

In Subsequent Research, A Comparison Was Made Between The Viewpoints And Levels Of Competence Of Teacher Educators Who Had Previous Experience Teaching In Schools And Those Who Had Not Experienced Teaching In Schools Before.

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How to cite this article: Liao Zhongxia, Nidhi Agarwal, Aminul Islam (2024). In Subsequent Research, A Comparison Was Made Between The Viewpoints And Levels Of Competence Of Teacher Educators Who Had Previous Experience Teaching In Schools And Those Who Had Not Experienced Teaching In Schools Before.. *Library Progress International*, 44(3), 10375-10382.

Abstract

One of the many talents that are needed of educators is the capacity to observe, communicate, cooperate, make educated judgements, and make choices. These are just a few of the numerous abilities that are necessary. In addition, education requires a diverse set of skills and abilities. When it comes to encouraging greater reflective thinking among students, the major purpose of this study is to discover particular tactics that teachers may adopt in order to accomplish this goal. It is possible to do this by contrasting the levels of reflective thinking skills held by educators who have been in the profession for long research are with those possessed by educators who have just recently earned their licenses. The Reflective Thinking Attributes (RTA) and the Profile of Reflective Thinking Attributes (PRTA) instruments are two new tools that have been established for the goal of assessing the proficiency of educators in engaging in reflective planning and thinking. Both of these instruments are referred to as RTA and PRTA, respectively. The objective of the researchers was to accomplish this by providing a comprehensive account of the decisions that were made by both experienced educators and those who were just beginning their careers in the field when they were planning and leading two different types of physical education programmes. This was something that the researchers wanted to accomplish. The natural interest of the pupils was the primary tool that inexperienced instructors utilised in order to maintain order in the classroom and make certain that everything went well.

Keywords: *Teacher educator, prior school teaching, experienced teacher, non-experienced teacher, demonstration.*

1. Introduction

The capacities and efficacy of future educators are significantly influenced by the programmes that are considered to be teacher education. In these programmes, the job of teacher educators is very important since they are the ones who are responsible for providing prospective teachers with the information, skills, and attitudes that they need to be successful in their careers. Because of this variance, crucial concerns are raised about the ways in which such experience influences their perspectives and their ability to teach. The research was able to do so because had the opportunity to do so. Because of the large number of kids, research is where able to celebrate the birthdays of each and every one of them as many times as research wanted to. The research was forced to spend a considerable amount of research are studying in the library after school since was having to cope with a great lot of trouble in class. The research was in the fifth grade when research is family moved to a new area. It was at this

research that saw the relocation (König et al 2020).

2. Background

It is often believed that the success of teacher educators is impacted by the experiences that they have had in the classroom themselves. Students have the perception that they are better equipped to provide examples that are pertinent to the topic at hand, solve challenges related to classroom management, and bridge the gap between theory and practice. On the other hand, teacher educators who do not have sufficient classroom experience may be able to provide a more robust theoretical basis and a new viewpoint that is not necessarily influenced by their own personal experiences in the classroom. These transitions have occurred in a variety of different ways. Furthermore, they say that it is impossible to do so. This is due to the fact that the storylines are intertwined with one another, which is the reason why this takes place (Androusou & Tsafos, 2018).

3. The purpose of the research

This study is being conducted with the main objective of systematically comparing and analysing the perspectives and levels of competency of teacher educators based on their previous teaching experience. The purpose of the research is to delve into these factors in order to Determine the ways in which the two groups' approaches to teaching and pedagogical philosophies vary from one another. Examine the manner in which each group approaches the combination of theory and practice in their instructional approach. It is important to evaluate the perceived efficacy of each group in terms of training future educators. It is important to provide suggestions that are supported by research in order to enhance teacher education programmes by capitalising on the capabilities of both groups.

4. Literature Review

The second half of this article focused on the research that has been done on the correlation between good student interactions and better test results. This topic were continued with the second section of this post. During the course of this discussion, research is going to look into a broad range of perspectives that originate from a tremendous number of different academic fields. The historical studies that have been conducted were among these opinions, as were the most recent perspectives that are now accessible. This is the case because of the fact that school is a learning environment. That sums up the situation well. It is crucial for the academic achievement of every child that instructors build intimate connections with the pupils they teach, despite the fact that at first glance it may seem to be paradoxical. Over the course of the last three decades, a number of studies have been conducted using a wide range of research approaches in an attempt to acquire a better understanding of the ways in which the dynamics of the classroom impact the learning experiences of students. These studies have been carried out in an effort to gain a better knowledge of the ways in which students learn. One of the driving forces behind these inquiries has been the desire to acquire a more profound comprehension of the mechanism that underpins the learning process. These studies were carried out with the purpose of gaining a deeper comprehension of the ways in which the dynamics of the classroom have an impact on the educational experiences of both the instructors and the students. There is a wealth of research that illustrates the tremendous influence that the connections that instructors have with their students have on the students' capacity to learn. This impact is shown by the significance of the relationships. The interactions that take place between instructors and students may be broken down into two separate categories, each of which can be differentiated from the other. The fundamental purpose of these treatments is to increase the quality of interactions that take place between instructors and students throughout the course of the school day. This is because learning can only take place when teachers really participate in those experiences. This is because students are able to absorb more information when their instructors model the conduct that they want to see from them (Romijn et al 2021).

5. Research Question

- What are the approaches and strategies for the successful implementation of blended learning for higher education?

6. Methodology

Research Design

In this mixed-methods research, teacher educators from both academic and professional backgrounds participated in both quantitative surveys and in-depth qualitative interviews. Comprehensive data on their teaching strategies and efficacy is also gathered via classroom monitoring and examination of instructional materials.

Sampling: The researcher Surveys and Questionnaires used. A systematic random sampling technique due to the short timetable and low resources. Rao-soft software was implemented to figure out the size of the sample of 600; 700 questionnaires were distributed; 630 were returned; as well as 15 were discarded due to questionnaire incompleteness. A total of 615 government schools were contacted & survey for the research.

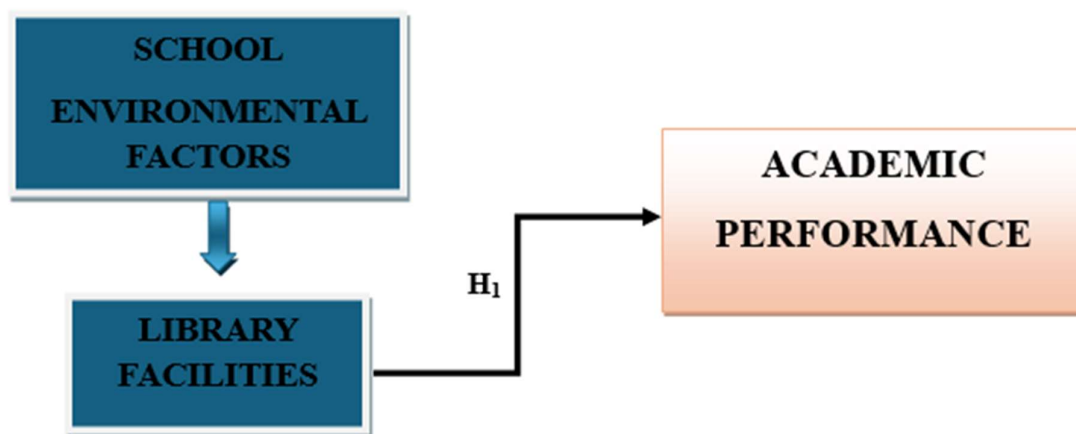
Data and Measurement

Now that bidirectional analytics are here, the next big thing in data mining were merging readily accessible digital information with real-world data. The research makes use of both quantitative and qualitative methodologies, according to the literature evaluation. Email and social media were used to disseminate online questionnaires. research was doing qualitative interviews. Data collection and analysis in the research are based on quantitative approaches. Information for this research an online survey. At the outset, participants were asked to indicate the extent to which they agreed with specific statements on online education. Scales based on literature from previous studies were used for the items. Items were revised further based on the authors' own experiences adjusting to this unanticipated transition and on informal discussions with colleagues and students. This allowed us to customise the questionnaire based on the individuals and the scenario. Feedback, reward, attachment, and engagement were used to categorise the nineteen items. Respondents were asked to consider the other person's perspective while rating their level of agreement with the research are items as in the first segment. Students and teachers may, for instance, rate how much they agree on a certain topic.

Statistical Software: MS-Excel and SPSS 25 were used for Statistical analysis.

Statistical tools: Descriptive analysis were applied to understand the basic nature of the data. The validity and reliability of the data were tested. A pilot study were conducted.

i) Conceptual framework



7. Results

- Study 3

Figure 1:
the**Result of
items
studied****“Comparative of teachings in bar diagram” in Study**

When Study 2 is compared to Study 1, the most noteworthy developments are the increase of percentage points in ICT knowledge, the increase of percentage points in the creative value of teaching practice, the increase of points in participation, and the increase of percentage points in happiness with presence learning.

When comparing the two experiments, it was discovered that the most significant difference between Study 1 and Study 2 was a decrease in accessibility in the mixed learning mode that reached percentage points. This was considered to be the most significant difference between the two studies. Even if the changes made to the scores that ca research are after the ones that were changed were not nearly as significant as the ones that ca research are before them, those scores were nonetheless altered.

Table 1: Descriptive statistical analysis of the Academic Activity Scale in Study 3 with blended learning

Items	Arithmetic mean	SD	Asymmetry	Kurtosis
1	7,20	1,84	-0,01	-1,68
2	7,20	1,76	0,66	-0,26
3	7,10	0,62	0,02	-0,84
4	7,30	0,35	0,90	1,35
5	8,25	1,63	-0,10	-0,86
6	8,20	1,06	-0,38	0,11

Table 1 displays the overall aggregate scores for the blended learning format. This table considers the whole sample. It has an overall score of 7.5, with its biggest points coming from Items 5 and 6, where the value of its inventiveness is 8.25 and the value of its skill in ICT is 8.2, respectively. It received a score of 7.5 on average. The rating of 7.0 indicates that the students are very dissatisfied with the whole experience.

Table 1 displays the findings obtained from an investigation of the full sample pertaining to distant education. The highest score, 9.8, was given to the ability to use information and communications technology (ICT), which is in line with the findings of previous research. In spite of this, the engagement of the students was given the lowest score possible (6.4), and remarkable statistical indicators were collected across the board for all of the statistical aspects. The value 7.8 is the one that is most often connected with this procedure.

Table 1: Descriptive statistical analysis of the Academic Activity Scale in Study 3 with distance education

Items	Arithmetic mean	SD	Asymmetry	Kurtosis
1	8,70	0,48	-0,24	-0,57
2	7,10	0,21	0,32	0,46
3	6,40	0,77	0,83	-0,01
4	7,25	0,42	0,85	0,29
5	7,70	0,30	-0,32	-1,22
6	9,80	0,07	-1,22	1,60

According to the results of our research on presence learning, which are outlined in Table 2 and provide a summary of the findings (George and Mallery, 2011), all of the statistical values are not only satisfactory but even ideal. The scores of 8.6 for satisfaction, 8.4 for participation, and 8.0 for accessibility indicate, in that order, the highest possible levels of satisfaction, participation, and accessibility, respectively. On the other hand, the value of knowledge in information and communication technology (ICT) and innovation is each 7.6. In spite of this, research are gave this form of transportation a score of 8.0 for the entire evaluation.

Table 2: Descriptive statistical analysis of the Academic Activity Scale in Study 3 with presence learning

Items	Arithmetic mean	SD	Asymmetry	Kurtosis
1	8,00	1,85	-0,29	-1,49
2	8,60	0,92	-0,52	-1,28
3	8,40	0,86	-0,11	-1,07
4	7,90	0,42	0,14	-0,72
5	7,60	0,30	1,45	1,34
6	7,60	0,71	0,65	-0,97

Factor analysis

The latent component structure of a collection of quantitative measures may be validated using Factor Analysis (FA), a prominent approach in this field. The results on the measurable variables are thought to be the result of latent, or hidden, components. Accuracy analysis (FA) is one method that uses models. Relationship modelling, including the incorporation of measurement error and other unobserved elements, is the primary focus.

The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data were suitable for factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply best judgement.

- KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows:

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

- 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is really stunning.

Table 4: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	6639.581
	df	190
	Sig.	.000

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices as a whole, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.921. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

Test for Hypothesis

- **Dependent Variable**

Academic Performance

Academic success is multi-dimensional, including learning new information, improving existing abilities, and demonstrating mastery of new capabilities. Despite its many variables, it remains an important indicator of students' progress in the classroom. Academic performance is addressed in this introductory part along with its significance, factors that influence it, and ways to enhance it. Academic performance is the primary metric by which the educational achievements and skills of pupils are measured. Standardised test results, letter grades, and other indicators of student achievement on these types of assessments are often used for this purpose (Haukås et al 2022).

- **Independent Variable**

School Environmental Factors

When it comes to the educational experiences and results that kids have, school environmental elements are crucial. These characteristics include a wide variety of aspects in a school environment, such as the building itself, the quality of teachers, the connections between students, and the school's overall culture. This introductory section takes a look at the many aspects of the school's physical setting that have an effect on students' growth and development, drawing attention to their significance and the ways in which they affect students' chances of academic achievement and general happiness (Romijn et al 2021).

- **Factors**

Library Facilities

Libraries play an essential role in the educational system by making a vast amount of knowledge and materials available to the community, students, and instructors. A love of reading, a thirst for knowledge, and good grades are all things that libraries may help with. In this introductory piece, look at the value of libraries, the services they provide, and how they affect learning and growth (Stronge, 2018).

H₀₁: There is no significant relationship between library facilities and academic performance.

H₁: There is a significant relationship between library facilities and academic performance.

Table 5: ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	399	5655.517	649.873	.000
Within Groups	492.770	215	5.356		
Total	40081.390	614			

The study's outcome is noteworthy. With a p-value of .000 (less than the .05 alpha level), the value of F, which is 649.873, approaches significance. This means "*There is a significant relationship between library facilities and academic performance.*" is accepted and the null hypothesis is rejected.

8. Discussion

In the course of our investigation, research is to the realisation that several educational institutions, including colleges and universities, allocate varying sums of money to the upkeep and enhancement of the physical facilities that are located on their respective campuses. Due to the fact that public colleges sometimes lack the resources necessary to webcast their sessions, it was challenging to adopt a hybrid learning approach at these institutions. The students were obliged to stream the lectures using the cameras that were already available on their various electronic devices. This was due to the fact that there was no camera permanently installed in the classroom. Laptops, tablets, cellphones, and other electronic gadgets were included in this category. For the purpose of facilitating the live broadcast of academic sessions, the private academic institution invested a significant amount of money into the procurement of technical equipment of a high grade. This is in accordance with the information that research are have gathered, and it is information that is pertinent at the current time. In situations when there is a limited number of spots available for scientific classes that need laboratory work, or when inclement weather prevents students from making it to school, having this option may prove to be highly valuable. As a result of the limitations of technology, which are comparable to the constraints imposed by other blended approaches, educational institutions need to invest a much bigger amount of money in technology. This is where concerns with the technical infrastructure are stated. These issues include, but are not limited to, problems with the video quality, the audio, and the connection to the internet. It is necessary for someone else to research are responsibility for initiating connections and managing any technical issues that may arise. The fact that this tactic is most successful with students who are polite and self-motivated is something that research is learned from our own experiences in the classroom.

9. Conclusion

Regarding the process of establishing connections between instructors and the students that they instruct, this is an important aspect to consider. Teachers have the power to improve the dynamics of the classroom and build healthy relationships between themselves and their students if they use strategies that are built on research. This is the belief that they advocate for. According to the results of the literature review, the specific research methodologies that the person who participated in the study utilises have significant roots in the academic disciplines of sociology, psychology, and education. This is the case since the individual has engaged in the study. In this particular investigation, inquiries were conducted into the aforementioned fields of research. During the course of research are research for a case study, concluded that the major focus of a good relationship between a teacher and a student is the way in which the connection impacts the teaching and learning that is taking place inside the constraints of a classroom. This was the realisation that research to. During the course of research are inquiry, the researcher arrived at the conclusion that this is the research are situation that looking into. As part of the process of putting together a collection of contextual categories, the data of this case study were used. With each of these categories, a distinct aspect of the interaction that takes place between the teacher and the students is addressed. This interaction is one of the factors that contributes to the construction of the educational environment that is present in the classroom. Samples of student work and replies to questions on the level of

involvement shown by the instructor were used in order to accomplish the objectives of defining these groups. The purpose of this case study is to give evidence in support of the concept that it is essential to maintain regular classroom connections. These findings are supported by the actions of the individuals who participated in the study as well as the findings of the research.

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