



*International Journal of Humanities & Social Science Studies (IJHSSS)*  
*A Peer-Reviewed Bi-monthly Bi-lingual Research Journal*  
*ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print)*  
*Volume-I, Issue-V, March 2015, Page No. 1-5*  
*Published by Scholar Publications, Karimganj, Assam, India, 788711*  
*Website: <http://www.ijhsss.com>*

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## **A Study on Problem Faced By the Teachers at Secondary Level Teacher Training Programme in Jharkhand**

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### **Abstract**

*The Secondary level Teacher Training Programme in the state Jharkhand is in worst condition. If proper care is not taken by the External Administration level for Teacher Education programme, the whole future generation will collapse, because all the pupil at the beginning needs a good teacher to guide him. To produce good teacher needs good teacher trainer and good infrastructure. The secondary level teacher training programme in Jharkhand is going on in three types of institutions, namely government teacher training college, self-finance constituent college and privately managed college. But there is no proper attention towards the system from very beginning. Neither the SCERT has been formed nor has the appointment of teachers on regular basis been done for the government colleges. It is worst in the case of self-finance mode colleges. The teachers are appointed for eleven months by the respective universities. The service of the teachers may or may not be automatically renewed, depends on the decision by the university authority. In the self-finance colleges, the teachers of future teachers are facing a lot of problems and accordingly mentally so unbalanced that they are searching a stable job even with low salary. Here the author is trying to focus on problem faced by the teachers, job security of the teachers and job satisfaction of the teachers.*

***Key Words: Generation, Job satisfaction, Job security, Secondary level, Self finance.***

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**Introduction:** Indian teacher education system has been strengthened a lot during the past couple of years. There are questions on recognition of secondary teacher education institutions. There are questions on inputs and processes of secondary teacher education. Every fault of teacher education is attributed to the NCTE rather than finding faults let us try to meet the gaps between our policies and programmes. Major issues in teacher education concern the following: Proliferation of colleges of education, Isolation of colleges of education, Regional imbalances, Alternative modes of teacher education, Duration of teacher education programmes, Examination system. Further there are some issues related to the quality of the teacher education: Curriculum, Personal and social skills, Competencies, Subject knowledge, Information and Communications Technology (ICT) skills, Context sensitivity, and new pedagogy for the global world. Demand for opening more teacher training colleges and educating more people creates a need for acquiring more funds or resources. It also influences method of teaching, techniques and pattern of financing education. When the demand for education increases the, the country makes an effort to raise more funds for education, allows participation of more private agencies and management in the development of education. The socio-cultural environment, missionary zeal of various prevailing religious and political forms of the government, industrialization and unemployment, greater return from education to the individual, higher social status accorded to the individual by education and so on. Financing for teacher education is also influenced by the importance or the status that is accorded to education by a country. If an educated and qualified person is considered more important in the society, more and more people will seek to get teacher education and a result qualitable teacher will produce. How the system of education of a state is structured and operated is very much dependent on what the financial resources of that state are. Availability of money or financial resources determines how the system of education will be financed. There are several sources which are tapped for raising revenue for financing

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education. But there is need of will power, there are needs to bring awareness among the society and accordingly the leaders should raise their voice at government level to solve the problem. Teaching involves working with pupils as a part of the essence of teaching profession. Teachers, who try to work hard, are sympathetic towards students' problems, cheerful, sincere, maintain good mental and physical health, personal adjustment, result and performance oriented and committed are sure to maintain very good classroom climate resulting in very good relationship with students. Education is vital to the human resources development and empowerment in the stages of growth of a Nation. But if the teachers do their duties without any job security, facing the problems of instructional facilities, lacking physical facilities, there is no scope to growth himself/herself by using the different resources at institutional level, to which he/she blames. Definitely to our system. On the need for education, our Father of the Nation, Mahatma Gandhi, who once said that Education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. No doubt humans are cultivated by education and education plays a significant role in Nation's development. Kothari Commission remarks- 'The destiny of India is being shaped in its classroom.' But the quality of education is greatly determined by the quality of teachers. For getting qualitatively teacher it needs to bring quality in teacher education. In the state of Jharkhand, the self-finance teacher training institutions have all the teachers are on appointment for eleven months only under contractual basis and make renew accordingly. There is no separate principal in B.Ed. section in the constituent colleges at where the training programme is going on, which violates the NCTE norms.

**Review of related literature:** Review of related literature means the similar studies made by previous researcher in the same area. Following are a few studies are –

- **Goel D.R. (2012):** In his study '**Teacher education in India**', points out on quality crisis. He points out there is public private dichotomy in teacher education. There are problems of quality perceptions, quality scaling and quality differentiation in teacher education, poor integration of skills, rare innovations inadequate technology infusion, poor research scenario etc.
- **Salma N. (2011) :** In her study on '**Problems of Teacher Education in India**', the major findings are – About 20% of the teacher education institutions are being run in rented building without any facilities for an experimental school or laboratory ,library and other equipments necessary for a good education department. In most of the states teacher education is still being run by the fee collected from student teachers, as the share of the state is too small. Lack of facilities for professional development. The supervision during the classroom teaching offer descriptive type of criticism, while constructive type is desirable. The percentage of the lesson supervised by the subject method specialist varies from 5% to 25% due to faulty staffing pattern, lack of time, too many lessons to be supervised.
- **Dash J. (1985) :** Conducted study on '**An investigation into the development of Teacher Education Programme in Orissa with reference to Motivation, cost effective and Quality.**' His major findings were the private training colleges were establish mostly with commercial motives and parochial feelings, faulty admission procedure, no uniformity in the B.Ed. curriculum, the provision of in-service teacher education was inadequate ,the private training colleges were mainly financed by the contributions of the trainees, inadequate physical facilities etc.
- **Natarajan S. (1984) :** In his study '**A competency based programme in Teacher Education Curriculum**' the objectives are to identify factors influencing competency achievement ,to find out the relationship between an individual's self-esteem and competency achievement. The major findings are – the seminar method are more suitable, the lecture method was effective as group method, there was a significant relation between self-esteem and acquisition of competencies etc.
- **Bhide, L.G. (1987) :** He conducted research on '**An Experimental Study of the Impact of Teacher Education Programme on the self-concept of pupil teachers.**' The findings are – the comparisons among the participant group does not show accountable changes in self-concept, intra group comparisons showed that P.G. students had the highest degree of development, followed by fresh pupil teachers etc.

**Objectives:**

- a. To study the attitude of teachers toward the existing secondary teacher training programme.
- b. To study the job security and job satisfaction among the teachers of the teacher training institutions.

**Hypothesis:**

**H<sub>01</sub>** : There is no significant difference between male teachers and female teachers in relation to attitude towards the existing teacher training programme.

**H<sub>02</sub>** : There is no significant difference between Arts stream and Science stream teachers in relation to attitude towards the existing teacher training programme.

**Methodology:** Survey method was used for the study. The study was confined to the attitude of the teachers from self-finance secondary teachers training institutions of the state Jharkhand.

**Population:** The population of the study was the entire self-finance secondary teacher training colleges of the state Jharkhand.

**Sample and Sampling Technique:** The sample for the present study was selected by simple random sampling technique which comprise by 64 teachers from the self-finance secondary teacher training colleges. Out of these 34 were male teachers and 30 were female teachers.

**Tools used:** A self-inventory tool was developed and the tool was meant for the teachers working at different self-finance secondary teacher training colleges. The tool consists of 25 statements, anchored with three point scale namely Agree (A), Undecided (U), and Disagree (D) to indicate the level of acceptance by the teachers. The rating scale consists questions relating physical facilities available, job security, job satisfaction, nature of appointment, duration of appointment etc. The minimum and the maximum scores of the attitude scale are 26 and 51 respectively. Reliability and validity of the tool was established.

**Statistical Techniques:** Descriptive statistical measures such as mean, median, mode, range, SD, t test were used. Also Skewness and Kurtosis was found out.

**Delimitation of the study:** The study was delimited to the colleges comes under two universities of Jharkhand namely Kolhan University and Vinoba Bhave University at where secondary teacher training programme is going on under self-finance mode. Further the co-education institutions only, were taken as sample.

**Analysis and interpretation of data:** The frequency distribution of data collected from Teachers attitude scale are given in table-1. The descriptive statistics were calculated from this table. The Mean, Median, Mode and Standard Deviation of the frequency table were found to be 40.21, 40.10, 39.86 and 5.87 respectively. The maximum score obtained by the sample in this test was 51, while the minimum score was 26 with a range of 25. The coefficient of skewness is 0.0606, which indicates that the distribution is positively skewed. In this distribution, the obtained value of Kurtosis is 0.2515, which is less than 0.263 for normal curve. This indicates that the distribution is leptokurtic (peaked), shown in diagram -1.

The mean scores on teachers attitude towards the problems faced by them is 40.21 which is less than the midpoint 50 (25 items x 2) on the rating scale. It can be concluded that the teachers' attitude is negative towards the existence level of secondary teacher training programme in Jharkhand; they have neither job security nor job satisfaction. Further to test the null hypothesis, attitude of the teachers in relation to their Gender and stream were analyzed and presented in table-2 and table-3 respectively.

**Table – 1 Shows Frequency data obtained from Teachers attitude rating scale**

Scores FD <sup>2</sup>	Frequency (F)	Cumulative Freq.	Deviation( D)	D <sup>2</sup>	FD	
26 - 28	2	2	- 4	16	- 8	32
29 - 31	3	5	- 3	9	- 9	27
32 – 34	6	11	- 2	4	- 12	24
35 – 37	8	19	- 1	1	- 8	8
38 – 40	15	34	0	0	0	0

41 – 43	11	45	1	1	11	11
44 – 46	9	54	2	4	18	36
47 – 49	6	60	3	9	18	54
50 – 52	4	64	4	16	16	64

To test the null hypothesis  $H_{01}$ , attitude of the teachers in relation to their Gender were analyzed and presented in table-2. The obtained t – value 2.508 is less than the table value 2.66 at 0.01 level of significance. Hence the null hypothesis  $H_{01}$  is accepted. We conclude that there is no significant difference between male teachers and female teachers in relation to attitude towards the existing teacher training programme. The degrees of freedom is 62 for  $N_1=34$  and  $N_2=30$ .

Diagram – 1 Shows Kurtosis of the curve

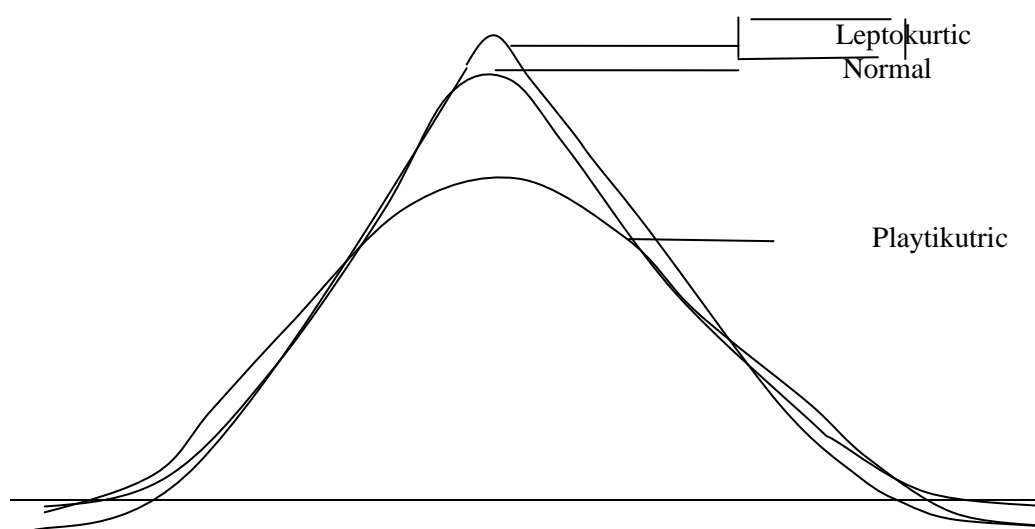


Table – 2 Showing t - value at 0.01 level of significance in respect to Gender

Gender	N	Mean	SD	t- Value	Significant/Not Significant
Male	34	38.30	5.95	2.508	Not significant at 0.01 level of significance
Female	30	39.70	5.44		

Further to test the null hypothesis  $H_{02}$ , attitude of the teachers in relation to their stream were analyzed and presented in table-3. The obtained t – value 2.79 which is greater than the table value 2.66 at 0.01 level of significance. Hence the null hypothesis  $H_{02}$  is rejected. We conclude that there is significant difference between Arts stream teachers and Science stream teachers in relation to attitude towards the existing teacher training programme. The degrees of freedom is 62 for  $N_1=48$  and  $N_2=16$ .

Table – 3 showing t - value at 0.01 level of significance in respect to stream level

Stream	N	Mean	SD	t- Value	Significant/Not Significant
Arts	48	38.31	5.67	2.79	Significant at 0.01 level of significance
Science	16	36.19	6.33		

**Major findings:**

- The attitude of the teachers are negative towards the existing pattern of teacher training programme.
- They have neither job security nor job satisfaction.

- In cent percentage college there is no separate principal only meant for teacher training programme.
- There is no significant difference between male teachers and female teachers in relation to attitude towards the existing teacher training programme.
- There is significant difference between Arts stream teachers and Science stream teachers in relation to attitude towards the existing teacher training programme.

**Conclusion :** The secondary level teachers of the training institutions suffer a lot due to non-availability of infrastructure, improper guideline at the government level, no appointment of teachers on regular basis, neither the principal or HOD for the secondary level training colleges running at different constituent colleges although private institutions are maintaining these. The appointment procedure of the teachers is not maintaining uniform city throughout the state. Neither subject wise appointment was not made nor was reservation roster followed.

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