



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

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Guide

1. Introduction

Here, in the Gujarat, a learner has to compulsorily learn English for a considerable amount of time but at long last it seems as if he or she never learnt English because of his or her failure to use it correctly and fluently in both speaking and writing. Many of the learners fail in English, while in the other subjects they score even star marks. After passing the secondary examination, they cannot write even a very simple paragraph in English in their own words without innumerable mistakes and if they are told to speak in English, they cannot utter fluently. Thus, in present research, the researcher studied problems faced by English language teacher of secondary schools of Gujarat teachers.

2. Variables of the Study

In present study following variables were determined by the researcher.

Table 1: Variables of the Study

No.	Type of Variable	Variable	Levels
1	Independent	Area	Urban
			Rural
		Type of School	Self-finance
			Grant-in-aided
		Experience	Up to 10 years
			More than 10 years
Gender	Male		
	Female		
2	Dependent	Problems of English language teachers	

3. Objectives

Objectives in present study are mentioned below:

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

4. Hypotheses of the Study

Following are the hypotheses in present study:

- Ho1** There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers of urban and rural area.

- Ho2** There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers of government and self-finance schools.
- Ho3** There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers having experience up to ten years and more than ten years.
- Ho4** There is no significant difference between mean scores of Problems Inventory obtained by the male and female English Language teachers.

5. Research Method

In present study, the researcher had to collect data regarding problems facing by English teachers. Thus, researcher constructed English Problems inventory. These inventories were sent to secondary school teacher collected from Gujarat state. To fulfill this purpose, the researcher used **Survey Method** for present study.

6. Sample of the Study

The researcher selected 557 secondary school teacher who are teaching English language. The detailed sample of English language teachers are represented in different tables as mentioned below.

Table 2: Sample of English language teachers

Area/Gender	Urban	Rural	Total
Male	133	132	265
Female	141	151	292
Total	274	283	557

7. Research Tool

The researcher constructed problems inventory for English language teachers. In final tools, the problems inventory for English language teachers has 57 items. These items were divided in five factors: 1) Teaching related problems, 2) Students related problems, 3) Content related problems, 4) Textbook 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 English language teachers.

10. Results of t-tests

Ho₁ There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers of urban and rural area

Table 3: Result of t-test between mean scores of Problems Inventory obtained by the English Language teachers of urban and rural area

Area	N	M	SD	SED	t	Significance
Urban	274	36.20	4.87	1.78	0.48	NS
Rural	283	35.35	4.95			

df	0.05	0.01
555	1.96	2.58

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by English language teachers of urban and rural area is 0.48. For $df=555$, calculated t-value is less than table t-value at 0.05 level. This shows that hypothesis is not rejected and there is no significant difference between mean score obtained in problems inventory by English language teachers of urban and rural area. This revealed that the English language teachers of urban and rural area are having similar problems according to problems inventory.

Ho₂ There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers of government and self-finance schools

Table 4: Result of t-test between mean scores of Problems Inventory obtained by the English Language teachers of grant-in-aided and self-finance schools

Type	N	M	SD	SED	t	Significance
Grant-in-aided	271	34.14	4.98	1.74	1.88	NS
Self-finance	286	37.42	4.85			
df	0.05	0.01				
555	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by English language teachers of grant-in-aided and self-finance schools is 1.88. For $df=555$, calculated t-value is less than table t-value at 0.05 level. This shows that hypothesis is not rejected and there is no significant difference between mean score obtained in problems inventory by English language teachers of grant-in-aided and self-finance schools. This revealed that the English language teachers of grant-in-aided and self-finance schools are having similar problems according to problems inventory.

Ho₃ There is no significant difference between mean scores of Problems Inventory obtained by the English Language teachers having experience up to ten years and more than ten years

Table 5: Result of t-test between mean scores of Problems Inventory obtained by the English Language teachers having experience up to ten years and more than ten years

Area	N	M	SD	SED	t	Significance
Up to 10 years	261	36.18	4.84	1.79	0.46	NS
More than 10 years	296	35.37	4.98			
df	0.05	0.01				
555	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by English language teachers having experience up to ten years and more than ten years is 0.46. For $df=555$, calculated t-value is less than table t-value at 0.05 level. This shows that hypothesis is not rejected and there is no significant difference between mean score obtained in problems inventory by English language teachers having experience up to ten years and more than ten years. This revealed that the English language teachers having experience up to ten years and more than ten years are having similar problems according to problems inventory.

Ho₄ There is no significant difference between mean scores of Problems Inventory obtained by the male and female English Language teachers

Table 6: Result of t-test between mean scores of Problems Inventory obtained by the male and female English Language teachers

Gender	N	M	SD	SED	t	Significance
Male	265	35.33	4.94	1.75	0.51	NS
Female	292	36.22	4.88			
df	0.05	0.01				
555	1.96	2.58				

According to above table, the calculated value of t-test between mean scores obtained in problems inventory by male and female English Language teachers is 0.51. For $df=555$, calculated t-value is less than table t-value at 0.05 level. This shows that hypothesis is not rejected and there is no significant difference between mean score obtained in problems inventory by male and female English Language teachers. This revealed that the male and female English Language teachers are having similar problems according to problems inventory.

11. Findings of the Study

Findings of present study are as follow.

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

12. Conclusion

In present study, the main objective of researcher was to study the problems faced by English language teachers of Gujarat state in teaching English language. The researcher selected 557 English language teachers randomly from different secondary school. The researcher conducted t-tests as a technique of statistical analysis of obtained data. The research revealed that all English teachers of secondary schools facing problems in teaching English language.

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