

## Problems of Teachers Teaching in Class VI: A Case Study of Jawahar Navodaya Vidyalaya (JNV), Tinsukia

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### Abstract:

*In today's competitive world where every parent wants their child to be admitted in a good school, JNV is a name to reckon with. Students after passing the JNV entrance test are admitted to class VI in JNV. It is obvious that they are already moulded in a certain way because of their prior socialization process. As such in this study an effort is being made to reveal the problems faced by the JNV teachers teaching in class VI related to students as well as other professional and personal problems. Also an attempt has been made to find out the ways in which teachers balance their role at home and work. A few suggestions too have been forwarded in an effort to try to elevate some of the burden faced by the JNV teachers of class VI.*

**Key words:** Problems, Teachers, Class VI, Case Study, Jawahar Navodaya Vidyalaya.

### 1. Introduction:

India, a land of diversity also varies in the availability of classroom facilities, ranging from smart classrooms to traditional classrooms. JNV, a residential school partially formulated on the pattern of Gurukul system provides for the traditional classroom system from class VI to class X or class

XII. Herein the teachers do not follow a 7.30 am to 3.30 pm work slot, but being a residential school they have to be available from 5:30 am to 11:30 pm. Besides the normal teaching duties, the teachers are required to perform additional responsibilities attached with residential system of schooling like House Mistress/Mastership, remedial and supervisory studies, organisation of co-curricular activities, escorting students on migration and looking after students' welfare in general such as Master on Duty during meals. Even Kendriya Vidyalaya too is a CBSE affiliated school but is a day school wherein teachers enjoy weekend holidays. Even on comparing the pay scales of Trained Graduate Teachers (TGT) of JNV and KV it was found to be Rs. 20,000 and Rs. 34,800 per month approximately. Because of such step motherly attitude on the part of the Centre, employees of JNV had been constantly staging protest to get their dues. Again in JNV the entry level is class VI, as such teachers of class VI have to directly deal with students in the age group of 12 to 12+ students i.e. young adolescents. These children from various backgrounds are already moulded in a certain way from their prior education and hence the JNV teachers of class VI are endowed with the extra responsibilities of remoulding the young entrants into the life of JNV campus. Again cases such as ragging of juniors by senior students in JNV hostels too keep the teachers on their toes. From the above briefing it is clear that the teachers of JNV are expected to multitask at school together with maintaining their personal life. Teachers are important to any educational institution and taking care of their problems is crucial to maintaining the quality of education. In order to take care of their problems, it is potent that we be aware of them and hence in the present study an effort had been made to find out the problems faced by the JNV teachers of class VI of Tinsukia district, Assam.

## **2. Review of Related Literature:**

Review of related literature is an important aspect of any scientific research. It helps the investigator to know about what had already been done on the topic under study as well as its related fields and also what yet needs to be done. In the present study too the investigators made a review of related literature, though limited in number which is presented as follows.

Arumugaswami *et al.* (2013) in their work “*Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District*” had mentioned about various factors such as gender, age, experience, monthly salary, secondary occupation, secondary occupation experience, secondary occupation income, membership of any organization, type of family, number of dependents, employment of spouse, ownership of housing as being responsible for job satisfaction and for the changes in the attitude of teachers. The study revealed that self –financed school teachers faced a lot of problems when compared to the Government and aided higher secondary school teachers. The researchers had also suggested that the Government authorities and the managements of the higher secondary schools should come forward to implement certain welfare measures such as pension policies, teachers liberty to organize project, involvement of teachers in academic policies and improving the professional skill of the teachers in order to satisfy the teachers among the higher secondary schools with regard to their job.

Salem al-Amarat in his work (2011) “*The Classroom Problems Faced by Teachers at the Public Schools Tafila Province, and Proposed Solutions*” had tried to identify the classroom problems faced by the teachers of public schools in Tafila province. The study aimed knowing the behavioural problems such as lack of concern in the performance of educational activities and homework, lack of communication and interaction between teachers and students during the

class, tough superior behaviors by teachers, violent behaviour of the teachers and use of gadgets like mobile phones during the class; and academic problems such as low level of academic achievement of students, quantity of the educational materials presented to students, and teachers failure to deliver information to the students. The result of the study revealed that the mean of the behavioral problems was 2.66 and the mean of the academic problems was 3.08. The level of the classroom problems was medium and from the teachers' point of view, there was no statistical significant difference in the academic problems but there was a significant difference in the behavioral problems, due to the interaction variables, gender, school level and experience.

Sasikumar et al. (2013) in their work "*Manegetial Problems faced by the Teachers in overcrowded classrooms at Secondary Level*" had attempted to study the problems of the teachers working at secondary level schools in Sivaganga District, Tamil Nadu in India. They found that the teachers faced a lot of problem in managing the students in an overcrowded classroom particularly in repeating the lessons and conducting exams during rainy season. Disciplinary problems especially in co-education schools also stood as a difficult task for the teachers to manage. In order to avoid the above stated problems, the study suggested some solutions such as maintenance of teacher-student ratio, assigning class work to students as homework, to reduce the amount of time the teacher had to spend in the classroom and use of multimedia.

The above works dealt with problems of teachers teaching in higher secondary and public or private schools. They had not taken into account the problems faced by JNV teachers teaching in class VI. Moreover they had dealt with the concept of problem in a specific manner focusing on single themes such as student behavioural problem, problems of overcrowded classrooms and job satisfaction. As opposed to the

above the present study had dealt with the concept of problem in a very comprehensive manner.

### **3. Statement of the Problem:**

In residential schools teachers are expected to be available for the students round the clock. However being overburdened may affect the efficiency and mental health of teachers. Moreover over emphasis on work by neglecting other aspects of life will in the long run have detrimental effect on our social structure, the beginning of which are already taking place in our society, such as decrease in interpersonal relationships such as sibling relationship, friendship and even relationship between spouses. Teachers are important models to our children with regard to future adult role and hence care should be taken to provide them with adequate work environment. Teachers being role models for our children we cannot afford to neglect them. Hence to improve their case it is essential that we should at first familiarize ourselves with the problems they face at school as well as in balancing roles both at home and school.

### **4. Objectives:**

Following are the objectives of the study:

- (i) To find out the problems faced by the teachers with regard to: the allotment of work, completion of syllabus within the allotted period, communicating with the students, maintaining discipline both in the class and hostel, handling the emotional problems of the students.
- (ii) To find out how they manage their responsibilities both at home and workplace.
- (iii) To find out their relationship with their colleagues.

- (iv) To find out teachers satisfaction regarding the: infrastructure facilities, regarding salary, and leave granted to them.
- (v) To suggest solutions for elevating the problems identified.

## 5. Operational Definition of Terms Used:

- (i) **Problems** – Problems here stands for difficult issues/situations that act as obstruction to smooth functioning on the part of the teachers.
- (ii) **Teachers** – Here teachers refer to persons engaged in the act of teaching and caring for a group of students on a full time basis.
- (iii) **Class VI** – The term class VI refers to a stage of one year period in the academic journey of students. In this study it forms the entry level for the students to joining JNV.
- (iv) **Case Study** – Here case study refers to the indepth investigation into the problems of JNV teachers teaching in class VI.
- (v) **Jawahar Navodaya Vidyalaya (JNV)** – The term JNV refers to a residential co-educational school which was established on 19.12.1995 as a part of a massive educational project undertaken by the Ministry of Human Resource Development, Government of India, Department of Secondary Education. The main objective being the provision of quality education to rural talents. The school is housed in a rural setting (having a sprawling campus of its own with concrete shelter for both classes as well as residence: teaching and non-teaching and students) at Rangajan under Rupai Siding Police Station.

## **6. Methodology:**

### **6.1 Method:**

Since the study investigated into the present problems faced by the teachers teaching in the sixth standard of Jawahar Navodaya Vidyalaya, it was Descriptive in nature.

### **6.2 Population and Sample:**

The population comprised of the teachers teaching in the sixth standard of Jawahar Navodaya Vidyalaya, which were six in number. The population size being very small i.e. six (6) teachers formed the sample for the study.

### **6.3 Sampling Technique:**

Purposive sampling technique had been adopted to select the sample.

### **6.4 Tools:**

A self prepared Questionnaire having both close ended and open ended questions had been adopted for collecting the data.

### **6.5 Tool Administration and Data Collection:**

In order to collect data for the present study, the investigator visited JNV teachers of class VI on 11.09.2014. The target group was then briefed up regarding the purpose of the study and then the questionnaire was administered. Due to time constrain, the investigator requested the respondents to fill in the questionnaire on the spot and on their finishing collected the same within three hours time.

## 7. Data Analysis and Findings:

### Objective – 1: Allotment of Work

**Table – a: periods allotted in a day**

No. of respondents	Periods
2	6
1	5
1	5-6
1	4-5
1	4-7
<b>Total = 6</b>	

**Table-b: satisfaction with allotted period in a day**

Response	No. of Respondents
Yes	4
No	2
<b>Total</b>	<b>6</b>

**Table- c: other works allotted**

No. of respondents	Works allotted
4	House Master/ Mistress
1	Associate House Master
1	Sometimes House Master
6	Remedial classes
1	NCC In charge
1	Career Counseling
6	Mess Duty
1	Sports
1	Escort
6	Cultural activities

**Table-d: burdened with extra work**

Response	No. of Respondents
Yes	2
No	4
<b>Total</b>	<b>6</b>

From **Table- a** it is clear that the teachers of class VI are allotted a minimum of 4 periods and a maximum of 7 periods in a day. However **Table-b** clearly states that out of 6 teachers 2 are not satisfied with the allotment of periods. The reason

revealed by them was that too many classes left them tired with very little time to carry out real assessment of students work. **Table-c** very clearly reveals the various other works expected out of them because of which according to **table-d 2** teachers feel burdened.

### **Difficulty Faced in Completing the Syllabus In Time**

**Table- e: difficulty in completing the syllabus**

Question	Response		Total
	Yes	No	
Syllabus is too vast to teach	2	4	6
Availability of reference materials	6	0	6

**Table-e** speaks for itself, out of 6 teachers 2 respondents think that the syllabus is too vast to teach. However all the 6 respondents had agreed on the availability of reference materials in the school.

### **Difficulty in Communicating with the Students of Class VI**

All the 6 teachers faced no problem in communicating with the students of class VI. The probable reason can be traced to the discipline of Developmental Psychology wherein Jean Piaget in his Theory of cognitive development had mentioned the development of language from the age of 2 years. He also stated that language development was linked to the development of one's cognition. And it is a well known fact that to be a part of JNV one had to clear the Jawahar Navodaya Vidyalaya Selection Test which comprises of Mental ability test, Arithmetic test and Language test. As such the selection of students having the needed cognitive, development can be assured.

### **Problems Faced in Maintaining Discipline both in the Class and Hostel**

Out of 6, 3 respondents faced no disciplinary problems. However, 4 respondents faced disciplinary problems on the part of the students, such as violence between students, violation of rules like late rising and waking till late at night and smoking and dendrite sniffing. The occurrence of such violation may be traced back to the discipline of psychology wherein effects of disciplinary methods on children behaviour and adolescent risk taking behaviour is discussed in detail such as Bronfenbrenner had discussed the influence of the ecology on individual behaviour.

### **Manner of Handling Emotional Problems of Students**

**Table- f: manner of handling emotional problems of students**

<b>No. of respondents</b>	<b>Response</b>
3	In a friendly manner
1	Sat and discussed the problems with the students and also took into account the family history and background
1	Cited examples from practical situation
1	Took help from colleagues and parents
6	<b>Total</b>

**Table -f** reveals that all the teachers handled the emotional problems of the students in different ways. However in the light of the purpose of the concept of personal guidance which is to help students understand and resolve their emotional problems and explore various mechanism of adjustment and ultimately help them to get control over emotions (Barki and Mokhopadhy, 2008), the above methods seem to be less psychological in nature.

## Objective No. 2 How Teachers Balanced Their Responsibilities between Home and Work

**Table - g: methods of balancing responsibilities of home and work**

Response	No. of Respondents
Maintained a positive attitude	3
Shared work at home with other family members	1
Did house work during vacations	1
Gave more time to job and less time to home	1
<b>Total</b>	<b>6</b>

**Table-g** tells us that 3 respondents have not mentioned clearly the way in which they maintained balance between the responsibilities of home and work. 2 of the respondents are more privileged to work at school than at home which according to the mental health psychology meant neglecting other vital aspects of life which may in the long run increase vulnerability to mental health problems.

## Objective No. 3 Relationship with Colleagues

**Table- h: relationship with Colleagues**

Question	Response		Total
	Yes	No	
Supported by colleagues in time of problems	5	1	6

**Table-h** is explanatory of the fact that only 1 respondent has denied getting any support from the colleagues when faced with problems. In any social group as revealed by Moreno in his concept of Sociogram, there will always exist a variety of interrelationships to the extent of the existence of isolators. However in a school setting which is residential in nature the administration should ensure to create an environment of mutual interaction such that no one is left alone for the greater good of students.

## Objective No. 4 Satisfaction with Infrastructure Facilities Provided to the Teachers at School

All the six respondents were satisfied with their staff room.

### Satisfaction with Salary and Allowances

**Table- i: satisfied with salary and allowances**

Questions	No. of respondents		Total
	Yes	No	
Satisfied with the salary	5	1	6
Get allowances in time	6	0	6

From **Table-i** we can infer that out of 6 only 1 teacher was not satisfied with the salary received. However, all 6 respondents were positive regarding receiving of allowances.

### Satisfaction with Leave Granted

**Table- j: satisfaction with leave granted**

Response	No. of respondents		Total
	Yes	No	
Satisfied with the leave granted	4	2	6

**Table-J** reveals that 2 respondents out of 6 were not satisfied with the leave granted to them. The reason of dissatisfaction was that because of lack of leave i.e. one day in one month prohibits them from participating in self developments programmes such as National Seminar or carrier enhancement exams such as competitive exams etc. They need at least 3-4 days time to attend such programmes.

### 8. Suggestion:

Following are some suggestions to solve the problems faced by JNV teachers teaching in Class –VI

1. Allotting teachers with only school work.

2. Recruiting separate employees to be appointed as house master/ mistress and assistant house master/mistress.
3. Reducing the number of holiday from three months to one month in a year will help provide more time for completing the syllabus.
4. To reduce cases of ragging by students needs to be made aware of the ill consequences of ragging. They also need to develop the quality of empathy towards their fellow students.
5. To deal with the students emotional problems a separate post of counselor should be created in the school.
6. Taking in to consideration the burden of work the salary of teachers should be increased.
7. Schools should encourage teachers to participate in various seminars and competitive exams for one's professional development than only quality improvement of school education can be assured.

## **8. Conclusion:**

Teachers are pivotal to the development of students for which we need to ensure their mental health. For this we need to consider them as human beings having their own flaws and shortcomings as well as strengths. As such to over burden them to the extent that they neglect self and family is not beneficial both for the school and society at large. Though an attempt had been made to find out the problems of JNV class VI teachers yet due to lack of time and inappropriate tool of data collection much indepth insight could not be made. However the present study confirms the fact that people with longer hours of work were satisfied with their job as was done so by European Foundations for the improvement of Living and Working Conditions. The study also reflects the overemphasis on work to the extent of negligence of family life which is a matter of concern as studies by Miriam Schulman confirm the negative

effect of long hours on family life. She also mentioned that pilling one with work did not ensure increase in efficiency. However as opposed to this Ruth Lea, of the Institute of Directors, who had published her own study on the 'work-life balance', said: 'There are many people who work 50 hours a week and more who love it and thrive on it. The key is having a stimulating and interesting job (Steve Daugthy). As such a small sample is not sufficient to arrive at a conclusion and hence study with a larger sample needs to be conducted to get the actual picture.

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