



PROBLEMS OF SECONDARY SCHOOL TEACHERS IN PERFORMING CURRICULAR AND CO-CURRICULAR ACTIVITIES

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ABSTRACT The objectives of the study was to investigate the problems of secondary school teachers of both government and private schools in performing curricular and co-curricular activities, and problems facing in academic progress of the students. A sample of 60 teachers was selected purposively. Out of which 30 teachers from government secondary schools and 30 teachers from private secondary schools. Therefore, the sample of present study had 60 teachers of secondary schools. Questionnaire prepared by investigator with experts was used to collect the data. The findings revealed that i) 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.

KEYWORDS : Curricular activities, Co-curricular activities, Academic

INTRODUCTION

There has been a growing demand of quality education all over the county. 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.

Table-1: Summary of problems faced by secondary school teachers relating to performing curricular activities

Sl. No	Type of school	Government secondary school Teachers			Private secondary school Teachers		
		Respondents	Yes (%)	No (%)	Respondents	Yes (%)	No (%)
1	Do the students listen to your teaching attentively?	30	30 (100%)	—	30	30 (100%)	----
2	Do the students create disturbance in the class?	30	-----	30 (100%)	30	-----	30 (100%)
3	Are the course content very hard and difficult to teach?	30	4(13.33%)	26 (86.66%)	30	10 (33.33%)	20 (66.66%)
4	Are laboratory equipment available to conduct experiment in science subjects?	30	20 (66.33%)	10 (33.33%)	30	30 (100%)	—
5	Are teaching aids like chalk, duster, maps, globe, chat etc. available for teaching?	30	30 (100%)	—	30	30 (100%)	—

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.

Further, the table 4.1.1 also shows that 66.33% teachers working in

government secondary schools opined availability of laboratory equipments to conduct experiment in science subject, where cent percent 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.

Further, it was also found that that cent percent teachers working in government and private secondary schools opined there were availabilities of teaching aids like chalk, duster, maps, globe, chat etc. for teaching provided by chalk, duster, globe, maps, chat etc. for teaching in schools. There found no difference between availabilities of teaching aids like.

Table No-2 Summary of Problems faced by secondary school teachers relating to performing co-curricular activities

Sl. No.	Type of school	Govt. secondary school Teachers			Private secondary school Teachers		
		Respondents	Yes (%)	No (%)	Respondents	Yes (%)	No (%)
1	Do the staff members Co-operate to organize co-curricular activities?	30	28 (93.33%)	2 (6.66%)	30	28 (93.33%)	2 (6.66%)
2	Do the Headmaster cooperate to organize co-curricular activities?	30	30 (100%)	—	30	30 (100%)	—
3	Do the students cooperate to organize co-curricular activities?	30	27 (90%)	3 (10%)	30	30 (100%)	—

As can be seen in Table-2, 93.33% teachers working in both government secondary schools and private secondary schools opined that members of the staff were co-operate to organize co-curricular activities. There found no difference between involvement and co-operation members of the staff to organize co-curricular activities in the schools.

Further, it was also found that cent percent teachers working in government and private secondary schools opined that Headmasters/headmistress were co-operative to organize co-curricular activities. There found no difference between involvement and co-operation of Headmasters/Headmistress to organize co-curricular activities in the schools.

Further, the Table-2 shows that 90% teachers working in government secondary schools and cent percent teachers working in private secondary schools opined that students were co-operative to organize co-curricular activities. There found difference between involvement and co-operative of students to organize co-curricular activities.

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 compare 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 at 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.

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