



## DIFFERENTIAL ANALYSIS OF PROBLEMS FACED BY ELEMENTARY SCHOOL TEACHERS

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### ABSTRACT

*Of all the different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and crating satisfactory conditions of work in which they can be fully effective.*

**KEYWORDS:** *teaching profession , crating satisfactory , quality of education.*

### INTRODUCTION

According to the Report of Education Commission (1964-66), "Change on a grand scale is to be achieve without violent revolution (and even for that it would be necessary there is one instrument, and on instrument only, that can be used : Education".

Judged from this point of view, it is evident that qualitative change in any area, particularly the quality of a nation, depends upon the quality of education. This fact poses an important question, that is, "who is responsible for bringing about quality in education"? The most logical answer to this is, the 'teacher'. With the bases of education adequately secured, the greatest challenge to a pupil's education lies in the quality of his teachers. Teachers spark the challenge for learning. If education, as Mayer (1960) stated, is a process leading to the enlightenment of mankind, then the responsibility of the one involved in imparting education becomes very great. Education that aims at exploitation of potentialities and resources, preparation for efficient living and enlightenment of mankind requires dynamic teachers.

Teachers' most important task is teaching which is complex and many sided and demands a variety of skills, knowledge and abilities. It is most complex because it involves helping the learners to exploit their potentialities and acquire knowledge and facts from culture and assist them in understanding themselves.

Howard and Nichols (1975) have stated : "A teacher's work is of a highly complex nature which requires considerable knowledge, a wide variety of skills and positive attitude. He should have a wide knowledge of the basic discipline of education in order to analyse his situation, select appropriate aims and objectives, device related learning opportunities, and assess his pupils' progress. He needs knowledge and expertise to guide him through a whole range of decisions he has to make, whether these are concerned with grouping, use of aids, forms of organization or ways to implement his new curriculum.

It is therefore an obligation of education to obtain capable and efficient teachers. Education based on the most appropriate objectives and an efficient organization of schools and facilities may fail or be ineffective and largely wasted if the teachers are inefficient, incompetent or are indifferent to their responsibilities. It is often cited



that the schools are only as good as their teachers, for nothing can make the school and its pupils better than their teachers who influence the pupils for good. Thus Ryans (1969) stated that “the identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns”.

Having realised the need for devoted, skilled and efficient teachers, their reparation is becoming a matter of great national and social concern all over the world. Every nation depends greatly on the quality of its teachers for its progress and hence, gigantic steps and measures have been taken in recent years to improve efficiency of teachers. Micro-Teaching Competency-Based Programme and development of various teaching skills have been brought to the forefront of teachers’ education programme.

It is truism to say that the quality of education and classroom effectiveness depends to a large extent on the quality of the teacher education programme and also on reducing the constraints teachers face in their professional work. No education system can be dynamic unless it has at its disposal, the services of highly educated, intelligent, trained, powerfully motivated and enthusiastic teachers. In the light of this fact, it may not overemphasised to state, that proper selection follow by continuous and intensive efforts at qualitative improvement of teachers and motivating them become indispensable.

### STATEMENT OF THE PROBLEM

The problem of the study may be stated as *Differential Analysis of Problems Faced by Elementary School Teachers*.

### Variables

The present study is designed with the following independent and demographic variables :

#### Independent Variable :

- i. Problems of elementary school teachers

#### Demographic Variables

- i. Gender – Male / Female
- ii. Locality – Rural / Urban
- iii. Medium – Kannada / English

### OBJECTIVES

The objectives of the study are stated as follows :

1. To study the difference between male and female teachers with regard to the problems of elementary school teachers.
2. To study the difference between rural and urban teachers with regard to the problems of elementary school teachers.
3. To study the difference between Kannada and English medium teachers with regard to the problems of elementary school teachers.

### Hypotheses

The following research hypotheses for the present study were formulated :

1. There is a significant difference between male and female teachers with regard to the problems of elementary school teachers.
2. There is a significant difference between rural and urban teachers with regard to the problems of elementary school teachers.
3. There is a significant difference between Kannada and English medium teachers with regard to the problems of elementary school teachers.

### Method

The descriptive method has been used in the present study. A descriptive study describes and interprets what *is*. It is concerned with considerations or relationships that exist opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

The method of descriptive research is particularly appropriate in the behavioural sciences because many of the types of behaviour that interest the researcher cannot be arranged in a realistic setting.

### Sample

Elementary school teachers of Hyderabad-Karnataka region is taken as a unit for the present study. All the teachers working in elementary level including school assistants, language teachers, and headmasters of elementary schools constitute the population. From this population, only 1400 teachers who are teaching at elementary level were selected using random sampling technique.

### Tool Used

For the purpose of the present study, the investigator used Inventory on Problems of Elementary Education Teachers which was constructed and validated by the investigator.

### Collection of Data

Data relating to problems of elementary school teachers was obtained by administering tools to the 1400 elementary school teachers. The data were collected by administering the tool personally to the selected sample during July/August 2018. The investigator personally gave the instructions to the teachers regarding the use of the tool. Wherever there was need the investigator clarified the doubts or the confusions raised by the teachers and assured them that the data will be used only for research purpose.

### Statistical Technique

't' test was used to find out the whether differences in the demographic variable, namely, Gender, Locality of the School, Medium of Instruction, would exist in the problems of teachers at the elementary schools.

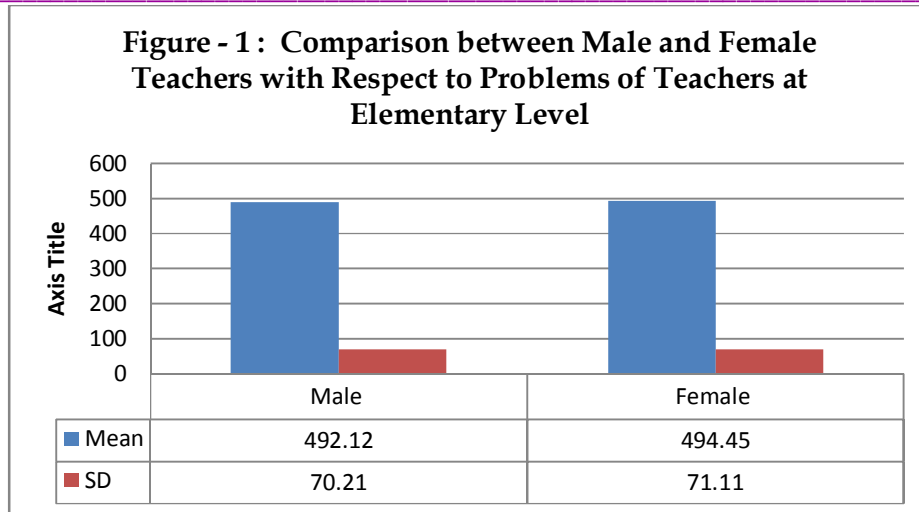
## RESULTS

### *i. Comparison of Problems of Male and Female Teachers*

**Table – 1 : Comparison of Male and Female Teachers with Respect to their Problems**

Variable	N	Mean	SD	't' value	'p' value	Significance
Male	700	492.12	70.21	0.4362	> 0.05	NS
Female	700	494.45	71.11			

NS – Not Significant



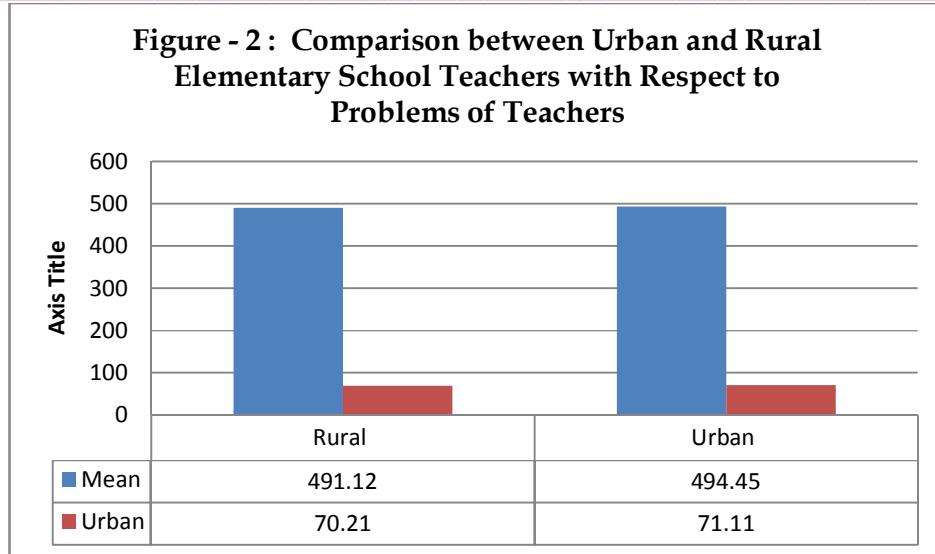
The obtained ‘t’ value 0.4362 with respect to problems of male and female teachers in elementary education is lesser than the tabled ‘t’ value (1.97) at 0.05 level. It is, therefore, concluded that the two groups do not differ significantly in respect of the variable under consideration. That is, the hypothesis that male and female teachers differ significantly in respect of their problems of teachers in elementary education is rejected. Further, it is noticed that the mean of scores of female teachers is greater than that of male teachers. Hence, it is concluded that female teachers are facing more problems when compared to male teachers.

**ii. Comparison between Rural and Urban Elementary School Teachers with Respect to Problems of Teachers**

**Table– 2 : Comparison of Problems Faced by Rural and Urban Elementary School Teachers**

Variable	N	Mean	SD	‘t’ value	‘p’ value	Significance
Rural	700	491.12	70.21	0.4568	> 0.05	NS
Urban	700	494.45	71.11			

NS – Not Significant



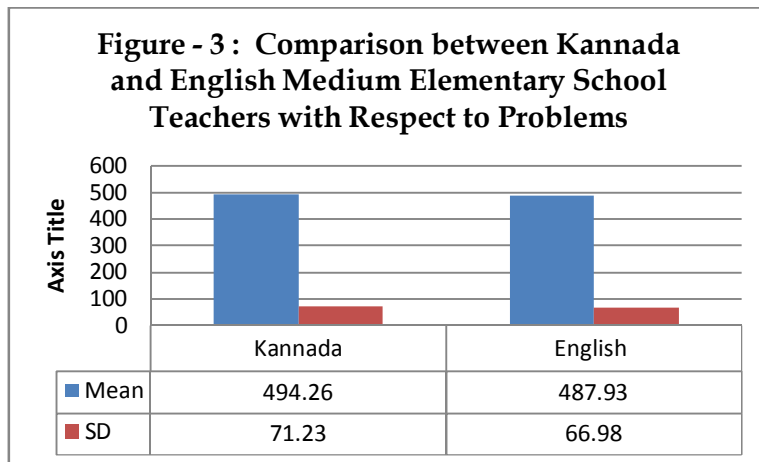
The obtained 't' value 0.4568 with respect to problems of teachers of rural and urban elementary school teachers is lesser than the tabled 't' value (1.97) at 0.05 level. It is, therefore, concluded that the two groups do not differ significantly in respect of the variable under consideration. That is, the hypothesis that rural and urban elementary school teachers differ significantly in respect to problems of teachers is rejected. Further, it is noticed that mean of scores of urban elementary school teachers is greater than that of rural elementary school teachers. Hence, it is concluded that the urban elementary school teachers are facing more problems when compared to rural elementary school teachers.

**iii. Comparison of Problems between Kannada and English Medium Elementary School Teachers**

**Table-3 : Comparison between Kannada and English Medium Elementary School Teachers with Respect to Problems**

Variable	N	Mean	SD	't' value	'p' value	Significance
Kannada	1160	494.26	71.23	2.0692	< 0.05	Yes
English	240	487.93	66.98			

Yes – Significant



The obtained 't' value 2.0692 with respect to problems of teachers of Kannada and English medium elementary school teachers is greater than the tabled 't' value (1.97) at 0.05 level. It is, therefore, concluded that the two groups differ significantly in respect of the variable under consideration. That is, the hypothesis that Kannada and English medium elementary school teachers are differ significantly in respect to problems of teachers is accepted. Further, it is noticed that mean of scores of Kannada medium elementary school teachers is greater than that of English medium elementary school teachers. Hence, it is concluded that Kannada medium elementary school teachers are facing more problems when compared to English medium elementary school teachers.

### CONCLUSION

Male and female elementary school teachers do not differ significantly with regard to problems of teachers at elementary level. However, Rural and urban elementary school teachers do not differ significantly with respect to the problems of teachers. Further, Kannada and English medium elementary school teachers differ significantly with respect to the problems of teachers.

### EDUCATIONAL IMPLICATIONS

No system of education can rise above the level of the teachers who serve it and on whose quality depends, to a great extent, the quality of the system. Teachers' quality, on the other hand, is determined by various factors like background characteristics, professional qualities, academic and professional qualifications and the place they occupy in the school and the community. In addition, external factors like, social, economic and political exert pressure on the educational system and its teachers. Hence, problems of various kinds faced by teachers in Hyderabad-Karnataka region and the schools will affect the quality of teachers' performance.

The major objective of the present study was to find out, whether or not the primary school teachers in Hyderabad-Karnataka region face serious problems pertaining to the teaching profession, and also to find out teachers' attitude towards the teaching profession in its different dimensions. The findings of the study have been reported in the present article. An attempt has been made here to discuss the possible significance of the these findings for the future development of Elementary Education in Hyderabad-Karnataka region.

Analysis of data revealed that teachers in Hyderabad-Karnataka region are facing various problems performing to different aspects of their profession. Above all, it reveals that sheer negligence of department officials, on whose initiative depends the strength and success of education as well as the incentives to accelerate the ground level work. Of all the important steps needed to be taken towards the improvement of standard and quality education required for the balanced development of the learners, improvement of job conditions (living, working and service conditions) of teachers is more vital.

Problems of such nature can contribute to teachers' job dissatisfaction, anxiety, emotional insecurity and instability, mental discontentment, lack of enthusiasm, mental and physical exhaustion, poor-self-image, monotony in work and self-pity among the teachers. Teachers' perception of problems pertaining to job conditions was found to be genuine. Teachers working under such circumstances cannot be expected to be efficient.

Dissatisfaction among the teachers may be due to lack of facilities, job insecurity, frequent transfer, lack of facilities for professional training limiting their professional prospects, etc. Teachers' role as a leader, guide and organizer of students' academic work involves manifold functions and require ample facilities if the work has to be done meaningfully, efficiently and effectively.

These problems identified by teachers are indicative of no proper organization of academic programme in the Hyderabad-Karnataka area, which might have resulted in poor standard of education as it prevails today.

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