

# Teachers Issues and Tribulations In Teaching

**Karabasappa Channappa Nandihally**

**Assistant Professor Of English**

**Government First Grade College, U.G.&P.G. Centre**

**Dental College Road, Vidyanagar, Davanagere.**

## Abstract

In nearly all countries, courses of the Normal School B, college, and university categories contain three main elements. The first element is the study of one or more academic, cultural, or aesthetic subjects for the purpose both of continuing the student's own education and of providing him with knowledge to use in his subsequent teaching career. A second element is the study of educational principles, increasingly organized in terms of social science disciplines such as psychology, sociology, philosophy, and history. A third element consists of professional courses and school experience. Primary teachers may also receive instruction in the content and methods of subjects other than their own specialties that figure in the primary curriculum. In normal schools and colleges, and some universities, the three elements run parallel to one another, and the student is professionally committed from the outset of his course. Elsewhere, the study of educational processes and professional work (including school experience) may follow the completion of a period of academic study that the student has begun without any prior commitment to teaching as a career. There are still advanced countries where the possession of a university degree, without any qualification in education as such, is sufficient basis for the award of qualified teacher status. In England and Wales, for example, compulsory training for graduates, generally comprising two terms (six months) of professional and theoretical studies and a further three-month period of school experience, was scheduled to come into effect only in 1973.

**Key words:** Influential *Education*, Normal Supérieure, Once Faithful To Scholarship, and Ensuring That Students.

## Introduction

The sequencing, balance, content, and organization of general and specialist academic work, courses in education, and professional studies and teaching experience has been a subject of discussion since the earliest days of organized teacher education. The importance of the element of general education has been defended on various grounds. Sometimes such academic work may be highly specialized. Students in many colleges of education in England study only one principal subject, to which they devote about one-third of their total time, and teachers who graduate from universities have often pursued three-year courses for single-subject honors degrees. In the United States and elsewhere the academic element is broader, and the first two years of college or university work may embody a wide range of elective subjects from diverse disciplinary fields. Both patterns have their critics, the first because it produces narrow intellectual specialists, the second because it encourages

dilettantism and inadequate depth. Where a pattern of electives is combined with a units/credits system, as in some universities in Japan and the United States, it is claimed that one result is an undesirable fragmentation of study and effort. In his influential *Education of American Teachers (1963)*, James B. Conant recommended that half the course requirements of the four-year program of preparation for elementary teachers should be given over to general courses, a further quarter to an “area of concentration,” and the remaining quarter to professional studies, including school experience. Prospective secondary teachers would spend still more time on the subjects they were preparing to teach, with less than 10 percent of their time devoted to practice teaching and special methods. Such a subject emphasis for secondary teachers can be found in many countries.

In France the *École Normale Supérieure* still places freedom of study and the nurture of intellectual curiosity above questions of professional teacher training. Generally speaking, wherever there is a stress upon academic excellence and the achievement of high standards of scholarship, there is likely to be skepticism as to the claims of professional training for teaching. Oxford University had still not appointed a professor of education by the beginning of the 1970s. In countries where technical or vocational education forms an important part of secondary school provision, there have sometimes been specialist institutions for the training of teachers for this work. Such teachers tend to have lower status than the secondary school staff who teach academic subjects, and efforts have been made to upgrade the position of the teacher of agricultural and industrial arts, home economics, and handicrafts. Nearly all the universities in England and Wales that now offer the bachelor of education degree for college of education students include technical subjects within their list of approved options.

The element of educational courses in the teacher preparation program has been the object of criticism from academic specialists, defenders of liberal culture, and practical-minded professional educators. The growing range of speculation and empirical data generated by the burgeoning social sciences, philosophy, and history, have provided a rich ore from which those responsible for teacher preparation mined the materials they needed for the construction and legitimating of their pedagogic systems and principles. But such borrowing has done little to establish any very coherent system of educational ideas, or to provide the basis for a systematic theory of teaching adequate to sustain the variety and complexity of teacher preparation programs. In his *Evolution of American Educational Theory (1964)*, C.J. Brauner was forced to conclude that middleman theorists, inexperienced as scholars, had naïvely striven for some impossible synthesis that would be at once faithful to scholarship, useful to the practitioner, intelligible to the populace and thus comprehensive as a discipline, workable as a general method, and defensible as a social institution. Unfortunately, teachers in India, especially those in the government school system, are largely seen as a governance problem, with the focus on getting them into the classroom rather than developing their skills and motivation. A National Council of Educational Research and Training study finds there is no systematic incorporation of teacher feedback into designing trainings, and little variation or consideration of local issues. The outcome of such training is limited and there is no measure of whether this is translated into classroom practice. Eventually, such factors have significant multiplier effects in how they de-professionalize the larger teaching

profession and drive down a teacher's "internal responsibility"—the sense of duty to the job, shaped by the environment in which the teacher operates.

The World Development Report on Education (2018) states that "teacher skills and motivation both matter" and that individually-targeted, continued training is crucial to achieving learning improvements through teachers. In line with this, the ministry of human resource development and the National Council for Teacher Education launched the National Teacher Platform or Diksha in 2017, in collaboration with non-government stakeholders such as the Central Square Foundation and EkStep. Diksha is envisioned as a one-stop solution to address teacher competency gaps through courses that address their skill gaps and by empowering them to "learn what they want, where they want". The International Innovation Corps has been working at the intersection of this multi-stakeholder coalition and the Rajasthan department of education to implement the Rajasthan Interface for School Educators (Rise), the state's version of Diksha. To ensure Rise was designed in a need-based manner, we started by conducting a survey of 700 teachers across the state, teaching over 20 subjects, spanning all grade levels, age groups, and years of experience. This was complemented by focus-group discussions with local NGOs and community-based organizations. Our findings revealed a range of skills and mindset gaps. Nearly 45% of teachers indicated that existing training was inadequate. About 70% indicated that they needed support or wanted courses in mathematics, English, and the sciences.

The survey also highlighted significant behavioral gaps. Nearly half the teachers believe that not all children could achieve excellent educational outcomes because of their socioeconomic backgrounds. Only 25% incorporate activity-based learning and 33% use storytelling or role-play in their pedagogic approach, either because these weren't priorities or because they did not have time. These findings are valuable in informing the design of courses on the portal. Current training is unable to cover tough spots and follows a one-size-fits-all approach. Ideally, such a platform will democratize both access to and creation of content by teachers—already, teachers have been trained and have then designed their own material for Diksha's energized textbook project that places QR codes in textbooks, linked to a range of additional content on the portal.

However, the real benefits of Rise/Diksha lie in the ability to provide continuous professional development through a blended model, complementing existing physical trainings. A technology-enabled platform allows training to become a continuous activity rather than an annual event. It also makes available real-time metrics on use and engagement, thus creating a feedback loop that ensures that the material is effective. Eventually then, Diksha has the potential to systemically re-engineer how we think of in-service teacher training in India. But if designed without an understanding of their needs and ignoring critical outcome metrics such as use and engagement, this will end up as just another platform with limited on-ground impact. Apart from creating good content, it is also important to consider teachers' technology consumption patterns, the potential of gratification to drive up engagement and the role of headmasters in promoting teachers' professional development. Problems that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives. Addressing these problems and bringing awareness to the educational environment that our teachers and

students face daily can help improve teacher retention, student success rates, and the overall quality of education in our schools.

## **Balancing a Wide Range Of Student Needs**

No matter what type of school you're talking about, teachers have to deal with a wide range of student needs, but public schools may struggle the most here. While private schools are able to select their students based on an application and assessment of the best fit for the school and community, public schools in the United States are required to take every student. While most educators would never want to change this fact, some teachers are faced with overcrowding or students who distract the rest of the classroom and add a significant challenge. Part of what makes teaching a challenging career is the diversity of the students. All students are unique in having their own background, needs, and learning styles. Teachers have to be prepared to work with all learning styles in every lesson, requiring more prep time and creativity. However, successfully working through this challenge can be an empowering experience for both students and teachers alike.

## **Lack of Parental Support**

It can be incredibly frustrating for a teacher when parents don't support their efforts to educate children. Ideally, a partnership exists between school and home, with both working in tandem to provide the best learning experience for students. However, when parents don't follow through with their responsibilities, it can often have a negative impact on the class. Research has proven that children whose parents make education a high priority and stay consistently involved may be more successful academically. Ensuring that students eat well, get enough sleep, study, complete their homework, and are prepared for the school day are just a few of the basic of the things that parents are expected to do for their children. While many of the best teachers go above and beyond to make up for a lack of parental support, a total team effort from the teachers, parents, and students is the ideal approach. Parents are the most powerful and consistent link between children and school since they are there throughout the child's life while the teachers will change annually. When a child knows that education is essential and important, it makes a difference. Parents can also work to communicate effectively with the teacher and ensure that their child is successfully completing assignments.

However, not every family has the ability to provide the necessary supervision and partnership, and some children are left to figure things out on their own. When faced with poverty, a lack a supervision, stressful and unstable home lives, and even parents who aren't present, students have to overcome numerous hurdles to even make it school, never mind succeed. These challenges can lead to students failing and/or dropping out of school.

## **Lack of Proper Funding**

School finance has a significant impact on teachers' ability to maximize their effectiveness. When funding is low, class sizes often increase, which impacts instructional curriculum, supplemental curriculum, technology, and various instructional and extracurricular programs. Enrichment programs are cut, supply budgets are limited, and teachers have to get creative. Most teachers understand that this is completely out of their control, but it doesn't make the situation any less frustrating. In public schools, finances are usually driven by each individual state's budget and local property taxes, as well as federal funding and other sources, whereas private schools have private funding and often more flexibility in how it is spent. That means public school teachers are often more affected by lack of funding and are limited in how they can spend their money. In lean times, schools are often forced to make cuts that have a negative impact. Most teachers make do with the resources they are given or supplement with their own personal contributions.

## **Overemphasis on Standardized Testing**

Not every student learns in the same way, and therefore not every student can accurately demonstrate mastery of educational topics and concepts in a similar fashion. As a result, standardized testing can be an ineffective method of assessment. While some teachers are completely against standardized testing, others tell you that they don't have a problem with the standardized tests themselves but with how the results are interpreted and used. Most teachers say that you can't get a true indicator of what any particular student is capable of on a single test on any particular day. Standardized tests aren't just a pain for students, either; many school systems use the results to determine the effectiveness of the teachers themselves. This overemphasis has caused many teachers to shift their overall approach to teaching to a focus directly on these tests. This not only takes away from creativity and limits the scope of what is taught but can also quickly create teacher burnout and put excess pressure on the teachers to have their students perform well. Standardized testing brings with it other challenges as well. For example, many authorities outside of education only look at the tests' bottom line, which hardly ever tell the whole story. Observers need to take much more into account than the overall score.

Consider the example of two high school math teachers. One teaches in an affluent suburban school with lots of resources, and one teaches in an inner-city school with minimal resources. The teacher in the suburban school has 95% of her students score proficient, and the teacher in the inner-city school has 55% of his students score proficient. If only comparing overall scores, the teacher in the suburban school would appear to be the more effective teacher. However, a more in-depth look at the data reveals that only 10% of students in the suburban school had significant growth during the year while 70% of the students in the inner-city school had significant growth. So who is the better teacher? You can't tell simply from standardized test scores, yet a large majority of decision-makers want to use test scores alone to judge both student and teacher performances.

## Poor Public Perception

We've all heard the old saying "Those who can, do. Those who can't, teach." Unfortunately, a stigma is attached to teachers within the United States. In some countries, public school teachers are highly regarded and revered for the service that they provide. Today, teachers continue to be in the public spotlight because of their direct impact on the nation's youth. There's the added challenge that the media often focuses on negative stories dealing with teachers, which pulls attention away from their positive impact. The truth is that most teachers are dedicated educators who are in it for the right reasons and doing a solid job. Focusing on a good teacher's best qualities can help teachers overcome their perceptions and find fulfillment in their profession.

## Educational Trends

When it comes to learning, experts are always looking for the best tools and tactics for educating children. While many of these trends are actually strong and worthy of implementation, adoption of them within schools can be haphazard. Some believe that public education in the United States is broken, which often drives schools to look at ways to reform, sometimes too rapidly. Teachers can be faced with mandated changes in tools, curriculum, and best practices as administrators race to adopt the latest and greatest trends. However, these constant changes can lead to inconsistency and frustration, making teachers' lives more difficult. Adequate training isn't always made available, and many teachers are left to fend for themselves to figure out how to implement whatever has been adopted. On the flip side, some schools are resistant to change, and teachers who are educated about learning trends may not receive funding or support to adopt them. This can lead to a lack of job satisfaction and teacher turnover, and it can hold students back from delving into a new way to learn that may actually help them achieve more



## Conclusion

As discussions on India's persistently low-learning outcomes gain momentum once again in light of Pratham's Annual Status Of Education Report, it is time to turn our attention to solutions. Research shows that, among school-related factors, teachers play the most critical role in student achievement. Economist Eric Hanushek finds that a child taught by a good teacher gains 1.5 grade-level equivalents, while a child taught by a bad teacher only gets half an academic year's worth. Pratham CEO Rukmini Banerji, in 2015, has similarly highlighted the central role of teachers while proposing a range of theories of change to improve learning outcomes in India: Better incentives for teachers, investments in teacher capacity through stronger training programmes and fundamentally addressing the issues at stake in the teaching-learning process.

As India participates in the Programme for International Student Assessment in 2021, there is much to learn from Singapore, which consistently ranks at the top of the assessment, due in large part to its focus on

developing its teachers. The lesson for India is clear: teachers are important. This importance doesn't stem from their exalted mythical status, but from their role as professionals and critical levers in defining the quality of education children receive.

## References

1. "Chairman of the Joint Chiefs of Staff, U.S. Army (2012). Information Operations. Joint Publication 3-13. Joint Doctrine Support Division, 116 Lake View Parkway, Suffolk, VA"(PDF). *Dtic.mil*. Archived from the original (PDF) on 2017-05-04. Retrieved 2017-05-01.
2. <sup>△</sup> Turner, L.H., & West, R.L. (2013). Perspectives on family communication. Boston: McGraw-Hill.
3. <sup>^</sup> Jump up to:<sup>a</sup> <sup>b</sup> Trenholm, Sarah; Jensen, Arthur (2013). *Interpersonal Communication Seventh Edition*. New York: Oxford University Press. pp. 360–361.
4. <sup>△</sup> Barkhuysen, P., Krahmer, E., Swerts, M., (2004) Audiovisual Perception of Communication Problems, ISCA Archive <http://www.isca-speech.org/archive>
- <sup>△</sup> Bretherton, I., (1992) The Origins of Attachment Theory: J

