INTRODUCTION

There has been a growing demand of quality education all over the country. The quality of education depends on teachers attitude in his profession and his interest. This is the age of globalization and teacher's role is very crucial to motivate the students and organize a sound environment to achieve the demands of the nation and society. But, at present teachers are facing many problems which hinder to perform their job satisfactory. So, what type of problems are the secondary school teachers facing need to be studied.

OBJECTIVES OF THE STUDY

1. To study the problems of secondary school teachers of both government and private schools in performing curricular and co-curricular activities.
2. To study the problems of secondary school teachers of both government and private schools' facing in academic progress of the students.

METHODS

The present study has been designed to explore the problems of the secondary school teachers, descriptive survey method was used.

SAMPLE

A sample of 30 teachers from government secondary schools and 30 teachers from private secondary schools had been selected purposively. Therefore, the sample of present study had 60 teachers of secondary schools.

TOOLS AND TECHNIQUES

Since the study was designed to explore the problems of secondary school teachers, a standardized questionnaire was used for data collection. The questionnaire consisted items pertaining to different types of problems that secondary school teachers were facing in their job i.e. problems of performing curricular and co-curricular activities.

RESULT

As can be seen in Table 1, cent percent of teachers working in both government and private secondary schools opined that, students studying in their classes were listening teaching attentively. Therefore it was found out that there existed no difference between government and private secondary school teachers in relation to students’ listening in their classes.

Further, it was also found that 13.33% teachers working in government secondary schools opined they were facing difficulties of course content, where 33.33% teachers working in private secondary schools were facing same problem. There found difference between very hard and difficulties of course content faced by teachers.

Further, the table 4.1.1 also shows that 66.33% teachers working in government secondary schools opined availability of laboratory equipments to conduct experiments in science subject, where 33.33% teachers working in private secondary schools opined availability of laboratory equipments to conduct experiment ion science subjects. There found difference between availability of laboratory equipments to conduct experiments in science subject in schools.

As can be seen in Table 1, cent percent of teachers working in government and private secondary schools opined that students were not created disturbance in classes when teachers delivered their teaching. There found no difference between in disturbance create by students in class.

Further, it was also found that 13.33 % teachers working in government secondary schools opined they were facing difficulties of course content, where 33.33% teachers working in private secondary schools were facing same problem. There found difference between very hard and difficulties of course content faced by teachers.
From the above analysis the findings also reveals that teachers working by the government as well as other agencies relating to education further, quality improvement of students there should be given attention. Secondary schools were not getting such facilities as satisfactory. Private secondary schools were getting laboratory equipments to conduct experiments in science subjects that teachers working in schools in problems related to availability of laboratory equipments to conduct smoothly. Teachers working in private secondary schools at micro as well as macro levels. That's why the teaching process can flexibility of content materials etc of private secondary school teachers difficulty of course content(13.33<33.33%). Further, it was proposed teachers working in private secondary schools in problems related to working in government secondary schools were better as compared to teachers working in government secondary schools to perform co-curricular activities. The findings of the present study state that due to non-availability of laboratory equipment teachers working in government secondary schools were faced problems to conduct experiments in science subject, so that there were not organized practical work in a progressive manner. The findings of the study also emerged that as compare to government secondary school teachers private secondary school teachers were faced extra workload in schools (20%<60%) other than the teaching relating to school management and infrastructural development. So that the management authority, school administration as well as government should take necessary steps to provide different facilities other than the workload where teachers can influence to progress in academic contribution.

Major findings
The main findings of the study were as follows-

i. Teachers working in both government and private secondary school did not faced problems in performing curricular activities in class room teaching that all students were listened to them attentively and did not creates any disturbance in class. Teachers working in government secondary schools (13.33%) and teachers working in private secondary schools(86.66%) faced difficulty of course content.

ii. Teachers working in government secondary schools (33.33%) were faced problems of non-availability of laboratory equipment to conduct experiment in science subjects and teachers working in government secondary schools (20%) and teachers working in private secondary schools (60%) faced extra workload other than teaching.

DISCUSSION
Teaching is a noble profession where teachers are playing great role in qualitative improvement of students. But they are not totally secure, because they are also not free from different problems. They are also facing problems of conducting curricular and co-curricular activities. From the above analysis the findings emerged that problems faced to performing curricular activities of teachers working in government secondary schools as compared to teachers working in private secondary schools were no differences in the area like students listen to the teaching attentively, students create disturbance in class room and availability of teaching aids. The findings also emerged that teachers working in government secondary schools were better as compared to teachers working in private secondary schools in problems related to difficulty of course content(13.33<33.33%). Further, it was proposed to give attention to provide different orientation programme, training, flexibility of content materials etc of private secondary school teachers to micro as well as macro levels. That’s why the teaching process can conduct smoothly. Teachers working in private secondary schools were better as compared to teachers working in government secondary schools in problems related to availability of laboratory equipments to conduct experiments in science subjects that teachers working in private secondary schools were getting laboratory equipments to experiment in science subjects, where teachers working in government secondary schools were not getting such facilities as satisfactory. Further, quality improvement of students there should be give attention by the government as well as other agencies relating to education systems to provide laboratory equipment in government schools where different background of students are studying to achieve their goals. From the above analysis the findings also reveals that teachers working in private secondary schools were better as compared to teachers working in government secondary schools to perform co-curricular activities. The findings of the present study state that due to non-availability of laboratory equipment teachers working in government secondary schools were faced problems to conduct experiments in science subject, so that there were not organized practical work in a progressive manner. The findings of the study also emerged that as compare to government secondary school teachers private secondary school teachers were faced extra workload in schools (20%<60%) other than the teaching relating to school management and infrastructural development. So that the management authority, school administration as well as government should take necessary steps to provide different facilities other than the workload where teachers can influence to progress in academic contribution.

Educational implications

a) The findings of the study that due to non-availability of laboratory equipment 33.33% teachers working in government secondary schools faced problems to conduct experiments in science subject, it is recommended that government should provide laboratory equipment to each and every secondary schools to conduct experiment in science subject.

b) The findings of the study that 20% teachers working in government and 60% teachers working in private secondary schools faced extra workload other than the teaching, it is recommended that the state and central government should take steps to control such problem in school for academic progress of the students.

REFERENCES