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# Problems of Secondary School Teachers with Special Reference to Eastern Zone of Arunachal Pradesh

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## ABSTRACT

There is no doubt that secondary education serves as the gateway to higher education. To make this stage of education successful and relevant to society, there is a need to provide quality education at this stage, which will create a balance between continued learning and the world of work. The key elements on which quality education depends are students' and teachers' performance, evaluation procedures, proper management, adherence to time frames, and infrastructure support in achieving the set goals. A wealth of research findings indicates that secondary education conditions and management in India are not very satisfying. Some of the major problems are lack of infrastructure, limited funding, overcrowded classes, low enrollment, unfavourable home conditions, and financial mismanagement. Therefore, the interest of the researchers was to study about the problems of secondary school teachers in the Eastern Zone of Arunachal Pradesh. Descriptive-normative survey method was used. 286 teachers of secondary schools in the Eastern Zone of Arunachal Pradesh were taken as sample of the study by using stratified random sampling technique. The data was collected by using the self developed questionnaire. Percentage is the medium of analysis. The findings reveal that government secondary school teachers, despite earning good salaries and having secure jobs, are dissatisfied with their postings in various districts of the Eastern Zone of Arunachal. This dissatisfaction is primarily due to lack of infrastructure facilities and accommodation, deteriorating infrastructure, unhygienic toilets, overcrowded classrooms, inadequate safe drinking water facilities, lack of motivation to teach, unfamiliarity with using ICT or smart classrooms, overburden of administrative tasks, and additional periods assigned to them for non-specialized subjects in rural areas.

**Keywords:** Arunachal Pradesh, Problems, Secondary School, Teachers.

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## INTRODUCTION

Secondary education is significant in the formal schooling system because it serves as both a doorway to higher education and a link to the world of work. Secondary education, along with elementary, is the backbone of every nation's education system. To make this stage of education successful and relevant to

society, there is a need to provide quality education at this stage, which will create a balance between continued learning and the world of work. The key elements on which quality education depends are student and teacher performance, evaluation procedures, proper management, adherence to time frames, and infrastructure support in achieving the set goals. A wealth of research findings indicates that secondary education conditions and management in India are not very satisfying. Some of the major problems are lack of infrastructure, limited funding, overcrowded classes, low enrollment, unfavourable home conditions, and financial mismanagement (Ghose 1977; Mishra 1983; D'Leema 1988). Further study by Matthew (2013) the study's challenges included inadequate funding, deteriorating infrastructure, lack of qualified teachers, lack of discipline among students, unethical behaviour on exams, low-quality student body, poor academic performance, wastage, an inappropriate curriculum, and the problem of schools becoming disarticulated.

In this context, it is imperative that every educational institution, whether government or private, be administered systematically to yield good results. Every school's administration must recognize the significance of effective and proper management.

### **Review of Related Literature**

**Ghose (1977)** study the Academic Performance of the Secondary School Students revealed that 32% to 34% of students in schools in West Bengal performed poorly in the subject of English. Numerous factors were linked to this situation, such as a curriculum lacking scientific content, insufficient attention, inappropriate teaching methods, inadequate study environment, poor health, and a weak connection to English during the primary school phase. **Mishra (1983)** concluded that the management of secondary schools was unsatisfactory. The majority of secondary schools faced problems such as a lack of finance, insufficient infrastructure facilities, and a shortage of qualified teachers. **D'Leema (1988)** in his study found that, in addition to inadequate finances, other factors adversely affecting the academic performance of the school included a high student-teacher ratio, lack of modern teaching aids, lack of in-service training facilities, lack of remedial teaching, and the shift system. **Mohapatra (1991)** in a study found that (i) Government school teachers were less qualified compared to their counterparts in private schools. (ii) Both government and private school classrooms were crowded, even though there were multiple sections in each class and (iii) Government schools had better infrastructure, including libraries, laboratories, hostels, and teacher's quarters, compared to private schools. **Ahmad et al. (2013)** concluded that Teachers are overburdened with more classes due to a shortage of staff. An inadequate resource renders the teachers helpless, and they need different aids for teaching and learning. There are no training facilities available to professionally update the teachers to improve their teaching skills. **Matthew (2013)** in his study showed that challenges such as insufficient funds, insufficient and decaying infrastructural facilities, insufficient and low-quality teachers, negative attitudes of teachers, student indiscipline, examination malpractices, low-quality student intake, poor academic performance of students, wastage, inappropriate curriculum, and the dilemma of school disarticulation were identified. **Singh (2016)** his research found that private unaided schools do not receive any financial grants from the government. They must ensure revenue collection and the efficient use of these resources.

## Objectives of the Study

The objectives of the study are:

1. To find out the problems relating to the teaching profession of secondary school teachers in the Eastern Zone of Arunachal Pradesh.
2. To find out the infrastructure problems in the secondary schools of the Eastern Zone in Arunachal Pradesh.
3. To find out the problems relating to the areas such as, academic, curriculum, and evaluation in the secondary schools of Arunachal Pradesh.
4. To find out the problems relating to the management and administration in the secondary school teachers in Arunachal Pradesh.

## Research Questions

- 1) What are the problems of teaching profession experienced by the secondary school teachers in Eastern Zone of Arunachal Pradesh?
- 2) What are the infrastructure problems existing in the secondary schools in the Eastern Zone of Arunachal Pradesh?
- 3) What are the problems relating to the areas such as, academic, curriculum, and evaluation in the secondary schools of Arunachal Pradesh?
5. What are the problems relating to the management and administration in the secondary school teachers in Arunachal Pradesh?

## Methodology of the Study

- **Method:** Descriptive-normative survey method of educational research was used.
- **Population:** All the teachers in the secondary schools of the Eastern Zone of Arunachal Pradesh.
- **Sample:** The investigators have used stratified random sampling technique. 286 secondary school teachers were selected from 11 districts in the Eastern Zone of Arunachal Pradesh as a sample for the present study.

## Tools Used

The researchers used:

- i. Questionnaire on the problems of secondary school teachers in Eastern Zone of Arunachal Pradesh (Self-developed).

## Statistical Technique Used

The data collected through questionnaire were analyzed by using percentage method.

## Findings of Objective 1

**Table 1**

*Shows percentages of responses made by the government and private secondary school teachers in the Eastern Zone of Arunachal Pradesh relating to 'Teaching Profession'.*

Sr. No.	Items	Response	Govt.	%	Pvt.	%
1	Are you satisfied with the teaching job at the Secondary School Level?	Yes	162	91.53%	100	91.74%
		No	15	8.47%	9	8.26%
2	Are you committed to the Teaching Profession?	a) Very much committed	149	84.18%	82	75.23%
		b) Average	28	15.82%	25	22.94%
		c) Not committed	0	0%	2	1.83%
3	Are you Punctual?	a) Very much punctual	166	93.79%	92	84.40%
		b) Sometimes	11	6.21%	17	15.60%
		c) Not punctual at all	0	0%	0	0%
4	Do you follow the Code of Ethics of your profession?	Yes	174	98.31%	103	94.50%
		No	3	1.69%	6	5.50%
5	Are you interested in organizing a Seminar/Conference/Research work?	Yes	151	85.31%	104	95.41%
		No	26	14.69%	5	4.59%
6	Are you aware of the RTE Act and its intervention?	Yes	168	94.92%	96	88.07%
		No	9	5.08%	13	11.93%
7	Have you undergone some training for the RTE Act?	Yes	52	29.38%	29	26.61%
		No	125	70.62%	80	73.39%

### Interpretation:

91.53% of the government school teachers responded that they are satisfied with the teaching job at the secondary school level, while in private schools, 91.74% of them are satisfied. It shows that most of the teachers in the Eastern Zone are satisfied with their jobs.

84.18% of the government school teachers stated that they are very committed to the teaching profession, and 15.82% are averagely committed. In private schools, 75.23% are committed, 22.94% are average, and 1.83% not committed.

93.79% of the government school teachers responded that they are very punctual, while in private schools, 84.40% of teachers are very punctual.

The majority of teachers of both government and private schools followed the code of ethics of their profession; it was 98.31% in government schools and 94.50% in private schools.

14.69% of the government school teachers responded that they are not interested in organizing seminars, conferences, or research work, whereas in private schools, only 4.59% of teachers were found to be not interested in organizing seminars conferences or research work.

94.92% of the government school teachers stated that they are aware of the RTE Act, 2009 and its intervention, whereas in private schools, 88.07% are found to be aware of the RTE Act.

Only 29.38% of government school teachers have undergone training for the RTE Act, whereas 26.61% of private teachers have undergone training for the RTE Act. It shows that most of the teachers in both government and private schools are aware of the RTE Act and its intervention, but in terms of training for the RTE Act, they are found to be not satisfactory.

**Table 2**

*Shows percentages of responses made by the government and private secondary school teachers in the Eastern Zone of Arunachal Pradesh relating to 'Infrastructure'.*

Sr. No.	Items	Responses	Govt.	%	Pvt.	%
1	Do you have sufficient infrastructure in your staff room?	Yes	102	57.63%	90	82.57%
		No	75	42.37%	19	17.43%
2	Does your school provide Laboratory facilities for science students?	Yes	95	53.67%	86	78.90%
		No	82	46.33%	23	21.10%
3	Do you face problems in using Audio-Visual aids/Teaching aids in the classroom?	Yes	68	38.42%	10	9.17%
		No	109	61.58%	99	90.83%
4	Do you face any problems in the School Library?	Yes	106	59.89%	13	11.93%
		No	71	40.11%	96	88.07%
5	Do you get adequate drinking water facilities?	Yes	62	35.03%	97	88.99%
		No	115	64.97%	12	11.01%
6	Are there separate toilet rooms for male and female teachers?	Yes	122	68.93%	84	77.06%
		No	55	31.07%	25	22.94%
7	Do you have transportation facilities?	Yes	4	2.26%	74	67.89%
		No	173	97.74%	35	32.11%

**Interpretation:**

57.63% of the government secondary school teachers stated that they have sufficient infrastructure in staff rooms, while 42.37% did not agree on this, whereas 82.57% of private teachers stated that they have sufficient infrastructure in staff rooms, while 17.43% did not agree on this.

53.67% of the government school teachers responded that the schools provide laboratory facilities for science students, while 78.90% of private teachers responded that the schools provide laboratory facilities for science students.

According to 61.58% of government school teachers, most of the students do not face problems using audio-visual aids/teaching aids in the classroom, whereas 90.83% of private teachers responded that the students do not face problems using audio-visual aids/teaching aids.

59.89% of government school teachers reported that they face problems in the school library, while 88.07% of private school teachers reported that they do not face problems.

64.97% of the government school teachers stated that they do not get adequate safe drinking water facilities, whereas 88.99% of private teachers stated that they get adequate safe drinking water facilities. It shows that private schools are better at providing safe drinking water than government schools.

68.93% of the government school teachers stated that they have separate toilet rooms for both male and female teachers, while 77.06% of private teachers responded that they have separate toilet rooms for both male and female teachers.

Hardly 2.26% of the government school teachers reported having bus transportation facilities, while 97.74% have no such facility. Whereas in private schools, 67.89% reported having bus transportation facilities, while 32.11% had no such facility. This indicates that private schools were better at providing bus transportation facilities in the Eastern Zone of Arunachal Pradesh.

**Table 3**

*Shows percentages of responses made by the government and private secondary school teachers in the Eastern Zone of Arunachal Pradesh relating to 'Academic, Curriculum, and Evaluation'.*

Sr. No.	Items	Responses	Govt .	%	Pvt.	%
1	Are you satisfied with the existing Curriculum as per NCFSE 2005?	Yes	128	72.32%	90	82.57%
		No	49	27.68%	19	17.43%
2	Are the textbooks relevant, up-to-date and suitable to the needs of the students?	Yes	127	71.75%	102	93.58%
		No	50	28.25%	7	6.42%
3	Is the syllabus of the secondary grade emphasizing skilled-based knowledge?	Yes	130	73.45%	99	90.83%
		No	47	26.55%	10	9.17
4	Do you manage to complete your syllabi on time?	Yes	169	95.48%	104	95.41%
		No	8	4.52%	5	4.59%
5	Do you find difficulties in the implementation of the RMSA scheme?	Yes	31	17.51%	4	3.67%
		No	146	82.49%	105	96.33%
6	Are you satisfied with the attendance and performance of the students?	Yes	79	44.63%	72	66.06%
		No	98	55.37%	37	33.94%

7	Do you use TLM/teaching aids in the classroom?	a) Very often	84	47.46%	57	52.29%
		b) Rarely	80	45.20%	45	41.28%
		c) Never	13	7.34%	7	6.42%
8	Are you familiar with CAI?	Yes	77	43.50%	54	49.54%
		No	100	56.50%	55	50.46%
9	Which method of teaching do you mostly use in the classroom?	a) Lecture cum Demonstration	125	70.62%	75	68.81%
		b) Project method	1	0.56%	1	0.92%
		c) Experimental and Inductive deductive	7	3.95%	0	0%
		d) Illustration method	4	2.26%	1	0.92%
		e) Discussion	32	18.08%	19	17.43%
		f) Story Telling	12	6.78%	2	1.83%
		g) Question-Answer	2	1.13%	3	2.75%
		h) Activity method	6	3.39%	3	2.75%
		i) Play way method	6	3.39%	3	2.75%
10	What Medium of Instruction do you mostly use in the classroom?	a) English	38	21.47%	84	77.06%
		b) Hindi	15	8.47%	3	2.75%
		c) Mother Tongue	2	1.13%	0	0%
		d) Both English and Hindi	124	70.06%	22	20.18%
11	Which system of evaluation do you feel most appropriate for the holistic learning of the learners?	a) CCE system	17	9.60%	31	28.44%
		b) Existing external board exam	160	90.40%	78	71.56%

### Interpretation:

Most of the government school teachers (72.32%) are satisfied with the existing curriculum as per NCFSE 2005, whereas 82.57% of private school teachers stated that they are satisfied with the existing curriculum as per NCFSE 2005.

71.75% of teachers responded that textbooks are relevant, up-to-date, and suitable to the needs of the students, while 93.58% of private teachers responded that textbooks are relevant, up-to-date, and suitable to the needs of the students.

73.45% of the government school teachers responded that the syllabus of secondary grade emphasizes skilled-based knowledge, and 95.48% manage to complete their syllabus on time. In private schools, 90.83% of teachers stated that the secondary grade syllabus emphasizes skilled-based knowledge, and 95.41% manage to complete their syllabi on time.

Only 17.51% of the government school teachers reported difficulties in the implementation of the RMSA scheme, whereas in private schools, 3.67% of teachers were found to have difficulties in the implementation of the RMSA scheme.

Most of the teachers (55.37%) are not satisfied with the attendance and performance of the students, whereas in private schools, 66.06% of teachers are satisfied with the attendance and performance of the students.

47.46% of the government school teachers stated that they use teaching aids very often in the classroom, while 45.20% rarely used them, and 7.34% of teachers never used them. In private schools, 52.29% of teachers use teaching aids very often, while 41.28% rarely use them, and 6.42% of teachers never use them. This shows that both government and private school teachers rarely use teaching aids in the classroom. Most of the teachers in both government (56.50%) and private (50.46%) were not familiar with CAI.

70.62% of the government school teachers use the lecture and demonstration method, followed by the discussion method (18.08%). In private schools, 68.81% of teachers use the lecture-demonstration method, followed by the discussion method (17.43%).

Mostly, 70.06% of government teachers use both English and Hindi as their medium of instruction, followed by English (21.47%), Hindi (8.47%), and mother tongue (1.13%). In private schools, most of the teachers (77.06%) use English, followed by both English and Hindi 20.18% and Hindi 2.75%. This revealed that teachers in government schools mostly used both English and Hindi as mediums of instruction, while very few of them used their mother tongue. However, private schools mostly use English as a medium of instruction, but none of the private schools use their mother tongue as a medium of instruction.

90.40% of the government school teachers responded that the existing external board exam system of evaluation is the most appropriate for the holistic learning of the learners, while it is 71.56% in private schools. This indicates that the CCE system of evaluation is least favoured by most of the teachers against the external board exam in the Eastern Zone of Arunachal Pradesh.

**Table 4**

*Shows percentages of responses made by the government and private secondary school teachers in the Eastern Zone of Arunachal Pradesh relating to 'Management and Administration'.*

Sl. No.	Items	Responses	Govt.	%	Pvt.	%
1	Is the Head of your school cooperative and Regular?	Yes	173	97.74%	106	97.25%
		No	4	2.26%	3	2.75%
2	Do you get sufficient leave to attend the In-Service Training Programme?	Yes	158	89.27%	98	89.91%
		No	19	10.73%	11	10.09%
3	Does your school have a grievance mechanism/anti-corporal punishment cell?	Yes	20	11.30%	27	24.77%
		No	157	88.70%	82	75.23%
4	Does your school collect extra fees from the students?	Yes	12	6.78%	14	12.84%
		No	165	93.22%	95	87.16%

5	Do you express your opinion freely before your authority?	Yes	164	92.66%	98	89.91%
		No	13	7.34%	11	10.09%
6	Do you face problems in the release of the convergence grant from the school?	Yes	44	24.86%	15	13.76%
		No	133	75.14%	94	86.24%
7	Do you use teaching skills efficiently while teaching in the classroom?	Yes	166	93.79%	109	100%
		No	11	6.21%	0	0%
8	What are the common problems among the students?	a) Indiscipline	122	68.93%	72	66.06%
		b) Addicted to drug/bad eating habits	17	9.60%	3	2.75%
		c) Internet/mobile addiction	56	31.64%	13	11.93%
		d) Indecent dress	28	15.82%	19	17.43%
9	Select the area in which you mostly face problems	a) Poor salary	61	34.46%	44	40.37%
		b) Heavy workload	37	20.90%	25	22.94%
		c) Lack of quarter	76	42.94%	3	2.75%
		d) Syllabus completion	19	10.73%	9	8.26%
		e) Dealing with slow learners	76	42.94%	66	60.55%
		f) Overcrowded class	81	45.76%	10	9.17%
		g) Lesson planning	4	2.26%	3	2.75%
10	How many times in a month does your school hold staff meetings?	a) Frequently	35	19.77%	62	56.88%
		b) Sometimes	135	76.27%	47	43.12%
		c) Never	7	3.95%	0	0%
11	In following which of the records do you face difficulty?	a) Admission Register	7	3.95%	9	8.26%
		b) CRC	36	20.34%	11	10.09%
		c) PTA meeting records	29	16.38%	11	10.09%
		d) Store logbook	9	5.08%	11	10.09%
		e) Staff meeting records	4	2.26%	1	0.92%
		f) Science lab	43	24.29%	5	4.59%
		g) Time table	11	6.21%	6	5.50%
12	In organization of which of the activities do you face difficulty?	a) Workshop/seminar/conference	36	20.34%	8	7.34%
		b) Career counseling	49	27.68%	14	12.84%
		c) Sports events	18	10.17%	3	2.75%
		d) Field trips/excursions	81	45.76%	37	33.94%
		e) Literary events	11	6.21%	1	0.92%
		f) Assembly events	8	4.52%	0	0%
		g) NCC/Scouts and Guides	10	5.65%	12	11.01%

13	Does the inspection team visit your school regularly?	Yes	78	44.07%	37	33.94%
		No	99	55.93%	72	66.06%
14	Who visits for the school inspection?	a) CBSE team	17	9.60%	11	10.09%
		b) State govt. officials	121	68.36%	23	21.10%
		c) School management team	83	46.89%	80	73.39%
15	How often does the inspection team visit your school?	a) Frequently	18	10.17%	17	15.60%
		b) Periodically	140	79.10%	85	77.98%
		c) Never	19	10.73%	7	6.42%
16	Give reasons for the deterioration of secondary schools in Arunachal Pradesh	a) Lack of trained teachers	27	15.25%	39	35.78%
		b) Poor infrastructure	122	68.93%	44	40.37%
		c) Poor quality teaching	28	15.82%	44	40.37%
		d) Irrelevant curriculum	14	7.91%	20	18.35%
		e) Frequent changes in education policy	88	49.72%	41	37.61%
		f) Lack of funds	58	32.77%	46	42.20%
		g) Lack of science teachers	52	29.38%	28	25.69%
		h) Lack of incentives	28	15.82%	22	20.18%
		i) Insufficient teachers	101	57.06%	48	44.04%
		j) Lack of innovation	60	33.90%	31	28.44%
		k) Political interference	54	30.51%	23	21.10%
l) Poor monitoring	49	27.68%	54	49.54%		

### Interpretation:

97.74% of the government school teachers stated that their heads are cooperative and regular, whereas in the case of private schools, it is 97.25%.

89.27% of the teachers reported that they get sufficient leave for attending in-service training programs, while in private schools, 89.91% of teachers reported that they get sufficient leave for attending in-service training programs.

Hardly, 11.30% of government schools have a grievances mechanism/anti-corporal punishment cell, and 88.70% do not, whereas 24.77% of private schools have a grievances mechanism/anti-corporal punishment cell, and 75.23% do not.

Most of the government school teachers (93.22%) stated that their school authority does not collect extra fees from the students, while (87.16%) of private teachers responded that their school authority does not collect extra fees from the students.

92.66% of the government school teachers responded that they express their opinions freely before the authorities, while in private schools, 89.91% responded that they express their opinions freely before the authorities.

75.14% of government school teachers claimed that they do not face problems with the release of the convergence grant from the school. While in the case of private schools, it is 86.24.

93.79% of government school teachers stated that they use teaching skills efficiently while teaching in the classroom, whereas in private schools, 100% of them responded that they use teaching skills efficiently while teaching in the classroom.

The common problems among the students of government schools are indiscipline (68.93%), internet/mobile addiction (31.64%), indecent dress (15.82%), and addiction to drugs or bad eating habits (9.60%). In private schools, common problems such as indiscipline (66.06%), indecent dress (17.43%), internet/mobile addiction (11.93%), and addiction to drugs or bad eating habits (2.75%).

In government schools, teachers faced problems in overcrowded classes (45.76%), dealing with slow learners (42.94%), lack of quarters (42.94%), followed by poor salary (34.46%), heavy workload (20.90%), syllabus completion (10.73%), and lesson planning (2.26%). In private schools, they faced problems in dealing with slow learners (60.55%), poor salary (40.37%), and heavy workload (22.94%), followed by an overcrowded class (9.17%), syllabus completion (8.26%), and lack of quarter and lesson planning (2.75%).

76.27% of the government school teachers responded that they hold staff meetings sometimes in a month, while in private schools, 56.88% responded that they hold staff meetings frequently in a month.

In government schools, the science lab record of 24.29% is the most difficult to maintain, followed by CRC at 20.34%, PTA meeting records at 16.38%, timetable table at 6.21%, store logbook at 5.08%, admission register at 3.95%, and staff meeting record of 2.26%. In private schools, CRC, PTA meeting records, and store logbooks 10.09% are the most difficult steps to maintain, followed by the admission register 8.26%, timetable 5.50%, science lab 4.59%, and staff meeting records 0.92%.

45.76% of the government school teachers faced difficulty in organizing field trips/excursions, followed by career counseling (27.68%), workshops and seminars (20.34%), sports events (10.17%), literacy events (6.21%), NCC/scouts and guides (5.65%), and assembly events (4.52%). According to 33.94% of private teachers, field trips/excursions are the most difficult activities, followed by career counseling (12.84%), NCC/scouts and guides (11.01%), seminars (7.34%), sports events (2.75%), and literacy events (0.92%).

44.07% of the government school teachers claimed that the inspection team visits the school regularly, and 55.93% did not, whereas in private schools, 33.94% of teachers claimed that the inspection team visits the school regularly, and 66.06% did not.

Mostly, 68.36% of government school teachers responded that state government officials visit the school for inspection, whereas in private schools, 73.39% of them responded that the school management team visits the school for inspection.

The majority of government school teachers, 79.10%, responded that the inspection team visits the school periodically, whereas it is 77.98% in private schools.

According to the responses given by the government school teachers, the reasons for the deterioration of secondary schools in Arunachal Pradesh are lack of trained teachers (15.25%), poor

infrastructure (68.93%), poor quality teaching (15.82%), irrelevant curriculum (7.91%), frequent change of education policy (49.72%), lack of funds (32.77%), lack of science teachers (29.38%), lack of incentives (15.82%), insufficient teachers (57.06%), lack of innovation (33.90%), political interference (30.51%), and poor monitoring (27.68%). However, the most common problems are poor infrastructure, insufficient teachers, and frequent changes in education policy. In private schools, the reasons for the deterioration of schools are lack of trained teachers (35.78%), poor infrastructure (40.37%), poor quality teaching (40.37%), irrelevant curriculum (18.35%), frequent change of education policy (37.61%), lack of funds (42.20%), lack of science teachers (25.69%), lack of incentives (20.18%), insufficient teachers (44.04%), lack of innovation (28.44%), political interference (21.10%), and poor monitoring (49.54%). The most common problems in private schools are poor monitoring, insufficient teachers, lack of funds, poor infrastructure and quality of teaching, lack of trained teachers, and frequent changes in education policy.

## **Discussion and Conclusion**

The findings of the study revealed that the teachers of government and private secondary schools are satisfied with their teaching jobs and are committed to their profession. However, government teachers were found to be more committed than private teachers. The study also shows that government teachers were more punctual than private teachers.

The private schools have sufficient infrastructural facilities. However, government schools faced problems with the school library, lacked adequate safe drinking water, and bus transportation facilities. This indicates that the private schools in the Eastern Zone of Arunachal Pradesh have better infrastructural facilities than government secondary schools.

The findings also revealed that government schools teachers were not satisfied with the attendance and performance of the students, while in private schools, teachers were satisfied with the attendance of the students. Both government and private school teachers rarely use teaching aids, with private school teachers being slightly better at using teaching aids than those in government schools. Teachers in both types of schools used lecture and demonstration methods. In government schools, the majority of teachers used both English and Hindi as a medium of instruction, with very few utilizing the mother tongue. In private schools, almost all teachers use English as a medium of instruction. Surprisingly, none of the teachers in private schools use the mother tongue as a medium of instruction. The teachers in both government and private schools favoured the existing external board exam over the CCE system of evaluation.

The majority of government and private schools lacked grievance mechanism or anti-corporal punishment cell. The most common problems among students in both government and private schools were indiscipline, internet, and mobile addiction. Teachers in private schools faced problems such as poor salaries, heavy workloads, and dealing with slow learners, whereas in government schools, they faced problems with overcrowded classrooms, lack of quarters, and dealing with slow learners. The majority of teachers in both government and private schools faced problems in organizing field trips/excursions and inspection teams were also not regular. The majority of teachers in government schools cited poor infrastructure, frequent changes in education policy, and insufficient teachers as the main reasons for the

deterioration of secondary schools in Arunachal Pradesh. On the other hand, for private schools, the main reasons cited were poor monitoring, insufficient teachers, insufficient funds, poor infrastructure, and poor quality of teaching.

The present study gives a clear scenario of problems of secondary school teachers in the Eastern Zone of Arunachal Pradesh. The government secondary school teachers, despite earning good salaries and having secure jobs, are dissatisfied with their postings in various districts of the Eastern Zone of Arunachal. This dissatisfaction is primarily due to lack of infrastructure facilities and accommodation, deteriorating infrastructure, unhygienic toilets, overcrowded classrooms, inadequate safe drinking water facilities, lack of motivation to teach, unfamiliarity with using ICT or smart classrooms, overburden of administrative tasks, and additional periods assigned to them for non-specialized subjects in rural areas.

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