

Problems Faced by the Primary School Teachers in Viluppuram Educational District – A Study

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I. INTRODUCTION

Education is a powerful instrument to bring out desired change in individual as well as in the society. Teachers are said to be the builders of nation. In order to be successful in teaching profession, one needs to love the profession and perform it willingly. Education should bring radical changes in human life, attitude and behavior. Children should be empowered to be global citizens with intellectual, scientific, social, cultural and human outlook. Education is not to cater to intellectual illumination alone. It should develop skills of problem-solving and social interaction to be inculcated and imbibed for the betterment of the individual and the society. Along with knowledge acquisition, education should direct towards the development of a myriad of desirable values like kindness, charity, tolerance, devotion to duty, self-confidence, truthfulness, Honesty and Non-Violence (Government of Tamil Nadu, 2017). Education has become increasingly important in providing competitive edge for individuals, regions, society and the nation as a whole in global market. India's constitution stipulates the Universalization of Elementary Education. The government is promising that all children between the ages of 6 and 14 will be fully educated. However, according to the World Bank, while 95% of Indian children attend primary school, only 40% go on to secondary school. This is because many organizations offer solutions to improve primary education in India. Primary school, most commonly known as elementary school, is where students between the first and sixth standard receive a general education in the basic academic essentials, such as reading, writing, math, moral science and social studies. Primary education prepares young learners for middle and high school through educational curriculum that intensifies as the grade level progress. While primary education serves a beneficial purpose to students, problems with primary education exist within school systems (Athawar, 2015).

II. REVIEW OF LITERATURE

A study by Friedman & Kass (2002) among 555 teachers from 22 randomly selected elementary and secondary schools in Israel. The findings of the study argues that almost exclusively, most definitions and

conceptualizations of teacher self-efficacy address the classroom context of the teaching function, overlooking the school as an organization and the teacher as an organizational person, even though these represent. In a sample of 550 primary school teachers from 42 schools, by Munier & Kinsella (2008), aim to analyze the prevalence and impact of voice problems in primary school teachers in the workplace. The results of the study highlight high prevalence of 80% of voice problems among responding teachers. A significant relationship was found between age of pupils taught and number of teachers affected with a voice problem. Guo et al. (2010) through a study highlighted that having an elementary teaching certificate is positively associated with teachers' self-efficacy, whereas having more years of preschool teaching experience is negatively associated with teachers' self-efficacy. A study by Skaalvik & Skaalvik (2010) aimed to test the factor structure of a recently developed Norwegian scale for measuring teacher self-efficacy and partly to explore relations between teachers' perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers' beliefs that factors external to teaching put limitations to what they can accomplish. Findings of the study indicated that the six dimensions of teacher self-efficacy are relatively strongly correlated, and the analysis verify previous results of a small scale study indicating that the six sub-scales may be used as indicators of a latent self-efficacy construct. The result also points that teacher self-efficacy and collective teacher efficacy should be conceptualized as different, but correlated constructs. Guo et al. (2011) through a study aimed to look at teacher and classroom factors associated with preschool teachers' self-efficacy, when controlling for teacher demographics (i.e., gender, race and education level). With respect to teacher gender, the majority of teachers were female (96%) although there were two males (4%). The first major finding of this study demonstrated the significant correlation among teachers' self-efficacy, teachers' sense of collaboration and their decision-making influence. The second major finding of this study was that preschool teachers' self-efficacy was predicted by the interaction between teachers' sense of collaboration and children's engagement. There are two potential interpretations of

this finding. A longitudinal study done by Pas, Bradshaw & Hershfeldt (2012) aimed to examine the changes in teacher efficacy and burnout over a period of two years, and the extent to which these changes varied as a function of individual- and school-level contextual factors. The findings of the study indicated that there was growth in both teacher efficacy and burnout, indicating slightly higher efficacy and increased burnout over time. It appears that burnout increased more rapidly than did teacher efficacy. Some of the variables tested were not significantly related to either the intercept or slope of efficacy or burnout, such as the demographic characteristics (i.e., gender and race/ethnicity) and experience (i.e., years of experience and whether a teacher had a graduate degree). They also reported that only one of the school-level indicators of disorder (i.e., mobility) was significantly associated with both the intercept and the slope of efficacy.

III. METHODOLOGY

Stratified Random Sampling method was adopted for choosing the sample for the present study. The strata specified are the type of Schools namely, Government, Government Aided and Matriculation Schools having primary sections. There are 129 Government schools, 14 Government Aided and 25 Self-financed Schools in Villupuram Educational District. Those schools having Primary level teaching in Government (129 numbers), Government Aided (14 numbers) and Self-financed Schools (25 numbers) from Villupuram Educational District were selected for the present study. Therefore 168 Schools, where there are Primary level teachings, were selected for the present study. Therefore, for the present study 168 schools having Primary level teaching constitutes the Population. The universe of the study consists of 840 Primary Teachers in those Schools with Primary level teaching. The present study aims to identify the primary school teacher problem at Viluppuram District, Tamil Nadu.

IV. TOOLS FOR DATA COLLECTION

A. Description of Primary Teachers' Problem Inventory (PTPI)

Primary Teachers' Problem Inventory (PTPI) is constructed and validated by the researcher is used to study the Primary Teachers' Problems. Thurstone's method was adopted to validate the Primary Teachers' Problem Inventory (PTPI). The problems of Primary Teachers were listed from the theoretical issues and field experts and real field workers. Four Problem areas namely, (i) Professional problems, (ii) Administrative problems, (iii) Problems in Evaluation and (iv) Managerial problems are identified by the researcher to find the Problems of Primary Teachers.

Problems related to the Profession of Teaching are given through Professional Problems. Problems related to the Administration issues are named as Administrative Problems. Problems related to the purpose of Evaluation are named with Problems in Evaluation. Managing the class and maintaining discipline in the class comes under the Managerial Problems. All the four areas were consolidated to make the Problems of Primary Teachers. The researcher collected 128 attitudinal statements on these four problem issues. Equal numbers of statements, 32 statements were made for each problem area. The researcher used Thurstone's Equal Appearing intervals for the construction of statements. Median values are used for the selection of each statement through piling them in the 11 piles, starting from most favorable to most unfavorable categories. Equal numbers of Positive and Negative statements, 16 statements in each area were constructed on the specific problem areas. All the odd numbered items were negative and even numbered items are positive in the respective problem areas. All the statements are made with a five point scale, described as 'Most Favorable', 'Favorable', 'Undecided', 'Unfavorable' and 'Most Unfavorable'. The positive Statements were given five scores for the response of 'Most Favorable', four for 'Favorable', three for 'Undecided', two for 'Unfavorable', and one for 'Most Unfavorable' and for Negative statements, the scores are reversed.

The Inventory has been administered to thirty six Primary Teachers of Vilupuram Educational District. They were selected randomly from Government, Government Aided and Self-financed Primary Schools having a minimum experience of ten years in Primary level teaching experience to validate the Primary Teachers' Problem Inventory (PTPI).

V. RESULTS AND DISCUSSION

It is observed from the sample of 336 Primary Teachers, there are 167 Male and 169 Female on the basis of Gender. Also, it is observed that in the sample of 336 Primary Teachers, there are 200 teachers from rural area and 136 from Urban on the basis of the Residence of the Subject. On the basis of Marital Status, there are 190 Primary Teachers in Married Category and 146 Primary Teachers in the Unmarried Category in the selected sample of 336. The obtained Age ranges between 26 and 50. The obtained Mean of the Age is 35.40 and the sample of 336 Primary Teachers is distributed into two sub-samples. There are 212 Primary Teachers in the age range 26 to 34 years (Below Mean Category) and 124 Primary Teachers in the age range 35 to 50 years (Mean and Above) in the selected sample. All the Primary Teachers are trained for the Profession of Teaching. The Educational

Qualification of Primary Teachers is classified for two groups, namely, Trained Graduates and Trained Post-graduates. There are 201 Trained Graduates and 135 Trained Post-graduates in the selected sample of 336 Primary Teachers. The obtained Teaching Experience of the Primary Teachers range between 2 and 19 years. The obtained Mean of the Teaching Experience is 9.90 and the sample of 336 Primary Teachers is distributed into two sub-samples. There are 155 Primary Teachers with Less than 10 years of Teaching Experience and there are 181 Primary Teachers with Teaching Experience 10 years and above in the selected sample. It is observed that in the sample of 336 Primary Teachers, there are 218 teachers from Rural and 118 from Urban on the basis of the Locality of the School. On the basis of Type of School, there are 258 Primary Teachers chosen from Government, 28 Primary Teachers from Government Aided and the remaining 50

Primary Teachers from Self-financed schools in the selected sample of 336. The obtained Income per Month of the Primary Teachers range between Rs. 8000/- to Rs.49000/-. The obtained Mean of the Income per Month is Rs. 30000/-for the selected Primary Teachers and the sample of 336 Primary Teachers is distributed into two sub-samples. There are 220 Primary Teachers with Less than Rs.30000/- as Income per Month and there are 116 Primary Teachers with Rs.3000/- and above as Income per Month in the selected sample.

A. Distribution of Problems of Primary Teachers and its Sub-Areas

The distribution of the Problems of Primary Teachers with its sub-areas namely, (i) Professional problems, (ii) Administrative problems, (iii) Problems in Evaluation and (iv) Managerial problems are studied.

B. Distribution of Problems of Primary Teachers

Null Hypothesis: The score of Problems of Primary Teachers is not high.

Table-1: Distribution of Problems of Primary Teachers

Variable (1)	N (2)	Mean (3)	Median (4)	Mode (5)	SD (6)
Scores of Problems of Primary Teachers	336	377.42	378.00	379.16	14.79

The Mean and Standard Deviation of the scores of Problems of Primary Teachers (N=336) is found that 377.42 and 14.79 respectively. The Median is obtained as 378.00 and there are 22 Primary Teachers with the same score of Problems of Primary Teachers. There are 160 Primary Teachers with score of Primary Teachers Problems below median and 154 Primary Teachers with score of Primary Teachers Problems above median. The Mode is obtained as 379.16. The score of the Primary Teachers Problems of the Primary Teachers (N= 336) is obtained in the range of 346 to 411, whereas the actual range is 100 to 500. The obtained mean of score of Primary Teachers problems (M = 377.42) of the Primary Teachers is above the

scale average (Scale average = 300.00), the null hypothesis is rejected.

It is concluded that the score of Primary Teachers problems is high.

C. Significant Difference in the Scores of Problems of Primary Teachers for Variables with Two Sub-Samples

Null Hypothesis: There is no significant mean difference in the Sub-samples of Gender, Residence, Marital Status, Age, Educational Qualification, Teaching Experience, Locality of the School and Income per Month in the scores of Problems of Primary Teachers.

Table-2: Significant Difference in the Scores of Problems of Primary Teachers for Variables with two Sub-Samples

Variable	Sub-sample	N	Mean	SD	Md.	t-value	Dfs.	Sig
Gender	Male	167	377.99	14.59	1.14	0.71	334	NS
	Female	169	376.85	15.01				
Residence	Rural	200	378.19	14.33	1.90	1.16	334	NS
	Urban	136	376.29	15.43				
Marital Status	Married	190	378.12	15.08	1.61	0.99	334	NS
	Unmarried	146	376.51	14.41				
Age	26 to 34 years	212	377.08	14.75	0.93	0.56	334	NS

	35 to 50 years	124	378.01	14.91				
Educational Qualification	Trained Graduates	201	378.39	14.55	2.41	1.47	334	NS
	Trained Post-graduates	135	375.98	15.09				
Teaching Experience	Less than 10 years	155	377.64	14.64	0.41	0.25	334	NS
	10 years and Above	181	377.23	14.96				
Locality of the School	Rural	218	377.70	14.35	0.79	0.47	334	NS
	Urban	118	376.91	15.63				
Income per Month	Less than Rs. 30000/-	220	376.37	14.92	3.05	1.80	334	NS
	Rs.30000/-and Above	116	379.51	14.39				

NS – Not Significant at 0.05 levels.

The Mean and Standard Deviation of scores of Problems of Male Primary Teachers (N=167) is found to be 377.99 and 14.59 respectively. The Mean and Standard Deviation of scores of Problems of Female Primary Teachers (N =169) is found to be 376.85 and 15.01 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Gender is 1.14, and the corresponding t-value 0.71 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (0.71) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Male and Female Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Rural Primary Teachers (N=200) is found to be 378.19 and 14.33 respectively. The Mean and Standard Deviation of scores of Problems of Urban Primary Teachers (N =136) is found to be 376.29 and 15.43 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Residence is 1.90, and the corresponding t-value 1.16 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (1.16) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Rural and Urban Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Married Primary Teachers (N=190) is found to be 378.12 and 15.08 respectively. The Mean

and Standard Deviation of scores of Problems of Unmarried Primary Teachers (N =146) is found to be 376.51 and 14.41 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Marital Status is 1.61, and the corresponding t-value 0.99 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (0.99) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Married and Unmarried Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Age lie between 26 to 34 (N=212) is found to be 377.08 and 14.75 respectively. The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Age lie between 35 and 50 (N =124) is found to be 378.01 and 14.91 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Age is 0.93, and the corresponding t-value 0.56 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (0.56) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Age between 26 to 34 and 35 to 50 of the Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Educational Qualification as Trained Graduates (N=201) is found to be 378.39 and 14.55 respectively. The Mean and

Standard Deviation of scores of Problems of Primary Teachers whose Educational Qualification as Trained Post-graduates (N =135) is found to be 375.98 and 15.09 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Educational Qualification is 2.41, and the corresponding t-value 1.47 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (1.47) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Primary Teachers who's Educational Qualification as Trained Graduates and Trained Post-graduates do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Teaching Experience as Less than 10 years (N=155) is found to be 377.64 and 14.64 respectively. The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Teaching Experience as 10 years and Above (N =181) is found to be 377.23 and 14.96 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Teaching Experience is 0.41, and the corresponding t-value 0.25 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (0.25) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Primary Teachers who's Teaching Experience as Less than 10 years and 10 years and Above do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Locality of School as Rural (N=218) is found to be 377.70 and 14.35 respectively. The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Locality of School as Urban (N =118) is found to be 376.91 and 15.63 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Locality of School is 0.79, and the corresponding t-value 0.47 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (0.47) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Primary Teachers who's Locality of School as Rural and Urban do not differ significantly in their scores of Problems of Primary Teachers.

The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Income per Month as Less than Rs. 30000/- (N=220) is found to be 376.37 and 14.92 respectively. The Mean and Standard Deviation of scores of Problems of Primary Teachers whose Income per Month as Rs. 30000/- and Above (N =116) is found to be 379.41 and 14.39 respectively. In order to check the null hypothesis, the t-test was made. The Mean Difference in the scores of Problems of Primary Teachers caused by the variable, Income per Month is 3.05 and the corresponding t-value 1.80 is found to be not significant at 0.05 levels for 334 dfs. Since the calculated t-value (1.80) is lesser than the tabulated t-value (1.96), the null hypothesis is accepted. It is concluded with 95 per cent confidence that the Primary Teachers who's Income per Month as Less than Rs. 30000/- and Rs. 30000/- and Above do not differ significantly in their scores of Problems of Primary Teachers.

VI. CONCLUSION

The problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process. Based on the findings it was concluded that the Male and Female Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers. Rural and Urban Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers. Age between 26 to 34 and 35 to 50 of the Primary Teachers do not differ significantly in their scores of Problems of Primary Teachers. Primary Teachers who's Educational Qualification as Trained Graduates and Trained Post-graduates do not differ significantly in their scores of Problems of Primary Teachers. Primary Teachers who's Teaching Experience as less than 10 years and 10 years and above do not differ significantly in their scores of Problems of Primary Teachers. Primary Teachers who's Income per Month as Less than Rs. 30000/- and Rs. 30000/- and above do not differ significantly in their scores of Problems of Primary Teachers. The findings of the study recommend the problems identified are to be considered by the State/Central Government for the better development of the teachers teaching at Primary levels. National Council can be built to determine the worthiness of the solutions on the identified problems and how it can be tackled should be given through policy decisions.

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