



A Case study on problems of Elementary School Teachers

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Abstract

The aim of the present study is to identify the problems of teachers working at elementary level. The elementary education considered for this study is from 1-7th classes. Elementary school teacher is one, who teaches English, Telugu, Mathematics and Environmental Sciences. The analysis of the data revealed that there is no significant effect of sex, professional qualification, age, teaching experience and locality of the school on the problems of teachers where is significant effect was observed with regard to management, academic qualifications, type of job, medium of instruction and level of teaching on the problems of elementary school teachers.

Key words: Education, mankind, knowledge, skills, students

1. Introduction

Education is one of the fundamental needs of human beings. In the history of mankind, education has formed a continuum and a basis for the development of human society. Through development of right attitudes, values, capabilities, knowledge and skills, education provides strength and enables persons to respond to situation and enables to contribute to societal development. The teacher is the dispenser of knowledge and caretaker of students. The teacher has the greatest role in moulding the future of a country, of all professionals, is the noblest, the most difficult, the most important to cultivate in humanity, compassion and the spirit of loving service, much more than those belonging to other professions is an ideal and exemplary model to the pupils. Both prosperity and poverty of a country is in the hands of the teacher. The teachers are the most heavily responsible professionals. From very ancient times teachers have been honored

as builders of the society. Thus they are the lamps that shatter darkness.

Elementary education is the largest enterprise all over the world. According to Kothari Commission (1964-66) "what is expected is that primary education should lay a strong foundation for child to grow into a responsible and useful citizen of country". A big army of teachers, the biggest number of pupils, a large number of supervisors and administrators are involved in this programme as such from the point of view of magnitude from the preponderance of sociological influences, view of the economic necessities and the philosophical back ground in view of scientific enlightenment and humanism. Elementary school teacher is one, who teaches all the subjects irrespective of their qualifications or subject specializations.

Besides this the teachers are expected to fulfill varied roles and responsibilities at school with increasing



demands continuously being placed upon schools to an already existing curriculum and to provide sufficient learning skills. Teacher feels swamped to add to this work load, additional responsibilities as value model. All additional duties like literacy programmes, election duties, office work etc. are added burden to them. Teachers feel pressurized due to the problems in multiclass teaching multi subject teaching. They do not have even drinking water facility, toilet facility or proper black board. Due to all these pressures they have mental tensions in their profession. When a teacher feels to many pressures from both within and out side the school their teaching affects badly

2. Review of Related Literature

As Bainer (1993) noted that teachers in different school localities have different kinds of problems and unless teachers are trained to prepare themselves for various kinds of work environment, new teachers will find themselves struggling to cope with the challenge of the workplace. This is because most teacher preparation programmes prepare teachers for the general and ideal school situation that usually fits the description of suburban upper-middle class neighbourhoods. New teachers experience problems if they are placed in a workplace environment very different from what they expect.

Rebecca Priegert Coulter and Margaret McNay (1993) opined that Exploring Men's Experiences as Elementary School Teachers at the end of the school year, several men received complimentary notes and comments from parents, most of which made some reference to their being male. Men in elementary teaching, their motives, abilities, and sexuality were nonetheless

often viewed with suspicion. Taking up non-traditional work as a way to question and confront gender relations, they faced enormous pressures to conform to traditional notions of masculinity which then only reinforced traditional patterns of sex differentiation. The call for "more men in elementary" is, in essence, a political call; very different agendas are involved. Bringing more men into elementary schools might only extend men's power and control over women, and reinforce existing gender regimes.

Dick and Wagner (2001) found that workload and feeling overwhelmed by the tasks required led to stress reactions among German school teachers, whereas principal support reduced the perception of workload and feeling overwhelmed. After careful analysis of the review related to the problems of elementary school teachers, the gap was found in various aspects of this area.

3. Objectives

1. To study the impact of Sex on the problems of elementary school teachers.
2. To study the impact of Management on the problems of elementary school teachers.
3. To study the impact of Academic Qualification on the problems of elementary school teachers.
4. To study the impact of Professional Qualification on the problems of elementary school teachers.
5. To study the impact of Age on the problems of elementary school teachers.
6. To study the impact of Type of Job on the problems of elementary school teachers.



7. To study the impact of Teaching Experience on the problems of elementary school teachers.
8. To study the impact of Medium of Instruction on the problems of elementary school teachers.
9. To study the impact of Locality on the problems of elementary school teachers.
10. To study the impact of Level of Teaching on the problems of elementary school teachers.

4. Hypothesis of the Study

The following null hypotheses were formulated

1. There will be no significant difference between male and female teachers with regard to the problems of elementary school teachers.
2. There will be no significant difference between Government and Private teachers with regard to the problems of elementary school teachers.
3. There will be no significant difference between the teachers, who have studied intermediate, Degree and P.G with regard to the problems of elementary school teachers.
4. There will be no significant difference between the teachers, who have studied D.Ed and B.Ed teachers with regard to the problems of elementary school teachers.
5. There will be no significant difference between the teachers, whose Age is below 30 years, 30-40 years, 40-50 years and above 50 years teachers with regard to the Problems of elementary school teachers.
6. There will be no significant difference between secondary grade

teachers and Head Masters with regard to the Problems of elementary school teachers.

7. There will be no significant difference between who have the experience of below 5 years, 5-10 years, 10-15 years and above 15 years with regard to the Problems of elementary school teachers.
8. There will be no significant difference between Telugu and English Medium teachers with regard to the Problems of elementary school teachers.
9. There will be no significant difference between Rural and Urban teachers with regard to the Problems of elementary school teachers.
10. There will be no significant difference between 1- 5th class and 6-7th class teachers with regard to the Problems of elementary school teachers.

5. Research Methodology

The investigators found survey method as suitable to carryout the present investigation.

Sample

The researchers selected chittoor district for this purpose by adopting stratified random sampling technique. All the teachers working at elementary level and Head masters of elementary schools of chittoor district constitutes the population. From them, only 800 teachers teaching 1st to 7th classes were included in the present study. The sample also includes 400 male and 400 female teachers equally and 400 teachers working in Government schools and 400 teachers working in Private schools, 400 teachers having D.Ed qualification and 400 teachers having B.Ed qualification.



Research Tool

The researchers developed and used tool namely problems inventory to collect data from different angles regarding problems of elementary school teachers with 82 items with 5 alternations namely: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

Collection of Data

Before collecting data, the investigators have personally approached the concerned authorities and explained the purpose of the study and then administered the tool on the elementary school teachers.

6. Statistical Analysis

The data were analyzed in terms of descriptive statistics like Mean, Standard Deviation and 't'-test and 'F' – test which is presented in table1.

From the observation of the table, the following findings were drawn with regard to the problems of elementary school teachers

From the observations of the above table, the researchers have drawn the following findings.

1. There is no significant difference between male and female teachers with regard to the problems at elementary level.
2. There is significant difference between the teachers working in Government and Private schools with regard to the problems at elementary level.
3. There is significant difference between the teachers who have studied intermediate, Degree and P.G with regard to the problems at elementary level.
4. There is no significant difference between who have studied D.Ed and B.Ed teachers with regard to their problems at elementary level.
5. There is no significant difference between the teachers, whose Age is below 30 years, 30-40 years, 40-50 years and above 50 years with regard to the problems at elementary level.
6. There is significant difference between secondary grade teachers and Head Masters with regard to the problems at elementary level.
7. There is no significant difference between, the teachers who have the experience of below 5 years, 5-10 years, 10-15 years and above 15 years with regard to the problems at elementary level.
8. There is significant difference between the teachers teaching in Telugu and English Medium with regard to their Problems.
9. There is no significant difference between the teachers working in Rural and Urban localities with regard to their problems at elementary level.
10. There is significant difference between the teachers handling 1- 5th classes and 6-7th classes with regard to their problems at elementary level.



Table 1. Sample Size, Mean value, SDs, t/F values of different Subgroups of Teachers' on their problems

S. No.	Name of the Variables	Category	Sample size	Mean value	SD	F/t value
1.	Sex	Male	400	253.06	39.289	0.607@
		Female	400	254.74	38.974	
2.	Management	Government	400	249.95	37.506	2.864**
		Private	400	257.84	40.326	
3.	Academic Qualifications	Intermediate	103	256.82	50.816	5.121**
		Degree	365	257.81	35.593	
		P.G	332	248.68	38.180	
4.	Professional Qualifications	D.Ed	400	255.68	36.540	1.282@
		B.Ed	400	252.13	41.480	
5.	Age	Below 30 years	127	255.97	38.917	0.348@
		30 – 40 years	324	254.73	40.603	
		40-50 years	238	252.22	34.521	
		Above 50 years	111	252.68	44.229	
6.	Type of Job	SGT	593	248.54	37.858	6.727**
		Head Master	207	269.22	38.695	
7.	Teaching Experience	Below 5 years	191	256.89	39.681	0.741@
		5-10 years	154	250.90	38.416	
		10-15 years	197	252.63	41.154	
		Above 15 years	258	254.50	37.543	
8.	Medium of Instruction	Telugu	530	246.65	37.556	7.655**
		English	268	268.34	38.320	
9.	Locality of the School	Village	427	253.50	38.273	0.306@
		Town	373	254.35	40.107	
10.	Level of Teaching	1-5 th Class	292	239.94	38.799	7.941**
		6-7 th Class	508	261.92	37.023	



7. Conclusions

It can be revealed that there is no significant impact of sex, professional qualification, age, teaching experience and locality of the school on the problems of teachers. Significant effect was observed with regard to management, academic qualification, type of job, medium of instruction and level of teaching on the problems.

References

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