

# Problems of Teachers of primary schools of Surat City

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## Introduction: -

The 21st century is the century of knowledge explosion, the biggest development of this century is the development of science and technology. Today a revolution is taking place all over the world in both science and education. Discover new things every day, new miracles every day appearing. Today's human beings have benefited in the field of education.

Many discoveries have transformed education. The world has become a small home. Innovative discoveries in science have radically changed the way human beings live, education, industry, business, physical facilities, etc. Today, mathematics and science have entered every sphere of public life. There is no field of life in which mathematics is not used in one way or another, today mathematics is becoming important in all spheres of life.

Today is the age of science and technology. In such circumstances, mathematics-science education in the existing education can be made ritual based on activity-centered, life-centered and experience-based. Students are expected to develop scientifically through the teaching of various subjects. The teacher is at the forefront of the process of shaping this academic life. The teacher has an important responsibility to provide proper and necessary guidance, encouragement and motivation to the students. Teachers have to make successful use of innovations, changes and innovations in the field of education. So today's teachers should adopt new approaches and new method.

Various new ideas of education are being welcomed today. So the level of education in our country is getting higher. But at the same time, corruption in education is on the rise due to globalization and privatization. Student enrollment, tuition fees, outcomes as well as staff and teachers are being financially exploited in education. In today's age of science and technology, new discoveries and changes are constantly taking place. Due to which the standard of living of the people has gone up. In all this the condition of the teachers becomes extremely pitiable. Teachers in the business of education in India have to handle the business as well as the responsibilities of home and family. Because of this teachers have to face various problems. There are economic, social, physical, educational and psychological problems.

Teachers experience stress because of such problems. The effect of this mental stress on education does not go unnoticed. So teachers have to endure a lot. Therefore, a humble attempt has been made to carry out the present research in order to find out the problems faced by the teachers working in the primary schools of Gujarat state at present.

## Previous Review

**Pande and Del(2003) A comparative study of the problems of married and unmarried teachers of higher secondary schools, Ph.D. Mahashodh Nibandh Varanasi: Mahatma Gandhi Vidyapith**

**Gurjar Dharmvir (2006) A study of occupational stress and anxiety of working women in Surat city in relation to their educational level ,Ph.D. Vir Narmad Dakshin Gujarat University**

Pande and Del(2003) 300 teachers were selected as sample. There was no difference in the teaching and educational experience problems of married and unmarried teachers.

Gurjar Dharmvir (2006) In the above research, the translation into Gujarati by Dr. Pravinaben Buddhadev used "Professional Stress Test as well as Sinha.A and Sinha.S Proposed Anxiety Test." Among the working women of Surat city, the level of stress was found to be low and the level of anxiety was found to be very high. While in the presented research a study was conducted on the social, psychological and physical infrastructure problems of primary school teachers.

**Practical definitions of terms**

"Problems means riddles, questions or riddles."

It can be said for a problem that it takes time to get a solution to a question which is not possible to solve immediately and a question which confuses the person becomes a problem.

Explaining the problem of research in the context of psychological research, Curliger (1986) states that "a problem is a questionable sentence or statement by which it is asked what kind of relationship there is between two or more families."

**Objectives of study**

- (1) To study the social problems experienced by the primary school teachers of Surat District.
- (2) To study the psychological problems experienced by the primary school teachers of Surat District.
- (3) To study the physical infrastructure problems experienced by the primary school teachers of Surat District.

**Study Questions**

- (1) What are the social problems of primary school teachers in Surat?
- (2) What are the psychological problems of primary school teachers in Surat?
- (3) What are the physical infrastructure problems of primary school teachers in Surat?

**Area of research**

As the present research aims to study the problems of primary school teachers, the survey method has been used to know the opinions of women in order to know the problems of teachers and address them. Since the opinion of the teachers has been surveyed by preparing the opinion of the research presented here, the method of study presented is that of the survey journalist.

**Construction of Tools:**

The researcher used self-written feedback to gather information in the presented research.

**Table 1**

**In opinion of content components**

Sections of opinion	Name of the department	Number of statements
A	Social problems	9
B	Psychological problems	8
C	Physical infrastructure problems	9

A total of 26 studies were included in Section A of the final opinion presented. In the case of these statements, at the point of punch, that is, in order to express an opinion on the point of complete consent, partially agreed, neutral, partially and fully agreed, the box (✓) should be marked in front of the statements.

In addition, there were three open form Questionnaire for elementary school teachers in Section B of the Opinion.

## Plan for Data Collection

In the present research, the researcher was to collect information from the primary school teachers of Gujarat state. The researcher first went to the District Education Office of the city of Surat in the state of Gujarat and got information about the primary schools. In the present research, the researcher, after getting information about the schools, visited the teachers with the permission of the principals of the selected schools and gave appropriate instructions and asked them to fill up the feedback immediately. While in some schools it was withdrawn after three or five days.

The present research collected data of 200 teachers from 75 selected schools from different areas of Surat city. It was then analyzed for evaluation based on the information obtained.

## Data Analysis Technique

Various arithmetic methods are available for the analysis of the information obtained. But since the presented study was of survey type, Kai class technique was used for analysis of data. The researcher used the feedback to get the opinions of the trainees. The feedback had 26 statements in three sections in total. His views on this were to be verified in the box from one point to another. Opinion based versions were obtained on each statement of opinion to know the calculation of their answers. The opinions received from the trainees on each statement were then graded as per Table 2.

**Table 2**

### Allocation of marks to the statements of opinion

No.	Agreed rank and merit	Totally agree	Partly agree	Neutral	Partly disagree	Totally disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

The above series shows the merits given to the statements. In which party statements were considered as positive statements and 5,4,3,2,1 and absolute statements were considered as negative statements and 1,2,3,4,5 marks were given respectively.

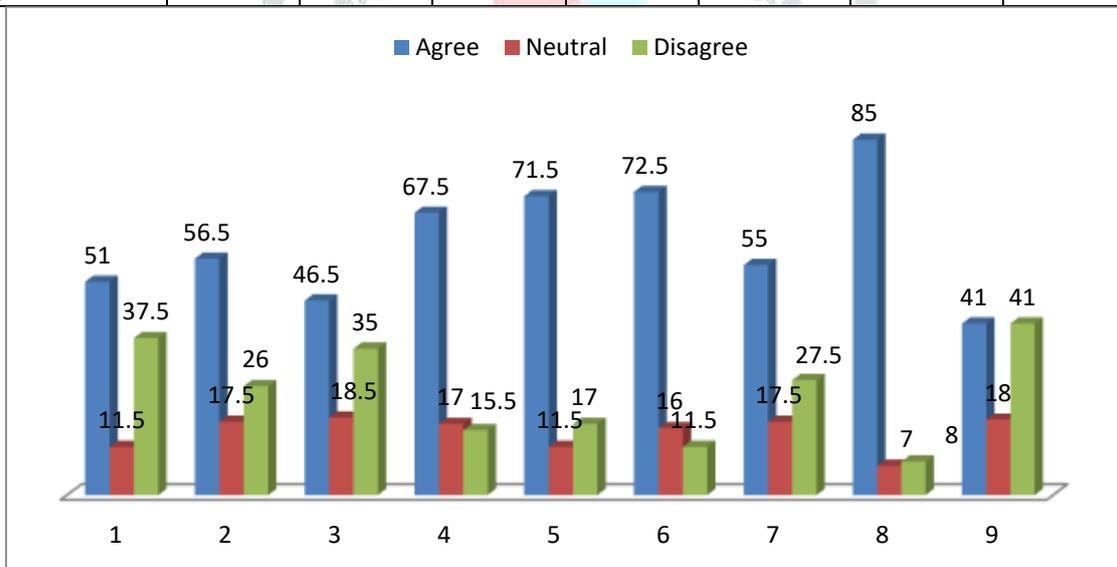
## Testing of study Questions

**Table 3**

### Analysis and interpretation of teachers' opinions on social issues

No.	Statement	Totally agree	Partly agree	Neutral	Partly disagree	Totally disagree	The value of kai class	Average score	Order of priority
1	Teachers do not get enough pride in the society	74	28	23	24	51	49.15	2.75	8
		37.2%	14.00%	11.50%	12.00%	25.50%			
2	It is difficult to come and go as the place of work is far away.	59	54	35	24	28	24.55	3.46	4
		29.50%	27.00%	17.50%	12.00%	14.00%			
3	Students do not maintain the respect of the teacher	52	41	37	24	46	11.15	2.86	7
		26.00%	20.50%	18.50%	12.00%	23.00%			
4	Mathematics and science teachers	89	46	34	11	20	92.85	3.87	3
		44.50%	23.00%	17.00%	5.50%	10.00%			

	are respected in the society.								
5	Not enough time can be given to social occasions due to job.	89	54	23	18	16	98.65	2.09	9
		44.50%	27.00%	11.50%	9.00%	8.00%			
6	The school teachers attend each other there on a social occasion.	92	53	32	14	9	114.35	4.03	2
		46.00%	26.50%	16.00%	7.00%	4.50%			
7	Some parents quarrel with such teachers at school.	59	51	35	33	22	22.0	3.46	4
		29.50%	25.50%	17.50%	16.50%	11.00%			
8	Teachers are honored with pride during Teacher's Day celebrations.	151	19	14	9	7	387.2	4.49	1
		75.50%	9.50%	7.00%	4.50%	3.50%			
9	Teachers do not get proper respect in the society	37	45	36	24	58	15.75	3.11	6
		18.50%	22.50%	18.00%	12.00%	29.00%			



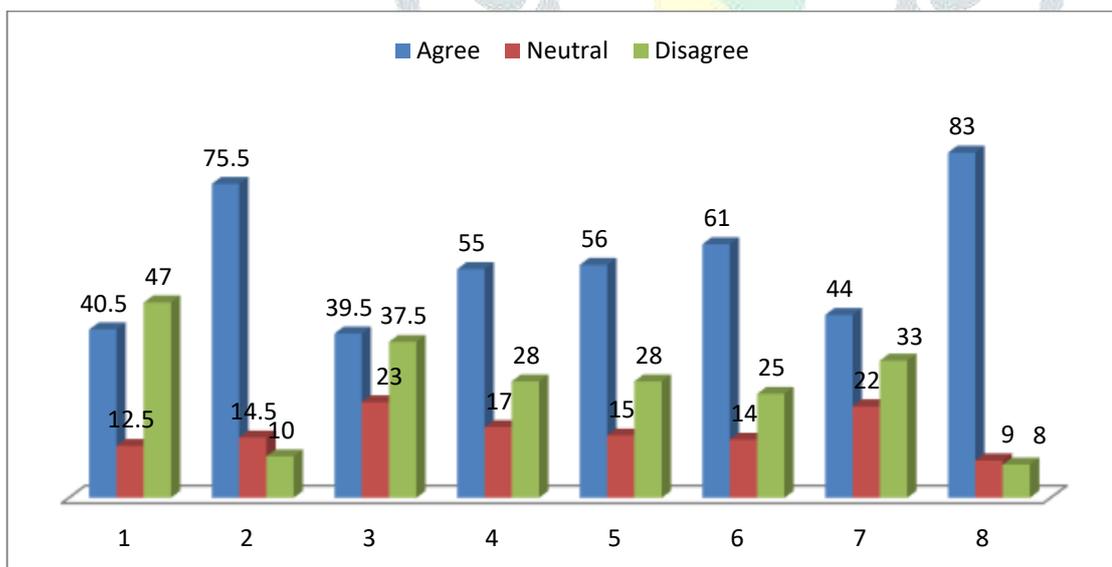
Graph showing analysis and interpretation of teachers' opinions on social problems

Table 4

Analysis and interpretation of teachers' opinions on psychological problems

No.	Statement	Totally agree	Partly agree	Neutral	Partly disagree	Totally disagree	The value of kai class	Average score	Order of priority
1	There is no encouragement for good work from the	41	40	25	38	56	12.15	3.14	6
		20.5%	20.00%	12.50%	19.00%	28.00%			

	administrators in the school.								
2	The school has a family-like atmosphere	106	45	29	13	7	158.0	4.15	2
		53.00%	22.50%	14.50%	6.50%	3.50%			
3	Other teachers at the school are not satisfied with your progress.	37	42	46	30	45	4.35	3.02	8
		18.50%	21.00%	23.00%	15.00%	22.50%			
4	The school is dominated by senior teachers.	67	43	34	20	36	29.75	3.43	4
		33.50%	21.50%	17.00%	10.00%	18.00%			
5	Excessive time at school can lead to mental fatigue.	64	48	30	23	35	26.35	3.42	5
		32.00%	24.00%	15.00%	11.50%	17.50%			
6	Excessive workload of math-science teachers brings tension	68	54	28	19	31	41.15	3.55	3
		34.00%	27.00%	14.00%	9.50%	15.50%			
7	Excessive curriculum stress makes students angry	42	46	44	27	41	5.65	3.11	7
		29.50%	25.50%	17.50%	16.50%	11.00%			
8	The school principal congratulates you on your good work	124	42	18	7	9	239.85	4.33	1
		20.5%	20.00%	12.50%	19.00%	28.00%			

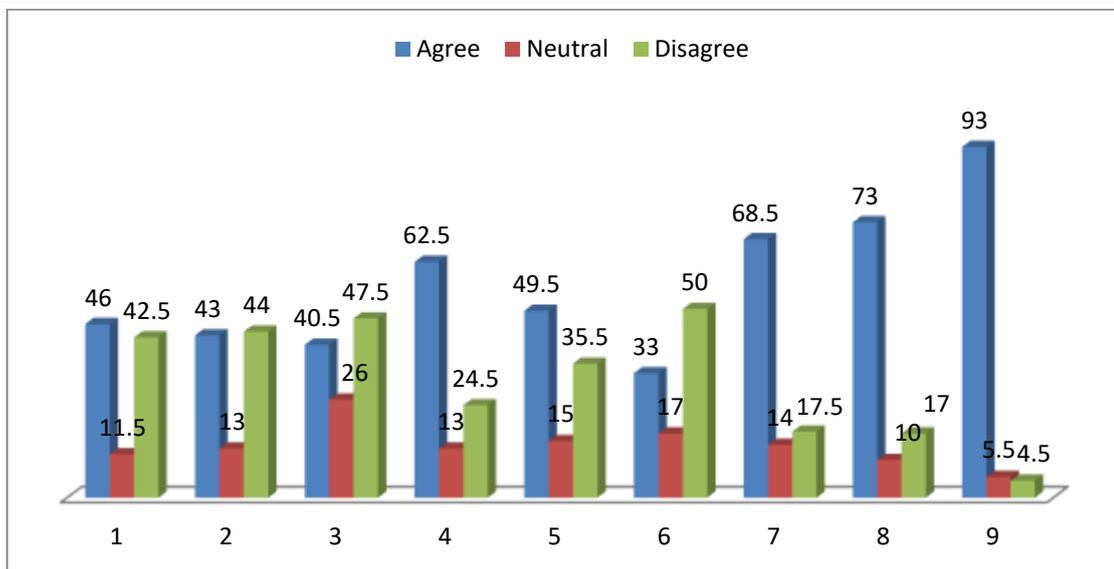


Graph showing analysis and interpretation of teachers' opinions on psychological problems

Table 5

## Analysis and interpretation of teachers' opinions on physical infrastructure facilities

No.	Statement	Totally agree	Partly agree	Neutral	Partly disagree	Totally disagree	The value of kai class	Average score	Order of priority
1	The school lacks adequate classrooms according to the number of students.	58	34	23	24	61	33.65	4.50	2
		29.00%	17.00%	11.50%	12.00%	30.50%			
2	Classrooms are small according to the number of students.	39	47	26	24	64	26.95	2.87	8
		19.50%	23.50%	23.00%	12.00%	32.00%			
3	The school does not have a science laboratory	49	32	24	28	67	31.85	3.16	7
		24.50%	16.00%	12.00%	14.00%	33.50%			
4	The laboratory has course wise equipment.	81	44	26	24	25	59.35	3.66	5
		40.50%	22.00%	13.00%	12.00%	12.50%			
5	Appropriate math models are not available in the school	55	44	30	28	43	12.35	2.80	9
		27.50%	22.00%	15.00%	14.00%	21.50%			
6	The school trustees do not provide adequate physical facilities	29	37	34	43	57	11.6	3.31	6
		14.50%	18.50%	17.00%	21.50%	28.50%			
7	The school has an overhead project facility.	110	27	28	9	26	159.25	3.93	4
		55.00%	13.50%	14.00%	4.50%	13.00%			
8	The school has a separate drinking water facility for the staff.	125	21	20	13	21	226.9	4.08	3
		62.50%	10.50%	10.00%	6.50%	10.50%			
9	The school has adequate blackboard facilities.	166	20	11	3	6	454.15	4.78	1
		83.00%	10.00%	5.50%	1.50%	3.00%			



Graph showing analysis and interpretation of teachers' opinions on physical infrastructure problems

## Findings of Study

### Findings on a social problem

1. The teacher no longer gets enough pride in the society
2. Not enough time can be given to social occasions because of the job.
3. Some parents quarrel with such teachers at school.
4. Teacher's Day celebration time teachers are honored with pride.

### Findings on a psychological problem

1. School administrators give incentives for good deeds.
2. The school has a family-like atmosphere.
3. The school is dominated by senior teachers.
4. Mental fatigue is felt due to the dual responsibility of family and job.
5. The academic workload in the school is excessive.

### Findings on a physical infrastructure problem

1. The school does not have enough classrooms according to the number of students.
2. In some schools the size of the classroom is proportional.
3. Some schools have science labs.
4. Schools have adequate physical facilities.

### Academic outcomes of the study

1. The teacher should be respected on social occasions.
2. Parents should also treat teachers with respect.
3. The work shift rate in the school should be reduced so that the teachers do not feel mentally exhausted.
4. The senior teachers of the school should treat the junior teachers well.
5. Teachers' progress Other teachers should also show pride towards them.

### Conclusion

There are many problems in primary and secondary schools. The problem of teachers changes over time so that if research is conducted on various problems from time to time, the direction of appropriate solution can be achieved. The research presented is a small piece of research trying to understand the problems of teachers. The research presented like other research will be a suitable guide for the principals, teachers as well as new researchers involved in the field of education.

### References

- Uchat, D.A. (2009) *Methodology of Research in Education Social Science*, Rajkot: Shikshan Shastra Bhavan Saurashtra University
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