

Novice Teacher's Needs in Starting Career as an Educator

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Abstract. A new teacher is an individual who has just started a career in the field of teaching with less than three years of experience. They need certain aspects as a new teacher in starting a career as a teacher. This requirement is an important aspect that will contribute to the effectiveness of their teaching in the classroom. A study aimed at identifying the needs of new teachers starting this career using a survey research design. The questionnaire was used as a research instrument to review a simple randomly selected study sample involving 177 new teachers. The study found several aspects that are necessary for new teachers such as mentoring aspects, school support, key information, teaching and learning practices and co-curricular activities. This study has important implications to the school, State Educational Department and Ministry of Education in providing ongoing support to new teachers and then to develop their level of professionalism in the classroom in particular and in the education profession in general.

Keywords: New Teacher, Mentoring, Teaching And Learning, Co-Curriculum Activities, School Support

1. Introduction

Education plays an important role in generating economic growth and national development. Among the goals of the National Key Result Areas (NKRA) of Education is to improve student performance by focusing on four sub- areas, Pre-School, Literacy and Numeracy (LINUS), High Performance Schools (SBT) and New Deals to Principals Headmasters. Student performance can be improved through quality improvement as a whole of education. Teachers and school leaders are given professional development training by certain divisions in the Ministry of Education Malaysia, such as the Teacher Education Division (BPG) and the Aminudin Baki Institute (IAB). Among the initiatives implemented by BPG to ensure the sustainability of teacher quality is the Professional Learning Community (PLC) [1].

Improvement programs such as PLC programs can provide an initiative in improving the quality of teachers based on the trends and development of education in developed countries, especially for new teachers. Through the concept of a professional learning community that involves collaboration between the school and those outside the school community, the school can bring stakeholders from outside the school into the classroom to translate curriculum and curriculum delivery, as well as

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collaborative activities between stakeholders and the school to strengthen educational delivery to improve student achievement. This aspect is important for new teachers.

2. Problem Statement

In the Malaysian Education Development Plan (2013 to 2025), the development of Professionalism in the Teaching and Learning International Survey (TALIS) found that the involvement of teachers in Malaysia in the development of continuous professionalism is very good. More than 90 percent of teachers report that they follow a professional development program of about 10 days a year, which is more than the requirement of seven days a year as set by the Government. This training includes self-training, out-of-school workshops, and school-based coaching activities such as classroom observations and lesson planning. These findings indicate that teachers in Malaysia are very committed to self-improvement. The Ministry intends to increase the percentage of school-based professionalism development activities such as peer observation and lesson planning from 16 percent at present. This effort is based on the findings of international studies showing that practical training in the workplace is more effective than training programs conducted outside of school. The focus group of Malaysian teachers also reports that on-the-job training is more useful when field heads or principals / headmasters observe them as this allows them to get direct feedback on how to improve practice in the classroom.

In meeting the quality needs of education in the country, the role of teachers, especially new teachers, needs to be given attention. Aspects of new teacher needs such as school support and information resources have a relationship with teacher job satisfaction to stay in school [2][3] (Jo, 2014; Johnson, Kraft, & Papay, 2012). Teachers tend to achieve a high level of satisfaction and intention to stay in their school when their needs are met.

The challenges of Covid-19 dynamics around the world also have implications in teaching and learning. In fact this will have a direct impact on new teachers and old teachers. For new teachers, the challenge is greater when just starting a career and at the same time facing new learning situations. This situation raises the question of what is the orientation of new teachers who are just starting service in the Malaysian context? Is there an induction program for teachers who are just starting service? Are new teachers provided with information and given specific briefings related to educational services when starting service as a teacher? A clear induction program is needed to ensure that new teachers are able to play a role in performing their duties as well as possible. This is because there are about 5000 graduates in the field of education will join the teaching profession every year. Therefore, schools and district education offices need accurate guidelines in determining the need for induction for new teachers. Information in relation to services is a necessity for new employees starting services to ensure that sufficient knowledge can help them strengthen their teaching and professional development.

3. Program Induction Novice Teachers

Induction program as a redesigned, structured and short-term aid program [4]. But the challenges faced are activities that are too dense, create agreements, foster competition among teachers and neglect the needs of teachers. The concept of induction alternative should start with the unique quality of teaching and should focus on the development of teacher identity and their adaptation as a teacher as well as technical competence. Some researchers) argue that aspects of support, guidance, and program orientation — collectively known as induction [5].

Analysis of the effects of induction and guidance on the acquisition of new teachers is interesting. They used the national database by studying the relationship between the selected elements related to induction programs and first year teacher acquisition risks. They also determine the impact of the induction program on its rate of benefit acquisition. Among their findings was the appointment of an off-field mentor causing the risk of new teachers leaving the service at the end of the first year by 18%. But, if new teachers have mentors in the same field can reduce the risk of leaving the service by 30% [6].

There are scholars criticized the current teacher induction program and proposed a comprehensive framework to improve the preparation of new teachers. He suggested more senior teachers take on the role of mentors for new teachers. Even senior teachers in schools can also work with institutional lecturers who provide teacher training to the new teachers involved to ensure the disclosure of authentic information [7].

While the study from Malaysia found some aspects needed by teachers such as: (i) Aspects of knowledge include the construction of examination questions and lesson planning. (ii) Skills that include the improvement and application of knowledge, ICT needs, committee management, committee management, critical and creative thinking and project-based learning courses. (iii) Values and ethics related to the consolidation of spiritual aspects, communication, protocol and excellent work culture [8].

4. Research Objective

The objective of this study is to identify the level of teacher needs in terms of mentoring, school support, key information, T&L implementation and co-curricular activities management.

5. Methodology

This study is a survey study using a quantitative approach. This study involved a population of new teachers in secondary and primary schools. The sample of this study consisted of new teachers who had not been confirmed to the randomly selected positions. The sample of this study involved a total of 177 new teachers in a state in the north of Peninsular Malaysia. The sample size of 100 people for a survey study conducted on study subjects in an organization is sufficient [9]. Study data were obtained from customized questionnaire instruments from the Induction Activities Teacher Questionnaire: Study of Teacher Induction Programs. Data were analyzed using SPSS Version 26.

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Descriptive analysis was used to describe the demographics and level of needs and satisfaction of new teachers.

6. Results and Discussion

This section presents the findings of the study in terms of demographics and level of needs and satisfaction based on the objectives and questions of the study.

i. Demographics

Table 1. Gender (n=177)

	Frequency (f)	Percentage (%)
Gender	Male	45
	Female	132

Table 1 shows that the sample involved in this study is a total of 177 samples. From the table, 45 teachers are male (25.4%) and 132 are female (74.6%).

Table 2. Teaching experiences

	Frequency (f)	Percentage (%)
Teaching Experiences (years)	Less than 1 year	67
	1 - 2 years	91
	2 - 3 years	19

Table 2 shows that the sample involved in this study consists that 91 teachers (51.4%) have taught between 1 - 2 years is, 67 teachers (37.9%) have teaching experience less than 1 year and 19 people (10.7%) taught between 2 to 3 years.

ii. What is the level of teacher needs in terms of mentoring, school support, key information, T&L implementation and co-curricular activities management?

Table 3. Level of Novice Teachers Needs

Factors	Level	
	Mean	SD
Mentoring	3.95	.85
School Support	3.92	1.00
Key Information	3.92	.92
T&L Implementation	3.82	.90
Co-curricular Activities	3.72	.93

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Table 3 shows the level of needs among novice teachers related to aspects of mentoring, school support, school key information, T&L implementation and co-curricular activities. Mentoring is the most needed aspect to new teachers ($m = 3.95$, $SD = 0.85$) followed by school support, key information, T&L implementation and curricular activities management

Table 4. Mentoring

Construct	Level	
	Mean	SD
Mentor to new teachers	4.03	.96
Teaching guidance based on national standard	3.95	.98
Teaching and learning advice	3.86	.88
Mentoring	3.95	.85

Table 4 shows the mentoring factors for new teachers. Generally, the study found that the overall mean was at a high level ($M = 3.95$, $SD = 0.85$). In terms of mentoring, novice teachers desperately need a mentor who can provide guidance to them ($M = 4.03$, $SD = 0.96$).

Table 5. School Support

Construct	Level	
	Mean	SD
Moral support from administrators.	3.92	1.14
Moral support from teachers colleagues	3.99	1.14
Collaboration in addressing teaching challenges	3.89	1.07
T&L facilities	3.85	.93
Opportunities for professional development	3.86	1.10
Cooperation and guidance from colleagues	4.03	1.08
School Support	3.92	1.00

Table 5 above shows the novice teachers needs of school support factors which include the support from administrators, colleagues, collaboration in addressing teaching challenges, T&L facilities, opportunities for professional development and cooperation and guidance from colleagues. The study found that school support is high (Mean = 3.92, SD = 1.00). The highest aspect in terms of support moral support from teachers colleagues (Mean = 4.03, SD = 1.08). The aspect that shows a lower level is T&L facilities in schools (Mean = 3.84, SD = 0.93). New teachers desperately need cooperation and guidance from colleagues rather than others factors. This shows that novice teachers tend to need support from mentors who can guide them.

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Table 6. Key Information

Construct	Level	
	Mean	SD
Information related to school administration and management	4.03	1.00
Information related to T&L	3.96	1.00
Information related to school policies	3.78	.97
School leadership vision and mission	3.87	1.00
Knowledge of school culture	3.95	.95
Key information	3.92	.92

In terms of key information needed by new teachers, Table 6 shows that the level of key information required by new teachers is high ($M = 3.92$, $SD = 0.92$). Information required includes information related school administration and management (Mean = 4.03, $SD = 0.99$), information related teaching and learning (Mean = 3.96, $SD = 1.00$), school culture (Mean = 3.95, $SD = 0.95$), school leadership vision and mission (mean = 3.87, $SD = 1.00$) and information related to school policies (Mean = 3.78, $SD = 0.97$). It's mean that novice teachers need more information related to school administration and management than other aspects.

Table 7. T&L Implementation

Construct	Level	
	Min	SD
Build a lesson plan	3.84	1.01
Autonomy in handling T&L in classroom	3.84	1.01
Motivate student	3.84	1.03
Discipline and students behavior	3.80	.98
Teaching observation	3.69	1.00
Assessment in T&L information	3.88	.94
Selection of teaching aids	3.79	1.00
Reflection	3.85	.93
T&L Implementation	3.82	.90

Table 7 show information about T&L implementation. Findings indicate that novice teacher need information related to T&L implementation is high ($m = 3.82$, $SD = 0.90$). Mean items for the T&L implementation are from 3.69 to 3.88 which showed that respondents agreed that they need something related to the T&L implementation and it is important them. Respondents thought that information related to assessment of learning was so important ($M = 3.88$, $SD = 0.93$). Low mean values are indicated on teaching observation ($M = 3.69$, $SD = 1.00$). It showed that new teachers feel discomfort to be observed.

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Table 8. Co-curricular Activities Management

Construct	Level	
	Mean	SD
Managing activities outside the classroom	3.79	.99
Managing associations/clubs	3.68	.94
Managing sports activities	3.69	.97
Co-curricular activities management	3.72	.93

Table 7 above shows the mean level of novice teachers needs for co-curricular activity management factors. The study found that the average mean level of co-curricular activities management knowledge require by novice teachers are high ($M = 3.72$, $SD = 0.93$). If we look further from teachers need related to co-curricular activities management, it is found that the mean value is between 3.69 to 3.79. Novice teachers needs more for managing activities outside the classroom as the highest priority ($M = 3.79$, $SD = 0.99$). While the managing association / club recorded a low mean compared to other items but still showed a high level ($M = 3.68$, $SD = 0.94$).

7. Discussion

All the factors studied indicate important aspects to novice teachers. This result are in line with [11] found that the workplace environment affects the job satisfaction of teachers in addition to the power of autonomy in the classroom, the support of administrators, and the opportunity to lead. Even key information such as school vision and goals as well as school leadership can help new teachers in ensuring their work more effectively. Knowledge of this key information as well as skills related to teaching and learning are among the important elements to improve the quality of teacher characteristics in the classroom [12].

The effectiveness of new teachers in providing this service will have great implications for students. This is because teachers not only teach, educate and become facilitators but also become role models to students [13]. Therefore, the authorities should pay attention to the aspects that have been discussed.

8. Conclusion

From the analysis of the study obtained it can be concluded that mentoring, school support, key information, implementation of PdPc and co-curricular activities are very important to the new teacher. If all these aspects are given continuous improvement, it will make the teacher more effective.

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