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Difficulties being faced by secondary school teachers during implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jammu Division

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Abstract

Universalization of secondary education became one of the important goals of Indian education system after the achievement of universalization of elementary education. Recently, Rashtriya Madhyamik Shiksha Abhiyan, a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, launched in the country in 2009 with an objective of providing universal secondary education in all government schools throughout the country. But during the implementation of this abhiyan, a number of difficulties were being faced by functionaries like CEOs, Heads, Teachers and SMDCs. Thus, the present paper is a genuine attempt to know difficulties faced by teachers during the implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and to suggest some remedial measures. Descriptive Survey Method was used and the sample constituted 150 teachers of 30 Government secondary schools of three districts-Jammu, Kathua and Samba. A self developed Questionnaire was administered. The findings revealed that the difficulties considered as most important by teachers were- delay in receiving the School grants; duration of teacher training is not adequate as per the requirement; non-teaching work hampers the teaching responsibilities; lack of health services and first aids facility in school; no proper monitoring of In-service teacher training programmes etc. The present study has its implications for Educational Planners, Policy Makers, Educational Administrators, Heads of Schools, Central and State Governments, Educationists, Researchers and different Academic Bodies associated with school education directly or indirectly.

Keywords: Teachers, Rashtriya Madhyamik Shiksha Abhiyan

Introduction

“The teacher is Brahma, the creator, he is God Vishnu, and he is God Maheshwar. He is the entire universe, salutations to him”.

Indian Prayer

Teacher is considered as equivalent to God Brahma, Vishnu and Maheshwar in Indian prayers. Teachers are great sources of knowledge, prosperity and enlightenment and serves as the real light in student's life. Thus teachers play an important role in national building so it becomes immensely important to know the difficulties faced by them. Keeping in mind the importance of teachers in educational institutions various policies, commissions and programmes has been into implementation by both the state and central government to improve the quantity and quality of both in-service and pre-service teachers of the country. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) a centrally sponsored scheme of Ministry of Human Resource Development (MHRD), Government of India is an outcome of such recommendations of policies, commissions and programmes. RMSA was implemented in all the government schools of India in 2009. The policy plans to improve the status of teachers through appointing additional teachers; improving physical facilities for teachers; improving the condition of pre-service and in-service training of teachers; involving teachers in planning process; providing residential accommodation to teachers in rural and hilly areas; arranging capacity building programmes for teachers; continuous enrichment of teachers and much more.

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Justification of the study

The primary education remained in focus all through since the independence while secondary education was never given due importance. But recently the government of India constituted a task force on secondary education for attainment of Universalisation of Secondary Education. The objective of USE cannot be completed without the sincere efforts of the teachers. So to attain quality in education teachers need to be contented with their work and there problems should be taken seriously into the consideration. Teachers are less likely to be absent at schools that have been inspected recently, that have better infrastructure, and that are closer to the paved road (Kremer, Chaudhary, Rogers, Muralidharan, and Hammer, 2005) [6]. The absence rates of teachers at remote schools are 21.4 % because of unavailability of transportation makes it harder for a teacher to arrive at schools on time. Another influencing factor is school’s facilities and infrastructure (Alcazer, Rogers, Choudhary, Hammer, Kremer & Muralidharan, 2006) [2]. Job satisfaction and motivation in secondary level is low because the teachers are dissatisfied with their remuneration; facilities like classrooms, staffrooms, dilapidated school structures etc. Teachers particularly those in rural schools, face challenging working conditions (Kadzamiri, 2006) [5]. Both male and female teachers raised the following factors/issues and challenges: poor salaries, poor working conditions, lack of respect, political harassment, overworking, absence of refresher courses, teachers not trained to cater for special needs children, and incompetency in terms of technological advancement. (Chireshe & Shumba, 2011) [4]. The large number of teachers working in public schools has to travel long distances every day. (Singh & Sarkar, 2012) [11]. The aforesaid background and efforts in this field particularly has motivated the researcher to take up present study. Therefore, the present study is an attempt to find out the difficulties that has been faced by the teachers in the effective implementation of Rashtriya Madhyamik Shiksha Abhiyan to attain the target of quality education.

Objectives of the study

1. To know the difficulties faced by the Teachers during the implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
2. To suggest some remedial measures in the light of findings of the present study to further improve the exiting scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Research method: Keeping in view the nature of the present study, Descriptive Survey Method was used.

Population: All the Government secondary school teachers of all ten districts of Jammu Division constituted the population of the present study.

Sample: At the first stage out of ten districts of Jammu Division, only three districts- Jammu, Samba and Kathua were selected randomly using the lottery method. At second stage, 30 Government secondary schools i.e. 10 each from Jammu, Kathua and Samba were selected from sample districts randomly using lottery method. At the third stage, 150 teachers i.e. 50 each from each district were included in the sample on the basis of their availability and readiness to respond.

Tools used: Self developed Questionnaire to know the difficulties/problems faced by teachers during implementation of Rashtriya Madhyamik Shiksha Abhiyan.

Statistical techniques employed: For the purpose of analysis of data, the frequency, percentage and quartile deviation was applied by the researcher.

Result and discussion: The analysis and interpretation of the data is done regarding the difficulties faced by teachers during the implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jammu division in the tables given below:

Table 1: Categorization of the Difficulties faced by the teachers

Category	Score Value	Item No. of items falling in Respective Categories
Category I (Most important difficulties)	$X \geq Q3 = 267$ & above	23, 27, 32, 33, 22, 10, 26, 28, 24, 29.
Category II (Average difficulties)	Between $Q1$ and $Q3$ (230 to 266)	11, 12, 13, 34, 25, 18, 31, 9, 14, 30, 21, 26, 7.
Category III (least important difficulties)	$X \leq Q1 = 229$ & below	4, 6, 3, 16, 17, 5, 19, 1, 2, 15, 8, 35, 20.

The Table No 1 shows that the items of the questionnaire at Sr. No. 23, 27, 32, 33, 22, 10, 26, 28, 24 and 29 were having the score value of 267 and above. These items fall in Category I and were considered as the ‘Most important’ difficulties as perceived by the teachers. The factors falling in Category 1 are listed in the Table No 1 in the decreasing order of importance.

The Table No 1 also reveals that that the items of the questionnaire at Sr. No. 11, 12, 13, 34, 25, 18, 31, 9, 14, 21, 26 and 7 were having the score value greater than 230 but less than 266. The statements falling under these values were categorized as the ‘Average difficulties’ and are listed in the decreasing order of importance.

The Table No 1 also indicated that the items at Sr. No. 4, 6, 3, 16, 17, 5, 19, 1, 18, 2, 15, 8, 35, and 20 were the difficulties with score value of 229 and below. The items falling under these values are categorized as the ‘Least important’ difficulties faced by teachers in the decreasing order of their significance.

Category I: Difficulties Categorized as Most Important by the Teachers during the Implementation of Rashtriya Madhyamik Shiksha Abhiyan In the present section, the responses falling under Category I are categorized as the most important difficulties and are indicated in Table No. 2 according to their order of significance.

Table 2: Difficulties Categorized as Most Important by the Teachers during the Implementation of Rashtriya Madhyamik Shiksha Abhiyan

Item No.	Statements	To great extent (%)	To some extent (%)	Not at all (%)	S.V.	R.S.
23	Delay in receiving the School grants	54 (36%)	71 (47%)	25 (16.7%)	329	2.19
27	Duration of teacher training is not adequate as per the requirement	47 (31%)	68 (45%)	35 (23.7%)	312	2.08
32	Non-functional Guidance and Counseling cell	38 (25.3%)	81 (54%)	31 (20.7%)	307	2.04
33	Non Teaching work hampers the teaching responsibilities	42 (28%)	72 (48%)	36 (24%)	306	2.04
22	Shortage of funds in schools to fulfill the need of the school.	38 (25.3%)	75 (50%)	37 (24.7%)	301	2.0
10	Lack of health services and first aids facility	30 (20%)	78 (52%)	42 (28%)	288	1.92
26	Non availability of Guidelines regarding utilization of school grants	30 (20%)	77 (51%)	43 (28.7%)	287	1.91
28	Inconvenient time of holding In-service teacher training programmes	20 (13%)	95(63%)	35(23.7%)	285	1.9
24	Lack of serious efforts from the Central and State Government for out of school children and drop out	35 (23.3%)	61 (41%)	54 (36%)	281	1.87
29	No proper monitoring of In-service teacher training programmes	18(12%)	88 (59%)	44 (29%)	274	1.82

The Table No 2 further indicates the 1st Category difficulties which were having the score value of 267 and above and were categorized as the most important difficulties as indicated by the respondents. The problems categorized under this group are given below.

Sr. No 23 ‘Delay in receiving the School grants’ (329); Sr. No. 27 ‘Duration of teacher training is not adequate as per requirement’ (312); Sr. No. 32 ‘Non-functional Guidance and Counseling cell’ (307); Sr. No. 33 ‘Non Teaching work is an extra burden on teacher’ (306); Sr. No. 22 ‘Non Teaching work hampers the teaching responsibilities’ (301); Sr. No. 10 ‘Lack of health services and first aids facility in schools’ (288); Sr. No. 26 ‘Non availability of Guidelines regarding utilization of school grants’ (287); Sr. No. 28 ‘Inconvenient time of holding In-service teacher training programmes’ (285); Sr. No 24 ‘Lack of serious efforts from the Central and State Government for Out of school children

(OOSC) and drop outs’(281); Sr. No 29 ‘No proper monitoring of In-service teacher training programme’(274). Therefore, on the basis of the above classification of the difficulties faced by Teachers, it may be concluded that the difficulties of 1st categories are such difficulties whereon the responses of almost all the Teachers indicated that these were the major difficulties influencing the teachers and should be taken into consideration for attaining the Universalization of Secondary Education.

Category III: Least Important difficulties as Indicated by the Teachers

The present section deals with the description of items of Category III which are classified as the least important difficulties as indicated by the 150 Teachers from 30 sample schools of Jammu, Kathua and Samba District.

Table 3: Difficulties Categorized as Least Important by the Teachers during the Implementation of Rashtriya Madhyamik Shiksha Abhiyan

Item No.	Statements	To great extent (%)	To some extent (%)	Not at all (%)	S.V.	R.S.
4	Lack of toilet facility in schools	24 (16%)	42 (24%)	65 (60%)	229	1.52
6	Lack of electricity facility in school	10 (6.7%)	59 (39%)	81 (54%)	229	1.52
3	Lack of drinking water in school	14 (9.3%)	60 (30%)	66 (60.7%)	228	1.52
16	Lack of adequate number of subject teachers in school	13(8.7%)	52 (35%)	85 (56.7%)	228	1.52
17	Lack of trained and qualified teachers	21 (14%)	32(21.3%)	97 (64.7%)	224	1.49
5	Lack of separate toilet for the male & female teachers and for boys & girls	23 (15.3%)	55 (37%)	72 (48%)	223	1.48
19	Ineffective School Management and Development Committee (SMDC)	10 (6.7%)	52 (35%)	88 (58.3%)	222	1.5
1	Lack of adequate building according to the enrolment of students	15(10%)	52 (35%)	73 (55%)	222	1.48
2	Lack of separate class room for every class	11 (7.3%)	49 (33%)	90 (60%)	221	1.47
15	Lack of teachers in schools	9 (6%)	50(33.3%)	91 (60.7%)	218	1.45
8	Lack of boundary wall in schools	12 (8%)	58 (45%)	65 (46%)	217	1.44
35	High teacher-pupil ratio in classrooms	23 (15.3%)	39 (22%)	63 (62.7%)	210	1.4
20	Effect of Gender on the enrolment and attendance of students.	3 (2%)	13 (9%)	134 (89%)	169	1.12

The Table No 3 reveals the frequency, percentage, score values and rating scales for the statements perceived as the least important difficulties in the decreasing order of their importance. It further includes all those difficulties with score value ranging from 229 and below and the rating below 1.52.

The least important difficulties as perceived by the teachers are as following: Sr. No. 4 ‘Lack of toilet facility in schools’

(229); Sr. No. 6 ‘Lack of electricity facility in school’ (229); Sr. No. 3 ‘Lack of drinking water in school’ (228); Sr. No. 16 ‘Lack of adequate number of each subject teacher in school’ (228); Sr. No. 17 ‘Lack of trained and qualified teachers’ (224); Sr. No. 5 ‘Lack of separate toilet for the male & female teachers and for boys & girls’ (223); Sr. No. 19 ‘Ineffective School Management and Development Committee (SMDC)’ (222); Sr. No.1 ‘Lack of adequate

building according to the enrolment of students' (222); Sr. No. 2 'Lack of separate class room for every class' (221); Sr. No.15 'Lack of teachers' (218); Sr. No 8 'Lack of boundary wall' (217); Sr. No. 35 'High pupil-teacher ratio' (210); and Sr. No. 20 'Effect of Gender on student's enrolment and attendance of students' (169).

Therefore, Category III is such difficulties whereon the responses of almost all the teachers indicated that these difficulties are rarely affecting the process of Universalization of Secondary Education in Jammu Division.

The findings of the study are in tuned with the findings of the following studies: The study of Aiyar (2012) also concluded that school is not guaranteed to receive a grant every year and there are significant delays in fund-flows at the school level, which supports the present study. The study of Mehta (2013) also supported the present study as it also revealed that only about 18 percent Secondary schools have first-aid rooms. The findings of present study is supported by the results of Bhutia (2013) as the study pointed that the states like Mizoram, Nagaland and Meghalaya has not started Guidance & Counseling resource Center where as in Sikkim the center is initiated and so far four resource teachers both at district and state level have been appointed.

Main findings of the study

These are the difficulties that were considered as the most important difficulties by the 150 teachers from 30 sample schools of Jammu, Kathua and Samba.

- Delay in receiving the School grants
- Duration of teacher training is not adequate as per the requirement
- Non-functional Guidance and Counseling cell in schools
- Non Teaching work hampers the teaching responsibilities
- Shortage of funds in schools to fulfill the need of the school.
- Lack of health services and first aids facility in school
- Non availability of Guidelines regarding utilization of school grants
- Inconvenient time of holding In-service teacher training programmes
- Lack of serious efforts from the Central and State Government for bringing out of school children and drop outs back to school
- No proper monitoring of In-service teacher training programmes

Suggestions for further improvement in the existing scheme of RMSA

- The school grants should be delivered to the schools timely i.e. without making any delay so that the funds are used properly.
- The duration of teacher training programme should be according to the requirement of the teachers.
- There should be proper working of Guidance and Counseling cells in the schools to guide and counsel students as per there needs.
- The teachers should not be engaged in the non teaching assignments as these activities hamper the teaching responsibilities of a teacher.

- The funds should be provided as per the requirement of schools as shortage of funds in schools unable the authorities to fulfill the needs of the school.
- There should be the provision of health services and first aids facilities in all the schools to maintain the health of the students.
- The guidelines regarding utilization of school grants should be made available to all the schools to avoid any misuse.
- The in-service teacher training programmes should be conducted either in the beginning/end of the session or in the vacations so that the routine class work is not disturbed.
- The Central and State Government should cooperate and take initiatives for bringing out of school children and drop outs back to schools.
- There should be proper monitoring of in -service teacher training programmes so that it becomes more serious affair and maximum teachers get benefitted out of it.

Conclusion

It may be concluded that the items included in Category I were considered as the most important difficulties faced by the Teachers and needful steps should be taken by central government, state government and other functionaries related to secondary education for the attainment of quality in secondary education and Universalization of Secondary Education.

Therefore the present study has implications for Educational Planners, Policy Makers, Administrators, Heads of Schools, Central and State Governments, Educationists, Researchers and different Academic Bodies associated with school education.

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