

Problems Faced By Teachers of Higher Secondary Schools in Mizoram In Terms Of Types of Management

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Abstract: *The present study was conducted to examine the problems faced by teachers of higher secondary schools in Mizoram. Descriptive survey method was used. A sample of 671 higher secondary school teachers in Mizoram was selected through purposive and random sampling methods. Data were collected through close-ended questionnaire developed by the investigators. The most frequently cited problems were poor ventilation and poor lighting of the classrooms, unavailability of halls, no internet connection, inaccessibility of computers, insufficient number of science equipments, unavailability of well - ventilated toilets, unavailability of separate toilets for female teachers, lack of instructional facilities, heavy workload of staff, high enrolment and overcrowded classes, poor salary, unsatisfactory service conditions, classroom disturbances caused by the students and frequent unjustified absences of the students. The study was concluded with certain recommendations for improvement of physical as well as academic facilities.*

Keywords: *Problems, Teachers, Higher secondary schools, Types of management.*

I. Introduction

The success of any educational system depends on good and well-resourced teachers. Teachers cannot be replaced with any kind of instructional material. It is a reality that teachers are the best in the entire educational system. Therefore, teachers are considered the most important and fundamental factor for the success of any educational system. (Suleman, Hussain, Butt & Ahmad, 2012). Higher secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Its teachers are appointed carefully by the concerned authorities as they play a vital role in shaping the future of the students. However, such teachers are not free from problems and challenges that have direct influence on the teaching-learning process in the schools. The obstacles that they encounter arise from many directions - with the physical infrastructure and facilities, with their service conditions, and with their relationship between their colleagues and their students.

In Mizoram, higher secondary schools have been functioning since 1996 and yet no analytical study has been conducted. To identify the problems faced by the teachers, an intensive research needs to be conducted. The investigators for the present study were interested to probe what kind of problems the teachers face in terms of physical infrastructure and facilities, whether they have any problem with regards to their service conditions and whether they face problems with their colleagues and students. The answers to all these queries that have been raised could be found only through an intensive research. The investigators hope that this study would help the concerned authorities such as principals and educational administrators to identify the problems faced by their teachers and to find possible solutions to decrease the effect of these problems as these have direct and indirect influences on the whole educational process.

1.1. Objective of the Study

The present study has been conducted with the objective of examining the problems faced by teachers of higher secondary schools in Mizoram.

1.2. Operational Definitions of Key Terms Used

The following key terms used were operationally defined as follow:-

- (i) **Problems:** In the present study, the term 'problems' refers to the difficulties and obstacles faced by higher secondary school teachers of Mizoram.
- (ii) **Types of Management:** The term 'types of management' implies categorization of higher secondary schools based on their management such as Government, Deficit and Private higher secondary schools.
 - (a) Government higher secondary schools are those run, managed and completely financed by the State Government.
 - (b) Deficit higher secondary schools are private aided higher secondary schools receiving grant-in-aid from the consolidated fund under the Mizoram Aided School (Recurring and Non-Recurring Grant-in-Aid) Rules, 1990. The employees in these schools enjoy the benefit of full pay and allowances. These schools are mostly run by different churches in the State.
 - (c) Private higher secondary schools are unaided schools managed by individuals or private organizations which do not receive any grant either from the government or local body.

II. Methodology Of The Study

The investigators followed a descriptive survey method to collect data for the present study. All the teachers of higher secondary schools in Mizoram constituted the population of the study. There were 1225 higher secondary school teachers in Mizoram before conducting this study (Statistical Cell, DSE, 2015).

In order to ensure adequate representation of the population, 671 higher secondary school teachers (55%) were selected as sample through simple random sampling technique. The required data were collected by administering a questionnaire developed by the investigators for examining the problems faced by the teachers. The data collected were first organized and arranged in tables and analyzed qualitatively and quantitatively. Since the study was descriptive in nature, descriptive statistics such as frequency and percentages were applied for the treatment of data.

III. Analysis And Interpretation Of Data

1.1. Problems of Higher Secondary School Teachers Related to Condition of School Buildings and Classrooms

Data on problems of teachers related to condition of school buildings and classrooms are presented in the following table:-

Table - 1
Problems of Higher Secondary School Teachers Related to Condition of School Buildings and Classrooms

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Deplorable condition of the school building	21 (7.27)	0	35 (15.35)	56 (8.35)
Undersized classrooms	27 (9.34)	0	32 (14.04)	59 (8.79)
Poor quality of teachers' tables and chairs	22 (7.61)	0	29 (12.72)	51 (7.60)
Bad black/white/green boards	35 (12.11)	0	27 (11.84)	62 (9.24)

Insufficient number of desks and benches	21 (7.27)	0	7 (3.07)	28 (4.17)
Poor lighting of the classroom	40 (13.84)	7 (4.55)	47 (20.61)	94 (14.01)
Poor ventilation	45 (15.57)	8 (5.19)	52 (22.81)	105 (15.65)
Improper fencing and railing	25 (8.65)	0	22 (9.65)	47 (7)

(Figures in parenthesis indicate percentages)

It can be seen from Table 1 that 15.65 per cent of higher secondary school teachers face the problem of poor ventilation of the classrooms, 14.01 per cent poor lighting of the classroom, 9.24 per cent bad condition of black/white/green boards and 8.79 per cent undersized classrooms. The deplorable condition of the school building is a problem for 8.35 teachers and poor quality of teachers' tables and chairs for 7.60 per cent. Besides, 7.00 per cent of the teachers have a problem of improper fencing and railing and 4.17 per cent insufficient number of desks and benches for students which hamper classroom instruction.

Management-wise distribution of the teachers reveals that problems related to condition of school buildings and classrooms are more among the private school teachers, less among government school teachers and almost absent among deficit school teachers.

1.2. Problems of Higher Secondary School Teachers Related to Facilities

Data on problems of teachers related to facilities are presented in the following table:-

Table - 2
Problems of Higher Secondary School Teachers Related to Facilities

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Inadequate storage for the teachers' materials	28 (9.69)	6 (3.90)	26 (11.40)	60 (8.94)
Inaccessibility of computers	31 (10.73)	13 (8.44)	30 (13.16)	74 (11.03)
No internet connection	55 (19.03)	18 (11.69)	44 (19.30)	117 (17.44)
Unavailability of halls/areas	57 (19.72)	12 (7.79)	55 (24.12)	124 (18.48)
Unavailability of restaurant/cafeteria within the school premises	0	0	60 (26.32)	60 (8.94)
Unavailability of cooling fans in the teachers' common room	0	0	18 (7.89)	18 (2.68)
Insufficient parking area	17 (5.88)	0	37 (16.23)	54 (8.05)

(Figures in parenthesis indicate percentages)

Table 2 reveals that unavailability of halls (for 18.48% of higher secondary school teachers), no internet connection (for 17.44%), inaccessibility of computers (for 11.03%), inadequate storage for the teachers' materials (for 8.94%), unavailability of restaurant/cafeteria within the school premises (for 8.94%), insufficient

parking area to accommodate the vehicles of the teachers (for 8.05%) and the unavailability of cooling fans in the teachers' common room (for 2.68%) are the main problems related to facilities faced by the teachers.

Private higher secondary school teachers constitute the largest percentages of teachers facing each of these problems followed by government school teachers whereas deficit school teachers do not face all these problems and the percentages of the teachers facing some of the problems are also quite small. Both government and deficit school teachers are free from the problems of unavailability of restaurant/cafeteria within the school premises and unavailability of cooling fans in the teachers' common room.

1.3. Problems of Higher Secondary School Teachers Related to Science Laboratory

Data on problems of teachers related to science laboratory are presented in the following table:-

Table - 3
Problems of Higher Secondary School Teachers Related to Science Laboratory

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Unavailability of separate science laboratory	0	0	0	0
Insufficient number of science equipments	6 (2.08)	9 (5.84)	13 (5.70)	28 (4.17)

(Figures in parenthesis indicate percentages)

Table 3 depicts that none of the teachers face a problem of unavailability of separate science laboratory in schools since schools which offer science streams have their own separate science laboratory. The table also reveals that insufficient number of science equipments is a problem for 4.17 per cent of the teachers.

It can also be seen that the highest percentage of teachers stating the problems of insufficiency of science equipments is from deficit schools and the lowest percentage is from government schools.

1.4. Problems of Higher Secondary School Teachers Related to Safe Drinking Water and Sanitation

Data on problems of teachers related to safe drinking water and sanitation are presented in the following table:-

Table - 4
Problems of Higher Secondary School Teachers Related to Safe Drinking Water and Sanitation

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Unavailability of safe drinking water	0	0	0	0
Insufficient number of toilets	0	0	0	0
Unavailability of separate toilet for female teachers	11 (3.81)	6 (3.90)	17 (7.46)	34 (5.07)
Unavailability of well – ventilated toilets	78 (26.99)	36 (23.38)	64 (28.07)	178 (26.53)

(Figures in parenthesis indicate percentages)

Table 4 portrays that none of the higher secondary teachers has a problem with the unavailability of safe drinking water.

With regards to sanitation, unavailability of well - ventilated toilets is a problem for 26.53 per cent of higher secondary school teachers. The highest percentage who states this problem is from private schools with a percentage of 28.07 followed by government school teachers. Unavailability of separate toilet for female teachers is also a problem for 5.07 per cent of the teachers out of which private school teachers constitute the higher percentage whereas none of the teachers has a problem of insufficient number of toilets.

1.5. Problems of Higher Secondary School Teachers Related to School Administration

Data on problems of teachers related to school administration are presented in the following table:-

Table - 5
Problems of Higher Secondary School Teachers Related to School Administration

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Bad relationship between Principal and staff	0	0	0	0
Bad relationship between colleagues	0	0	0	0
Bad relationship between teachers and students	0	0	0	0
Lack of instructional facilities	35 (12.11)	9 (5.84)	28 (12.28)	72 (10.73)
Insufficient number of teachers	6 (2.08)	1 (0.65)	8 (3.51)	15 (2.24)
Inadequate non – teaching staff	0	0	2 (0.88)	2 (0.30)
Heavy workload of staff	2 (0.69)	8 (5.19)	36 (15.79)	46 (6.86)
High enrolment and over - crowded classes	13 (4.50)	0	9 (3.95)	22 (3.28)

(Figures in parenthesis indicate percentages)

The above table (Table 5) depicts that none of the teachers faces problems relating to bad relationship between principal and staff, between colleagues and between teachers and students. Relating to school administration, lack of instructional facilities is a problem for 10.73 per cent of the teachers, heavy workload of staff for 6.86 per cent, high enrolment and over-crowded classes for 3.28 per cent and inadequate non-teaching staff for only 0.30 per cent.

Among the teachers reporting these problems, private teachers constitute the highest percentage followed by government school teachers and deficit school teachers.

1.6. Problems of Higher Secondary School Teachers Related to Service Conditions

Data on problems of teachers related to service conditions are presented in the following table:-

Table – 6
Problems of Higher Secondary School Teachers Related to Service Conditions

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %
Unsatisfactory service conditions	8 (2.77)	1 (0.65)	15 (6.58)	24 (3.58)
Poor salary	14 (4.84)	19 (12.34)	67 (29.39)	100 (14.90)
Lack of recognition by the society and government	1 (0.35)	1 (0.65)	4 (1.75)	6 (0.89)
Lack of incentive	2 (0.69)	3 (1.95)	5 (2.19)	10 (1.49)
Lack of promotional facilities for teachers	0	1 (0.65%)	4 (1.75%)	5 (0.75%)
No opportunities for teachers' professional development	1 (0.35%)	1 (0.65%)	6 (2.63%)	8 (1.19%)

(Figures in parenthesis indicate percentages)

We can find from the above table that the percentages of teachers stating different problems related to service condition range from 0.75 per cent to 14.90 per cent. The biggest problem is poor salary followed by unsatisfactory service conditions, lack of incentive, no opportunities for teachers' professional development, lack of recognition by the society and government and lack of promotional facilities for teachers.

It is private higher secondary teachers who are most dissatisfied with their service condition seconded by teachers of deficit higher secondary schools. Government higher secondary school teachers have the least problems and are most satisfied. For each category of teachers, poor salary is the biggest problem.

1.7. Problems of Higher Secondary School Teachers Related to Students

Data on problems of teachers related to students are presented in the following table:-

Table – 7
Problems of Higher Secondary School Teachers Related to Students

Problems Faced	Management Wise Distribution of Teachers			
	Government (N=289)	Deficit (N=154)	Private (N=228)	Total (N=671)
	No. & %	No. & %	No. & %	No. & %

Late arrival of the students	2 (0.69%)	8 (5.19%)	2 (0.88%)	12 (1.79%)
Frequent unjustified absences of the students	13 (4.50%)	18 (11.69%)	5 (2.19%)	36 (5.37%)
Classroom disturbances caused by the students	103 (35.64%)	72 (46.75%)	46 (20.18%)	221 (32.94%)

(Figures in parenthesis indicate percentages)

Relating to problems of teachers with the students, it is found from table 7 that 32.94 per cent of teachers face the problem of disturbances caused by the students in the classroom and 5.37 per cent of teachers face the problem of frequent unjustified absences of the students. Late arrival of the students is also a problem for 1.79 per cent of the teachers.

Deficit school teachers constitute the largest percentages encountering these problems seconded by government school teachers. Private teachers form the least percentages facing these problems except late arrival of the students.

IV. Findings Of The Study

1. Among the problems of teachers related to condition of school buildings and classrooms, poor ventilation and poor lighting of the classrooms were the most cited problems followed by bad condition of black/white/green boards and undersized classrooms. Insufficient number of desks and benches was the least stated problem followed by improper fencing and railing. When teachers from different management of schools were compared, it was private higher secondary school teachers who faced more of these problems followed by government school teachers. Deficit school teachers hardly faced the problems.
2. Unavailability of halls, no internet connection and inaccessibility of computers were the three problems related to facilities most frequently cited by teachers of higher secondary schools. Private higher secondary school teachers constituted the largest percentages of teachers facing each of these problems whereas deficit school teachers hardly faced all these problems.
3. Deficit higher secondary school teachers constituted the largest percentage of the teachers stating the problem of insufficient number of science equipments followed by private teachers and then by government teachers.
4. Teachers from different managements of schools faced the problems of unavailability of well - ventilated toilets and unavailability of separate toilets for female teachers. Private higher secondary school teachers constituted the largest percentages facing these two problems
5. Lack of instructional facilities, heavy workload of staff, high enrolment and over-crowded classes and inadequate non-teaching staff were the problems reported by the teachers which they thought arose out of administrative failure. Among the teachers reporting these problems, private teachers constituted the highest percentage followed by government school teachers and deficit school teachers.
6. With regard to service condition, poor salary, unsatisfactory service conditions, lack of incentive, no opportunities for professional development, lack of recognition by the society and government and lack of promotional facilities were the problems encountered by the teachers. Private higher secondary teachers were the most dissatisfied ones seconded by deficit teachers followed by government teachers.
7. Classroom disturbances caused by the students, frequent unjustified absences of the students and late arrival of the students were the main problems encountered by teachers of higher secondary schools with the students. Teachers of deficit higher secondary schools constituted the largest percentage for each of these problems. Private school teachers encountered the least problem in this regard.

V. Discussion Of Findings And Conclusion

The present study deals with the problems faced by teachers of higher secondary schools. The problems discussed are related to condition of school buildings and classrooms, facilities, science laboratory, safe drinking water and sanitation, school administration, service conditions and students. The overall analysis of these problems indicates that private higher secondary schools need improvement the most as their teachers face more problems. As teachers of deficit higher secondary schools have the least problems, these schools are considered to be the best. However, one serious and thought provoking problem faced by the teachers is classroom disturbance caused by the students while taking classes. This may imply that the teacher is not competent enough to attract the students' attention and interest. Therefore, it is important for teachers to adopt different teaching methods to make their class interesting and enjoyable for the students as well as to avoid students from getting bored.

In the light of the findings of the study, the following recommendations are made for improvement of higher secondary schools in Mizoram: (1) Since private higher secondary school teachers mentioned that they experienced difficulty of poor lighting and poor ventilation, the concerned authorities should take necessary measures for proper construction and maintenance of their schools as these had adverse effects on the whole educational process. (2) As most teachers expressed that they had problems with the unavailability of internet connectivity in their schools, it is recommended that all schools should have internet connectivity to enable the teachers get access to learning materials available in the internet. This will enable them to provide the best learning materials to their students. (3) There should be sufficient number of well – ventilated toilets as the unavailability of such toilets caused problem mostly to the private school teachers. (4) Salary of the teachers should be revised and linked to the cost of living. Fixed pay given to private school teachers should be stopped as their salaries were much less as compared to government and deficit school teachers. All teachers should be treated at par with the payment of salaries.

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