

THE PROBLEMS OF TEACHING SCIENCE IN THE HIGH SCHOOLS OF CHURCHANDPUR DISTRICT IN MANIPUR, INDIA

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Abstract

The present paper attempts to study the problems of teaching science in the high schools of Churachandpur District of Manipur. Descriptive survey method was used for the study. In the present study 75 science teachers of Government High School of Churachandpur District within the urban areas were drawn through Simple Random Sampling. Self-designed questionnaire consisted of 60 items was employed as the tools of the study. From the study, it clearly highlighted that there exists lack of teaching aids, lack of facilities and inadequate science teachers in most of the high school.

Keywords

Education, Science
Subject, Science Teacher, High School
, Methods of teaching

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1. Introduction

In the history of mankind advent of science is the greatest blessing. Science has come to relieve mankind from sufferings, ignorance and to control nature. The broadened concept of science and society relates to the achievements of science to human welfare and to human values blending and integrating in discipline. This couples science to operational applications within our society by using its concepts to attack persistent problems of human experience and stressing its potential for improving the quality of living. This goal changes forms of the established laws and concepts of science.

In general, the objectives of teaching are some as those of science or teaching of any subject scientific precision and building of Personality of the student are the inherent qualities of the objectives of teaching science. Its main objective is to develop scientific attitudes and skills of the students. The modern education is renowned for the all round development of the child as it is "Child Centred". The objective of learning science also preaches the all-round development of the child. In this manner, the students can progress physically, mentally and economically. By the study of science, the students will become self-reliant and will also develop the attribute of labour. One of the main objectives of science teaching is to make the student understand science in its various aspects. They should be acquainted with the

different branches of science which will enable them to understand and interpreted their environment. They should also learn about the character of scientific knowledge, how it is developed and used. In short, the teachers should help and encourage students to acquire an interest and should be acquainted with all aspects of science and their important in the modern world.

Science to be meaningful and valuable, it should be taught as a whole in the school. For an effective and efficient teaching of science, we need will qualified science teachers for the quality of education depends on the quality of the teachers and not or the material facilities available only. The secondary education commission has very aptly remarked, “we are, however convinced that the most important factor in the contemplated educational reconstruction is the teachers own personal qualities, his educational qualification, his professional training and the place that the occupies in the school as well as in the community. We were painfully impressed by the fact that their social status, their salaries and the general service conditions of teachers are far from satisfactory. In fact, one general impression is that on the whole their position is worse than in the past. It compares unfavourably not only with persons of similar qualification and other professions but also in many cases with less important and socially less significant duties. We are convinced that if the teacher present mode of discontent and frustration is to be removed and education is to become genuine nation – building activity, it is absolutely necessary to improve their status and their conditions of service”.

2. Statement Of The Problem

The problems of teaching science in the high schools of churchandpur District in Manipur, India.

3. Key Words Used

Problems, Teaching science, High School, Teachers.

4. Objectives Of The Study

1. To study the problems related to classroom teaching of science.
2. To study the problems related to lack of facilities.
3. To study the problems related to availability of man power.

5. Hypotheses Of The Study

1. There is lack of teaching aids in the classroom.
2. There exist inadequate facilities in the school.
3. There is inadequate science teacher.

6. Methodology Of The Study

Descriptive-survey method is used in the present study.

7. Sample

The present study confined to a sample of 75 science teachers of Government High School of Churachandpur District within the urban areas drawn by following the simple random technique.

8. Tools Used

In the present study, the investigator developed Self-designed (closed form) questionnaire consisting of 60 items in 3 areas – teaching aids, school facilities and science teachers respectively. Each questions are supposed to give an answer which carries ‘1’ for ‘Yes’ and ‘0’ for ‘No’.

9. Statistical Technique

Simple mean percentage is employed in the present study.

10. Analysis And Interpretation

Table – 1
Numbers And Percentage Of Responses To Teaching Aids

Sl. No.	Item	YES	% of YES	NO	% of NO
1.	Problem in using teaching aids.	73	97.3	2	2.6
2.	Satisfaction of available teaching aids.	2	2.6	73	97.3
3.	Availability of teaching aids.	4	5.3	71	94.6
4.	Adequate teaching aids.	2	2.6	73	97.3
5.	Supply of teaching aids.	25	33.3	50	66.6
6.	Teaching by using aids.	20	26.6	55	73.3
7.	Application of teaching aids.	27	36	48	64
8.	Availability of black board.	56	74.6	19	25.3
9.	Availability of white board.	10	13.3	65	86.6
10.	Availability of maps.	1	1.3	74	98.6
11.	Bulletin Board.	10	13.3	65	86.6
12.	CCTV in class room.	4	5.3	71	94.6
13.	Internet Facilities.	0	0	75	100
14.	Update of News.	38	50.6	37	49.3
15.	Overhead projector room.	1	1.3	74	98.6
16.	Science laboratory.	16	21.3	59	78.6
17.	Separate film studio.	1	1.3	74	98.6
18.	Laboratory Attendant.	6	8	69	92
19.	Safety measure.	19	25.3	56	74.6
20.	Trained in teaching aids.	28	37.3	47	62.6
Grand Total		343	22.86	1157	77.13

The Table-1 shows that the overall percentage of high schools with teaching aids in the classroom is 77.13%. where only 22.86% are satisfied with the teaching aids. Therefore, the hypothesis is accepted. It reveals that there is lack of teaching aids in the schools.

Table – 2
Numbers And Percentage Of Responses To School Facilities

Sl. No.	Item	YES	% of YES	NO	% of NO
1.	Satisfaction with school facilities.	16	21.3	59	78.6
2.	Problem with school facilities.	61	81.3	14	18.6
3.	Funds for school.	3	4	72	96
4.	Spacious classroom.	8	10.6	67	89.3
5.	Grant from Government.	39	52	36	48
6.	Ventilated classroom.	64	85	11	14.6
7.	Enough Desk and Benches.	12	16	63	54
8.	Mid day meal.	72	96	3	4
9.	Drinking water.	55	73.3	20	26.6
10.	Safety measure from natural disaster.	7	9.3	68	90.6
11.	School bus.	1	1.3	74	98.6
12.	Library.	24	32	51	68
13.	Play ground	70	93.3	5	6.6
14.	Recreation hall.	1	1.3	74	96.6
15.	Health check up.	4	5.3	71	94.6
16.	Separate toilets.	18	24	57	76
17.	Dust – Bin.	20	26.6	55	73.3
18.	Store room	27	36	48	64
19.	Accommodation.	52	69.3	23	30.6
20.	Noise pollution.	5	6.6	70	93.3
Grand Total		559	37.2	941	62.73

The Table-2, it is clearly indicated that the over-all percentage of high schools which are lack of schools facilities is 62.73% whereas only 37.2% of the schools do not lack facilities.

Therefore, the hypothesis is accepted. It reveals that there is lack of facilities in the high school.

Table – 3
Numbers And Percentage Of Responses To Inadequate Science Teacher.

Sl. No.	Item	YES	% of YES	NO	% of NO
1.	Inadequate science teacher.	75	100	0	0
2.	Inadequate trained science teacher.	43	56	33	44
3.	Need of science teacher.	38	50.6	37	49.3
4.	Science graduate.	75	100	0	0
5.	Trained in science teaching.	41	54.6	34	45.3
6.	Knowledge of child psychology.	44	58.6	31	41.3
7.	Completion of syllabus.	7	9.3	68	90.6
8.	Finished on time teaching lesson.	53	83.1	22	29.3
9.	Teaching of science by any graduate.	70	93.3	5	6.6
10.	Lack of trained teacher.	47	62.6	28	37.3
11.	Need of training.	47	62.6	28	37.3
12.	Need of recruiting more science teacher.	40	53.3	35	46.6
13.	Number of science teacher.	33	44	42	56
14.	Separate teacher for Biology.	58	77.3	17	22.6
15.	Separate teacher for Physics.	60	80	15	20
16.	Separate teacher for Chemistry.	51	68	24	32
17.	Insufficient time.	46	61.3	29	38.6
18.	Participation on activities of science teaching.	38	50.6	37	49.3
19.	Imparting practical and theoretical knowledge.	50	66.6	25	33.3
20.	Time to evaluate student.	18	76	57	24
Grand Total		933	62.2	567	37.8

The above Table – 4 shows that the over-all percentage of high schools with inadequate science teacher is 62.2% whereas with adequate science teacher is only 37.8%

Therefore, the hypothesis is accepted. It reveals that there is inadequate science teacher in most of the high schools.

11. Discussion

With the advent of science, human life become more and more easy, the inventory of science appliances is used in day to day life. Science subject is included in the syllabus of school curriculum as a compulsory subject. In order to make science an interesting subject for the science teacher specially more opportunity must be given as for example relevant workshop, seminars innovative science teaching, science exhibition, science quiz need to be organized. The present study is important in the sense that it finds out the exact areas of problems of teaching science. The teacher feels that new method and technique of teaching science in the schools. It is found that appropriate teaching aids are not utilized. It would be imperative to give an overall improvement to science in government schools. Moreover, it would be wise to implement

adequate infrastructure to the school so that the students could easily cope with the syllabus and they would have indept practical understanding with the syllabus of science subject in the school. Therefore, adequate teaching aids, adequate facilities of the school, and adequate science teacher to teach the student is the need of the hour.

12. Recommendations

1. The teacher of the high school should be academically qualified and should undergo training course in order impart scientific knowledge to the students.
2. Teaching aids are not available in most of the schools which is very important for teaching science. The teacher as well as the higher authority should ensure that sufficient teaching aids are present in the schools.
3. The headmistress/headmaster of respective high school should utilized the scheme and fund provided by the government in a proper way. Renovating the school facilities is needed in the present situation.
4. Most of the science teacher do not update their knowledge about the scientific world. So, there is a wide gape between the teacher and the students who are always in touch with the scientific gadgets and inventions. Therefore, science teacher should be active and alert to new ideas and principles.
5. More science teacher should be recruited in order to meet the demands and needs of the students. As there is inadequate science teacher the students are facing many difficulties in their academic career.

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