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## A STUDY ON PROBLEMS OF CLASSROOM INSTRUCTION AT PRIMARY LEVEL

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### *Abstract*

The study aimed to identify the classroom Instruction related problems that faced by teachers in Primary School which is managed by the Surat Municipal Corporation. The samples of the study were 58 teachers from the primary school of Surat City. Researcher Collect the data by using Open Ended questionnaire and Data were analyzed by Content Analysis technique. As per findings teacher faces various type of problems like classroom discipline, there is no proper and necessary physical facility in various School, classroom environment, family problems of student, less time spent in classroom for teaching by teacher because of extra clerical work given by higher Authority, Recruitment of Teacher as per School requirement and teacher training related problems faced by the Teachers. Lack of teaching facilities, have a negative effect on the Instructional delivery to children with developmental disability. In many schools, big class sizes are also a very big barrier for quality instructional process for teachers.

**Keywords:** *Classroom Instruction, questionnaire, disability, quality etc.*

### INTRODUCTION

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements for all-round development of our students. The teacher is the most critical participant in an educational reform, particularly in one that touches on what goes on in the classrooms (Mundy, 2008). Education system is a global concern for all Societies. To achieve it, efficient and quality teaching-learning needs to be employed. Instructional process plays a

vital role in education system and helps to provide students with the necessary experiences, concrete or simulated and integrate prior experiences.

Instructional process can enrich teaching-learning settings by showing things that are far away, those that took place in the past, those that are minute to see, too large to bring to class, too complex to understand at first sight with explanations only, or things that cannot be seen, heard, or perceived by other channels. Due to rapid instructional changes, instructional technologies have become part and package of the teaching and learning process. Now a days Teachers find themselves with a lot of

content to cover within very a short time. Glavin (2002) states that the behavioral problems may appear as a result of in appropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students.

There are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom, disobedience, aggressiveness, refused to do tasks and school works. The use of appropriate instructional process can help to decrease the problems related to classroom and develop various skills in our students without any hurdles.

The main purpose of teaching is to impart knowledge, information, values and skills to the student. The use of instructional technologies also promotes sharing of ideas, thoughts, feelings and knowledge. Now a days Teacher faces lots of problem as well as major challenges during classroom Teaching-learning process. If we want to improve our classroom teaching–learning process, then and then we get good or valuable educational system for our future that is our student. In this paper we will discuss about the problems faced by Primary teacher.

## **2. PURPOSE OF THE STUDY**

1. To find out the problems faced by teacher during teaching learning process in primary school.

## **3. QUESTIONS OF THE STUDY**

2. Which problems are faced by the Teachers in Classroom during Teaching-Learning Process in primary school?

## **4. IMPORTANCE OF THE STUDY**

The researcher hopes that this study will serve school principals to identify the various types of problems regarding classroom instruction that faced by teachers in order to find solutions and decrease the effect of these problems on

the level of teacher participation as well as student achievement. It also serves the educational administrations to make decision to face the classroom problems through teacher training programs.

## **5. SAMPLE OF THE STUDY**

In present study, researcher include 58 Teachers having experience of 10 years to 23 years in Primary School of Surat City. They were selected with the use of convenient sampling Technique.

## **6. TOOL OF THE STUDY**

Researcher construct the open ended questionnaire for the Teachers. They write down their response in this questionnaire. Researcher also arrange the non-formal interview in group of Teachers.

## **7. DATA COLLECTION AND ANALYSIS**

Questionnaire distributed to all Teachers who are taking part in CRC Training.

Qualitative data were collected and distributed regarding various challenges faced by teachers during Teaching Learning Process in Classroom.

## **8. FINDINGS**

After the data analysis some problems found out which are as under:

### **1. Discipline related problems**

Students are regularly irregular in class, they are coming in class within one or two day in a weak. Their Parents are not aware and also not interested to give proper education to their child because of their mentality or beliefs.

### **2. Physical facility in School**

There are more than 60-70 student seating in 20 by 20 feet one class. Because of lack of spacing as well as classroom structure, T-L process are more affected and we don't get good result. So, Teacher can't do specific type of group activity in class for enrichment of quality of education.

### 3. Classroom Environment related problems

Students are not sincere because of their family discipline as well as society environment. Mental Level of these student is not developing that much enough. So, they don't interact in classroom during teaching learning process, result of that, instructional process is being one-way.

### 4. Student's Family Problems

Some intelligent students are not getting education because of their family problems. Whole day, Father is drinking and mother is working for their better future because of that they can't spare the time for them. Some students must earn for their family and therefore students don't get enough time to go to school as well as from their parents.

### 5. Extra clerical Work given by Higher Authority to Teacher

All teacher doesn't give more time to student for teaching learning after school timings. So, they do all administration work during school time there for they can't take the class and result of that Teaching -Learning process will disturb.

### 6. Recruitment of Teacher in enough number and format of Teacher Training.

Government policy (10% vacant seat) and recruitment process is very slow therefore, one teacher handled two or three class simultaneously and Teaching – Learning process will totally disturb in all standards. On the last Saturday of every month or as per given schedule they arrange CRC training and there is holiday in schools and result of this Teaching-Learning Process is totally stop on that day in all school of Gujarat.

7. The shortages of trained teachers on special- educational needs-professionals, as well as the lack of teaching facilities, have a negative effect on the Instructional delivery to children with developmental disability. In many schools, class sizes are

too big for teachers to facilitate quality learning.

### 9. RECOMMENDATIONS

In the light of the results of this study the researcher recommends the following:

1. Government recruit the qualified teacher in all schools within time and recruit clerical staff for extra work which is assigned to teacher during school time.
2. Education department provide necessary infrastructure like as classroom, urinal facility for boys and girls, drinking water facility, shades for Mid-day meal as well as teaching learning resources in school campus.
3. To increase cooperation between school teachers, administrations and the departments of education to reduce the academic problems that face teachers in the classroom.
4. To train teachers on how to deal with student behavioral problems, especially in classroom related problems and teachers to develop a number of school rules to discipline student behavior in the classroom, and in the school in order to find a comfortable physical environment for teaching and learning. They develop a positive relationship between teachers and students in school.
5. Perform similar studies in the future to identify the problems in the classroom from the students' point of view.

### 10. CONCLUSION

Teachers in this study expressed the need for reduced class sizes, recruitment of Teacher on permanent bases, create proper teaching- learning environment in class, motivations to teachers, and additional support services from the government for betterment of T-L process in Classroom and on that base we improve the level of our student as well as quality of education.

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