

## UNIVERSITY NOVICE TEACHERS' PROBLEMS: DIAGNOSIS AND REMEDY VOICES FROM TEACHERS OF BATNA 2 UNIVERSITY

الصعوبات والتحديات التي يواجهها الأستاذ الجامعي المبتدئ  
تصنيف المشكلات ومحاولة اقتراح بعض الحلول

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### Abstract

A novice teacher's transition from graduation to professional life might be worrying because there are many factors that can negatively impact on their teaching career. Th

e purpose of the present study is to examine the challenges faced by novices. Specifically, the study seeks to identify and categorize a list of problems encountered during their first years of teaching, and try to suggest some solutions to overcome those difficulties. An online questionnaire was completed from 61 novice teachers teaching in randomly selected 8 faculties of Batna 2 University – Algeria. Results of the study indicate that teachers experience difficulties in many aspects of teaching during their first years; these difficulties can be classified as internal(personal) and external (the ones caused by the teaching methods, classroom management, relationship with colleagues and administrators...). Based on identifying those problems, a specific support can be given in taking advantage of the opportunity to improve their teaching practices.

**Keywords:** Novice teacher; challenges; online questionnaire; teaching practices.

### الملخص

يمكن أن تكون مرحلة انتقال الأستاذ المبتدئ من عالم الدراسة إلى الحياة المهنية معقدة بسبب عوامل مختلفة يمكن أن تؤثر سلبيًا على حياته المهنية. الغرض من هذه الدراسة هو البحث عن الصعوبات والتحديات التي تواجه الاستاذ المبتدئ. على وجه التحديد، تسعى الدراسة إلى تحديد وتصنيف قائمة التحديات والمشكلات التي يواجهها خلال السنوات الأولى من التدريس، ومحاولة اقتراح بعض الحلول للتغلب على هذه الصعوبات. تم جمع البيانات من عينة تضم 61 أستاذًا مبتدئًا من ثمانية كليات في جامعة باتنة 2 – الجزائر من خلال استبيان عبر شبكة الإنترنت. كشفت النتائج أن الغالبية العظمى من الأساتذة الذين شملهم الاستطلاع يواجهون خلال سنواتهم الأولى صعوبات في العديد من جوانب التدريس. يمكن تصنيف المشاكل على أنها داخلية (شخصية) وخارجية (تلك التي تسببها طريقة التدريس، التحكم في القسم، والعلاقة مع الزملاء والإداريين...). بناءً على معرفة هذه المشكلات، الدراسة الحالية تقترح حلول وتوجيهات يمكن أن تساهم في مواجهة هذه الصعوبات وتحسين الممارسات التعليمية للأساتذة المبتدئين

**الكلمات المفتاحية:** استاذ مبتدئ; تحديات; استبيان إلكتروني; الممارسات التعليمية

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## **Introduction**

Teaching is hard. Staying in the teaching profession can sometimes be even harder, and the first years of teaching are crucial (Cain, 2012; Dayan, Parveen & Khan, 2018); it needs motivation as they help to create one's teaching career. How novice teachers tackle those years largely dictates how they would tackle the rest of their teaching life. All too often, a novice teacher's lack of success is blamed on his or her educational level. Many factors can directly or indirectly affect the teaching process of novice teachers with regard to their achievement. Expectation is just one of those factors as what is asked from an experienced teacher is also asked from a novice teacher which creates a state of unfairness.

Being perceived as competent in teaching is one of the main objectives for all beginning teachers. This aim is creeping into teachers' life, and pervading their thinking about how to be a good teacher. Based on these challenges and perspectives, the subject of novice teachers should be highlighted. One of the variables being studied is novice teachers' problems. This situation is serious for the first years of the profession of new teachers. Accordingly, understanding the problems and challenges that beginning teachers encounter was undertaken by the researcher.

Providing a comprehensive support for new teachers can be fruitful. It is crucial to walk the fine line between unexperienced teachers and incompetent teachers. Such support can result in productive ways for all involved to both support novice teachers and grow professionally themselves.

### **1. Background**

Teaching is not easy. Even with hundreds of available resources, stepping into a teaching role for the first time can be challenging and worrying. Being suddenly responsible of a group of students, and the one they will turn to if anything goes wrong can be a daunting. Teaching implies competence, experience and motivation while for others, it is all about degree. There are raging debates about what makes a good novice teacher. Such factors as competence, personality, ability to control, environment are just a few aspects that should be associated with novice teachers. Novice teachers can be a great source of motivation or frustration in the workplace.

Due to the worth of the success of new teachers, transition from college to career requires a strong attention and high degree of interest. A myriad of studies has indicated the problems of beginning teachers: Dewalt and Ball (1987) in US; Brighouse (1995) in England; Myint (1999) in Japan

where the argument and the focus were about the experience and its effect on teachers' practices and attitudes.

In a study conducted by Taneri (2004) in Turkey, the researcher in his investigation about the novice teachers' problems with respect to teacher certification processes they were engaged in, Taneri (2004) found that teaching at mixed-level classes, providing teaching materials, and getting students motivated are among the main problems that they encounter during their teaching process.

As one of the few studies in Algeria, a study by Bia (2016) focused on challenges to novice English language teachers at middle school. General findings indicated that the participants experienced problems in: lack of experience and proficiency, planning the lesson, low proficiency in speaking the language, and social challenges (transport issues, family issues...etc.) The studies in Algeria are few and limited in scope. For that reason, more detailed research investigating the main problems and challenges with novice teachers from different levels and fields appeared to be a must.

## **2. Operational Definitions**

### **2. 1. Teaching**

Different definitions have been given to teaching; According to Schlecty (2004), "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person". (p.22) which means that teaching has a special function as to impart understanding and behavior. Desforges (1995) defines teaching as the act of engagement with students. It includes promoting their learning and controlling their involvement.

Quina (1989, p. 5) suggested ten principles to get effective teaching:

- A shared experience between students and the teacher
- Imparting information and critical thinking skills to others
- Facilitation of the learning process
- Practicing the art of analyzing content and distributing the information to others
- Guiding students to be critical thinkers and enabling them to evaluate their world
- Conveying facts or information through a machine or person
- The art of showing, sharing, and exploring aspects of life
- Guidance designed to motivate students to use their full potential
- Helping students to find knowledge within themselves

- An art-a performing art

From the above definitions on teaching, one can argue that teaching is a complex process. It is not only concerned with sharing the information, but also with having effective personal and professional influence.

## **2. 2. Novice teacher**

As a preliminary step of this study, the term novice teachers refers to a beginner teacher who has been teaching for five years or less (Ingersol & Smith, 2003). This definition is also shared by Rodríguez and McKay (2010), who consider that experienced teachers are those who have approximately 5 years or more of classroom experience.

Richards and Farrell (2005, p.7) pointed out ten features to distinguish experienced teachers from novice teachers:

- a rich and elaborate knowledge base,
- ability to integrate and use different kinds of knowledge,
- ability to make intuitive judgments based on past experience,
- desire to investigate and solve a wide range of teaching problems,
- deeper understanding of students' needs and student learning,
- awareness of instructional objectives to support teaching,
- better understanding and use of language learning strategies,
- greater awareness of the learning context,
- greater fluidity and automaticity in teaching, and
- greater efficiency and effectiveness in lesson planning

So, a novice teacher is someone who teaches for the first time and typically full of enthusiasm while having limited or nonexistent experience.

## **2. Statement of the problem**

The stages of achieving a successful novice teacher career development can be done through good teaching environment, skills, motivation and working conditions. Therefore, the process of achieving that goal should get a comprehensive understanding by everyone involved in the process of teaching and learning from teacher, administrator to student. The success of students highly relies on the comprehension and skills of teachers (Goldhaber, 2002). This critical profession requires persistent teachers who can deal with any workplace problems. According to Gibbs (2002), "Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching" (p.45).

Without good working conditions, novice teachers cannot effectively implement their content. For teachers to be effective in classrooms, they should have given qualities. It is important to note that insufficient experience and engagement can cause a state of incompetency. If novice teachers have a negative perception of their working conditions, they are likely to be absent, and their productivity and commitment tend to be low. Teachers' troubles, especially those stated by novice teachers, can be fully stressful (Babad, 2009).

### **3. Aim of the Study**

As already mentioned, the concern of weighing up novice teachers' problems and challenges has been studied in various countries. The significance of dealing with the present topic is that little studies particularize to the Algerian context. The present study aims to explore problems encountered by beginning teachers, and to reveal whether these problems affect their teaching retention rates or not. Efforts to improve novice teachers' working conditions can create satisfied teachers with a positive effect on student performance and general output of the novice teacher.

### **4. Research Questions**

In order to achieve the above stated aims, the present study was intended to answer the following research questions:

- What are the problems that novice teachers most frequently experienced in their first years of teaching?
- Do the problems novice teachers experienced differ according to the field and the level they teach, gender, and the department (place) they work in?
- How can novice teachers cope with and overcome their teaching problems?

### **5. Research Hypotheses**

In an attempt to answer the research questions, the researcher advances the following hypotheses:

- It could be hypothesized that teaching performance for novice teachers is impeded because it tends to involve the most emotional reactions such as stress, and anxiety. Moreover, teaching performance is influenced by a number of challenges including social, personal.....etc
- It could be hypothesized that there is a difference between the problems that novice teachers' experienced concerning their field and level of work, gender, and the department they work in.

- If novice teachers get motivated and follow some guiding lines, they will overcome their teaching obstacles and problems.

## **6. Research Design and Methodology**

### **5.1. Participants**

Addressing the whole population of Batna 2 University novice teachers is unattainable and difficult, therefore, sampling is requisite. The sample of the present study consists of 61 novices teachers employed in Batna 2 University. The teachers were grouped according to their faculty as medicine, technology, science, mathematics and computer science, Arts and languages, institute of earth and universe science, health and safety institute, and institute of sciences and techniques of physical and sports activities.

The total number of teachers questioned is 66, but this number has been reduced to 61 responses. The rest (5 questionnaires) were disregarded for two main reasons: first, some novice teachers did not finish answering their questionnaire. Second, some respondents did not return the questionnaire at all. The distribution of participants by gender and faculty they work in were summarized in Table 1.

Table 1.

*Gender and Faculty Novice Teachers Work in*

| Faculty       |          |            |         |                                  |                       |  |                             |  |
|---------------|----------|------------|---------|----------------------------------|-----------------------|--|-----------------------------|--|
|               | Medicine | Technology | Science | Mathematics and computer science | Letters and languages | institute of earth and universe science, | Health and safety institute | institute of sciences and techniques of physical and sports activities |
| Gender        | N        | N          | N       | N                                | N                     | N  | N                           | N  |
| Female        | /        | 3          | 6       | 7                                | 14                    | 4  | 1                           | /  |
| Male          | 1        | 1          | 4       | 3                                | 2                     | 6  | 3                           | 6  |
| General Total | 1        | 4          | 10      | 10                               | 16                    | 10                                       | 4                           | 6  |

Female 57%

Male 43%

## 6.2. Instrument, data collection and data analysis

The present study adopted a qualitative approach and used an online questionnaire that was administered to all novice teachers of Batna 2 University. It consisted of two sections. In the first section, the participants were asked about their background information such as gender and the faculty they work in while the second part elicited their perspectives on various issues that related to their own teaching practices.

The face validity, content validity, and internal consistency reliability evidence are the main criteria to test the tool. The procedure for the development of the questionnaire was completed through an extensive review of its content by three experts in which the questions of the questionnaire were reduced to 20 questions. Then, the questionnaire was administered to 10 teachers, who were not included in the sample. For the reliability evidence, the estimate of Cronbach alpha indicated a high internal consistency 0.84. The data were analyzed through descriptive and inferential statistics procedures by using SPSS software.

## 7. Results and Interpretation

The participants' answers and comments are presented without any adjustments in the coming section.

### 7.1. Teachers' Background Information

Figure (1): Reasons for choosing teaching working

as a profession  
University

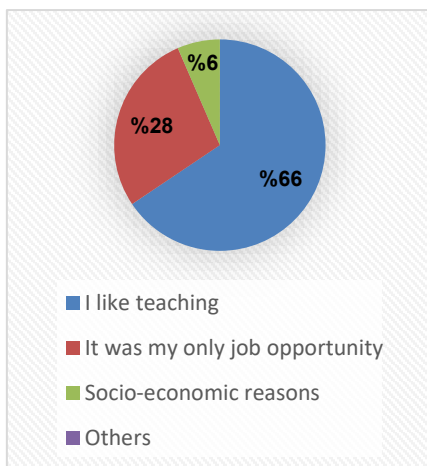
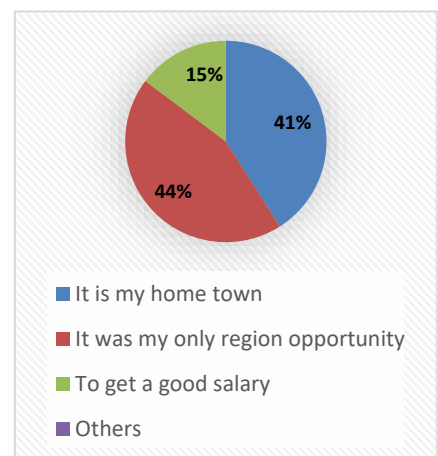


Figure (2): Purposes behind

in Batna2



Looking at Figure 1, we can see that 66 % of novice teachers have chosen to be teachers because they like that profession, 28 % of them consider it as their only job opportunity, 06% chose it for only socio-economic reasons. This may reflect a positive work environment. When you are working on something you love; you will work more efficiently. For their choice to work at Batna 2 University, a significant percentage of the novice teachers 44 % opted for 'it was my only region opportunity' option, 41% of them selected 'it is my home town' option, and 15 % of novices stated they work at Batna 2 University to get a good salary.

### **7.2. Novice Teachers' Challenges and Difficulties**

Thematic analysis followed to investigate novice teachers' challenges and difficulties. Findings were categorized under groups; personal challenges, social challenges, supervision, syllabus and classroom management challenges. Results of each group were interpreted according to the questions that were asked in the questionnaire and shared below.

**Table 2: Novice teachers' perspectives and attitudes towards their early years of teaching**

| Thème                      | Example   | Novice teachers |       |
|----------------------------|---|-----------------|-------|
|                            |   | N               | %     |
| <b>Personal challenges</b> | Teaching is a difficult profession                            | 12              | 29.5  |
|                            | strongly disagree   | 19              | 34.42 |
|                            | disagree  | 00              | 00    |
|                            | neutral   | 26              | 42.62 |
|                            | agree   | 04              | 03.27 |
|                            | strongly agree  |                 |       |
|                            | Emotional support makes me more involved in practicing my job | 09              | 14.75 |
|                            | strongly disagree   | 18              | 29.50 |
|                            | disagree  | 02              | 00    |
|                            | neutral   | 30              | 32.78 |
|                            | agree   | 02              | 03.27 |
|                            | strongly agree  |                 |       |



|                          |   |   |  |
|--------------------------|---|---|--|
|                          | <p>The long distance is the most challenging and terrifying part of my job</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>                                       | <p>00</p> <p>15</p> <p>00</p> <p>13</p> <p>33</p> | <p>00.00</p> <p>24.60</p> <p>00.00</p> <p>21.31</p> <p>54.09</p> |
|                          | <p>There is a difference between the problems male and female teachers experience in the first years of teaching</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p> | <p>09</p> <p>22</p> <p>10</p> <p>17</p> <p>03</p> | <p>14.75</p> <p>36.06</p> <p>16.40</p> <p>27.86</p> <p>05.00</p> |
| <b>Social challenges</b> | <p>I have difficulties to get a positive relationship with students</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>  | <p>09</p> <p>21</p> <p>04</p> <p>24</p> <p>03</p> | <p>14.75</p> <p>34.42</p> <p>06.55</p> <p>39.34</p> <p>05.00</p> |
|                          | <p>My experienced colleagues underestimate my personal capacities</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>  | <p>05</p> <p>18</p> <p>01</p> <p>04</p> <p>33</p> | <p>08.19</p> <p>29.50</p> <p>01.63</p> <p>06.55</p> <p>54.09</p> |

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|  |   |   |  |
|--|---|---|--|
|  | <p>I don't have collaboratively approaching colleagues</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>       | <p>05</p> <p>18</p> <p>00</p> <p>05</p> <p>33</p> | <p>08.19</p> <p>29.50</p> <p>00.00</p> <p>08.19</p> <p>54.09</p> |
|  | <p>The administrators do not respect me as a novice teacher</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>  | <p>10</p> <p>19</p> <p>01</p> <p>24</p> <p>07</p> | <p>16.39</p> <p>31.14</p> <p>01.63</p> <p>39.34</p> <p>11.47</p> |
| <b>Supervision,<br/>syllabus,<br/>Classroom<br/>management</b> | <p>Classroom management is the most demanding part of my job</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p> | <p>02</p> <p>04</p> <p>00</p> <p>40</p> <p>15</p> | <p>03.27</p> <p>06.55</p> <p>00.00</p> <p>65.57</p> <p>24.60</p> |
| <b>Challenges</b>  | <p>I have difficulty in testing and evaluating the students</p> <p>strongly disagree</p> <p>disagree</p> <p>neutral</p> <p>agree</p> <p>strongly agree</p>  | <p>12</p> <p>18</p> <p>00</p> <p>25</p> <p>06</p> | <p>19.67</p> <p>29.50</p> <p>00.00</p> <p>41.00</p> <p>09.83</p> |

|  |   |    |       |
|--|---|----|-------|
|  | I have difficulty in choosing suitable teaching methods and references to the subject and aim of the course | 12 | 19.67 |
|  | strongly disagree   | 18 | 29.50 |
|  | disagree  | 00 | 00.00 |
|  | neutral   | 25 | 41.00 |
|  | agree   | 06 | 09.83 |
|  | strongly agree  |    |       |
|  | I find myself obliged to follow certain guidelines in the syllabus  |    |       |
|  | strongly disagree   | 02 | 03.27 |
|  | disagree  | 21 | 34.42 |
|  | neutral   | 00 | 00.00 |
|  | agree   | 32 | 52.45 |
|  | strongly agree  | 06 | 09.83 |
|  | There is a difference among teachers from different departments in relation to problems they experience     | 00 | 00    |
|  | strongly disagree   | 02 | 03.27 |
|  | disagree  | 00 | 00    |
|  | neutral   | 50 | 82    |
|  | agree   | 09 | 14.75 |
|  | strongly agree  |    |       |
|  | I have difficulty in supervising undergraduate students, examining their work, and preparing reports        | 00 | 00    |
|  | strongly disagree   | 10 | 16.39 |
|  | disagree  | 00 | 00    |
|  | neutral (no opinion)  | 36 | 59    |
|  | agree   | 15 | 24.60 |
|  | strongly agree  |    |       |

The first part of the questionnaire represents the first theme, personal challenges of novice teachers under sub-divisions as the nature of profession, emotional support, confidence, distance, and gender. The present study's participants revealed that personal challenges can play a significant role in teaching practices of novices. Nearly half of the novice teachers (42.62%) reported that they find the profession difficult. Similarly, 75.40% perceived the far distance as a main difficulty in a way that it may cause lower job satisfaction and achievement and triggers the psychic costs of being away from social life.

The distance has the advantage of being consistent, stable, and practical. This essential finding stresses the importance of the concept of longue distance as opposed to short distance and provides evidence for workplace convergence. Therefore, rather than the experience or socio-economic reasons, the personal challenges particularly the number of kilometers are factors influencing job satisfaction and production. Another matter of complication is the gender of teachers; what does differ is the way they are treated on the job: not surprisingly, women were more likely than men to know how to deal with students by virtue of their genes or their upbringing or both.

The way of being treated by other members of the work may be intentionally or unintentionally biased for women in ways that perpetuate existing inequalities. The unequal presence of women in certain occasion and advantages of taking vacations may influence teachers' job satisfaction attitudes.

The second part presents the findings concerning the second theme, social challenges of the novice teachers, according to their frequency under sub-topics in relationship with students, colleagues, and administrators. Social challenges are another barrier to affect novices' teaching practices. This is in line with Lundeen (2004) study which found that relationship with students received the top rating among novices' main difficulties. As the table 2 displays, 44.25% novice teachers were dissatisfied regarding their relationship with students. Supportive mentoring and adequate guidance should be provided for successful transition, yet it was stated that uncollaborated approach of experienced colleagues discomposed most of the novices and more than half of them thought that experienced colleagues underestimate their abilities and skills which was consistent with some of the related literature pointing out the statement of the problem,

The third part of the questionnaire refers to the third theme, supervision, syllabus, and classroom management challenges of novice teachers under sub-divisions as testing and evaluating students teaching methods, syllabus and supervision. (90%) of the novice teachers reported that classroom management is the most demanding part of my job; having difficulty in

testing and evaluating the students (51%), having difficulty in choosing suitable teaching methods and references to the subject and aim of the course (51%), obliged to follow certain guidelines in the syllabus (62%), and having difficulty in supervising undergraduate students, examining their work, and preparing reports (84%). Reading the following percentages 90%, 51%, 51%, 62%, and 84%, respectively, it is clear that novice teachers consider the above situations as problems and troubles.

The present study's participants revealed that a collaborative relationship style is important when dealing with novices because all teachers have a vested interest regarding the development of teaching practices. This evidence concurs with the findings of McCann, Johannessen, and Ricca (2005). Although the intent of supervision is teacher growth and development, novices find it difficult and stressful. It is not acceptable for them that supervision and teaching are linked because they may have a preconceived idea that supervision looks different for early career teachers and veteran teachers.

### **7.3. Interpretation of the Study**

It was found from findings of the present study that novice teachers were facing many problems during teaching practices. They experienced personal problems a little more often than social, supervision, syllabus, and classroom management problems. This reinforces previous studies pointing out the obstacles such as curriculum awareness (Karataş & Karaman Cendel, 2013), teaching, and course design (Mann & Tang, 2012). Therefore, the results seem to answer the first research question. To the question concerning the effect of field and level of teaching, gender, and the place they work in, it was also found from results of the current study that there is much difference in gender a little more often than the field and department. This may interpret their attitude that scientific fields are the most difficult subjects to teach. This finding resonates with the idea that teachers' personal beliefs are very much shaped by their personal experiences. It is quite logically that it is because of their problems in relation to course books and teaching materials.

As far as the third research questions is concerned, the analysis realized through the questionnaire showed that identifying and investigating of teaching problems faced by novice teachers may provide applicable information for all educational members while they ask for new teachers' recruitment contests.

## **Conclusion**

It is critical to have the same expectations for all teachers, including teachers who have no or little experience. Under the light of the present results, all novice teachers are experiencing challenges in different sides of their teaching practices. Moreover, lack of support and unawareness of the required professional skills on the part of novice teachers resulted into negative attitudes towards their teaching practices. However, they showed a great passion to practice this profession and to get an effective teaching-learning process.

As a way to bridge a gap between education life and work life of a novice teacher, many practical points should be taken into consideration. These common points include :

- An effective teacher preparation or ongoing training sessions can solve the problems of novices. A beneficial training that includes not only rules and directions, but also teaching session which includes sharing experience, teaching practices and knowledge (Le Maistre & Pare, 2008)
- Beginning teacher support: veteran teachers and administrators are expected to help novice teachers by emotional supports, constructive feedback, and guiding advices. It is about supporting not competing with them.
- The Algerian Ministry of Higher Education and Scientific Research is invited to facilitate the process of mutation for teachers as it will reduce the problem of distance and its effects.
- It is clear that there is an enormous need for restating the issue of supervision for the first teaching year of novices. Novice teachers are already stressed and they will get confused. Actually, it may not be easy for them to judge and examine any research work including master dissertations. Persons in charge of that concern should adopt a shared, collaborative model of supervision in which novices have at least guidelines in dealing with various dissertations' outline.
- Effective and regular meetings are supposed to discuss/solve any concerns and difficulties of new teachers. Therefore, a deep discussion of their worries together with the rector, dean or head of the department could ease focusing more on teaching process than anything else.
- Provide a nurturing environment that permits for adequate flexibility to try various approaches and methods to teaching and provides sufficient support to guide novice teachers in their daily teaching practices.

In the present study, an essential step was taken to investigate the issue of being novice teacher by addressing his/her problems and challenges. However, these results could be multiplied through deeper research carried out with some other participants, instruments, and regions.

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4. Why did you choose to work at Batna 2 University?

- a. It is my home town
- b. It was my only region opportunity
- c. To get a good salary

Others: .....

### Section Two: Novice Teachers' Challenges and Difficulties

1 strongly disagree

2 disagree

3 neutral (no opinion)

4 agree

5 Strongly agree

1. Teaching is a difficult profession

1       2       3       4       5

2. I do not feel confident during my teaching practices

1       2       3       4       5

3. Emotional support makes me more involved in practicing my job

1       2       3       4       5

4. I have worries about whether I am a good teacher or not

1       2       3       4       5

5. I find my profession unsuitable for my personality

1       2       3       4       5

6. The long-distance is the most challenging and terrifying part of my job

1       2       3       4       5

7. There is a difference between the problems male and female teachers experience in the first years of teaching

1       2       3       4       5

8. I have difficulties to get a positive relationship with students.

1       2       3       4       5

9. I have difficulty in communicating with special needs students

1       2       3       4       5

10. My experienced colleagues underestimate my personal capacities

1       2       3       4       5

11. I don't have collaboratively approaching colleagues

1       2       3       4       5

12. The administrators do not respect me as a novice teacher

1       2       3       4       5

13. Classroom management is the most demanding part of my job

1       2       3       4       5

14. I have difficulty in recognizing the individual differences of students

1       2       3       4       5

15. I have difficulty in testing and evaluating the students

1       2       3       4       5

16. I have difficulty in choosing suitable teaching methods and references to the subject and aim of the course

1  2  3  4  5

17. I find myself obliged to follow some certain guidelines in the syllabus

1  2  3  4  5

18. There is a difference among teachers from different departments in relation to problems they experience

1  2  3  4  5

19. There is a difference among teachers from different levels in relation to problems they experience

1  2  3  4  5

20. I have difficulty in supervising students, examining their work, and preparing reports

1  2  3  4  5

Thank you for your cooperation

### استبيان الاساتذة

عزيزي الاستاذ

تم تصميم الاستبيان الحالي لتحديد التحديات والمشاكل التي يواجهها الاساتذة المبتدئون في السنوات الأولى من التدريس في جامعة باتنة 2. سأكون ممتنا لو تفضلتم بالإجابة على الاستبيان. يرجى وضع علامة (×) على الإجابة المناسبة أو كتابة جواب كامل عند الضرورة.

### القسم الأول: معلومات شخصية

#### 1 الجنس

أ. ذكر

ب. أنثى

#### 2 الكلية / القسم .....

#### 3 لماذا اخترت التدريس كمهنة؟

أ. أحب التدريس

ب. الفرصة الوحيدة لي

ج. أسباب اجتماعية واقتصادية

د. أسباب أخرى

#### 4 لماذا اخترت العمل في جامعة باتنة 2؟

أ. إنها مسقط رأسي

ب. كانت فرصتي الوحيدة في المنطقة

ج. للحصول على راتب جيد

د. أسباب أخرى

### القسم الثاني: الصعوبات والتحديات التي يواجهها الأستاذ الجامعي المبتدئ

1 أعارض بشدة

2 نختلف

3 محايد

- 4 توافق
- 5 أوافق بشدة
- 1التدريس مهنة صعبة
- 1 □ 2 □ 3 □ 4 □ 5
- 2لا أشعر بالثقة أثناء ممارساتي التدريسية
- 1 □ 2 □ 3 □ 4 □ 5
- 3يجعلني الدعم العاطفي أكثر انخراطا في ممارسة عملي
- 1 □ 2 □ 3 □ 4 □ 5
- 4لدي مخاوف بشأن ما إذا كنت مدرساً جيداً أم لا
- 1 □ 2 □ 3 □ 4 □ 5
- 5أجد مهنتي غير مناسبة لشخصيتي
- 1 □ 2 □ 3 □ 4 □ 5
- 6تعد المسافة الطويلة عن مقر عملي من أصعب وأخطر جزء في عملي
- 1 □ 2 □ 3 □ 4 □ 5
- 7يوجد فرق بين المشكلات التي يعاني منها الاساتذة والاستاذات في السنوات الأولى من التدريس
- 1 □ 2 □ 3 □ 4 □ 5
- 8أجد صعوبة في الحصول على علاقة إيجابية مع الطلاب.
- 1 □ 2 □ 3 □ 4 □ 5
- 9أجد صعوبة في التواصل مع ذوي الاحتياجات الخاصة
- 1 □ 2 □ 3 □ 4 □ 5
- 10زملائي المتمرسون يقللون من شأن قدراتي الشخصية
- 1 □ 2 □ 3 □ 4 □ 5
- 11لا يوجد فكر تعاوني بين الاساتذة
- 1 □ 2 □ 3 □ 4 □ 5
- 12المسؤولون لا يحترمونني كمدرس مبتدئ
- 1 □ 2 □ 3 □ 4 □ 5
- 13التحكم ف القسم هو الجزء الأكثر تطلباً في عملي
- 1 □ 2 □ 3 □ 4 □ 5

14 أجد صعوبة في التعرف على الفروق الفردية للطلاب

1 □ 2 □ 3 □ 4 □ 5

15 أجد صعوبة في اختبار وتقييم الطلاب

1 □ 2 □ 3 □ 4 □ 5

16 أجد صعوبة في اختيار طرق التدريس المناسبة والمراجع المواتية للدرس

1 □ 2 □ 3 □ 4 □ 5

17 أجد نفسي مضطراً إلى اتباع بعض الإرشادات المحددة في المنهج الدراسي

1 □ 2 □ 3 □ 4 □ 5

18 يوجد اختلاف بين الاساتذة من الأقسام المختلفة فيما يتعلق بالمشكلات التي يواجهونها

1 □ 2 □ 3 □ 4 □ 5

19 يوجد فرق بين الاساتذة من مختلف المستويات فيما يتعلق بالمشكلات التي يواجهونها

1 □ 2 □ 3 □ 4 □ 5

20 أجد صعوبة في الإشراف على الطلاب ومراجعة أعمالهم وإعداد التقارير

1 □ 2 □ 3 □ 4 □ 5