



## EXAMINING ACADEMIC, BEHAVIORAL AND OTHER CHALLENGES OF TEACHERS OF PRIMARY SCHOOLS AND ENSURING THE STRATEGIES TO MEET THESE CHALLENGES

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### ABSTRACT

*The present examination deals with the investigation of the problems looked by instructors in the Primary Schools. The analyst expects to examine the problems of grade school understudies and instructors elementary schools. Majority of instructors chose for present investigation have finished over 20 years of their administration in the teaching profession consequently there is an a lot of chance for them to get advancements the way toward teaching with the assistance of current innovation like the utilization of varying media helps and some more procedures to make their teaching yet to take care of this issue they require improvement in the school buildings.*

**Keywords:** Teachers, students, education, school, etc.

### 1. INTRODUCTION

Education is an important human activity. The boundaries of education are wide and varied. In general, education has been classified into various stages; they are Primary Education, Secondary Education and Colleges or Higher Education. The nature and aims of education are conditioned by its social needs, ideals and aspirations, yet the main motivation behind education is to prepare a citizen for life. Primary stage is one of the aspects of education. It is through primary stage that the foundation of the students is based and they can effectively prepare themselves for higher education. Education system in

India has undergone almost no radical changes since independence in spite of various Commissions and Committees constituted by the central government and state government for reformation and reorganization of the system. Various innovations have been acquainted with a pretty much restricted degree yet these endeavors all things considered have not so far achieved the goal put forward to the desired degree.

### **1.1 Roles and Responsibilities of Primary Teacher**

The role of the teacher has been all around perceived in the traditional Indian thoroughly considered the centuries. The Guru (Teacher) was to be worshipped as an imparter of knowledge and a guide. In the present context the role of the teacher remains as basic as ever. "The teacher assumes a major role in implementing the policies and schemes formulated to accomplish a leap forward in the quantitative expansion and qualitative improvement of education."

The teacher is an important post of the process of the education. The teacher in the school assumes a similar role in shaping the personality of the child as the potter plays in giving the shape to a pot. The child mirrors his teacher's propensities, methods for the behavior and ideals of his life. The child in the school breathes easy with teachers concerned and consequently his behavior his propensity formation, his physical, emotional connective and moral developments are influenced by teacher in the school. With the utilization of psychological principles in the education, it is underscored that the teacher must mold the behavior of the child as recommended by the principles of psychology.

### **1.2 Development of Compulsory Education after Independence**

After attaining independence the administration of the Country came in the hands of the people themselves. Because of the adoption of the democratic system, the responsibility of the reconstruction and

all-round development of the nation became the responsibility of the new administration. The national leaders realized that the accomplishment of democracy was only conceivable when the whole population was educated and understood their duty, rights and responsibilities. Therefore, the national government under Art 45 of the Constitution declared the principles of compulsory education and based its detailed educational program on these principles. Primary education was made compulsory as well as free for children in the age gathering of 6 - 14 years.

### **1.3 Primary Education in India**

Today, education is accepted as a human right. An individual may acquire certain right just by righteousness of being a human being, independent of any particular situation in which he/she is. Human rights are seen in relation to the basic needs of human beings. Along these lines, sustenance, safe house and clothing are universally accepted as basic needs of human beings for survival and therefore, every human being has the right to the basic needs of human presence. Education as a process of acquiring human living and abilities is considered to be a basic need of human living and therefore, it is accepted as a human right. It means that without education an individual would not have the capacity to carry on a really human life. There is absolutely presumably that no human living is conceivable without the minimum learning process of socialization. Be that as it may, when education is treated as a human right today, the reference is to some level of formal education (or learning beyond what is

available in socialization) as a basic need of each human being. Consequently today, education is accepted as a human need and finds place as one of the human rights in the United Nations Declaration of Human Rights (UNDHR)

#### **1.4 Problems of Primary Education in India**

Despite the country's push to achieve the goal of Universalization of Elementary Education the country still faces with certain problems and one such issue is the illiteracy of the masses. In order to eradicate this evil, the Constitution has laid down that each state should spread education within its area through Five Year Plans. Nonetheless it was discovered that the advance and the targets of the Country's could not be satisfied and have not been attained so far because of certain problems. Some of these main problems are mentioned underneath.

- 1. Political problems:** - After independence the Indian government became sharp to spread primary education all through the entire country. However, because of political challenges the efforts in this direction have been faulty. The policy took after by the government for the expansion of primary education has been impractical.
- 2. Social problems:** - One such issue which creates obstructions in the development of education is the prevailing of social evils in the country, for example,

untouchability, caste differences, conservation, communalism, illiteracy, nepotisms and jealousy.

- 3. Financial Problems:** - The economic condition of a nation generally depends on its national income. The distribution of national income in India cannot be called rational accordingly, there are many families in the country whose members despite entire day's hard labor, don't find it conceivable to make two finishes meet.
- 4. Defective Administration of Education:** - The responsibility of the primary education lies on the municipalities and the district boards. In the greater part of the states of India, when the responsibility and the work of primary education was depended to these institutions it was trusted that these institutions will accelerate the work of the expansion of primary education.
- 5. Problems of Teaching System:** - The atmosphere of an ideal school ought to be so attractive and natal with the goal that children may themselves get a kick out of the chance to spend a lot of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lives.

## **2. LITERATURE REVIEW**

**Lisa Gaikhorst, Jos Beishuizen, Bart Roosenboom and Monique Volman**

(2017) This investigation gives knowledge in the assortment of urban-related difficulties that starting teachers experience in urban schools. Writing on urban teaching centers around teaching kids from low financial status (SES) and/or culturally diverse foundations. In numerous European cities, in any case, schools are populated by the two kids from moderately high and from low-SES foundations. This examination inspected the problems and difficulties of starting teachers in Dutch urban primary schools. Teachers were met at schools with various student populations. Results demonstrated that, albeit huge numbers of the difficulties that starting teachers experienced concern similar themes, their genuine manifestation contrasted identified with schools' student populations.

**Muhammad Sabil Farooq, Nazia Feroze, Yuan Tong Kai (2017)** Teacher is the most essential part of the education system. Any education system is just tantamount to the teacher. The examination "An Analysis of the Problems Faced by Female Primary school Teachers in District Muzaffarabad" was graphic in nature. The real objectives of the investigation were: to discover the genuine problems of primary female school teachers, to discover the reasons for the issue and to recommend sensible answer for those problems. The key research questions concentrated on the problems looked by female teachers and their causes and additionally to test measures to conquer that issue.

**Muhammad Faisal Hashami (2016)** In his paper examines the principle problems of the students at primary education level

in rural area of Tehsil: Ferozwala, District: Sheikhpura. "Education for all" is a worldwide trademark of 'The Government of Pakistan' and is resolved to accomplish it. Anyway in Pakistan 33% population of the aggregate is living in the rural areas and among those exceptionally uncommon apportion know about its significance. The present examination was led in rural area of Tehsil: Ferozwala, District: Sheikhpura-Pakistan. In this Tehsil, there are 21 Union Councils, in which 06 urban and 15 rural. The aggregate quality of the Primary Schools in the area of rural is for the time of 2015 and the aggregate quality of the student's are 18957.

**Mohammad Salem al-amarat (2011)** The examination expected to recognize the classroom problems that confronted teachers in public schools in Tafila region, and the proposed arrangements. The samples of the investigation were 196 teachers from the public school in Tafila area. By utilizing questionnaire to gather the data, the consequences of the investigation demonstrate that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Likewise, the researcher found that factual huge contrasts allude to collaboration between gender, level of school, and teaching experience in the behavioral problems for male in the basic school, those with work experience under 5 years. Additionally, there are no factual noteworthy contrasts between gender, level of school, education degree, and teaching experience in the academic problems. The investigation gave a few suggestions

**Gulcihan Hasanoglu (2014)** The principle point of this examination is to find the problems looked by teachers about comprehensive education in the teaching-learning process in multigrade classes and talk about the conceivable arrangements. The qualitative research approach was utilized in this investigation. Likewise, the model sampling method, which is a purposive sampling method, was utilized in the investigation. As per the rule for sample choice, the examination enlisted teachers teaching at schools with multigrade classes offering comprehensive education. The data was gathered through semi-structured interviews and then broke down by methods for content analysis. The investigation found that the taking part teachers did not utilize materials arranged for students with unique needs in the teaching-learning process, that they were not ready to actualize the gathering teaching method for students with uncommon requirements, that they utilized individualized teaching methods, and that made adjustments by disentangling learning content for these students.

### 3. RESEARCH METHODOLOGY

The primary goal of all research is accomplishment of information. This learning can be accomplished by different means. So research configuration is likewise of a few sorts as indicated by targets. Generally, Exploratory, Descriptive and Experimental research designs are utilized as a part of sociological investigations. In this research think about exploratory design has been utilized.

#### 3.1 Sample size

Schools 20

Teachers 100

#### 3.2 Sources of data

Real data can't be gathered by imaginary way. For this scientific devices are basic. It is a direct result of solid and empirical strategies through which data are gathered, is called methods of data collection. According to Moser "Techniques are those, accepted and systematized devices for a social scientist, which are used to obtain reliable facts related to his study'.

#### 3.3 Tools

**a) Job satisfaction scale:** JSS is a questionnaire used to assess nine dimensions of job satisfaction identified with general satisfaction. This instrument is entrenched among the other job satisfaction scales

**b) Schedule:** Investigator himself by face-to-face relationship in the field fills schedule. It is utilized for all sorts of respondents in the method of data collection.

**c) Interview:** Interview is the system in which investigator gathers data from respondents himself in a homely environment.

**d) Observation:** Investigator in genuine field circumstance utilizes this strategy by eyewitness. This perception might be participant or non-participant by nature,

#### 4. ANALYSIS ON ISSUES OF PRIMARY EDUCATION

The present framework accentuates teaching through repetition. The understudies are not presented to test learning. The favored teaching technique is replicating from the board or from the course readings. This shortens the inborn soul of the kids to learn through analyses and reasonable circumstances. Educators' accentuation is on controlling the kids instead of teaching. Instructors are constrained to show more than one review at any given moment. A few instructors manage this by focusing their endeavors

on the higher evaluations, leaving the more youthful youngsters to their own gadgets.

An investigation of English Primary School Teachers' inferred that men announced more stress than ladies on professional errands and understudy conduct and mentality. Ladies scored higher than men on professional concerns. A little more than 33% were satisfied with their job. Teachers were most satisfied with their professional execution and slightest satisfied with teaching assets. Stress and job satisfaction were adversely connected. High reports of word related stress were identified with low levels of job satisfaction.

**Table 1 Showing type of school from where respondent's children got primary education**

School	Frequency	Percentage
Govt.	27	27%
Private	54	54%
English Medium	19	19%
Total	100	100%

The above table demonstrates that 100 (54%) of respondent's kids got primary education at tuition based schools, 27% of them from government schools, 19% of respondent's wards got primary education from English medium schools.

Workload of primary teachers: - Teacher's workload is judged as far as number of classes instructed, number of hours dedicated on checking journals, composed

assignments and co-curricular exercises they likewise perform different obligations, for example, managing decisions, directing family arranging drives and gathering information at the command of the region authority, appropriation of late morning supper and so on. They additionally perform educational reviews, arrange proficiency battle, and convey nourishment to dry spell

sufferers and appropriate photograph personality cards to natives.

**Table 2 Showing problems arising out of additional work burden apart from teaching**

<b>Problem of additional work burden</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	80	80%
<b>No</b>	4	4%
<b>Sometimes</b>	16	16%
<b>Total</b>	100.00	100%

The above table uncovers that lion's share 100 (80%) of the respondents said that numerous issues emerge out because of extra work-trouble separated from

teaching, similar to registration work, 4% said it doesn't, though 16% said issues in some cases manifest.

**Table 3: Showing satisfaction with working conditions**

<b>Satisfaction</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	51	51%
<b>No</b>	33	33%
<b>Partly</b>	16	16%
<b>Total</b>	100	100%

The above table demonstrates that larger part 100 (51%) of the respondents were satisfied with their working condition while 33% were not satisfied and 16% were mostly satisfied.

Primary school teachers have very limited opportunities for carrier advancement and promotion. Promotion, in any case, is based on seniority and is therefore not a strong motivator of performance. A survey

of primary teachers in 1995 by NCERT found that about four-fifths rated their chance of promotion as bleak. According to World Bank Report "poor working conditions, low perceived status and limited opportunities for carrier, advancement and promotion are the main problems of primary schools teachers'. Avenues of promotion in the teaching profession are comparatively more limited

than in other sectors such as industry, commerce and business.

**Table 4: Showing Consideration Given In Some Forms of Promotion/Transfer/Payment**

Consideration	Frequency	Percentage
Installment	17	16%
In cash	50	50%
By kinds	33	33%
Total	100	100%

## 5. RESULTS (FINDINGS)

The present research work is about Status-role and problems of primary teachers for which the researcher had chosen primary teachers from the primary schools. An aggregate number of 100 school teachers were chosen by purposive sampling technique. So that out of the aggregate the respondents of various bases additional might be chosen. Gathering of primary information and the field work was finished by the meeting plan and direct enquiry process, and participation observation process.

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