



Haxhere Zylfiu

Kosovo Pedagogical Institute, haxhere.zylfiu@rks-gov.net, Pristina-Kosovo

DOI	http://dx.doi.org/10.12739/NWSA.2019.14.1.1C0688
ORCID ID	0000-0002-8520-2992
CORRESPONDING AUTHOR	Haxhere Zylfiu

COMPARISON OF BEGINNER AND EXPERIENCE TEACHERS

ABSTRACT

The study "Comparison of Beginner and Experienced Teachers" aims to bring a comparison of the experiences of Beginning teachers and those with experience in the teaching in Kosovo. It focuses on identifying and comparing differences in four aspects, which are closely related to the learning process: pre-service preparation, cooperation with parents, time management and classroom management. The population of the study are Teachers from Compulsory Education in Kosovo (Grades 1-9). The data was obtained using a 5-point Likert scale Questionnaire (1=Strongly Disagree to 5=Strongly Agree) with Cronbach's Alpha = .81 and KMO and Bartlett's Test=.79 with a sample of 336 teachers from 13 Municipalities of the seven regions of Kosovo (Beginning Teachers= 51.8%; Experienced Teachers=48.2%). The results of the study have shown that there is a significant difference between Beginning Teachers and Experienced Teachers in Time Management ($F=5.3$ and $p=0.02$), whereas there are no significant differences between these two categories regards pre-service preparation, cooperation with parents and classroom management. This study deals to a number of important issues and aims to support responsible institutions to develop programs for the professional preparation and development of Beginning Teachers.

Keywords: Career, Cooperation, Entry into the Profession, Learning Planning, Licensing, Management

1. INTRODUCTION

The professional development of teachers pre and in-service and years of work experience in the teaching process are thought to be closely related to the quality of the teaching process. The more professionally prepared are the teachers, the easier they can overcome the many challenges they face each day in their profession. In addition, they may be more willing to initiate innovations and implement reforms that are in the function of advancing this process. Years of teaching experience, the approaches of both beginner and experienced teachers to teaching are also thought to have an impact and reflect on the quality of this process. Currently there are no studies in Kosovo, the results of which specifically refer to the experiences of beginner teachers in the teaching process in Kosovo, possible differences in relation to the experienced teachers and the specific needs for professional development at the stage of entering the profession. Nevertheless, the existing documents that regulate and support the professional development of teachers and their licensing for the teaching process have paid special attention to the interconnection of these aspects. The Strategic Framework for the Professional Development of Teachers (Mest, 2017) document, which sets out the general framework of teacher occupation standards throughout the career (pre-service, entry into profession stage and career development, breakdown of the profile of teacher competence/standards focuses in the requirements of different career stages in teaching (point 2. General Framework of Professional Standards/General Competencies). Also the teacher licensing process in Kosovo, regulated and

How to Cite:

Zylfiu, H., (2018). Comparison Of Beginner And Experience Teachers, **Education Sciences (NWSAES)**, 14(1):35-51, DOI: 10.12739/NWSA.2019.14.1.1C0688.



supported by the Administrative Instruction Licensing and Development of Teachers in Career System (Mest, 2017), receiving the first license for teacher is stipulated for the teachers who have passed the stage of entering the profession (1 year + 1 year), and among others provide evidence and a certificate for certifying the one year working experience in the pre-university educational institutions, in the subject/field of qualification (Article 6, point 6.2). The professional development/qualification of teachers before the service and the stage of entering the profession are regulated by this document in accordance with the professional standards set out in the Framework (Article 2. point 2.2.) The identification of the needs for professional support and development of teachers at the stage of entry into the profession, determined through multiple data sources, is strongly promoted in these documents. Data from different researches and studies are presented as very important sources for identifying needs for the design and implementation of training programs for the support of teachers at this stage. The study 'Comparison Beginning and Experienced Teachers' focuses precisely on this component, so it aims to bring a comparison of the experiences of both beginner and experienced teachers over two years in the teaching profession. The study focuses on identifying and comparing possible differences in aspects closely related to the learning process: pre-service training, parental collaboration, time management and classroom management. The results of the study will assist the responsible institutions in the development of programs for the preparation and professional development of teachers at the entrance stage in the profession.

2. RESEARCH SIGNIFICANCE

Impacts on differences are not evidenced either in terms of completed training for the programs listed and related to the areas covered in the study, since it has resulted that none of the teachers from both categories have been trained in time management while there is a symbolic percentage of these teachers who have been trained for programs related to this aspect. Regarding the impact of the level of education where teachers are engaged, beginner teachers of elementary schools (grades 1-5) have shown to be more successful in managing the variety of the tasks of the job such as: document work, planning, reporting, etc. compared to those of the lower secondary level (grades 6-9), while for the experienced teachers, the distribution of teachers from both levels was approximately the same and did not result in any impact on their experiences.

3. THEORETICAL CONTEXT

Regarding the beginning of the teaching profession, research has shown that this stage, with its complexity, the wide spectrum of roles, responsibilities and engagements, is extremely challenging for beginner teachers. At this stage, teachers are very sensitive, eager for work and determined. Being young in the profession, the biggest priority for them is the surviving the school year. Combined with the expectations of parents, administrators and students, it can affect teaching at this stage to be very prevalent. There are times when young teachers forget why they are in the teaching profession. (Irina, Okhremtchouk, 2015). Entering the teaching profession means passing the bridge between unfinished experiences of teaching under controlled conditions as an intern, and taking all the real obligations of the class and school. In the interpersonal plane, the biggest difficulties relate to the suspicion of their ability to balance work requirements and family requirements, while in the professional sphere, difficulties relate to the decline in self-confidence, isolation and the feeling of left alone, without support and control by the professor or mentor, the responsibility as a teacher "you can not make mistakes", etc. (Maskit, 2013). Kagan, in his publication "Professional Growth for Pre-Service



Teachers and Beginning Teachers", where he presented the results of the analysis of 40 studies dealing with teaching and learning issues, published or presented in the 1987-1991 period. Thirteen of these studies were conducted with beginning teachers, or in the first year of their career. Among other things, the analysis highlights the specific difficulties that initial teachers face in this stage of teaching. According to the findings, beginning teachers do not have sufficient knowledge of classroom procedures, understanding the complexity of interconnection between management, behaviour, and academic (professional) tasks. This lack of knowledge according to him then removes the teacher's focus from the student to himself/herself. Instead of dealing with the learning of students they are more concerned with their behaviours (teachers) and the effort to implement procedures, different methods of work, and so on (Kagan, 1992).

Almost all of the analysed studies claim difficulties and challenges that are approximately the same regarding the beginning teachers teaching practices. Related to the purpose of our study, we have further researched about the possible differences in the difficulties and experience of teachers, referring to the years of teaching experience, so whether there are differences and what might be the differences in the experiences of young teachers and those with work experience in the education process? Although in small number, studies on this component indicate that there are significant differences in these experiences. The report of the "Comparison of Beginning and Experienced Teachers' Concerns" study provides evidence of significant differences in the approaches of beginning teachers and those with experience in the practices of the profession. According to authors, there are significant differences in the experiences of young and those experienced with regard to Classroom Management and Collaboration with Parents, while no distinction was made with regard to Time Management and Professional Preparation (Melnick and Meister, 2008). Regarding Communication and co-operation with parents, the differences stand to the fact that beginning teachers have involved more parents in different activities within the classroom, while experienced teachers have shown better communication with parents, especially when conflicts arise between pupils, have often sent reports to parents on the advancement of their children, and have used more methods and strategies for communicating with parents. As far as class management is concerned, experienced teachers have felt more confident in their judgments and assessments given to students, have shown experience in knowing the community, student population and other characteristics, which has given them more credibility in communication with parents. Concerning Classroom Management, it turned out that beginning teachers did not feel ready, capable enough to manage the classroom and behaviours of students, especially those with special needs, in comparison to their colleagues with longer experience in teaching, who have shown more preparation and confidentiality to deal with different behavioural issues occurring in the classroom (pages 50-51).

Another study conducted by Ronald D. Ada (1992) titled "Teacher Development: A Look At Changes in Teacher Perceptions and Behaviour Across Time" reveals significant differences in the behaviour of primary and secondary school teachers low, in relation to the work experience. According to the study, the biggest differences were in the middle of the first and third year of experience. When teachers, from the preparatory program went to teaching and gained experience in teaching, they changed their perceptions of discipline and student motivation, concerning student well-being and the style of teaching. With the growth of experience, their perception of the problems of students, administrators and parents grew, and at the same time the teachers' concerns about themselves and their teaching decreased (pages 41-42). The study "Comparison of Experiences of Beginner Teachers and Experienced Teachers" in Teaching" aims to do exactly this comparison; therefore, highlighting the potential differences in the



experiences of both beginner and experienced teachers in the education process in Kosovo and focuses on identify and compare possible differences with respect to the four aspects closely related to this process: pre-service training, collaboration with parents, time management and classroom management. The results of the study will help responsible institutions develop programs for the professional preparation and development of teachers at the entrance stage in the profession

- **Beginner Teachers in Kosovo and their professional development** according to the AI of MEST (2017) the system of licensing and development of teachers in career,
- **The stage of entering the profession** refers to the transition period between pre-service training and continuing professional development, which includes the first years of teaching, defined by a special monitoring and mentoring program for this stage. It is a phase of adapting to the culture of working at school, further developing the competences for good teaching and care for professional development (ibid., Point 5).
- **Beginning teacher** is considered a person who has the appropriate qualification for the exercise of the teacher's profession and is employed for the first time and the teacher who returns to teaching for a period of less than five (5) years (Article 2, Definitions, point 6).
- **The pre-service teacher training period** refers to the education and training provided by an authorized institution for the purpose of enhancing abilities of the staff of the educational institutions before starting to practice the profession as a teacher (MEST: Strategic Framework for Teacher Development, page 15).
- **The professional development of teachers at the Stage of entrance into profession** includes the period of 1 year + 1 year as a second option if the teacher does not receive the positive evaluation during the first year. After employment in pre-university education institutions, the teacher is enrolled at the entry stage. After the entry into force of the Law on Regulated Professions, the teacher must pass the examination of the profession, then register at the Entry Phase. After a one-year experience, teachers have the opportunity to apply for a career license (Article 5. Professional development of teachers at the stage of entering the profession).
- The document "Strategic Framework for Teacher Professional Development (Mest, 2017)" brings the profile of teaching competencies/standards to different career stages, which are grouped into four areas: professional values, attitudes and behaviours, professional knowledge and understanding, skills and professional practice, teaching and professional engagement.

The first phase of the career, according to the document, includes the preparation of pre-service teachers and the entry into the teacher's profession for relevant competences/standards (Item 3, page 19).

4. RESEARCH QUESTION AND HYPOTHESIS

The study is preceded by research questions:

- Are there differences in the experiences of beginning teachers and those with experience in teaching with regards to pre-service training, collaboration with parents, time management and classroom management?
- Where do the experiences of beginner and experienced teachers in these aspects differ?



4.1. Research Hypothesis

There are statistically significant differences in the experiences of beginning teachers and those with work experience in teaching regarding the pre-service training, collaboration with parents, time management and classroom management.

5. METHODOLOGY

5.1. Research Model

The study has a quantitative approach, an analysis of the statistical significance of the differences between the two categories involved in the study. The subject of the study is to compare the experiences of beginning teachers and those with experience in teaching related to lesson planning, classroom management, time management and co-operation with parents. It aims to identify possible differences in these approaches and orienting the professional development of teachers at the initial stage of the profession. Data for its realization are obtained from the survey conducted with the sample included in the study. It has a descriptive approach in rapport with the study object.

5.2. Population and Sample

Research Population consists of teachers engaged in compulsory education (primary education/grades 1-5 and lower secondary education/grades 6-9) in seven (7) regions of Kosovo. Two categories of population were included: initial teachers (1-2 years of work experience) and teachers with over 2 years of teaching experience. According to SMIA, the teaching population of this educational level in the academic year 2017/18 consists of 16564 teachers, then, based on the Sample Size Research Adviser (2006) table, the study sample was intended to be 400 teachers (Confidence=95%; Margin of error=5.0%). Out of the regions concerned, 15 municipalities were selected for inclusion in the study (Prishtinë=11.3%, Fushe Kosove=3.9%, Gjakova=7.7%, Ferizaj = 11.6%, Peja=12.2%, Gjilan=6.5%, Kamenica=9.8%, Klina=3.6%, Malishevë=7.7%, Mitrovica 5.4%, Novo Bërd=3%, Peja 12.2%, Prizren=5.4%, Skenderaj=3.9% and Vushtrri=6.8%). From the respective municipalities, there are provided beginning teacher lists, from the population of 400 beginner teachers in these lists, by random method, 200 teachers were selected for inclusion in the study sample (every second teacher on the list of the respective municipality). Afterward, from the same municipalities, with the same method, teachers with more than two years of teaching experience (every second, third, etc., depending on the number of teachers in the schools included in the study) were selected and a sample of teachers with work experience of over 200 teachers was created.

5.3. Instruments and Methods

Since there is no such research in Kosovo, we have estimated that the study "Comparison of Beginning and Experienced Teachers' Concerns" published in 2008 at Educational Research Quarterly at Penn State University in Harrisburg, USA with authors Steven A. Melnick and Denise Mr. Meister is a good model to deal with for our research. We contacted the authors and received their approval for the use of methodology and study instruments. The investigative texts of the authors in question are based on Gable and Wolf's Guide (1993). Of course our research tool has preserved this structure, but it was adapted to the context and specifics of educational system in Kosovo, in accordance with the agreement procedures and approval by the authors. It is a questionnaire composed of the entry part with requests related to demographic aspects of the sample, as well as of the 27 questions (statements) asked about aspects that are explored: preparation for the teaching process, and co-operation and communication with parents, time management and management of the class, with the possibility of responses constructed according to Likert scale (Rensis Likert 1932) with five degree



of assessment: 1=totally disagree, 2=disagree, 3=undecided, 4=agree, and 5=completely agree. The survey instrument's reliability coefficient analysis has been Cronbach's Alpha=81 and KMO and Bartlett's Test=79. There are three open questions at the end of the questionnaire, where teachers can give their comments about (1) the most challenging part of their beginning teaching experience, (2) the support they have had at the stage of entering the profession and (3) Suggestions that they have for young teachers.

5.4. Data Collection Procedure

For realizing the research the following methods have been used: methods of document analysis, descriptive methods and statistical methods, as well as the survey technique with the sample included in the study were used. The analysis of the documentation includes analysis of the legal framework, accompanying documentation and research that address professional development and teacher licensing, specifically issues related to beginning teachers and those with experience in teaching. A Data Collection Protocol was prepared from the analysis of the documentation, which included all the data from this analysis. For conducting. The survey with the sample included in the study, a questionnaire was compiled with the teacher interview, through which the data from the field were collected, which were processed, summarized, analysed and reported according to the themes specified in the study. For the realization of the survey, the municipal directorates of education of the respective district were contacted in advance. New teachers' lists have been provided with relevant details and contact person/telephone number and email addresses. Research with the beginning teachers was conducted through the internet. Initially, the teachers were contacted/informed by telephone and then the questionnaire was sent via e-mail to the given address. Research with teachers with over two years of experience has been conducted in the respective schools. Firstly the schools were contacted, visiting schedules were set up and surveys were conducted with the selected teachers. In both cases, the questionnaires were conducted by KPI researchers and include the period May-June 2018.

5.5. Data Analysis Procedure

The processing, analysis and documentation of the findings was carried out in the period June-August 2018. The data collected from the field through the questionnaires were transferred to the SPSS program platform, version 21. The findings were analysed, summarized and reported based on the core topics, the results of which have provided synthesized conclusions about the specific issues raised by respondents regarding the subject of the study.

6. RESULTS

This part of the study presents the findings of the study on the aspects investigated. The results of the study are presented in five subdivisions, starting from the demographic data of the teachers involved in the study, to further presentation of the similarities and differences between beginning and experienced teachers with over two years of experience in pre-service teaching, co-operation with parents, time management and classroom management.

6.1. Factors Included in the Study and Significance

The factorial explaining analysis (main components, varimax rotation) resulted in four factors including a total of 27 questions of the survey.

- Pre-preparation is the first factor and includes six questions that relate to the content of study programs, professional practice conducted during the studies and professional training conducted prior to the teaching process and at the stage of entry into the



profession. Cronbach's Alpha Credibility, 81, and KMO and Bartlett's Test=73.

- Co-operation with parents is the second factor and also includes six questions that relate to the cases and forms of communication with parents and the involvement of parents in classroom activities. Cronbach's Alpha Credential, 79, and KMO and Bartlett's Test=83.
- Time management is the third factor that involves six questions that relate to the management of overloads and time limits of work, the management of schedules and the realization of work tasks, and so on. Cronbach's Alpha=82, and KMO and Bartlett's Test=79.
- Classroom management is the fourth factor and includes nine questions that relate to conflict response, discipline management, classroom diversity management, positive behaviour, and so on. Cronbach's Alpha=85, and KMO and Bartlett's Test=81.

As we can see in Table 1, the results of the one-way analysis of variance indicate that there are significant differences between young teachers (in the stage of entering the profession) and teachers with over two years in teaching in Time Management, (B=5.3 and ex=.02), while there are no significant differences between these two categories in terms of academic preparation (B=1.2, and ex=2), communication with parents (B=2.7 and ex=.09), class management (B=1.3 and ex=.2) (Table 1).

Table 1. Results of a one-way analysis of significance

		Sum of Squares	df	Mean Square	B	Sig.
Pre-service preparation	Among groups	1.364	1	1.364	1.268	.261
	Inside groups	359.276	334	1.076		
	Total	360.640	335			
Communication with parents	Among groups	2.144	1	2.144	2.743	.099
	Inside groups	247.806	317	.782		
	Total	249.950	318			
Classroom management	Among groups	1.651	1	1.651	1.337	.248
	Inside groups	412.346	334	1.235		
	Total	413.997	335			
Time management	Among groups	7.970	1	7.970	5.354	.021
	Within groups	497.173	334	1.489		
	Total	505.143	335			

6.2. Pre-service Preparation

Although the one-way analysis did not show significant differences between the two categories of teachers involved in the pre-service preparation process, however, we are also giving a full overview of surveyed teachers' responses to the interconnected aspects. Generally speaking, in the pre-preparation process, as a factor, it turned out that we have approximately the same percentage of respondents from both categories of teachers, and that their statements in this aspect, in the higher percentage, are oriented to the assessment. Agree/strongly agree (Beg.=74.7%; Exp.T=73.5%), (Table 2).

Table 2. % of teacher compliance related to preliminary preparation

	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		In total.
	Nr.	%	Nr.	%	Nr	%	
Beginner	19	10.9%	25	14.4%	130	74.7%	174
Teachers with over two years teaching experience	10	6.2%	33	20.4%	119	73.5%	162

Attention: For easier interpretation, Likert's five-degree assessment is summarized in three grades and as such will be presented in the relevant tables! Fill= Beginner, 1+1 Year Work Experience (n=174); Mprv=teacher with over two years of teaching experience (n=162)

There are six questions that are included in this factor, for which, as specified in the work experience, Table 3, it shows teachers' perceptions of the interconnected aspects.

Table 3. Questions and answers related to teachers' preparation

		Strongly disagree /Disagree		Neutral		Agree/ Strongly Agree		In Total	
		Nr	%	Nr	%	Nr	%	Nr	
1. My studies have prepared me well enough to successfully complete the teaching profession	Beg.	5	2.9	15	8.6	154	88.5	174	100
	Exp.T	2	1.3	10	6.3	148	92.5	160	98.8
2. The training programs completed have adequately prepared me for the teaching profession	Beg.	20	12.3	33	20.2	110	67.5	163	93.7
	Exp.T	15	9.5	13	8.2	130	82.3	158	97.5
3. Work experience/practice during my studies have prepared me well enough to be successful in the teaching profession	Beg.	5	2.9	12	7.0	155	90.1	172	98.9
	Exp.T	3	1.9	6	3.8	151	94.4	160	98.8
4. I feel prepared enough to teach my subject.	Beg.	0	0	2	1.2	171	98.8	173	99.4
	Exp.T	0	0	2	1.2	160	98.8	162	100
5. My study program has contained sufficient engagement related the teaching process	Beg.	4	2.3	23	13.3	146	84.4	173	99.4
	Exp.T	3	1.9	19	11.9	138	86.3	160	98.8
6. My study program has prepared me well enough to use multiple methods in assessing students	Beg.	5	2.9	20	11.8	145	85.3	170	97.7
	Exp.T	4	2.5	22	13.8	134	83.8	160	98.8

Note: Beg= Beginner, Exp.T= Experienced Teacher

As shown from the overview of the responses in Table 3, in the five out of six questions asked regarding the preparation and engagements during the studies for the teaching process, the percentages with over 80% of the respondents have agreed/strongly agreed. Referring to the percentages, experienced teachers feel more prepared with regard to the successful completion of the profession (P1), better prepared through the experience/professional practice conducted during the studies (P3), evaluate higher the engagements in the study program (P5). On the other hand, beginners feel more prepared during their studies on the use of multiple student assessment methods (P6), but are somewhat sceptical about training for the teaching process (P2), as 20.2% remained Neutral and 12.3% stated that they strongly disagree/Disagree about this statement.

6.3. Co-operation with Parents

Even on this factor, the one-way analysis of the variance did not show significant differences between the two categories of teachers involved in the study regarding their co-operation with parents. In general, teachers' responses to this factor, in the highest percentage, lead to Agree/strongly agree (Beg=79.4%, Exp.T=85.7%) (Table 4).

Table 4. % of teacher compliance related to parent co-operation

	Strongly Disagree /Disagree		Neutral		Agree/ Strongly Agree		In Total
	Nr.	%	Nr.	%	Nr	%	Nr
Beginners	10	6.1	24	14.5	131	79.4	165
Teachers with over two years teaching experience	3	1.9	19	12.3	132	85.7	154

There are also six questions that are included in this factor, for which, as specified in the work experience, Table 5, it shows teachers' perceptions of the interconnected aspects.

Table 5. Questions and answers related to parents co-operation

		Strongly disagree /Disagree		Neutral		Agree/ Strongly Agree		In total	
		Nr	%	Nr	%	Nr	%	Nr	%
1. I communicate with parents on the occurrence of conflicts from their children	Beg.	0	0.0	4	2.3	170	97.7	174	100
	Exp.T	1	.6	1	.6	159	98.8	161	99.4
2. I often send information to the parents about their children	Beg.	8	4.6	8	4.6	158	90.8	174	100
	Exp.T	6	3.7	17	10.5	139	85.8	162	100
3. Through the frequent reports that I send them, parents are kept informed of their child's progress	Beg 1	1	.6	0	0.0	173	99.4	174	100
	Exp.T	0	0.0	5	3.1	156	96.9	161	99.4
4. I regularly involve parents in class activity	Beg.	29	17.2	60	35.5	80	47.3	169	97.1
	Exp.T	27	16.7	53	32.7	82	50.6	162	100
5. I use multiple methods of communicating with parents (meetings, phone conversations, emails, printed reports, etc.)	Beg.	5	2.9	35	20.6	130	76.5	170	97.7
	Exp.T	4	2.5	20	12.7	133	84.7	157	96.9
6. If their child does something good, I make sure to inform the parents.	Beg.	5	3.0	14	8.3	150	88.8	169	97.1
	Exp.T	0	0.0	10	6.4	147	93.6	157	96.9

Beg=Beginner, Exp.T=Experienced Teacher

Referring to the findings, as well as the requirements related to the identification of co-operation, contact and communication, as well as the involvement of parents in class activities, in higher percentages, teachers have stated high agreement on good experiences in these aspects. In five out of six questions, over 80% of teachers of both categories Agreed/Strongly Agreed on good communication. Meanwhile, slightly lower percentage of respondents for the I agree/Strongly agree option were shown related to involvement of the parents in the classroom activities (P4), while in Neutral and Disagree option we have higher percentages of respondents compared with other questions. In general, findings provide that teachers with more than two years of experience in teaching have the best experience in communicating with parents when conflicts arise from their children (P1),

parent involvement in classroom activities (P4), exploitation of multiple methods of communication with parents: meetings, telephone communication, emails, printed reports, etc. (P5) and in making sure to contact parents and inform them when their children do something good (P6). On the other hand, beginners reflect to be more willing to constantly inform parents about the progress of their children (P1 and P3).

6.4. Time Management

It is the only factor for which the one-way variance analysis has shown significant differences between the two categories of teachers involved in the study ($F=5.3$ and $p=.02$). Analysed as a factor, in the highest percentage of respondents, teachers' perceptions lead to the agree/strongly agree option (Beg.=54.6%; Exp.T=64.8%). A noticeable change in the variability in the responses of the two categories of teachers is seen in the options I disagree/strongly disagree, with beginners responding to this option 26.4%, other than experienced teacher 14.2%, the Table 6.

Table 6. % of teachers' compliance related to time management

	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		In Total
	Nr.	%	Nr.	%	Nr	%	Nr
Beginners	46	26.4	33	19.0	95	54.6	174
Teachers with over two years teaching experience	23	14.2	34	21.0	105	64.8	162

There are six questions that are included in this factor, for which, as specified in the work experience, Table 7, it shows teachers' perceptions of the interconnected aspects.

Table 7. Questions and answers related to time management

		Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		In Total.	
		Nr	%	Nr	%	Nr	%	Nr	%
1. I do not feel overwhelmed by time limits.	Beg.	56	32.6	36	20.9	80	46.5	172	98.9
	Exp.T	26	16.9	46	29.9	82	53.2	154	95.1
2. I am well organized in my work	Beg.	0	0.0	3	1.7	169	98.3	172	98.9
	Exp.T	0	0.0	2	1.2	159	98.8	161	99.4
3. I respect working hours and lessons	Beg.	21	12.1	43	24.7	110	63.2	174	100.
	Exp.T	5	3.1	22	13.6	135	83.3	162	100.
4. I successfully diversify the work (working with documents, planning, reporting, etc.).	Beg.	37	22.4	28	17.0	100	60.6	165	94.8
	Exp.T	85	54.5	11	7.1	60	38.5	156	96.3
5. I manage my time efficiently, including free time, family time, and so on.	Beg.	0	0.0	7	4.1	162	95.9	169	97.1
	Exp.T	0	0.0	2	1.3	156	98.7	158	97.5
6. I manage the time for engagement in document realizations, student activities, co-operation with colleagues, and so on	Beg.	0	0.0	3	1.8	167	98.2	170	97.7
	Exp.T	0	0.0	2	1.3	153	98.7	155	95.7



As shown in Table 7, in three out of the six questions asked, teachers of both categories highly responded to I agree/Strongly agree option. Teachers with over two years of teaching experience have shown to be a little bit better in being well-organized for work/teaching (P2), in managing time engaging in document realization, student activities, co-operation with colleagues, reporting, etc. (P6), while beginners were better in managing time, including free time, family time, etc. (P5). A spread percentage is seen in the three other questions, where teacher responses are extended to all three options, and at the same time there are differences in these percentages even with regard to the teachers work experience responding to those aspects.

On the question I do not feel overcrowded by the time limits (P1), the highest but approximately the same rates of respondents go to agree/Strongly Agree (Beg.=46.5%; Exp.T.53, 2%), the biggest differences between beginners and experienced teachers were seen on the options strongly disagree/disagree. Referring to the demographic data (academic call, education level, duration of vocational practice conducted during the studies, as well as training completed by both teacher categories, higher percentages of respondents through this kind of evaluation, we have the teachers with 4 years of studies (Beg.=62.5%, Exp.T=57.7%), beginners, with the highest percentage on lower secondary education (55.4%), while those with experience, the percentage is the same on both levels. There are differences in regards to professional practice (Beg:6-12 months=23.6%; Exp.T:1 month=26.9%). As far as training is concerned, in both categories dominates the percentage of training for Work Methods with Students (Beg.=27.8%: Exp.T.55%). There are no declared teachers for the level of time management program but they have been trained in programs related to time management in the profession and the teaching process (Beg.=3.8%; Exp.T=5%). 40.5% beginners and 25% of teachers with experience stated that they did not train for the listed programs. In general, in the highest percentage of respondents, beginners feel overwhelmed by the time limits in the teaching process, compared to those over two years of teaching experience. To the question I strictly respect working hours and schedules (P3), the differences between beginners and experienced teachers are at all three levels of assessment.

Out of 100% of respondents from both categories, beginners answered with Strongly disagree/disagree 12.1%, compared to experienced teachers with 3.1%; to the Neutral option, the percentage of beginners goes to 24.7% and experienced 13.6%; while in the option I agree/Strongly agree, beginners have the percentage of 63.2% whereas experienced teachers 83.3%. Higher percentage of teachers who chose agree/strongly agree is seen in both categories with 4 year studies (Beg.=53.6%; Exp.T=40%), of Primary Level (Beg.=52.7%, Exp.T=54.3%). There are differences in the professional practice (Beg. 6 =25.9%; Exp.T: 1 month=30.8%). The highest percentages of both categories go for training on Working Methods with Students (Beg.=26.7%; Exp.T=25.8%). There are only 1% beginners trained for the Time Management program and 15.9% others who are trained, among other things, for training programs related to time management in the profession and the teaching process (Beg.=4, 9%, Exp.T=11.9%). 38.1% beginners and 25.8% teachers with experience declared that they did not get trained in the listed programs. A higher percentage is seen in Disagree/Strongly Disagree options from teachers of both categories with 4 years of studies (Beg.=45%; Exp.T=40%) but for teachers with over two years' experience, the same percentage occurs for those with Master Studies (Exp.T=40%). There are differences in regards of level of education (Beg. Primary=52.7%; Exp.T:Low Secondary=2.9%). There are differences even in terms of professional practice (Beg.:6-12 months=31.6%; Exp.T:1 month=40%). The highest percentages are seen in the training for the Student Work Method Program (Beg.=19%; Exp.T=60%). There are no teachers trained for the Time Man-



agement program. However 16.2 beginners, among others, are being trained for programs related to time management in the profession and the teaching process. 38.1% beginners and 20% experienced teachers declared that they did not get trained in listed programs. In general, in the highest percentage of respondents, beginners declare that they do not respect working hours and schedules accurately, compared to teachers with over two years of teaching experience. On the question I successfully manage the variety of work tasks-teaching, working with documents, planning, reporting, etc. (P4), we also have distinctness in responding. The highest percentage of respondents went for beginners who selected agree /strongly agree with 60.6% compared to the experienced teachers with 38.5% and the Neutral option was selected by only 17% compared to the experienced teachers with 7.1%; while a higher percentage of experienced teachers go for strongly Disagree/disagree with 54.5% compared to the beginners with 22.4%.

Referring to the demographic specifications discussed above, the highest percentage go for I agree / Strongly agree, by teachers with 4-year studies (48%) while experienced teachers with the Master's degree (31.7%), primary level teachers are 36.4%, while those with experience, there is no difference in percentage, beginners with professional practice 6-12 months (28.3%), meanwhile a higher percentage is seen for teachers with experience (a month practice) (40%). As far as training is concerned, the highest percentages of both categories are in the program of working with students (Beg.=28.7%, Exp.T=27.1%). There are no trained teachers for Time Management program, but there are 7.4% beginners and 10.2% experienced teachers who, besides it, are trained in training programs related to time management in the profession and the process of teaching. 41.5% beginners and 35.6% experienced teachers declared that they have not been trained for the listed programs. Regarding the Neutral statement, referring to the highest percentages, we have those with 4-year studies (Beg=42.9%, Exp.T=36.4%), referring to the level of education, we have beginners level elementary (10.3%), and experienced low-level teachers (5.1%). Regarding the practice conducted during the studies, we have beginners with 6-12 months (22.2%) and experienced teachers with one month practice (40%).

Trained for the program Working Methods, we have (Beg.=33.3%; Exp.T=22%). Trained for the Time Management program we have no teachers. However, 3.7% beginners and 30% experienced teachers are trained in programs related to time management in the profession and teaching process. 14.8% beginners and 20% experienced teachers were declared without any training in the programs listed. Regarding the statement I Strongly disagree/disagree, referring to the data, the higher percentage went for teachers with 4 year studies (Beg.=58.8%; Exp.T=47.1%), beginners with 6-12 months of teaching practice (27.8%) and experienced teachers with quarterly practice (24.7%), (20%) for teachers trained for lesson planning, teachers with experience trained for Working Methods with Students (32.9%). There are 11.5% beginners and 15.1% experienced teachers who are trained, among other things, for training programs related to time management in the profession and teaching process, while 37.1% beginners and 16.5% of experienced teachers, declared with no training in the programs listed. In general, in the highest percentage of respondents, beginners more successfully manage the variety of tasks at work (teaching, document work, planning, reporting, etc.). Compared to teachers with over two years of teaching experience.

6.5. Class Management

The one-way analysis of the variance did not show significant differences between the two categories of teachers involved in the Classroom Management study. In general, teacher responses to this factor, in higher percentage, lead to agree/strongly agree (Beg.=88.4%; Exp.T=85%), Table 8.

Table.8 % of Teacher compliance related to time management

	Strongly disagree/ Disagree		Neutral		Agree/ Strongly Agree		In To- tal.
	Nr.	%	Nr.	%	Nr	%	Nr
Beginners	10	6.5	8	5.2	137	88.4	155
Teachers with over two years of teaching experience	16	12.6	3	2.4	108	85.0	127

There are nine questions that are included in this factor, for which, as specified in the work experience, table 8 presents teachers' perceptions of the interconnected aspects.

Table 8. Questions and answers related to classroom management

		Strongly disagree/ Disagree		Neutral		Agree/ Strongly Agree		In Total	
		Nr	%	Nr	%	Nr	%	Nr	%
1. I react quickly to problematic students and they are unlikely to hinder other students.	Beg.	12	7.1	8	4.7	150	88.2	170	97.7
	Exp.T	21	13.2	18	11.3	120	85.5	159	98.1
2. In order to maintain discipline in the classroom, I plan activities involving all students	Beg.	1	.6	0	0.0	173	99.4	174	100
	Exp.T	0	0.0	5	3.1	156	96.9	161	99.4
3. I am able to deal with individual differences between students in my classroom	Beg.	0	0.0	9	5.2	164	94.8	173	99.4
	Exp.T	4	2.5	8	4.9	150	92.6	162	100
4. I treat conflicts with confidence with other adults	Beg.	0	0.0	7	4.1	164	95.9	171	98.3
	Exp.T	4	2.6	9	6.0	138	91.4	151	93.2
5. I Manage work well with groups of different sizes and abilities.	Beg.	2	1.1	11	6.3	161	92.5	174	100
	Exp.T	3	1.9	8	5.0	150	93.2	161	99.4
6. I know how to identify students with behavioural problems before they are obstructive	Beg.	6	3.5	19	11.0	148	85.5	173	99.4
	Exp.T	0	0.0	17	11.5	131	88.5	148	91.4
7. I am able to effectively manage the variety of tasks required in my profession.	Beg.	2	1.2	5	2.9	165	95.9	172	98.9
	Exp.T	0	0.0	14	8.7	147	91.3	161	99.4
8. I apply different strategies to manage positive behaviour in the classroom	Beg.	0	0.0	6	3.6	161	96.4	167	96.0
	Exp.T	0	0.0	9	5.8	147	94.2	156	96.3
9. I am able to deal with the behaviour of children with special needs	Beg.	9	5.5	42	25.6	113	68.9	164	94.3
	Exp.T	9	5.7	26	16.6	122	77.7	157	96.9

As shown in Table 8, in eight out of the nine questions asked regarding classroom management, the percentages with over 85% of the respondents from both categories of teachers lead to I agree/strongly agree option. According to the percentages, beginners react faster to problematic students and they are unlikely to hinder other students (P1), to maintain classroom discipline, beginners plan activities involving all students (P2), and are able to deal with individual differences among students in their classroom (P3), they also treat conflicts in good faith with other adults (P4), and are able to effectively manage the variety of tasks required in the teaching profession (P7) moreover, they implement different strategies to manage positive classroom behaviour (P8). It is Q9 that deals with treating the behaviours of children with special needs, in which beginners have been somewhat more sceptical about this support. On the other hand, teachers that have over two years of working experience work well with groups of different sizes and abilities (P5), know how to identify behavioural problem students before they are obstructive (P6) and are in able to deal with the behaviour of children with special needs (P9). Going on, those



who chose Neutral option, based on the highest percentage of respondents, are beginners with 37.5% and 50% experienced teachers who have not completed any training from the programs listed in the questionnaire, including Classroom Management training.

6.6. Teachers' Perceptions of Challenges and Support in Teaching Practices

There are three open-ended questions at the end of the questionnaire where teachers can give their comments on (1) the most challenging part of their beginner teaching experience, (2) the support they have had at the stage of entering the profession and 3) suggestions that they have for beginner teachers. Regarding the first question, beginner teachers claimed that challenges they experience were: the first day of school (24%), familiarization with students (23%), collaborating with parents (13%), adaptation of the curriculum to the needs of students (9%) and assessing students (31%), while experienced teachers claim that challenges they experience were: the application of new teaching and learning techniques (47%), working conditions (13%), problematic learners (9%), implementation of plans and programs (21%), lack of literature (9%). The biggest support beginner teachers get during the early career phase is from the director and colleagues (63%), family members with teaching experience (21%) and the parents of the students (16%), experienced teachers also get the most support from the director and colleagues (41%), professional activities (13%), family and colleagues with work experience (10%), colleagues from the same field (21%) and all staff of the school (15%). Beginner teachers suggest new teachers to cooperate with their colleagues (73%), be themselves and love the teaching profession (11%), have patience and confidence in themselves (12%), learn from their experience (4%), while experienced teachers suggest that they should have maximum engagement (38%), collaborate with others (24%), combine traditional teaching methods with contemporary ones (13%), be committed to the work and profession (21%) and to be researchers and learn from 'Learning by doing' practices (4%).

7. CONCLUSION

The study 'Comparing the Experience of Beginner Teachers and Experienced Teachers' Experiences' focused on identifying and comparing the potential differences in four aspects closely related to the learning process: pre-service training, parental collaboration, time management and class management.

The research questions were:

- Are there differences in the experiences of initial teachers and those with experience in teaching related to pre-service training, parental collaboration, time management and classroom management;
- Where do the experiences of beginner and experienced teachers in these aspects differ?

Referring to the findings of the study we can conclude that there are statistically significant differences in the experiences of young teachers and those with work experience in the teaching process. This confirms the hypothesis of the research. Significant differences are evidenced in their experiences in time and class management, as there are no differences in preparation for teaching, communication and collaboration with parenting. According to the data, beginner teachers successfully manage their work tasks (teaching, document work, planning, reporting, etc.) and better manage time, including leisure time, family time, etc. compared to teachers with an experience in teaching for more than two years. These teachers seem to not respect working hours and lessons precisely and feel more overloaded with time limits. Teachers with over two years of experience in teaching have shown to be better in organization for work/teaching, managing time for engaging in student activities, document delivery, collaboration,



reporting, etc. No impact from the academic preparation of the teachers involved (the highest academic degree earned) was noticed and the differences between them in terms of these aspects, even teachers with a Master's academic degree have shown that they do not successfully manage the variety of tasks such as: work with documents, planning, reporting, etc., compared to those with 4-year studies. Even in other cases, no impact has been observed since both categories with higher percentages have been dominated by teachers with a 4-year study program. Moreover, the experience of professional teaching practicum has shown no impact on differences conducted by teachers of both categories. We have experienced teachers with 1-month internships that are more successful in respecting working hours and lessons, as well as not overloaded from time limits, compared to beginner teachers with higher percentages of professional internships in schools that last 6-12 months.

Impacts on differences are not evidenced either in terms of completed training for the programs listed and related to the areas covered in the study, since it has resulted that none of the teachers from both categories have been trained in time management while there is a symbolic percentage of these teachers who have been trained for programs related to this aspect. Regarding the impact of the level of education where teachers are engaged, beginner teachers of elementary schools (grades 1-5) have shown to be more successful in managing the variety of the tasks of the job such as: document work, planning, reporting, etc. compared to those of the lower secondary level (grades 6-9), while for the experienced teachers, the distribution of teachers from both levels was approximately the same and did not result in any impact on their experiences.

There are also teachers' perceptions regarding the support, challenges and their suggestions for young teachers. The results of the study showed that beginner teachers have a challenge as to how to start the first day of school and to familiarize themselves with students, collaborate with parents, adjust the curriculum to students' needs and their assessment. In these processes, the greatest support they had was from the director and colleagues, from some experienced family members in the teaching field and from the parents of the students. There is no statement of institutional support, or forms of systematic and planned support. Despite the challenges and limited support, teachers also provide suggestions for teachers to collaborate with their colleagues, to be themselves and to love the teaching profession, to have patience and self-confidence, and to learn from their experience.

Based on these findings, we can conclude that there are sufficient indicators that lead to the need to provide more space and to pay more attention to the interconnection of planning for vocational support programs at this stage of the profession, with the challenges of beginners for time management and related issues. Since the development of teachers for MEST and education support institutions in Kosovo is a priority and is directly related to the realization of the standards of the teaching profession, the achievement of competences at different stages of the career and the process of teacher licensing, then we know it is the right time to reflect on whether we are on track and have been sufficiently comprehensive in planning the range of opportunities/programs and forms of support at this stage. The document *The Strategic Framework for Teacher Professional Development (MEST, 2017)* provides potential topics for training programs for each career stage that teachers have to undertake to obtain the intended license (Frame: Table 4. Professional Development Programs, page 46). For the introductory stage in the teaching profession (which includes the initial stage in teaching, the first 1-2 years in this profession), the framework envisages MEST's basic vocational programs / areas, which at this level focus on the implementation of new curriculum, extension of subject knowledge, pedagogical content and methodology, classroom management,



student assessment, classroom planning, student support and motivation, responsibilities and professional rights of teachers, but does not mention or focus on topics directly or indirectly related to issues of time management, respecting working hours and lessons, as well as managing overwhelming and time limits in the teaching profession. Regarding the forms of support provided, the Framework envisions school-based professional development, school-based support, including the connection of young teachers with more experienced teachers and professional skills, but does not foresee a connection between professional support through monitoring, mentoring and professional support from relevant supporting institutions, such as the Educational Inspectorate, relevant MEDs, the Kosovo Pedagogical Institute, and other supporting institutions in the field of education and training. As it is emphasized in the Framework document that this document will be alive, it will be complemented and developed continuously along with new developments in the field of teacher development and the licensing process, then this document, as well as other documents and other teacher approaches, extend and broaden the range of programs and forms of support provided by teachers at this stage of the profession.

NOTICE

This study is presented at 05-08 September 2018, 3rd International Science Symposium (ISS2018) in Pristina-Kosovo.

REFERENCES

- Ada, R.D., (2015). Teacher Development: A Look at Changes in Teacher Perceptions and Behaviour across Time. *Journal of Teacher Education*, 41-42.
- Borko, H., (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33 (3), 3-16.
- Fishman, B.J., Marx, R.W., Best, S., and Tal, R.T., (2003). Linking teacher and Student Learning to Improve Professional Development in Systemic Reform. *Teaching and Teacher Education*, 19(2003), 643-658.
- Goddard, J.T., (2017). School-based Professional Development. Seminar Workshop Presented to the State Council for Teacher Licencing, Prishtina, Kosovo. 29 November.
- Goddard, J.T. and Habermann, S.R., (2001). Accessing the Knowledge base of Retired Teachers: Experiences in Establishing a Formal Mentoring Plan in a Rural School Division. *Journal of Research in Rural Education*, 17(2), 92-101.
- Hangül, Ş., (2017). An Evaluation of the New Teacher Induction Program in Turkey through the Eyes of Beginning Teachers. *Journal of Education and Practice*, Vol:8, No:10, www.iiste.org.
- Hangül, S., (2017). An evaluation of the New Teacher Induction Program in Turkey through the eyes of beginning teachers. *Journal of Education and Practice*, 8(10):191-202.
- Haradinaj, R., (2017). Keynote Address. Act for Better Education, Conference. Prishtina, Kosovo.
- Okhremtchouk, I.S., Jiménez, R.M., Rosa, R., Porter, S.G., Bhandal, N., Cramer, M., Lang, G., Magil, K., Mathrole, R., and Poulin, K., (2015). From Student-Teachers to Teachers of Students: Beginning Teachers' Journeys from Pre-Service to the Classroom. *Creative Education*, Vol:06, No:03, <http://www.scirp.org>.
- Kagan, D.M., (1992). Professional Growth among Preservice. *Review of Educational Research* Vol:62, No:2, 129-169.
- Assembly of Kosovo, (2016). Law No. 05/L-066 for Regulated Professions in The Republic of Kosovo.



-
- Maskit, D., (2013). First Months in Teaching- Novices Relate to Their Difficulties. *Creative Education*, Vol:4, No:4A, 1-8, Published Online April in SciRes.
 - Ministry of Education, Science and Technology, (2017). Strategic Framework for Teacher Development in Kosovo. Prishtina, Kosovo: Author.
 - Ministry of Education, Science and Technology, (2011). Law on Pre-University Education in the Republic of Kosovo.
 - Ministry of Education, Science and Technology, (2015). Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020 Prishtinë.
 - Ministry of Education, Science and Technology., (2017). AI 4/2017 for Assessing the Performance of Pre-University Education Institutions.
 - Ministry of Education, Science and Technology, (2017). AI 5/2017 Career Licensing and Career Development System.
 - Ministry of Education, Science and Technology, (2017). AU Framework for the Professional Development of Teachers.
 - Ministry of Education, Science and Technology, (2018). AI 10/2018 on the Normative on The Professional Framework of General Education.
 - Reitemeyer, U., (2003). *Ist Bildung lehrbar?* Berlin: Waxmann.
 - Richter, D., Kunter, M., Klusmann, U., Lüdkte, O., and Baumert, J., (2011). Professional Development across the Teaching Career: Teachers' Uptake of Formal and Informal Learning Opportunities. *Teaching and Teacher Education*, 27(2011), 116-126.
 - Starkey, L., Yates, A., Meyer, L. H., Hall, C., Taylor, M., Stevens, S., and Toia, R., (2009). Professional Development Design: Embedding Educational Reform in New Zealand.
 - *Teaching and Teacher Education*, 25 (2009), 181-189.
 - Steven, A., Melnick, D., and Meister, G., (2008). Comparison of Beginning and Experienced Teachers' Concerns. *Educational Research Quarterly*, 13-14.