

# A Study after Compared the View Points and Levels of Competency in Demonstration Delivery among Teacher Educators with and without Prior School Teaching

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**Abstract:-** A wide range of abilities, such as the capacity to observe, communicate, collaborate, make sound judgements, and make decisions, are required in educators. Finding concrete ways that teachers might utilise to promote greater reflective thinking is the primary goal of this research. This will be accomplished by contrasting the amounts of reflective thinking abilities held by veteran educators with those of recently licensed educators. Two new tools, the Reflective Thinking Attributes (RTA) and the Profile of Reflective Thinking Attributes (PRTA) instruments, are developed to evaluate teachers' capacity for reflective thinking. The researchers set out to do just that by providing a detailed account of the choices made by both seasoned educators and those just starting out in the subject as they planned and led two different forms of PE classes. The students' natural inquisitiveness was the primary tool that inexperienced educators used to maintain order in the classroom.

**Keywords:-** Teacher Educator, Prior School Teaching, Experienced Teacher, Non-Experienced Teacher, Demonstration.

## I. INTRODUCTION

For the most of my tenure as administration at that primary school, I relied on the cafeteria for my daily lunches. About 500 kids came to the school where I worked on a daily basis, and this was my only chance to meet and get to know each one of them. Due to the large student body, we were able to celebrate each student's birthday many times. Whenever I would send birthday wishes to a child, some other child would feel compelled to inquire as to my age. Whenever I sent birthday wishes to a youngster, this would occur. I used to get a kick out of listening to the younger generation bicker over my age. His position as head of the school leads me to assume that he is much older than my grandpa, who is 52 years old—or, conversely, that he is much younger. At random intervals, I'd tell them my birth year and assign the task of determining my age as a "group

project." The responsibility to provide every student an equal opportunity to succeed academically and personally has always resonated with me as someone who has served as a school principal. I have experience in the role of school principal. During my formative years in the 1960s, my family exemplified the archetypal middle-class, two-parent home. We were fortunate to have two sets of parents' earnings. When I was a kid, both of my parents worked full-time. My family has never had any offspring before me. It took eleven and a half months from the moment of my birth till my brother was born. A sister was born a year after I was, and a brother was born the year after that. I was the first of my family's children. My parents decided to buy a house instead of renting when our family outgrew our accommodation. She was an x-ray technician by trade, but she stayed at home to raise my brothers and me while my dad worked full-time in retail. My fifth and sixth cousins were born when I was six years old, and my seventh cousin came two years after that. My parents now have a grand total of six children under the age of six, including my twin sisters. Fighting with my younger siblings for my parents' attention was a common occurrence for me as the oldest of six siblings. Being the eldest of my siblings made this task much more daunting for me. I have an older sister who needed corrective lenses because she had trouble pronouncing the letter "r." On top of that, she was my elder sister. If my sister had used the required leg braces, her posture could have been better. In order to fix his bad vision, my younger brother had surgery; after the operation, he had to wear eye patches. Due to their age and the fact that they were the youngest of their siblings, the twins naturally received more care and attention than the other babies. Most people would have thought I was just another typical student if it weren't for my history of behavioral issues in class, such as fidgeting and not paying attention, which led to many disciplinary actions. The fact that I had so much trouble in class meant that I had to devote a lot of time after school to studying in the library. Moving to a new place was something my family did when I was in fifth grade (Scholes et al., 2017).

## II. BACKGROUND OF THE STUDY

After the Philippines finally gained their independence from the United States and Spain in 1946, there were heated ideological debates over which language should be taught in public schools throughout the nation. What sparked these conflicts was a dispute about whether language should replace another as the de jure language of education in public schools throughout the nation. Throughout its history, the Philippines' language policy has undergone several notable changes. The current administration is still attempting to determine the best course of action for the whole Philippines and its citizens. Therefore, the specific geographical and temporal conditions under which a policy is put into action are very important. Taylor, Rizvi, Lingard, and Henry (1997) claim that it is impossible to interpret any one of the stories alone. The stories are interconnected, which is why this happens. A number of factors affect not just the timing of policies but also their creation and their outcomes. Among these characteristics are the relevant social and economic background, the history of important events, and a particular ideological and political climate. This section provides background for the study by examining the history of language policy in Philippine schools and the current state of language education nationwide. The present situation of language education in various nations is also discussed in this section. The historical development of the official language policy of the Philippines. Most people did not learn Spanish while living under Spanish colonial control (1565–1898). Regardless, Spanish remained the official language of the administration for the whole period. All teachers were required to deliver their lessons in Spanish as part of the official education system established by the Educational Decree of 1863. All youngsters were also required by this edict to attend school. Furthermore, the educational system may be traced back to this event. Only a small fraction of the population was able to acquire Spanish language skills because of how competitive the school system was back then. According to González (2003), around 4% of the Filipino people could communicate in Spanish in 1898. There is widespread usage of the majority of the country's indigenous languages in the regions where they were once spoken (Bolton, 2019).

## III. PROBLEM STATEMENT

➤ *“Few studies have used direct tracking glasses to look at whether or not teachers with greater expertise provide better lessons.”*

The results of the classroom observation showed that the instructor's quality was not concentrated on any one student but rather spread out throughout the whole class. Experienced educators, on average, scored far better than their less seasoned colleagues on the task of class observation. Incompetent educators tended to favor a select few pupils over the rest of the class, squandering their time and energy in the process. Since this made it impossible for them to contact every single kid, it was clearly an issue. There was a more nuanced relationship at work, especially when it came to the remark quality, when CLASS observation evaluations were taken into consideration.

Because of this, they concluded that the quality of the input they got was poor. In contrast, veteran educators maintained a consistent level of visual monitoring in the classroom regardless of the quality evaluations they received. This was true irrespective of the quality ratings given to the comments (Altrichter and Moosbrugger, 2015).

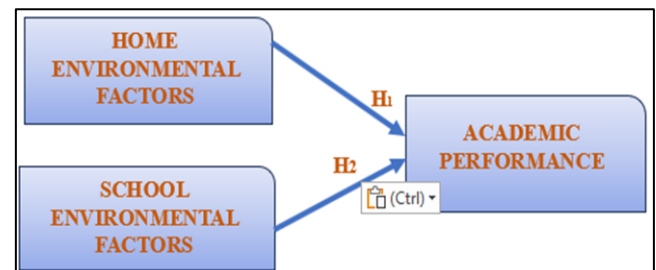


Fig 1 Conceptual Framework

### ➤ Research Objective

- To assess the role of teachers on student development and growth.
- To explore that the teaching experience is positively associated with student's growth.
- To evaluate the qualities are necessary for a successful teaching career.
- To find the criteria that should be used to judge the competence of a teacher.
- To examine the typical magnitude of the influence that excellent teaching has in terms of the results for students.

## IV. LITERATURE REVIEW

Part two of this post will focus on the studies that have looked at the correlation between positive student relationships and higher test scores. This discussion will go into different perspectives from a wide range of academic fields, including anything from historical investigations to the most current viewpoints that are now accessible. Eccles and Wigfield) and Hamre and Pianta both provided the following introductions: The accumulation of substantial evidence suggests that all students' academic achievement in a learning setting like a school depends on the establishment of strong relationships between teachers and students. Yes, that's correct. Building strong relationships between teachers and their pupils is crucial for every child's academic achievement, even when it goes against common sense at first. In an attempt to get a better grasp of how classroom dynamics impact students' learning experiences, several studies using various research approaches have been conducted over the last thirty years. Finding out more about the learning process has been the driving force for these investigations. These studies were conducted with the aim of gaining a better grasp of how classroom dynamics affect students' learning experiences. There is a mountain of information that shows how much of an effect teachers' relationships with their students have on their learning. These interactions between professors and students may be split into two groups, and those categories are as follows: In no particular order, below are the publications of Jackson,

Larzelere, St. Clair, Corr, Fichter, and Egertson: An increasing number of researchers in the fields of education, psychology, sociology, and social constructivism are interested in finding ways to help educators strengthen the bonds they have with their students. Primarily, these treatments aim to improve the quality of teacher-student interactions that take place during class time. Professors must take an active role in their students' learning experiences for learning to occur (Pianta, 2012). This is due to the fact that students absorb more information when their professors exhibit the conduct they wish to see from them. For the kids to be able to pick up new knowledge, this has to happen. However, a significant shift towards using standardized tests as the principal indicator of both student performance and teacher effectiveness began with the signing of the No Child Left Behind Act (NCLB) by President George W. Bush in 2001. As a result of this law, standardized testing has become the principal tool for gauging both student achievement and educator efficacy. This policy change has led to a dramatic increase in the use of standardized exams as the primary measure of both student achievement and teacher effectiveness. We should expect this pattern to persist. Every student was expected to achieve grade level performance or above and to meet or exceed state criteria, according to the United States Department of Education. Moreover, it was expected that all students would achieve or above the benchmarks set by the federal government. U.S. public schools were intended to be overseen by the No Child Left Behind Act (NCLB), which was passed in that country. This program's goal was to help every kid achieve their academic potential, regardless of their family's financial situation, race, gender, or degree of academic ability.

## V. METHODOLOGY

From January to December 2022, researchers performed a rigorous cross-sectional investigation. The cross-sectional design necessitated a single point in time data collection, which was quick and low-cost. Rao-soft software was used to estimate the sample size of 600; 800 questionnaires were distributed; 730 were returned; and lastly, 120 questionnaires were rejected owing to incompleteness of the questionnaire. Using convenience sampling, all respondents were approached at the places listed above. Respondents were asked to engage in a monitoring programme at the factories. Participants who decided to participate in the study were given information about it by the researcher, who was also on hand to answer any questions they had while they were waiting to finish their monitoring programme. When a respondent was unable to read or write, the researcher read the survey questions and response categories to them, and then recorded their responses in the survey form as they were told. In some places, people were given questionnaires to complete and return all at once.

### ➤ *Sampling:*

Convenient sampling technique was used for the research. The sample size of the current research was 600 respondents who are teachers and students to draw conclusions.

### ➤ *Data and Measurement:*

Primary data for the research study was collected through questionnaire survey. The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

### ➤ *Statistical Software:*

MS-Excel and SPSS 25 was used for Statistical analysis.

### ➤ *Statistical Tools:*

Descriptive analysis was applied to understand the basics.

## VI. RESULTS

### ➤ *Factor Analysis*

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

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 will be 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 your 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:

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 1 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 0.919. 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.

#### ➤ Hypothesis Test

Teachers with more years of experience tend to maintain their students' improved performance throughout the duration of their careers. Teachers' effectiveness tends to develop most rapidly in the first few years of their careers, but this relationship persists even for individuals in their second and, increasingly, third decades of the profession. Standardized test scores aren't the only thing that improves when students have more seasoned teachers.

The following hypothesis was developed by the researcher in light of the preceding discussion which was analyse the relationship between experienced teacher and classroom teaching.

- $H_{01}$ : There is no significant relationship between Academic Performance and Home Environmental Factor.
- $H_1$ : There is a significant relationship between Academic Performance and Home Environmental Factor.

Table 2 ANOVA

ANOVA					
SUM					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59524.433	201	5953.443	549.216	.000
Within Groups	964.877	408	10.841		
Total	60509.310	609			

In this study, the result is significant. The value of F is 549.216, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means "There is a significant relationship between conventional marketing and socio-demographic details" is accepted and the null hypothesis is rejected.

## VII. CONCLUSION

We are becoming more cognizant of the unique learning profiles of some populations of children, such those with Down syndrome, and we are also becoming more appreciative of the substantial individual variation that exists within these populations. The fact that children with Down syndrome learn in ways that are drastically different from

the norm is one such example. Classifications of children with special educational needs, such as those with autism spectrum disorder (ASD), learning disabilities, and others, are linked to, but not necessarily connected to, the methods and approaches employed in the classroom for instruction. However, these links do in fact exist. The majority of studies on special education have relied on smaller-scale qualitative research, with a few notable exceptions. Various forms of research, including case studies and practitioner reports, made up these investigations. The expansion of knowledge in a particular strand and the specifics of the "special educational need" under investigation both add to the evidence in their own unique ways for each of the several strands.

### **LIMITATION OF THE STUDY**

The purpose of this study is to shed light on how teachers use their own values and principles to assess the strength of the connections they develop with their pupils. Accessibility was the deciding factor, even though the favored location met all the requirements. Teachers in the middle grades were singled out for the exceptional work they do with their students. Originally, focus groups were going to be a part of the study. The perspectives of those who could not make it to the focus group meeting could have been more insightful than those who did. Given the very low turnout, we attempted to conduct individual interviews in the style of a focus group. Only by taking space and time into account concurrently can the full implications of this research be understood. Influential factors included the total number of interviews and poll takers. Results cannot be generalized to the teaching community at large due to the high degree of participant similarity. Participation was entirely voluntary on the part of all individuals. The significance of students' diverse perspectives and life experiences makes this yet another obstacle that must be overcome.

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