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### A STUDY OF PROBLEMS OF SHIKSHAN SAHAYAK TEACHERS

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#### ABSTRACT

*This study was conducted on Shikshan sahayak teachers relating variable like gender and qualification. 3059 Shikshan sahayak teacher were selected as a sample from secondary and higher secondary schools of North Gujarat region (Mehsana, Patan, Sabarkantha and Aravalli). Data is collected by using self made opinionnaire. Collected data is analyzed by using statistical techniques like mean S.D. and 't' test. The major findings of the study denotes that problems of female teachers were high with comparison of male teachers in the context of gender and qualification also but the ratio of problems was seen equal between male & female others and between male B.Ed. & male other in the context of qualification.*



**KEYWORDS :** Teacher, Secondary and Higher secondary Education, Secondary and Higher secondary school, Shikshan Sahayak Teacher, Problems.

#### INTRODUCTION:

It is stated in National policy of education to provide free, compulsory and universal primary education to the children aged 5 to 14 years with quality and satisfaction before entering in to 21<sup>st</sup> century. So Gujarat government had put 'Balguru yojana' into action by readable resolution to make education solve the problems of unemployment of P.T.C. and B.Ed. passed candidate. In this scheme fix salary was decided for two years but the appointment could not be possible in the expected / necessary / anticipated institution due to the confusion about administrative implementation and confusions related law on one or other points about to appoint 'Balguru teachers'. On the other hand vacancy had been increased day by day due to retirement of teachers in secondary and higher secondary schools. By considering the objective to provide adequate staff to the schools from next academic year and to find out the path from law related confusions of Balguru scheme, this scheme is cancelled under contextual resolution and Shikshan sahayak yojna, new appointed teachers has been paid fix salary for five years.

New education policy-1986 gives importance to primary education and under 'revised policy of education-1992', some instructions are given to make it more strong. In which practical steps are indicated to solve some problems of secondary and higher secondary school teachers and the reason of it lies in the fact that secondary and higher secondary school teacher has to play various roles as a teacher. Posts of clerk and peons are decided for the easy administration in secondary schools, but this facility is not available in secondary and higher secondary schools. So secondary and higher secondary school teachers have to face the

problems related administration and they also have to play the role to make the education more qualitative in this area of competition.

If the problems of teachers would not have been taken in consideration, it affects school education and administration at the time when more importance is to be given to primary education at the level of state, nation and world also. During last five years, the members of Shikshan sahayak teachers has been increasing rapidly. Secondary and higher secondary school teachers also have to maintain many responsibilities in government programmes, during running days and vacation also. These problems becomes challenges for them. In addition, there exists many more problems related classroom interaction behavior, physical facilities, administration or management, Co-curricular activities, extra activities, training problems, text book related problems and problems related job satisfaction. At this stage, it is the need of time to know and understand the problems of secondary and higher secondary school teachers and to provide them the guidance to solve these problems and that is why the researcher has chosen this subject to know the problems of Shikshan sahayak teachers working in secondary and higher secondary education. Researcher has chosen four districts i.e. sabarkantha, Mehsana, Patan and Aravalli from North Gujarat.

### OBJECTIVES OF THE STUDY

The main objectives of the study were as under.

- 1) To study problems of Shikshan sahayak teachers in the context of gender (i.e male and female )
- 2) To study the problems of Shikshansahayak teachers in the context of educational qualification ( i.e B.Ed, and other. Other include P.T.C., B.P.Ed, C.P.Ed, music graduate, A.T.D )
- 3) To construct opinionnaire possessing items related problems of Shikshan sahayak teachers.
- 4) To know the opinions by studying the problems of Shikshan sahayak teachers like Classroom interaction, Physical facilities, administration, Co-curricular activities, Extra activities than Education, Text book, Training and Job satisfaction.

### HYPOTHESES

Null hypotheses is formed for present study by researcher were as under.

- 1) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in context of their gender (i.e. male and female )
- 2) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in context of their educational qualification ( i.e. B.Ed. and other qualification )
- 3) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in context of their educational qualification ( i.e. male B.Ed. and female B.Ed.)
- 4) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification ( i.e. other male and other female )
- 5) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification ( i.e. male B.Ed. and male other)
- 6) There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification ( i.e. female B.Ed. and female other)

### DELIMITATIONS

- 1) The study was confined to Shikshan sahayak teachers of Gujarati medium secondary and higher secondary schools of Sabarkantha, Mehsana, Patan and Aravalli districts of North Gujarat.
- 2) Study was limited only for the problems of Shikshan sahayak teachers.

### TOOL

To know the problems of Shikshan sahayak teacher of Gujarati medium secondary and higher secondary school of North Gujarat opinionnaire was formed by investigator relating the factors like teachers classroom transaction, physical facilities, administration management, Co-curricular activities, extra activities, text book, training and job satisfaction. Opinionnaires were send to the experts and instructions were received. Changes were done according to received instructions and at last final opinionnaire was formed.

**SAMPLE**

It is generally very difficult to cover the entire population, therefore, selection of sampling should be done carefully so that the sampled population coincides the target population. In the present study 3059 Shikshan sahayak teachers of Sabarkantha, Mehsana, Patan and Aravalli districts are selected as a sample from Secondary and Higher secondary schools of North Gujarat.

**METHODOLOGY**

Survey method was used for present research work.

**STATISTICAL METHOD AND TECHNIQUE**

The Investigator has selected statistical method and technique as under.

Mean = **M**, Standard deviation = **Std.** and 't' Value

**DATA ANALYSIS**

For present study data were collected by self-made Opinionnaire. Frequency distribution was prepared and used for calculating mean, standard deviation and 't' ratio. Thus, data was analyzed and interpreted.

**H<sub>01</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their gender. (i.e. male and female)

**Table : 1**

Variable	N	Mean	S.D	't' Ratio	Significance Level
Male	1644	249.63	24.01	4.62	0.01 and 0.05
Female	1415	253.79	25.39		

Table indicating 't' ratio of the mean scores of male and female is 4.62 which is significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not accepted. That's why we can say that there is significant difference between the mean of male and female opinions.

It is seen in the table No. 1 that mean of male is 249.63 and S.D is 24.01 while mean of female is 253.79 and S.D is 25.39. But the difference is significant.

**H<sub>02</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in context of their educational qualification (i.e. B.Ed. and other qualification)

**Table : 2**

Variable	N	Mean	S.D	't' Ratio	Significance Level
B.Ed.	2262	251.59	24.66	0.13	N.S.
Other	797	251.46	24.98		

It is seen in the table no. 2 that 't' ratio of the mean scores of B.Ed. and other qualification is 0.13 which is not significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not rejected. That's why we can say that there is no significant difference between the mean of opinions on B.Ed. and other qualification.

It is seen in the table that mean of B.Ed. is 251.59 and S.D is 24.66 while mean of other qualification is 251.46 and S.D is 24.98 But it is not significant.

**H<sub>03</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in context of their educational qualification. (i.e. male B.Ed. and female B.Ed.)

**Table :3**

Variable	N	Mean	S.D	't' Ratio	Significance Level
Male B.Ed.	1163	249.08	23.58	5.10	0.01 and 0.05
Female B.Ed.	1099	254.24	25.50		

It is seen in the table no. 3 that 't' ratio of the mean scores of male B.Ed. and female B.Ed. is 5.10 which is significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not accepted. That's why we can say that there is significant difference between the mean of male B.Ed. and female B.Ed. qualification.

It is seen in the table No. 3 that mean of male B.Ed. is 249.08 and S.D is 23.58 while mean of female B.Ed. qualification is 254.24 and S.D is 25.50. But the difference is significant.

**H<sub>04</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification (i.e. other male and other female)

**Table : 4**

Variable	N	Mean	S.D	't' Ratio	Significance Level
other male	481	250.97	25.01	0.69	N.S.
other female	316	252.21	24.96		

It is seen in the table no. 4 that 't' ratio of the mean scores of male other and female other qualification is 0.69 which is not significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not rejected. That's why we can say that there is no significant difference between the mean of opinions on male other and female other qualification.

It is seen in the table no 4 that mean of male other is 250.97 and S.D is 25.01 while mean of female other qualification is 252.21 and S.D is 24.96 But it is not significant.

**H<sub>05</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification (i.e. male B.Ed. and male other)

**Table : 5**

Variable	N	Mean	S.D	't' Ratio	Significance Level
male B.Ed.	1163	249.08	23.58	1.43	N.S.
male other	481	250.97	25.01		

It is seen the table no. 5 that 't' ratio of the mean scores of male B.Ed. and male other qualification is 1.43 which is not significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not rejected. That's why we can say that there is no significant difference between the mean of opinions on male B.Ed. and female other qualification.

It is seen in the table that mean of male B.Ed. is 249.08 and S.D is 23.58 while mean of male other qualification is 250.97 and S.D is 25.01 But it is not significant.

**H<sub>06</sub>**

There would not be significant difference between average scores of problems of Shikshan sahayak teachers in the context of their educational qualification. ( i.e. female B.Ed. and female other )

**Table : 6**

Variable	N	Mean	S.D	't' Ratio	Significance Level
female B.Ed.	1099	254.24	25.5	13.53	0.01 and 0.05
female other	316	252.21	24.96		

It is seen in the table no. 6 that 't' ratio of the mean scores of female B.Ed. and female other is 13.53 which is significant at both the level i.e. 0.01 and 0.05. So null hypothesis is not rejected. That's why we can say that there is significant difference between the mean of opinions on female B.Ed. and female other qualification.

It is seen in the table No.6 that mean of female B.Ed. is 254.24 and S.D is 25.5 while mean of female other qualification is 252.21 and S.D is 24.96 But it is not significant.

### FINDINGS

Findings of current research work were given as under.

1. Problems of female teacher were seen high with comparison of male teachers in the context of gender of Shikshan sahayak teachers.
2. Problems of female teachers were seen high in context of qualification i.e. (male B.Ed. and female B.Ed. ) of Shikshan sahayak teachers and problems of female teachers also seen high in context of qualification ( i.e. female B.Ed. and female other )
3. To compare in the context of qualification between male other and female others & qualification between male B.Ed. and male other the ratio of problems was seen equal of Shikshan sahayak teachers.

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