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**The Primary Cycle Teaching Experience of the
Newly-recruited Teachers of English in Algeria:
Integration, Challenges and Prospects**
The case of primary school teachers in Khenchela City

A dissertation submitted in partial fulfillment of the requirements for the degree of
Master in Language and Culture

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Dedication

With all the love and gratitude, we would like to dedicate this modest work to our loving parents whose continuous efforts, support, and encouragement made it possible for us to do this work. who have been the pillars of strength throughout our life Their unconditional love, endless encouragement and unwavering belief in our abilities have been the biggest support to finish this thesis.

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Abstract

Algeria has recently implemented English in the primary cycle as a foreign language subject, creating a new, challenging environment for the novice teachers of English. Accordingly, this study aims at shedding light on these newly-recruited teachers' experience in the primary school. More precisely, it targets the integration process and the different pedagogical and administrative challenges they might face them. To conduct this study, which is mostly qualitative in nature, a questionnaire and interviews were employed. The study sample consisted of 29 newly-recruited participants (2022-2023) from the primary schools of Khenchela city. The interviews were conducted with three principals and three inspectors. Results has shown that new teachers often face challenges because they haven't been trained to handle all the problems they encounter with students, administration, and parents. Despite tough days, they find ways to teach all students effectively and learn valuable lessons. With time, their daily experiences help them understand students better and manage issues with parents and administration more easily. . The study findings might provide some valuable tips for both the teachers and the administration to boost the success of the English implementation in the primary cycle.

Key words : EFL, Primary cycle ,Pedagogy, Teaching experience ,Teaching Integration

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General introduction

When it comes to the first few years of teaching , teachers face some difficulties and some challenges that can be an obstacle for them ,it can takes time and experience to develop themselves and their skills ,its important for teachers to continously learn and grow and become more effective in the classroom and give what student needs One of the main problems or difficulties that face teachers is classrom managment and how they can controll students and which starategies they use that can be helpful like setting rules and give some expectations so that everyone know's what expected and be fair to not break the rules .Another challenge that can face the teachers is how they can build a good relationship with students and creating a positive enveironment in the classroom ,they should first try to know their students and listen to their thoughts and needs .Creating a positive environment where everyone feels valued can also help strengthen the student-teacher relationship ,when students feel connected and respected ,they will be more motivated to learn and attend the sessions .Also planning lessons and grading assignments ,and keeping up with administrative tasks .Additionally ,there are a number of reasons why communication between educators, learners, parents, and administrators might be difficult , especially when it comes to pupils who have special needs, Parents may struggle to understand their child's progress and communicate effectively with teachers, which can create barriers to productive engagement in their child's education .These difficulties can imact the effectiveness of the educational process and the well-being of all involved . This experiment was conducted with 29 English teachers from the primary's of Khenchela, Algeria.

The new policy of teaching English in the primary cycle in Algeria

Involves a significant shift towards promoting English as a primary language of instruction. This change aims to enhance students' proficiency in English from an early age. The policy includes implementing English at the primary school level, emphasizing the importance of teaching English as a first foreign language in all levels of education. This initiative is part of a broader effort to adapt to globalization and reduce dependency on French. The recruitment process for primary school English teachers in Algeria is crucial due to the need for specialized educators to effectively teach the language. The government is

facing the challenge of hiring a substantial number of English teachers to meet the demand created by the new policy. This recruitment process is essential for the successful implementation of the English language program in primary schools and requires careful planning and allocation of resources to ensure the quality of education provided to students (Al-Fanar Media article by Riad Mazzouzi August 4, 2022).

Statement of the problem

Implementation of English in the primary cycle in Algeria as a new procedure has created a new, challenging environment for the newly-recruited teachers. This intriguing teaching context raises many research interests including the issue of the teachers' experience when newly recruited in the primary school. These teachers might face a lot of difficulties when they start teaching. But we don't know enough about what these problems are and how they affect them. This research aims to find out these challenges by asking 29 teachers in different primary schools in Khenchela, Algeria. By delineating and analyzing these challenges comprehensively, this research aims to provide valuable insights into the experiences of early-career primary school teachers and offer recommendations for enhancing support systems and interventions to facilitate their professional development and long-term success in the teaching profession.

Research Objectives

In order to fulfill the aim of this study, our research objectives are the following:

- Identifying the most common challenges encountered by primary teachers during their first years of teaching
- Check if the help and training given to new teachers actually help
- Figure out which skills new teachers use the most.

Research Questions

Based on the statement of the problem above and the study objectives, we touched upon the following questions:

1. What are the most common pedagogical and administrative challenges faced by the newly-recruited teachers in their first year?

Research method and sample

Given the research orientation and objectives, the study was approached qualitatively and was conducted through a teachers' questionnaire and interviews to teachers, inspectors and principals. We worked with 29 primary teachers in Khenchla city. 16 teachers were recruited in 2022 and 13 in 2023. They answered a questionnaire to know each teacher what he or she faces in the Recruitment process, Experience and In-class teaching process, Experience and Teacher-administration/parents relationship and for the interviews we asked 3 principals and 3 inspectors each one told us what challenges they face in their career especially at the beginning and about their responsibilities.

Structure of the study

This research is structured into two main parts. The theoretical part is presented in the first chapter which is divided into two sections: basic concepts and a review of the literature. The practical part is presented in the second chapter which contains the research method, the results, the results analysis, and the discussion.

***Chapter One :Basic
Concepts and
Literature Review***

1. Basic concepts

1.1. Difficulties in teaching and didactic

1.1.1 Didactic

When people are didactic, they're teaching or instructing. This word is often used negatively for when someone is acting too much like a teacher. When you're didactic, you're trying to teach something. Just about everything teachers do is didactic: the same is true of coaches and mentors. Didactic is often used in a negative way. If you heard that a movie is overly didactic, that's probably not good. Most people want to see a story and be entertained when going to the movies, and if it feels like the movie is just telling you what to think, that's didactic in a bad way. ("Didactic." Vocabulary.com Dictionary, Vocabulary.com Accessed 20 May. 2024)

1.1.2. What Is Didactic Teaching?

Teachers can use teaching methodologies to inform how they teach their students. Didactic teaching, which is one of the two main teaching disciplines, is a structured and teacher-focused method centered on teachers delivering lessons to students. If you work as a teacher, it's valuable to understand what didactic teaching is and how it differs from pedagogy so that you can use the best teaching approach for you and your students (indeed career guide. Updated, 2023)

1.1.3. Learning difficulties

Refer to problems students experience in acquiring, retaining, organizing and using skills in areas such as listening, speaking, reasoning, reading, spelling, writing or how they understand teacher meaning and this can be difficult for a teacher to help students in their development if they can not understand each others means that if the student don't understand a teacher and the teacher also don't understand how to deal with student.

1.1.4. Teaching difficulties

Refer to challenges that educators face in effectively imparting knowledge and facilitating learning in the classroom. These difficulties can arise due to various factors such as student engagement, classroom management, communication barriers, and the complexity of the subject matter being taught. In summary, teaching difficulties encompass the obstacles and challenges that teachers encounter in delivering instruction and ensuring effective learning in classroom.

1.1.5. Teaching in primary school

Refers to the educational process where primary school teachers work with young students, typically from 1st grade to 5th grade, to develop essential skills and knowledge across various subjects like reading, writing, mathematics, and more. Primary school teachers play a crucial role in laying the foundation for students' learning journey by creating interactive and engaging teaching methods that encourage active participation and the development of cognitive abilities

Starting from the academic year of 2022-2023, Algeria introduced English language instruction in primary schools. Third graders now learn English alongside French as a foreign language. This move is seen as a symbolic step away from Algeria's colonial past and toward modernization. While French remains the main second language in the country, primary school students receive 90 minutes of English instruction per week in addition to their five hours of French¹. The decision reflects the recognition of English as an international language and its importance in science and technology. Mr Tebboune's plans to expand the of teaching English into primary schools is part of the country's wider move to replace French with Arabic on official documents and to become more anglophone.(n world article).

II. Literature Review

Many studies have showed that these are some difficulties that primary teacher's may face in their academic teaching:

1.1. Classroom management

Classroom management is the methodology employed by teachers to ensure lessons proceed smoothly without disruptive behavior from students affecting instruction delivery. To prevent disruptive behavior preemptively and respond effectively after it happens to maintain a conducive learning environment.

Classroom management involves strategies and techniques used by teachers to ensure smooth lesson delivery and minimize disruptive behavior from students. It encompasses establishing fair rules, providing consistent feedback, and fostering a positive learning environment through techniques like the Blue vs Orange Card Theory, low and high card interventions, and assertive discipline (From Wikipedia, the free encyclopedia)

Effective classroom management includes setting clear expectations, building relationships with students, addressing individual problems individually, and staying organized (by we are teachers staff – 2023)

It is crucial to establish rules and procedures, use a consistent discipline system, and be proactive in handling challenges to create a safe and respectful learning environment (teacher tips – 2024)

Additionally, engaging students through various activities, involving them in establishing guidelines, and documenting rules are key components of successful classroom management (20 Classroom Management Strategies and Techniques , 2023)

1-2- Teachers difficulties in lesson planning

(The 62 257 and TEFLIN International Conference,2015) has explained the following element : that every teacher has responsibility to design lesson plan which is Related to the elements of 2013 Curriculum. However, teachers Sometimes feel difficult in designing lesson plan. Mulyani (2013) Reported that the teacher the School in Banda Aceh has Difficulties in designing KTSP: difficulty in developing lesson plan based on KTSP in relation with students' individual differences And students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' Learning styles. Besides, there are a number of reasons why designing the Lesson plans is important. Brown (2001) states that lesson plan is Very useful to help teachers specifying their planning and it can help them to prevent classroom difficulties when they get confuse in explaining something. Then, Harmer (2007) also explains that a lesson, plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teacher. Moreover, Gafoor and Farooque (2010) assume that lesson plans could help inexperienced teachers organize content, materials, and methods. Regarding to 2013 Curriculum, the teacher should make coherency among outcome standard, content standard, process standard and assessment standard. Therefore, lesson plan is one of significant aspects that should be considered by teachers to achieve successful Learning.

01 Nov 2010- SCISPACE:

Teachers face several challenges when planning for learning. These challenges include poorly stated instructional goals and a failure to address and integrate the main elements of a lesson plan, such as learning objectives, learning activities, and assessment [1]. Another challenge is the lack of personal laptops and equipment for educational use, as well as limited Internet accessibility, which hinders the integration of information and communication technology (ICT) into lesson plans [2]. Teachers also face difficulties in knowing how and why to incorporate crosscutting concepts (CCCs) into their planning and teaching, and there is a mismatch between what CCCs are claimed to be used in lesson plans and what is actually

used in the classroom [3]. Additionally, student-teachers tend to rely on knowledge and comprehension-type of behavioural verbs in their lesson plans, and they face difficulties in articulating instructional objectives and using innovative teaching approaches [4].

1-3- Teachers difficulties in grading assignments

Grading assignments can indeed be a challenging task for teachers, especially those who are new to the profession. Grading can take an extraordinary amount of time, which can be especially difficult when teachers have to grade a large number of assignments. Classwork, assessments, homework, and projects are all being submitted to teachers online. However, grading this digital work presents new challenges for teachers. “Grading is taking me much longer online than with hard copies. Tracking and commenting on content, structure, examples, and reasoning with physical papers was faster for me and, I believe, more informative for students,” said AP Psychology teacher Sarah Melvin. It can also demoralize students, get them in trouble at home, or keep them from getting into a certain college. It can demoralize teachers, too. If half the class is failing, any teacher worth their salt will take a long, hard look at themselves and their craft. Another issue Giving students honest, helpful criticism is another problem that needs to be carefully considered and can take a lot of time..

Teachers could also struggle to come up with performance activities, alternative assessments, and themes that are appropriate for the students' skill levels. Graders now face additional difficulties as a result of the change to online learning, including the need to adjust to new technologies and the issue of giving feedback on assignments that are submitted digitally.

Overall, grading assignments requires careful planning, time management, and a focus on providing constructive feedback to students.

1-4-Teachers difficulties in creating a positive environment

Teachers must establish a pleasant learning atmosphere in order to promote the development and involvement of their students. and Creating a positive environment in the classroom presents a number of obstacles for teachers.it can arise from a variety of factors, including student behavior, administrative constraints, and external pressures. Some of the specific challenges include:

1 - Use of Technology: It might be difficult for some teachers to keep up with educational technology and integrate it into the classroom to interest pupils.

2- Communication: Maintaining good communication with kids, parents, and colleagues is essential for creating a positive learning environment, but it can be difficult to maintain.

3- Behavior Management: Managing student behavior and creating a supportive environment particularly when dealing with a variety of student demands

4- Lack of Resources: Insufficient resources can make it difficult to adopt for the new teaching methods and the establishment of a positive school culture

5- Emotional Challenges: Teachers may find it difficult to meet the emotional needs of their students, particularly in light of social issues

Establishing a positive learning environment is a continuous effort that requires adaptability and a commitment to the well-being of both students and educators. In summary, a positive classroom environment creates a safe, supportive, and enriching space where students thrive academically and emotionally.

1-5- Lack of support and resources

Sometimes, new teachers often feel like they don't have enough help or resources to do their job well. This can make them feel stressed and frustrated. Imagine starting a new job and not having anyone to show you how things work or not having the tools you need to do your work properly. It can make you feel like you're on your own and that can be really tough, especially when you're trying to help and teach students. This kind of situation can make new teachers feel overwhelmed and worried about doing a good job. Other example, When new teachers start their job, they often face a lot of challenges. They have to learn how to manage a classroom, create lesson plans, grade assignments, and deal with students who may have different learning needs or behavioral issues. All of these tasks can be overwhelming, especially if they don't have enough support or resources to help them. For example, if a new teacher doesn't have access to textbooks or other materials they need to teach their subject, they may have to spend a lot of time creating their own materials. This can be time-consuming and stressful, especially if they're also trying to manage a classroom and grade assignments. Similarly, if a new teacher doesn't have anyone to turn to for advice or guidance, they may feel like they're not doing a good job or that they're not meeting the expectations of their school or students. All of these challenges can lead to stress and frustration for new teachers. They may feel like they're not prepared for their job or that they're not doing a good job. This can be especially difficult for new teachers who are passionate about teaching and want to make a positive impact on their students. That's why it's important for schools to provide support and resources to help new teachers feel more confident and capable in their roles.

1-6-Professional growth and development

Professional growth and development for new teachers involves creating opportunities for them to learn and improve their teaching skills. Many new teachers enter the profession with

limited experience and may struggle to adapt and manage a classroom full of students with diverse needs . Without prior experience, they may find it overwhelming to balance these responsibilities while also maintaining a healthy work-life balance In addition, new teachers often face time constraints that limit their ability to engage in professional growth and development. The demands of the teaching profession, including lesson planning, grading, and extracurricular responsibilities, can leave little time for teachers to participate in professional development activities. This can be particularly challenging for new teachers who are still adjusting to the workload and responsibilities associated with their roles.

Finally, “there can be a disconnect between formalized professional development and the realities of the classroom. New teachers may find that the professional development opportunities provided to them do not always align with the specific challenges they face in their day-to-day teaching. This can lead to a lack of practical application and relevance, hindering the effectiveness of the professional development experiences" Addressing these challenges is crucial to providing new teachers with the support and resources they need to thrive in their roles. By offering tailored, self-directed, and practical professional development opportunities, educational institutions can better equip new teachers to meet the diverse needs of their students and navigate the complexities of the teaching profession.

1-7-School culture and climate can be a significant challenge for new teachers

School culture and climate can be a significant challenge for new teachers. School culture refers to the way things are done in a school, including the values, beliefs, and practices that shape the school's identity. School climate, on the other hand, is the feel of the school, including the attitudes and behaviors exhibited by students, teachers. A positive and healthy school culture and climate are essential for creating high-quality learning environments and effective teaching practices

However, new teachers may struggle to fit in and feel like experienced teachers, making them vulnerable to the school's culture and unwritten rules. They may find it challenging to navigate the school's norms and values, which can impact their effectiveness in the classroom. For example, a school with a culture of strict discipline may not be the best fit for a new teacher who prefers a more collaborative and student-centered approach to teaching Moreover, new teachers may feel isolated and unsupported in a school with a negative or toxic culture and climate. This can lead to feelings of burnout, stress, and dissatisfaction, ultimately impacting their effectiveness in the classroom and their retention in the teaching profession

To address these challenges, schools can provide support and resources to help new teachers understand and navigate the school's culture and climate. This can include mentorship

programs, professional development opportunities, and a supportive network of colleagues and administrators. By investing in the school culture and climate, schools can create a positive and productive learning environment that benefits both teachers and students. For example, “mentorship programs can provide new teachers with guidance and support from experienced colleagues, helping them navigate the school's culture and climate.

Professional development opportunities can also help new teachers develop the skills and knowledge they need to be effective in their roles, while a supportive network of colleagues and administrators can provide a sense of community and belonging”

In conclusion, school culture and climate can be a significant challenge for new teachers. By providing support and resources to help new teachers navigate the school's culture and climate, schools can create a positive and productive learning environment that benefits both teachers and students

1-8-The difficulties that face teachers with administration

(Spring 5-2013) Factors and Struggles between beginner teachers and administration Patrick Sean Gray University of Southern Mississippi.

This study examines the impact of imposing administrative tasks on teachers productivity and resilience. Administrative duties are increasingly becoming a part of a teacher’s job, and this has raised concerns about their ability to handle these additional responsibilities without compromising their core teaching duties. The study utilizes a mixed-methods approach, including surveys and interviews, to collect data from a sample of teachers. The findings suggest that the imposition of administrative tasks does have a significant impact on teachers productivity, with many reporting feeling overwhelmed and stressed. However, the study also

Reveals that teachers demonstrate resilience in the face of these challenges, finding ways to manage their workload and maintain their commitment to their students. These findings have implications for policymakers and school administrators, who must balance the need for administrative tasks with the wellbeing of their teaching staff. Teachers often face several difficulties when it comes to dealing with administration. Here are some common challenges:

Lack of Autonomy: Teachers may feel that they have limited control over their classroom and instructional decisions due to administrative policies and mandates. This lack of autonomy can be frustrating and hinder their ability to meet the unique needs of their students.

Heavy Workload: Teachers often face an overwhelming workload, including lesson planning, grading, and preparing reports. Administrative demands, such as attending meetings,

completing paperwork, and fulfilling bureaucratic requirements, can add to their already busy schedules, leaving little time for actual teaching.

Inconsistent Support: Administrators may not always provide consistent or adequate support to teachers. This can include limited access to professional development opportunities, insufficient resources, or a lack of guidance and mentoring. Without proper support, teachers may struggle to implement effective teaching strategies or address the needs of diverse learners.

Communication Issues: Effective communication between teachers and administrators is crucial for a well-functioning school. However, communication breakdowns, such as unclear expectations, inconsistent messaging, or a lack of responsiveness from administrators, can create confusion and frustration for teachers.

Evaluation and Accountability: Teacher evaluations and accountability measures can be a source of stress and anxiety. Administrators may use standardized test scores or other metrics to assess teacher performance, which can be seen as an incomplete or unfair reflection of their effectiveness in the classroom. This focus on accountability can lead to a compliance-driven culture rather than fostering a supportive and collaborative environment.

Lack of Recognition: Teachers often feel undervalued or underappreciated by administrators. While recognition and appreciation are not the sole motivators for teachers, a lack of acknowledgment for their hard work and dedication can contribute to low morale and job dissatisfaction.

Limited Input in Decision-Making: Teachers are the ones who work directly with students and have valuable insights into what works best in the classroom. However, they may feel excluded from the decision-making process when it comes to curriculum development, school policies, or resource allocation. This can lead to a sense of disempowerment and frustration.

Addressing these challenges requires open lines of communication, collaborative decisionmaking, supportive leadership, and a focus on empowering teachers to make instructional

decisions. When teachers and administrators work together as a team, with a shared vision for student success, it can create a positive and productive school environment.

The role of a teacher is one of the most critical and challenging professions, requiring them to take on a range of responsibilities, including lesson planning, grading assignments, managing classroom behaviour, and providing student support. In recent years, however, administrative tasks have increasingly become part of a teacher's job, such as completing paperwork, managing student data, and attending meetings. While these tasks are necessary to ensure smooth school operations, there is growing concern about their impact on teachers; ability to

carry out their primary teaching duties effectively. The imposition of administrative duties on teachers has sparked debates about their impact on teacher productivity and resilience. Some researchers argue that the additional workload can negatively affect teachers; productivity, leading to burnout and poor performance. Others contend that teachers are resilient and can manage the workload without compromising their teaching quality. The imposition of administrative duties on teachers is a growing concern in the education sector, with many researchers highlighting its potential negative impact on teacher productivity and wellbeing. Several studies have examined the impact of administrative duties on teacher workload and found that it can lead to feelings of stress and burnout, resulting in reduced productivity and motivation. For instance, a study by Gaither and colleagues (2018) found that teachers who reported high levels of administrative tasks experienced increased stress and reduced job satisfaction. Similarly, a study by Sanchez Gomez and colleagues (2018) found that excessive administrative duties negatively impacted teacher motivation and performance.

There are many factors that may contribute to a strained relationship between Administrators and teachers, but research has shown that the most recurring issues that arise are those in which the administrator has complete control. Lack of support from Administrators are a pivotal reason for teachers abandoning the profession. Support from an administrator may vary from teacher to teacher, but many teachers view support from Administrators as providing effective orientation and induction activities (Hope, 1999).

Administrators have the duty of hiring teachers with the long-term goal of retaining them by creating orientation and induction activities that will allow teachers to learn and grow as they enter the profession (Hope, 1999).

Carroll and Fulton (2004) suggest that teachers leave the profession because of lack of support from school administrators. If school districts are going to retain quality Teachers, they must invest in effective mentoring programs, those that foster interaction and learning from experienced professionals. Lehmann, Murdock and Waller (2008) assert that strong mentor programs could aid in the retention of teachers if the team maintained well constructed, on-going professional development plans delivered by teaching professionals accompanied by one-on-one mentoring. They also suggested that Administrators, principals, and new teachers support the idea that effective mentoring Programs influence new teachers' decisions to stay in the profession, helping them achieve high levels of optimism as noted by Lehmann et al. (2008).

The importance of establishing relationships within the educational community is another key ingredient to enhancing relationships with teachers. If teachers are going to be

Successful within the first few years in the field and throughout their careers, strong Professional relationships must be established and readily available for teachers. Monk (2007) asserted that teachers have the tendency to feel isolated and suffer because they have very little contact with the professional community as a whole. Mentoring, Coaching, team teaching, and induction programs aid in addressing the needs of teachers And connect them with other professionals in the field (Luft, 2009).

Another reason cited for teachers leaving the profession is poor school leadership (Carroll & Fulton, 2004). Douglas Reeves (2007) stated that when administrators assess student learning, assessment must be accurate, timely, and specific. Principals must also nurture an environment that forces teachers to take ownership in how they teach while Setting high standards for student achievement (Watkins, 2005). Watkins further states That an effective induction program rests on three significant activities.

1-9- The difficulties that face teachers with parents

Quora December 27

Over the course of three years, teachers may face a range of difficulties when dealing with parents. Here are some challenges that can arise during this time:

Shifting dynamics: As students progress through different grade levels, the expectations and demands from parents may change. Teachers may encounter different attitudes, levels of involvement, and communication styles as they transition from one year to another.

Increased academic pressure: As students advance through their education, the academic expectations tend to increase. This can lead to heightened pressure from parents for their child to excel academically, resulting in higher expectations and potential conflicts with teachers over grading, assignments, or assessments.

Personal biases and preferences: Parents may have personal biases or preferences regarding teaching methods, curriculum, or classroom management approaches. Teachers may need to navigate these differences while ensuring that their instructional strategies align with educational standards and best practices.

Transition-related concerns: Moving from one grade level to another or transitioning to a new school can sometimes be challenging for both students and parents. Teachers may need to address concerns and provide support during these transitions, while managing expectations and maintaining a smooth educational experience for all students.

Special education considerations: If a student requires special education services or has unique learning needs, teachers may need to work closely with parents to develop and

implement individualized education plans (IEPs) or accommodations. This collaboration can be complex and require ongoing communication and coordination.

Behavioural issues and discipline: Behaviour management can become more complex as students grow older. Teachers may face challenges related to addressing behavioral issues, enforcing discipline, and working with parents to develop strategies for improving behavior and creating a positive classroom environment.

Parental involvement and support: Encouraging parental involvement and support can be more difficult as students get older. Some parents may become less engaged or feel less connected to the school community. Teachers may need to find creative ways to maintain parental involvement and foster a sense of partnership.

Communication and accessibility: Maintaining effective communication with parents can be challenging, especially as the number of students and parents increases. Teachers may need to find efficient methods to keep parents informed about their child's progress, upcoming events, and other important information.

Conflicting priorities: Teachers and parents may have different priorities or perspectives regarding a student's education. Balancing these differing viewpoints while maintaining a focus on the child's well-being and educational needs can be demanding.

Limited resources and support: Teachers may face limitations in resources and support systems, which can impact their ability to effectively address parental concerns or provide the

level of support desired by parents. It's important to note that not all teachers will face these exact difficulties, as experiences can vary depending on the specific school, community, and individual circumstances. Building strong relationships, open lines of communication, and fostering a collaborative environment can help mitigate these challenges and promote a positive partnership between teachers and parents over the three-year period.

It's important to realize that the first three years of teaching can be stressful, emotional, and overwhelming. There are some days that you may even ask yourself, "Is becoming a teacher a mistake?" Thankfully, you are not alone in feeling like this! Surprisingly, I had these very same thoughts along with tons of other new teachers. Although education is a difficult career field, it is also one of the most rewarding careers. To help make your first year just a little easier, here are 7 common mistakes that many beginning teachers deal with and advice about what to do instead. Hopefully, these tips will help you to avoid these struggles altogether.

Difficulties that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the educational environment that our teachers and students

face daily can help improve teacher retention, student success rates, and the overall quality of education in our schools.

Teachers experience ‘ups and downs’ throughout their career due to changes in their work or in their life’s context. Being a teacher can be demanding and stressful, both at the beginning, as well as in the later phases of their career. Some teachers stay positive, committed and motivated, whereas others are occupied with troublesome issues or become disenchanted. Teaching is a phenomenal career – it’s gratifying to make a difference in the youth. Yet, it’s also a career that comes with its challenges that many are not aware of.

1-10- Understanding other different learning challenges amongst students

Regardless of the class or students you are teaching; there will always be a diverse set of learning abilities that demand your attention. Given that there are eight learning styles, a teacher has to think outside the box when it comes to meeting the needs of each of their learners.

Different teaching strategies satisfy and stimulate learners in various ways, and as a teacher, you’re required to put in extra hours and effort to meet their needs. However, once a teacher develops these strategies, they’re rewarded with empowered and thriving learners.

1. Student family problems & bullying

A key issue in education is students not having access to healthcare professionals, which results in students turning to teachers for emotional support and safeguarding regarding family issues and bullying. Of course, it’s fantastic to be there for your students, but it goes beyond a teacher’s scope and can often leave too much on your plate.

2. Lack of funding

One of the current educational issues facing teachers today is the lack of funding. Unfortunately, unless you are working at a private school, public or independent schools across the country often encounter issues with funding. When schools encounter budget issues, the first step is to reduce pupil to teacher ratio, which directly impacts the scholars’ learning. Teachers face a growing number of students per class, which prevents them from providing crucial one-on-one attention. The result is lower student achievement and satisfaction.

3. Lack of effective communication

Every year, students are faced with the daunting task of communicating their needs to teachers. Some students have a natural knack for it – they can talk about what they want engagingly and get what they need. But many find themselves struggling to communicate effectively with their teachers. As the wiser of the bunch, teachers need to build trust with

their students and work on their communication skills every day.

You are building an effective communication channel not only between yourself and your students but also their parents.

4. Being encouraging and motivating under challenging times:

The school year is dotted with exciting learning activities and adventures for pupils throughout the year. And most of the year is going to be spent bonding with your students. But there will be times when you need to motivate your students through the treacherous parts of the year. For example, high school students are bombarded with exams and assignments that their futures depend on. Preschool students, on the other hand, have to overcome challenges such as pen grips and ball skills. Both age groups need a supporting shoulder from a teacher who they can trust.

5. Disciplining students:

Discipline students are a challenge in the classroom and can be a timely, emotionally taxing process. While you're guaranteed to have delightful children in your class, it's not uncommon that you'll encounter students who lack good manners and are disrespectful. Disrespectful students can kill your love of teaching, but you also have to be careful in the way you go about dealing with disruptions and disciplining students. Ways to combat the lack of manners in your classroom is to implement justified consequences, get to the root of the problem, get the parents involved and create intervention plans.

6. Endless paperwork & extended working hours:

If you remember anything from your school years, it's the fact that teachers were always up to their necks in marking and grading papers. And sick days aren't always an option. Unfortunately, marking papers isn't a task performed during teaching hours, which often leaves teachers marking once the day has ended. Paperwork involves accounting for the growth of your students by tracking their progress throughout the year. In addition to teaching notes, individual evaluations need to be recorded and this is often a task that requires extended working hours.

7. Lack of Parental Support:

It can be incredibly frustrating for a teacher when parents don't support their efforts to educate children. Ideally, a partnership exists between school and home, with both working in tandem to provide the best learning experience for students. However, when parents don't follow through with their responsibilities, it can often have a negative impact on the class.

Research has proven that children whose parents make education a high priority and stay consistently involved may be more successful academically. Ensuring that students eat well, get enough sleep, study, complete their homework, and are prepared for the school day are just a few of the basic of the things that parents are expected to do for their children.

While many of the best teachers go above and beyond to make up for a lack of parental support, a total team effort from the teachers, parents, and students is the ideal approach. Parents are the most powerful and consistent link between children and school since they are there throughout the child's life while the teachers will change annually. When a child knows that education is essential and important, it makes a difference. Parents can also work to communicate effectively with the teacher and ensure that their student successfully completing assignments.

However, not every family has the ability to provide the necessary supervision and partnership, and some students are left to figure things out on their own. When faced with poverty, lack supervision, stressful and unstable home lives, and even parents who aren't present, students have to overcome numerous hurdles to even make it school, never mind succeed. These challenges can lead to students failing and/or dropping out of school.

Conclusion:

In conclusion "Chapter One" provides a detailed exploration of the challenges that new teachers face in the classroom, offering valuable insights and practical strategies for overcoming these obstacles. It delves into the complexities of effective classroom management, lesson planning, grading assignments, building positive relationships with students, and creating a supportive learning environment...ect. It also emphasizes the need for continuous learning and growth to become a successful and effective teacher. Overall, this is a valuable resource for new teachers who are looking to improve their teaching skills and overcome the challenges they face in the classroom. In other way ,Teachers may face challenges related to addressing behavioural issues, enforcing discipline, and working with parents to develop strategies for improving behaviour and creating a positive classroom environment.They also may need to find creative ways to maintain parental involvement and foster a sense of partnership ,and find efficient methods to keep parents informed about their child's progress, upcoming events, and other important information Balancing these differing viewpoints while maintaining a focus on the child's well-being and educational needs can be demanding.

Teachers may face limitations in resources and support systems, which can impact their ability to effectively address parental concerns or provide the level of support desired by

parents. It's important to note that not all teachers will face these exact difficulties, , as experiences can vary depending on the specific school, community, and individual circumstances

So, building good relationships and communication between teachers and parents can help solve problems and create a positive partnership for the first three years. But with time and experience, these challenges can be overcome, and teachers can become even more effective in their roles. It's all about learning, growing, and finding support along the way.

*Chapter Two: Method,
Results, and
Discussion*

Introduction

This chapter outlines the field study of this research and its design, and the data collection process. In addition, it reports the study results and findings, and discusses them.

2.1. Method

This section explains the method employed in conducting this research, the sampling strategy, the analytical tools adopted in the research, and the data collection procedure.

2.1.1. Population and sample

We chose the population for this study to be teachers of primary schools of Khenchla Algeria. The whole population size was 29 teachers. In September 2022, 16 teachers were recruited in Khenchla and 13 teachers in September 2023. Thus, our sample consisted of all these teachers. In addition to the 29 teachers, the interview was conducted with 3 schools' directors and 3 inspectors of English.

2.1.2. Research tools

The questionnaire

The interview

Results

After gathering the data and analyzing the results of the questionnaire and the interviews, the results are presented in the following tables.

Teacher's Questionnaire

Section one: General Information

The tables below represent a summary of the sample's background information in terms of gender, recruitment year and teaching experience of primary teachers

Table 1 Sample's gender distribution

	Respondents	Percentage
Male	2	6.9%
Female	27	93.1%

Table 2 University degree

	Percentage
Bachelors	31%
Masters	69%

Table 3 Teachers' recruitment in years

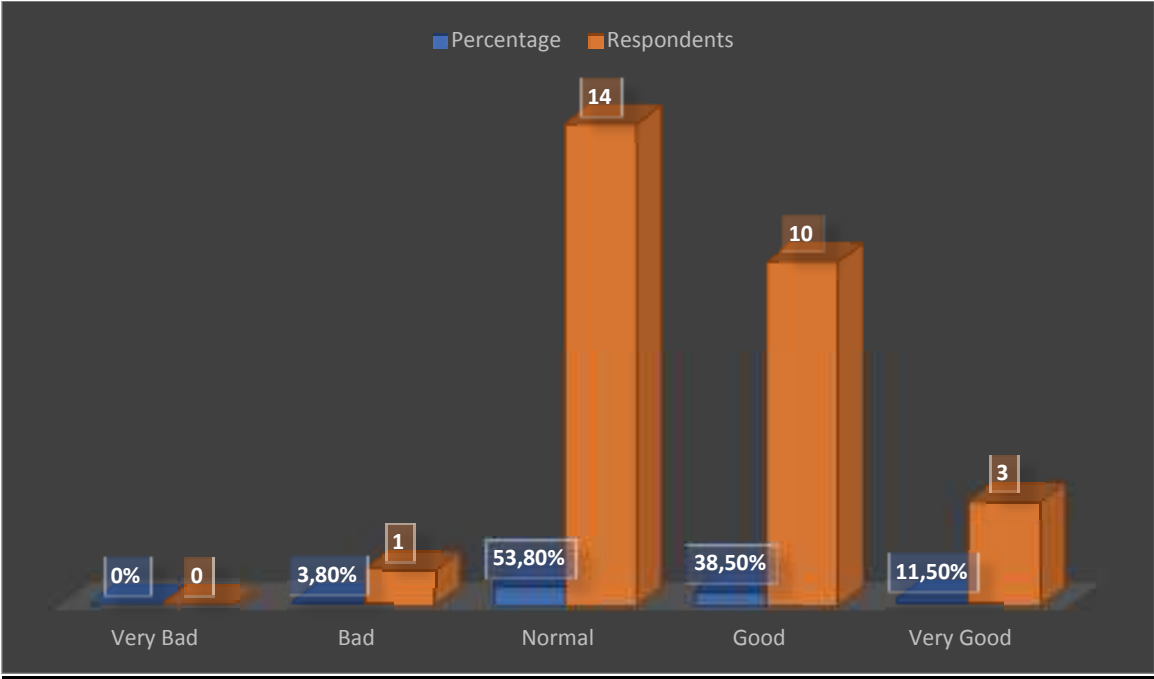
Recruitment years	Respondents	Percentage
<u>2022-2023</u>	17	58.6%
<u>2023-2024</u>	12	41.4%

The aim of these questions was to have an idea into the relativity of diversification in terms of recruitment years within the sample and explore how gender and the year of recruitment impact the difficulties encountered by primary teachers in their early years of teaching. As shown in the table, recruitment years are varied and equally distributed within the sample 93.1% are female and 6.9% are male .17 teachers were recruited within the years 2022-

2023 and 12 were recruited within the years 2023-2024 .As the second table illustrates, which university degree did they hold ,31% are bachelor’s and 69% are Master’s .

Section 2: The Recruitment process Experience

1-How do you evaluate the recruitment process?



Graph 1 The recruitment process evaluation

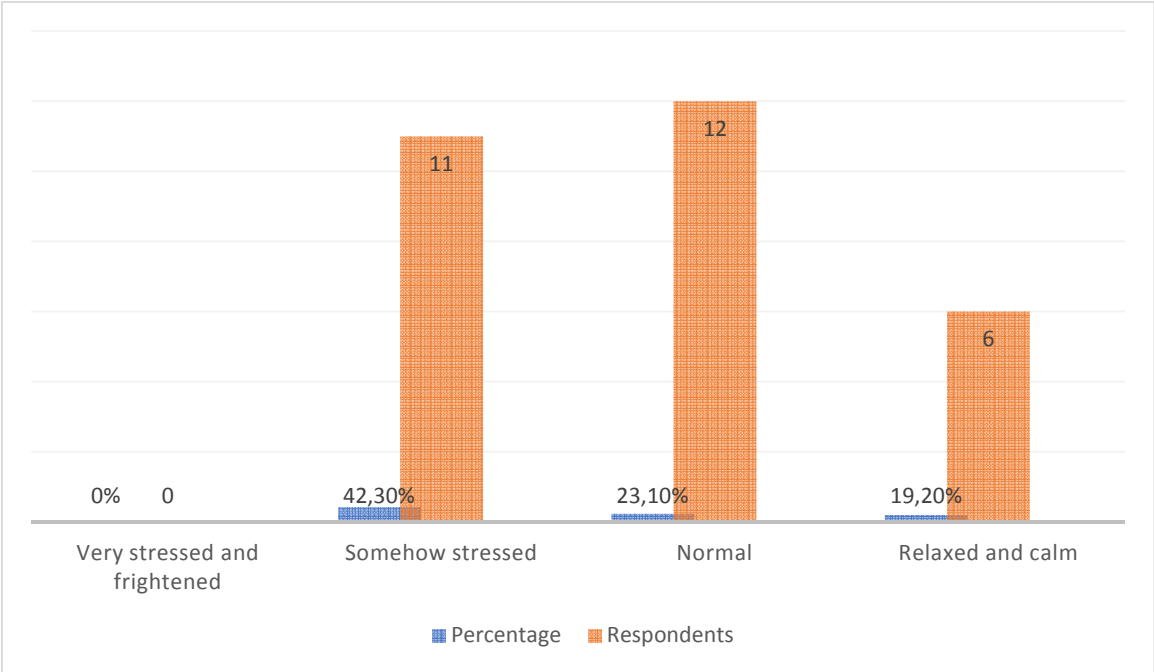
This question was used to understand how teachers perceive their entry into the profession, and if they receive enough support when they start teaching. It also helps identify if there are any big differences between what they expected and what they actually face in the classroom. Understanding if the training and preparation received adequately equipped them for the challenges of the classroom .It appears that 0% answer that the recruitment process was very bad , one teacher said that was bad and 55.2% was normal ,other teachers evaluate the process that was good 34.5% ,And 13.8% said that was very good .Overall This question is important in determining the opinion of primary teachers about “how schools recruit new teachers”. However, one teacher from the sample did not provide an answer to the question as she/he could not recognize the necessity for this question.

2-Did you face any difficulties during the recruitment process ?

This question aims to find out if there were any problems or obstacles teachers encountered while applying for their job .such as unclear job requirements, lack of support during interviews, or issues with the application process. Understanding these difficulties can

guide improvements in the recruitment process to make it smoother and more supportive for future teachers and the majority of the answers were no one of them said that she or he wasn't enjoying it and teaching is a very tiring career only two said that older people feel triggered toward young ones ,and one teachers said yes they faced some difficulties and some problems in facilitating the lectures which they already easy but difficult for students of primary school and that at the first it was somehow difficult in terms of dealing with lessons preparation ,the way of writing in the text book and the teachers one ,also how to control them and how to make them all understand the language and instructions.

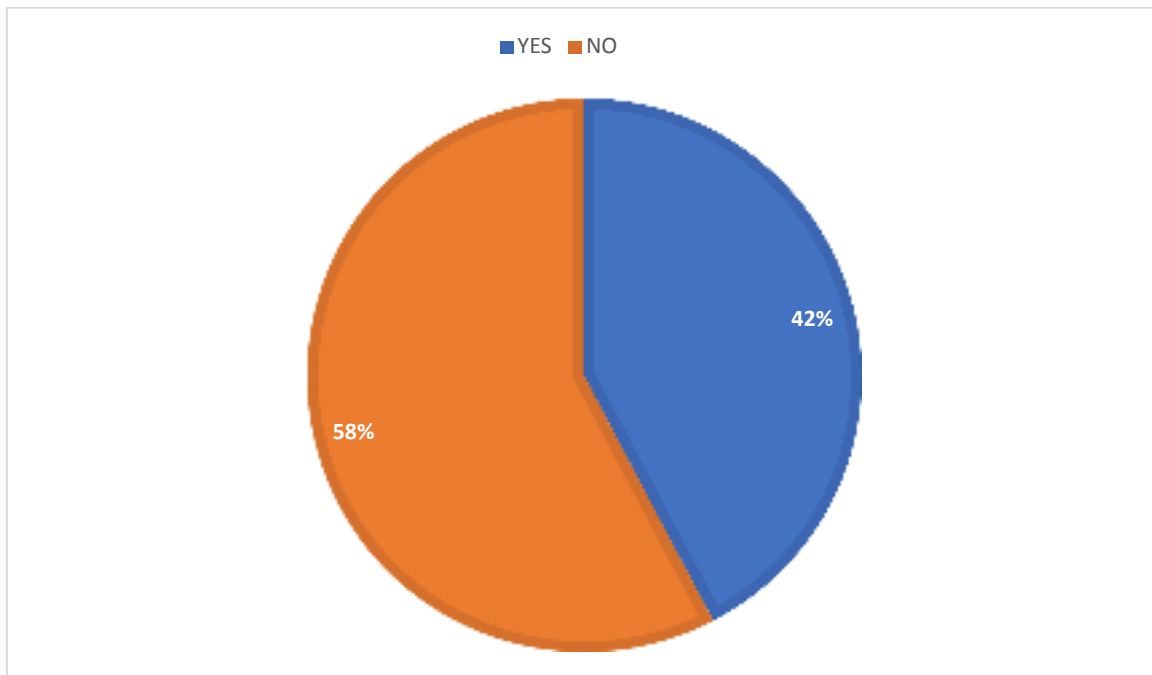
3-How did you feel after you had been recruited as a teacher ?



Graph 2 Teachers recruitment

This question aims to understand the emotional response of the teacher upon being hired It's like asking, "What was your reaction when you got the job?" It helps understand if you were happy, excited, or maybe nervous about starting as a teacher. Understanding their initial feelings can provide insight into their motivation, excitement, and readiness for the role .And the graph 2 shows that 42.3% of them were somehow stressed and 23.10% were normal and 19.20% were relaxed and calm and no one was very stressed and frightened and this is a good thing for their first experience

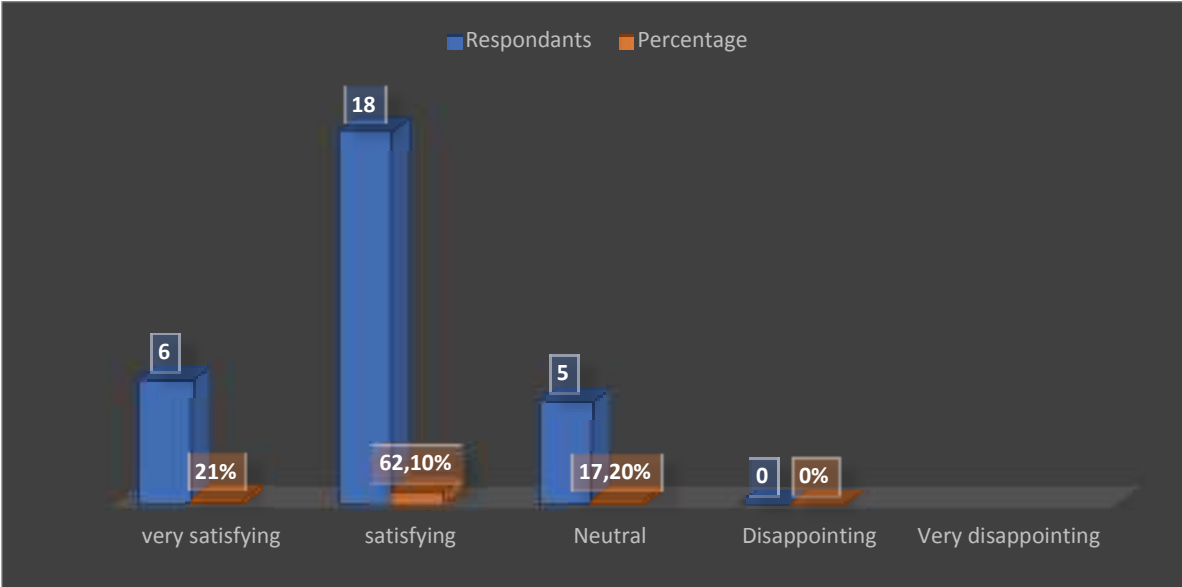
4- Have you received any pedagogical training after recruitment ?



Graph 3 pedagogical training after recruitment

The purpose of this question is to find out if you've received any additional training related to teaching after you were hired. It's like checking if you've taken any classes or workshops to become a better teacher since you started working. After asking 29 teachers if they received any pedagogical training, it shows that the majority, 58%, did not receive any training related to teaching, even if it's their first experience with children. However, 42% had received some training before starting to teach in primary schools.

5-How was your placement at your position at your school?



Graph 4 placement position at school

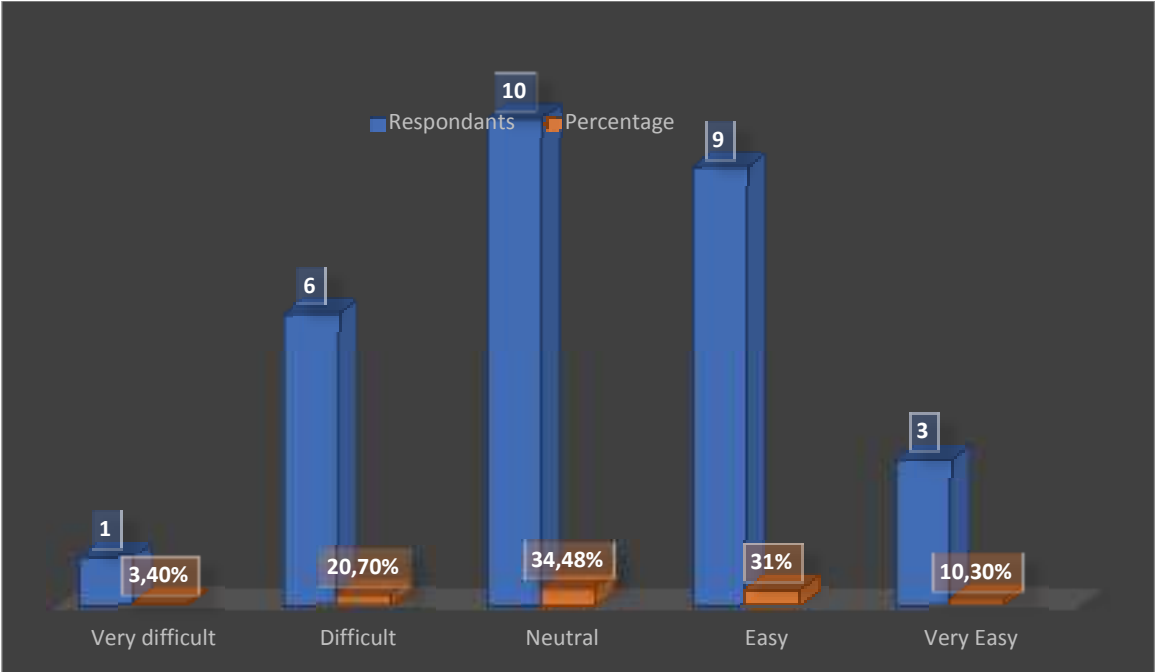
This question is asking about your experience in your current role at your school. It's like inquiring how you're doing in your job. It helps understand if you feel comfortable and successful and satisfying in your position, or if there are any challenges you're facing or you are disappointing and it's seems that the majority of the teachers 62.1% means 18 teachers were satisfying and 6 of them 21% were very satisfying ,17.2% of the teachers were neutral and no one were very disappointing .

6-If there were any administrative problems in during your placement, would you please mention them?

This question is basically asking teachers if they faced any problems with paperwork, rules, or procedures during their time at the school. It helps the school understand if there are any issues that need fixing and gives teachers a chance to share their thoughts on how things can be improved. It also lets teachers speak up about any worries they have or ideas they have to make things better, which helps create an open and improving atmosphere at the school.the majority of the teachers answer by no they didn't face any administrative problems during their placement at the moment only two teachers said that They ignore us and didn't tell us the procedure and how to deal with the administration and They will ignore you because you are new and than when you do something good or satisfying they will be so triggered again and

The timing sometimes I find it hard and it makes me all the day feel so tired . However, one teacher from the sample did not provide an answer to the question as she/he could not recognize the necessity for this question.

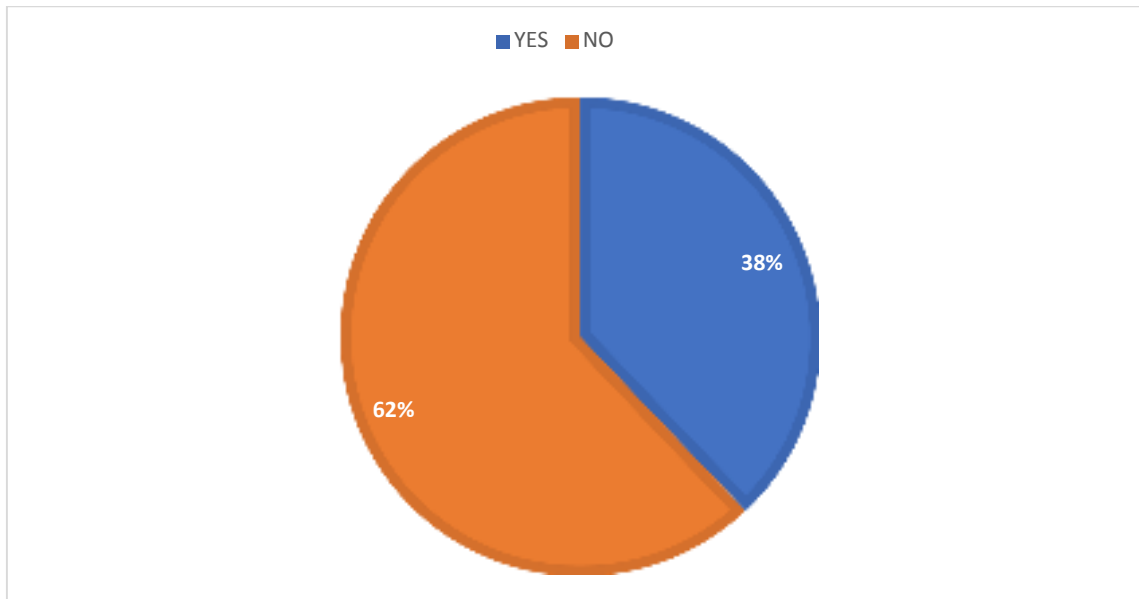
Section Three: In-class teaching process Experience
1-How was the first class with your pupils?



Graph 5 Difficulty level of first class with pupils

Teaching in the first class with pupils the first time it requires patience, creativity, and a focus on fundamental skills. This question is asking how the teacher's first class went with their students. It's trying to find out how the teacher felt about it and what they noticed about the students. and if it was difficult or easy because it's their first experience and the graph below shows the answer's of 29 teacher and 34.48% means (10 out 29) teacher said that was neutral and 20.7% means 6 teacher said that the first time was difficult, only one teacher was for him very difficult .31% teacher respondents was easy and 3 teacher was very easy

2-Did you face any communication problems with the pupils during the first class?



Graph 6 communication problems with the pupils during the first class

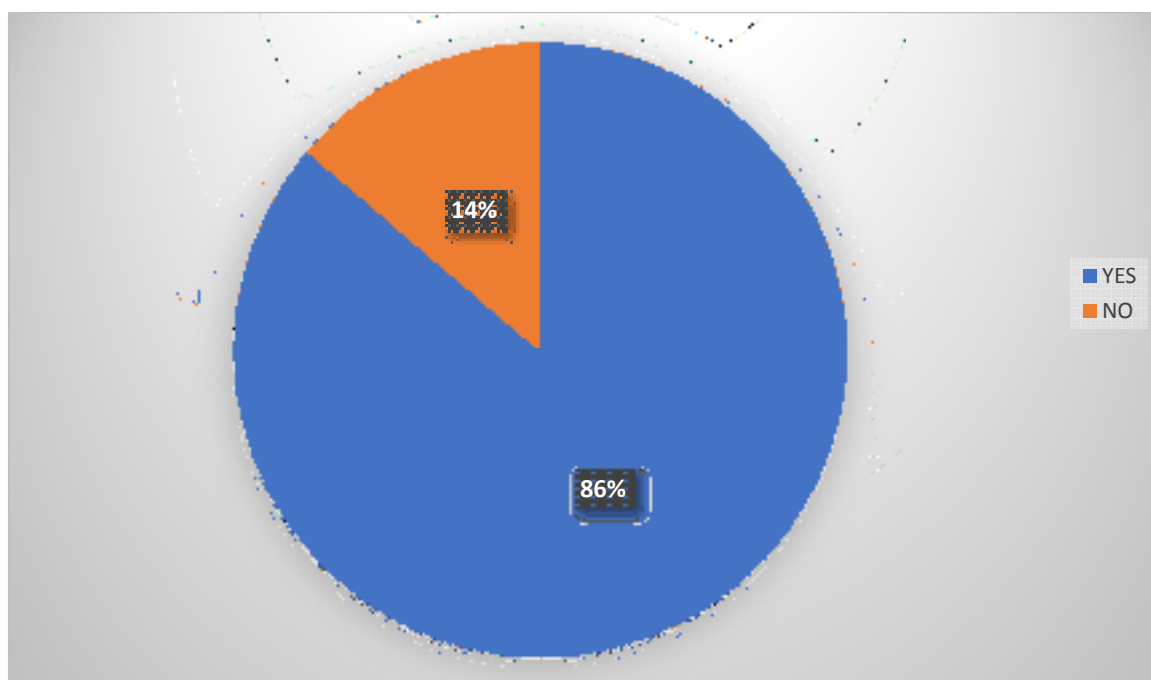
Communicating effectively with pupils during the first class sets the tone for the entire academic year and helps establish a positive learning environment. The aim of this question is to inquire whether the teacher encountered any difficulties communicating with the students during the first class. It seeks to understand the teacher's initial experience in establishing effective communication with the students and identifying any potential challenges that may have arisen. This helps assess the teacher's ability to adapt communication strategies and address any communication barriers early on in the teaching process. After asking teachers the result was that 62% didn't face any communication problems with the pupils during the first class and 38% face some problems with pupils within communication.

3-What method have you been using in teaching?

The purpose of using teaching methods in education is to facilitate effective learning experiences for students. This question aims to learn about the teaching methods employed by the teacher. It seeks to understand the approaches, techniques, or strategies the teacher utilizes in the classroom to deliver lessons and engage students in learning. In other words This question is asking about the different ways the teacher teaches their students. It's trying to understand the methods the teacher uses to help students learn, whether it's through activities, discussions, demonstrations, or other approaches and after asking 29 teacher we found that each teacher use a different method like: competency based approach, act friendly and use the grammar

translation method to cover all levels, Group learning, be a friend to pupils, make sure the learner is the one who needs to speak more than the teacher, Sequence with fun activities, Student centred, Audio lingual method , Teacher centered approach, Physical response ,Discussion ,Groups work ,Direct Instruction and Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations.Speak only English , Repitition ,Eclecticism ,Direct method (I adapted my teaching method to suit the different types of learners I have within the class along with their needs.).TPR and(T P R ,Using visual aids and gesture, drilling, miming, teaching chunks...) ,Competency approach, (Types of teaching methods that i use based learning, group learning, kinesthetic learning, game-based learning and expeditionary learning) ,other teacher used the cooperative learning method and Be nice and understanding finally, Learner centred approach all this are some approaches that they use for teaching However, one teacher from the sample did not provide an answer to the question as she/he could not recognize the necessity for this question

4-Have you used this method from the beginning?



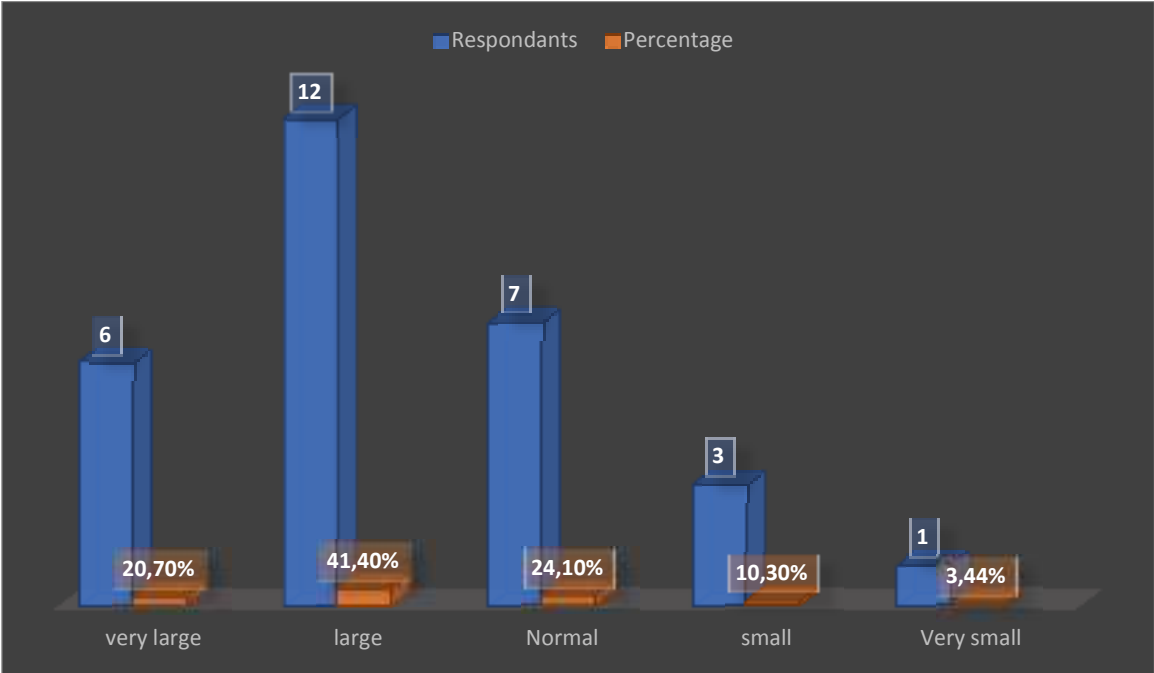
Graph 7 The method use from the beginning of the academic teaching

-If no, which one are you using now and why you shifted to it?

Using effective teaching methods from the beginning of a course or academic term is crucial for laying a strong foundation for learning. This question aims to understand if the teacher has consistently used the same teaching method since the beginning of their teaching

experience. If not, the question seeks to explore which method the teacher is currently using and why they shifted to it . In summary, this question asks whether the teacher has always used the same teaching method or if they've changed it over time. If they've changed, it wants to know which method they're using now and why they made the shift. The graph below shows that 86% of teachers said that they didn't change the method that they used in the first and 14% changed the method to get a method that is suitable for all the pupils

5-Were the groups:



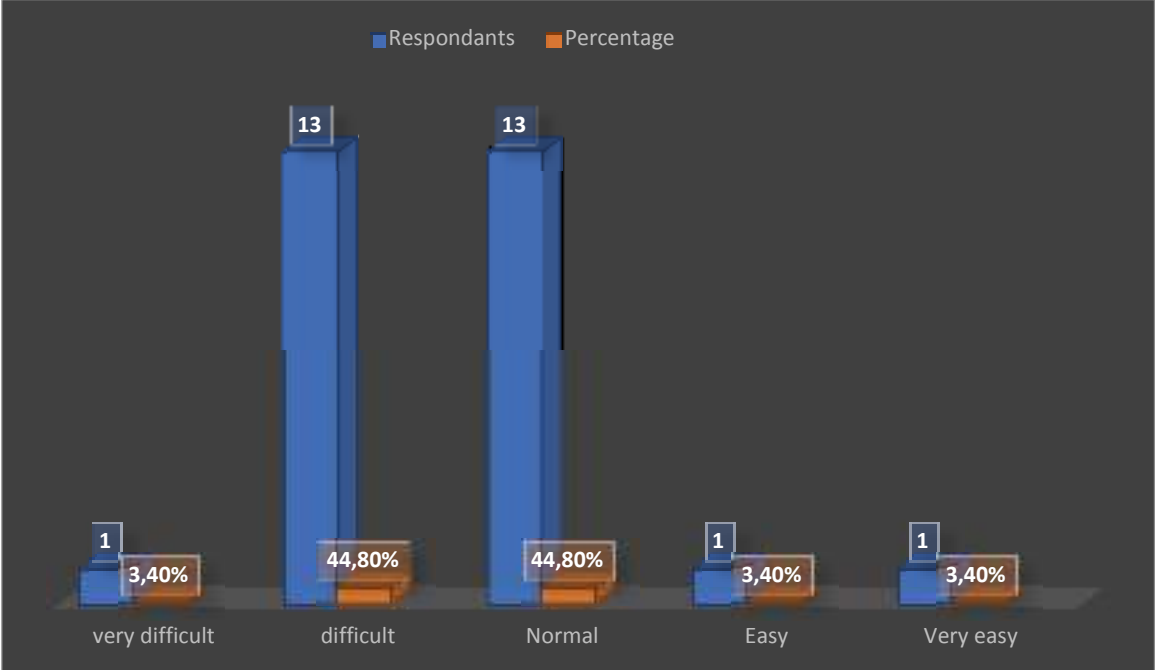
Graph 8 The size of the groups

This question aims to ascertain the size of the groups the teacher has been working with. It seeks to understand whether the teacher has been teaching larger or smaller groups of students. By asking this, the interviewer or interlocutor hopes to gain insight into the teacher's experience with classroom dynamics and their ability to manage different group sizes effectively. And it seems that the majority said that was large 41.4% And 6 said that was very large 20.7%. The rest 24.1% Answered by normal and 3 by small .3.44% was very small.

6-Were the pupils difficult to manage and control inside the classroom?

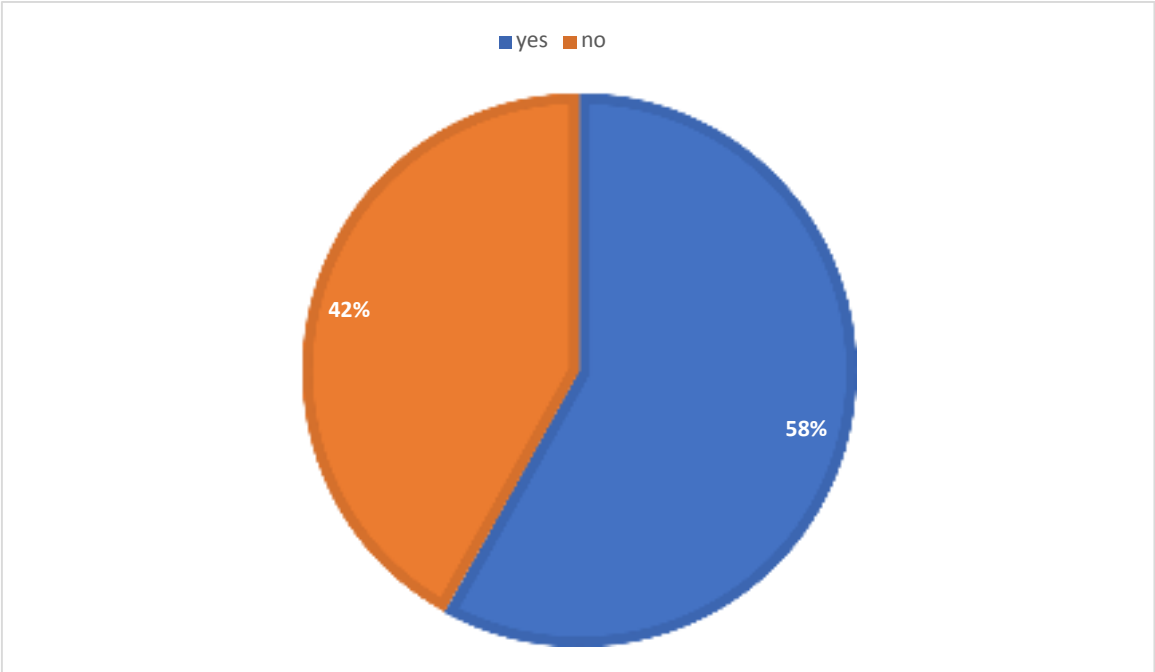
Managing and controlling difficulties inside the classroom between pupils is essential for several reasons , This question seeks to understand the teacher's experience in managing and controlling student behavior within the classroom. It aims to explore whether the students presented challenges in terms of behavior and whether the teacher found it difficult to maintain order and discipline .and the graph below shows what the teachers answered and the

percentage between difficult and normal was equal 44.8% means 13 said difficult and 13 said normal the rest 1 said very difficult and 1 said very easy 3.4% ,and also one teachers said that was easy.



Graph 9 Difficulty to manage and control pupils inside the classroom

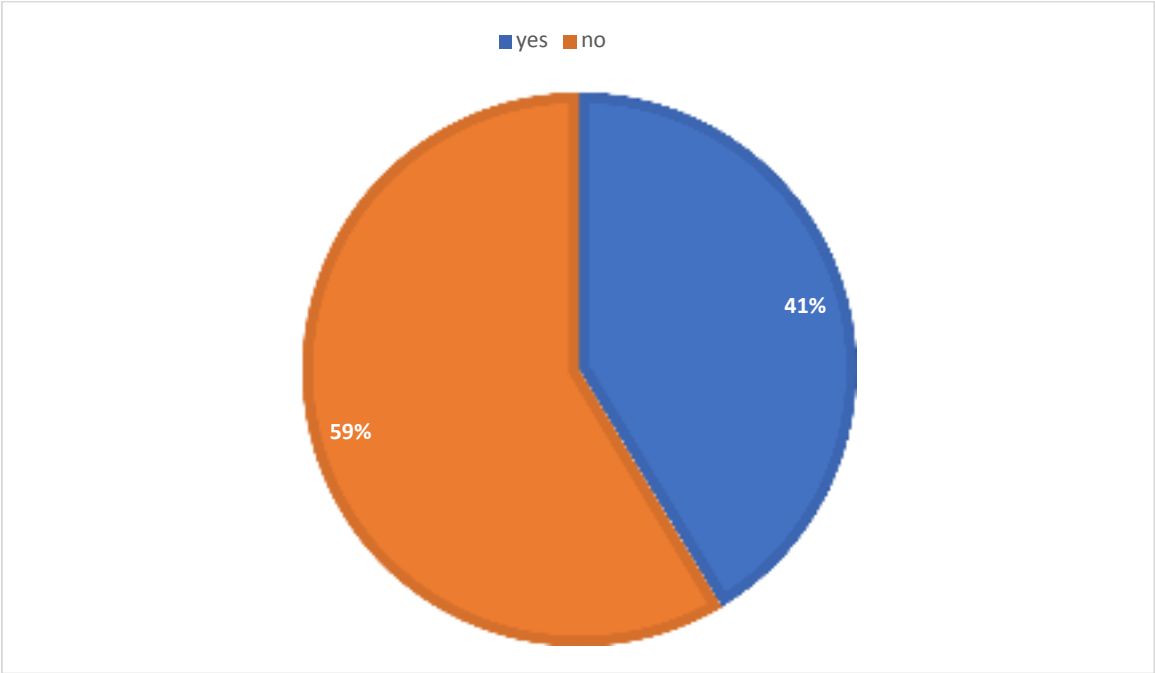
7-Were the pupils easy to teach?



Graph 9 Pupils teaching perspective

The purpose of teaching pupils is to equip them with the knowledge, skills, and understanding they need to succeed in life. This includes academic subjects, but also critical thinking, problem-solving, creativity, and social skills. While the purpose is clear, teaching itself can be both challenging and rewarding. It requires patience, creativity, adaptability, and a genuine desire to help others learn and grow. Some aspects of teaching may come more naturally to some people than others, but with dedication and practice, anyone can become an effective teacher. This question aims to understand the teacher's perspective on how receptive and engaged the students were during teaching. It seeks to explore whether the students were easy to teach, meaning they were attentive, participative, and showed interest in learning when we asked 29 teacher 62.1% said yes and 44.8% said no means (13 out 18).

8-Did you face any problems in meeting the diverse learning needs and styles of your students during your first year of teaching?



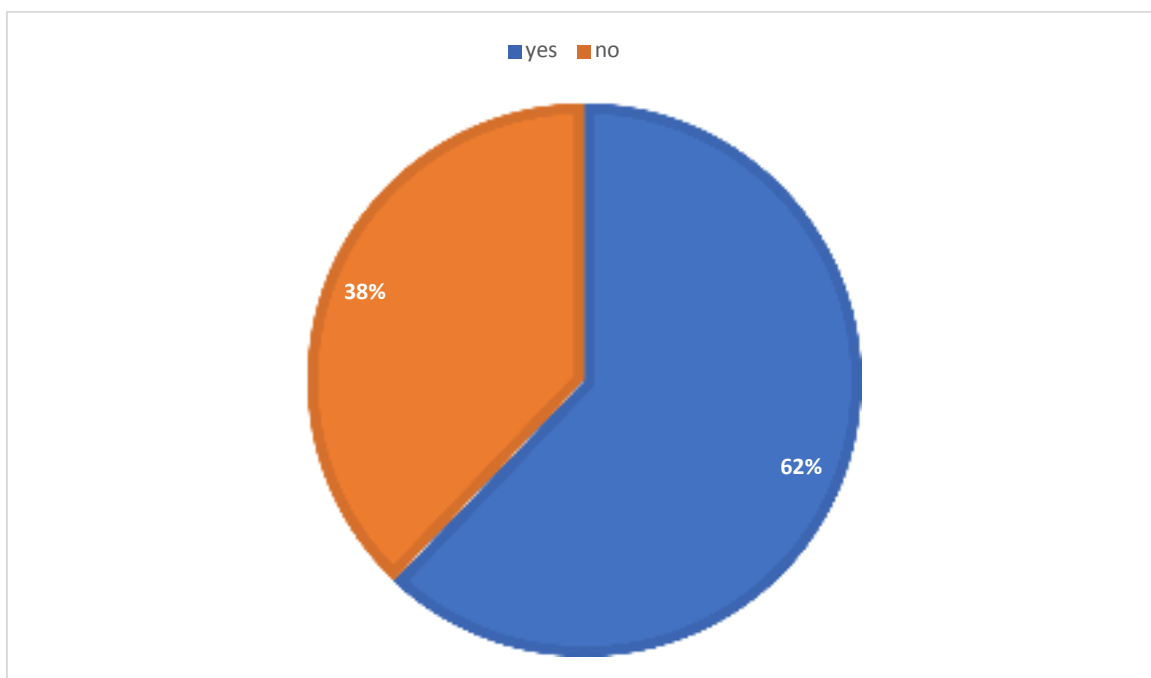
Graph 10 challenges the teacher faced in addressing the diverse learning needs and styles of their students during their first year of teaching

-If yes, what are they?

During the first year of teaching, encountering diverse learning needs and styles among students is common and presents both challenges and opportunities for growth. This question is designed to inquire about any challenges the teacher faced in addressing the diverse learning needs and styles of their students during their first year of teaching. It aims to understand whether the teacher encountered difficulties in accommodating various learning

preferences, abilities, or backgrounds among their students. As the graph shows 41.4% answered by yes and 58.6% by no, teachers who said yes explained that Students have different levels and the teacher should be aware of each one of them , some of them need the word to be repeated more then three times and some learn it from the first time . Some need quite to learn something new but others need to be integrated with different activities.and Some like to read others like to memorize.and The learning speed differ from one to another, and another teacher said Because it is the first experience in the primary school ,also They are very slow in learning and very noisy and activ in class (no class decipline) ,and critical thinking, communication, collaboration, and creativity. All the students are facing the difficulties of the new language these are also other answer's (Student's mentality, Difficulties in handwriting and the pronunciation of some words ,Autism, dyslexia, hyperactive pps .In some classes we find some excellent learners as we find lazy ones).

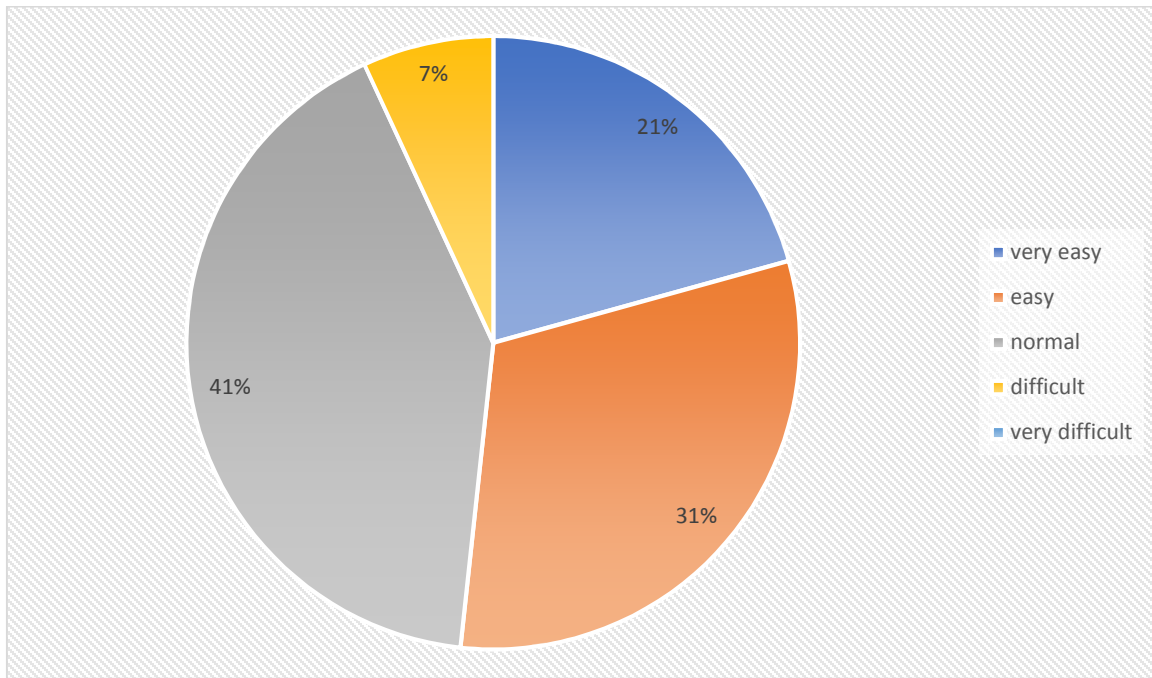
9-Did you find enough time for preparing and planning your lessons?



Graph 11 managing time for preparing and planning lessons

Time is a critical component when planning lessons, serving both practical and pedagogical purposes. This question aims to understand the teacher's experience with time management for lesson preparation and planning. It seeks to explore whether the teacher had sufficient time to adequately prepare and plan lessons during their teaching tenure .62% of the teachers said yes and 38% answered by no.

10-Was the course book easy to use?

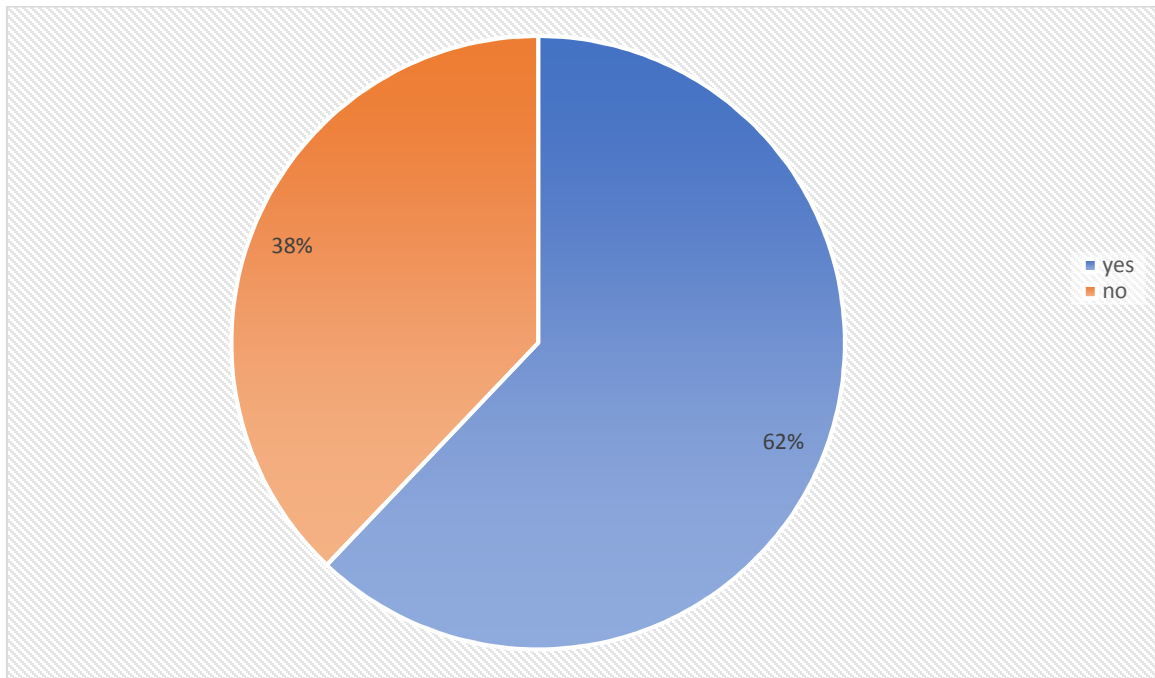


Graph 12 Course book experience

Coursebooks play a significant role in education, serving multiple purposes that enhance teaching and learning. This question seeks to understand the teacher's experience with the course book or textbook used in their teaching. It aims to explore whether the teacher found the course book easy to use in planning and delivering lessons. For some teachers 41.4% answered that was normal and 20.7% was very easy and 31% was easy and 6.9% said that was difficult .

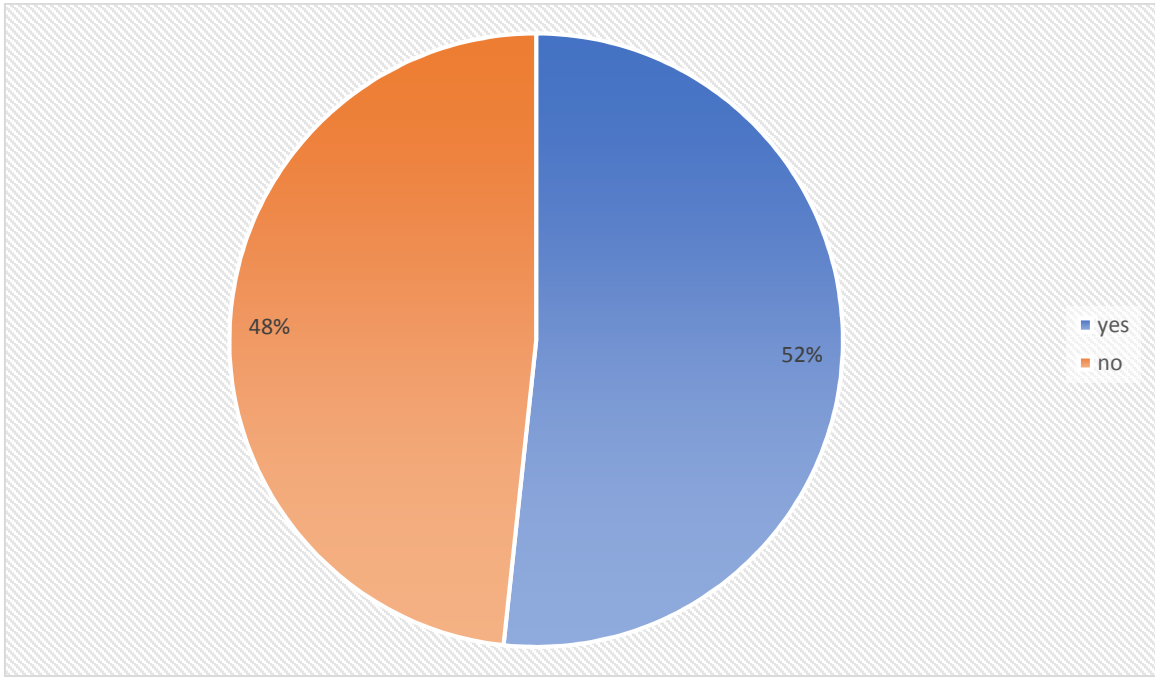
11-Were the classrooms design helpful for your teaching operation?

Classroom design plays a significant role in facilitating effective teaching and learning operations. This question aims to understand the extent to which the design of the classrooms supported the teacher's teaching operations. It seeks to explore whether the layout, facilities, and resources in the classrooms were conducive to effective teaching and learning. 62.1% answered by yes and 37.9% answered by no.



Graph 13 The classroom design and its importance to creating effective learning environment

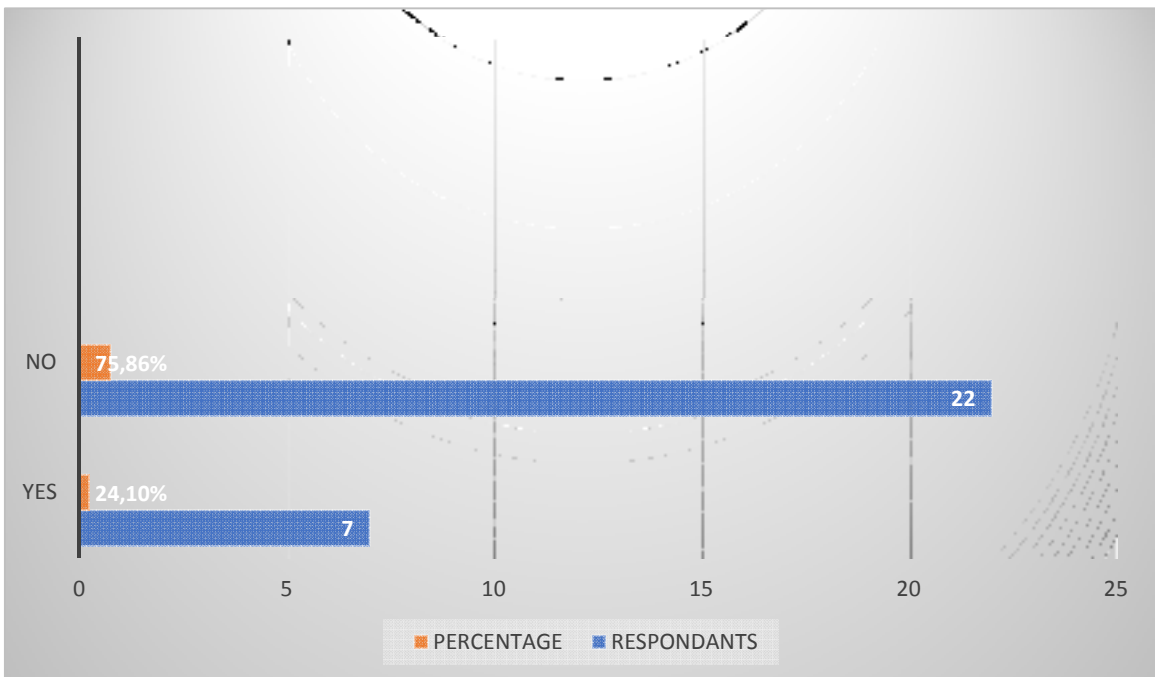
12-Have you had enough space for group work and other classroom projects / activities in the classroom?



Graph 14 Managing time in Groups work and activities

This question is asking whether the teacher had sufficient space in the classroom to conduct group work and other classroom projects or activities. It seeks to understand if the physical layout of the classroom accommodated collaborative learning and hands-on activities effectively the majority 52% answered yes and 48% answered no.

13-Were the classrooms equipped with technology and information devices?

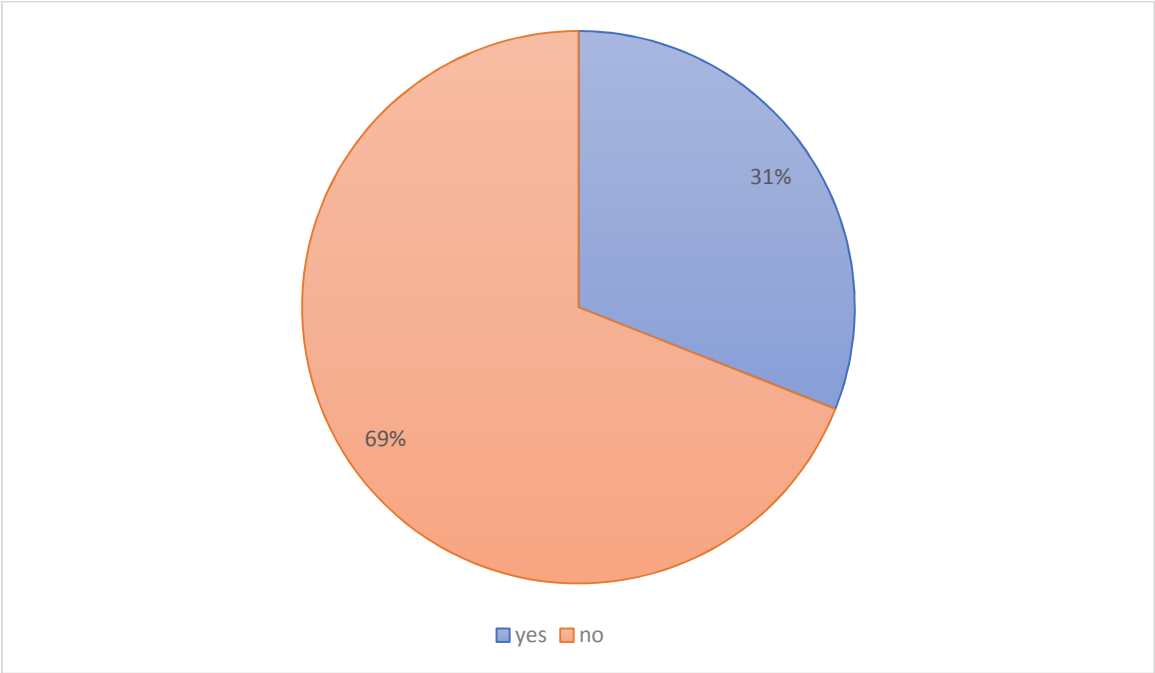


Graph 14 Technology and information devices in classrooms

The importance of technology-equipped classrooms lies in their ability to enhance teaching and learning experiences, preparing students for the digital age and providing them with access to a wealth of resources and tools. This question aims to understand the extent to which classrooms were equipped with technology and information devices to support teaching and learning. It seeks to explore whether classrooms had access to tools such as computers, projectors, or interactive whiteboards that could enhance instructional delivery and student engagement. 24.1% answer yes it was equipped and 75.86% unfortunately answer no

.-If yes, have you effectively benefited from them?

31% means 9 teacher answer yes they have benefited from them and 69% of courses they didn't because the majority didn't have .



Graph 15 Benefaction of technology

14- Describe briefly a lesson that was successful?

A successful lesson is the backbone of effective teaching, The aim of this question for a primary teacher is to understand their ability to plan and execute effective lessons. By asking the teacher to describe a successful lesson, the interviewer seeks to gauge their teaching approach, creativity, and instructional effectiveness. It also provides insight into the teacher's understanding of student engagement, differentiation, and assessment practices. Overall, the question aims to assess the teacher's competency in designing and delivering impactful

learning experiences in the classroom. and here are some answers of the teachers: (Well ...one of the EFL teachers asked me to assist in my session and honorably I told her yes because I was extremely eager to learn more ...to be honest I can't retrieve what was the lesson about but it was successful...pupils were participating and we were exchanging information perfectly and eventually that teacher enjoyed my session sm and shared a lot of notes with me so yea kind of grateful).(You many rubrics and each rubrics contains special context such as in the session of I sing and have fun/ I listen and repeat the pupils recognize the topic according the song and names the words according the phonemic awareness.) . (Reading and writing lesson ,While and when ,Grammar lessons were always easy to manage ,daily activities was enjoyable , I used the data show to play songs about the taught topic and students adored it, Lesson of games because students were interested and excited to learn it and they play it during the class For instance Health lesson with 4ps .I brought Healthy and Unhealthy food from house to make the situation real and they have deferentiated between them and learn them by heart . Teaching food to 4Ps they were very involved ,Alphabet ,Read ans enjoy a very good lesson which help the learners to sammurise the sequence and asses their knowledge and give them thé opportunity to use vact . Very fruitful lesson .Also other answered (Listening lessons are the most successful ,Listen and repeat Toys kesson: Learners have acquired the necessary vocab through drilling then each had to ,take a toy from the box with eyes closed and had to name it ,Grammar ,The one of definite and indefinite articles. Practice, especially with abstract examples, helped the pupils make the difference between a, an and the, as well as when to use each one of them wether to mention specific or non specific objects. Listening and reading ,SMART Plan ,A lesson about scientific experiments ,Written expression ,Group lessons are always successful ,Lesson of colors and animals ,A practical lesson , Daily activities... Talking about their activities using present simple tense ,The lesson of tenses was very successful . However, one teacher from the sample did not provide an answer to the question as she/he could not recognize the necessity for this question.

15- Describe briefly your worst teaching day, and what did you learn from the experiences?

This question is asking the teacher to talk about a tough day they had while teaching, and what they learned from it. It helps the interviewer understand how the teacher deals with difficult situations and grows from them. And here are some teachers experiences (Youshould always act seriously or students won't respect you That i have to be patient with my learners untile the end .learn to not be that easy and laugh alot with pupils .My first day in teaching was

awful because I couldn't know how can I manage the pupils and control the whole class besides to the huge number of the pupils at the moments ...they're were over 50 if I'm not mistaken...it was literally horrible even though I could impose my self easily but I couldn't thenit was Terrible (the worst experience in my life) .The time is not enough to present lesson plan .Every time I can't control my anger is always my worst session .The first day because it was hard to manage students at first .Actually there was not a bad day of teaching , the teaching process and the way of dealing with students gives the teacher daily lessons..I learned not to postpone any work.With 4ps at the Begining of the year .. zero intrest to the module but they changed Thier mood .My worst teaching moment was early on in my teaching career. My lessons were always entirely reliant on a PowerPoint presentation (likely a result of a lack of confidence in my knowledge). However one lesson I turned up and – you guessed it – the projector wasn't working.The grammar lessons are the most difficult .Read and enjoy .Learners could not retain the dialogue and I kept screaming and got devastated. I have learnt that changing the method is the key) .also this answeres (I always do my best to maintain positive energy within the class along with the pupils' motivation to learn. And thanks to that, the teaching-learning environment has so far been so good. When the teacher is not prepared well, it is better to stay at home .When you are not prepared well for the lesson, it is better to stay at home .When I teach them I read and discover .It was Last evening session in the last day of the week the pupils were noisy unwillingly to learn just willing to play and sing thus i ve planned that session for the purpose of learning throw having fun and games. .My first day i did not know how to deal with students and how to manage the classroom .Each of my students has a different way of thinking from the other, and each of them has a different way of express as well. Sometimes there is little difficulty in convey the information or from stimulating their calm within the classroom. I learned from that that each of them has its own mindset and I must cope with and also My worst day of teaching was the day my father got sick. I had a hard time getting over it, but the students were nice and the teacher benefits from education in many ways, as he gains deeper knowledge in the subjects he teaches, develops his teaching and mentoring skills for students, in addition to improving his skills in communicating and interacting with others) and it seems that some teacher didn't understand

Section Four: Teacher –administration/parents relationship

1-How do you incorporate parents into the students' education?

The aim of the question "How do you incorporate parents into the students' education?" is to

understand the teacher's approach to fostering parental involvement in their students' educational journey. By asking this question, the interviewer seeks to gauge the teacher's awareness of the importance of parent-teacher collaboration and their strategies for effectively engaging parents in supporting their children's learning. Additionally, it aims to assess the teacher's ability to build positive relationships with parents and create a supportive home-school partnership for student success. and here are some teachers answers Regular communication, Contacting to them so they help me to reach my goals, The parents' presence is the most important, Calling them, By managing with the administration to make days in which the teacher discuss the student weaknesses and strengths with his/ her parents. A good incorporation ,In the parent meeting, we talk about everything that should change in every student, Communicate clearly and regularly. Invite parents to volunteer. Create a parent-friendly classroom. Collaborate with parents on projects. Respect diversity and differences. Seek feedback and improvement. Here's what else to consider. also Some parents are very cooperative. They are willing to help at home By tell them the system that i use in an easy way I incorporate parents as the pupils need more educational care after school classes showing the best ways to deal with their children in order to enhance their skills. By organizing meetings with them and talking about the student's behavior in particular, then addressing his interaction in the department and his academic level, and trying to guide parents on how to reach an understanding with their children, that can increase their children's level in school) but the minority of the teachers from the sample did not provide an answer to the question as she/he could not recognize the necessity for this question.

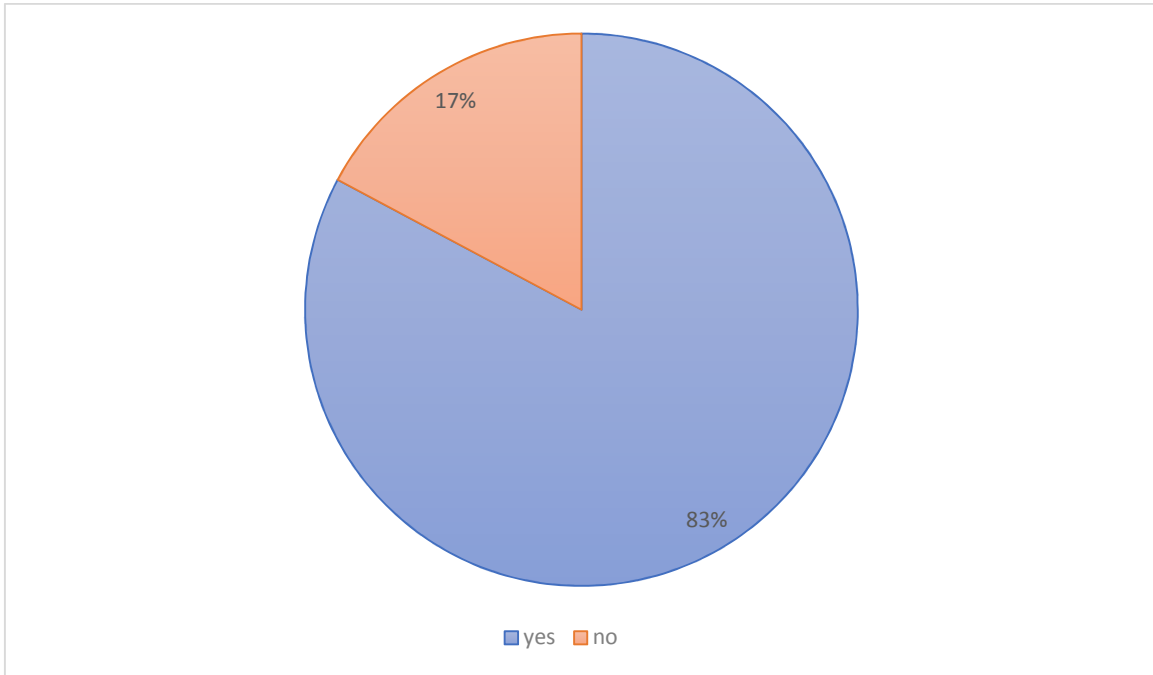
2-What obstacles you face while communicating with parents about their children progress?

The aim of this question is to understand the challenges the teacher encounters when communicating with parents regarding their children's progress in school. By asking this question. Understanding these obstacles helps assess the teacher's communication skills and ability to effectively engage parents in their children's education. Additionally, it provides insight into the teacher's strategies for overcoming communication challenges and fostering productive partnerships with parents and here are some teacher's answer from the sample (They don't believe the teacher but they do believe their children also how to convince them that their children are not always right .Most of them don't even care about their kids they only think about grades .couldn't tell them about the truth of their children's problems . And Some parents don't speak the language and they don't know much about it so it's somehow difficult to discuss with them the student's weaknesses and strengths They feel that the problem always in the

teacher not their child .Some parents do not acknowledge their children's faults, even though it is a normal thing . parents are very intrested with english module and they all wants their kids to bé brillant and to built a good language .Lack of Patience: Parents might find it challenging to be patient and listen attentively, especially when dealing with sensitive or repetitive topics. This can hinder the establishment of meaningful conversations. Solution: Practice patience and active listening. They can't accept the real level of their children and They dont help there kids Some wouldn't accept their children's problems .Some parents tend to neglect the psychological conditions that may affect their children's achievements, as some others do not give much importance/ time to developing their children's capabilities after school. Limited time,lack of awareness about the importance of parental involvement and sensitive topics. They only need an exception marks .Most their interests are the moment result marks not the process of their children's progress . and SOME Parents don't accept the teachers remarks of their children's misbehavior inside the class nd with their mates as bullying.They didn't accept that their children need to learn in home not just in school .I find it difficult with some parents who do not accept their children's failure and throw blame on the teacher and the curriculum .There are irresponsible, uncaring parents, but not all of them .The differences between the mindsets and how to manage the communication with them ,Just time is not enough and sometimes they don't understand my point and they don't help) 5 teachers said that they didn't face obstacles while communicating with parents about their children progress.

3-Did the administration help effectively in your integration at the institution?

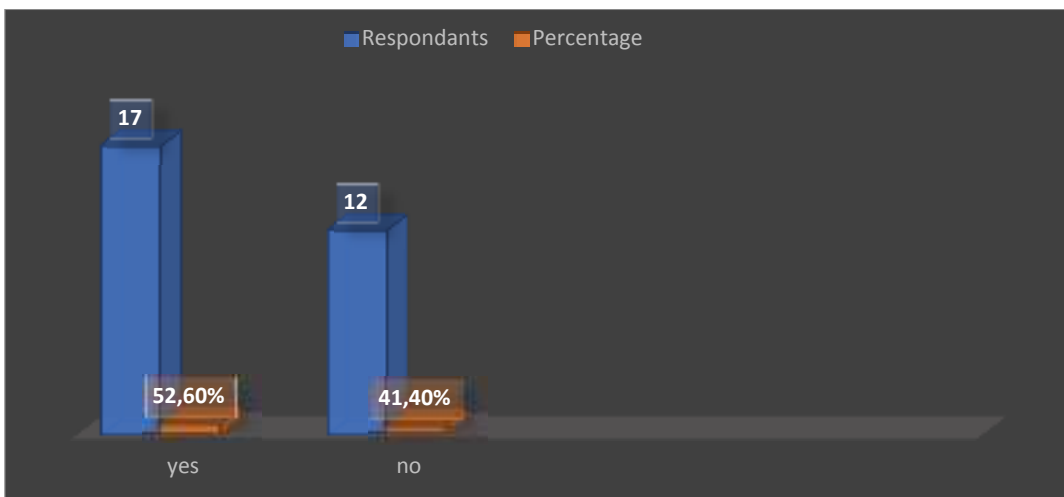
The aim of this question is to assess the level of support provided by the administration to the teacher during their integration into the institution. This includes assistance with administrative tasks, guidance on school policies and procedures, provision of resources, and overall support in addressing any challenges encountered. Understanding the teacher's experience with administrative support helps evaluate the institution's effectiveness in promoting a supportive and welcoming work culture.and the sample shows that 17% answered by no and 83% answered yes the administration help effectively in your integration at the institution



Graph 16 administration help in integration at the institution

4-Did the administration provide you with the all the needed administrative and pedagogical support?

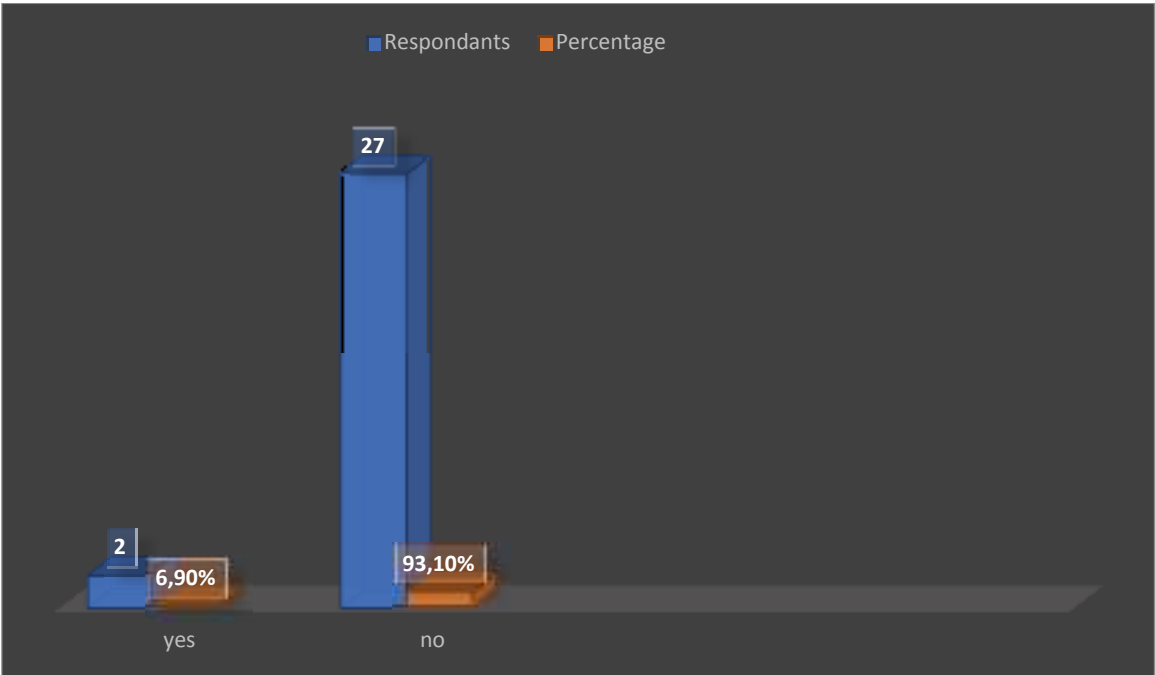
This question is asking whether the school's administration gave the teacher all the help they needed with paperwork, teaching materials, and guidance on how to teach effectively. The administration plays a crucial role in integrating teachers within an institution by providing support, guidance, and resources to facilitate collaboration, communication, and professional development. 58.6% answer yes they did and 41.1% they did not.



Graph 17 Administration support for teachers needs

5- Have you had any difficulties to deal with the meetings and councils?

The aim of this question is to understand if the teacher encountered any challenges in managing meetings and participating in councils or committees within the school. By asking this question, the interviewer seeks to identify any obstacles the teacher faced, such as scheduling conflicts, communication issues, or unfamiliarity with meeting procedures. Understanding these difficulties helps assess the teacher's ability to navigate collaborative decision-making processes and engage effectively in school governance activities. It also provides insight into the teacher's organizational skills and adaptability in managing various professional responsibilities within the school community. 6.9% from the sample they had difficulties to deal with the meeting and councils and 93.10% They had not .



Graph 18 Difficulties to deal with the meetings and councils

-If yes, would please mention them

The two teachers 6.9% from the sample did not mention their difficulties as she/he could not recognize the necessity for this question.

6-What advice would you offer to novice teachers being recruited at the primary school?

This question is asking the experienced teacher to share some helpful advice for new teachers who are starting at the primary school. It aims to gather practical tips and guidance that can support new teachers in their roles and help them succeed. and here are the advices of 29 teacher of the sample : (Being well prepared and self-confident ,Be serious since day 1 but not too serious because they will hate so they won't accept the language ,To be patient ,don't be that easy ,If u don't like teaching ...don't waste your energy and time on itteaching nowadays needs to be really creative in order to a successful teacher and this is kind of hard according to me because basically teaching was never my dream job so yeaotherwise try to organize your lesson plansif u like it u can be the best intry to make useful relationships with EFL teachers because they're gonna help u a lot and especially if u seem ambitious and hard working teacher to themanyways hope u all the best ,You should work with new ideas in order to attractive pupils to like it English. ,Know your students ,They must know carefully how to deal with them and manage them also using very simple language ,It is truly a good experience that makes the teacher feel that he is providing and changing as much as he can in the students for the better. It is true that you will feel nervous at first, but you will get used to it and it will become a good thing ,Do your best and learn your children before , and always remember that children are naturally kinetic ,Do not be stressed ; learn more about the kids psochology ; teaching is all about giving to learners so read and learn be creative .. make sure all learners do understand find Ur style and Ur learners style thats the main important goal ,Build relationships with your students. Take the time to get to know them as individuals and create a positive and supportive classroom environment. Be organized and plan ahead. Having a clear lesson plan and schedule will help you stay on track and be more efficient. Try to make the lesson funny ,Devolop there language skill .Get to learners' heart first. I recommend primary school teachers to be patient, flexible, gentle and parents-like with their pupils to maintain their motivation. Be helpful with your kids. love them they will learn more .Possessing these characteristics of patience,loving Active listening ,life long learning , free of bias, respectful ,Empathy, Creativity,....Try to do everything alone because no one will help you .They must treat children with special and good treatment. We want to educate a mentally and psychologically healthy generation. We do not want to leave things that they do not forget when they grow up .Teach with love .To not be negative. never give up and always ask and pray help from god. be strict from the beginning so as not they lose control over the students, and also to try to intensify activities, songs, and games. This motivates primary school students to learn

quickly) so this were the advices of each teacher offer to novice teachers being recruited at the primary school.

Discussion and Synthesis

In brief, through our exploratory study we had the objectives of bringing to light the difficulties that face teachers in their first years in primary schools . By adopting a qualitative research approach and a case study design, we were honored by the participation of 29 teachers in answering our data collection tool the survey questionnaire, to find adequate answers to the questions posited by our study. Through our analysis of the valuable collected data, we have reached interesting conclusions that teachers may face some difficulties because it's their first experience and didn't receive a training to know how to deal with each problems or we may say challenges that they face during their years of teaching in classes in administration and with parents . And each teacher had use an approach that is suitable for all the students the average and the good even though they faced a horrible teaching day's but it was an experience for them that helped them to learn many things because it was hard for them to manage everything at the first time but every day of teaching it's a key for them to discover the children and rules of how to deal with any difficulties with parents ,administration with the meetings and councils . Finally each teacher give an advice that he or she faced and can help new teachers to avoid ,or help them to continue and never give up to develop their self's

Conclusion

In this chapter, we collected, discussed, and analyzed the data that uncover the Difficulties that face teachers in their first years at primary schools. The study has provided answers to the research questions set before. The results indicate that there is a challenges that new teachers may face in primary schools .

General Conclusion

This study investigates the difficulties that face primary teachers in their first years at Khenchla Algeria. We tried to give sights into the new challenges that teachers face in primary schools .To answer the previously asked questions:

1 - Did you received any trainig to be able to teach with confidence ?

2 -How did you determine your priorities and time management challenges during your first year in teaching profession and ensure that all lessons are actively involved in the learning process?

3 -What do you think what can affect how well new teachers face any difficulties in teaching? We worked with 29 primay teacher (27 female and 2 male) with a questionnaire to know each teacher what he and she face kind of difficulties in The Recruitment process Experience and In-class teaching process Experience and Teacher –administration/parents relationship and for the interviews 3 director and 3 inspectors each one told as what challenges did they face in their experiences . After collecting the data,to analyse the result The findings confirmed our hypothesis and showed that new recruitment teachers in primary school face some diffictuies even if they received a training.

Furthermore, the research questions were answered based on the questionnaire results:

1-New teachers who receive comprehensive training are more confident in their teaching abilities

2-New teachers have a hard time managing classroom activities and keeping students engaged

1- Personal characteristics like confidence and resilience affect how well new teachers face any difficulties in teaching

Limitations and Recommendations

This work studied the difficulties that face primary teachers in their first years . Due to some constraints and the nature of the subject being an original work since primary schools start learning English in this last 2 years , the results of this experiment should be considered in light of the study's limitations. First, the sample size is relatively small. Second, the difference in sample sizes for men and women. Although small, the difference of 27 women versus 2 men and each teacher have take 3 or 4 primary school to teach . Moreover, time was another issue considering that the experiment was held during class sessions which made it hard to adapt to the participants' schedules. In light of the previously mentioned points, the issue is still somehow vague and needs further research. Therefore, we recommend the following:

- Future researchers should attempt to replicate these findings in a broader range of populations to allow the possibility of generalizing these findings if similar.
- It is also recommended that the number of male and female participants should be equal or almost nearly equal to know if male have same difficulties that women face.
- We invite future researchers to extend and dive deeper into this subject because teaching English in primary schools is a new law and future teachers may know what will they face.

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APPENDIX

Appendix 1 Questionnaire



THE TEACHERS' QUESTIONNAIRE

Dear teachers,

You are kindly invited to answer the current questionnaire, which is part of research that investigates the newly recruited teachers' experiences as teachers of English in the primary cycle. The questionnaire is anonymous, and all information is kept confidential and used only for scientific research purposes.

Your collaboration is much appreciated.

SECTION ONE: GENERAL INFORMATION

1-Are you :

Male

Female

2. Which university degree do you hold:

Bachelor's

Master's

3. When were you recruited:

2022/2023

2023/2024



THE TEACHERS' QUESTIONNAIRE

SECTION TWO: THE RECRUITMENT PROCESS EXPERIENCE

TICK THE APPROPRIATE ANSWER:

4- How do you evaluate the recruitment process?

- Very bad Bad Normal
 Good ver good

5-Did you face any difficulties during the recruitment process?

- Yes No

-If yes, please mention the most serious ones:

6. How did you feel after you had been recruited as a teacher?

- Very stressed and frightened Somehow stressed Normal
 Very relaxed and enjoying

7. Have you received any pedagogical training after recruitment?

- Yes No

If yes, how would you evaluate it:

- Very valuable and informative Valuable and informative Neutral Disappointing and not helpful
 Very disappointing and not helpful at all

8. How was your placement at your position at your school?

- Very satisfying Satisfying Neutral Disappointing Very disappointing

9. If there were any administrative problems in during your placement, would you please mention them?



THE TEACHERS' QUESTIONNAIRE

SECTION THREE: IN-CLASS TEACHING PROCESS EXPERIENCE

10-Did your students actively participate in the classroom?

Yes

No

11-Did you usually find enough time for preparing and planning your English lessons?

Sometimes

Always

Never

Say how?

12-Did you face any problem in the meeting diverse learning of your students during your first years of teaching?

Never

Yes

No

Can you give any example that faced you?

13-How do you encourage students participation and engagement during lessons ?



THE TEACHERS' QUESTIONNAIRE

SECTION THREE: IN-CLASS TEACHING PROCESS EXPERIENCE

14- How did you deal with pressure and stress that often accompanies the first year of teaching?

15-How did you ensure that all lessons are acting involving in the learning process?

16-how did you determine your priorities and time management challenges during your first years of teaching?

17-how did you determine your priorities and time management challenges during your first years of teaching?

18-does information technology available today facilitate you to prove teaching and learning?



THE TEACHERS' QUESTIONNAIRE

SECTION THREE: IN-CLASS TEACHING PROCESS EXPERIENCE

19-did you have enough space for group work and other classroom projects / activities in the classroom?

20-what are the methods of teaching you started use ?

21-describe your teaching style?

22-describe a lesson that was less successful?

23-what strengths do you have that helped you in your teaching career ?



THE TEACHERS' QUESTIONNAIRE

SECTION THREE: IN-CLASS TEACHING PROCESS EXPERIENCE

24-Describe your worst teaching day, What did you learn from the experiences ?

25-How you build a good relationship with your students?

26-If the majority of your class fail on a test ptoject or assignment, What would you do ?



THE TEACHERS' QUESTIONNAIRE

SECTION FOUR: TEACHER - ADMINISTRATION/PARENTS RELATIONSHIP

27-what obstacles you face while communicating with parents bout their children progress?

28-how do you incorporate parents into students education?

29-How do you manage your time to meet administrative deadlines and responsibilities?

30-Can you provide examples of successful strategies you have used to improve communication and relationships with both parents and school administrators?

Appendix 2 Interview

Questions with 3 directors and 3 inspectors

- What's your biggest difficulties and troubles that you faced in your career especially at the beginning?
- Building relationships with every single individual in the school is it important?
- What do you think about that job?
- What do you think about your work responsibility as a director?
- Do you think that your principal role is complicated and how do you develop and fix the problems?
- What are the issues and difficulties that have been throughout in the domain of inspection?
- what's your Key responsibilities and duties?
- How you play the role of inspector and how you solve the problems and succeed at that?

Answers

So these are the result of our experiment after we did an interview with 3 directors of English and 3 inspectors of English too and this is the answer of the previous questions to discover the difficulties that they face in their experiences :

The Director THABETI CHOUKI

I think my biggest trouble in the beginning of my job as a director of the school is the relationships with every single individual, but step by step I succeed at that, Building relationships has obvious importance, but for a new administrator, it could be the difference between success and failure. A new administrator must make a conscious and intentional effort to build meaningful relationships with students, staff, fellow administrators, community partners, and families You are going to have a staff member who wants to be the runner-up to your job. You will have a student who just doesn't respect you. You will have parents who will circumvent your leadership. It happens. Don't focus on the small stuff; champion the big things. School administration is not just a job, it is an adventure. Adventures have ups and downs. Embrace them.

The Director BELGOUT FETHI

As a director of the primary of Larbi Tbessi school, In my first three years I can't describe how much It was hard the responsibility I found responsibility of student social development, providing the possibilities of working create institutional culture, determine institutional goals to provide essential materials to conduct the lessons in a healthy way, to fix

the problems of heating and cooling systems, compose a healthy and clean environment, to create a healthy In addition to these problems mentioned, the relationship between the school staff and the School directors, labour division is a really important problem. At the same time, the necessity that students' parents should also be included in each situation related to their academic life.

The Director CHEGLAM FATEH

When I started my first year as a principal of School, I felt ready to tackle any challenge. I had a unique connection to the community, having attended primary school nearby, I found myself surprised by the realities of the principal ship and the hurdles that confronted me. Facing such hurdles in my first year taught me that its not challenges that define you—its how you respond to them. Today school principal is like the CEO of a corporation, with a duty to lead the whole school in terms of vision, instructional planning, staff development, fiscal planning, and more. Synergizing the interests of all stakeholders while simultaneously being results-oriented isn't an easy task, but it's a one that I feel privileged to tackle. I love a complex challenge.

The Director Of primary School Amir Abdel Kader Abdelaziz Fikret

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The Director Rachid Fendali

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staff and the School directors, labour division is a really important problem. At the same time, the necessity that students' parents should also be included in each situation related to their academic life.

The Director Zaouia Dalel Mouloud Ferouan

When I started my first year as a principal of School, I felt ready to tackle any challenge. I had a unique connection to the community, having attended primary school nearby, I found myself surprised by the realities of the principal ship and the hurdles that confronted me. Facing such hurdles in my first year taught me that its not challenges that define you—its how you respond to them. Today school principal is like the CEO of a corporation, with a duty to lead the whole school in terms of vision, instructional planning, staff development, fiscal planning, and more. Synergizing the interests of all stakeholders while simultaneously being results-oriented isn't an easy task, but it's a one that I feel privileged to tackle. I love a complex challenge.

The inspector EL BIDHA GERARI

In my job I faced a difficult to dis-associate both an administrative and an educational one. It is therefore necessary to situate the primary school inspectorate within the hierarchy of inspectoral bodies and to examine how each inspector carries out these two kinds of activities within the context of the measures taken by the Ministry of National Education»

inspectors duties are both complex and ambiguous as they change under the pressure of societys new educational needs. This calls for reflection on the nature of these duties and observation of the circum-stances and ways in which these changes occur as well as the consequences they have on peoples behaviour and the operation of institutions» It is sometimes said that the inspector is., or should be the eyes and ears of the Ministry;. It is true that he has a precise role to play in the transmission and application of official instructions concerning the manage-ment of personnel and the implementation of teaching methods. He is expected to report to higher authorities and it would be useful to check the extent to which the Ministry takes this information into account when improving the management of education and planning its development. It is equally important.

The inspector AISSA ZERDOUM

Provide support in implementation of Education training service Develop quality education indicators to ensure consistence of inspection And reporting as a basis for national education and training targets; Monitor and evaluate curriculum implementation, use of instructional Materials, assessment tools and systems, and recommend areas of Improvement

in teaching and training of learners; Carry out surveys on national education policies, strategies and programs On the delivery of quality education and training in the country; Carry out inspections to ensure adherence to established rules, regulations and standards by private schools and institutions in delivering education and training; Prepare and submit technical reports in respect of education standards to The relevant authorities.

The inspector KHEDOUJ BEN SAIDI

The role of the inspectorate in the face of students; strikes. Teachers have, for example, been reported to have problems with their students, some schools operate without adequate facilities and others are located in places that are not conducive for learning. In all this, fingers always have been pointed at the inspectorate which is supposed to play a regulatory role the blame is always on us Problems which usually included inadequate funds, lack of transport and communication facilities, inadequate professional training, work overload, lack of computers, lack of follow-up, delayed implementation of and lack of co-operation from teachers during inspection. But as inspector i suggested how to alleviate these problems.