

Teachers in the Track of Hurdles....!

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Abstract

Our ancestors gave the third place to the teacher in society, the first being the mother, the second being father and the fourth place to God. The parent is considered as the first teacher of a child and the teacher is considered as a second parent of the child. Teacher is given the highest place in society. He is regarded as a person to lead the humanity on proper lines. On the other side of the coin there are many problems for teachers that make the profession more complicated than it has to be. This does not mean that everyone should avoid being a teacher. The truth is that every job has its own unique set of challenges. In view of the immediate need to raise the status of teachers to keep steady improving teaching-learning process, and in their academic, economic, social, and professional status, this paper tries to highlight the areas of deficiency and suggested improvements too.

Keywords: *Teacher, Teaching, Profession*

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Preface

The success of an educational system largely depends upon the quality of teachers available to it and the status they are given in the society. Teacher is one of the most important factors contributing to the national development. Someone has rightly remarked that 'as is the teacher, so is the nation'. The best system of education may fail to achieve the desired ends owing to the teacher's lack of sincerity, competence, and character. About teacher's the Education Commission (1996) mention in its report as

"of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective"

The National Policy on Education (1986) NPE rightly points out,

"The status of the teachers reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers"

Not only in India but throughout the world, the importance of teacher in teaching-learning process and advancement of education has been very well recognized. The UNESCO-ILO document on status of Teachers (1967) states "it should be recognized that advance in education depends largely on the qualification and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers'. So the role of the teachers is crucial in the teaching learning process.

Teachers of 21st century

The modern teacher has to take into account the new mores that are already around him to unravel, interpret and implement. Teachers has to merely shed the old attitudes and value patterns but replace them with new, more constructive and meaningful concepts and values. Although the in-service education programmes and the other activities at teachers centers are development of high promise, their complete fulfillment may yet depend upon the progress the teachers themselves make, towards an enhanced professional status. The roles and statuses of school teachers are taking new dimensions with the growing complexity of the school life and societal life. The importance of teachers in the school system can be denied by none. Good teachers

can only help for the progressive functioning of the school and they only can help for educational progress of the educands.

Teaching is rightly being considered in present times as a profession and teachers have to play the roles of professionals. They have to become active members of their professional organizations which strive to elevate their professional, social and economic status by trying to improve their service and salary conditions and also by providing welfare services to the teaching community by conducting research studies to help for the advancement of the professional knowledge. The teacher should develop the requisite professional-mindedness and act as a professional in and out of school hours to guide assist, offer consultative services, etc. The teacher should come to the profession by his voluntary choice. It is only a self-chosen profession that gives psychological satisfaction to the individuals. The teachers should like and love the profession of teaching. They must be not only academic-minded but also professional minded. They must conduct experimental research or action research projects and help to solve many educational issues they face as teacher-practitioners.

Teacher's dissatisfaction with status is a social reality of some importance. It means that in a greater or lesser degree, teachers are at odds with the community and that is something which is bound to affect adversely their work, the social groups with which they are most in contact and probably also recruitment. It is therefore important to get into the minds of teachers and discover the sources of their status grievances. An equally effective mode would be to examine at the everyday conscious level, the extent to which the teachers themselves may be compounding their own problem and doing so because they are as yet unclear about what their status claims imply. To be thoroughly optimistic, such an inquiry may well reveal an underlying unitary and conceivable causal factor.

Track of Hurdles for Teachers

It would seem to go without saying that to be an effective teacher one must be happy, contented, and secure. The person who is distraught, worried, anxious, restless, or discontented cannot have the poise, the serenity, or the self-possession which is necessary for good teaching. The question of what makes a teacher effective is not wholly or even mainly a question of professional preparation, knowledge of subject matter or skill in techniques of teaching. One can have all of these and yet fail as a teacher if personal problems interfere, for teaching is not merely a mechanical and routine procedure.

Hurdles from Management

Teachers can be expected to provide satisfactory results only when the working conditions created for them are suitable and satisfactory. In governmental institutions, service conditions are relatively satisfactory, but the real problem exists in privately managed institutions. The problems existing in privately managed institutions are – private management boards have not laid down suitable conditions of service for the teachers, the managements can and do terminate the services of teachers without due cause. The heads of institutions show lack of leadership and do not attend to their work punctually and regularly. Ravi (2014) through his study states that secondary school principal who differs on their administrative behavioral characteristics such as Exocentric nature; Interactive nature, Democratic nature, Progressiveness, flexibility, Achievement orient quality and Tolerance also differ significantly with reference to their teacher's attitude towards teaching. Many teachers would agree that their pressure is due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paper work, and lack of resource have all been identified as factors that can cause stress among school staff (Hammond & Onikama, 1997). Teachers are often transferred to unsuitable places, and often, the transfers are the result of political influence, vested interests or individual influence.

Hurdles related to Teaching

Teachers of different subjects namely languages, social studies, science, mathematics etc. have difficulties regarding teaching aids and text books due to the lack of facilities. Some others have difficulty in teaching English. Sonika Chauhan (2015) in her write up states that, the reality however is that most teacher find prepackaged materials rigid as they are unable to suit the diverse needs of the classroom and learners. The role of teacher gets reduced to a technician who can implement the given content rather than seeing them as thinking humane professionals. Majority of them have difficulty in dealing with dull children. Chaudhuri (2017) says that Indian teachers, while supporting the philosophy of inclusion, are quite anxious and show negative attitude regarding the management of the learners with special needs in their own classroom. The responsibility falls on teachers to churn the best out of the non performing students and it is their responsibility to raise a student's performance and to equate it with the rest of the class if the student joined the school in the far end of the academic year. A few teachers have no activity based teaching in the class except formal teaching. This makes the school life a monotonous routine work without any novelty.

One of the most difficult tasks that a teacher faces is classroom management. The number of students that each teacher is responsible for is increasing. Classroom

management techniques are different for a shop class or science lab where hands on learning is happening compared to English or Maths, which requires listening and reading. The new educator needs to establish how they are going to run their classroom from the start, or they will spend too much time trying to deal with problem behavior and disruptions. The funds for support staff of help in the classroom are decreasing. Another crucial problem is a teacher is to deal with multi-grade teaching due to teacher absenteeism or shortage of teachers in the school. Such situations are the common issues in the classroom transactions and the strategies to be used in it often fail which also raises the issue of divergence between policy and practice.

Hurdles of Professional Development

Education sector is a very dynamic industry. A good teacher needs to be constantly updated with the best practices practiced across the world. Professional development of teachers is an ongoing learning process in which teachers engage themselves out of their zeal and interest to learn how best to adjust their teaching to the learning needs of their students. The ultimate purpose of it is to promote effective teaching that results in learning gains for all students (Nanda & Kumar, 2010). With increasing specialization, there is a need and demand for training of teachers in specialized areas such as pre-school education, vocational education, physical education, and special education for disabled children. The Education commission (1964-66) said that, a sound programme of professional education of teachers is essential for the quality improvement of Education. Agarwal (2010), suggested Teachers who attend in service educational programmes may be given some credit in promotions and other incumbents, in-service programmes should be organized in such a way that these prove helpful in the daily work of the school, to motivate teachers in attending the in-service educational programme regarding professional development. As the research work of Chutia (2014) suggest that primary teachers have shown favorable desire to in-service programme which benefit them by equipping academically fit and update, therefore training is necessary for teachers so that they can accomplished in new skills and theories of teaching.

Hurdles of job Satisfaction and Security

Job security, better salary, lack of close supervision, assured pension and other welfare measures implicit in employment under public concerns. It is interesting to note that most of the private concerns, both industrial and educational institutes alike are faring better than those under public management. Satisfaction of the incumbents with various aspects of job was found to significantly enhance their involvement in the job and vice-versa. Teaching can be a stressful occupation. The daily interactions with students and coworkers and the incessant and fragmented

demands of teaching often lead to overwhelming pressure and challenges which may lead to stress. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent feature of the modern organization. Abddul Rahmanet .al. (2014) stated female teachers suffer much greater levels of occupational stress than the male teachers. Where work stress is correlating, some negative physiological, psychological and behavioral consequences may result in (DeRobbio&Iwanicki, 1996). The studies of Raschke (1985);Balse (1986); Hock and Roger (1996) indicated that the degree of stress which teacher experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Such as inability to meet the demands of students and lack of adequate coping mechanisms (Chandraiah 2010). Most of the schools consists of stressed teachers and the pupils enrolled in those schools may not get as effective professional services from the teachers as is expected otherwise there is a chance that work stress may encourage absenteeism, early retirement and resignations of the teachers from the education system and creating an unmanageable loss to the society and nation as a whole.

Most of the schools in rural areas are run by the government. They appoint ad hoc teachers, instead of permanent ones, who are poorly paid as compared to the huge remuneration of a full-time Trained Graduate Teacher (TGT). Moreover, promising career prospects, which is quite a motivation booster, is almost nil for the non-permanent teachers. This leads to dissatisfaction, eventually resulting in a dearth of teachers because they move away to more permanent jobs. There is a dire need to rectify the situation by improving the salary and service conditions of teachers. If these conditions are improved, there will be ample scope to attract the gifted into the profession or teaching and to retain them in the profession on a permanent basis. This will also help to boost up the socio-economic and professional status of the teachers. Job satisfaction among teachers can be improved through the following ways.

- Ø Making salaries of the teaching profession competitive between various professions.
- Ø Praising, rewarding/reognizing teacher's good performance and avoiding punishment for poor performance (reinforcement)
- Ø Encouraging teacher's participation in all the academic activities. It gives the teachers a sense of accomplishment; it is a means of recognition. It appeals to the need for affiliation and acceptance.

- Ø Creating psychological climate for better interpersonal relations among teachers.
- Ø Creating an innovative and open climate for better work environment.
- Ø Conducting democratic supervision and evaluation methods
- Ø Inviting teachers in the decision-making and administering the institution.
- Ø Job enlargement. It attempts to make a job more varied by removing the dullness in it. The job contents are expanded with a view to making it more interesting. For example, teaching work can be enlarged by asking the teacher to take up action research. The repetitive or routine teaching is expanded with a variety of other activities.
- Ø Job enrichment: It attempts to make a job more meaningful and challenging. It gives a higher sense of achievement. It involves greater responsibility and gives much recognition. For example, classroom teaching work can be made more challenging when it is done through computers.
- Ø Achieving a self-directed behavior among teacher in performing their responsibilities.
- Ø Teachers of secondary schools possessing the requisite qualifications and ability should be given an opportunity to become teachers in colleges or universities. They should also be given research fellowships for further studies.

In summary

HumayanKabir said “Teachers are literally the arbiters of a nation’s destiny”. Tomorrow’s nation will depend upon the type of citizen trained and educated today in the Temples of learning. To disseminate quality education, teachers need to be seen as an active agency than can think, decide for her students and take into cognizance the multiple social political and cultural locations of learners. Instead of limiting the authority of teacher the focus should be on empowering teachers so that they can devise the best way to face the challenge of multicultural classroom.

The private sector has to keep in mind about; the employee well-being is equally beneficial for employees, organizations and communities. As Hayes (2002) says, employees spent a significant portion of their life at workplace and thus employer

should encourage employee by providing a well-being workplace for their better professional life. I feel rather than finding imperfections, the choice lies in one's hand. It is the personal choice of the teacher to find gratitude in staying with students and enjoying the heat of the classroom.

There are many hurdles in schools for today's teacher, but identifying those issues is half the battle. With a laundry list of challenges to face, now is the time for educators, parents and lawmakers to come together and begin to find solutions – for the benefit of all students today and the society. This paper concludes with this statement that, the quality of relationship inside the school system determines to the large extent quality done by student, teachers and administrators, support staff and community. They will succeed when their relationship are strong, supportive and loving

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