



# Study of the Problems Faced by Teachers Working in Mahatma Gandhi Schools

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**Abstract:** Mahatma Gandhi English medium schools were established with the aim that no child should be deprived of education. In the era of rising inflation, where Hindi and English medium education is also becoming expensive, the dream of parents to enroll their children in English medium schools is now coming true due to the innovative initiative of the state government. The poor and weaker sections were not able to afford the huge fees charged in private schools even if they wanted to. Now it has become easy for every child to get education in English medium in Mahatma Gandhi English Medium School. But despite all this, some problems still exist. Therefore, through the presented study, an attempt is being made to know the problems of teachers of Mahatma Gandhi English medium schools.

**Keywords:** - Mahatma Gandhi School, English Medium, Problems of teachers

## INTRODUCTION

There are many uses of education but there is a need to give it a new direction. Education should be of such a nature that a person can become familiar with his environment. Education is a very essential tool for the bright future of all of us. We can achieve anything good in our life by using this means of education. Higher level of education helps people to have social and family respect and a distinct identity. Due to all these reasons, education holds so much importance in our lives.

In the present times, English has become an important international language globally and is often considered as the key to success on the global stage. Due to which the prevalence of English medium has increased even in the field of education. Different medium schools are running in the country for getting education, in which maximum number of students is in Hindi and English medium schools. Today, the prevalence of English has increased so much in some areas of the country that people have started considering it essential and also consider it as a symbol of their respect. Due to which there is competition for admission in English medium schools.

Most of the parents considering English language as compulsory instead of Hindi are spending a major portion of their income on English education of their children so that they can get jobs in any government or multinational company. It is often assumed that in metropolitan areas where English is often used as the medium of instruction in schools and institutions, students are often taught in English from an early age. As a result, children have a better opportunity to learn the language and grow in proficiency.

English is the most used language on the Internet as it makes up the vast majority of content there. Therefore, communicating in English gives them access to a variety of information and resources that they would not otherwise have. This is especially important today as access to knowledge is essential for professional and personal progress. The most common language for global travel and communication is English, which is most widely spoken around the world. Learning English ensures that Indians can communicate and connect with individuals from all over the world. This has helped in

erasing cultural boundaries and promoting intercultural communication. Because they speak English well, many Indians who travel abroad for work, study or leisure find it easier to deal with the challenges of living abroad. Because of English, Indian professionals today find it easier to work in multinational organizations and collaborate with colleagues from different countries.

Mahatma Gandhi Government Schools (English Medium) were started as a flagship scheme from 2019 to enhance proficiency in English language and ensure access to education in English medium to poor students. The main objective of which the scheme was started to facilitate English medium education to government students in the states so that the burden of heavy fees in private schools can be negated and the students from lower strata of the society can get quality education in English medium in government school.

### REVIEW OF RELATED LITERATURE

- Mahajan, Aarti (2021) studied on Problems and Challenges in Secondary Education in Remote Areas of India. The literacy rate of India is 77.7%, but it is different in rural, urban and remote areas of India. There is a wide gap between the literacy rate of urban, rural and remote areas of India. However, the reason behind the low literacy rate in remote area is many. The problems faced by remote area in achieving the education are less number of schools and resources, less availability of teachers, religious and societal norms, the large distance between the school and home, lack of awareness of education. The way to improve the present scenario of education in remote area is the construction of schools in every village, providing proper and adequate infrastructure and other resources, using modern technologies in education, creating awareness about the importance of education and rights.
- Rao, Bhaskar (2017) studied A Review on Challenges and Issues Faced by English Medium Students in Rural Areas. English as a language has been used in India for more than a century, but it continues to pose challenges for many of the non- native speakers. This paper attempts to bring in the issues related to the Problems of teaching English in rural schools of India. Majority of students read English only for the sake of examination. They are not known how to recite poems but they well-known how-to memory it. Actually, rural students have fear on English. On the other hand, many teachers don't have long vision about students' life. They focus only on examination.

- Rahmadani, Denni (2016) studied Students' Perception of English as a Medium of Instruction (EMI) in English Classroom. This study aims to uncover what extent of the students' expectation of English as a medium of instruction (EMI) used by the English teacher in teaching English at senior high schools in Palangka Raya, Indonesia. A survey research method was applied. The survey was conducted at the four schools: MAN Model, MA Muslimat NU, SMAN 4, and SMKN 2 in Palangka Raya. To collect the data, the study employs the questionnaire with 10 items given to 134 students of the second grade taken from one class of each of the schools. It was used the cluster random sampling technique to take the samples. The items were designed for evaluating the factual, behavioral, and attitudinal condition of EMI in the English classroom. As a result of the study, it is shown that most of the students agree of EMI dominantly applied by the English teacher in the teaching of English subject. By implementing EMI in this classroom, it can increase students' English ability with appropriate English standard, motivate them to learn English, improve their confidence to speak English, help them to comprehend English textbook or article, and assist them to understand the international culture.

**Table 1:** Problems Faced by Teachers Working in Mahatma Gandhi Schools

S. No.	Problems	Frequency	%
1	Regarding the environment of the students	127	84.67
2	Related to Parents	104	69.33
3	Process of Teaching in the classroom	136	90.67
4	Use of Innovative Methods	118	78.67
5	Use of ICT	98	65.33
6	Progress of Students	117	78.00
7	Exam Related	104	69.33
8	Excess Work Pressure	125	83.33
<b>Total</b>		<b>150</b>	<b>100</b>

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**OBJECTIVES OF THE STUDY**

1. To study the problems faced by teachers working in Mahatma Gandhi schools.
2. To study the difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools.

**HYPOTHESIS OF THE STUDY**

There is no significant difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools.

**RESEARCH METHOD**

Descriptive survey method has been used in the present study.

**SAMPLE OF THE STUDY**

For the sample in the present study, 150 teachers of Mahatma Gandhi English Medium School of Jaipur city of Rajasthan state have been selected.

**TOOLS FOR COLLECTION OF DATA**

In the presented study, the data collection has been done using self-made tool and their analysis has been done through percentage and t-test.

**ANALYSIS AND INTERPRETATION OF RESULTS**

In the present study, on the basis of the facts obtained through the instrument, the problems have been mainly divided into 8 parts and the frequencies obtained in them have been expressed through percentage. Whose details are shown in the following table 1.

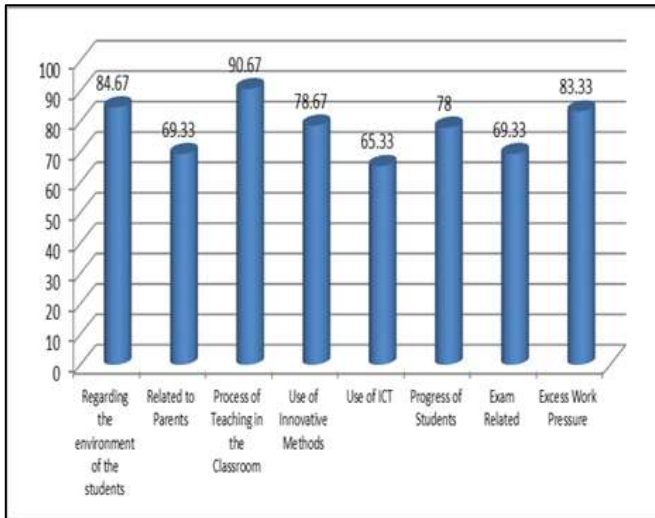


Figure 1: Problems faced by teachers working in Mahatma Gandhi Schools

**Interpretation**

It is clear from the above table and diagram that out of 150 teachers working in Mahatma Gandhi English Medium School, 84.67 percent teachers have problems related to the environment of the students, 69.33 percent have problems related to parents, 90.67 percent have problems related to the process of teaching in the class. 78.67 percent faced problems related to use of new methods, 65.33 percent faced problems related to use of ICT, 78 percent faced problems related to students' progress, 69.33 percent faced problems related to examinations and 83.33 percent faced problems related to additional work pressure.

Hypothesis - There is no significant difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools.

Table 2: Significant difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools

Groups	N	Mean	SD	t-value	Result
Urban teachers	75	176.24	24.32	1.45	Accepted
Rural teachers	75	182.26	26.35		

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## Interpretation

Table shows the difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools. It is known from the perusal of the table that the mean scores of problems faced by urban and rural teachers 176.24 and 182.26 respectively and the standard deviation was 24.32 and 26.35 respectively. Statistical analysis of the mean values shows that the value of  $t$  is 1.45, which is lower than the table value of 0.05 confidence level (1.98) and 0.01 confidence level (2.62) at 148 degrees of freedom. Thus, this hypothesis “There is no significant difference in problems faced by urban and rural teachers working in Mahatma Gandhi schools” is accepted.

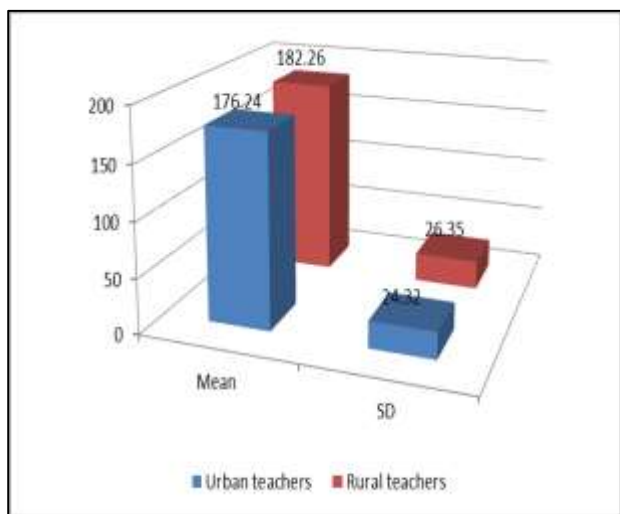


Figure 2: Mean and SD of problems faced by urban and rural teachers working in Mahatma Gandhi schools

## CONCLUSION

After analyzing the results of the presented research, it becomes clear that most of the teachers working in Mahatma Gandhi Schools faced problems related to the environment of the students, problems related to parents, related to the process of teaching in the classroom and problems related to additional work pressure. The main reason for which could be that the family environment of most of the students was not such that they could help them in learning and parents are not able to get their children to do their homework. Due to which the extra work pressure on the teachers has increased.

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