

INITIATION INTO TEACHING FROM THE PERSPECTIVE OF PRIMARY SCHOOL TEACHERS: DIFFERENCES BETWEEN NEWLY QUALIFIED AND EXPERIENCED TEACHERS

Cañón, R., Cantón, I., Arias, A. R., & Baelo, R. (2017). Initiation into Teaching from the Perspective of Primary School Teachers: Differences Between Newly Qualified and Experienced Teachers. *Journal of New Approaches in Educational Research*, 6(2), 103-111. doi: 10.7821/naer.2017.7.202

Introduction



The connection between initial training and initiation to teaching is fundamental to minimize the risks associated with the famous "reality check" that most new teachers suffer when the relative ideals acquired during their training period confront the educational reality.

Main goal

To know and to explain how Primary school teachers live their first teaching experiences.

Specific goals

- To determine the training needs of the new teachers.
- To analyze if there is a difference in the perception of training needs according to the teaching experience.
- To collect information about motivation levels, measures developed to assist novice teachers according to these parameters.
- To understand the perception and experiences shown by EP novice teachers.




Non-experimental methodology ex-post-facto with a descriptive tendency and a search for improvement. Data collected from an online and paper questionnaire.

Method

Statistical analysis  software SPSS 15.

Procedure

Questionnaire **63** items Demographic factors, level of preparation, degree of satisfaction about the experienced events, the help received in the practical phase and the professional development of the teacher. 

Participants

 **63** inexperienced teachers  **60** experienced teachers

 **75.7%** women  **52.9%** 31-40 years old  *Almost everyone in rural public centers*

Conclusions

Generalized perception of deficiencies in the initial training of teachers

Insecure inexperienced teacher, with difficulties to face organizational, social, material-technological and attention to diversity situations.

Satisfaction about their introduction to teaching.

Relevant levels of motivation.

One third of the survey respondents have a deep dissatisfaction, low motivation and little appreciation of the work carried out and they also report deficiencies regarding the welcoming of the new teaching staff and the training for the development of learning.

 **No** inexperienced teachers  **Yes** Experienced teachers **"Reality check"**

 **Yes** **Difficulties for what concerns the stage of teaching training due to lack of expertise in facing new and unfavorable situations.**

It is necessary:

1st To include the new grades contents related to the elements that appear to be most lacking during the training: didactic aspects and interpersonal relationships inside and outside the classroom.

2nd The redesigning of teaching training programs should complement the initial formation with practical aspects.

3rd To develop welcoming programs for inexperienced teachers in the centers, to help them get to know and become familiar with their working environment.