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UNVEILING THE PROBLEM-SOLVING APTITUDE: A COMPARATIVE EXPLORATION OF EXPERIENCED TEACHERS AND STUDENT-TEACHERS

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ABSTRACT

This study explores the problem-solving aptitude of experienced teachers and student-teachers, emphasizing its significance in effective teaching and learning. Grounded in Cognitive Load, Experiential Learning, and Social Learning theories, the research delves into how these frameworks shape problem-solving skills across different teaching experience levels. Through a comparative analysis, the study investigates preferences for problem-solving tactics—such as collaboration, compliance, and adaptability—among these two groups. A mixed-methods approach was employed, utilizing situational judgment scales and pre-test and post-test designs with 422 participants, including experienced teachers and student-teachers from two years B.Ed. Program. Key findings reveal nuanced differences in how these groups approach challenges. While experienced teachers demonstrate a greater tendency for collaborative and consultative methods, student-teachers exhibit growing adaptability as they progress through training programs. Both groups consistently avoid counterproductive tactics like retaliation or evasion. The study highlights the interplay between theoretical knowledge and practical application, showcasing the importance of mentorship and reflective practice in fostering problem-solving capabilities among student-teachers. The implications are significant for teacher education programs, suggesting the integration of experiential and theoretical learning to cultivate critical problem-solving skills. The research underscores the necessity for a holistic approach to teacher development, bridging the gap between novice and expert educators to enhance overall teaching efficacy and adaptability in dynamic educational environments.

Keywords: Problem-Solving Skill, Expert Teachers and Novice Teachers

1. INTRODUCTION

Theoretical knowledge serves as the foundation for educational systems. It includes the frameworks, theories, concepts, and guiding principles that support many different disciplines and themes. Theoretical knowledge gives teachers a systematic understanding of their subject, which allows them to successfully transmit complicated concepts to students. It provides the required background to set ideas in historical context, explain how they interact, and lay the framework for future research. (Nilsson, 2017).

Theoretical knowledge provides numerous major benefits in the field of education. It helps in curriculum creation and class planning. Teachers who have a solid understanding of theoretical topics are better able to create engaging, reasonable lesson plans that fit with learning goals. Second, theoretical knowledge allows teachers to tailor their teaching methods to the preferences of different learners. With a strong theoretical foundation, educators can meet the requirements of a large number of pupils, resulting in a more inclusive and productive learning environment.

Theoretical understanding also allows teachers to provide a more in-depth understanding of the subject area. They can help their pupils enhance their analytical and critical thinking skills by explaining the underlying concepts and relationships between subjects. Teachers can stimulate students' attention and instill a lifetime love of learning in them by diving deeply into a subject's theoretical foundations.

By modifying the educational process, all skills can be fostered in schools. Student-centered learning should gradually replace teacher-centered learning. Student-centered learning allows students to participate more actively in class. Memorization-based learning has been phased out in favor of training that promotes teamwork, open communication, and critical thinking through successful behavior modeling. Solving difficulties is a skill that is required in the twenty-first century. In the twenty-first century, problem-solving is an essential skill that kids must learn and be taught. (Franestian 1, 2020).

The Significance of Practical Knowledge:

Theoretical content serves as a foundation, while practical knowledge enhances education's applicability to the actual world. The knowledge that can be employed includes the methods and perceptions learned via practical application in the classroom. It provides educators with the tools they need to handle a dynamic, often unpredictable educational environment.

Practical knowledge enables teachers to bridge the gap between theory and practice. It helps individuals comprehend how theoretical concepts might be applied in a classroom situation. As teachers apply these theories to different student demographics and teaching contexts, their theoretical comprehension of pedagogical theories is strengthened via practical experience.

Furthermore, teachers with practical experience are more adaptable and resilient. Classrooms are busy locations where unexpected problems can arise. Experienced instructors are better able to handle disruptions, alter lesson plans on the fly, and connect with students more effectively. The link between theoretical and applied knowledge is mutually beneficial. Simultaneously, theoretical knowledge provides a foundation for these theories, while experience tests and improves their accuracy. Practical knowledge, on the other hand, helps theoretical comprehension by adding new perspectives to conversations about educational procedures and strategies.

The Synergy of Theoretical and Practical Knowledge:

The interplay between theoretical and practical knowledge is education's basic strength. A teacher with a solid academic foundation and practical expertise is an invaluable asset in the classroom. This synergy allows teachers to modify their teaching strategies in response to research and student feedback while adhering to tried-and-true educational principles.

Furthermore, educators are equipped to be reflective practitioners by combining theoretical and practical knowledge. They can thereby evaluate the efficacy of their teaching methods, critically review their approaches, and decide whether or not to make changes. Teachers who practice reflectively in this manner benefit students in the long run by constantly improving their instruction and furthering their careers.

Holistic Teacher Development:

Holistic education aims for 'ultimacy.' Holistic refers to physical, mental, emotional, ethical, and social aspects. Holistic development encompasses all aspects of life. (Roy, 2022) Problem-solving abilities are critical for effective teaching because they enable educators to successfully manage the numerous problems and complexities that arise in the fast-paced profession of education. This talent, in addition to being required for daily living, promotes critical thinking, adaptability, and new teaching tactics. However, issue solving is difficult, and experienced educators and student teachers have different perspectives. This article investigates the problem-solving talents of these two groups, stressing their distinct benefits and contributions, as well as the impact these skills have on the educational environment.

According to Hunsaker and Alessi's (2008) research, experienced instructors commonly depend on their gut instincts while making decisions and solving problems. Skilled instructors employ this natural ability to solve problems and develop methods to a variety of instructional topics. Darling-Hammond and Baratz-Snowden (2005) found that mentorship is beneficial in helping student teachers build problem-solving abilities. Working with more experienced educators teaches student instructors effective tactics and encourages them to question assumptions and adjust to changing conditions. This mentoring connection provides the supporting environment required to develop problem-solving abilities. When the problem-solving abilities of

experienced educators and student instructors are contrasted, it is evident that cutting-edge concepts and practical knowledge are inextricably linked. This dynamic interaction makes the teaching environment more vivid. (Darling-Hammond, 2005)

Problem-solving abilities offer a ray of optimism in the bleak world of schooling. Experienced educators and student instructors color the problem-solving canvas differently to represent the intricacies of teaching and learning. This essay emphasizes the importance of developing problem-solving skills through the incorporation of fresh concepts and practical knowledge. As the educational landscape develops, the interaction of experienced and novice instructors fosters the development of problem-solving skills in the classroom.

2. THEORETICAL FRAMEWORK

Based on previous literature and research findings, this study examines the differences in problem-solving abilities between inexperienced and experienced teachers. It combines cognitive load, experiential learning, and social learning theories to explain how problem-solving skills are developed during various instructional experiences.

Cognitive Load Theory:

Sweller's Cognitive Load Theory focuses on how cognitive load affects learning and problem-solving. Beginning instructors often struggle with cognitive fatigue due to their lack of classroom experience. Teachers must balance learning new material, managing classrooms, and implementing curriculum simultaneously. As a result, cognitive overload may impair their problem-solving skills.
Deborah Denise Reese (2016). Kalyuga (2003) studied how beginners experience cognitive stress when tackling difficult problem-solving tasks. Seasoned educators benefit from less cognitive strain due to their substantial practical experience (Kalyuga, 2003). Their problem-solving abilities are influenced by simple cognitive processes and efficient strategies.

Experiential Learning Theory:

Kolb's Experiential Learning Theory emphasizes hands-on learning. Beginning teachers actively experiment by applying theoretical principles to real-world classroom scenarios. However, these interactions may cause setbacks and issues, necessitating attentive review. Kolb and Fry's (1975) research shows that beginners' problem-solving abilities increase through reflective observation of their experiences. Skilled teachers exemplify the experiential learning stages, such as active research and abstract conceptualization. They developed practical wisdom through repeated cycles of experience, reasoning, and adaptation. According to Moon (2004), experienced teachers' problem-solving abilities are shaped by ongoing reflection on their instructional tactics and a willingness to attempt new approaches. Their combined knowledge contributes to the improvement of a problem-solving technique based on established procedures and competent judgment.

Social Learning Theory:

Bandura's Social Learning Theory focuses on learning via interaction with others and observation. Beginning teachers develop their problem-solving abilities by observing more experienced teachers' methods. They follow their mentors' methods and incorporate their insights into their problem-solving strategies. According to Bandura's 1977 research, inexperienced instructors can learn how to deal with obstacles by observing and imitating the activities of more experienced educators. Teachers with competence serve as role models during the behavior-modeling phase of social learning. Years of touch, observations, and shared experiences have aided their problem-solving abilities.

Tschannen-Moran et al.'s 1998 study illustrates the significant influence of collegial ties on experienced instructors' problem solving.-solving talents when participating in collaborative problem-solving talks with peers. Active communication increases their problem-solving abilities.

The researcher came to the conclusion that the first step was to examine the typical and ongoing issues in today's school and classroom settings. This type of study could help present and future educators become more comfortable and familiar with daily challenges. The researcher considered it was vital to investigate what strategies expert teachers employ and whether their preferences differed from those of novices when dealing with these scenarios once the flaws had been discovered and acknowledged. These tactics may provide teachers with a useful framework for examining their options for dealing with problematic situations that arise on a daily basis when teaching.

These tactics may also give inexperienced teachers with a variety of options to consider and explore when dealing with these problems. The researcher expects that such a study may eventually assist instructors develop the practical skills required to apply efficient problem-solving ways while dealing with the day-to-day problems of their profession.

3. RESEARCH QUESTION

To determine whether there is a noticeable difference between experienced teachers and Student-teachers in the preference level for Problem-Solving Skills.

4. RESEARCH METHODOLOGY

In this investigation, the researcher employs two methods. A situational judgment scale survey is conducted to identify Expert and Novice instructors' preferences for problem-solving abilities in difficult situations. A single group pre-test post-test approach is also employed to determine whether the B.Ed. In any case, the program influences rookie instructors' preference for problem-solving abilities. To determine whether two-year B.Ed. programs influence problem-solving skills preference over experienced teachers.

The sample for the current study consists of 362 teacher trainees who completed a two-year B.Ed. Programme from Bengaluru Urban and Rural district.

Because the population consists of members of the teaching community, stratified sampling is used to select student-teachers because it ensures representativeness and can be applied when the population is divided into subgroups or strata of varying sizes.

Blessytha and Mumthas (2015) created the tacit knowledge scale for teachers to assess the extent to which teachers use a set of problem-solving approaches in a variety of work-related contacts with others. Dealing with Others

One of the most important parts of Practical Intelligence in the teaching area is classified into four subcategories: (i) dealing with students, (ii) dealing with peers, (iii) dealing with administrators, and (iv) dealing with parents. Tacit Knowledge items are presented as stem stories or vignettes, followed by response options that correlate to the seven techniques described by Stemle (1999).

5. THE PROCEDURE OF DATA COLLECTION ON EXPERT TEACHERS

The investigator conducted the necessary preparations with the selected schools and asked consent from school administrators after they had a broad idea of the sample. The researcher met with the Head Masters, described the goal of the study in a confidential manner, and conducted casual interviews. During the interview, students were asked to name teachers who they always thought were very helpful in resolving the schools' pressing concerns that stemmed from the social part of instruction. These instructors were selected as expert teachers for the study. These skilled teachers were given the instruments after completing the necessary schooling, and they were gathered once they answered.

6. THE PROCEDURE OF DATA COLLECTION ON STUDENT-TEACHERS

Six training colleges were chosen, and permission was requested from their principals to recruit student teachers for the study. The principals were educated about the study's goal and data collection procedures, notably the pre- and post-test. The pre-test was given at the start of the academic year, and the post-test was taken near the conclusion of the year, after the teaching practice session. These novice teachers were given evaluation instruments after receiving the requisite training, and the completed assessments were collected once they had done responding.

To see if the two-year Bachelor of Education (B Ed) program influenced problem-solving skill preferences, the identical exam and protocol were given to 362 novice teachers who had finished the two-year B Ed program and were chosen from six training colleges.

Scoring Procedure

The responses were scored according to the defined scoring system. After removing the missing data sheets, the final sample included 60 expert secondary school teachers and 362 student-teachers (who had completed a two-year B.Ed programme).

Distribution of Expert Teachers and Student-teachers in the Final Sample

Variable		Expert Teachers	Student-teachers (Two-Year B.Ed)
Gender	Male	32	97
	Female	28	265
Locality	Urban	27	125
	Rural	33	237
Subject Specialization	Arts	31	195
	Science	29	167

7. ANALYSIS AND INTERPRETATION OF THE DATA

The difference in the Extent of Preference for each of the Problem-Solving Skills between Expert and Student-teachers

This is accomplished by comparing the four types of teacher interactions—students, peers, administrators, and parents—in terms of strategy. The mean scores of the seven Problem-Solving Skills in each of the four areas are put together and analyzed independently.

Difference between Expert and Student-teachers in the extent of preference

for the PDS 'confer'

The mean, SD, and t-value in Table 2 indicate the significance of the favourite between Expert and Student-teachers for the use of the tactic "confer" while interacting with students, peers, administrators, and parents.

Table 2: Data and Results of Test of Significance of Difference in the Extent of Preference for 'Confer' between Expert Teachers and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	1.01	0.33	1.2563
	Student-teachers(Two-Year B.Ed.)	362	1.08	0.41	
Peers	Expert Teachers	60	0.93	0.38	1.4591
	Student-teachers (Two-Year B.Ed.)	362	1.00	0.34	
Administrators	Expert Teachers	60	1.14	0.42	1.1124
	Student-teachers (Two-Year B.Ed.)	362	1.22	0.53	
Parents	Expert Teachers	60	1.18	0.35	0.8317
	Student-teachers (Two-Year B.Ed.)	362	1.12	0.54	

** denotes p< .01, * denotes p< .05

The obtained t-values are less than 1.96, the minimal t-value for significance at the0.05 level, indicating that there is no significant difference between Expert and Novice instructors in their selection of the Problem Solving Skill to 'confer' while dealing with students, peers, administrators, and parents. As a result, regardless of the type of transactions they perform, expert and student-teachers have similar preferences for the Problem Solving Skill "confer."

Regardless of the four various types of transactions, both expert and student-teachers prefer the strategy "confer." This demonstrates that both Expert instructors and Student Teachers prefer to engage in private discussions by

presenting the logic of instructors' points of view in order to resolve problems that arise on the social side of the teaching domain.

Table 3: Data and Results of Test of Significance of Difference in the Extent of Preference for 'Delegate' between Expert Teachers and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.09	0.46	0.8893
	Student-teachers	362	0.16	0.58	
Peers	Expert Teachers	60	0.25	0.47	0.2576
	Student-teachers	362	0.23	0.57	
Administrators	Expert Teachers	60	0.72	0.71	2.621*
	Student-teachers	362	0.97	0.68	
Parents	Expert Teachers	60	0.52	0.58	0.1022
	Student-teachers	362	0.51	0.72	

** denotes p< .01, * denotes p< .05

The preference for the tactic "delegate" in Dealing with Administrators can be extrapolated to differ significantly between Expert Teachers and Student- teachers [t=2.42, p<.05].

Table 4: Data and Results of Test of Significance of Difference in the Extent of Preference for 'Consult' between Expert Teachers and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.5	0.41	2.023
	Student-teachers	362	0.34	0.59	
Peers	Expert Teachers	60	0.6	0.42	3.4556*
	Student-teachers	362	0.30	0.65	
Administrators	Expert Teachers	60	0.94	0.52	0.4797
	Student-teachers	362	0.98	0.61	
Parents	Expert Teachers	60	0.45	0.53	1.1937
	Student-teachers	362	0.52	0.4	

** denotes p< .01, * denotes p< .05

When dealing with peers, Expert Teachers and student-teachers significantly differ from each other in their choice for the method "consult," as shown by the mean scores in Table 4 [t=2.42, p<.05].

When dealing with peers, experienced teachers exhibit a tendency to "consult," or ask people to work together to solve difficulties than novices. However, they like the "consult" approach almost equally when speaking with students, administrators and parents.

Table 5:

Data and Results of Test of Significance of Difference in the Extent of Preference for 'Legislate' between Expert Teachers and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.95	0.6	0.6437
	Student-teachers	362	0.9	0.55	

Peers	Expert Teachers	60	0.8	0.42	1.4788
	Student-teachers	362	0.69	0.55	
Administrators	Expert Teachers	60	0.56	0.86	2.022*
	Student-teachers	362	0.32	0.85	
Parents	Expert Teachers	60	0.54	0.84	3.0182*
	Student-teachers	362	0.32	0.45	

** denotes p< .01, * denotes p< .05

When dealing with Administrators and Parents, Expert and student-teachers significantly differ from each other in their choice for the method " Retaliate," as shown by the mean scores in Table 5 [t=2.42, p<.05].

Regardless of the four instances suggesting that they disagree to react in a vindictive physical or verbal manner while dealing with the issues in the social side of teaching, expert and student-teachers avoid the tactic of "retaliate."

Table 6:

Data and Results of Test of Significance of Difference in the Extent of Preference for ‘avoid’ between Expert and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.59	0.34	1.149
	Student-teachers	362	0.65	0.38	
Peers	Expert Teachers	60	0.31	0.6	1.665
	Student-teachers	362	0.42	0.45	
Administrators	Expert Teachers	60	1.13	0.47	0.948
	Student-teachers	362	1.21	0.63	
Parents	Expert Teachers	60	0.45	0.47	0.8685
	Student-teachers	362	0.51	0.5	

** denotes p< .01, * denotes p< .05

The outcome reveals that Expert and Novice teachers disapprove of the technique "avoid" in each of the four categories approximately equally. This indicates that both experienced and novice teachers do not prefer delaying or avoiding taking action in order to have the issue fixed on its own.

Table 7:

Data and Results of Test of Significance of Difference in the Extent of Preference for ‘comply’ between Expert and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.21	0.32	2.6412*
	Student-teachers	362	0.06	0.42	
Peers	Expert Teachers	60	0.8	0.5	8.592**
	Student-teachers	362	0.46	0.23	
Administrators	Expert Teachers	60	0.95	0.61	0.2805
	Student-teachers	362	0.92	0.79	

Parents	Expert Teachers	60	0.98	0.41	0.560
	Student-teachers	362	0.95	0.38	

** denotes p< .01, * denotes p< .05

In the interaction with students, the mean preference for compliance among experts was **0.21** (S.D. 0.32), while for student-teachers, it was **0.06** (S.D. 0.42). The calculated **t-value** of **2.6412** ($p < 0.05$) indicates a statistically significant difference.

Experts demonstrate a moderately higher inclination toward compliance in their dealings with students compared to student-teachers. This could be attributed to their extensive experience and the understanding of the importance of structured guidance.

In professional dealings with peers, the mean compliance level was notably higher for experts (**0.8**, S.D. 0.5) compared to student-teachers (**0.46**, S.D. 0.23). The **t-value** of **8.592** ($p < 0.01$) underscores a highly significant difference.

Experts' greater compliance with peers likely stems from their awareness of the value of harmonious professional relationships. Conversely, student-teachers, still learning the intricacies of collaboration, demonstrate a lower preference for compliance.

Table 8:

Data and Results of Test of Significance of Difference in the Extent of Preference for 'retaliate' between Expert and Student-teachers.

Type of Dealing	Sample	N	Mean	S.D	t-value
Students	Expert Teachers	60	0.05	0.37	0.156
	Student-teachers	362	0.06	0.35	
Peers	Expert Teachers	60	0.8	0.51	0.1876
	Student-teachers	362	0.7	0.47	
Administrators	Expert Teachers	60	0.76	0.65	0.2805
	Student-teachers	362	0.79	0.68	
Parents	Expert Teachers	60	0.56	0.41	0.560
	Student-teachers	362	0.60	0.39	

** denotes p< .01, * denotes p< .05

There were no significant differences between experts and student-teachers across all interaction types in their preference for the skill " retaliate." Both groups demonstrated similar tendencies to refrain from avoiding conflict or deferring action.

8. DISCUSSION

Table 2: Preference for the Problem-Solving Skill 'Confer'

The analysis revealed no significant difference between expert and student-teachers in their preference for the skill "confer" across interactions with students, peers, administrators, and parents. The low t-values in all cases (below the critical value of 1.96) suggest similar tendencies among both groups to engage in private discussions, explaining their reasoning to resolve conflicts.

Interpretation: This uniform preference indicates a shared belief in the effectiveness of open communication to address teaching-related challenges. It highlights that both groups value engaging others in collaborative problem-solving to maintain positive social interactions in their roles.

Table 3: Preference for the Problem-Solving Skill 'Delegate'

Significant differences were observed in the preference for "delegate" only when dealing with administrators ($t=2.621$, $p<0.05$). Experts exhibited a lower mean score compared to student-teachers, suggesting they are less likely to assign responsibilities to others in administrative matters.

Interpretation: This difference may stem from experts' confidence in managing administrative tasks independently, gained through experience. In contrast, student-teachers may prefer delegation due to limited exposure to such situations.

Table 4: Preference for the Problem-Solving Skill 'Consult'

The skill "consult" showed significant differences in interactions with peers ($t=3.456$, $p<0.05$). Experts displayed a stronger preference for consulting peers compared to student-teachers.

Interpretation: This finding underscores the collaborative nature of experienced teachers, who are likely to value peer input and collective decision-making. Conversely, student-teachers may rely more on self-directed problem-solving due to a lack of established professional networks.

Table 5: Preference for the Problem-Solving Skill 'Legislate'

Experts and student-teachers differed significantly in their use of the skill "legislate" when interacting with administrators ($t=2.022$, $p<0.05$) and parents ($t=3.018$, $p<0.05$). Experts showed a higher preference, indicating a stronger inclination to establish rules and guidelines in these contexts.

Interpretation: This result highlights the authoritative approach of experienced teachers, who often leverage their experience to maintain structure. Student-teachers may be less comfortable asserting authority in these interactions, reflecting their evolving confidence levels.

Table 6: Preference for the Problem-Solving Skill 'Avoid'

There were no significant differences between experts and student-teachers across all interaction types in their preference for the skill "avoid." Both groups demonstrated similar tendencies to refrain from avoiding conflict or deferring action.

Interpretation: This uniformity suggests a shared understanding that avoidance is not an effective strategy for resolving teaching-related challenges. Both groups recognize the importance of proactive engagement in problem-solving.

Table 7: Preference for the Problem-Solving Skill 'Comply'

Significant differences emerged in interactions with students ($t=2.641$, $p<0.05$) and peers ($t=8.592$, $p<0.01$). Experts demonstrated a higher preference for compliance in these contexts compared to student-teachers. However, no significant differences were observed when dealing with administrators or parents.

Interpretation: Experts' higher compliance in interactions with students and peers reflects their emphasis on maintaining harmony and collaboration. For student-teachers, lower compliance may stem from their ongoing development and experimentation with assertiveness in professional interactions.

Table 8: **Preference for the Problem-Solving Skill 'Retaliate'**

Students: Both expert teachers (mean = 0.05) and student-teachers (mean = 0.06) show very low preference for retaliation in dealing with students, with no significant difference (t-value = 0.156). **Peers:** Expert teachers (mean = 0.8) and student-teachers (mean = 0.7) exhibit a moderate preference for retaliation with peers, showing slight but statistically insignificant differences (t-value = 0.1876). **Administrators:** Both groups have comparable and moderate preferences for retaliation with administrators, with expert teachers scoring 0.76 and student-teachers 0.79 (t-value = 0.2805). **Parents:** Minimal differences exist between expert teachers (mean = 0.56) and student-teachers (mean = 0.60), indicating a moderate preference for retaliation in parent-teacher interactions (t-value = 0.560).

Interpretation: The data indicates that neither expert teachers nor student-teachers lean heavily toward retaliatory methods in any scenario. This highlights an opportunity to further reinforce non-confrontational strategies like negotiation and empathy-driven communication during teacher training programs.

9. OVERALL INSIGHTS

Consistency in Communication: Both expert and student-teachers show alignment in preferring open dialogue and collaboration, evident in their use of "confer" and "consult."

Evolving Confidence: Differences in the use of "delegate" and "legislate" highlight the growing assertiveness and decision-making confidence among experts.

Avoidance as an Unfavorable Strategy: The shared low preference for "avoid" underscores a universal tendency to engage actively in problem resolution.

10. CONCLUSION

The analysis demonstrates that while both expert and student-teachers align on certain strategies like communication and collaboration, the nuances of their preferences reflect varying levels of experience and confidence. These findings emphasize the importance of integrating mentorship and experiential learning in teacher training programs to bridge the gap in problem-solving approaches, equipping student-teachers with practical strategies to navigate complex educational environments effectively.

CONFLICT OF INTERESTS

None.

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