



A Study of Teaching Related Problems Experienced by Secondary School Teachers of Kheda District

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Abstract:

In such circumstances, it is necessary to understand conditions of our teachers who are the soul of our education system. Today, teachers are facing many problems among which the most important is teaching related problem. In this research the researcher has made a humble attempt to suggest remedies by finding out teaching related problems of the Secondary School teacher.

Keywords: *Secondary school teacher, Teacher related problems*

1. Introduction

In the prevalent age, problems have increased along with development of knowledge. The solution to all types of problems is possible through quality education only. Currently, education field in the state of Gujarat is passing through many types of change. After including standard 8th in primary section, experiments are being done of exclude standard 9th and 10th from secondary section. On one side talks are held to include international level courses in Gujarat, whereas on the other side the exceptions of parents have increased, but among these things the approached of students towards education have changed. The Management, Principals, Parents, Government, Administration, Society and students have different mindsets.

2. Objectives of the Study

1. The research was conducted by keeping in mind the following objectives:
2. To find out various teaching related problems faced by Secondary School teachers.
3. To suggest remedies to solve the problems faced by the teachers.

3. Research Questions

1. Which questions do the teachers experience related curriculum?
2. Which questions do the teachers experience related to text books?
3. Which questions do the teachers experience related to educational tools?
4. Which questions do the teachers experience related to teaching method?
5. Which questions do the teachers experience related to Special Room?
6. Which questions do the teachers experience related to cooperation of the Management and Principal?
7. Which questions do the teachers experience related to cooperation of students?
8. Which questions do the teachers experience related to parent intervention?
9. Which questions do the teachers experience related to the government and the administration?
10. Which individual Questions do the teachers experience in Secondary Schools?

4. Definitions of key terms

The following are the key terms in the research:

4.1 Secondary School teachers

The teachers who conduct teaching work for various subjects of standard 9 and 10.

4.2 Teaching related problems

The Problems related to curriculum, text books, educational tools, teaching methods, special room, cooperation of the management and Principal, Co operation of students, parent intervention, government and administration and individual self experienced by the secondary School teachers.

4.3 Importance of the Study

This researcher enabled to know various types of problem faced by the Secondary school teachers. The effects of these problems were fell on quality of education and the education of students, so it was essential is solve them of the earliest. The data obtained in the research suggest remedies of various types of difficulties of the teachers. This study important because it provides data related to teachers, students, principal, managements, government and administration which will help in removing various problems of the teachers and improve the quality of education. If the aim of the research is achieved, the attempt made by the research will be fruitful.

5. Limitations of the Study

1. The research is confined is Gujarati Medium Secondary Schools.
2. The research is confined is grant - in - aid Secondary Schools.
3. The tool used in the research is a self-made tool, so its limitations are the limitations of the study.

6. Population and Sample

The Secondary School teachers of kheda district are the population in the research. In this research 100 Secondary school teachers were randomly selected from rural areas and urban areas, among which 25 male teachers and 25 female teachers belonged to rural areas and 25 male teachers and 25 female teachers belonged to urban areas. These teachers were teaching all subjects in their respective schools.

7. Research tool

In this research the researcher had constructed a self-made tool with the help of experts. The tool was a questionnaire which included 12 sections, homely, (1) Primary date (2) curriculum related problems (3) Text books related problems. (4) Educational tools related problems (5) Teaching method related problems (6) Special room related problems (7) cooperation of the Management and Principal related problems (8) Cooperation of students related problems (9) Parents intervention related problems (10) the government and administration related problems (11) Individual Problems, and (12) Other Problems.

8. Research method, data collection and Analysis

The research was conducted by survey method. The data were collected with the help of a questionnaire which was administered on the teachers. The teachers had filled in the questionnaire their responses and the copies were recovered. The copies of the questionnaire were analyzed by statistical techniques. The responses obtained against various problems were converted into percentages on the basis of which the problems experienced by the teachers were interpreted in to various categories such as most, some and few.

9. Important inferences of the Study

In this research, the data were obtained about various types of problems of the teachers among which the following problems are faced by most of the teachers.

1. According to the teachers, the burden of subject is high at school level. They have to do teaching work of 10 or more subjects which results in problems related to school time table and students' interest which creates impact on the teachers.
2. While constructing text books the age level of students and hardness of subjects are not whispered. Therefore the teachers experience problems related are students being not interested in the subjects.
3. Due to unavailability of adequate educational tool in schools, the teaching work has to be done by lecture method only, therefore the student do not take interest in their studies which results in problems related to control over the classrooms.
4. The students of Standard 9 come from standard 8 without any basic knowledge. Besides, no specific use of teaching method was possible because the students of standard 10 had to appeal in board examinations.
5. Most of the schools did not have experiment room, computer room, social science room and other necessary subject-wise rooms. This lack of rooms and educational tools created diverse effects on the interest and learning process among the students. Which directly affected the teaching work of the teachers?
6. The grant - in - aid given to school is based on the results of standard 10 in the schools. Therefore, it is found that the managements and principals of schools put pressure on teachers to bring better results of schools in boards examination but do not provide required help to teachers which affects the teaching work of the teachers.
7. Very less students are found interest in their studies; therefore to teach them was a major problem for the teachers. Most students are found to have no interest or awareness about their education. This problem is more serious in rural areas.
8. Due to the law of no punishment to students the problems of misconducts are on the rise in the schools. Even the managements and the principals refrain from taking appropriate actions for misconducts. Therefore the teachers experience many problems among which classroom control is a major problem.
9. Most of the students come from primary schools with inadequate knowledge. Therefore, to provide basic knowledge to such students in standard 9 and to make students of STD 10 more capable for board examination was a major challenge for the teachers.
10. Most of the parents were found unaware of their children's studies; therefore the students did not give cooperation in their studies. The parents were not providing required books and notebooks, nor were they sending their children to schools in time. The parents did not let their student starry for long time in the school not they pressurized their children for doing studies at home. Sometime, the children were found engaged in household work or labor work, Thus, the parents and students did not cooperate in the take of the teaching work of the teachers, and therefore, it was not possible for the teachers to provide quality education.
11. The teachers faced problems like no cooperation from the DEO office and the government, besides they faced problems of no guidance or no efforts to solve their problems by the government agencies, which directly affected the teaching work of the teachers.

The following are the other problems experienced by the teachers:

1. The new recruited teachers are given fixed salary with no leaves or other rights. Which result in their frustration which creates direct effect on the teaching work of such teachers?
2. The teacher who come from distant places or those who are daily commuters live under a centimes tension which duties, they were not appropriately encouraged by their management or principals who resulted in their frustration which diversely affected their teaching work.
3. The students of standard 10 used to prestige the teachers for making them pass the board exams. They students insisted on exam related preparations only which was a painful matter for teachers.

4. The teachers could not provide quality teaching due to semester system which resulted in non-completion of curriculum in stipulated time period, conducting extra examinations checking answer sheets, preparation of results. Most of the time was wasted in these activities.
5. Due to less strength of teachers in small schools there were problems related to leaves of the teacher. The teacher experienced fatigue and tension due to overburden of the teaching work which diversely affected their teaching work.

10. Suggestions

- The government educations and researchers should make attempts to provide less subjects at school level and effective curriculum.
- The Textbook Association should consider and implement the opinions of teachers during construction of new books.
- The management and principals should provide adequate rooms, educational tools and literature is the teachers for quality education and held them by taking seriously the questions of misconduct.
- Inspire of putting pressure on teachers the managements and principals should help teachers for better results in exams, they should approach various levels for appropriate reduction.
- The managements and principals should conduct those activities which enhance interest and cooperation among students, parents and the administration.
- They should find out individual problem of the teachers and try to solve them.
- Conclusion: Currently, the success of education process is based on the existence of the whole world. Teachers enjoy important petition in education process. The solutions of various questions of education will solve all the problems of the teachers. It is necessary that teachers do the teaching work freely with encouragement for providing quality education. To create such on environment, the problems experienced by the teachers should be solved. If this happens, the attempt by the researcher will be fruitful.

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