Research Paper Education

A Study on School Centred Problems of Students

Pratisha Padmasri Deka | Cotton College, Guwahati, Assam

ABSTRACT

Student life is getting complex day by day. Majority of students now a day lack sense of direction, sense of purpose and sense of fulfillment. Changing society, conflicts in values and attitudes, new cynicism about politics, economic factors has contributing towards creation of new pressure and demand on school which has substantial impact on students. Moreover, students` inability to make wise choices of school and study material multiplies the complexities in proper adjustment in school life. Though efforts has been made to solve varied problems of school students throughout the stages of education, cases of wastage and stagnation still persists not only in primary level but also in secondary level of education. This paper mainly deals with, the problems faced by students in formal school setting with an aim to highlight role of teachers and other concerned authorities in this regard.

KEYWORDS | Students` problems, School, Teacher`s role

INTRODUCTION:

"He who opens a school closes a prison"- Victor Hugo

Ideally, the school's role is to bring each student to her individual, maximum academic potential. While its effectiveness may vary from school to school, it's not enough to teach the ABCs and 123s and call it a day. A significant amount of schoolwork throughout the grades is dedicated to helping children become expert problem solvers and solution-seekers, skills that will come in handy in just about every personal and professional aspect of a child's adult life. Therefore, in addition to an academic skill, problem solving is an essential life skill. It's "the ability to analyze a situation, propose a solution and, should that solution not work, be able to re-strategize to try again," according to Shere.

Secondary stage of education in school is identified as turning point in the life of students. At this stage students are in adolescence period marked by rapid psychological, physical, moral and social development which leads to creation of manifold needs among them such as need for sympathy and proper understanding, need for diversified curriculum and co-curricular activities, need for moral education, training in responsibility, need for guidance etc. If their needs are not catered by as school activities problems in adjustment in school environment emerges. Moreover, it serves as the basis for development of dislike for studies, teachers and school. The present study tries to discuss some of such problems.

LOCATION:

The study is conducted in Guwahati city of Assam, one of the fastest developing cities of India which lies on the geographical coordinates of 26° 11′ 0″ N, 91° 44′ 0″ E with an area of 216 km². As per provisional reports of Census India, population of Guwahati in 2011 is 963,429. Average literacy rate of Guwahati city is 91.11 percent of which male and female literacy was 92.89 and 89.16 percent.

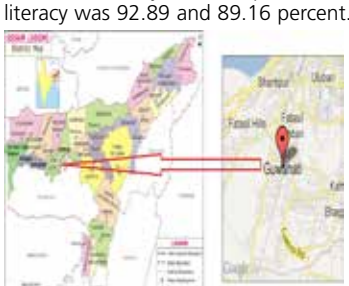


Figure1: Map of Guwahati City

OBJECTIVES:

- To study the school- centred problems in secondary stage if education,
- To analyze the views of students on varied aspects of problems associated with school and academic achievement.

DELIMITATION OF THE STUDY:

Following are the delimitation in the development of present study-

- The study restricted to a particular area i.e. Guwahati city in Assam.
- In the study attention is given to students from secondary stage of education only.
- The study was conducted on 50 samples.

METHODOLOGY AND PROCEDURE:

In present study the investigator has used- **Descriptive Survey Method** and **Observation Method** to explain educational phenomena in terms of the condition or relationship that exist, opinion that are held by students, effects that are evident and trends that are developing among students on their views on homework during holidays.

o Sample

To meet the objectives of present study 50 students were selected studying in different secondary schools in Guwahati City through one of the non-probability sampling methods i.e. Judgement Sampling Method on the basis of available information thought to be representative of total population.

o Tools

The present study is carried by using following tools-

- **Questionnaire**- The investigator in this study collects necessary information from the sample with the help of questionnaire schedules comprising of 12 questions for the students dealing with school related problems.
- **Interview**- The investigator collects needed information by verbal interaction with the sample group to meet the objectives of present study.

MAJOR FINDINGS OF THE STUDY:

Analysis and Interpretation of the findings drawn from the study has been presented as follows-

- While studying the problems faced by students in school environment 40% students accepted that location of

school in urban areas such as near busy market area, over populated area creates problem in concentration and motivation, while 30% students consider lack of adequate space for co-curricular activities as major barrier in creating necessary motivation. Other 30% believe that improper infrastructure like condition of school buildings, classroom is the main problem in school affecting studies.

TABLE-1
Response of students regarding problems related with school environment

	Response of Students		
School Environment related problems	Improper Location	Inadequate space	Infrastructure
	40%	30%	30%

- Regarding psychological problems faced in school lack of co-operative attitude of teachers, strict discipline, absence of opportunities for free activities of students were identified as main problems by 20%, 30% and 50% students in the study area respectively.
- Limited number for optional subjects according to students` aptitude and interest with less emphasis on practical utilization of knowledge are considered as major problems in coping with school curricula by as high as 90% of students.
- In respect to specific problems associated with curriculum of school, problems faced by students were, overemphasis on examination and text-book, importance on rote memorization, theoretical in nature and lack of practical utility according to 60%, 10%, 20% and 10% students respectively.
- On the part of students` own personal and adjustment problems it was found that 20% students accepted fear of failure as constrains in adjustment to school situation, while 10% students showed their dislike for studies, 20% showed lack of interest in school activities, 30% view lack of independence as problems in effective participation in



Figure 2: Response on personal and adjustment problems of students

- 90% of students view that over expectation on academic achievement from teachers and parents irrespective of students` intellectual and physical ability brings stress and anxiety among them while 10% of students opine over expectation from teacher and parents helps in creating and sustaining motivation in learning.

SUGGESTIONS:
Lack of adequate learning environment serves as the main factor leading to deterioration of quality of education in a formal educational institution. School education is the foundation upon which overall structure of educational growth and development is based. Therefore it is the duty of teachers and other concerned authority to solve school-centred problems faced by students with the aim of providing solid base for their educational growth. Following suggestions can be provided in this regard-

- While planning for establishment of new schools attention must be given on selection of location away from disturbing busy areas. In schools already established near such areas teachers should take special care in managing and mobilizing educational resources in such a way that effects of such environment on education becomes lesser.
- For creating sound psychological environment teachers should act like friend, philosopher and guide to the students with co-operative attitude to solve problems faced by students.
- Free discipline based on sound psychological principle should be practiced instead of rigid or strict discipline. Students must be given opportunity to express their best self through their creative free activities.
- There is a need to reconstruct curriculum for students which will provide for practical utilization of knowledge with importance on both theoretical and practical aspects in a balance manner.
- Courses should be diversified to cater varied individual needs of students.
- For solving personal and adjustment problems of students, guidance and counseling programs must be organized in educational institutions where teacher, parents, guidance worker, counselor can help students with a collaborative approach.
- Teacher and parents should be careful while setting goals for their young learners. Goals and expectations are to be set in accordance with abilities, aptitudes and interest of students.

CONCLUSION:
Humphrey and Traxler have given a beautiful definition of how a student is mal-adjusted when not properly oriented towards the school and college i.e. "Many lives are lost if on first or a subsequent change to a different school; the child is not treated well."

In most countries lack of student behavior may cause to some severe problems. Mainly this will occur because of the lack support from the parents and teachers.

Firstly, In today`s world most parents are busy with their jobs. Most probably they don't have enough time to spend with their children. Furthermore another reason to problematic behavior among students is lack of training between teachers. In the same time the way teachers react to student`s faults may cause them to be a wrong person in future. Lots of schools do not have a proper counselor to solve student's personal problems. Dropping out of school is an issue faced by many teens today. Researches prove that students use dropping out of school as a way to escape from their problems. Therefore, it is essential to appoint well trained counselor to every school which will be really helpful for students to walk through depression to a relax mind. On the other hand teachers must pay a special individual attention to each and every student who is in the class room.

REFERENCES

1) Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, N. Delhi. | 2) Bengalee MD (1985) Guidance & Counseling, Sheth publishers, Bombay | 3) Bhatia KK: Principles of Guidance & Counseling | 4) Bhatagar RP: Guidnace & Counseling in Education | 5) Chauhan SS: Principles & Teachniqes of Guidance | 6) Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counseling, 6th edition, Prentice Hall of India, N. Delhi. | 7) Kochhar SK (1981) Guidance in Indian education, N. Delhi | 8) Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, N. Delhi. | 9) Kochhar SK (1986): Guidance & Counseling in Colleges & Universities, Sterling publishers, N. Delhi | 10) Madhukar Indira (2005): Guidance & Counseling, Authors Press, N.Delhi | 11) Sharma RA (2014): Fundamentals of Guidance & Counseling, Vinay Rakheja C/o R. Lall Book Depot, Meerut |