

Unveiling Novice Teachers' Teaching Competencies: Challenges and Pathways to Professional

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Abstract

Qatar University, the only government university in the country, holds a prominent position as one of the leading institutions in Qatar. The institution plays a vital role in producing graduates who can meet the workforce demands of the country. The significance of teachers in any nation cannot be overstated, as they are responsible for educating and guiding the future generation, shaping them into successful individuals who contribute positively to society. Therefore, the quality of the teaching program offered at Qatar University significantly impacts the overall state of the education system in the country. This study addresses the teaching program's criticality and employs a mixed research approach to answer critical questions. These questions include exploring how novice teachers perceive their attainment of the necessary competencies through teacher preparation programs and identifying their challenges when applying these competencies in their teaching practices. The findings suggest that novice teachers encounter specific challenges in implementing the competencies acquired through their teacher preparation programs. These findings emphasize the importance of ongoing support and professional development for novice teachers in bridging the gap between their training and actual classroom implementation. By addressing these challenges, teacher preparation programs can better equip novice teachers to navigate the complexities of the teaching profession, thereby enhancing their overall effectiveness as educators.

Keywords: Teacher Education, Novice teachers, teaching profession, Professional Development, Teachers preparation programs.

1. Introduction

1.1 Background

In education programs, student instructors are challenged to develop the professional teaching competencies required to demonstrate high skill levels when prepared to work in schools. Some programs in countries such as the United States and Japan are working to improve their graduates' teaching skills and attain an acceptable success rate to avoid losing state accreditation. (Martin, 2004; Kavenuke & Muthanna, 2021). During the initial phase of novice teachers, many leave the teaching profession within their first few years. This can be attributed to ineffective induction plans and professional development opportunities tailored for new teachers (Fantilli & McDougall, 2009; Joiner & Edwards, 2008; Knobloch & Whittington, 2002). A significant factor contributing to this issue is the lack of confidence in their abilities and competence to handle the practical aspects of teaching (Baecher, 2012; Shin, 2012). Previous research indicates that novice teachers often experience low self-efficacy and anxiety, making their initial years of practice crucial for their development (Faez & Valeo, 2012). When confronted with the realities of the teaching profession, these beginning teachers either build their self-efficacy or leave the job (Tschannen-Moran & Hoy, 2007). Consequently, ongoing debates and discussions exist about how the quality of preservice programs, school organizational culture, and education policies truly enhance teachers' competencies and enable them to adapt to changes and work demands (Cochran-Smith, 2013).

Much of the current literature addressing the world's problems focuses on why inexperienced educators are quitting the field and how to manage the resulting teacher shortage (Carlo et al., 2013; Faez & Valeo, 2012; Sutchter, Darling-Hammond, & Carver-Thomas, 2016; Weale 2016). More recently, efforts have been made to ensure that teacher candidates have access to high-quality programs that will better prepare them for the profession (Ödalen, Brommesson, Erlingsson, Schaffer, & Fogelgren, 2019). An increasing amount of research has highlighted the significance of novice teachers' sense of competence in the classroom (Devos, Dupriez, & Paquay, 2012; González, Conde, Díaz, García, & Ricoy, 2018; Onafowora, 2005; Siwatu, 2011; Tschannen-Moran & Hoy, 2007) and job satisfaction (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Rahmat, Arepin, & Othman, 2018; Woods & Weasmer, 2004). During the early stages of their careers, little is known about how rookie teachers evaluate their abilities in managing classroom tasks. Since new teachers will likely have difficulty keeping up with the

profession's demands first, it is crucial to investigate their initial impressions of the training they received.

There is a dire need for educated educators in Qatar since all schools must implement a national policy for changing the country into a knowledge society, prioritizing cultivating innovation and creativity in the classroom. However, our community has a severe problem: not enough instructors, especially not enough trained teachers (Ellili-Cherif, Romanowski, & Nasser, 2012). Qatar University is the premier educational institution in the country and the only institute in charge of training new teachers. While previous research has shown that this university's graduate teachers have shown satisfactory competencies from the schools' perspectives, new evidence suggests that student teachers in the preparation programs worry they won't have the necessary competencies (Qadhi et al. 2020).

In order to better prepare competent teachers, it is crucial to understand how novice teachers assess their professional competencies. As a result, universities, both in Qatar and worldwide, have faced severe criticism. There is a general critique of universities and educational institutions for producing graduates who lack the necessary knowledge and skills to excel in their respective fields. This criticism and the associated information served as the foundation for this study. Consequently, the objective of this research was to assess and comprehend the effectiveness of the teaching program by evaluating the readiness of novice teachers upon program completion and examining the perceptions of recently graduated teachers regarding their acquisition of the expected competencies during teacher preparation programs.

1.2 Research Aim and Objectives

The study aims to explore novice teachers teaching competencies and challenges faced by them and a roadmap to professional development. For this purpose, the following objectives have been developed:

- To analyze the novice teachers' teaching competencies required to ensure students learning
- To identify the challenges and problems faced by Novice teachers in Qatar
- To determine the significance of novice teachers' competencies and professional development in Qatar
- To provide recommendations and practical implications

1.3 Research Questions

- In which ways do novice teachers think they have achieved the needed competencies for their teaching profession with the support of teacher preparation programs?

- What challenges have novice teachers encountered regarding applying the competencies provided by their preparation programs to their teaching practices in schools?

2. Literature Review

2.1 Novice Teacher's Education

Numerous studies on the retention, problems, and needs of inexperienced instructors have addressed crucial aspects of teacher preparation programs (Zeichner & Tabachnick, 1981). To date, however, research has yielded few insights into strategies or plans that a school principal could implement to help students accomplish their goals and manage their workloads more effectively. In addition to changing policies and reform models, novice teachers are likely to leave their positions, primarily if they are not supported by the administration and have limited professional development opportunities (McLean, Abry, Taylor, Jimenez, & Granger, 2017). In addition, the study conducted by Rivkin, Hanushek, & Kain (2005) found that educators have a more significant bearing on students' academic progress than any other educational system component. Therefore, it is essential that educators have the training and support they need to help students learn so that the education system as a whole can achieve its goals. If the quality of teaching in a country's classrooms is low, then even the best curriculum and infrastructure in the field won't matter. Therefore, it is crucial for every country to invest in instructors who deliver excellent instructional quality in order to achieve its educational goals. When first-year educators are unable to meet the challenges of their job without giving up or giving in to illness, disillusionment, or burnout, they sometimes give up on the profession altogether (Bettini et al., 2018; Glennie, Mason & Edmunds, 2016; Tait, 2008).

2.2 Challenges of Novice Teachers

Beginning their careers as instructors, new teachers face a variety of difficulties. A careful analysis of the literature indicates a number of persistent issues that limit their usefulness in the classroom. One significant issue is managing the classroom, where new teachers frequently struggle to establish authority, uphold discipline, and foster an ideal learning environment. These obstacles are highlighted by research by Ingersoll and Strong (2011), which shows how challenging it is for new teachers to manage disruptive behaviors and promote student involvement. These difficulties can cause frustration and the waste of necessary teaching time if they are not addressed with the right support and direction (Yousef, Qadhi & Du, 2021).

Lesson planning and teaching delivery, meanwhile, are another area of worry for inexperienced teachers. According to the literature,

inexperienced teachers usually struggle with identifying effective teaching tactics, differentiating instruction, and connecting their classes to curriculum standards. According to Smith and Ingersoll (2004), inexperienced teachers could lack the knowledge necessary to create tests that accurately reflect student learning. These difficulties may cause students to become disengaged, make less academic progress, and become frustrated with both the teacher and the students. Therefore, it is imperative to address these issues through focused professional development initiatives that provide new teachers with the information and abilities they need to efficiently prepare and deliver instruction (Taher et al., 2022).

New instructors also have considerable challenges in their own professional growth. Without sufficient support structures, the transition from preservice preparation to the responsibilities of a teaching profession can be difficult (Romanowski & Qadhi, 2022). According to research by Baecher (2012), new instructors frequently feel alone and struggle to obtain the resources and direction they need to improve their teaching abilities. For their development and effectiveness, access to professional development opportunities like workshops and mentoring programs is essential. The restricted availability of these resources, however, may limit their ability to satisfy the various requirements of their pupils and to advance professionally.

In addition, these challenges can be categorized at the organizational level and individual levels as follows

2.2.1 Challenges at the organizational level

Novice teachers have less access to the tools, resources, and technology needed for efficient instruction, and beginning instructors frequently confront difficulties. Inadequate support structures, such as mentoring programs or professional development opportunities, might also impede their capacity to grow professionally and deal with difficulties in the classroom. Additionally, novice teachers could have heavy workloads that include administrative, grading, and lesson-planning duties. It can be difficult to manage these responsibilities within a certain amount of time, which increases stress and makes it difficult to maintain a healthy work-life balance (Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman (2012). Finally, the existence or lack of thorough induction programs can have a substantial impact on the experiences of new instructors. New teachers may feel unable to handle the responsibilities of the classroom if they receive insufficient orientation, mentoring, and induction support, which can result in further difficulties and possible burnout.

2.2.2 Challenges at the Individual Level

As a result of having few opportunities for in-class teaching experience throughout their preservice training, new teachers frequently lack practical expertise in the classroom. Due to this inexperience, it may be

difficult to execute educational tactics, control student behavior, and meet the needs of a variety of students. Novice teachers could have trouble grasping the material they are teaching thoroughly and figuring out how to communicate it to students (Chaaban & Du, 2017). This difficulty may affect their capacity to provide compelling classes and efficiently support student learning. Particularly in the beginning of their professions, new instructors may experience self-doubt and low self-confidence. Their confidence and general job satisfaction may be impacted by the need to live up to high expectations, handle difficult situations in the classroom, and show competence.

2.3 Teachers' Lack of Competence

The readiness and induction assistance of new instructors were investigated in this study. It was discovered that inexperienced teachers frequently felt unprepared to handle various situations, such as differentiated instruction, classroom management, and fulfilling the unique needs of pupils. The results highlighted beginning teachers' difficulties when converting their theoretical understanding into useful classroom strategies (Chaaban et al., 2021; Cheng & Szeto, 2016). The authors of this study looked into how mentoring and induction programs affected the departure rate of new teachers. According to the research, inexperienced teachers frequently lacked lesson design, instruction delivery, and assessment skills. The results highlighted the necessity for extensive support systems to address these areas of weakness and promote the competence development of new instructors.

This study looked at how new teachers viewed their own competence and how teacher preparation programs affected that perception. According to the study, inexperienced teachers usually felt unprepared in areas including student assessment, lesson planning, and classroom management (Dee & Wyckoff, 2015). These results underlined the significance of high-quality teacher education programs in providing new teachers with the skills needed for successful instruction. This study specifically looked at beginner teachers' capability to teach science. According to the research, inexperienced scientific instructors frequently had trouble with conceptual comprehension, pedagogical topic knowledge, and classroom management (Devos, Dupriez & Paquay, 2012). The study highlighted the need for focused support and professional development programs by illuminating the precise areas in which new science instructors could exhibit competency gaps.

2.4 Role of teacher preparation program on novice teachers

As a result of the teacher shortage, alternative training and recognized programs have developed recently, but in certain countries, the focus is on a formal university degree. The goal of teacher education, according to Darling-Hammond (2010), is to increase the proficiency and competence of educators so they can successfully meet the demands of

their work and solve problems. Seven teacher preparation programs were reviewed in a study by Kukla-Acevedo (2008). The results demonstrate a strong relationship between student achievement and instructor experience with the subject matter. Romano (2007) widened the discussion on the effectiveness of first-year teachers by proposing suggestions for preservice teachers' education and induction programs. It was found that teachers who felt more prepared were more confident and had the ability to manage the classroom and make a difference in their student's lives in a study by Darling-Hammond (2000) of 2,302 novice teachers to investigate the relationship between teachers' perceptions of their preparedness and their effectiveness in the classroom.

Research indicates that practices for hiring, selecting, training, and certifying teachers have improved over time (Feuer, Floden, Chudowsky, & Ahn, 2013). A variety of input metrics, such as selectivity and admissions, faculty qualifications, the content and quality of instruction in teacher preparation courses, the quality of teachers' experience, syllabi, lectures, etc., as well as a variety of output metrics, such as test scores, surveys, interviews, and observation, determine the effectiveness of teacher evaluation programs (Feuer et al., 2013). D'Aniello (2008) asserts that "the need for additional research and the consistent application of these results across all teacher preparation programs may be difficult, thus calling for attention at the policy levels." Choosing the most efficient method to obtain information on the program's progress ultimately determines which instructor's evaluation system to use (Floden, 2017). These studies collectively demonstrated how important it is to evaluate the degree to which teacher preparation courses impact teachers' performance in the classroom (Gansle, Noell, & Burns, 2012). According to some, examining teachers' self-efficacy during their first few years of practicing is essential for long-term improvement (Smit, 2014). Although the majority of the literature on program evaluation concentrates on employers' perspectives (Cheng & Szeto, 2016) or program perspectives (Löfström & Eisenschmidt, 2009; Ngang, Yunus, & Hashim, 2015), little is known about how novice teachers' competencies that should be taken into account when analyzing the degree to which the teacher preparation T program helps the teachers to achieve the necessary competencies.

Several studies used cutting-edge approaches, such as structured response assessments and evaluation addition to the encouraging data that helps to improve both teachers' education and students' learning. It is essential to assess in-service teacher preparation. A growing number of studies have been conducted on preservice program evaluation in recent years (Aypay, 2009). Youngs, Odden, and Porter (2003) state that some students use questionnaires, formal or semi-formal interviews, or classroom observation. Teacher evaluation is a prominent technique that can be used to inform decisions when combined with clear

protocols and useful assessment tools. The outcomes of students may be impacted both during and after the evaluation period, according to Dee & Wyckoff (2015) and Taylor & Tyler (2012), who claim that the teacher evaluation process causes some changes in how teachers act. Coe, Aloisi, Higgins, and Major (2014) looked at a number of methods for evaluating teaching, such as using 'value-added' results from student test results, observing in-class instruction, and asking students to judge the quality of their education.

2.5 Teacher Education in Qatar

In Qatar, there are not many studies that specifically address teacher competencies and program evaluation. According to a study by Romanowski, Ellili-Cherif, Al Ammari, and Al Attiya (2013), teachers believe that training programs use cutting-edge methods for delivering an education that is compatible with the outside world. This belief was expressed positively by the teachers. Additionally, they believe that the teacher training programs prepare them for reflective and critical teaching and that the teachers are learning how to encourage critical reflection in their pupils. The teachers witnessed many pupils benefiting from using new teaching tactics, and they felt that their performances had improved as a result. This occurs as a result of the students' increased interest in their studies and improved interactions with the professors.

The third study by Chaaban and Du (2017) examines the satisfaction, experiences, and coping mechanisms of beginning instructors in relation to particular contextual demands. According to a study conducted by Nasser, Cherif, and Romanowski (2011), an analysis of qualitative data from teacher interviews yielded results indicating that teachers perceived the teaching programs to be beneficial for their professional growth. The programs were seen as effective in enhancing their teaching profession, improving their communication skills, and providing motivation to continue working in the field of education. The study's findings showed how crucial it was for new teachers to participate in teacher training programs as they advance in their professional development and educational careers. Additionally, the study showed that teachers were positive and supportive of one another in their pursuit of lifelong learning (Nasser et al., 2011).

The strategies new instructors use to meet the demands of their new contexts are discussed in this paper. This study highlights the necessity for practices that support teachers' progress and steadily lengthen their tenure in the teaching profession. Only the aforementioned internal studies on the development of new instructors were carried out in the framework of this study. Because it emphasizes the value of teacher competencies and preparation quality that improves the teachers' learning quality, this study is crucial for programs that prepare teachers for the classroom. The early career instructors' perceptions of their own

competencies in managing their teaching positions are the main subject of this study.

2.6 Teaching Performance and its impact on student learning gains

According to Diaz (2015), this preparation is based on a broad range of information from three main subject areas: topic knowledge, pedagogical content knowledge, and lesson structure knowledge. These three knowledge areas are acquired by teachers through a successful teaching program at the universities where they receive their degrees. One cannot, therefore, expect new teachers to perform their tasks effectively if they fall short in one or more of the three categories identified as essential for good preparation (Nosair et al., 2021). This is consistent with what Ball and Bass say about how efficiency is influenced by preparation. Since lesson structure knowledge can be learned by observing more seasoned teachers at a school, pedagogical topic knowledge and subject knowledge are particularly important for new teachers.

According to Sadler, Sonnert, Coyle, Cook-Smith, & Miller (2013), good teaching has a significant influence on students' ability to learn and grow. The student's acquisition of information and understanding in the subject area has been positively impacted by the teacher's increasing expertise in both the subject matter and teaching techniques. Blazar & Kraft (2016) state that in order to improve student's learning effectiveness, fresh and original teaching tactics must be developed. Additionally, the research study by Harris, Al-Bataineh, and Al-Bataineh (2016) notes that using technology as a teaching approach has a significant impact by motivating students to advance their learning capacities. It has been found that teachers that include technology in their lessons boost student engagement and encourage them to try out new learning methods in the classroom. According to Harris, Al-Bataineh, and Al-Bataineh (2016), integrating technology into the classroom is a strategy that makes it possible to apply a variety of instructional methodologies, which supports teachers' professional growth and improves students' academic performance.

Additionally, Caciuc & Alexandrache (2013) note that the use of technology in the classroom affects students' learning preferences, which in turn affects how well they learn as a whole. When audio and visual content are used together to teach, students are more likely to choose a learning style that suits them best. This results in some students having a visual learning style and others having an audio learning style.

According to the research by Bakken, Brown, and Downing (2017), the social development of pupils during their early infancy years is a direct outcome of teacher training programs and professional development activities. Due to effective teaching practices, students grow in their

social learning, where they hone their communication and frequent engagement skills with classmates and teachers. According to Ballou & Springer (2015), examining the test and performance results of the students is the greatest way to assess and demonstrate the effectiveness of a teacher's performance. High-grade point averages from kids who are doing well would indicate that teachers are well-trained to use effective teaching techniques to increase student learning gains.

2.7 The Link between teaching performance and teacher preparation program

The effectiveness of all the teachers in a school is also impacted by new teachers. Collective effectiveness, as defined by Goddard et al. (2000), is the conviction that the school staff as a whole can affect students' academic performance. This essentially means that teachers must have faith in one another's talents to properly inspire and assist pupils in their learning. Collective efficacy is essential because it makes sure that all teachers are working towards the same objective and raising the standard of instruction in the classroom. This enhances the standard of instruction offered at a school. The amount of collective efficacy within a school will almost certainly be impacted by novice teachers, notably to the downside.

The teachers involved in the study conducted by Qadhi (2020) expressed their belief that participating in teaching preparation programs and receiving training to enhance their professional potential significantly improved their teaching practices. Similarly, the study by Latouche and Gascoigne (2017) found that instructors' self-efficacy and confidence in implementing new teaching strategies increased after participating in successful teaching training programs. Reddy (2019) discovered that a teacher training program involving micro-teaching, where teachers gain practical experience in an actual classroom setting, greatly enhanced the development of teaching skills, improved student learning outcomes, and boosted teacher confidence. Furthermore, Darwish and Sadeqi (2016) argue that microteaching, as a program for preparing future teachers, not only improved their teaching performances but also helped them assess their skills and make necessary changes in their behavior and actions before becoming actual teachers.

According to König, Ligtvoet, Klemenz, and Rothland (2017), the teacher preparation program serves as a framework to support graduates who aspire to become teachers in enhancing their teaching skills and effectively managing their classrooms. Additionally, Dalen, Brommesson, et al. (2019) found that teacher preparation programs have had a positive impact on university graduates by fostering student-centered approaches to teaching, facilitating effective student interaction, and successfully incorporating the curriculum's learning objectives.

There are some critics of the training programs designed to get teachers ready to teach professionally and help pupils learn, according to Lucas & Villegas (2010). The teachers experience a variety of problems, including an unwillingness to instruct in the designated language and the problem of being unable to adapt their lessons to the pupils' levels of understanding. Additionally, according to Bidabadi, Isfahani, Rouhollahi, and Khalil (2016), teachers believe that restrictions imposed by teaching preparation programs prevent them from developing a distinctive student-centered teaching strategy. Some of the teacher's responses to the research project indicated that they had different student-centered teaching strategies for each individual student but that they were constrained from using these strategies due to curriculum requirements and teacher education standards.

3. Methods

3.1 Research context

Qatar University offers a variety of teacher preparation programs for novice teachers. These programs are designed to help teachers develop the skills and knowledge they need to be successful in the classroom. The programs include; Bachelor of Education (BEd) programs, Master of Education (MEd) programs, and Diploma programs. The core purpose of offering these programs is to allow teachers to develop sufficient competencies to become novice teachers. Table 1 provides the expected competencies from the program and what teachers are expected to have in terms of competencies.

Competency	Description
Content knowledge	Teachers need to have a deep understanding of the content they teach. This includes knowing the subject matter, as well as how to teach it effectively.
Pedagogical knowledge	Teachers need to know how to teach effectively. This includes knowing how to plan lessons, deliver instruction, and assess student learning.
Professional knowledge	Teachers need to know about the profession of teaching. This includes knowing about the history of education, the current trends in education, and the laws and regulations that govern education.
Digital literacy	Teachers need to be able to use technology effectively in the classroom. This includes knowing how to use technology to deliver instruction, assess student learning, and communicate with students, parents, and colleagues.
Create a positive learning	Teachers need to be able to create a positive learning environment where students feel safe, supported, and

environment	challenged.
Instruct effectively	Teachers need to be able to instruct effectively, using a variety of methods and strategies.
Assess student learning	Teachers need to be able to assess student learning in a variety of ways, including through formative and summative assessments.
Communicate effectively with students, parents, and colleagues	Teachers need to be able to communicate effectively with students, parents, and colleagues.
Be reflective practitioners	Teachers need to be reflective practitioners, constantly reflecting on their practice and looking for ways to improve.

The standards used to evaluate Qatar University's teacher preparation programs in 2023 are the Qatar Standards for Teacher Education. These standards were developed by the Qatar Ministry of Education and are based on the National Education Standards. The standards are used to assess the quality of Qatar University's teacher preparation programs, as well as the performance of its graduates. Qatar University's teacher preparation programs in 2023 are designed to help teachers develop the skills and knowledge they need to be successful in the classroom. The programs are rigorous and challenging, but they also provide teachers with the support they need to succeed. The number of students enrolled in Qatar University's teacher preparation programs in 2023 is expected to be around 2,500. Of these students, about 1,200 are expected to graduate.

3.2 Participants

Participants in the study were graduate teachers who had completed a bachelor's degree program and had taught for more or less than four years program. So, the population of the study was the newly graduated students from Qatar University who were employed in different schools throughout Qatar. The study did not focus on one specific region but rather followed a non-probability convenience sampling technique that allowed to approach the participants at the convenience of the researcher. Since the population of the study was only teachers, hence, the sample was determined to be at least 100 participants who were approached through electronic means by sending consent forms and survey questionnaires. However, due to missing values and incomplete some of the survey questionnaires, the sample size turned to 95.

Meanwhile, the study also restricted the participant's selection criteria that participants must have at least one year or less experience and not more than three years of experience. In addition, no personal information was gathered from the participants to ensure complete anonymity and respect for privacy. Furthermore, 10 participants were further recruited for the purpose of interviews from whom the interview was conducted to address the main research questions of the study.

3.3 Research Design and data generation

Three different types of research designs have been used to undertake investigations. These three research designs include; qualitative, quantitative, and mixed methods. In the following study, mixed methods research design has been adopted to answer the research questions and achieve objectives through two methods (Creswell & Clark, 2017). This mixed method allows us to overcome the limitation of one qualitative or one quantitative method, so combining two methods within the scope of a single study increases significance. Therefore, in the following study, the mixed method design is used to explore novice teachers' experiences, challenges, and difficulties during professional development. This allows us to answer some qualitative aspects of the study and collects observations from 95 novice teachers.

3.3.1 Quantitative data sources – a questionnaire survey

The opinions of novice teachers were surveyed using a questionnaire-based survey method to provide a broad overview of their viewpoints. The study team created a questionnaire based on the curriculum goals of the teacher training program and Qatar's national professional standards for teachers.

The questionnaire survey contains ten items inviting participants to respond to the question "Could you please reflect and report TO WHAT LEVELS you were prepared for your teaching job in the following aspects?" on a four-point Likert-type scale.

1 = "Not prepared at all, and I am not competent in this aspect"

2 = "Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect"

3 = "Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect"

4 = "Excellent, and I am highly confident in demonstrating excellence in this aspect"

Following Creswell & Clark's (2017) guidance, the survey questionnaire that was already tested for reliability and validity was adopted. Hence, there was no problem with the content validity of the survey questionnaire, and it allowed for use for the study. See the appendix for a survey questionnaire.

3.3.2 Qualitative data sources –structured interviews

With respect to the qualitative data sources, structured interviews were conducted with ten individuals who met the inclusion criteria of having less than one year of experience and not more than three years of experience in teaching in Qatar. The interview lasted for 10-15 minutes, and audio was recorded, which was later transcribed to get accurate responses for analysis purposes (Kvale & Brinkmann, 2009).

3.3.2 Data analysis

The study uses a mixed-method research design, where surveys and structured interviews were conducted. For quantitative analysis, statistical techniques included demographic analysis, frequency analysis, and descriptive statistics. In addition, the thematic analysis technique was used to analyze the transcripts containing the responses of the interview participants. This allowed us to identify the patterns, key terms, and themes from the transcripts and conduct analysis accordingly to address the study's research questions.

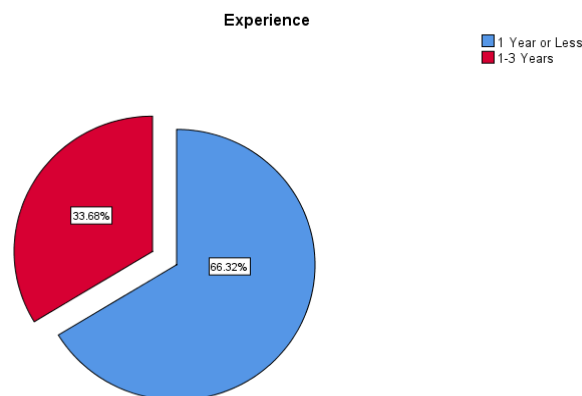
4. Results

As discussed in the prior section, the study is a blend of qualitative and quantitative approaches; therefore, separate analyses have also been performed. Within the quantitative analysis, the statistical data analysis techniques such as descriptive statistics and frequency analysis were performed. However, regarding the interview analysis, thematic analysis as a data analysis technique was utilized.

4.1 Quantitative data results

4.1.1 Demographics

The respondents were first asked to respond on their experience of teaching. On the basis of the below pie chart, it can be observed that the majority of the respondents that is 66.32, had experience with one year or less.



4.1.2 Frequency Analysis

The respondents were first asked about their Pedagogical Knowledge and Skills. It was asked, "You have sufficient Pedagogical Knowledge and Skills in light of Classroom management, Lesson planning and delivery, Differentiated instruction, and Assessment & evaluation ." Based on obtained frequency results, it can be said that 6.3% of the novice teachers felt unprepared and not competent in pedagogical knowledge and skills. However, 26.3% felt reasonably prepared and confident. 58.9% reported being well prepared and highly confident in demonstrating all the requested competencies in this aspect. Also, 8.4% expressed an excellent level of confidence in showcasing their competence and excellence.

You have sufficient Pedagogical Knowledge and Skills in light of Classroom management, Lesson planning and delivery, Differentiated instruction, and Assessment & evaluation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	6	6.3	6.3	6.3
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	25	26.3	26.3	32.6
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	56	58.9	58.9	91.6
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	8	8.4	8.4	100.0
	Total	95	100.0	100.0	

The respondents were then asked about their Content Knowledge and Skills. It was asked, "You have sufficient Content Knowledge in terms of subject knowledge, in-depth understanding, and ability to integrate real-world examples into teaching." The below table suggests The frequency results for the Content Knowledge aspect indicate that 3.2% of the novice teachers felt unprepared and incompetent, 31.6% felt reasonably

prepared and confident, 51.6% felt well prepared and highly confident, and 13.7% felt excellent and highly confident in demonstrating competence and excellence in content knowledge.

You have sufficient Content Knowledge in terms of subject knowledge, in-depth understanding, and ability to integrate real-world examples into teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	3	3.2	3.2	3.2
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	30	31.6	31.6	34.7
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	49	51.6	51.6	86.3
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	13	13.7	13.7	100.0
	Total	95	100.0	100.0	

The respondents were then asked about their Content, technological competence, Knowledge, and Skills. It was asked, "you possess technological competence such as Integration of technology in teaching and learning and use of educational software and digital resources." The below table suggests 7.4% of the novice teachers were unprepared and not competent in technological competence, such as the integration of technology in teaching and learning, as well as the use of educational software and digital resources. Moreover, 40.0% felt reasonably prepared and confident, while 30.5% were well prepared and highly confident. In addition, 22.1% showed an excellent level of confidence in showcasing their competence and excellence.

You possess technological competence, such as Integration of technology in teaching and learning and the use of educational software and digital resources					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	7	7.4	7.4	7.4
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	38	40.0	40.0	47.4
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	29	30.5	30.5	77.9
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	21	22.1	22.1	100.0
	Total	95	100.0	100.0	

The respondents were then asked about their Content, technological competence, Knowledge, and Skills. It was asked, "You know the art of student engagement, such as promoting student participation and involvement, creating a positive and inclusive classroom environment, and building rapport with students ." Based on the obtained frequency, 4.2% of the novice teachers were unprepared and not competent in student engagement. 51.6% were reasonably prepared and confident, yet 31.6% reported being well prepared and highly confident in demonstrating all the requested competencies in this aspect. Also, 12.6% expressed an excellent level of confidence in showcasing their competence and excellence.

You know the art of student engagement, such as promoting student participation and involvement, creating a positive and inclusive classroom environment, and building rapport with students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	4	4.2	4.2	4.2
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	49	51.6	51.6	55.8
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	30	31.6	31.6	87.4
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	12	12.6	12.6	100.0
Total		95	100.0	100.0	

The respondents were then asked about their cultural diversity. It was asked, "You understand and value cultural diversity in the classroom and incorporate culturally responsive teaching practices." 5.3% of the novice teachers were unprepared and were not competent in understanding cultural diversity. Though 47.4% were reasonably prepared, meanwhile 36.8% were well prepared and highly confident in showing all the requested competencies in this aspect. Also, 10.5% expressed an excellent level of confidence in showcasing their competence and excellence.

You understand and value cultural diversity in the classroom and incorporate culturally responsive teaching practices					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	5	5.3	5.3	5.3

	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect"	45	47.4	47.4	52.6
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	35	36.8	36.8	89.5
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	10	10.5	10.5	100.0
	Total	95	100.0	100.0	

The respondents were then asked about their cultural diversity. It was asked, "You commit to lifelong learning and professional growth and seeks opportunities for professional development." 6.3% of the novice teachers were unprepared and not competent. Also, 33.7% felt reasonably prepared and confident; 40.0% reported being well prepared and highly confident in showing all the requested competencies in this aspect. Also, 20.0% expressed an excellent level of confidence in demonstrating their commitment to lifelong learning and professional growth.

You commit to lifelong learning and professional growth and seek opportunities for professional development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect"	6	6.3	6.3	6.3
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect"	32	33.7	33.7	40.0
	"Well prepared, and I am highly confident in demonstrating all requested	38	40.0	40.0	80.0

	competencies in this aspect."				
	"Excellent, and I am highly confident in demonstrating excellence in this aspect"	19	20.0	20.0	100.0
	Total	95	100.0	100.0	

The respondents were then asked regarding their cultural diversity it was asked "You can collaborate with colleagues and stakeholders and ensure effective communication with students, parents, and administrators." 2.1% of the novice teachers were unprepared and not competent in collaborating with colleagues and stakeholders meanwhile ensuring effective communication with students, parents, and administrators. Further, 40.0% felt reasonably prepared and confident, while 43.2% reported being well prepared and highly confident in demonstrating all the requested competencies in this aspect. Also, 14.7% indicated an excellent level of confidence in presenting their competence and excellence in collaboration and effective communication.

You can collaborate with colleagues and stakeholders and communicate effectively with students, parents, and administrators.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	2	2.1	2.1	2.1
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	38	40.0	40.0	42.1
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	41	43.2	43.2	85.3
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	14	14.7	14.7	100.0

	Total	95	100.0	100.0	
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The respondents were then asked regarding their cultural diversity it was asked "You have the ability to adjust teaching strategies based on student needs and can handle unexpected challenges and changes in the classroom" It has been found, 4.2% of the novice teachers were unprepared in adjusting teaching strategies realizing student needs and handling unexpected challenges and changes in the classroom. In contrast, 37.9% felt reasonably prepared and confident. Moreover, 40.0% reported being well prepared and highly satisfied in demonstrating all the requested competencies in this aspect. Also, 17.9% showed an excellent level of confidence in showcasing their ability in adjusting teaching strategies and handle unexpected challenges with excellence.

You can adjust teaching strategies based on student needs and can handle unexpected challenges and changes in the classroom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	4	4.2	4.2	4.2
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect."	36	37.9	37.9	42.1
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect"	38	40.0	40.0	82.1
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	17	17.9	17.9	100.0
Total		95	100.0	100.0	

The respondents were then asked about their cultural diversity it was asked: "You regularly reflect on teaching practices and seek improvement by utilizing feedback to enhance teaching effectiveness." 1.1% of novice teachers were unprepared to reflect on their teaching practices and utilize feedback to enhance their teaching effectiveness. Also, 44.2% felt reasonably prepared and confident; 42.1% reported

being well prepared and highly confident in showing all the requested competencies in this aspect. In addition, 12.6% expressed an excellent level of confidence in demonstrating their ability to engage in reflection and utilize feedback to achieve excellence in teaching.

You regularly reflect on teaching practices and seek improvement by utilizing feedback to enhance teaching effectiveness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"Not prepared at all, and I am not competent in this aspect."	1	1.1	1.1	1.1
	"Reasonably prepared, and I am confident in demonstrating most of the requested competencies in this aspect"	42	44.2	44.2	45.3
	"Well prepared, and I am highly confident in demonstrating all requested competencies in this aspect."	40	42.1	42.1	87.4
	"Excellent, and I am highly confident in demonstrating excellence in this aspect."	12	12.6	12.6	100.0
	Total	95	100.0	100.0	

4.1.3 Descriptive Statistics

The descriptive statistics below summarize the responses to various aspects of teaching competencies. The statistics demonstrate each aspect's minimum, maximum, mean, and standard deviation based on a Likert-type scale ranging from 1 to 4. Regarding pedagogical knowledge and skills, the respondents reported a mean score of 2.6947 with a standard deviation of 0.71569. This infers that, on average, the novice teachers perceived themselves to be reasonably prepared and confident. Also, the mean score for content knowledge was 2.7579, with a standard deviation of 0.72517. This infers that the respondents felt well prepared and confident in their subject ability and could integrate real-world examples into teaching. Further, regarding technological competence, the mean score was 2.673,7, with a higher standard deviation of 0.904. This infers that there was a more comprehensive range of variability in the responses; however, on average, the novice

teachers felt reasonably prepared to integrate technology into teaching and learning.

Moreover, the aspects of student engagement, cultural diversity, commitment to lifelong learning, collaboration with colleagues and stakeholders, ability to adjust teaching strategies, and reflection on teaching practices had mean scores ranging from 2.5263 to 2.7895, thereby suggesting that the respondents perceived themselves to be reasonably prepared and confident in these areas. In summary, the novice teachers reported a mean score of 2.7895 along with a standard deviation of 0.90970 for their overall self-perception of teaching competencies. This infers that, on average, novices had a positive view of their teaching competencies. Hence, it can be said that the self-perception of novice teachers is not necessarily aligned with objective measures of their competencies.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
You have sufficient Pedagogical Knowledge and Skills in light of Classroom management, Lesson planning and delivery, Differentiated instruction, and Assessment & evaluation	95	1.00	4.00	2.6947	0.71569
You have sufficient Content Knowledge in terms of subject knowledge, in-depth understanding, and ability to integrate real-world examples into teaching	95	1.00	4.00	2.7579	0.72517
You possess technological competence, such as Integration of technology	95	1.00	4.00	2.6737	0.90439

in teaching and learning and the use of educational software and digital resources					
You know the art of student engagement, such as promoting student participation and involvement, creating a positive and inclusive classroom environment, and building rapport with students	95	1.00	4.00	2.5263	0.76967
You understand and value cultural diversity in the classroom and incorporate culturally responsive teaching practices	95	1.00	4.00	2.5263	0.75572
You commit to lifelong learning and professional growth and seek opportunities for professional development	95	1.00	4.00	2.7368	0.85316
You can collaborate with colleagues and stakeholders and communicate effectively with students, parents, and administrators.	95	1.00	4.00	2.7053	0.74196
You can adjust teaching strategies based on student needs and can	95	1.00	4.00	2.7158	0.80772

handle unexpected challenges and changes in the classroom					
You regularly reflect on teaching practices and seek improvement by utilizing feedback to enhance teaching effectiveness	95	1.00	4.00	2.6632	0.70877
What is your overall Self-Perception of Teaching Competencies	95	1.00	4.00	2.7895	0.90970
Valid N (listwise)	95				

4.2 Qualitative data results

4.2.1 Novice teachers' unique perspectives and approaches that have positively impacted academic development.

"I believe that as a new instructor, my distinct viewpoint and method have had a favorable overall impact on academic progress. My lack of expertise has helped me in one area: encouraging my students' inventiveness and critical thinking abilities. For instance, I encouraged students to participate in group discussions and explore various readings of the text during a literature session on a classic novel rather than relying simply on standard lectures and exercises".

The key focus is how the distinctive perspectives and methods of beginning teachers positively affect student academic growth. In this situation, the instructor's statement focuses on how being a novice teacher has allowed them to approach their instructional strategies from a new angle, particularly when encouraging students' creativity and critical thinking skills. The instructor fosters active engagement and critical thinking by straying from the norm and encouraging students to actively participate in group discussions and explore various text readings. This strategy supports the overarching objective of enhancing student learning by inspiring pupils to think independently and creatively.

Additionally, this shows how new teachers can support academic growth by bringing new viewpoints and a willingness to try out novel ideas. Emphasizes the significance of accepting various teaching philosophies and allowing students to actively engage in their learning. Inexperienced teachers can improve students' learning outcomes by appreciating different points of view and promoting critical thinking.

"My innovative method also included incorporating real-world linkages into the curriculum. I created lessons for a social studies unit on global citizenship that investigated current global challenges and urged students to get involved in finding solutions. For instance, we looked at environmental sustainability and devised ideas for waste reduction at our school. Students organized a community clean-up day, started a recycling drive, and made awareness posters. This practical experience increased their grasp of global concerns and gave them the confidence to take an active role in bringing about progress."

The answer provides additional evidence for the thesis statement that the distinctive perspectives and methods of beginning teachers have a favourable influence on student academic growth. The teacher focuses on their creative approach to integrating real-world connections into the curriculum to engage pupils in a social science. The instructor hopes to increase students' comprehension of global issues and motivate them to actively participate in finding answers by incorporating real-world problems into the classes. The emphasis in this example is on environmental sustainability and waste minimization.

The teacher challenges the class to devise suggestions for decreasing waste inside their institution. The hands-on learning opportunities offered by events like neighbourhood clean-up days, recycling campaigns, and awareness posters help students better understand global issues and equip them to effect change. Students gain a sense of responsibility and self-assurance in their abilities to contribute to positive change by actively participating in these efforts.

4.2.2 Specific instructional strategies, techniques, and approaches used by novice teachers.

"I have used various instructional tactics, techniques, and approaches as a beginning teacher to improve student learning and engagement in the classroom. Differentiated instruction is one tactic that has proven to be extremely successful. I use various instructional techniques to tailor my lessons to each student's unique learning needs and preferences because I know they all have different learning demands and learning styles".

The assertion has to do with the topic of specific educational strategies, techniques, and approaches employed by new teachers. The instructor recognizes the value of using various instructional strategies to improve student learning and engagement in the learning environment. The teacher particularly mentions differentiated instruction as a successful strategy. This method entails modifying lectures to suit the pupils' various learning requirements and preferences. The teacher ensures every student can access and comprehend the curriculum by acknowledging that they all have distinct learning demands and styles.

"Additionally, I use technology in the classroom as a teaching tool. Students have shown to be very engaged when instructional apps, online resources, and interactive multimedia presentations are integrated. For instance, I present digital storytelling platforms in a language arts lesson on storytelling so that students can write and share their own stories utilizing multimedia components like photographs, audio, and video. They develop their storytelling abilities, digital literacy, and creativity through this."

The above statement fits with the idea of new instructors' educational strategies, techniques, and approaches. To increase student engagement and learning, the instructor strongly emphasizes utilizing technology in the classroom as a teaching tool.

to demonstrate this, the instructor gives a case study of how digital storytelling tools were used in a language arts class. Using multimedia elements like images, audio, and video allows students to write and share their experiences interestingly and creatively. This improves their storytelling skills while also fostering their creativity and digital literacy. The inexperienced instructor exhibits their openness to trying out cutting-edge teaching strategies that connect with today's digital native kids by incorporating technology. Technology opens up possibilities for engaging, multimedia-rich learning experiences that can pique students' interest and help them comprehend a topic better.

4.2.3 Alignment between the program experiences and the requirements and expectations of the public school environment.

"As a new teacher, I have discovered that the program experiences offered throughout my teacher preparation program, the demands and expectations of the public school setting are strongly aligned. The curriculum was created to provide aspiring teachers with the knowledge, abilities, and mindsets they need to succeed in school. For instance, classroom management training was a crucial part of the program. I gained practical knowledge for controlling student behavior, developing a pleasant and inclusive learning environment, and fostering a productive classroom through coursework and real-world experiences. These abilities have shown immeasurable assistance in overcoming the difficulties of the public school setting, where upholding order and involving kids are priorities."

As a new teacher, the person found that the demands and expectations of the public school system were strongly aligned with the program experiences offered in their teacher preparation program. The curriculum was created to give future teachers the skills, mindsets, and knowledge they need to excel in the classroom. The participant acquired useful information and abilities in classroom management during the program, which are essential in a public school context. They developed skills for fostering a positive learning environment, inclusive teaching environment, and productive classroom environment. These abilities

have shown to be of the utmost value in dealing with the difficulties that arise in a public school setting, where upholding discipline and engaging kids are top considerations. The person emphasizes the practical character of their education, which directly prepares them for the challenges of the public school setting by showcasing their homework and real-world experiences. In line with the demands of the public school system, they improved their capacity to manage student behavior and create a positive atmosphere for learning.

"Lesson planning and instructional design were highlighted in the program. I was trained in the development of effective learning objectives, the design of well-structured lessons, and the use of a variety of teaching methods and materials. These skills have allowed me to successfully communicate material and cater to the diverse requirements of my students in a public school setting."

The participant received training in instructional design and lesson planning as part of the program. They have the abilities required to formulate precise learning objectives, systematically organize lessons, and utilize a range of instructional techniques and materials. The abilities have demonstrated their value in a public school setting, enabling users to effectively impart knowledge and cater to the many requirements they educate. During their teacher training program, the person gained a solid instructional design and lesson planning foundation. They may now design structured, exciting courses that adhere to the curriculum's demands and each student's particular learning goals. In the public school system, it is essential to create effective methods since instructors must impart knowledge clearly and systematically.

4.2.4 Improving necessary teaching skills using the teacher preparation program

"To build the fundamental teaching skills necessary for my position as an educator, completing a teacher preparation program was critical. I acquired various skills during the program that have helped me better support and encourage learning in my pupils. For instance, I received in-depth instruction in classroom management during the course, which gave me the tools I needed to create a warm and orderly learning environment. I learned methods for successfully controlling student behavior, keeping students interested, and creating community in the learning environment. These skills have been extremely helpful in maintaining a positive learning atmosphere and making the most of the time spent in school."

In the offered response, the individual underlines the importance of their teacher training program in developing crucial teaching competencies. The program's emphasis on classroom management has given them the knowledge and abilities to establish a friendly and well-

organized learning environment. By discussing their training in behavior regulation, student involvement, and creating a sense of community in the classroom, the person illustrates how the program has helped them acquire crucial teaching talents.

"The program also stressed the need for instructional planning and delivery. During my training, I learned how to create courses with a clear structure, establish measurable learning goals, and use various instructional techniques to meet student requirements. I improved my abilities to communicate ideas, lead conversations, and provide fun learning opportunities for my students via practice and constructive criticism".

The respondent emphasizes the importance of instructional planning and delivery in their teacher preparation program. They add that crucial lessons like developing well-structured courses, formulating precise, quantifiable learning objectives, and utilizing various instructional strategies to fulfill the multiple requirements of students were taught to them during their training.

4.2.5 Employer Satisfaction with Readiness for the public school system

"My employers have provided me with comments and evaluations, and I feel they are satisfied with my readiness to enroll in the public school system. I prepared for the rigors of the public school environment by acquiring the essential information, abilities, and real-world experience throughout my teacher preparation program. My cooperating teacher and the school administration constantly expressed their pleasure with my performance during my student teaching placement. They praised my abilities to run the classroom efficiently, provide a welcoming learning environment, and include the students in worthwhile learning activities. They also acknowledged my excellent communication abilities, teamwork style, and openness to change and improvement."

The person responding claims that their employers have shown pleasure with their readiness to register in the public school system in their remarks and assessments. They credit their successful completion of a teacher preparation program, which gave them the information, abilities, and practical experience they needed for this happiness. The person talks about getting good feedback from their cooperating teacher and the school administration about how well they did during their student teaching placement. Employers notably note the person's capacity for good classroom management, creating a friendly learning atmosphere, and the involvement of students in worthwhile learning activities. This shows that the person has complied with the standards and regulations of the public school setting.

5. Discussion and Conclusion

5.1 Discussion

5.1.1 Ways in which novice teachers think they have achieved the needed competencies for their teaching profession with the support of the teacher preparation programs

Based on the obtained results, it can be said that novice teachers reported varying levels of perceived achievement in various teaching competencies. It has been found that novices felt reasonably prepared and confident in their pedagogical knowledge and skills, content knowledge, and overall self-perception of teaching competencies. This infers that novice teachers attribute their achievement of these competencies to support provided by their teacher preparation programs. This has also been suggested through the findings of Kukla-Acevedo (2008) that teacher preparation programs successfully equip novice teachers with the essential pedagogical knowledge and skills required for effective classroom management, lesson planning, and delivery. Also, the study findings reveal that most respondents reported feeling well-prepared and highly confident in showing these competencies. This infers that the teacher preparation programs have provided them with the essential training, resources, and guidance to develop these skills.

Moreover, the findings also discuss that novice teachers perceived themselves to have sufficient content knowledge comprising a deep understanding of the subjects they teach and their ability to integrate real-world examples into their teaching. This infers that the teacher preparation programs have effectively communicated subject-specific knowledge and strategies to novice teachers, enabling them to confidently teach their respective subjects. Also, the present study's findings suggest that novice teachers recognized their commitment to lifelong learning and professional growth, suggesting that the teacher preparation programs have taught them the importance of continuous professional development. This infers that these programs have provided opportunities for novice teachers to enhance their knowledge and skills through ongoing learning and engagement in professional development activities.

Nonetheless, it is essential to note that in certain areas, likewise technological competence, student engagement, cultural diversity, and collaboration, the perceived achievement levels were relatively low compared to other competencies. This infers that there may be room for improvement in these areas, specifically within teacher preparation programs. Also, attention and support are needed to ensure that novice teachers feel well-prepared and highly confident in their teaching practice. This has also been discussed in the present body of literature that novice teachers believe their teacher preparation programs have

contributed to their achievement of needed competencies for their teaching profession (Ödalen, Brommesson, et al. 2019). Also, these programs have successfully equipped them with pedagogical knowledge, content knowledge, and a commitment to lifelong learning. Nonetheless, there are opportunities for further enhancement to better prepare novice teachers for the diverse and evolving classroom challenges.

5.1.2 Challenges novice teachers have encountered regarding applying the competencies provided by their preparation programs to their teaching practices in schools

The findings of the present results discuss the challenges novice teachers face when using competencies provided by their teacher preparation programs in their teaching practices. Though novice teachers generally reported feeling reasonably prepared and confident in their teaching competencies, there were some areas where their perceived levels of preparation were lower. More specifically, novice teachers reported lower levels of perceived achievement in terms of technological competence, student engagement, cultural diversity, collaboration, and the ability to adjust teaching strategies. This infers that despite attaining some level of preparation in these areas, they still encounter challenges when they need to effectively implement these competencies in their classrooms. Concerning the findings discussed in the literature, it can be said that the lower levels of perceived achievement in technological competence suggest that novice teachers may attain additional support and training in integrating technology (Caciuc & Alexandrache, 2013). This includes learning how to effectively use educational software and digital resources, including integrating technology in meaningful ways to enhance student learning.

The present research findings have also suggested that student engagement, cultural diversity, and collaboration indicate that novice teachers require further guidance and resources to create inclusive and engaging classroom environments. This means requiring support in promoting student participation, building rapport with students from diverse backgrounds, and effectively communicating with stakeholders. Moreover, professional development opportunities offering areas could be beneficial for novice teachers to enhance their skills and confidence (König, Ligtoet, Klemenz, & Rothland, 2017)). In addition, challenges reported in the ability to adjust teaching strategies suggest that novice teachers require more guidance on adapting their instruction based on student needs and handling unexpected challenges. Also, teacher preparation programs provide training on differentiated instruction, equipping novice teachers with strategies to respond effectively to diverse student needs and unexpected situations.

5.2 Implication

Based on the findings obtained, the following recommendations are essential to be provided:

- To strengthen technological competence, teacher preparation programs must be initiated to provide comprehensive training on integrating technology into teaching and learning. This can be done by including workshops, courses, and resources that help novice teachers to become proficient in using educational software and digital resources effectively.
- Moreover, to enhance student engagement strategies, novice teachers can benefit from professional development opportunities specifically focused on student engagement. This can include strategies for promoting active participation, creating inclusive classroom environments, and building positive relationships with students. It has been because mentoring programs and peer collaboration also provide support and guidance in this area.
- Also, it is suggested to promote cultural diversity and inclusive practices for teacher preparation programs to elevate the importance of cultural diversity and culturally responsive teaching practices. Novice teachers must be equipped with strategies for understanding and valuing diverse cultures to incorporate culturally relevant content. Moreover, to create inclusive learning environments, ongoing professional development and resources can further enhance their cultural competency.
- Further, there is a need to foster collaboration and effectiveness. In realization of this, novice teachers need to have guidance on collaborating with colleagues and stakeholders and effective communication with students, parents, and administrators. In this sense, teacher preparation programs can effectively provide training on effective teamwork, communication skills, and conflict resolution strategies. Opportunities for collaboration among teachers in light of professional learning communities also support novice teachers in developing these competencies.

5.3 Limitations and future perspectives

The present research findings are concerned with the scope of Qatar academics and teaching processes and methodology. The study has been supported by mixed research methodology. However, it is to be noted that there are still some limitations that persist in the present research and that future researchers can overcome. The use of samples is limited, where only 95 teachers were included while only a few interviewees were interviewed. In this sense, it can be said that the not merely scope of the study could be extended a bit; however, at the same time, the samples and the sampling can be improved as well.

5.4 Conclusion

Based on the findings obtained from the present result, it can be said that there are specific areas where novice teachers face challenges in suggesting the competencies provided by their teacher preparation programs. These findings infer the importance of ongoing support and professional development. Moreover, novice teachers tend to bridge the gap between their preparation and classroom implementation. By means of addressing these challenges, teacher preparation programs better prepare novice teachers to navigate the complexities of the teaching profession, thereby enhancing their overall teaching effectiveness.

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