

Novice Middle School Teachers at the Workplace: Disappointments and Challenges

Fouzia Rouaghe ¹, Achref Nahaoua²

¹Mohamed Lamine Debaghine, Sétif 2 university (Algeria)
f.rouaghe@univ-setif2.dz

¹Mohamed Lamine Debaghine, Sétif 2 university (Algeria)
achrefnehaoua0@gmail.com

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Abstract: This research aims to delve into the challenges faced by novice teachers of English as a Foreign Language (EFL) in middle schools within the Setif district. Employing a mixed-methods approach, this study aims to comprehensively explore the problems encountered by these EFL novice teachers and propose effective strategies to overcome them. The research methodology involved conducting a survey among 20 teachers, while interviews were conducted with three inspectors. Through the analysis of the collected data, significant insights were obtained. The findings of this study highlight that novice EFL teachers confront a range of challenges that encompass both professional and personal aspects. These challenges may include adapting to the teaching environment, managing classroom dynamics, and designing lessons. On a personal level, novice teachers may encounter difficulties in establishing rapport with students, managing workload, and coping with the cultural and linguistic differences inherent in a new setting. In light of the research outcomes, this study offers practical suggestions and recommendations to assist novice teachers in surmounting these challenges. Proposed solutions may involve providing targeted professional development programs and creating opportunities for collaborative learning among novice teachers. By implementing these recommendations, novice teachers can gain the necessary skills and confidence to thrive in their teaching roles, contributing to their personal growth and ensuring effective education for their students.

Keywords: Novice teachers, challenges, Sétif district, job-related difficulties, personal-related difficulties

1. INTRODUCTION

In view of the always changing requirements for education, it is imperative that new teachers possess the resources and certifications needed to succeed in their own personal and professional development. Since the needs of the world are growing, most academics and educators strive for novelty and change. The Algerian educational system requires its students to spend at least fifteen years in the classroom before they can transition from being learners to teachers, acknowledging that this language can be extremely important to the development of Algerian society. It is not easy to go from school to a job, and teachers appear to have it much tougher than those in other professions. This essay illustrates challenges that novices may encounter.

2. Novice Teachers

Those who are new to the teaching profession and lack theoretical and practical knowledge are known as novice instructors. Their goal is to start working as teachers. The term novice refers to "a teacher with less than two years of teaching experience. Since the teachers are new, they may come up with solutions to real issues they experience. Richards (1998, p. 181) tends to view novice teachers as facing many problems, and the most complicated one is "to acquire the basic instructional skills needed to present and navigate their lessons". In research on beginning teachers, the term "novice" has often been used, and as Farrell (2012) pointed out, there is no clear-cut definition of a novice teacher in the literature. Anyone teaching something new for the first time or entering a new cultural setting for the first time is considered a novice (Farrel, 2012). There is also no agreement on how many years of instruction are required to complete the novice stage. A novice was described by some researchers as a teacher with less than five years of experience (e.g., Kim & Roth, 2011). Others referred to it as an educator with no more than two years of experience (e.g., Haynes, 2011). For the sake of conducting this study, the term is used for teachers with less than two years of teaching experience.

3. The Teacher Training College (ENS)

Unlike Algerian universities, the Algerian Teachers' Training Schools/Colleges provide some form of teaching training to future student-teachers. This teaching process begins in the classroom, with students (would-be teachers) learning various teaching subjects. It takes the form of knowledge transmission, skill and competency development, and so forth. Students of English at these schools, for example, are taught subjects that will assist them in mastering the language as a whole, designing courses, forming goals and learning outcomes in lessons, raising their awareness of the importance of useful warm-ups in lessons, developing competence and mastery of subject matter knowledge, as well as mastering various methodologies and techniques. There is also the type of real-life training that occurs during the final year, in which students teach young learners as if they really were their teachers. This training takes place at a specific school, where students are placed in real-world classroom settings and

accompanied by a mentor who guides them. This experience will allow them to apply all that they have been taught theoretically in real-life situations in the classroom. This training is to be divided into three main stages. First is the observation phase, which allows the trainee to discover the school environment and get a general idea about teaching. Then, there is the alternate phase that allows the trainee to participate in the various pedagogical tasks and to present some lessons. Finally, the full-time training, where the trainee takes full responsibility for the different lessons and activities, their evaluation, and especially the supervised interaction with the learners and the subjects to be taught.

4. Novice Teachers Challenges in the Teaching Context

Research indicates that problems faced by novice teachers are inherent to the teaching profession and the educational setting (Gordon, 1991; Lieberman & Miller, 1984). Cody (2009) observed that after completing teacher education programs designed to prepare them for the field, newly appointed teachers encounter a variety of problems; however, these challenges are rarely discussed during the course of their professional development. Furthermore, newly appointed teachers, in particular, face a variety of challenges to overcome during their initial years in the classroom (Ergunay & Adiguzel, 2019). Furthermore, they face a variety of problems pertaining to the working conditions in the school setting.

Prior studies on new educators have described the challenges that come with a range of school-related duties. For instance, new teachers have to deal with demands that go beyond pedagogical assignments, frequent changes to the curriculum, additional administrative work, an increasing demand for technological proficiency, and a growing diversity of students (Tschannen-Moran & Hoy, 2007; Cody, 2009; Collie & Martin, 2016).

Many pedagogical challenges face new teachers, including classroom management and organization, teaching demands, student differences and motivation, evaluation, and solving individual student problems (Anhorn, 2008; Kelly & Northrop, 2015; Liu, 2007; Yost, 2006). Increasing student participation in class discussions and creating instructional resources that are supportive of their learning are challenging (Emmer & Stough, 2001). Roehrig and Pressley (2005) noted that dealing with individual student characteristics and issues posed by students was most recognized as a challenge by both first-year and experienced teachers.

Furthermore, many novice teachers lack the specific skills that more experienced teachers have developed over time. In contrast to more experienced teachers, beginners are less organized and have less knowledge about educational content, which makes it difficult for them to predict where in the curriculum students might struggle. As a result, they struggle to make wise decisions regarding the process of prioritizing content coverage

(Gaikhorst, et al., 2017). In addition, novice teachers frequently spend more time planning each session than experienced teachers due to a variety of lesson features, including timing, topic, scope, pacing, instructional and behavioral management issues, and sequencing activities. As a result, novice teachers find preparation time-consuming relative to the other essential tasks they must complete.

Social status is a significant factor that influences teachers' perceptions of their careers. For example, in countries like Japan and Germany, where teachers are highly valued and hired as state servants with lifetime job security, their social status is higher and they are more satisfied with their professions than those in other countries with lower social status. These factors also affect novice teachers' reactions to their first teaching experiences and influence their intentions to stay in or leave the profession.

5. Teacher Professional Development (PD)

PD is also defined as "training intended to provide teachers or administrators the knowledge and skills they need to do their professions properly," according to a glossary of educational terms (OUP). These programs are typically targeted towards veteran teachers in order to assist them in refreshing their professional skills and knowledge (Ravitch, 2007, p. 173). Leung (2009) noted that a professional is an educated and qualified specialist who demonstrates a high level of competence in his practice. "Educational possibilities for school teachers and administrative workers with the goals of personal and professional growth, as well as school improvement". "Educational possibilities for school teachers and administrative workers with the goals of personal and professional growth, as well as school improvement" "Professional development is most often referred to as staff development," Nelson (2007, p. 196). In a broad sense, professional development is the process by which an individual advances in their role within their profession. According to Glatthorn (1995, as referenced in Reamer (2003), p. 9), "teacher development" is defined as "the professional progress a teacher achieves as a result of obtaining more experience and thoroughly assessing his or her teaching."

6. Problem Statement

A person's career in many professions starts with basic responsibilities and progressively grows in complexity. But as soon as a teacher joins the teaching profession and has a formal certificate, they take on full pedagogical and legal responsibilities. Adapting to the needs and demands of the modern classroom and applying their theoretical knowledge to practice present difficulties for inexperienced educators. They need to adjust to the rapid changes in today's educational practices, which they were not exposed to as students, in many different aspects. The issue that is seen is that inexperienced teachers actually have a variety of difficulties in their early years, particularly when it comes to instructing large students. It also

stems from their inadequate understanding of how to handle problems that arise in the real world and are relevant to their line of work.

7. Research Questions

1. What kind of difficulties do novice teachers encounter during their first years of teaching?
2. How do workplace challenges affect teachers at the social and professional levels?

8. Population

The population is defined by Polit and Hungler (1999, p. 37) as "an aggregate or totality of all the objects, subjects, or members that conform to a set of specifications." Furthermore, Polit and Hungler (1999), define population as the group of interest to the researcher to whom the results of his study would like to be generalized. In other words , the research population is the entire group of people that the researcher is attempting to understand and to whom the study's findings will be generalized. "They are people who have certain characteristics that the population must possess in order to be included in the study" (Polit & Hungler, 1999, p. 278). Similarly, according to Balnaves and Caputi (2001), the population must be accessible, quantifiable, and relevant to the purpose of the research.

In fact, the population of this current study is composed of middle school EFL novice teachers and inspectors in Setif district, Algeria.

8.1. Sample and Sampling Technique

The sample is stressed in every study since it is essential to accurately portraying the research problem. The process of choosing a subset of a target population to represent the total population is known as sampling. Hence, according to Lunsford & Lunsford (1995), "a small subset of the population that has been chosen to be studied" is a sample (p. 105). Stated differently, a sample is the exact set of people from whom the data were gathered and who were chosen using a particular sampling method.

Probability-based (random) and non-probability-based (non-random) sampling techniques are the two categories of sampling techniques. Examples of the latter include convenience sampling, quota sampling, snowball sampling, and purposive sampling. Because the participants are selected at random, convenience sampling is sometimes known as "haphazard" or "accidental" sampling. Convenience sampling was used in this study despite the fact that it is biased and limits the generalizability of the results because the 23 research participants were the only easy-to-reach participants who disclosed their desire and readiness to participate. As a result, the sample of this study consists of 20 EFL novice teachers and three inspectors in various middle schools in Setif province. The process involves selecting the closest individuals as respondents and repeating the process until the required sample size is obtained from those who happen to be available and accessible at the time" (Cohen, Manion, & Morrison, 2018, p. 218).

9. Data Collection Instruments

In this sense, "data collection instruments are devices that are used to collect data" (Seaman, 1991, p. 42) is a vital step in any research process when choosing practical data collection tools that support the research goals. "The means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted" (p. 128) is how Griffiee (2012) defines data collection instruments. Stated differently, research instruments are instruments that are designed to gather data, either qualitative or quantitative. Therefore, in order to address the study topics at hand, a mixed-methods strategy was employed. "Information obtained during the course of an investigation or study" is the definition of data (Polit & Hungler, 1999, p. 267). As a result, information was acquired using both an interview and a questionnaire. On the one hand, freshly certified EFL middle school teachers were given a quantitatively designed questionnaire. On the other side, middle school inspectors in the province of Setif participated in a semi-structured, qualitative interview.

10. Data Collection Procedures

Teachers' and inspectors' consent was sought by the researchers before beginning the data collection process. The survey was distributed online using Google Forms to inexperienced teachers in order to gather information on the most common problems, coping mechanisms, and recommendations for solutions. Regarding the interview, it was conducted via Zoom with inspectors from middle schools. It only took roughly fifteen minutes with each inspection, and the end goal is to make some suggestions about possible ways to get beyond these kinds of obstacles.

10.1. Description of Novice Teachers Questionnaire

Researchers commonly employ questionnaires, which are generally an appropriate data collecting instrument, for efficient data collection. According to Cohen, Manion, and Morrison (2018), the questionnaire is a popular and practical tool for gathering survey data and generating numerical results (p. 471). In the words of Brown (2001), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. six). A questionnaire comprises of a series of inquiries pertaining to a certain study subject that are posed to participants with the aim of gathering quantitative data. You can choose to use both closed-ended and open-ended queries. It is necessary for participants to either write down their responses or choose from a list of pre-made responses.

The purpose of the teachers' questionnaire in this study was to look at the issues and difficulties that new middle school EFL teachers faced and to offer some potential fixes. Additionally, by drawing on instructors' perspectives and opinions regarding their own teaching experiences, it

offers a clear explanation and grasp of the topic under study. A modified version of Ozturk and Yildirim's (2013) questionnaire was utilized to collect data for this study.

Following thorough and in-depth literature readings to clarify and expand the researcher's knowledge and comprehension of the study's practical phase, survey questionnaires and interview protocol questions were used as research instruments. In terms of the survey, the general information section opens the questionnaire. Next, there are six (6) statements in the first section, "Difficulties encountered in the workplace." Next, there are six (6) more statements in the second section, "In-class pedagogy." Section three, "Classroom Management," is a list of five (5) items. Lastly, there are seven (7) different statements in the last section, "Teacher-Students and Teacher-Colleagues Rapport." All of the items were developed on a four-point Likert scale (1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree).

10.2. Description of the Inspectors Interview

Interviews are widely recognized as useful tools in qualitative research. As stated by Kazmer and Xie (2008), "interviews are the most direct research-focused interaction between the researcher and the participants" (p. 258), most interviews involve an oral exchange between the interviewer and the interviewee. Additionally, it facilitates the extraction of detailed information about the subject matter being discussed. In the present study, the rationale for selecting this tool is to examine the difficulties encountered by in-service novice teachers, gain understanding of the pre-service training, and propose some potential solutions that could aid in resolving those issues. Additionally, it was utilized to find additional information that might not have been mentioned in the

The interview consists of five questions: the first is divided into an open-ended and closed-ended section; the other four are all open-ended. The first question addresses the challenges that new instructors encounter on the job. The second question focuses on the main reasons behind those challenges. The third and fourth questions address the benefits of pre-service teachers' preparation and provide recommendations for how to make practical training more beneficial. The third question discusses possible ways to assist inexperienced teachers in overcoming these challenges.

11. Data Analysis and Interpretation

11.1. Quantitative Data Analysis

11.1.1. Internal Validity

The tool's scores were used to calculate the internal validity of the study tool, and the following table illustrates this:

Table 01 :Internal Validity of the Questionnaire

internal validity of the Tool	Correlation	significance
	0.716	0.01**

****Significant at the $p = 0.01$ level**

It is clear from the table that the correlation coefficient of the study tool is statistically significant at the significance level (0.01), where the value of the validity coefficient of the tool is 0.71, and accordingly, the validity coefficient is high and the tool is honest.

7.1.2. Reliability

The study found the stability coefficient using Cronbach's Alpha coefficient, and the result was the following:

Table 02: Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.809	24

It is clear from the above table related to Reliability that the reliability coefficient was high as its value was (0.80), which is a high coefficient and suitable for the purposes of the study.

Table 03: Challenges Encountered in the Workplace

Statement	Mean	Median	Mode	SD	Min. Score	Max. Score
I don't have enough time to prepare both administrative and instructional paperwork	2.82	2.00	2.00	0.47	1.00	4.00
I spend much time at home preparing instructional tasks.	3.14	2.17	2.00	0.37	1.83	4.00
I don't know how to put the curriculum into application.	3.14	2.17	2.33	0.38	1.00	4.00
I don't know how to plan a sequence map.	3.25	2.25	2.00	0.27	1.88	3.88
There is some ambiguity concerning the achievement of the global competence of a sequence.	3.02	2.00	2.00	0.24	2.29	3.57
I wonder how to instill the core values during the instruction.	3.30	2.33	2.83	0.38	1.00	3.83

Based on the statistical descriptions above, the statement "I don't have enough time to prepare both administrative and instructional paperwork" had the lowest mean value (2.82) among all indicators, while "I wonder how

to instill the core values during the instruction" had the highest (3.30). Yet, "I don't have enough time to prepare both administrative and instructional paperwork" scored the highest standard deviation (0.47). This explains that there is a great variance in teachers' opinions as regards Statement 1. The smallest difference between the maximum and minimum score (1.28) was recorded in the statement "There is some ambiguity concerning the achievement of the global competence of a sequence."

This reflected that "ambiguity concerning the achievement of the global competence of a sequence" shows less positivity in comparison with other statements and has more variability in opinions from teachers' perspectives. The item "I don't know how to plan a sequence map" is also less positive. In contrast, "I don't have enough time to prepare both administrative and instructional paperwork" seems positive from teachers' perspectives. Furthermore, "I don't know how to put the curriculum into application" is more compact in teachers' opinions. The SD of the statements "I don't know how to plan a sequence map" and "There is some ambiguity concerning the achievement of the global competence of a sequence" represent the lowest scores of 0.27 and 0.24, respectively, which means that teachers show low variance and high agreement in answers.

Table 04: In –class Pedagogy

Statement	Mean	Median	Mode	SD	Min.Score	Max. Score
Determining course objective is hard for me.	2.10	2.13	2.25	0.40	1.25	3.38
I don't know how to adapt or adopt activities from the textbook	1.82	1.91	2.00	0.53	1.00	3.73
I feel I need extra support in planning.	2.15	2.14	1.92	0.56	1.00	4.00
I have difficulty with time management.	2.10	2.13	2.25	0.40	1.25	3.38
Choosing different types of tasks in both PDP and PPU lessons is hard for me.	2.02	2.00	2.00	0.28	1.75	4.00
I don't know how a step should lead and help to move to another step while preparing lessons	2.30	2.88	2.38	0.71	1.00	3.81

“I don't know how a step should lead and help to move to another step while preparing lessons” got the highest mean and SD 2.30 and 0.71 respectively. This could explain that teachers' attitudes as regards this statement do not match. Additionally, the same item scores the highest difference between min and max scores (2.81)

Whereas, “I feel I need extra support in planning” and “Choosing different types of tasks in both PDP and PPU lessons is hard for me” were higher than the rest of the statements. The latter had the lowest SD 0.28 followed

by the second lowest score of the statements “I have difficulty with time management.” And “determining course objective is hard for me” (2.25). This shows that the data of this group is also most narrowly spread. Upshots further confirm that teachers are struggling with time management and setting course objectives, and their perceptions are quite compact.

Table 05: Classroom Management

Statement	Mean	Median	Mode	SD	Min. Score	Max. Score
I think classroom management is the most challenging part of the profession	1.27	2.02	2.74	0.82	1.00	3.50
Involving the whole class is a tedious task	2.73	2.15	2.81	0.76	1.00	4.00
I have difficulty in enhancing peer work.	2.14	2.10	2.33	0.68	1.00	4.00
I don't know how to deal with troublemakers	2.15	2.12	2.11	0.57	1.88	3.81
I cannot use effective classroom management techniques.	2.02	2.00	2.11	0.54	1.29	3.15

Findings in the table above show that the lowest mean and SD are scored in the statements “I cannot use effective classroom management techniques” 2.02 and 0.54. These results could interpret that teachers’ perceptions meet and they show similar attitudes as regards this statement.

The highest difference between min and max (3) was recorded in “Involving the whole class is a tedious task and I have difficulty in enhancing peer work”. The item “I think classroom management is the most challenging part of the profession” got the highest SD 0.82. This explains that teachers’ opinions greatly vary.

Table 06: Teacher- students and Teacher-colleagues rapport

Statement	Mean	Median	Mode	SD	Min. Score	Max
I cannot help ill-mannered students	2.73	2.15	2.81	0.76	1.00	4.00
It is difficult for me to recognize individual differences of students.	2.14	2.10	2.33	0.68	1.00	4.00
I experience hardship in establishing a positive relationship with students.	2.15	2.12	2.11	0.57	1.88	3.81
Unfriendly behaviours of my colleagues piss me off	2.10	2.13	2.25	0.40	1.25	3.38
I think my colleagues don't assist and support me as a novice teacher.	2.02	2.00	2.00	0.71	1.75	4.00

My principal is not willing to deal with my problems.	2.30	2.88	2.38	0.28	1.00	3.81
My principal/supervisors have a highly critical assessment of lessons or me.	3.14	2.17	2.33	0.38	1.00	4.00

In the following statements: "I cannot help ill-mannered students", "It is difficult for me to recognize individual differences among students" and ". My principal and supervisors have a highly critical assessment of lessons, and the difference between min and max scores is higher than the rest of the items. The lowest difference is scored at 1.93: "I experience hardship in establishing a positive relationship with students". The highest means of 3.14 and 2.73 were recorded in "My principal or supervisors have a highly critical assessment of lessons or me" and "I cannot help ill-mannered students" whereas the lowest SD of 0.28 is for "My principal is not willing to deal with my problems". The second lowest SD of 0.38 is scored in "My principal or supervisors have a highly critical assessment of lessons or me". Yet, the highest SD of 0.76 is for "I cannot help ill-mannered students"

11.2. Interview Protocol Analysis

Interview questions were content-analyzed and thus thematically collected as follows:

- **Personal difficulties:** personal challenges include personality traits and teachers' soft skills in general. The main reason behind those challenges, according to the first participant, is the implementation of the curriculum. Teachers often face difficulties in lesson planning and arranging for its activities. It is also due to novice teachers' lack of guidance and instruction from their supervisors.
- **Professional difficulties:** Two of the interviewees agreed that novice teachers face many professional challenges in their workplace, among which are classroom management, dealing with students' behavior, time management, and lesson planning. Other difficulties may include knowledge of the disciplines and the teaching techniques. These reasons could involve a lack of practice and expertise in the field. Hence, academic and professional guidance is the only solution to assist teachers in overcoming their teaching challenges at an early stage.
- **Insufficient hands-on training:** informants agree that the practical training novice teachers receive before graduation is a mere introduction to the real context of teaching. It takes time to acquire basic classroom skills and knowledge that enable teachers to put some of the theoretical aspects they learned in school into practice. Additionally, the inadequacy of the training at the university or ENS and the lack of pre-service and in-service trainings would hamper applying what they learned theoretically in the classroom. It also hinders obtaining answers to the majority of questions concerning the implementation of the curriculum, lesson planning, and

classroom management. Yet, good pre-service training would help in expanding knowledge and developing skills and competencies. Pre-service training helps teachers acquire a considerable number of disciplinary competencies. It should be organized into 5 modules: curricula, syllabus, and course book; classroom management; assessment; and 21st century skills.

- **Professional Development:** The planning of these programs of training should be based on teachers' needs and interests so that novice teachers can be fully engaged in the training and feel its relevance. In addition, interaction and engagement instead of theoretical lecturing should be highly promoted in these training programs. Among the suggestions that the second interviewee presented is for pre-service teachers to frequent schools before their last year at the university, meet inspectors, and ensure comprehension of the requirements of the profession they have selected. They should also be provided with a measured amount of liberty and flexibility when it comes to their adaptation of the teaching methods and curricular application. As it motivates them and brings life and creativity to their classrooms. One of the solutions that the first participant offered to help teachers overcome their teaching challenges is to work on their CPD (continuous professional development); he further suggests that some of the effective techniques that help achieve this purpose include peer observation, coordination with classmates, and selecting mentors or guides to learn from their expertise. Novice teachers have to adapt to mindset growth and develop their life perspectives, in addition to engaging in CPD and collaborating with their colleagues at work.

12. Summary

A questionnaire was distributed to twenty middle school EFL novice instructors and three inspectors in the province of Sétif in order to ascertain the difficulties that new teachers might have in the early years of their teaching careers. The findings show that there is consensus among the participants on a few issues and difficulties faced by recently qualified teachers. As a result, the present findings support and add to the earlier conclusions drawn from the literature review.

The results showed that new teachers faced challenges related to their jobs, which aligned with some of the pertinent literature highlighting issues like workload challenges (Walsdorf & Lynn, 2002), time management, curriculum knowledge, and instructional challenges (Kellough, 2005). These challenges are mostly brought on by their lack of experience, the way the curriculum is implemented, including the lessons, the way activities are planned and organized, and the fact that their teachers are not providing them with enough direction or supervision. These results are consistent with the research of Ozturk and Yildirim (2013), who looked into the difficulties faced by instructors and how they overcame them. Instructors expressed a

broad consensus regarding the challenges associated with classroom management, which aligns with other literature that highlights the importance of this issue (Honor, 2006, for example, referring to it as "teachers' nightmares"). It also aligned with the results of Watzke (2003), who found that classroom management issues initially eclipsed novices' focus to educating and nurturing children, and Lundeen (2004), who found that classroom management issues outnumbered adult difficulties. Additionally, the results showed that there is broad consensus regarding issues of social status and identity, such as employee rights, pay, and personality. This outcome was in line with a limited body of research on identity development, teacher persona definition, or creating a "self" as an educator (Agee, 2004; McCann & Johannesses, 2004).

Furthermore, the findings showed that Sétif district's EFL rookie teachers experience certain issues with their relationships with their students. According to some study, assisting students with behavioral issues and recognizing individual differences were among the obstacles that arise in connections with students (Athaneses & Acinstein, 2003; Lundeen, 2004). Additionally, the obstacles faced by their colleagues and superiors worry the recently qualified EFL teachers. Supervisor problems were confirmed in the majority of the pertinent literature, which is consistent with this finding (Howard, 2006; Williams & Prestage, 2002).

Consistent with the findings of Prilleltensky, Neff, and Bessell (2016), the majority of EFL beginner teachers offered very identical coping techniques to deal with those issues. These solutions primarily involved being intelligent, patient, self-assured, and keeping inner calm. The results of the data analysis indicated that teachers believed that peer observation and teamwork among peers were the most important ways for new teachers to get past their teaching challenges. The assistance and direction provided by inspectors and coordinators also plays a crucial role. The key to overcoming the problems faced by newbie instructors is collaboration with colleagues, professional and academic assistance, and ongoing professional development. These outcomes support the conclusions of Cherif, Harris, and Murphy (2017), who stated that the main strategy for resolving the difficulties faced by inexperienced teachers is instructional pedagogy. Moreover, the administrative assistance could facilitate new instructors' swift and simple adjustment to the demands of the teaching profession.

13. Pedagogical Implications and Recommendations

In the age of globalization, teaching practices, particularly English, cannot be ignored. Because of its unquestionable value in the educational system, English teachers who teach a compulsory subject of national importance must be certain that they understand the concept of professionalism as it directly relates to both teaching and subject matter. The following suggestions assist in accomplishing this goal:

- **Pre-service Education**

Reconsidering the training sessions: training should be permanent and not limited. Before completing their undergraduate degree, institutions of higher education should provide pre-service teachers with two years of practical experience under the supervision of an experienced teacher. By building a shared vision between the program and schools, this could help in gaining knowledge and knowing more about the school environment, teaching, and its issues. It might also be good for dealing with teachers' work-related anxieties, their feelings about efficacy, and their everyday problems, according to the availability of training schools.

- Training sessions should be followed by evaluation sessions to resolve the observed shortcomings.
- Last year's training thesis: it should be evaluated and defended by the student. It should also be about an aspect of teaching that the future teachers have seen during their training.
- Reconsider the initial training programs, focusing more on essential modules along with mastery of the language.
- More focus on learning how to implement the curriculum, the syllabus, how to design lessons, and evaluation
- Discussion Sessions: Observed situations at training schools should be discussed throughout the course. It is advised that schools choose professional mentors who can listen to newly qualified teachers' concerns and needs and assist them in going through this process.
- LMD students should be given the same chance as ENS students. They may choose to receive training or not during their final academic year.

- **In-service Teacher Professional Development**

Novice teachers often lack planning skills; they should participate in extended professional development sessions and engage in evaluating, designing, and revising lesson plans. Hence, beginning teachers will be able to improve their planning and teaching skills. Public schools might give appropriate and effective professional development training sessions in addition to assisting novice teachers in their development, lessening the frustration and disappointment felt by these beginner teachers. Moreover, teachers' social status and reputation affect professional prestige, recruitment, and retention and can influence the satisfaction of having a teaching career.

Since beginner teachers may face numerous challenges, chances for them to exchange their experiences with other novice teachers should be made available. Thus, they will be more prepared for the problems they will face in class. Case studies, short stories, and narratives can all be used as important teacher training tools for new teachers in order to promote reflective thinking and learning. This may also help them learn from others while also deepening their awareness of their own practices and beliefs.

14. CONCLUSION

When they encounter workplace realities, new teachers are continuously faced with challenges. The orientation that aspiring teachers receive in teacher education programs—which can be academic or practical—can have an impact on their success as new teachers. The purpose of the current study was to examine the difficulties faced by in-service, recently hired teachers in the Sétif district as well as some coping mechanisms they used to minimize their performance anxiety. However, an effort has been made to identify some answers and offer some helpful ideas to stakeholders as well as beginner teachers. Twenty EFL middle school new instructors and five experts employed two research methodologies to ultimately attempt to answer the research issues.

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Appendices

Appendix 01: Teachers' Questionnaire

This questionnaire is designed to collect data for a research study about the challenges encountered by in-service EFL novice teachers during their first years at the workplace at Sétif district. Your answers will be used only for research purposes without any identity information. Please answer all the questions.

Your collaboration is highly appreciated.

General information:

1. What is your age:
.....
2. What is your
qualification?.....

Section One: Challenges Encountered in the Workplace

To what extent do you agree with the following statements?

Statement	Strongly agree	agree	Disagree	Strongly disagree
I don't have enough time to prepare both administrative and instructional paperwork				
I spend much time at home preparing instructional tasks.				
I don't know how to put the curriculum into application.				
I don't know how to plan a sequence map.				
There is some ambiguity concerning the achievement of the global competence of a sequence.				
I wonder how to instill the core values during the instruction.				

Section Two: In-class Pedagogy

To what extent do you agree with the following statements?

Statement	Strongly agree	agree	Disagree	Strongly disagree
Determining course objective is hard for me.				
I don't know how to adapt or				

adopt activities from the textbook				
I feel I need extra support in planning.				
I have difficulty with time management.				
Choosing different types of tasks in both PDP and PPU lessons is hard for me.				
I don't know how a step should lead and help to move to another step while preparing lessons				

Section Three: Classroom Management

To what extent do you agree with the following statements?

Statement	Strongly agree	agree	Disagree	Strongly disagree
I think classroom management is the most challenging part of the profession				
Involving the whole class is a tedious task				
I have difficulty in enhancing peer work.				
I don't know how to deal with troublemakers				
I cannot use effective classroom management techniques.				

Section Four: Teacher- students and Teacher-colleagues rapport

To what extent do you agree with the following statements?

Statement	Strongly agree	agree	Disagree	Strongly disagree
I cannot help ill-mannered students				
It is difficult for me to recognize individual differences of students.				
I experience hardship in establishing a positive relationship with students.				

Unfriendly behaviours of my colleagues piss me off				
I think my colleagues don't assist and support me as a novice teacher.				
My principal is not willing to deal with my problems.				
My principal/supervisors have a highly critical assessment of lessons or me.				

Appendix 02: Interview Protocol

Question One: Do novice teachers face any challenges in the workplace? If yes, what are they ?

Probe1: How do you often notice that?

Probe 2: Do you often interfere immediately?

Question Two: In your opinion, what are the main reasons behind those challenges?

Follow up: have you ever asked the teachers about other reasons they may wish to express?

Question Three: To what extent was the pre-service training beneficial to novice teachers?

Probe: have you ever accompanied pre-service teachers on their trainings?

Question Four: What do you suggest to make hands on training more beneficial?

Question Five: What do you suggest as solutions to help novice teachers overcome teaching challenges?