



# A Study of Problems Faced by Gujarati Language Teachers at Secondary Schools of Gujarat State

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Guide

## 1. Introduction

The present research endeavour does look into the major problems which have, for a very long time, been assaulting the teaching-learning of languages at the secondary school level in the Gujarat. The Gujarat one of the very important states of India, keep pace with the changing situation in the world of LLT, has been facing many a problem in the scenario of the teaching and the learning of the Gujarati and English language at the secondary school level. As the position of the language in India has rapidly changed, the approaches, methods and techniques in teaching and learning the language- all, too, have equally changed, thus having kept the pace, and the latter changes determine what teachers and taught need to teach and learn respectively. If it cannot be appropriately maintained, various different problems spring up. In present study, the researcher studied problems faced by Gujarati language teachers of secondary schools of Gujarat State.

## 2. Variables of the Study

### 2.1 Independent Variables

In present study, the following independent variables were determined by the researcher.

#### 2.1.1 Area of the School

- A.Urban
- B.Rural

#### 2.1.2 Type of School

- A.Government/Grant-in-Aided
- B.Self-finance

#### 2.1.3 Experience of the teacher

- A.Up to 10 years
- B.More than 10 years

#### 2.1.4 Gender

- A.Male
- B.Female

### 2.2 Dependent Variables

Problems of Gujarati language teacher

## 3. Objectives

Objectives in present study are mentioned below:

1. To study the problems faced by the teachers who are teaching Gujarati language.
2. To study the problems faced by the teachers who are teaching Gujarati language in the context of area of schools.

3. To study the problems faced by the teachers who are teaching Gujarati language in the context of type of schools.
4. To study the problems faced by the teachers who are teaching Gujarati language in the context of teacher's experience.
5. To study the problems faced by the teachers who are teaching Gujarati language in the context of gender.

#### 4. Hypotheses of the Study

Following are the hypotheses in present study:

- Ho<sub>1</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers of urban and rural area.
- Ho<sub>2</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers of government and self-finance schools.
- Ho<sub>3</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers having experience up to ten years and more than ten years.
- Ho<sub>4</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the male and female Gujarati Language teachers.

#### 5. Research Method

In present study the researcher randomly selected Gujarati language teachers from secondary schools of whole Gujarat state. Thus, a big sample was selected from population. The selected subjects were given problems inventory constructed by the researcher. Thus, survey method was used.

#### 6. Sample of the Study

The researcher selected 621 secondary school teacher who are teaching Gujarati language. The detailed sample of Gujarati language teachers are represented in different tables as mentioned below.

**Table 1: Sample of Gujarati language teachers**

Area/Gender	Urban	Rural	Total
Male	149	164	313
Female	152	156	308
Total	301	320	621

#### 7. Research Tool

The researcher constructed problems inventory for Gujarati language teachers. In final tools, the problems inventory for Gujarati language teachers has 65 items. These items were divided in five factors: 1) Textbook related problems, 2) Teaching-Learning Process related problems, 3) Content related problems, 4) Students related problems and 5) School related problems.

#### 8. Procedure of Data Collection

Due to COVID19 pandemic, the researcher created google form and shared its link to teachers of different schools. The teachers were provided information regarding how to respond research tool and gathered data in excel format of google drive.

#### 9. Techniques of Data Analysis

As mentioned above, the researcher constructed four hypotheses. To check these hypotheses, the researcher conducted t-tests between mean scores obtained in Problems Inventory by Gujarati language teachers.

**10. Results of t-tests**

**Ho<sub>1</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers of urban and rural area

**Table 2: Result of t-test between mean scores of Problems Inventory obtained by the Gujarati Language teachers of urban and rural area**

Area	N	M	SD	SED	t	Significance
Urban	301	37.73	3.01	1.04	0.73	NS
Rural	320	38.49	2.91			
<b>df</b>	<b>0.05</b>	<b>0.01</b>				
619	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by Gujarati language teachers of urban and rural area is 0.73. For df=619, calculated t-value is less than table t-value at 0.05 level. This shows that Ho<sub>1</sub> is not rejected and there is no significant difference between mean score obtained in problems inventory by Gujarati language teachers of urban and rural area. This revealed that the Gujarat language teachers of urban and rural area are having similar problems according to problems inventory.

**Ho<sub>2</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers of government and self-finance schools

**Table 3: Result of t-test between mean scores of Problems Inventory obtained by the Gujarati Language teachers of grant-in-aided and self-finance schools**

Type	N	M	SD	SED	t	Significance
Grant-in-aided	302	35.88	2.98	1.05	4.24	0.01
Self-finance	319	40.34	2.93			
<b>df</b>	<b>0.05</b>	<b>0.01</b>				
619	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by Gujarati language teachers of grant-in-aided and self-finance schools is 4.24. For df=619, calculated t-value is more than table t-value at both levels. This shows that Ho<sub>2</sub> is rejected and there is a significant difference between mean score obtained in problems inventory by Gujarati language teachers of grant-in-aided and self-finance schools.

Moreover, mean score of teachers of self-finance schools is more than mean score of teachers of grant-in-aided schools. This revealed that the Gujarati language teachers of self-finance schools have more problems than Gujarati language teachers of grant-in-aided schools according to problems inventory.

**Ho<sub>3</sub>** There is no significant difference between mean scores of Problems Inventory obtained by the Gujarati Language teachers having experience up to ten years and more than ten years

**Table 4: Result of t-test between mean scores of Problems Inventory obtained by the Gujarati Language teachers having experience up to ten years and more than ten years**

Area	N	M	SD	SED	t	Significance
Up to 10 years	278	38.57	3.01	1.04	0.89	NS
More than 10 years	343	37.65	2.91			
<b>df</b>	<b>0.05</b>	<b>0.01</b>				
619	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by Gujarati language teachers having experience up to ten years and more than ten years is

0.89. For  $df=619$ , calculated t-value is less than table t-value at 0.05 level. This shows that  $H_03$  is not rejected and there is no significant difference between mean score obtained in problems inventory by Gujarati language teachers having experience up to ten years and more than ten years. This revealed that the Gujarat language teachers having experience up to ten years and more than ten years are having similar problems according to problems inventory.

**$H_04$  There is no significant difference between mean scores of Problems Inventory obtained by the male and female Gujarati Language teachers**

**Table 5: Result of t-test between mean scores of Problems Inventory obtained by the male and female Gujarati Language teachers**

Gender	N	M	SD	SED	t	Significance
Male	313	37.30	2.95	1.06	1.53	NS
Female	308	38.92	2.97			
<b>df</b>	<b>0.05</b>	<b>0.01</b>				
619	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by Gujarati language male and female Gujarati Language teachers is 1.53. For  $df=619$ , calculated t-value is less than table t-value at 0.05 level. This shows that  $H_04$  is not rejected and there is no significant difference between mean score obtained in problems inventory by Gujarati language male and female Gujarati Language teachers. This revealed that the Gujarat language male and female Gujarati Language teachers are having similar problems according to problems inventory.

**11. Major Findings of the Study**

Major findings of present study are mentioned below.

1. The Gujarat language teachers of urban and rural area are having similar problems according to problems inventory.
2. The Gujarati language teachers of self-finance schools have more problems than Gujarati language teachers of grant-in-aided schools according to problems inventory.
3. The Gujarat language teachers having experience up to ten years and more than ten years are having similar problems according to problems inventory.
4. The Gujarat language male and female Gujarati Language teachers are having similar problems according to problems inventory.

**12. Conclusion**

The researcher conducted a survey on 621 Gujarati language teachers selected from Gujarat state. The researcher gave them problems inventory constructed by self. The research revealed that the teachers of urban and rural area have similar problems regarding problems. The research also revealed that the teachers of self-finance school have more problems than teachers of grant-in-aided schools.

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