

A Study on Problems Faced by the Teachers in Secondary Level Under Ganeshguri Municipality of Kamrup District

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Abstract- *The secondary education has a notable role in the whole field of education. In fact it is the stage of education which assist children to become full members of a complex society. The teacher of a secondary schools plays an important role in the field of education. The teachers of secondary schools faced lots of problems throughout the school hour. This paper highlights some of the problems faced by the teachers of secondary school teachers in Ganeshguri area of Kamrup Metropolitan.*

Index Terms- *Education, Secondary School, Economic background, Literacy*

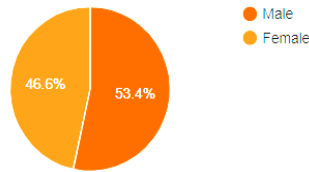
I. INTRODUCTION

Education is a lifelong process. Education is a systematic process of obtaining knowledge, experience, skill and sound attitude. Education makes a man perfect to adjust in the society. The progress of a nation fully rely on education. Education makes a man refined, cultured and educated. For a civilized society education is the only means. It is the key to solve the various problems of human life. In the field of education the role of teacher is very important. The teacher act as parents, guardian and guide of a student. They provide knowledge, academic and personal guidance to the students. The progress of a student and also a nation is ultimately depends upon the teachers. Teaching is not a mechanical process. It is a challenging job. Teachers are the main pillar of success of a student. Teaching is an art and a truly fine teacher is an artist.

Though teachers possess good respect. Now a days the teachers have been rendering their service facing various problems. Teacher's problems has become an important subject of controversy all over world. For instance "The National Union of Teacher of England" has recently stated that significant increase of problems has become fallen on teacher in the past 10 years. Because of curriculum development, social instability, behavior of media increasing work load and negative effect on them from their existing society. The profession of teacher no longer inhabited on ethical position in the society like India. Teachers are now suffer from poverty, carelessness and insecurity. Financially they are poor, socially their position is low, professionally their task is disparaging and administratively they are worst affected. Worst economic status of teachers may cause many problems. They faced many problems in their life due to their economic status.

Ganeshguri is locality in Guwahati, Assam, is named after Ganesh Temple located in its southern part. There are 3 government secondary schools in Ganeshguri area. Kamrup Metropolitan has 89% literacy ratio in India. Guwahati City has total 359,580 Literacy Out of which 53% are male and 47% are female.

Figure 1.0 Pie Diagram of Literacy rate of Kamrup Metropolitan



According to 2011 census Guwahati Matropolitan has total 359,580 Literacy Out of which 53.40% are male and 46.60% are female. There are 4 government higher secondary schools, 20 provincialized higher secondary schools and 64 provincialized high school and high madrasa schools in Kamrup Metropolitan. Among them 2 schools is under the Ganeshguri area that is Dispur Govt. Higher Secondary School and Gopal Boro Govt. Higher Secondary School.

II. IMPORTANCE OF THE SECONDARY EDUCATION

Prior to the British rule there was no such formal system of secondary education in India. It was the minutes submitted by Lord Macaulay and successive resolutions passed by the Governor General Lord William Bentinck in 1835 that led to the initiation of schools teaching western literature and science. In Assam Secondary education was started in the year 1835. The school was known as “Gawahati Seminari” which is the presently known as Cotton Collegiate School in Panbazar.

Secondary education is gateway to the chances and advantages of economic and social development. It supplies academic and personal guidance to the Secondary level students. Secondary education construct the career of student for future. In today’s world secondary education is a crucial mission. Secondary education is now being acknowledged as the career stone educational system in the 21st century. The importance of secondary education are given below:

- (1) Secondary education is a gateway to the opportunity and well-being of economic and social development.
- (2) Secondary education plays an important role in laying the proper beginning of student’s cultural, cognitive, truthful, spiritual and social development.
- (3) The foundation for higher learning are laid at secondary education.
- (4) Secondary education provides employment opportunities to the student in general.
- (5) Secondary education is the stage of education which helps children to become well-organized members of a complex modern society.

III. IMPORTANCE OF THE TEACHER IN SECONDARY EDUCATION

The term “Secondary Education” is understood as a middle stage of education which is given after basic education. Secondary education is a stage of education that is relayed after primary education and before higher education. Secondary education is the most important stage of the entire education system. So it needed good guidance of a supreme person. The person who guided the child and guide them to achieved their essential goal, he is a teacher. That is why in this stage teachers have to play an important role. The teacher’s duty is less and less to produce knowledge and more to motivate thinking his formal function aside, he will have to become more and more advice, a partner to talk too. Someone who helps seek out incompatible arguments rather than handing out readymade truths. He will have to allocate more time and creative active, collective discussion, stimulation, understanding encouragement.

IV. SIGNIFICANCE OF THE STUDY

Secondary education is a gateway to the opportunities and well-being of economic and social development of a country. The secondary school teachers play an important role in our academic career and in all aspects of a society.

Secondary school teachers lay out academic and personal guidance to the secondary level students who are future of a nation. The all-round development of a nation depends on higher education and higher education depends on secondary education. In this view secondary school teacher play an important role. Secondary school teachers work as a bridge connecting primary and higher education. For that the study of the problems faced by the teachers in secondary level has massive need and importance.

V. OBJECTIVES OF THE STUDY

- (1) To study the socio economic profile of Ganeshguri Municipality of Kamrup District, Assam
- (2) To study the facilities given by the government of Assam to Secondary teachers.
- (3) To study the problems faced by the teachers in secondary level.

VI. LIMITATION OF THE STUDY

The limitation of the study are the following-

- (1) The study is based only in secondary schools under Ganeshguri Municipality area in Kamrup District.
- (2) The study is based only on secondary school teachers.

VII. REVIEW OF LITERATURE

Ahluwalia (1968) in his article “*Secondary Education in India*” in the study stated that the present day secondary education has many faults. Research can do various aspects of the impact of democracy on secondary education.

B. Pathak, in the study “*Development of Secondary Education in Assam with special reference to the period 1919 to 1947*” a dissertation of London University. This dissertation stated about the existing position of Secondary Education of Assam. This dissertation also discussed about the problems of secondary school teachers in Assam.

Das. L., (1974) “*Development of Secondary Education*” from 1874 to 1947 discuss its impact on the social development. He also stated that the secondary education during pre-british days were slow it expanded only after the independence.

N. Sasikumar & et all (2013), “Managerial Problems Faced by the Teachers in Over Crowded Classroom at Secondary Level” stated that the overcrowded classrooms create an barrier in the progressive activities of classroom teaching learning process. Teachers may follow some techniques like establish a signal to stop what they are doing and listen, for control the students inside the overcrowded classroom.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was initiated in 2009 in India with the objective of providing universal secondary education by 2017 i.e. by the end of the 12th five year plan and achieving universal retention in secondary education by 2020.

Sustainable Development Goals framed by UNESCO in 2015 discuss the need to provide universal access to quality secondary education.

Owaidat and Hamdi (1997) conducted a study aimed to explore behavioral problems of the male student in 8th, 9th, and 10th grade in Jordan. The sample consisted of 1907 students from schools identified by educational directorates as having behavioral problems. Students of the sample responded in their class to the questionnaire developed. Data regarding students school achievements were acquire from official records. The result designate that quarrels, beating other students, cheating in exams and reports, and morning school delay were the most frequently mentioned behavioral problems. The most regularly used system to control students was beating by the teacher.

VIII. RESEARCH METHODOLOGY

Research can be broadly divided into two categories:

- (1) Quantitative Research
- (2) Qualitative Research

The method that has been used for this study is of survey type. At first Pilot study was made to find out the general problems related to secondary schools of the Ganeshguri area. The present study is of descriptive method which is a part of quantitative research and is mainly based on data collection with the help of a Questionnaire. The respondents are the secondary school teachers of Ganeshguri area.

- **Population and Sample:** The study was limited to only on the secondary schools under Ganeshguri Municipality area of Kamrup District. There are 88 secondary schools under the Kamrup district and 2 secondary schools under the Ganeshguri Municipality area. The sample for present study has been limited to 30 members of teacher drawn randomly from 2 secondary schools which included both male and female teachers.
- **Tools for Data Collection:** For the intention of collecting data the following tools have been constructed and need. Questionnaire:
 1. The Questionnaire constructed and standardized by the investigator herself as per direction given in the manual of the study.
 2. Observation: Observation and informal discussion also made for data collection.
- **Data Collection Procedure:** Data collection procedure is very complex work. The investigator has collected the data from the selected sample by personally visiting the schools under Ganeshguri Municipality. The investigator at first met the Principal, Head Master, Head Mistress personally and with the help of them distributed the questionnaire among the teachers. After distribution of the questionnaire among the teachers the investigator said that she will collect the questionnaire after one day. After one day the investigator went to the schools and collected he questionnaire and gives thanks to the teachers for their co-

operation.

IX. RESULTS AND DISCUSSION

Table 1.0 *Distribution on the basis of Opinion of the Teachers*

SL. NO.	FACILITIES	YES	PERCENTAGE	NO	PERCENTAGE
1	Infrastructure Facility	17	56.67%	13	43.33%
2	Significant Equipment	10	33.33%	20	66.67%
3	Library	24	80.00%	6	20.00%
4	Management Committee	28	93.33%	2	6.66%
5	Teachers Common Room	29	96.66%	1	3.33%
6	Trained Teachers	15	50.00%	15	50.00%
7	Use of Teaching Aids	22	73.33%	8	26.66%
8	Local Authority	14	46.66%	16	53.33%
9	Separate Room for Separate Class	30	100.00%	0	0.00%
10	Well Ventilated Class Room	23	76.66%	7	23.33%
11	Inadequate Salary	21	70.00%	9	30.00%
12	Separate Section for Class	30	100.00%	0	0.00%
13	Separate Common Room for Women Teacher	0	0.00%	30	100.00%
14	Outgoing Facility for Field Work	14	46.66%	16	53.33%
15	Separate Toilet for Women	30	100.00%	0	0.00%

Source: Field Survey

After the careful study on the collected data the researcher found that there is a lack of Infrastructure facilities only 56.67% has Infrastructure facility. Only 33.33% significant equipment is found in the secondary schools. Library is an important tool for study, but 20.00% still answered there is no proper facility of Library in secondary schools. There is no separate common room for women teachers. Only 50.00% teachers are trained, there is a lack of trained teachers. Only 46.66% has the outgoing facility for field work.

Table 1.0 *Distribution on the basis of Problems Faced by the Teachers*

SL. NO.	NAME OF THE PROBLEMS	YES	PERCENTAGE	NO	PERCENTAGE
1	Poor Attendance	21	70.00%	9	30.00%
2	Poor Attention	25	83.33%	5	16.66%
3	Addicted to Smoking	12	40.00%	18	60.00%
4	Over Crowded Classroom	27	90.00%	3	10.00%
5	Lack of Discipline	22	73.33%	8	26.66%
6	Low Involvement of Parents	28	93.33%	2	6.66%
7	Sufficient Teaching Aids	18	60.00%	12	40.00%
8	Economic Background of the Parents	22	73.33%	8	26.66%
9	Educational Qualification of the Parents	23	76.66%	7	23.33%

Source: Field Survey

From the above table it is clear that Secondary school teachers faced lots of difficulties. One of the major problem faced by the secondary school teachers is the low participation of the parents, only 6.66% of the parents involve in the matter of the students other 93.33% parents not. Most of the government school going students came from poor families, 73.33% of the students came from poor economic background. Due to poor economic background most of the students unable to afford a project given by the teacher. Lack of discipline, poor attention, poor attendance, addiction on Smoking are also another problem faced by the teachers of secondary school.

X. CONCLUSION

Education is the basic necessity for success of democracy and advancement of the country. Secondary education is a very crucial phase of every learner's life. The role of teachers is very important at this stage because they make ready and motivate learners to become future professionals in many ways. Ganeshguri area of Kamrup Metropolitan has 2 government high schools. The teachers of the schools faced lots of problems. Due to increased number of private schools in Guwahati the number of students of government schools are decreasing. Only the lower income parents send their children to the government schools. Most of the parents are uneducated so that they could not help their children to study at home. Teachers also not get insufficient salary. Government also not given infrastructure facility to the government schools.

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