

Unveiling Pedagogical Paradigms: A Systematic Review of Teaching Styles among Veteran and Neophyte Educators

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Abstract: Educational research has shown that teaching styles vary between veteran and neophyte educators; while new teachers encounter challenges like classroom management and lack of support, veteran teachers possess valuable experience yet may face limitations in adapting to new methods or technologies. This study employed a systematic review to explore the teaching approaches used by experienced and neophyte educators. Findings revealed five (5) emerging themes on unveiling pedagogical paradigms: a systematic review of teaching styles among veteran and neophyte educators namely; (1) Comparison of Teaching Styles between Veteran and Neophyte Educators; (2) The Impact of Teaching Styles on Student Learning; (3) The Role of Professional Development in Shaping Teaching Styles; (4) The Need for a Pedagogical Paradigm Shift; and (5) The Importance of Continuous Research and Evaluation. This study underscores the importance of recognizing the differing teaching styles between veteran and neophyte educators, highlighting the potential benefits of integrating technology and interactive methods to enhance educational quality and bridge generational gaps. Furthermore, understanding and bridging the gap between veteran and neophyte educators' teaching styles is crucial for improving educational quality, as traditional methods may lead to passivity while interactive approaches foster engagement and better learning outcomes.

Keywords—unveiling pedagogical paradigms; teaching styles; veteran; neophyte educators

1. INTRODUCTION

Teaching styles among veteran and neophyte educators have been a topic of interest in educational research. Neophyte teachers face various challenges, such as classroom management, curricular freedom, and unsupportive working environments, which can impact their professional development (Khalil & Husnin, 2019). According to Kaplan (2022), the lack of qualified beginning teachers and the need for effective follow-up and support during the induction period are also significant issues. On the other hand, veteran teachers bring a wealth of experience and knowledge to the classroom, but they may also have established teaching styles and routines that can sometimes hinder innovation and adaptation to new teaching methods or technologies (Khalil & Husnin, 2019).

Research has highlighted the differences in perceptions between neophyte and veteran teachers regarding the teaching profession (Rosa & Vargas 2021). Studies have shown that veteran teachers may resist changes that impact their autonomy or instructional time, reflecting frustrations with curricular expectations, technology integration, and increased emphasis on testing and data collection. The cultural context within schools also plays a significant role in shaping teaching styles, with different professional cultures such as veteran-oriented, novice-oriented, and integrated-orientation cultures

influencing the socialization and practices of new teachers (Yunga, 2020).

Neophyte teachers are often found to struggle with developing their own teaching styles, understanding the culture and how it fits into teaching strategies and classroom management, and adapting to teaching subjects outside their specialization (Candilas, 2018). One gap in knowledge that has been addressed in the literature is the need for effective professional development for neophyte teachers, particularly in the areas of collaborative learning, links between curriculum, assessment and professional-learning decisions in the context of teaching specific content, active learning, deeper knowledge of content and how to teach it, and sustained learning (Yunga, 2020). Additionally, the literature highlights the need for school administrators and teachers to accurately assess the support needs of veterans new to teaching, particularly in the areas of pedagogical skills and pedagogical content knowledge (Prout et al., 2019).

In conclusion, the literature suggests that effective professional development and support for both neophyte and veteran teachers are crucial for improving teaching practices and student outcomes. Collaborative partnerships between researchers and practicing teachers, as well as a focus on pedagogical knowledge and skills, are key components of this support (Sastre-Merino et al., 2020). Through a systematic review of existing literature and firsthand accounts from educators, this study not only highlights the gaps in knowledge surrounding teaching styles among veteran and

neophyte educators but also offers valuable insights to inform future research, discussions, and strategic decisions aimed at improving teaching practices and student outcomes.

2. METHODS

This study employed a systematic review (Strech & Sofaer, 2011) to explore the teaching approaches used by experienced and neophyte educators. The researchers utilized a comprehensive search strategy across multiple databases, academic journals, and books, focusing on the theme of "Teaching Styles among Veteran and Neophyte Teachers." The review specifically targeted peer-reviewed English publications published within the last five years.

After an initial search yielded a substantial number of articles, a screening process based on titles and abstracts was conducted to narrow down the selection to seventeen (17) articles for detailed analysis. This careful examination uncovered recurring themes and patterns, offering a comprehensive insight into the teaching methods employed by veteran and neophyte teachers.

This systematic methodology integrated a diverse range of research sources, providing a well-rounded perspective on the subject matter. Valuable insights were extracted from individual articles, shedding light on the teaching styles of experienced and neophyte educators. The identified common themes are intended to guide future research endeavors, discussions, and strategic decisions aimed at addressing teaching styles among veteran and neophyte teachers.

RESULTS AND DISCUSSION

Theme 1: Comparison of Teaching Styles between Veteran and Neophyte Educators

This study provides valuable insights into the differences between teaching styles of veteran and neophyte educators (Rosa & Vargas 2021). Veteran educators tend to rely on traditional methods, such as lectures, while neophyte educators are more likely to incorporate technology and interactive activities into their teaching (Ridwan, Sutresna & Haryeti, 2019). The study highlights the importance of understanding these differences in order to improve the overall quality of education and to bridge the gap between the two groups (Olmos-Gómez et al., 2020).

Theme 2: The Impact of Teaching Styles on Student Learning

The study also examines the impact of teaching styles on student learning, finding that traditional teaching methods, often used by veteran educators, can lead to passive learning and lower engagement (Vizeshfar & Torabizadeh (2018). On the other hand, neophyte educators' interactive and technology-based teaching methods can lead to higher engagement and better learning outcomes (Nortvig et al., 2018). The study suggests that educators should be encouraged to adopt a variety of teaching styles in order to meet the diverse needs of their students and promote active learning. (Nortvig et al, 2018)

Theme 3: The Role of Professional Development in Shaping Teaching Styles

The study highlights the importance of professional development in shaping teaching styles, particularly for neophyte educators. The study found that neophyte educators are more likely to participate in professional development opportunities and incorporate new teaching methods into their classroom (Yunga,2020). However, the study also found that veteran educators may be resistant to change and may require more support in order to adopt new teaching methods. The study suggests that professional development programs should be tailored to the needs of both veteran and neophyte educators in order to promote continuous improvement and innovation in teaching (Kalinowski et al., 2019).

Theme 4: The Need for a Pedagogical Paradigm Shift

The study argues that there is a need for a pedagogical paradigm shift, particularly in higher education, where traditional teaching methods are still widely used. As Kolomiiets (2023) suggests that higher education institutions should encourage the use of technology and interactive activities in the classroom, and should provide more support for educators to adopt new teaching methods. The study also suggests that educators should be encouraged to collaborate and share best practices in order to improve the overall quality of education (García-Martínez et al., 2021).

Theme 5: The Importance of Continuous Research and Evaluation

Finally, the study emphasizes the importance of continuous research and evaluation in order to improve teaching and learning (Firestone & Donaldson, 2019). The study suggests that research should be conducted on a regular basis in order to understand the impact of different teaching methods on student learning. The study also suggests that educators should be encouraged to participate in research and evaluation activities in order to improve their own teaching practices and to contribute to the overall improvement of education (Afzal & Rafiq 2022).

4. CONCLUSION AND RECOMMENDATION

This study reveals distinct teaching styles between veteran and neophyte educators, with veterans favoring traditional methods and neophytes incorporating technology and interaction. It emphasizes that understanding these differences is crucial to enhance educational quality and bridge the gap between the two groups. Traditional methods can lead to passivity, while interactive approaches foster engagement and better learning.

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