

The Problems Faced in Teaching Science in the High Schools of Manipur, India.



Education

KEYWORDS : Problems, Science, Teaching of Science, Teachers, Private High School teachers, Education in Manipur.

Dr. Keithellakpam Bidyalakshmi

Assistant Professor M.A. (Education), B.Ed, M.Ed, Ph.D(Education) R.K. Sanatombi Devi College of Education. Heirangoithong Awang Maibam Liekai P.O Singjamei- 795008, Imphal, Manipur, India

ABSTRACT

The present paper attempts to study the problems faced by the science teachers in the High Schools of Manipur. Descriptive survey method was used for the study. In the present study, 50 science teachers of the private high schools of Imphal East district of Manipur were drawn on the basis of the stratified sampling method. Self-designed questionnaire in different aspects as such- Teaching methodology, teaching aids, evaluation, library, laboratory, relationships job satisfaction and curriculum was employed in the study. From the study, it enables to identified that there exists a lot of problems faced by the trained, untrained, male and female high schools teachers in the teaching of science.

INTRODUCTION

Today, science is dominating in such a wide area of human activities that is concerned not only to a group or selected but to the whole society. Science has become a part and partial of almost everybody, everywhere in the globe. In today's present scientific age, man, by his inquisitive nature have started to explore the space world, discovering the secrets of nature. Now, it is a well accepted view that the new generation must be well equipped with the scientific knowledge and attitudes to grow and live in the modern world as efficient citizens.

Science itself is a self accumulating, self growing, self accelerating, self correcting and self pervading enterprise that were originated in a collective curiosity of man from time immemorial. It also provides the means by which learners can interact with the world around them and helps to develop ideas about the phenomena they experience. Science keeps moving forward on the path of dynamism, dogmatism and discovery at the same time, curiosity, open mindedness, demand for verification and proofs, statistical reasoning, judgments and willingness to change in the light of new evidence. Thus, it may be described as the systematic study of the nature and behaviour of the material and physical universe, based on observation, experiment and measurement, and the formulation of laws to describe these facts in general terms. It is a branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws. Science has grown in a different attitude towards life. It is the attitude of utility and has covered up the entire range of the uses. A person may belong to any group, caste, race or tribe of the society but he utilizes knowledge of science in one form or the other. So, science is ultimately involved in every moments of one's life. Thus, teaching of science has become an unavoidable part of general education. Considering science in the context of intellectual values, it is the most inexhaustible store house of knowledge. It is limitless and borderless and so, the fundamental characteristics of science are its possibility of unlimited growth. Science is a subject of great educational values that makes a major contribution in achieving the aims of the education. It is a subject of reasoning and a way of settling in mind, the habit of reasoning. In this present world, it seems impossible to live without having a basic knowledge of science. The achievements and the benefits of science touch all the sectors and all levels of the modern society. So, we are more likely to feel the importance about the practical values of science in our lives. The primary objective of science teaching is to give knowledge and information about the world that we live in. The term 'Science' has been interpreted and explained in various important ways. It is practical, experimental and experiencing part of studies. To live as an important and efficient individual in today's modern society, each citizen need to know the facts about the scientific principles and the natural laws governing it. Science, as a school science should be therefore, be a part of

sound education and thus, be a general based on humanistic approach that may be valuable to mankind.

STATEMENT OF THE PROBLEM

"The problems faced in Teaching Science in the High Schools of Manipur", India.

OBJECTIVES OF THE STUDY

1. To compare the level of problems of teaching science between Trained and Untrained science teachers of the private high schools of Imphal East District.
2. To compare the level of problems of teaching science between Male and Female science teachers of the private high schools.
3. To compare the level of problems between Male trained and Female trained science teachers.
4. To compare the level of problems between Male untrained and Female untrained science teachers of the private high schools of Imphal East District.

HYPOTHESES

1. There exist no significant difference between Trained and Untrained science teachers of the private high schools of Imphal East District in the level of problems of teaching science.
2. There exist no significant difference between Male science teacher and Female science teachers.
3. There exist no significant difference between Male trained and Female trained science teachers.
4. There exist no significant difference between Male untrained and Female untrained science teachers of the private high schools of Imphal East District in the level of problems of teaching science.

METHODOLOGY OF THE STUDY

Descriptive-survey method is employed in the present study.

SAMPLE

The present study is confined to the sample of 50 science teachers of the private high schools of Imphal East district and the sample are drawn on the basis of the stratified sampling method.

For even distribution, 25 Male science teachers and 25 Female science teachers are selected for investigation. Out of the 25 Male science teachers, 12 are Male trained science teachers and 13 are Male untrained science teachers. Out of the 25 Female science teachers, 12 are Female trained science teachers and 13 are Female untrained science teachers respectively.

TOOLS USED

The investigator prepare questionnaire consisting of 46 ques-

tions dealing with different aspects involved in Teaching, methodology, teaching aids, evaluation, library, laboratory, relationships, job satisfaction and curriculum.

STATISTICAL TECHNIQUE USED

Mean percentage is used to analysed and interpret the data.

ANALYSIS AND INTERPRETATION

**TABLE – 1
PERCENTAGE OF PROBLEMS FACED BY THE TRAINED AND UNTRAINED SCIENCE TEACHERS**

TRAINED TEACHERS		UNTRAINED TEACHERS	
YES	NO	YES	NO
66.64%	33.36%	68%	32%

The above Table-1 shows that the degree of problem faced by the trained teachers in term of percentage is 66.64% whereas the percentage scored by the untrained teachers is 68% respectively.

It clearly indicates that the degree of problems faced by the untrained teachers is greater than the degree of problems faced by the trained teachers of the private high schools of Imphal East District. Therefore, the hypothesis is rejected. It reveals that there is a significant difference between the degree of problems faced by the untrained teachers and the trained teachers of the private high schools of Imphal East District.

**TABLE – 2
PERCENTAGE OF PROBLEMS FACED BY THE MALE AND THE FEMALE SCIENCE TEACHERS**

MALE SCIENCE TEACHERS		FEMALE SCIENCE TEACHERS	
YES	NO	YES	NO
73.91 %	26.09 %	64.95 %	35.05 %

The above Table-2 shows that the problem faced by the male science teachers is 73.91 % whereas the female science teachers is 64.95 % respectively.

Since, the degree of problems faced by the male science teachers is greater than the degree of problems faced by female teachers, the hypothesis is rejected.

In other words, there is a significant difference between the degree of problems faced by the male and female science teachers of the private high schools of Imphal East District.

**TABLE – 3
PERCENTAGE OF PROBLEMS FACED BY MALE AND FEMALE TRAINED SCIENCE TEACHERS**

MALE TRAINED TEACHERS		FEMALE TRAINED TEACHERS	
YES	NO	YES	NO
73.18 %	26.82 %	65.56 %	34.44 %

The above Table-3 shows that 73.18 % of the male trained teachers faced the problems whereas 65.56 % by the female trained teachers respectively.

It clearly indicates that the degree of problems faced by the male trained teachers is greater than the degree of problems faced by the female trained teachers.

Therefore, the hypothesis is rejected.

In short, there is a significant difference between the degree of

problems faced by the male trained teachers and the female trained teachers of the private high schools of Imphal East District.

**TABLE – 4
PERCENTAGE OF PROBLEMS FACED BY THE MALE UNTRAINED AND THE FEMALE UNTRAINED SCIENCE TEACHERS**

MALE UNTRAINED TEACHERS		FEMALE UNTRAINED TEACHERS	
YES	NO	YES	NO
71.73 %	28.27%	69.56 %	30.44 %

The above Table-4 indicated that the degree of problem faced by the male untrained teachers is 71.73 % whereas the percentage scored by the female untrained teachers is 69.56 % respectively.

It is clear that the degree of problems faced by the male untrained teachers is greater than the degree of problems faced by the female untrained teachers.

Therefore, the hypothesis is rejected.

In other words, there is a significant difference between the degree of problems faced by the male untrained teachers and the female untrained teachers of the private high schools of Imphal East District.

RECOMMENDATIONS

1. Teachers should be provided relevant training to the problems in classroom management and to deal with the issues and problems inside the classrooms.
2. Teachers may be able to overcome the problems of classroom on the basis of effective lesson planning on regular basis.
3. Teachers can make their classroom management better by using the available resources in classroom effectively such as teaching and reading materials, technologies and even students as resources. In this regard, the school principal may also advise the teachers to do that.
4. By encouraging the students to ask questions and to participate in the process of education can improve deviant behaviours of students. In this way, some of the discipline problems could be controlled and better relationship on the part of students could be established.
5. The students should be advised to follow the classroom rules. In this regard the teachers may involve students in the process of making the rules and procedures for classroom. In this way, the students will own the rules.
6. The students must be considered as participant in the process of education rather than a recipient. For this purpose, the teachers may give some responsibilities to the students to engage them in the process of teaching and learning. This act will develop among the students a strong sense of accountability and sense of purpose.
7. The teachers should control the rude or deviant attitudes of the students by praising their contributions. In this way the students' self-esteem will increase.
8. Teachers need to design different learning activities in the classroom so that the students are engaged and do not find extra time for making mischief and disturbances.
9. School principals should allow the teachers to make decisions independently. This will help the teachers to directly talk to the parents of the students and get them involved in the process of education of their children directly.

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