

**A STUDY OF PROBLEMS FACED BY PRIVATE PRIMARY SCHOOLS
OF LUDHIANA DISTRICT**

Mr. Narain Dass

Assistant Professor

Sadbhavna College of Education for Women, Raikot
&

Ms. Harleen Kaur

M.Ed. Student

Sadbhavna College of Education for Women, Raikot

ABSTRACT

Education has continued to evolve, diversify and extend its reach and coverage down the history. It is essential for all and is fundamental for holistic development of the future generation. Despite the country's effort to achieve the goal of Universalization of Elementary Education. The country still faces with certain problems and one such problem is the illiteracy of the masses. In order to eradicate this evil, the Constitution has laid down that each state should spread education within its area through Five Year Plans. However it was found that the progress and the targets of the Country's could not be fulfilled and have not been attained so far due to certain problems. Study aimed to examine the problems faced by private primary schools with special reference to Educational problems, Social problems, Economic problems and Problem of facilities. For the collection of data, the study utilized a field survey research method. Sample of present study consist of the 100 teachers of private primary schools in Ludhiana district. Questionnaire was prepared to collect the information from the school teachers. Study found with special reference to educational problems as perceived by private primary teachers 70.8 % teachers are facing the problem of instructional material .68.2 % teachers stated that there are poor library facilities. Multipronged personality traits of students are 63.8%.89.4 % teachers faced the problem of indiscipline children. 97% teachers have nonacademic clerical work.

INTRODUCTION

Education as a process of acquiring knowledge and skills is considered to be a basic need of human living and therefore, it is accepted as a human right. It means that without education an individual would not be able to live a really human life. There is absolutely no doubt that no human living is possible without the minimum learning process of socialization. But when education is treated as a human right today, the reference is to some level of formal education (or learning beyond what is available in socialization) as a basic need of every human being. Despite of the country effort to provide additional teachers, single teachers schools continue to exist in the primary schools system in India. Similarly, in order to enrich their performance as far as schooling is concerned a major program for improving teachers performance has been provided through training.

Ultimately primary education is expected to contribute to improvement in the quality of life of the individual in her/his socio-economic and political environment. This ultimate function of primary education is dependent on the success of the immediate goal of learner achievement in the expected knowledge and skills because it is their utilization in real-life situations that contributes to the quality of life of an individual. Therefore, achievement of children in learning should be the central concern of primary education.

PROBLEMS OF PRIVATE PRIMARY SCHOOLS

Some of these main problems are mentioned below.

1. Political problems

The policy followed by the government for the expansion of primary education has been impractical. Thus there is no co-ordination in the various government departments. Although the work of primary education has been entrusted to the local bodies like the municipal board, and district board, but most of the time these local bodies are suffering from paucity of funds, as well as not free from interference of politics.

2. Social problems

In the face of so many social problems such as untouchability, caste differences, conservatism, communalism, illiteracy, nepotisms and jealousy the opening of an independent primary schools and running it smoothly is not an easy job. This has greatly hampered the growth of primary education.

3. Financial Problems

The distribution of national income in India cannot be called rational as a result, there are many families in the country whose members despite full day's hard labor, do not find it possible to make two ends meet. The other difficulty is the educational expenses. Although they are in a position to feed their children, but they are unable to pay for their education.

4. Problems of buildings

There is a shortage of suitable buildings for primary schools. Rests of the schools are being run in houses, temples, buildings of rich persons, residences of teachers etc. These schools lack sufficient space for seating. Many schools are situated in a very busy locality and undesirable environment.

5. Narrow and unsuitable Curriculum

The Curriculum of the primary schools is narrow and unsuitable to the local needs. In it emphasis is given on bookish knowledge. The principle of 'learning by work' to develop the constructive powers of the students is disregarded and ignored.

6 Undue Importance on Examination

Instead of stressing on an all-round development of the students, the schools emphasize on the results of the students. Students are forced into cut-throat competition with the aim of scoring very high marks. There is an atmosphere of fear, tension and pressure--by the teachers, parents and well-wishers—to obtain very high marks.

7. Teachers' Status in Society

The teaching profession is not getting due respect and recognition in society because of which many brilliant and intelligent youth prefer to pursue other professions which give

them high status and hefty salary.

8. Lack of trained and dedicated teachers

Earlier there used to be shortage of teachers recruited in the state. With the passage of time now there is adequate number of teachers. Nevertheless, the quality of teaching has gone down considerably. There are various reasons for this downfall; some attribute it to corruption due to which deserving candidates are not recruited. There is lack of proper training on methodologies of teaching. Many teachers lack dedication and consider this profession only as a source of income.

9. More Emphasis on English Language

The knowledge of English has become a pre-requisite for obtaining high status and suitable and lucrative jobs. However, it must be noted that English had been introduced in the middle of the nineteenth century, by the British rulers for some specific reasons, as is evident from Macaulay's Minute on Education, 1835: "We have to educate people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language.

10. No emphasis on practical training

Practical training is considered a waste of time in many schools. Students are not provided the right environment to develop their practical knowledge and skills. There is lack of proper laboratories, instruments or staff. Students get only theoretical knowledge which results in the students coming out of school without the knowledge of technology and its practical use.

11. Lack of facilities to improve personality

The students who go for higher studies out of the state face many problems and suffer from inferiority complex. Most of them lack good communication skills. Though they are good in their subjects, they do not have all around personality development.

12. Lack of Provision of a Proper Environment

Schools these days don't have proper and suitable, rich and motivating environment, which may inspire and stimulate the learning experience, as also mentioned in the Report of the Secondary Education Commission. The first concern of the schools should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experiences. This is not an easy thing to achieve; it demands a many-sided approach.

13. Lack of participation by all stakeholders in Education

When all stakeholders are involved in the schemes and policies meant for their betterment, success is guaranteed. But such participation doesn't always happen in most of educational processes. Because of lack of mutual cooperation between the students, teachers and the parents, government schools are lagging behind and many students are shifting to privately run schools. Due to this, the parents' role in their ward's education is limited to just paying the school fee. Efforts should, therefore, be made to enhance and strengthen the bond between teachers and parents.

14. Absence of regular supervision of schools by the higher authorities

The higher authorities remain busy in their office work and do not supervise schools on a regular basis. This gives freedom to the school administration to bend the rules with regard to collection of fees, amenities provided, etc. With no proper control they act according to their will, which harms the quality of education and proves detrimental to the welfare of the students. There should be proper guidelines which should be followed strictly, for improving secondary school education.

15. Lack of adequate infrastructure

Most of the schools, particularly government schools, do not have adequate infrastructure. There are no proper classrooms, furniture, laboratories, libraries, playgrounds, urinals, safe drinking water and other related amenities etc. There is lack of playgrounds, libraries, which cause them face a lot of inconveniences. Girl students

particularly face the problem of safe and hygienic urinals, and it may be one of the causes of low female student enrolment. This deprives the students of the actual benefit of learning. Due to lack of proper facilities, students' physical and mental growth is hampered. Government schools can be easily noted for their mess.

16. Lack of Sports Facilities and Motivation

Most of the schools do not have proper playgrounds. Physical education teachers are also not available. Students are not motivated to take part in physical activities or to take up any sport. Sports play an important role in the overall development of students. Without facilities for and motivation to take up sports, the overall physical and personality aspects of the development of the child suffers.

17. Parents' indifference and lack of supervision

Most of the parents do not give children proper time and attention to attend to their emotional, moral and educational needs. As a result of this neglect, the children sometimes get addicted to bad company and are distracted from study. Some of them fall an easy prey to obscenity and vulgarity and violence being shown on internet and TV, fail to perform well in studies and don't fulfill the expectations of their parents. Such neglect of children drives them towards unsocial and unethical activities such as terrorism, eve-teasing and various other types of crimes. However, if parents become aware of their responsibility and pay proper attention on their children and their education, it will prove very beneficial for the students.

18.Lack of Balance between Academics and Values of Life

An ideal education system should focus on character building and inculcating good values in students. Rich cultural heritage of India and its diversity in geography, culture, values and beliefs are found nowhere else in such abundance in the world. As human beings learn more effectively by listening and observing than simply cramming, Indian students definitely have an edge over students of other countries. But students of this generation lack practical knowledge.

19. High Pupil-Teacher Ratio

In many of the secondary classes, the number of students is found to be quite high, as compared to the availability of teachers. In such a situation, teacher-pupil relationship and personal contact are lacking. As the teacher has to teach a very large class, he can't bring any improvement in methods of teaching. There are problems of inadequate infrastructure in many schools and buildings are not sufficient; class sizes in such schools grow quite large.

20. Lack of Education in Values

Education aims at complete development of the child, mainly moral development. As our personality is created by the type of thoughts we create, the ideas presented to the students during their formative years, i.e. education time, act as the building blocks of their personality. Although secular knowledge enables them to make a living, the more important side of their personality, i.e., the spiritual/moral side is mostly neglected. Such one-sided enrichment may cause imbalance in their personality; the students might develop into uncultured, haughty or undisciplined beings, which might be a threat to the society.

OBJECTIVES OF THE STUDY

Specification of the objectives is one of the most important tasks of a researcher because no study can be conducted without objectives. Therefore the major objectives of the study are as follows:-

1. To study the problems faced by private primary schools with special reference to
 - Educational problems
 - Social problems
 - Economic problems
 - Problem of facilities
2. To suggest measures for improvement

RESEARCH QUESTIONS

1. What are the educational problems of private primary schools of Ludhiana district of Punjab ?
2. What are the social problems of private primary schools of Ludhiana district of Punjab?
3. What are the economic problems of private primary schools of Ludhiana district of Punjab?
4. What are the problems related to infrastructure in Private primary schools of Ludhiana district of Punjab?
5. What are the suggestions of improvement for these problems?

SIGNIFICANCE OF THE STUDY

The study is mainly carried out to find out the problem faced by the private primary schools in Ludhiana district, Punjab. With the widespread of education and especially with the ever growing number of private primary schools in Ludhiana, quality education has been greatly affected within the district. Though the schools were set up with the purpose to accommodate students with proper knowledge yet, due to lack of qualified and limited trained teachers, the standard of teaching and methodology of teaching is not up to date. The increased enrolment in various classes creates problem among the students which in turn affects their learning process. Further accommodation of huge number of students also serves as a burden toward the academic life of a teacher. Earlier studies that compared government and private schools pointed out various issues in government schools like decline in school quality, massive parental demand for schooling, lack of teacher accountability, poor infrastructural facilities, and so forth.

To know the in-depth of the above problems the researcher wants to conduct the study to know and find out about the problems faced by the private primary schools in terms

of infrastructure, finance, and academic problem faced by the teachers and students.

RESEARCH DESIGN

For the collection of data, the study utilized a field survey research method .The questionnaire was used as an instrument for collecting data.

SAMPLE OF THE STUDY

Sample of present study consist of the 100 teachers of private primary schools in Ludhiana district.

TOOL USED

To meet the objectives of the study, questionnaire was prepared to collect the information from the school teachers. This questionnaire consist of information related to following aspects

1. Educational problems
2. Social problems
3. Economic problems
4. Problem of facilities

Detail of questionnaire

Area	Serial number of the statements in the questionnaire	Number of items
Educational problems	1,2,3,4,5,6	6
Social problems	7,8,9,10,11,12	6
Economic problems	13,14,15,16,17,18	6
Problem of facilities	19.,20,21,22	4

ANALYSIS AND INTERPRETATION OF RESULTS

To achieve the objective of problems faced by private primary schools with special reference to educational problems, social problems, economic problems and problem of

facilities percentage against every area of questionnaire was calculated which is described in following tables.

1. Percentage of Problems faced by private primary schools with special reference to educational problems as Perceived by teachers (N=100)

Table 4.1 Showing Percentage of Problems faced by private primary schools with special reference to educational problems as Perceived by teachers (N=100)

S. No.	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	1	Lack instructional material	70.8
2	2	Poor library facility	68.2
3	3	Multipronged personality traits of students	63.8
4	4	Problem of indiscipline children	89.4
5	5	Teachers nonacademic clerical work	97.0
6	6	Teachers are not treated with regular teachers	80.6

2. Percentage of Problems faced by private primary schools with special reference to social problems as Perceived by teachers (N=100)

Table 4.2 showing Percentage of Problems faced by private primary schools with special reference to social problems as Perceived by teachers (N=100)

S. No.	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	7	Teachers are overloaded with social work	90.3
2	8	Lack of cooperation from parents	74.8
3	9	Political interference in posting of teacher	5.7
4	10	Isolation of village	25.1
5	11	Carelessness of parents about children	68.4
6	12	After admission parents shrink to their responsibilities	80.4

3. Percentage of Problems faced by private primary schools with special reference to economic problems as Perceived by teachers (N=100)

Table 4.3 showing Percentage of Problems faced by private primary schools with special reference to economic problems as Perceived by teachers (N=100)

S. No.	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	13	Lack of school fund	38.5
2	14	Irregular payments of salary	87.9
3	15	Lack of financial incentive	88.9
4	16	Lack of over time allowance	95.3
5	17	Lack of medical insurance	95.8
6	18	Less fixation of salary	79.4

4. Percentage of Problems faced by private primary schools with special reference to problem of facilities as Perceived by teachers (N=100)

Table 4.4 showing Percentage of Problems faced by private primary schools with special reference to problem of facilities as Perceived by teachers (N=100)

S. No.	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	19	Absence of accommodation	86.4
2	20	Lack transportation facility	24.3
3	21	Unhealthy condition of school	44.7
4	22	Lack of proper road	10.5

CONCLUSIONS

1. With special reference to educational problems as perceived by private primary teachers 70.8 % teachers are facing the problem of instructional material .68.2 %

teachers stated that there are poor library facilities . Multipronged personality traits of students are 63.8%.89.4 % teachers faced the problem of indiscipline children. 97% teachers have nonacademic clerical work . 80.6% teachers are not treated with regular teachers.

2. With special reference to social problems as perceived by private primary teachers, it has been analysed that 90.3% Teachers are overloaded with social work. 74.8% teachers facing Lack of cooperation from parents. 5.7% teachers feel Political interference in posting of teacher. 25.1% is the Isolation of village. Teachers admit that 68.4% Carelessness of parents about children. 80.4% teachers opine that after admission parents shrink to their responsibilities.

3. With special reference to economic problems as Perceived by private primary teachers, it has been analyzed that Lack of school fund is 38.5%.87.9% teachers feels Irregular payments of salary . Lack of financial incentive is 88.9%. Lack of over time allowance is 95.3%. Lack of medical insurance is 95.8 % . Less fixation of salary gains 79.4 %

4. With special reference to problem of facilities as Perceived by private primary teachers, it has been analyzed that 86.4% schools have Absence of accommodation. 24.3% school lack in transportation facility.44.7% schools found in Unhealthy condition. 10.5% schools Lack in proper roads.

REFERENCES

Adeyemi.T.O, & Olaleye.F.O.(2010). “Information Communication and Technology (ICT) for The Effective Management of Secondary Schools for Sustainable Development in Ekiti state, Nigeria”, American Eurasian Journal of Scientific Research 5(2):106-113.

Asadullah, M. N., Rupa Chakrabarti and Chaudhury, N. (2015). “What determines religious school choice? Theory and evidence from Bangladesh,” Bulletin of Economic Research, 67(2), pp. 186-207

- Aturupane H. Glewwe P. Wisniewski S. (2013). The Impact of School Quality, Socioeconomics Factors and Child Health on Students' Academic Performance: Evidence from Sri Lankan Primary Schools, *Education Economics*, Vol. 1, Issue 1, pp. 2-37.
- Banerji. Rukmani. (2000). Poverty and Primary Schooling. *Field Studies from Mumbai and Delhi. Economic and Political Weekly*. 795-802pp.
- Bordoloi, R. (2011). Challenges in Elementary Education in India: Various Approaches. *Journal of Education and Practice*, 2(7), 39-45.
- Buch. M.B. :Fifth Survey of Educational Research, 1988-92 Abstracts Volume II, NCERT, Sri Aurobindo Marg, New Delhi.
- Chaube, S.P.(1970). History of Problem of Indian Education, Vinod Pustak Mandir Agra.
- ASER Centre. Various years. Annual Status of Education Report. Pratham.
- Desai, S., Dubey, A., Vannmann, R. & Bannerji, R. (2008). Private schooling in India: A new educational landscape (Working Paper No. 11): India Human Development Survey.
- Dongre, Ambrish, and Avani Kapur. (2016) "Trends in Public Expenditure on Elementary Education in India." *Economic and Political Weekly* 51:39.
- Govinda, R. & Biswal, K. (2005). Access to Elementary Education in India: Identifying Issues, Gaps and Priorities. India Country Analytical Report, Chapter-1. (Draft), Consortium for Research on Educational Access, Transition and Equity. University of Sussex, Centre for International Education. [Online] Available from: <http://www.creatrpc.org>.
- Grover, Shuchi and Singh, Nistiu, (2002). The Quality of Primary Education: A case study of Madurai and Villupuram District in Tamilnadu: Harvard Graduate school of Education

- IMRB Surveys 2009 and 2014 Commissioned by the Ministry of Human Resource Development.
- Kaur Randeep Deka U.(2000). Study on DPEP Interventions in the Classroom of Darrang and Morigaon Districts. Assam DPEP. Research study.
- Koul Lokesh (1997-99). Methodology of Educational Research, Vikas publishing House Pvt. Ltd. 576, Masjid Rd Hangpura.
- Kingdon, Geeta Gandhi.(2006) Private and Public Schooling: The Indian Experience. Mobilizing the Private Sector for Public Education: Kennedy School of Government, Harvard University.
- Kingdon, G. G. (2007). The Progress of School Education in India. Oxford Review of Economic Policy , 168-195.
- Kothari, C.R. (1990). "Research Methodology : Methods and Techniques", 2nd Edition, New Age International Private Limited, New Delhi.
- Kothari, V.N. (2004). "Challenges of Universalization of Elementary Education in India", Journal of Educational Planning & Administration 18(3) : 85-94.
- Mangal, S.K. (2013). "Research Methodology in Behavioural Sciences", PHI Learning Private Limited, New Delhi.
- Kothari, V.N. (2004). Challenges of Universalisation of elementary education in India Journal of Education Planning and Administration XVIII (3) 363-378.
- Muralidharan, K., & Kremer, M. (2006). Public and private schools in rural India. Retrieved from [http://econweb.ucsd.edu/~kamurali/papers/Published%20Edited%20Volume%20Chapters/Public%20and%20private%20schools%20in%20rural%20india%20\(Final%20Pre-Publication\).pdf](http://econweb.ucsd.edu/~kamurali/papers/Published%20Edited%20Volume%20Chapters/Public%20and%20private%20schools%20in%20rural%20india%20(Final%20Pre-Publication).pdf)
- Muralidharan, K., & Sundararaman, V. (2013). Contract teachers: Experimental evidence from India. (NBER Working Paper 19440). Cambridge: National Bureau

of Economic Research.

National Independent Schools Alliance. Data on School Closures due to RTE Act, 2014. <http://nisaindia.org/data-on-schoolclosures-20140318>.

NSS (2014-15) Key Indicators of Social Consumption in India: Education. National Sample Survey,

National Sample Survey Organisation. New Delhi, (2015). National University of Educational Planning and Administration. Unified District Information System for Education 2014-15, www.dise.in.

Press Information Bureau. Per Capita National Income. Ministry of Statistics and Programme Implementation, 2015. <http://pib.nic.in/newsite/PrintRelease.aspx?relid=123563>.

Rao, D.P. (2005). Status of Primary Education among scheduled Tribes in Andhra Pradesh. *Gyan: The Journal of Education* Vol. I (2).

Sarma, H. N., Bineeta Duta, and Dipti Sarna. (1991). "Identification of the Problems of Primary Education." Assam, State Institute of Education, Jorhat. Processed.

Saharia, K.K. (1997), "Appraisal of Primary School Management in DPEP and Non-DPEP Districts of Assam." College of Veterinary Science, Assam Agriculture University, Guwahati.

Saitis, C. & Menon, M. E. (2004). Views of future and current teachers on the effectiveness of primary school leadership: Evidence from Greece. *Leadership and Policy in Schools*, 3(2), 135-157. Retrieved October 18, 2010,

Saxena, N.R.; Mishra, B.K. and Mohanty, R.K. (2009), *Fundamental of Educational Research*, R. Lal Book Depot. Meerut.

Srivastava, Prachi (2013). Low fee private schooling: Issues and Evidence. Chapter in *Low-fee Private Schooling: aggravating equity or mitigating disadvantage?* Oxford

Studies in Comparative Education Series: Symposium Books, Oxford University.

Suriakanthi, A., (2000). Literacy – Essential for SHGs. *Social Welfare*, 47 (6) : 32-34.

Suleman,Q. et al. (2014) Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary 237 School Students in Kohat Division, Pakistan, *International Journal of Learning & Development*,Vol.4,No.1, Pp.71-79.

Rao, D.P. (2005). ‘Status of Primary Education Among Scheduled Tribes in Andhra Pradesh. *Gyan: The Journal of Education*, Vol 1(2), 12-20.

U.Said, (2006). *Quality Primary Education*.

Vimala, Ramachandran.(2015) . *Teachers in the Indian education system: Synthesis of a nine-state study*. National University of Educational Planning and Administration.

Wagle, D. (2012). Dropout of children from schools in Nepal. M.Phil thesis submitted to the Department of Childhood studies, Norwegian Centre for Child Research, Norwegian University of Science and technology. <http://ntnu.diva-portal.org/smash/get/diva2:560762/FULLTEXT01.pdf>