

Status and experiences of High School Teachers and University Educators in the lens of current education system in India

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ABSTRACT

Education is the key principle in our lives and is the basis of our knowledgeable existence in life. But education and its allied activities are all driven by the education system of each and every country that looks into providing quality and accessible education to all strata of society. With shifting societal demands, a variety of learning styles, and advancing technology, the modern educational system is at a crossroads of change. The success and efficacy of the educational process are crucially dependent on the role that teachers play in this dynamic environment. This paper explores the diverse effects that teachers have on students, society, and the advancement of education as a whole, emphasizing the critical role that teachers play in the current educational system. In addition to conveying subject-specific knowledge, teachers play a key role in the diffusion of knowledge by encouraging critical thinking, problem-solving abilities, and a love of learning. Every student will be able to access and understand the material to the fullest extent possible thanks to their ability to modify their teaching strategies to suit a variety of learning styles. Additionally, teachers are essential in supporting children's socio-emotional growth by encouraging resilience, empathy, and teamwork. Teachers have a profound impact on society outside of the classroom by influencing the attitudes, values, and ethical standards of the next generation. By encouraging a feeling of civic duty, cultural sensitivity, and environmental knowledge, they produce well-rounded people who can make valuable contributions to their communities. It is important to acknowledge the difficulties that educators face in the current educational system. Problems like packed classrooms, scarce resources, and social pressures might make it difficult for them to provide the best learning opportunities. This paper studies the role of management, education norms, monetary and non-monetary factors in creating satisfied and motivated educators. In order to empower and support teachers in carrying out their vital job, legislators, administrators, and society at large must work together to address these issues.

Keywords - Teachers, Education System, Institutional Framework, Fair Policies

INTRODUCTION

“Education is not preparation for life; education is life itself”- John Dewey. Education is not mere knowledge to pass various sets of examinations or crack records in terms of scoring the highest percentage, it's much more than that. Education is the process of creating uniqueness, building the foundation for a prosperous future and uplifting the morals and learning through various mediums of life. The education system is the apex governing body that deals and manages the access and availability of minimum and required education to all the students across different economic strata. Having said that, the building blocks of the education arena are none other than the teachers also known as the educators who are the providers of knowledge and learning to the students. Teachers not only affect and uplift the morale and awareness of the students but also broaden their proficiency in terms of handling various situations and leads to actual value addition into the lives of students. If that is the level of importance that a teacher embraces in shaping the future of the students then it becomes all the more crucial to examine the ongoing processes and working styles that prevail in the current education system through the perspective of the teachers. Often the prime focus is given on the students or the parents who invest loads of money in bringing the world's best education in the form of highly well acquainted

Institutions and allied services that help in the child's overall grooming and helps grasp the adequate and crucial amount of education. But what we often tend to think is that teachers also need the adequate amount of respect, limelight, training, and justified salary for the service they are rendering. Their honest feedback must be respected and further implementations must be made, right selection of the right teacher in the right subject matter must be carefully done. Proper training sets, examinations and timely revision of teacher's portfolio must be undertaken to ensure a streamline and hassle-free working culture for them which will result in better functioning in their work thus enhancing the output.

OBJECTIVES

- To understand the perspective and point of view of the teacher and study their opinions
- To examine the supportive schemes laid down for the betterment of teachers
- To identify the loopholes or ill practices followed under the education system that have a direct effect on teachers' working output

STATEMENT OF PROBLEM

In this era of unlimited competition among institutions to hire top executives and teachers to sustain the cut throat fight that exists in the education industry, somewhere or the other they have commercialized the essence of gaining pure knowledge into a money making business. It has become a more money intensive industry and that's the reason why major compromises are made on the part of providing quality services to the teachers. Our paper aims at focusing on this mismatch between the institution management and the workforce in terms of teachers and their rights and point of view of the current system of work.

LITERATURE REVIEW

Farkas et al. (1997) discuss about how teachers feel detached from the current classroom's rules and also how important it is to have a strong student and teacher relationship rather than just covering normal content. Also a feeling of not being that effectively appreciated for their work and absence of proper judgments of the policy makers has been highlighted.

Prawat (1992) talks about the need and change that the teachers wish to see for their well being and professional growth. It gives a viewpoint of the various loopholes that exist according to teachers in terms of the resources and facilities provided to them.

Shen & Hsieh (1999) discuss about the raising and uplifting the standards of teacher growth and education programs and also highlights the importance of teachers' certification.

Ben-Peretz & Flores (2018) focus on the acute tensions and paradoxes that arise in the concerned field of work. The tension that teachers go through in terms of achieving immediate results and success in external examinations and also the need to counsel students correctly in this era of migration and constant competition is spoken about in detail.

Schaap et al. (2018) speak about the tensions in the form of stress, anxiety, negative feelings of stress and depression, loss of self-efficiency or any bad imprint due to some workplace issues faced by the teachers both experienced and the freshly joined.

Chudgar (2013) discusses about recently framed policies and curriculum prepared for teachers and their assigned roles and responsibilities. It also talks about how effective these policies are on a real time basis.

Fullan (2013) throws light on the fact that teacher education programs must help teaching candidates to link the moral purpose that influences them with the tools that will prepare them to engage in productive change.

RESEARCH GAP

From the above mentioned literature review it has been identified that many policies and procedures have taken place in the well-being and upliftment of teacher development plans and increasing their morale to provide the best quality service of teaching. But still there is a long way to go in order to polish the course of action that highlights the concerns and issues faced by teachers and educators on a day-to-day basis. We understand that many policies have been curated but aren't applied to its fullest capacity in practice.

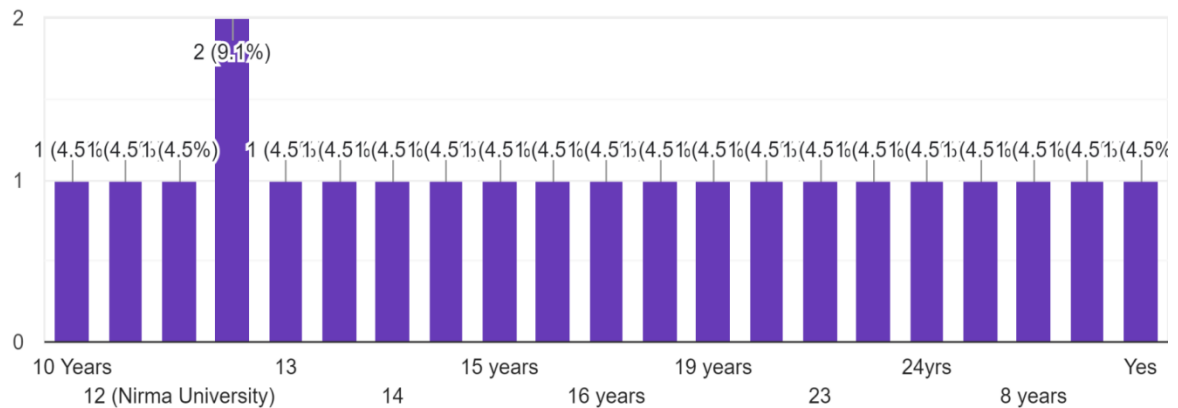
RESEARCH METHODOLOGY

A survey of teachers and educators from different schools, colleges and universities was conducted. This enabled to collate first-hand experiences and viewpoints of various teachers and the concerns that they are facing in this era of materialized education. Responses were received from 22 respondents, who were school, college and university teachers from different subject backgrounds having their own experiences in the field of teaching. The survey aimed at getting a fresh, honest and unedited viewpoint of educators about how their status prevails under today's education system and what reforms are required to keep their career growth steady.

DATA ANALYSIS AND FINDINGS

How long have you been in the field of teaching?

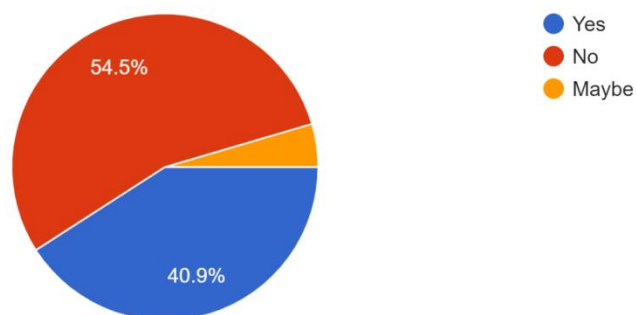
22 responses



Among the respondents, the maximum number of teachers have an experience of 10 to 13 years and then followed by 15 years, 19 years and 24 years respectively. Most of the respondents are above the age of 25 and this particular chart describes their experience and command over their profession.

Do you think teaching as a profession is given the due credit and limelight

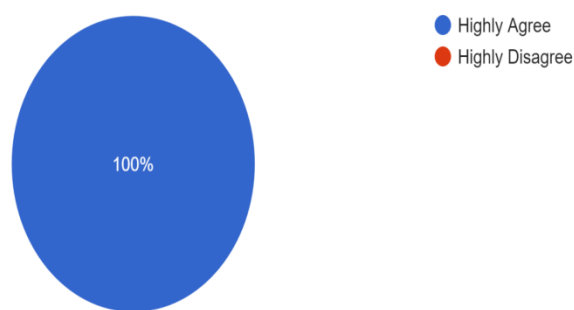
22 responses



54.5% respondents felt that not much limelight is given to this profession which is one of the most selfless and knowledgeable professions.

Do you think management of an institution plays a crucial role in carrying out systematic work and addressing staff issues

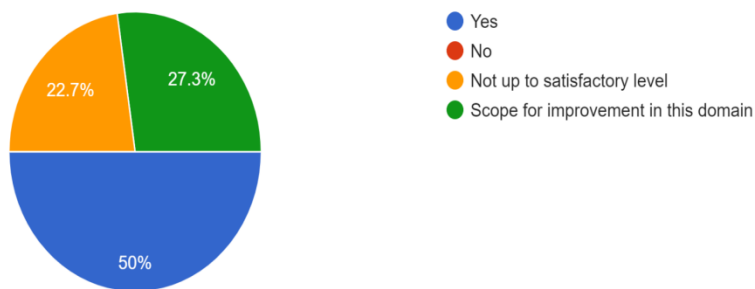
22 responses



Educators were unanimous in their response that the management and institution for which the teacher is working has the full responsibility of addressing staff issues and to maintain systematic flow of work.

Are the teacher education norms being practiced properly as in are regular and required examinations and training being held for teachers overall and in the subject they qualify in ?

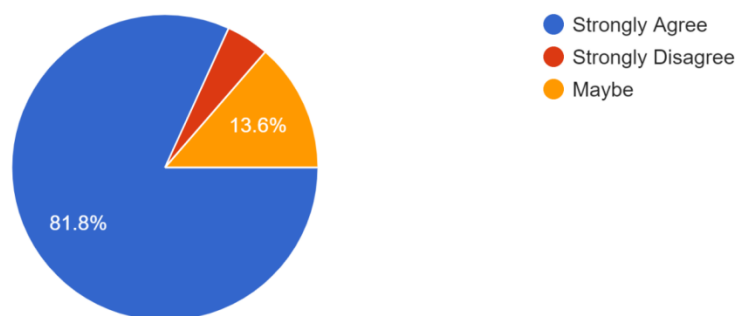
22 responses



More than half of the respondents believe that teacher education norms are not being followed duly. Teachers are forced to take up the subjects in which they do not master. This can be due to incorrect recruitment procedures or insufficient salaries by the institution and management.

Do you think not paying the required amount of salaries and less exposure to more opportunities at workplace affect teachers motivation to work

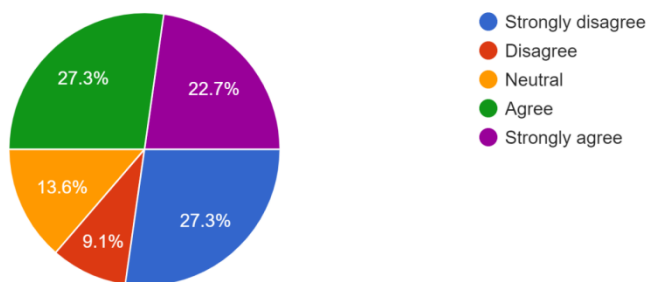
22 responses



81.8% educators expressed lack or insufficient salaries have a direct and intense impact on the motivation of the workforce

Has education now become a money making business than a selfless medium of providing quality education.

22 responses



More than 50% educators agreed that education has now become a money-making business rather than a selfless medium of providing quality education.

Overall, teachers are feeling that teaching has now become highly commercialized. Unfair circumstances and policies at the workplace, drop in salaries and incentives, fatigue and harsh work pressure and pressure of students' results have led to decrease in motivation of candidates to join the profession of teaching. Major fault is directed towards the education system and their rigid policies. This shows that the concerned authorities are busy creating policies on paper, whereas it's practical applications are non-existent.

RECOMMENDATIONS

Institutions and management can devote some more time in framing teacher-friendly and engaging policies to make sure that the difference is actually seen in the quality of work rather than it just being on paper. More and more training sessions should be conducted that actually align the teacher's subject matter so that it can be applied by them to polish their craft and extract the true advantage of these development programs and sessions. A closed-ended study and review of teachers' thoughts about the workplace environment and their feedback on the processing of tasks and responsibilities should be given timely review to keep the flow well established.

CONCLUSION

Teaching is one of the professions where enthusiasm is relevant but is decreasing day by day due to the various challenges and obstacles which we studied in this paper. Teachers are the most selfless professionals and deserve a highly esteemed level of working, with policies that actually make them feel important, understand their skill sets and provide them opportunities that suit them the best. It is high time that both the internal as well as external stakeholders give the due credit to the educators as they deserve.

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