

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Supervision of primary school teachers an analytical field study

Toutaoui - Mebdoua Zoulikha*

* 19 chemin Ain Zeboudja val fleuri El-biar 16000 Alger Algeria
National Preparatory School for the Study of engineer. Rouiba Algeria

Abstract

The continuous training of teachers among the main factors contributing to the success of the educational process, and Training of Trainers in general in Algeria has gone through a variety since independence, and marked every stage special circumstances and needs of special number for training and pattern training. However, the needs of teachers for continuing education remain permanently during the service, including the need for continued supervision and educational assistance.

Based on this idea we study about framing the field for teachers of primary education in order to identify the body supervising the continuous monitoring of the functioning perfect of the educational process and all associated side pedagogical, and how the balance of the number of inspectors (supervisors) with a number of teachers in primary education and the ratio appropriate each inspector so easy for him to perform his best and thus access to the quality of supervision appropriate to achieve the good payoff semester.

This study was conducted at the state level Algeria applying the questionnaire on a sample of primary education teachers.

© 2013 The Authors. Published by Elsevier Ltd.

Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: Primary education teacher; primary education inspector; in-service training; rate of supervision; educational meetings.

1. Introduction:

The educational and pedagogical supervision and administrative management represent essential factors intervening in the functioning of the educational process. The body of pedagogical supervision of the inspectors has a key role in the inspection and control of educational institutions, and in the inspection and supervision of the employees, as well as in the continuous training of teachers.

The continuous training of teachers is one of the key factors contributing in the success of the educational process, and the training of trainers in Algeria knew various stages since independence, and each stage marked special conditions and special needs for a number trainees and kind of trainees. However, the teachers' needs for continuous training during service remain permanent for continuous supervision and educational assistance.

Based on this idea, we carried out a study on the field supervision of primary education teachers in order to identify the body overseeing the continuous follow-up of the good functioning of the educational process and all

* Corresponding author. Tel.: +0-000-000-0000 ; fax: +0-000-000-0000 .
E-mail address: author@institute.xxx .

what is related to the pedagogical side, and how much is the number of inspectors (educational supervisors) is balanced with the number of teachers in primary education, and the appropriate percentage for each inspector in order to facilitate the performance of his missions, and thus access to the appropriate quality of supervision to achieve good academic results

2. Problem Statement:

Prior to the submission of the study and its findings, we give some concepts to identify the training process and kind of trainees in Algeria, according to the legislative decrees and summed it up as follows:

2.1. The primary education teacher: the body of teachers includes two grades, the grade of the assistant teacher and the grade of primary education teacher, which is higher qualification category. They are recruited among graduates of education technological institutes, and among the confirmed assistant teachers holder of high competency certificate, these last ones were called, before applying the fundamental school, institutors or teachers of primary education, (*Ministry of Education, the Official Bulletin of Education, February 1990, Article 30 and Article 33 and Article 40, pp. 8-10*).

During the last years appeared a new body which is the body of rewarded Professor, where we stopped directing baccalaureate holders to education technological institutes during the academic year 1995 - 1996 on the basis that covering the needs of the sector to teachers of fundamental education became possible by resorting to direct recruitment of holders of "bachelor's degree diploma" by creating the body of licensed fundamental education teachers (*Ministry of Education, Direction of Training, October 1996, p 18*).

At the end of the nineties, a new policy emerged to teacher training which is to provide an academic training to all teachers in the education sector at the high schools with cooperation between the Ministries of National Education and Higher Education, and enter the primary training within the holders of baccalaureate degree with honors. This kind of training covers the cognitive side and the professional side as well as the relations side. The period of training is: baccalaureate and three-year training of primary education teachers, baccalaureate and four-year training for middle education professors, baccalaureate and five-year training for secondary education teachers. (*Ministry of National Education, the Office, March 2000, p 34*)

2.2. Training during the service: the continuous training or in-service training, which includes all the theoretical and practical educational activities, for the benefit of permanent teachers to improve their performance and increase their rehabilitation to keep pace with cognitive development. And the other objective of this training is to compensate the initial training of the categories that have been recruited directly without passing through the training institutions for the purpose of teaching. It is destined to the inspectors at all levels of teaching, and is organized as educational days, their themes include topics related to general education and applicable education (lessons - Make concepts - Topics for evaluation - educational ways and means...), and are discussed under the supervision of the inspector. (*Ministry of Education, Direction of Training, October 1996, pp. 15-21*)

And within the new changes in training teachers, a program for training during service or continuous training was applied, aiming to rehabilitate primary education teachers and middle school teachers not holding an academic degree, and give teachers and professors who completed their training successfully an academic degree equivalent to the diploma of graduates of high schools of professors and teacher training institutes. *Ministry of National Education, Ministerial circular, 22/11/2004, in the Official Bulletin of Education, December 2005, Part II, p 213*).

3. Research Questions:

The questions of the study were as follows:

1. Does the number of inspectors meet the need to supervise the teachers of primary education at the national level?
2. What's the number of training operations from which the teachers benefitted during service? And what is the opinion of the teachers about them?

Download English Version:

<https://daneshyari.com/en/article/1115403>

Download Persian Version:

<https://daneshyari.com/article/1115403>

[Daneshyari.com](https://daneshyari.com)