of teacher. It is common knowledge that teachers play a fundamental and important function in our society. By connecting previously unrelated ideas, offering techniques for gathering data, and recommending solutions attempted in comparable circumstances, an analytical examination of the literature and a rigorous critical evaluation of the existing research produce new insights in research. Thus, in order to perform the research in a beneficial manner, the investigator has made a sincere effort to assess the theoretical framework of the variables involved in the investigation and to review the related studies.

## **SIGNIFICANCE OF NOVICE AND EXPERT TEACHERS TO IDENTIFY THE PREFERRED PROBLEM DEALING STRATEGIES:**

Much like other facets of our social lives, education has undergone significant change in the last 20 years. As a result, numerous significant challenges must be overcome by educational institutions and vendors. Innovative tactics and potent behavioral modification programmes must be developed in order to adapt to the world's constantly changing environment. In the face of all these demands, modifications, and difficulties, the teacher education system must operate globally.

In addition to academic knowledge, teachers need practical and technological abilities to be able to handle the difficulties that arise during the dramatic course of their careers. Teachers require both explicit and implicit knowledge for this. Teachers acquire explicit knowledge via reading books, articles, magazines, journals, handouts, rules, etc. Implicit knowledge is knowledge that is occasionally learned, implicitly stored, and automatically applied. It alludes to the implicit information a teacher picks up by listening in on or taking part in group discussions or student role-playing. Every teacher deals with a particular set of challenges in the classroom and with students. Because of this, specialized knowledge and teaching methods may deviate from the scientific information about education that educators have developed, drawn from, and especially documented. Not every piece of knowledge that has been codified may be applied indiscriminately, especially when trying to solve challenging and complex issues. Teachers still need to employ conflict resolution and engagement strategies. Only teachers with a strong grounding in experience and a solid practical understanding of efficient tactics can get out of these binds.

Success in the teaching profession may depend on one's capacity to learn from prior errors. Teachers should therefore be able to identify which strategy is most likely to succeed in a particular setting based on their knowledge and experience and be able to apply this information at the proper time and place.

Consider the mental image that arises when we hear the word "teacher." We frequently see teachers giving lectures, moving around the classroom, or keeping an eye on the students as they work on group or individual projects. All of these ideas are connected to education. But instruction-giving is only one aspect of teaching. At their training facilities, our student teachers receive official training on a range of subjects, including how to instruct in classrooms. They are taught how to set up classrooms using a variety of educational theories, such as constructivism, cognitivism, and behaviorism. Our student instructors, who also do well in the classroom, implement each of these techniques with skill. As they try to blend in and become a part of the majority of the teaching community, though, challenges still remain. Their academic achievements are disregarded there, and achieving career success requires a lot of work. However, there are cases of individuals with a track record of subpar academic

achievement who went on to find fame and success in the teaching field. This demonstrates that academic success is not a reliable predictor of career success.

The technologically advanced culture of today is well aware that learning is not just about academic achievement. Given that businesses rely more on success-critical skills than just the findings of the institutions' analytical assessments, this is obvious. This paradigm shift also has an effect on teacher preparation. The time when becoming credentialed as a teacher was the only route to employment for those looking to become teachers is long gone. Teachers must hone their key competencies if they wish to become authorities in their field.

To become competent, we must put our innate abilities and intelligence to work. Due to individual differences in inherent skill, some people are extraordinarily gifted while others are not. Everyone has a unique collection of skills, so we may fill in the gaps that keep us from achieving or going above and beyond expectations by having practical intelligence—the ability to make the best decisions. It is the capacity to change and choose conventional settings. It is the art of utilizing the appropriate knowledge at the appropriate time or of expressing the appropriate thing to the appropriate person at the appropriate time. Sternberg uses the concept of tacit knowledge to gauge practical intelligence.

Teachers frequently face a range of difficulties that put them in precarious circumstances that require cautious handling and prompt resolution. Since teaching is primarily a social activity, teachers frequently interact with parents, friends, and administrators in addition to their ongoing relationships with children. Although the psychological principles to be used when working with children are strongly emphasised in the B.Ed. programme, aspiring teachers do not get enough exposure to interactions with peers, parents, and administrators. Theoretically, all of these social interactions fall under the category of "dealing with others," which calls for strong interpersonal and social abilities. Teaching practical interpersonal skills is an essential part, despite the fact that it is not typically highlighted in formal contexts. Without these skills, teachers could find it difficult to create a positive learning atmosphere, experience burnout, and leave their jobs sooner. It is vital to help teachers conceptualize the techniques for handling such circumstances methodically, especially those who are just beginning out.

Many teachers think that since they no longer have any professional autonomy, they are just deprofessionalised technicians who adhere to a curriculum that was created by someone else. To address the complex issues that develop in the social environment of the classroom, teachers need to be well-versed in a wide range of practical abilities. Such information is essential for creating a warm atmosphere at the school that fosters efficient operations and exceptional academic achievement. Teachers often receive relatively little formal training to help them learn how to handle the wide range of social situations they encounter both inside and outside the classroom. Teachers work in a variety of locations throughout a typical

school day, and new teachers are regularly exposed to the unexpected occurrences and situations that are a part of everyday school life. This makes it easier for inexperienced teachers to feel perplexed when they encounter challenging circumstances at work. This uncertainty can only be avoided with practical advice on how to handle difficult situations and the use of effective and timely methods and solutions.

Applying procedures consistently is improper because each scenario's context will affect how things turn out. Sometimes teachers will make an honest effort to discuss the issue to support their assertions, decide to ignore the subject entirely, or choose to compromise by completing the required chores. Other times, in an effort to make the remedies more practical, they'll enact laws and regulations or severely punish the responsible parties. They might decide to delegate the duty to someone else or ask for assistance from others. The most crucial aspect of this is that teachers frequently err while using these tactics in a variety of circumstances.

It is challenging for beginners to comprehend and keep track of critical signals when there are such educational knowledge gaps. Working with secondary school students, considered the most difficult time for students and marked by the start of adolescent traumas, may cause confusion to reach its peak. It would be beneficial to have a clearer and more accurate understanding of the precise strategies that distinguish professionals from novices and more experienced people from those who are less experienced when it comes to handling difficult interpersonal situations in the teaching profession.

The researcher thought it was crucial to assess the issues that are now plaguing classrooms and schools. A study like this could make educators more at ease and aware of the issues they face every day, both in the present and in the future. The researcher thought it was vital to identify the preferred tactics of experienced teachers and whether these differed from those of novices in similar circumstances. These approaches might give teachers a solid foundation on which to base decisions about how to handle difficult circumstances that frequently arise during the course of teaching. For inexperienced teachers, these tactics may offer a variety of options for handling these issues. The author of the study expects that it will eventually assist educators in honing their practical skills and adopting efficient problem-solving techniques as they deal with typical difficulties that arise in their area of work.

## **REVIEW OF LITERATURE:**

A cross-cultural study was undertaken by Stemler, Elliot, O'Leary, Scully, Karkakolidis, and Pitsia (2018) to investigate the tacit knowledge of high school teachers' interpersonal abilities. The sample included educators from England, Ireland, and Russia, among other nations. This study compared how experienced teachers in England (n = 108), Ireland (n = 45), and Russia (n = 492) rated seven possible response options for each scenario using the

Tacit Knowledge Inventory for High School Teachers (TKI-HS), a situational judgement test consisting of 11 difficult interpersonal scenarios. The goal was to determine how differently the concept of "skilled interpersonal behavior" was perceived in each culture. According to the observable behaviors that each response option is connected with, there are seven different problem-solving strategies: comply, consult, confer, avoid, delegate, legislation, and counterattack. The avoid technique was used in three of the responses that teachers in all three nations deemed to be "bad," and the retaliation strategy was used in three of those responses. Similar to this, the "confer" method was utilized in two of the three responses that were considered "excellent" in all three cultures. With other tactics like consulting and delegating, considerable cultural disparity was also visible. More teachers in England and Ireland and fewer in Russia were evaluated as good by their students. More instructors in Ireland and Russia than in England ranked "delegate" as "bad." The findings showed that, on average, teachers agreed on about one-third of the evaluations of "poor" responses in these three cultures. In contrast, as teachers in the three contexts only agreed on around one-tenth of these, evaluations of what constitutes "excellent" responses may be more culturally distinctive. [1]

The aim of Blunk, Russel, and Armga's (2017) qualitative study was to examine early childhood instructors' interventions during peer conflict. In central Texas, fifteen ethnically diverse teachers were questioned about their observations of peer conflict scenarios captured on camera. They discovered five approach themes using thematic analysis: avoid aggression; take timing into account; avoid conflict; encourage social competence; and employ conflict resolution. The majority of instructors stated that they wanted to improve students' social skills; nevertheless, in many instances of conflict, teachers prematurely ended it without considering any other options. [2]

The degree of correlation between a situational judgement test meant to gauge tacit knowledge and the personality traits and determinants of college performance was investigated by Matoskova and Kovarik (2017). The test has 211 behavioral techniques and eight scenarios drawn from the lives of undergraduate college students. A sample of 448 college students was given it. The results showed that there was a weak but statistically insignificant link between tacit knowledge and cumulative grade point average (CGPA). Additionally, there was a moderate association between agreeableness and personality. [3]

The visual processing of the classroom management scenes by professional and beginner teachers was compared by Wolff, Jarodzka, and Boshuizen (2017). To find out how experts and novices differed in terms of word usage related to cognition, perception, actions, and events, the researchers compared various aspects of expert and novice teachers' visual processing. Results indicated that novices' management focus is frequently structured around issues of behavior and punishment from their own point of view when representing classroom management events. Experts concentrate on activities and interactions that are

centered on student learning; they take into account management issues from multiple perspectives (their own, that of the students, and that of another teacher); foresee issues before they become more serious; and keep track of the consistency of activities and interactions in the classroom. [4]

In their study, Wolff, Jarodzka, Bogert, and Boshuizen (2016) looked at how expert and rookie teachers interpreted difficult classroom management situations differently. The sample chosen for the study included 35 expert teachers and 32 novices. Two different kinds of films displayed problematic situations, showing either unconnected issues like disengaged, off-task students or related issues that resulted in a planned disturbance. Through the use of a multi-category classification system, predicted discrepancies in teachers' verbalized interpretations were examined. The primary effects of competence were significant across all coding categories. The interpretations of beginners emphasized conduct and discipline difficulties. Experts placed a strong emphasis on student learning while highlighting the teacher's power over situations that arise in the classroom. [5]

Through their research, Zhu, Zhang, and Jin (2016) suggested a tacit knowledge (TK) model on networks with even mixing that was based on the TK's propagation property and the use of social networks. The threshold that determines whether a particular type of tacit knowledge can be shared in an organization with a small number of initial employees who have acquired it was determined after taking into account two routes of transmission, namely: (i) contact through online social networks and (ii) face-to-face physical contact. The results showed that the spread of tacit knowledge among employees is greatly enhanced by online social networks. [6]

When parents and teachers disagreed regarding a student's aptitude, Lasater (2016) tested a qualitative study to investigate the experiences of the parents, teachers, and students. Four themes emerged from data collected from ten in-depth interviews with kids, parents, and teachers: the malleability of student attitudes; the inability to settle disputes; difficult parents; and the dearth of teacher training. The themes "im-personability of student attitudes" and "failure to resolve disagreements" explain the perceived effects of divergent parent and teacher evaluations of students' skills on pupils and the collaboration between home and school. It was discovered that "challenging parents" and "a lack of teacher preparation" were obstacles to the growth of partnerships. [7]

In order to determine the differences between experts and novices in terms of their behavior and knowledge organization when solving physics problems, Ali, Talib, and Ismail (2015) conducted a study. When tackling physics problems, there are disparities between experts and novices in terms of their behavior and knowledge organization. It was discovered that professionals behave differently than beginners in that they plan, monitor, evaluate, and perform qualitative analysis on their solutions. [8]

The perspectives of professional development programmes among experienced and inexperienced teachers were examined by Mahmoudi and Ozken (2015). 32 seasoned teachers and 28 new teachers participated in the study. The study's goals were to find out which PDP was more helpful to participants and whether there were any differences in how new and seasoned teachers perceived PDP. The findings indicated that while both groups benefited from PDPs, the types of PDPs they received varied. The findings also showed that among experienced teachers, discussing and coordinating homework practices across courses, exchanging instructional materials with colleagues, and debating and choosing instructional media were the most frequent activities. However, common practices among new teachers included exchanging educational materials with colleagues, ensuring uniform standards in assessments of students' progress, and deliberating over and choosing instructional media. [9]

Kratka (2014) carried out research to assess how experienced teachers' career-related stories contribute to the transmission of tacit knowledge. Teachers were invited to identify the experiences that had the biggest impact on their careers and that they wished to share with their new coworkers. The 24 stories were grouped into three categories based on the knowledge source: previous teachers from their early years; former students; and current students. The stories' analysis demonstrated that tacit knowledge is private, involving the person's feelings and values, and that its dissemination presupposes reflection. Findings showed that experienced teachers helped new teachers better understand themselves, their larger society, and their expertise by providing moral, useful, and aesthetic meaning through stories. [10]

Cakmak (2013) looked into how new instructors perceived their first few years of teaching. The 15 beginning teachers enrolled in the Master of Education programme were interviewed. The data was subjected to content analysis, and the results were divided into various topics. The findings showed that inexperienced teachers should collaborate with veteran teachers to comprehend their skills and expertise. In order to give new teachers meaningful opportunities for professional learning and development during their first few years of teaching, it is important to pay more attention to (ii) and (iii) as well as adopt strategies that will help them transition from being novices to experts more smoothly and without as many difficulties. [11]

In their study, Wu, Lin, Lin, and Chang (2013) sought to examine the features of university professors' tacit knowledge in Taiwan and unravel the underlying causes of its growth. This study came to the conclusion that the inner factors relating to a faculty member's tacit knowledge include a high level of intelligence and analysis ability, the consciousness of being privileged, the strong motivation in constant pursuit of accomplishments, and self-adaptation to the campus culture. This conclusion was drawn from the data collected through qualitative observations and analysis. The peer consensus, competition pressure,

and stereotypical social expectations of being a professional and a role model are some of the external elements influencing the faculty's tacit knowledge. It offers a number of recommendations for the development of broad and open tacit knowledge in order to advance the profession of university teachers and assume more social responsibility. [12]

### **CONCLUSION:**

The review of literature helped the investigator to have a wider perspective on the concept of Practical intelligence, Tacit Knowledge, Problem Dealing Strategies and expert and novice studies.

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