

Regarding the concept of education, it is rightly said, “The Education of a human being should begin at birth and continue through out the life”. Indeed if it is aspired for maximum result of education, it begins even before birth. In this case, it is the mother herself, who proceeds with this education by means of a two fold action first upon herself for her own improvement and secondly upon the child, whom she is forming physically. Thus education is very important for all.

According to Sri **Aurobindo**, A great modern *rishi* of this country acquisition of mere information is not education. It is one of the means of education. The principal aim of education is the building of the powers of the knowledge, character and culture but modern scientific knowledge has an important role to play in nation building. Hence the true national education must have its foundation on our own being, our own mind and our own spirit.

The very concept of education is dynamic. It has passed through many ages and stages in the process of evaluation and at every stage it had a different meaning according to existing social conditions. The concept of education is still in the process of evaluation and this process will never come to an end. Emerging time will always demand a revision of the prevailing educational ideals.

5.1. Education in Independent India

5.1.1. Development of Education in India

Educational development in the post-independent era had been rapid and phenomenal. Educational expenditure has been on the rise. The following are some of the note-worthy objectives of the national policies on education since independence.

5.1.2. Article 45 of the Indian Constitution under Directive principles of state policy, lays down as follows

“The state shall Endeavour to provide within a period of ten years from the commencement of his constitution, for the free and compulsory education for all children between the age group of six to fourteen years”.

In respect of primary education, the union Government has some important functions

- Acting as co-coordinating agency;
- Developing research in elementary education
- Starting pilot projects;
- Leveling out the differences between the different states and ensuring equality of educational opportunity; and
- Providing financial assistance to the educationally less advanced states.

The State Government has to shoulder the major responsibility in respect of passing laws. Compulsory Education Acts have been passed and enforced in the states. With the result, there has been a phenomenal increase in the enrolment of both boys and girls. The programme received considerable attention during the successive Five-Year Plans.

5.2. Issues and Problems in Universalization of Elementary Education

In A.P. Universalization of Elementary Education has been given top priority since 1951. Elementary education comprises of two stages viz. Lower Primary stage class I-V for children of age group 6 -11 and Upper Primary stage class VI-VII for the children of age group 11-13. Universalization of elementary education was expected to be attained by 1960.

This target could not be attained even by today. The problems in achieving this target include five main issues. They are as follows.

1. Universal Access
2. Universal Enrolment
3. Universal Retention
4. Universal Achievement and
5. Value Oriented Universal Elementary Education.

5.3. Need for the Present Investigation

Article 45 of our constitution clearly stated, “State shall endeavour to provide with in a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years”.

Although, the question of Universalization of Elementary Education and provision of better educational facilities of the people of India still remains elusive, at present India has very large illiterate population. According to the World Bank Estimate by 2007 A.D, India would here the largest concentration of illiterate population (54.8%) in the world. The much debated document on challenging of Education, reiterated the urgency and importance of removal of illiteracy in the county. It emphasized that “If adequate measures are not taken for the spread of education, the chasm of economic disabilities, regional imbalances and social injustice will widen further resulting in building up of disintegrative tensions”. The challenge of Education envisaged the attainment of the Universalization of Elementary Education by 2000, which ought to have been getting postponed again and again and at the dawn of 2000 we have not achieved and that data has been shifted.

The National Policy on Education [NPE-1986] has expressed strong political will and deep commitment to the Universalization of Elementary Education. The programme of Action (POA) for implementing the NPE has rightly observed the suggestions which have given unqualified priority to Universalization of Elementary Education (UEE) with a substantial improvement in the quality of Education. The problems of “Non-enrolment”, ‘Non- Retention’ and “Drop-outs” are very common to all regions of India. Only it may vary in degree from region to region. This problem is deeply linked to the socio-economic conditions and cultural ethos of the society.

The children who are not enrolled in schools are loosely called as out of school children with in the age group of 5-14 years. Some children those who enrolled in schools but either never attended the school or leave the school before they complete 5 years at primary schooling. They are called dropouts. There is another category of children who attend the school for few hours & leave the institution regularly to attend some elsewhere. But officially speaking these people are shown as in-school children. There is another category of children who attend the school but do not get any benefit from their participation and therefore are at risk of leaving the school. There is another group of children those who complete lower primary but do not join U.P, due to different problems of their own or due to inaccessibility. All these above issues affect the quality of learning at primary schools in turn the life of individual. Therefore it is possible only if specific study is carried out for the area in question.

Hence, it is very essential to find out the reasons of this problem of non-enrolment, non-retention, dropout and quality of education which are the basic aspects of national development. Therefore it is possible only if specific study is carried out for the problem under consideration. Hence the study, “Problems of Students in Elementary Education” is under taken.

5.4. Objectives of the Present Study

The main objective of the investigation is to study the problems as identified by teachers of both Lower Primary and Upper Primary schools with regard to the Problems of students In Elementary Education.

The Objectives of the study are as follows

1. To study the significance of difference between male and female teachers with regard to the problems of students in Elementary Education.
2. To study the significance of difference between Graduate and Post-Graduate teachers with regard to the problems of students in Elementary Education.
3. To study the significance of difference between the teachers of the age groups up to 30 years, 30-45 years and above 45years with regard to the problems of students in Elementary Education.
4. To study the significance of difference between Secondary Grade Teachers, School Assistants and Headmasters with regard to the problems of students in Elementary Education.
5. To study the significance of difference between the experience of below 5 years, 5-10 years and above 10 years with regard to the problems of students in Elementary Education.
6. To study the significance of difference between the government, local body and private school teachers with regard to the problems of students in Elementary Education.
7. To study the significance of difference between the rural and urban area teachers with regard to the problems of students in Elementary Education.

8. To study the significance of difference between Telugu and English medium teachers with regard to the problems of students in Elementary Education.
9. To study the significance of difference between Arts, Science, Languages and Mathematics teachers with regard to the problems of students in Elementary Education.
10. To study the significance of difference between teachers of lower and upper primary schools with regard to the problems of students in Elementary Education.

5.5. Hypotheses of the Present Study

The Researcher has formulated the following Null Hypotheses for the present study.

1. There will be no significant difference between the male and female teachers with regard to the problems of students in Elementary Education.
2. There will be no significant difference between the Graduate and post-Graduate Teachers with regard to the problems of students in Elementary Education.
3. There will be no significant difference between the teachers of up to 30 and 30-45 years age group with regard to the problems of students in Elementary Education.
4. There will be no significant difference between the teachers of 30-45 years and above 45 years age group with regard to the problems of students in Elementary Education.
5. There will be no significant difference between the teachers of up to 30 years and above 45 years of age group with regard to the problems of students in Elementary Education.

6. There will be no significant difference between the teachers of Secondary Grades and School Assistants with regard to the problems of students in Elementary Education.
7. There will be no significant difference between the teachers of School Assistants and Head masters with regard to the problems of students in Elementary Education.
8. There will be no significant difference between the Secondary Grade Teachers and Head Masters with regard to the problems of students in Elementary Education.
9. There will be no significant difference between the Teachers who has the experience of below 5 years and between 5-10 years with regard to the problems of students in Elementary Education.
10. There will be no significant difference between the Teachers who have the experience of 5-10 years and above 10 years with regard to the problems of students in Elementary Education.
11. There will be no significant difference between the Teachers who have 5 years of experience and above 10 years of experience with regard to the problems of students in Elementary Education.
12. There will be no significant difference between the teachers of government schools and local bodies with regard to the problems of students in Elementary Education.
13. There will be no significant difference between the teachers of local body schools and private schools with regard to the problems of students in Elementary Education.
14. There will be no significant difference between the teachers of government and private schools with regard to the problems of students in Elementary Education.

15. There will be no significant difference between the teachers of rural and urban area with regard to the problems of students in Elementary Education.
16. There will be no significant difference between the teachers of Telugu and English medium schools with regard to the problems of students in Elementary Education.
17. There will be no significant difference between Arts and Science teachers with regard to the problems of students in Elementary Education.
18. There will be no significant difference between Arts and Language teachers with regard to the problems of students in Elementary Education.
19. There will be no significant difference between Arts and Mathematics teachers with regard to the problems of students in Elementary Education.
20. There will be no significant difference between Science and Language teachers with regard to the problems of students in Elementary Education.
21. There will be no significant difference between Science and Mathematics teachers with regard to the problems of students in Elementary Education.
22. There will be no significant difference between Languages and Mathematics teachers with regard to the problems of students in Elementary Education.
23. There will be no significant difference between Lower and Upper Primary level teachers with regard to the problems of students in Elementary Education.

5.6. Limitations of the Present Study

The present investigation entitled “**Problems of Students in Elementary Education**” is very broad area for conducting research. As the problem is very exhaustive in nature, it requires wider sample of teachers, necessary for drawing generalizations. In this investigation factors leading to students’ problems like School, Student, Teacher, Parent, Government Policies and Administrative aspects, which influence the problems of students in Elementary Education are included. All the Elementary teachers handling 1st to 7th Classes are considered as population. Among them 1400 teachers are included for this study as sample selected at random. Geographical area is limited to only East Godavari District.

5.7. Variables Considered for the Study

Teachers are the sub groups in the sample. Ten variables are included namely 1. Sex, 2. Educational qualification, 3. Age, 4. Designation, 5. Experience, 6. Management, 7. Medium, 8. Locality and 9. Subjects of Teaching and 10. Level of Teaching.

5.8. The Sample

A sample can be constituted any number of persons, units or objects selected to represent the population according to a fixed rule or plan. In the present study, it is proposed essential to study various types of problems of students in Primary Education. In stratified random sampling, the population is first divided into more number of sub categories or strata. A simple random sample of the desired number may be taken from each stratum, using the table of random numbers. This stratification tends to increase the precision of the analysis because of the homogeneous grouping. Sub grouping results in reducing the variance within each sub group while maximizing the variance between groups.

Teachers are the right people to identify the problems of students in Elementary Education. East Godavari District is taken for the present study. All the teachers working at Primary level including School Assistants, Language Pandits, and Headmasters of Primary Schools constitute the population. From this population only 1400 teachers who are teaching at primary level were included in the present study. Thus proper care has been taken to incorporate all the categories of Elementary level teachers. The teachers were selected from two subject groups namely 1. Mathematics and Science, 2. Languages and Arts based on their qualifications. 100 teachers teaching each of the classes from 1st to 7th from Science subjects namely Mathematics and Sciences and similar sample from languages and Arts. Out of these 100 teachers, care was taken to include 50 males and 50 females. Thus the total sample of teachers includes 350 from Science, 350 from Mathematics, 350 from Languages and 350 from Arts. More over this also includes 700 male and 700 female teachers equally from rural and urban areas.

5.9. Research Methodology

According to John.W.Best research is considered to be the more formal, systematic, and intensive process of carrying on a scientific method of analysis. It is a more systematic activity directed toward discovery and the development of an organized body of knowledge.

After careful analysis of the problem for the present investigation and a detailed review of the related literature, the investigator found survey method as suitable to carry out the present investigation.

5.10. Construction of the Tool

Though many tools are available, the researcher developed and used problem inventory for the present study to collect data from different angles regarding the Problems of students in Elementary Education.

5.11. Inventory on Problems of students in Elementary Education

The preliminary form of the instrument meant for teachers broadly covers the major problem areas of primary education namely 1. School (21 items) 2. Student (31 items) 3. Teacher (26 items) 4. Parent (21 items) 5. Government Programmes (18 items) and 6. Administration (27 items). Thus the total number of items in the tool is 144 items. It is a five point scale with five alternatives. All the problems are given in the form of statements. So scoring is given in the following order i.e. 5. Strongly Agree 4. Agree to some extent, 3. Undecided, 2. Disagree, 1. Strongly Disagree

5.12. Selection of items

The selection of the items was based on the results of item analysis, which provides an index of item discrimination. Since the discrimination of each item was to be determined, the sample was classified into High group and Low group.

First, the total scripts (370) were arranged in an ascending order on the basis of the total score. The Upper 27 per cent of the papers were placed in the high group and the lower 27 per cent of the papers were placed in the low group. The rest were excluded for the analysis. These two groups provide criterion groups from which to evaluate the individual item. Calculation of t-value for all the items was carried out by using SPSS package.

During the analysis of the items, out of 144 items, in “Inventory on Problems of Students in Elementary Education”, 14 were deleted from the preliminary form and retained 130 items for the final form of the tool. Thus, the tool was standardized before administering to the respecting group of subject.

Only the item with the mean difference of 0.35 and above and t-value is significant were considered. In this investigation, 14 items were deleted and 130 items were retained for the final study. Among the 130 items, 1-20 are

school, 21-45 are students, 46-70 are teachers, 71-90 are parents, 91-110 comes under government programmes and finally 111-130 are under administration. Thus, all the 130 items were arranged and classified in 6 appropriate categories.

Taking the data from the sample, analysis was carried out to draw findings and conclusions. As such, the tool has empirical validity keeping in view the standardization process, the researcher established reliability, validity, using t-test, chi square –test.

5.13. Data Analysis

In the process of analysis of collected data, statistical methods contribute great deal. For the present study, the statistical techniques used to analyse data are given below.

1. Calculating measures of central tendency ie., mean, 2. Calculating measures of dispersion, ie., standard deviation, and 3. t-values only were considered.

5.14. Findings of the Study

The heart of any research is to draw findings and conclusions and findings drawn from the statistical inferences obtained from collected data. The following are the findings of the study.

1. There is no significant difference between male and female teachers regarding “The Problems of students in Elementary Education.”
2. There is no significant difference between Graduate and Post-Graduate teachers regarding “The Problems of students in Elementary Education.”
3. There is no significant difference between the teachers up to 30 years age group and 30-45 years age group regarding “The Problems of students in Elementary Education.”

4. There is no significant difference between the teachers of 30-45 years and above 45 years age group with regard to the problems of students in Elementary Education.
5. There is no significant difference between the teachers of up to 30 years and above 45 years of age group with regard to the problems of students in Elementary Education.
6. There is no significant difference between the teachers of Secondary Grades and School Assistants with regard to the problems of students in Elementary Education.
7. There will be no significant difference between the teachers of School Assistants and Head masters with regard to the problems of students in Elementary Education.
8. There is no significant difference between the Secondary Grade Teachers and Head Masters with regard to the problems of students in Elementary Education.
9. There is no significant difference between the Teachers who has the experience of below 5 years and between 5-10 years with regard to the problems of students in Elementary Education.
10. There is no significant difference between the Teachers who have the experience of 5-10 years and above 10 years with regard to the problems of students in Elementary Education.
11. There is no significant difference between the Teachers who have less than 5 years of experience and above 10 years of experience with regard to the problems of students in Elementary Education.
12. There is no significant difference between the teachers of government schools and local bodies with regard to the problems of students in Elementary Education.

13. There is no significant difference between the teachers of local body schools and private schools with regard to the problems of students in Elementary Education.
14. There is no significant difference between the teachers of government and private schools with regard to the problems of students in Elementary Education.
15. There is no significant difference between the teachers of rural and urban area with regard to the problems of students in Elementary Education.
16. There is no significant difference between the teachers of Telugu and English medium schools with regard to the problems of students in Elementary Education.
17. There is no significant difference between Arts and Science teachers with regard to the problems of students in Elementary Education.
18. There is no significant difference between Arts and Language teachers with regard to the problems of students in Elementary Education.
19. There is a significant difference between Arts and Mathematics teachers with regard to the problems of students in Elementary Education.
20. There is no significant difference between Science and Language teachers with regard to the problems of students in Elementary Education.
21. There is a significant difference between Science and Mathematics teachers with regard to the problems of students in Elementary Education.
22. There is no significant difference between Languages and Mathematics teachers with regard to the problems of students in Elementary Education.

23. There is a significant difference between Lower and Upper Primary level Teachers with regard to the problems of students in Elementary Education.

5.15. Conclusions

The most 5 affecting problems identified by teachers in the area of School

1. The primary schools have more number of holidays.
2. The working hours of the schools are not in accordance with or not suitable to the local surroundings.
3. The free books that are supplied to the students are not so attractive and catching.
4. The inhabitants of the school area are not made participants in the academic programmes.
5. The surroundings of the school are being subjected to “sound pollution”

The least 5 affecting problems identified by teachers in the area of School

1. The inadequate teaching staff.
2. The absence of spacious and attractive play ground to the students.
3. The learning process is hindered due to lack of spacious class rooms.
4. Efficient teaching learning material is not used in teaching.
5. No library facility in primary schools.

The most 5 affecting problems identified by teachers in the area of Students

1. Lack of play way method in teaching causes uninterest in students.
2. Illiteracy of the family leads negligence towards students.
3. Physically challenged students feel inferiority complex.

4. Severe punishments by the teachers create vexation in students towards education.
5. Less importance is given to girls' education by their parents.

The least 5 affecting problems identified by teachers in the area of Students

1. Students think for financial freedom at primary stage.
2. Influence of T.V. makes the students away from school.
3. The child losses freedom and feels the school a burden.
4. The non-availability of school in the catchment area.
5. Strict discipline of the teacher causes negative attitude in students.

The most 5 affecting problems identified by teachers in the area of Teachers

1. The teachers are not of the conception that utilizing the teaching learning material is a waste of time.
2. The actual class room teaching is being done by the '*Vidya volunteers*' who are not properly trained.
3. The teacher is not student – friendly
4. The child centered techniques of education are not being practiced..
5. The teacher neglecting the educationally backward students, with the view that their capacities are not much lower standards.

The least 5 affecting problems identified by teachers in the area of Teachers

1. The teachers haven't the liberty to improve special techniques to teach the educationally backward students.
2. The teacher is not successful in educating the parents to the need of education in present society.

3. The data of the 0-14 years age group children are not being collected every year.
4. The teacher is not able to do justice due to multi-class teaching.
5. The belated distribution of the progress cards to the parents.

The most 5 affecting problems identified by teachers in the area of Parents

1. The parents feel that their children can earn their livelihood through their traditional profession than education
2. Some mothers use their daughters to support them in their day to day household activities.
3. The children who have no live parents do not know what a school is.
4. The parents, who could not make their both ends meet, pay no attention to the education of their children.
5. The parents with more number of children keep them away from schooling

The least 5 affecting problems identified by teachers in the area of Parents

1. Illiterate parents do not know the need and necessity of education.
2. The very dear love of the parents stands in the way of the educational development of their children.
3. The parent could not educate their children.
4. The parents in the urban areas send their children to workshops or small scale industries to support the earning.
5. Parents give more affection to their wards is responsible for dropout and non enrolment.

The most 5 affecting problems identified by the teachers in the area of Government Programmes

1. The teacher student ratio 1:40, the main outcome of S.S.A. programme has been useful only to some extent in the retention.
2. The Education Guarantee scheme through the S.S.A. has also been partially successful.
3. The 'CHADUVULA PANDUGA' programme intended to increase literacy and enrolment has been semi successful.
4. The 'JANASALA' programme intended to improve enrolment.
5. Even after the appointment of lady teachers through the sanction of S.S.A., the enrolment has not been achieved to expected targets

The least 5 affecting problems identified by teachers in the area of Government Programmes

1. The 'Midday Meal' Programme aimed mainly at the retention in its implementation had proved to be a waste of teaching hours for teachers.
2. The 'Badibata' programme that is intended to enroll the students who have not joined is not implemented whole heartedly.
3. Akshara Bharathi – intended to achieve total literacy has failed in its actual run.
4. The 'Back to School' programme aimed at the retention of students - is not successful.
5. The 'Home Based Education for disabled' programme has not been fruitful.

The most 5 affecting problems identified by teachers in the area of Administration

1. No action is taken by the authorities on the staff who do not reside in the local area.

2. The different programmes undertaken by the Government, in improving literacy among the people, are not directly taken to the hearts of the people.
3. The teachers are entrusted with many other extra, irrelevant activities other than teaching.
4. The H.Ms of the primary schools could not give proper importance for the supervision.
5. The D.E.Os improve more upon raising the percentage of passes than upon in a imparting quality education.

The least 5 affecting problems identified by the teachers in the area of Administration

1. The scholastic activities are hampered due to over indulgence of the educational committees in the daily administration.
2. The training classes for teachers are not being conducted during working days of the school.
3. The authorities do not take proper action on the teachers who second to their duties at the far and corner places.
4. Co-curricular activities are not being conducted properly.
5. The mid-day meal programme has been failed in its objective.

5.16. Suggestions for further Research

The following suggestions are felt necessary by the researcher for Universalization of Elementary Education.

1. There should be required number of teachers for every school.
2. Attractive class rooms and play ground are necessary to attract children towards schooling.

3. Teaching Learning Material is to be developed and used for effective instruction.
4. The teaching by Vidya Volunteer is to be discouraged as they are not trained in teaching.
5. Child centered education is to be encouraged.
6. Good libraries are to be developed in every school.
7. Multimedia approach is to be intensified at primary level.
8. The parents of school going children and local leaders of village are to be called to schools regularly to monitor student enrolment and attendance.
9. Parents are to be enlightened frequently on the importance of education.
10. Regular medical checkups to school children are to be organized periodically.
11. English medium schools are to be discouraged.
12. Certain government programmes are to be carried out with utmost sincerity and dedication.
13. Teachers' regularity should be insisted all the time.
14. Use of Cell phones in the class rooms should be banned.
15. Local Residence of teachers is to be made compulsory.
16. Training programmes are to be conducted during vacation duly providing earned leave to the teachers.
17. Incentive certificate is to be provided to the students with regular attendance.

18. Teachers are to be encouraged with special incentives for their dedicated work.
19. More number of rooms and play grounds need to be provided.
20. Government funds are misused at different levels. Serious steps are to be taken for the best utilization of these funds using the entire machinery.
21. More number of supervisory staff may be appointed.
22. Teacher vacancies should be filled up immediately.
23. Review meetings are to be reduced.
24. Wastage of time in filling up different formats needs to be avoided.

If the above suggestions are sincerely adopted, it is possible to achieve Universalization of Elementary Education within the short span of time.

As this investigation is being carried out on the sub sample of 1400 teachers at Primary level of East Godavari district, a further research may be conducted by taking large sample covering, more number of districts for better understanding of the problem. In this study, the investigator adopted inventory. Hence other tools may be adopted for further researches.