

**A STUDY OF THE PERSONAL, FAMILIAL, SOCIAL AND
PERCEIVED PROFESSIONAL DIFFICULTIES FACED BY
FEMALE TEACHER TRAINEES**



A

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ABBREVIATIONS

B. Ed.	Bachelor in Education
NCTE	National Council for Teacher Education
SPSS	Statistical Package for the Social Science

ABSTRACT

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Problems faced by female teacher trainees are considered to be an important characteristic of which can predict the future success or failure of an individual in teaching occupations. The present investigation aims at studying personal, familial, social and perceived professional difficulties of teacher trainees. During the study, a simple random sampling technique is employed for selecting the sample. Six colleges of education are selected randomly. The random sample consisted of 240 female teacher trainees and the investigator adopted the descriptive survey method. In the present study, three independent variables (teaching experience, age, qualification) and one dependent variable (problems) were taken into consideration. For research purpose, Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008) has been used. The investigator employed the percentage, average mean for analyzing the data collected during the study. The findings revealed that most of the female teacher trainees have faced average level personal, familial, social and perceived professional problems. Few of the female teacher trainees faced high level problems. It shows that there is excessive paper work, lack of time to prepare plan and execute all the tasks in colleges. It also shows that teacher trainees play many roles at the same time. If these problems are not taken seriously and examined, the education towards the young aspirant, enthusiastic students will naturally decline. The present study tried to find out, not only the problems faced by female teacher trainees, but some of remedial measures to be taken in order to improve quality education for teacher trainees.

CHAPTER – I

INTRODUCTION

1.1 BACKGROUND

“Ideal teachers are those who use themselves as bridge over which they invite their students to cross, facilitate their crossing, joyfully collapse, encouraging them to create bridges of their own”. (Nikos Kazantzakis)

Education is a human process, which involves the teacher and the taught. The teacher is the backbone of this process. This profession is the most important profession as its educational and social values lies in its significant contribution to the development in the quality of life and betterment of the society. Successful professional performance is possible only to a teacher who is committed to his profession. As the educational scenario goes through a vast change in the newly emerging society, the teacher need to be well equipped with knowledge which can create curiosity in the students to learn new things. Therefore, the role of a teacher has taken on new dimension.

Since teaching occupies an honorable position in the society, therefore Teacher Education Commission recommended the introduction of a sound programme of professional education of teachers.

Teacher has an important and vital role to play in our effort to relate education to national development and social change. Teacher as the architect of society, is the living ideal, the fountainhead of knowledge and the potential guide to provide direction and motivation for growth and development of students, who are worthy citizens of tomorrow.

Teachers are the backbone of educational system. It is teacher whose personality characteristics besides his/her knowledge exert direct as well as indirect impact on coming generations and it is the teacher who broadens outlook of youth. A teacher has to play various roles in his or her personal and professional life, and in which assertiveness come up as a set of important skills to deal with a wide range of challenging situations, which demand expression of thought, feeling and beliefs in

direct, honest and appropriate manner, standing up for personal rights while respecting the rights of others.

Researchers postulate that assertive behavior is marked by openness and receptiveness but, in our Indian society female child tends to be rated as a lesser being, subjected to suppression and discrimination and avoidance in all her spheres since childhood and denied of opportunities for self-development and self-expression. Under such circumstances, they are never able to recognize their own potential and worth, and it hampers their all-round development, particularly their assertive and expressive skills. Teachers, more specifically female teachers have a vital role to play in area of enhancing assertive skills among female students at all levels and this is possible only when they themselves possess assertive skills and abilities. Assertiveness would help them to function more effectively in personal, social and professional relationships in their everyday lives.

Education in 21st century is a challenge to excellence in every endeavor. Newer and more vibrant areas of education have already come under the purview of teaching-learning. The uses of social media and technology have made education interesting and thrilling to the teachers as well as to the learners at all levels. The inclusion of health education, sex education, value and aesthetic education etc., have attained immense public attention in the professional training of teachers right from school level. Today we need well qualified and well prepared teachers who do not have only academic and professional competencies of high standard but also earnest responsibility and commitment to strive constantly to raise students' learning, capacity and achievement so as to make them increasingly autonomous and self-actualizing persons. Teachers can craft or belight a nation.

Teacher is the most important component of the educational system. The study of the personnel, familial, social and perceived professional difficulties faced by female teacher was descriptive in nature. The major objectives of the study were: to find out the real problem of the female teacher faced to find the causes of the problem and to suggest reasonable solution to those problems. The key research questions focused on the problems faced by female teachers and their causes and also to probe measures to overcome that problem. In most countries all teachers' decisions are left to the teachers. The teachers are closest to their subjects and developments therein. They

must be allowed to make curriculum, devise teaching methods and grading decisions which are at the heart education system. If this is adopted it would mean withdrawal of the system of centralized curriculum decision to allow the teachers autonomy to determine but needs to be taught. In all teaching decisions including hiring, working conditions, promotions and salaries increase of teachers as well as school equipment requirements, it must be the educators who are to be in charge.

In current situation teachers seems not to be happy with their status and the way they are treated in the society. To them they are the only agencies are change and sources of quality education. For this purpose, they are required to be paid properly to give them adequate prestige to make it an attractive profession. The entire education establishment should try to create the product quality education.

It would seem to go without saying that to be an effective teacher one must be happy, contented, and secure. The woman who is distraught, worried, anxious, restless, or discontented cannot have the poise, the serenity, or the self-possession which is necessary for good teaching. The question is, what makes a teacher effective is not wholly or even mainly a question of professional preparation, knowledge of subject matter, or skill in techniques of teaching. One can have all of these and yet fail as a teacher if personal problems interfere, for teaching is not merely a mechanical and routine procedure. One who teaches gives her entire self to the task. It is not merely the voice and information that the teachers possess which teaches, it is her whole personality which has an impact on the child's development.

We are in an era of gender sensitization and women empowerment. The status of women in different societies, countries, and religion is different. What are the real problems of woman? Do we understand their problems correctly? Problems of women are not addressed and or overlooked many times. What special provisions and rights are set apart for the welfare of women both nationally and internationally? And how far those contributed to welfare of women, are some important questions need to be answered before analyzing the present status. Though the number of women engaged in different occupation is increasing, the proportion is far lower than men. Majority of women are employed in informal sectors and less paid or sometimes unpaid. There are only few sectors in which women are equally paid.

Professional status of teaching: Teaching is not considered one of the most sought after career in India; hence primary challenges are to raise the status of teaching as a career choice. This stem from the general perception that people harbor about this profession which is, that anyone can become a teacher as it takes minimal skill and is nothing but glorified baby-sitting.

Well, to some extent it is true as a non-competitive teacher really has minimal skills where as good teachers have leadership skills which can even challenge a senior manager of a company. This status can also be attributed by our hiring process in B. ED programs.

1.1.1 What is a teacher trainee?

An Intramuscular Approach to Teacher Development in International Collaborative Higher Education. In the current paper, teacher training refers to the process of education and skill development that teacher trainees undergo as part of their formal teacher education process.

A teacher trainee is also known as a 'Teaching Assistant' to teachers. This is why generally in schools, you have teaching assistants who eventually start taking lessons or even covering them for students and helps the teacher.

Pre-service trainee teacher refers to a person enrolled in a teacher education Programme who is training to be a teacher and has not undertaken any teaching. Pre-service Teacher Education refers to the education and teacher training provided to pre-service trainee teachers before they undertake any teaching.

1.1.2 Pre-service Teaching

Pre-service teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the Pre-service teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The Pre-service teacher begins as an observer and finishes the Pre-service teaching experience as a competent professional. Goals and Objectives for Pre-service Teaching

Pre-service teaching is an essential experience in the professional education program. Although other college courses, activities, and practical contribute knowledge and experience to the prospective teacher, Pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. The Pre-service teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the Virginia Wesleyan College Teacher Education Program. The ultimate goal is for the Pre-service teacher to achieve competence in entry level skills in the teaching profession.

Pre-service teachers in all teacher-education programs offered by the school must ensure they meet the particular curriculum requirements that are published for the unit of study associated with each Professional Experience placement they undertake. Such requirements will include: proportion of coursework successfully completed; assessment tasks and coursework assigned during lectures; and/or tutorials.

1.1.3 Female Teacher-trainees

The teacher training set up in India has been construed as a hierarchical system, of grades, subdivided into different stages or levels. Training for nursery school teachers is envisaged to prepare teachers for teaching children up to 6 years of age. Elementary school teachers' training extends to cover preparation of teachers for teaching class 1st to 8th.

Training for secondary school teachers is provided to develop necessary knowledge, skills and attitudes among the teachers to teach students of class 9th to 12th i.e. students at secondary and senior secondary levels. In addition to these, training for special school subjects has also been envisaged for teachers of language, physical education, art and sculpture. The Post-graduate teacher education courses provide education facilities for the students as well as teachers in higher education. Following this broad classification of Indian teacher training set up, female teacher-trainees of present study refer to the female teacher-trainees pursuing B.Ed. course from various institutions.

1.1.4 Problems faced by female teacher trainees

1. Lack of teamwork, empathy, and support between students

With a stronger focus on individual student performance, many teachers feel that teamwork doesn't play an important role in classrooms. If students spend the majority of their time working individually, they don't get the opportunity to better their social and teamwork skills. These are especially important to develop in elementary and middle school.

2. Teachers working too many roles at the same time

Social worker, psycho educator, and counselor represent only a few of the hats that teachers are expected to wear throughout the day. In order to help their students, they feel compelled to adopt these roles themselves even though they don't have the proper training. They still do it, though, because they care.

3. No time to deal with bodily functions!

All throughout the day, teachers must jump from one task to the next and are often forced to neglect their own bodies. There is no bathroom or water breaks for teachers; sometimes they don't have a lunch break at all.

4. Teachers being made accountable for more than they should

Teachers don't feel the accountability is shared equally between them, students, and parents. This can create a tense atmosphere. It's also difficult to express this feeling to parents with diplomacy. But when parent night comes, ready or not, teachers put their game face on.

5. Not enough time to plan

Teachers often decry the lack of time they are given to prepare, plan and execute all the tasks that are demanded of them. Updating content presentations and documents,

correcting older material, and adapting subjects to a new cohort of students are some of the tasks that teachers would like more time for.

6. Excessive paperwork for data collection

In order to build reliable statistics, school and district administrations ask that teachers compile large amounts of data, such as grades and student growth indicators like SEL and collaboration. Teachers have difficulty with this because of the additional time it requires and the fact that, once again, it takes precious time away from preparing quality content for their students.

7. Keeping up with the expectations of school admins

A lot of teachers feel that more and more is expected of them from their school's (or district's) administration: offer constant support to the students, keep a line of communication open with parents, give more personalized help to students who need more attention to succeed, and so on. While teachers do want to provide the best support to their students, they maintain that they don't receive enough paid time to do so. Access to specialized personnel and more time outside of class are some of the suggested ways to improve support and meet those increasing expectations.

8. Applying a prescribed curriculum to all types of students

Ask any teacher, and they will tell you: Every student is different. They learn at different speeds, and they each have their own way of taking in content and remembering it. Problems arise when teachers are expected to apply a fixed curriculum to students with vastly different needs. Adapting lessons to students and tailoring content to their needs takes time, which is in short supply. If we distill these challenges to the major areas of school life that cause teachers the most difficulty, a common theme emerges: Teachers want better tools to communicate with students and parents, help with classroom management, and resources that will save them time in tailoring content to their students. Did we miss any? We all understand that there are challenges in the classroom

9. Lack of Time for Planning

Unlike in the past when teachers can't just finish off their syllabus and typically evaluate the students. The situation is more challenging today. They will have to handle multiple roles in the classroom. Updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among them. Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning. Preparing, planning and executing tasks expected out of them add a lot of pressure and the lack of time doubles it.

10. Lot of paperwork

In addition to preparing quality teaching content, it is common for school management to hand them with many additional roles including psycho-educator, social worker, counselor and a lot more. Building reliable statistics and preparing and updating student growth indicators are one of the important classroom challenges they have to handle in addition to teaching notes. Such excessive paper works take a lot of time out of their regular schedules. This can seriously impact the quality of work they deliver. It is seriously challenging for them to handle all of this without giving space for criticism. It can take a toll over their health and many are finding it difficult even to have a proper work-life balance.

11. Balancing Diverse Learning Needs

Let it be any school, the type of students in a classroom will be different and they will have diverse learning needs. Satisfying all of them in the same way while approaching a particular curriculum will be a serious challenge. Nowadays, teachers are trying differential teaching strategies to satisfy a slow learner and quick learner. So they will be forced to bring in a lot of creativity and diverse strategies which in turn requires additional preparation time. However, once you learn to come out of it, it will, of course, be an empowering experience for your career and for the benefit of the classroom, as well.

12. Get burn out easily

It can be fun and relaxed to take up teaching as a profession as you can be in the company of kids and youth which keeps you young. At the same time, a lot of factors like we discussed can cause them to burn out easily. Feeling overworked, unsupported, underpaid, lack of personal time, the difficulty of work-life balance and not getting proper rest all can result in burnout. Overworking can even affect the most energetic teacher and this can impact on the way they handle class too causing more serious problems.

13. Lack of proper funding

There needs to have proper funding from the management and parent funds to successfully work out many teaching strategies and related stuff during an academic year. Teachers have seen raising concerns about the lack of funding which can seriously impact the way they want to take the class forward. And we have heard cases of teacher ending up paying from the pocket in order to ensure flawlessness of their strategies.

14. Lack of Parental Support

Even when it is the role of teacher to provide students with quality education, the process is only complete with the cooperation and understanding of parents and school management. Parents should be the ideal working partners of teachers to provide the best learning experience for students. If parents are stepping away from their responsibility, it can be tough for teachers to handle at least a few of the students. That is one reason why today teachers are taking initiatives to set up a meeting with parents and communicating them through apps so that they can have an eye on the progress of their child.

15. Changing Educational Trends

This is one of the worst classroom challenges faced by teachers as educational trends have been changing every year. Schools will be eager to adopt new technologies and tools to update new trends.

16. Financial Compensation

Teaching is one of the most underpaid jobs barring some schools which strictly adhere to pay commission of scales. Even appreciation in form of financial incentive is not a very popular culture. These problems are not restricted to government or low cost private schools but also to posh international schools where the average annual fee structure of a student ranges from Rs.6Lakhs to 10Lakhs. The school management and board of director mostly prefer cheap labor. Again this is because of the low professional status of teachers in our society. The teaching profession is dominated by women and we see very less men who prefer being a teacher. Women are not considered as the primary breadwinner of a family and hence their compensation is abysmally poor compared to the fee structure that these international school charge

The biggest irony lies in the fact that these schools celebrate women's day with great pomp and splendor even though more than 90% of the women workforce in these schools are financially dependent on their husband for expenditure like car, loan, education loan etc. as their salary is almost one tenth of what their husband earn in MNC. The school salary is just like pocket money for them. It's high time that teacher need to value their self-esteem and take control of their situation rather than contributing to this vicious circle. One should always update their networking skills to be placed in the best of the organization rather than compromising on self-respect and injustice.

17. Commercialization of Education

The general Indian mentality believes that privatization is the solution to everything dysfunctional in our country this public perception stems from the status quo that an Indian family enjoys when they send their children to these modern temples of education which have air conditioned classrooms buses and infrastructure equivalent to a five star resort like tennis court swimming pool etc.

It gives immense pride to parents and an opportunity for them to gloat about the fact that their children go to school where students are well dressed, their classmates

comes from the elite strata of the society and most important they are ‘English medium schools’.

18. Lack of Motivation and Support

Teachers do not have a voice and have no say about educational policy. The concept of motivated teacher is also a flawed one because most of them feel that a motivated teacher is one who is regular to school every day, follows official protocols blindly without questioning and if necessary provide information that management teams wants!

The real focus shifts from student learning g outcomes to complying orders as fount fit by the administrative department relegating teachers to a mere stature of puppets who have no voice.

19. Professional Development and Teacher’s Needs

Education sector is a very dynamic industry. A good teacher needs to be constantly updated with the best practices practiced across the world. This means reevaluating and reflecting one’s pedagogical skills by adopting rigorous study, practice and self-improvement.

The high performing countries keep professional development and training as the top most priority and they conduct in-house trainings every month in addition to regular classroom observations and feedback by peers and line managers. Observation is considered as an instrument of development by scaffolding and developing the teachers and not as a weapon to terminate their services which nowadays schools are adept in doing.

20. Personal Image and Society’s Expectations

A teacher is expected to project a ‘perfect teacher’ image. She is required to epitomize calmness and behave like conservative moral police. Society puts this immense pressure on teachers as if their every decision, act, and word can inspire or devastate students.

So if a parent, student or God forbid the school coordinator spots a teacher having a quiet romantic dinner with her partner, then it won't be accepted as decent behavior as per the moral code of conduct that teachers are expected to follow.

If a student fails, it is the teacher's fault. If a student succeeds, then it is the achievement of the student alone. Teachers shoulders all the responsibility, but get little recognition or appreciation for their student's achievement.

To conclude most of us enter this profession as a new leaf: bright and starry eyed, idealist and ready to inspire the leaders of tomorrow. Once in the profession the reality of teaching hits us, draining the passion and 'joie de vivre' of this noble profession.

1.2 SIGNIFICANCE OF STUDY

The study is significant in the sense that; it will provide help to the administration, policy makers and teachers themselves. This study also provides help to secretaries, directors, EDOs and other educational officers to know the problems of female teachers. It will help to bring reforms for the improvement of educational system. Objectives of education can be achieved and implemented in the best manner. Teachers will perform their services well and to entire satisfaction. The study will provide basis for further researcher in the field of education. So the standard of education can only be raised by the solution of problems of female teachers.

There is an increased in female teachers, there is few lady teacher in rural areas. Lack of security, material amenities like hostel, quarters, transport, medical facilities and lack of support from the families. In short they are facing problems related to social, political, economic and service matter etc. These problems are not only concerned with women teachers in rural but urban as well. If these problems are not taken seriously and examined, the education towards the young aspirant, enthusiastic students will naturally decline. The quality education which is the burning issue in our society will never be fulfilled but remain a question mark.

1.3 STATEMENT OF THE PROBLEM

A STUDY OF THE PERSONAL, FAMILIAL, SOCIAL AND PERCEIVED PROFESSIONAL DIFFICULTIES FACED BY FEMALE TEACHER TRAINEES.

1.4 OPERATIONAL DEFINITIONS

- **Familial Difficulties:** Familial difficulties mean a kind of troubled relationship between family members which in turn leads to tensions. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Personal Difficulties:** Personal difficulties are basically related to individuals having their problems limited to them only. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Social Difficulties:** Social difficulties can be seen in the form of poor social problem solving, social information processing, difficulty understanding other's viewpoints, and poor understanding of social expectations and rules. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Professional Difficulties:** Professional difficulties are the problems related to work. In the present study it has been measured by a self-prepared tool.

1.5 OBJECTIVES OF THE STUDY

- i. To study the level of personal problems faced by female teacher trainees.
- ii. To study the level of familial problems faced by female teacher trainees.
- iii. To study the level of social problems faced by female teacher trainees.
- iv. To study level of perceived professional difficulties faced by female teacher trainees.

1.6 HYPOTHESES OF THE STUDY

- i. There has been negligible personal problem faced by female teacher trainees.
- ii. There has been negligible familial problem faced by female teacher trainees.
- iii. There has been negligible social problem faced by female teacher trainees.
- iv. There has been negligible perceived professional difficulty faced by female teacher trainees.

1.7 DELIMITATIONS OF THE STUDY

- The study has been restricted to only to female teacher trainees of private colleges 'with special reference to Jammu city Area'. The entire 'Female teacher trainees of 6 colleges from Jammu city area constituted the population.
- The study has been restricted to female teacher trainees of private colleges of Jammu city.
- Data has been collected through only one tool i.e. Youth Problem Inventory Test Developed By Dr. (Mrs.) M. Verma (2008).

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review identifies, evaluates and synthesizes the relevant literature within a particular field of research. It illuminates how knowledge has evolved within the field, highlighting what has already been done, what is generally accepted, what is emerging and what is the current state of thinking on the topic. In addition, within research-based texts such as a Doctoral thesis, a literature review identifies a research gap. A literature review can be a precursor to the introduction of a research paper, or it can be an entire paper in itself, acting as the first stage of large research projects and allowing the supervisor to ascertain that the student is on the correct path. A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research, allowing anybody reading the paper to establish why you are pursuing this particular research. A good literature review expands on the reasons behind selecting a particular research question.

A literature review or narrative review is a type of review article. A literature review is a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work. Most often associated with academic-oriented literature, such reviews are found in academic journals, and are not to be confused with book reviews that may also appear in the same publication. Literature reviews are a basis for research in nearly every academic field. A narrow-scope literature review may be included as part of a peer-reviewed journal article presenting new research, serving to situate the current study within the body of the relevant literature and to provide context for the reader. In such a case, the review usually precedes the methodology and results sections of the work.

2.2 STUDIES CONDUCTED ON THE PROBLEMS FACED BY FEMALE TEACHER TRAINEES

The following are some of the studies which have been conducted on the related topics:

Ornstein (1980) concluded that one of the major aspects of teacher's problems is inadequate salaries and lack of promotional opportunities. Although teachers' salaries are presently increasing as compared to past but they still fall far short of many other professional groups. Apart from this there is something troublesome about a system where you hold teachers in the same position for 20 to 30 years without a promotion. Many are compelled to take second job after school time or during summer months or other vacation periods. He has maintained that salaries of administrative personnel are typically high, much higher than the salaries of teachers and so teachers are tended that administration is more important avenue and lucrative than teaching.

Norcross & Prochaska's (1986) study of the stresses and coping strategies of psychotherapists they report: "Psychotherapists are full of problems we do not expect to find in them. Their problems run the entire gamut of human concerns. Why we should not expect to find these problems is unclear. However, it does seem that, paradoxically, while caring professionals can be extremely tolerant of any vulnerability in their clients, they can be remarkably intolerant of any weakness or frailty in their practitioners. Maybe it is a necessary defense for some therapists to deny and distance themselves from the problems they see in their clients. The attitudes of the psychotherapy professions and their senior practitioners can exacerbate the distress of trainees and junior colleagues by promoting the macho myth of invulnerability. Thus the problems experienced by stressed counselors can be exaggerated by the difficulty they may have in acknowledging and tolerating their own distress

Saltzman (1986) mentioned that supervisor and administrators hid behind the bureaucratic hierarchy. The bureaucratic rules, regulations and attitudes undermine teacher's authority and effectiveness and thus no useful, supportive, inspiring or appropriate feedback is provided to teachers.

Farber (1991) in his book "Crisis in Education" has stated the problems; stresses and issues of teachers. He describes low pay of teachers, urban social disintegration, lack of parental community support, community and social apathy, lack of public support, bureaucratic interferences, violent and miserable nature of schools, pressures over them, lack of administrative support, lack of respect and appreciation, no teaching rewards and incentives, lack of teachers rights, status, goals and work overload etc.

Sussman (1992) said that, unlike the ancient healers or shamans, today's helping professionals are expected to be strong, invulnerable and without difficulty. In Norcross & Prochaska's (1986) study of the stresses and coping strategies of psychotherapists they report: "Psychotherapists are full of problems we do not expect to find in them. Their problems run the entire gamut of human concerns. Why we should not expect to find these problems is unclear. However, it does seem that, paradoxically, while caring professionals can be extremely tolerant of any vulnerability in their clients, they can be remarkably intolerant of any weakness or frailty in their practitioners. Maybe it is a necessary defense for some therapists to deny and distance themselves from the problems they see in their clients. The attitudes of the psychotherapy professions and their senior practitioners can exacerbate the distress of trainees and junior colleagues by promoting the macho myth of invulnerability. Thus the problems experienced by stressed counselors can be exaggerated by the difficulty they may have in acknowledging and tolerating their own distress.

Richard (1993) compared 160 teacher trainees in traditional and 160 trainees in distance mode of teacher education. The result indicated that distance students achieved higher scores than the traditional students on two objective examinations designed to assess achievement. Difference in student learning style, academic achievement measures and gender did not significantly influence achievement.

Prasad and John (1993) compared development of skills through teaching practice and attitude of B.Ed trainees of distance and conventional institutions. The findings of their studies revealed that the trainees of DE were in no way inferior to their counterparts in conventional institutions with regard to level of perception, self preparation and achievement of objectives of practice teaching. Charles (1994) study also supports superiority of DE course over traditional classroom teaching method. The purpose of this study is to contribute to the literature on traditional versus distance education. Therefore, control group (regular) and experimental group (satellite) were taught the same course. The students were exposed to pre-test and post-test. The results of the investigation showed that DE course was more effective. Sahoo and Khan (1998) conducted a study with 102 trainees of Basic Training Institute Level who were undergoing in-service distance teacher training in the state of Madhya Pradesh with regard to their attitude and reactions towards various

components of in-service distance teacher training. In the first phase, open ended interviews were conducted with in-service primary teachers joining distance education programme. In the second phase the questionnaire was administered on a sample of teacher trainees. The findings showed their favorable attitude to printed materials, personal contact programmes and use of modern technology in distance teacher training. Farah (2000) made a comparative study of teaching competencies of the teachers trained through the formal system of education and those through the DE system. The objective of the research was to study the relationship between the presage, process and product variables of teaching competencies of the teachers trained through both the modes. The sample of the study consisted of randomly selected 70 teachers trained through the formal system and other randomly selected 70 teachers trained through distance system of teacher preparation. The relationship between presage process and product variables was investigated using Pearson Product Moment Coefficient of Correlation. The investigator found no significant relationship between the knowledge and the attitude of the teachers trained through the formal mode as well as through the distance mode

Owaidat and Hamdi (1997) conducted a study aimed to investigate behavioral problems of the male student in 8th, 9th, and 10th grade in Jordan. The sample consisted of 1907 students from schools identified by educational directorates as having behavioral problems. Students of the sample responded in their class to the questionnaire developed. Data regarding students school achievements were obtained from official records. The result indicates that quarrels, beating other students, cheating in exams and reports, and morning school delay were the most frequently mentioned behavioral problems. The most frequently used procedure to control students was beating by the teacher.

Shanmugam (1999) investigated the information seeking behaviour of trainee teachers from two teacher training colleges within the state of Johor, Malaysia. A total of 197 pre-service teachers from the fifth semester have been studied. The data-collecting instrument consisted of a questionnaire. The findings revealed that a majority of the trainees' information needs are focused around their course work and there is a low awareness of information needs that are not related to teaching. More than half of the trainees moderately expressed positive feelings for seeking information. As for negative feelings, the feelings of 'desperate' were most prevalent. Trainees largely

preferred informal and interpersonal sources. Renowned printed sources such as journals, encyclopedias, and indexes recorded a low frequency of use. The trainees favored sources in Malay language to English. Even though the student teachers rated public libraries as excellent, they frequented college library most despite rating it as the third best. Accessibility was considered as the most important external attribute of information. Currency and relevancy of information were given high priority amongst the internal attributes. Accessibility to sources and using the OPAC were cited as major problems when locating information. Investigations showed that computers were largely used for typing rather than for seeking and processing information

Hamasha's (2000) study aimed to find out the administrative problems that face newly appointed teachers of the first three grades at Irbid schools and define the problems in terms of sex and qualification. The results of the study revealed: there were significant at $\alpha=0.05$ for the degree to which administrative problems exist, which face 1-3 grades newly appointed teachers. There were a number of administrative problems that face 1-3 grades newly appointed teachers due to gender, and there were no significant at $\alpha=0.05$ for the degree to which administrative problems exist, that face 1-3 grades newly appointed teachers due to qualification.

Yiu (2002) examined the impact and prevention of voice problems in the teaching profession. A total of 122 subjects from the teaching profession (55 practicing teachers and 67 prospective teachers) were therefore surveyed to ascertain their perception of their voice condition and the impact of voice problems on their communication, social life, personal emotions, and occupation. The results showed that the practicing teachers perceived their voice to be significantly worse than the prospective teachers

Hamdallah (2005) aimed to recognize problems in classroom management and their causes and recognized student behavioral problems, which hinder learning process in UNRWA schools in Jordan in the school year 2004-2005. The results of the study show that the extent to which teachers faced general problems was low. Major general problems which face teachers of the first three classes were: to maintain students attention and involvement in learning process, the ability of the teacher to prevent and stop unwanted behavior, and the cooperation of teachers and school administration to develop a number of school rules which control students' behaviors in the classroom and the school and to find the physical environment which is suitable for learning to

take place, and developing positive relationship between teachers and school administration. The most important reasons which take part in the occurrence of problems from the teachers' point of view are: the large numbers of students in the classroom, the effect of economic and social circumstances of students on pursuing their school work, and the large number of family members and its negative effect on the ability of parents to bring up their children.

Stidder (2005) explored the ways in which job advertisements for physical education (PE) teachers in England perpetuate stereotypical notions of gender and how this can affect recruitment within the profession. It assesses the extent to which the 'gendered' vocabulary used in job advertisements can potentially influence the decision-making of women and men seeking secondary school PE teaching posts in England and the implications for professional practice. Discussions with 32 postgraduate trainee teachers were carried out at a teacher training institution in the south of England and focused on their perceptions of 30 job advertisements for PE teachers. The data showed that male and female trainees often felt that employment opportunities for men and women in PE were constrained by the 'gendered' vocabulary included within advertisements and therefore had some impact on their decisions when considering whether to apply for particular posts. Given the dominance of sex-differentiated patterns of staffing within PE in the United Kingdom, the study raises questions related to employment rights of women and men and assesses the extent to which vocabulary can deter or prevent potential applicants from applying for particular teaching posts based on their sex. Likewise, this study considers whether PE job advertisements, particularly for senior PE management positions, can be justified on the grounds of sex within the framework of equal opportunities

Darling-Hammond (2006) stated that education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teacher's abilities are especially critical contributors to students learning and consequently the success of a nation to advance in its economic, social and political spheres.

Yogesh (2007) explored the factors that promote the usefulness of education reached at a valid conclusion to the effect that among various factors that influence the efficiency of education, so very important for the growth and development of the

societies, the „teacher“ factor alone contributed 68% whereas all other factors like infrastructure, finance, role of leaders, political backing etc. altogether contributed only 32%. AERA, (2004) reported that there is broad empirical evidence for the influence of teachers on the learning of their students improving their teaching.

Walelign & Fantahun (2007) investigated the existing problems of the new pre service teachers training program and based on the findings it is to give all the possible suggestions and recommendations; and this will be helpful for successful implementation of the new pre service teachers training program in Ethiopia. The study was conducted in Jammu University-Faculty of Education. From a total of 1388; a sample of 285 student- teachers of graduating class in all the departments and 7 administrative officials of the faculty were subjects of the study; questioners and personal interview were used to collect data. The results of this study show that practicum courses are emphasized more than needed; Lack of sufficient facility and services is the most serious problem influencing curriculum implementation; the administration system gives no attention to satisfy the needs and interest of trainees; most of the student- teachers (58.3%%) generally appreciate the new pre service teachers training policy of Ethiopia and the attitude of the student-teachers towards their profession is highly influenced by the attitude of the society towards the profession.. Impact and prevention of voice problems in the teaching profession. Ethiopian Journal of Education and Science.

Imig and Imig (2007) in a study highlighted the crucial role of teachers in the development of a country from different aspects. . They stated that “The desire for better change in teacher education is everywhere. There is almost a universal quest for better teacher quality, and with it, exists a demand for higher quality teacher education. In the developed world, the quest for greater student learning and worker productivity has prompted much attention to teaching and teacher education. There is a growing insistence that every facet of the teacher preparation and professional development be improved. The presumption is that if only students had better learning their societies would be more competitive economically. For this, schooling needs to be changed and with it the way that teachers teach and the way they are prepared to teach must also be improvised.

Clunies-Ross et al. (2008) investigated the relationship between primary school teachers' self-reported and actual use of classroom management strategies. The sample consisted of 97 teachers from primary schools within Melbourne. The information was collected by questionnaire. The findings indicated that teacher self-reports accurately reflect actual practice, that relatively minor forms of student misbehaviors are a common concern for teachers, and that teachers are spending a considerable amount of time on behaviors management issues. Also, the findings revealed that the use of predominantly reactive management strategies has a significant relationship with elevated teacher stress and decreased student on-task behavior.

Hararsh and Kawaldh's (2009) study aimed to identify patterns of control implemented by the classroom teachers in order to maintain discipline in the classroom in Al- Mafrq District of Education. The study sample consisted of 210 teachers and researcher used questionnaire consisted of 35 items to collect data. The results indicated that the patterns of classroom settings were arranged as follows: proactive type style, insulting, and authoritarian.

Filter and Horner (2009) investigated the relationship between problem behaviors and academic variables in classrooms. Functional behavioral assessments conducted with two fourth grades. Two behavior support interventions were developed for each participant. One intervention was designed using a competing pathways model that combined behavioral and academic supports, and linked the intervention components to the functional assessment results. A second intervention was drawn from the literature. Results of the study indicated that the function-based academic interventions resulted in significantly fewer problem behaviors than were observed during non-function-based interventions. The results lend support to the idea that interventions for problem behaviors that occur in the classroom context will be most successful if based on functional behavioral assessments.

Akbar and Shahid (2010) studied problems encountered by women in education sector of Bahawalpur. As we all know that education is crucial in the development of any country. The main focus of this research is to identify the problems faced by working women in education sector. We discovered that most of the parents and certain relatives are supportive towards their daughter serving in the education sector.

All our respondents strongly believed that the married women face greater challenges than unmarried women. Although their husbands are cooperative but their children are prominently neglected. Despite the supportive attitude of their parents unmarried women still face challenges like transportation and managing time between personal and social life. Most of the respondents, married or unmarried, believed that their salary and promotion system is not satisfactory for which they blame “Favoritism”. In spite of all the facts, our research concludes that the education sector of Bahawalpur for female teacher is fairly good.

Gujjar (2010) mentioned that teaching practice is the most important part of teacher training programme. It should be the central pivot of the professional training. Good and effective teaching is an achievable art, but hard work, patience and struggle is needed for it. Teaching practice is the practical aspect of teacher training and it is an assortment of factual and dramatic characteristics. During the teaching practice student teachers find an opportunity to use the acquired knowledge, especially in the areas of psychology, teaching methods, teaching principles and teaching techniques. During teaching practice student teachers are like apprentices to acquire skills. Teaching practice is a valuable opportunity, where student teachers are in a position to increase their knowledge, do experiments on the basis of acquired knowledge and to solve the problems related to teaching. Student teachers which are on teaching practice, if they are aware about their lacking experience and need of more learning, as well as willing to learn and gain, then they can learn practically much more from experienced teachers and teacher educators. During teaching practice, it is not only that they have opportunity of teaching but they also have the opportunity to observe inside and outside of the classroom. In this connection data was collected from 650 student/prospective teachers who have completed their teaching practice and it was found that in Pakistan teaching practice is not taken seriously and many interesting findings were found in this regard.

Makhija & Singh (2010), working in Indian settings, undertook a test of effectiveness of assertiveness training among the adolescents. Involving eighty boys and eighty girls, studying in 10th and 11th grades in the public school of Chhattisgarh, Makhija & Singh (2010) revealed that the experimental group of students, after receiving training in assertiveness, developed higher level of self-esteem as compared to students of the control group, which did not receive any such training. The study also

concluded that assertiveness training programme do not have significant effects on academic achievement of students. Similar findings related to the effect of assertiveness training on academic achievement were obtained among female secondary students in Iran by Paezy, etc.

Egenti & Omoruyi (2011) investigated the challenges or constraints of women in continuing higher education programme with particular focus on the B.Ed. part-time programme of the University of Lagos. A simple survey research design was employed to explore the issue. A 15 item questionnaire supplemented with oral interview sessions provided the data used for the study. The study involved 150 randomly selected women in B.Ed. part-time programme of the University of Lagos. The sample was drawn from across three Departments in the Faculty. The data collected were analyzed using mean score, frequency count and simple percentages. The findings of the study showed that the major constraints or challenges of women participants in the programme include time constraints, increasing marital demand, poor economic or financial base, poor learning environment, lack of encouragement from employers and spouse, increasing social pressure and poor psychological disposition. The implications of study for women's counseling and education were highlighted. Based on the findings, recommendations were also proffered.

Akbari (2012) determined the efficacy of assertiveness training methods on self-esteem and general self-efficacy of female students in Iran. Pretest and posttest experimental group design and multivariate analysis of covariance (Moncova) was carried out to test the research hypotheses among three groups of 20 people each, two experimental and one control. Findings obtained through the study showed significant effect of assertiveness training on self-esteem and general self-efficacy, in addition to reducing disability and confusion, resolution of conflicts and development of ways to solve problems and decision making.

Asrowi and Barida (2013), working with the high school students of Indonesia, examined effectiveness of assertiveness training on communication skills of low assertive students. The results of pretest posttest experimental design revealed significant improvement in communication skills after receiving assertiveness training. Students in experimental group showed courage to express verbally without being afraid of mistakes and showed good friendship. The study concluded that

schools should give more attention and guidance for students to develop assertiveness.

An evaluation of effects of assertiveness training on social anxiety of university students was carried out by Babayi and Rahmati (2014). In a pretest-posttest randomized group design, 60 students were randomly assigned to experimental and control group. Results obtained through analysis of covariance showed significant reduction of social anxiety and its components (Fear of public speech, strangers, others judgement, social isolation and expression of anxious symptoms) among subjects of experimental group.

Makinde and Akinteye (2014) analyzed effects of mentoring and assertiveness training on adolescents' self-esteem. With descriptive survey and quasi-experimental design, findings obtained through analysis of covariance revealed mentoring and assertiveness training to be efficacious in raising adolescents' self-esteem. The study recommended these two programmes to be adopted by managements of schools. In another study conducted among Iranian high school female students, Noghabaee and Nikoogoftar (2014) obtained significant effect of assertiveness skills training on enhancing self-efficacy of participants in experimental group. The study concluded that students need to be supplied with certain skills and abilities, especially assertiveness and efficacy for better operation.

Abed (2015) also obtained a significant and positive correlation between total assertiveness skills and total self-esteem scores. Assertive training and systematic desensitization were found to have significant effect on examination phobia of university students by Chinwe (2015). In this quasi experimental, pretest-posttest control group study, it was found that assertive training and systematic desensitization were significantly efficient in reducing examination phobia among students of experimental group.

Burden & Hopkins (2016) examined the perceptions, attitudes and beliefs of pre-service teachers using the iPad for their professional learning purposes and for teaching during their school placements. The sample consisted of 117 pre-service teachers undertaking a one-year postgraduate qualification in England to gain qualified teaching status (QTS). A mixed methods design was employed to collect data using questionnaires and focus groups and the results showed how students' beliefs and attitudes, categorized as second order barriers, are significant factors in

determining how effectively mobile technologies are used as a teaching and learning tool. Whilst the research literature suggests access, infrastructure and training, are diminishing as significant barriers for technology adoption, this study found that first-order barriers such as these still remain a significant challenge for pre-service teachers attempting to learn with and use mobile technologies in their practice. The article concludes with implications for practice in teacher education, theory and areas for further research

Muhammad and Kai (2017) studied female teacher problems at primary level in Pakistan administration. It is mandated in the Constitution of Pakistan to enhance adult literacy and quality education at primary level through provide free and compulsory education to all children between the ages of 5-16 years. The year 2015 was the deadline for the participants of Dakar declaration (Education for All [EFA] commitment) including Pakistan but they fail to do so. Education related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA targets and its Millennium Development Goals(MDGs) for education call for an analysis of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended. This study finds that Pakistan school system seems as lowest in the globe. Many reasons involve in this state of affairs.i.e the quality of learning and competency level of both students and teachers in Pakistan is among the poorest in the region. One of the reasons is educational qualification is not enough to become a primary school teacher. Another is inadequate training certification program for teachers. Because teacher is key part of learning progression in education sector which faces many problems owing to which they cannot play their roles efficiently in the education process. Same the problems faced by female primary school teachers in Azad Jammu and Kashmir) AJK "Pakistan Administered Kashmir". Methodology of the study followed the procedure of descriptive research, in which existing status of female teachers in AJK was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. Conclusion of this study presents that most of teachers affected due to their appointments, transfers, place of posting and individual promotions, rapid rate of bribery, political affiliations and interference relatively high than the merit. In many cases female teachers appointed in far flung areas where transportation is very

pitiable. In addition that female teachers are overburdened with extra classes due to lack of teaching staff in primary schools, especially on one side female teachers face huge shortage of teaching and learning resources in schools and on the other hand there are smaller amount proficient development opportunities for all teachers especially for female teachers. These few mentioned factors have very much affected the procedure of schooling and education quality. The study recommends this problem could be resolved by considering some basic measures e.g. system of accountability, schooling environment and education assets, providing ongoing talented advancement opportunities and incentives, making transparent appointments system and on merit promotions procedure, provide enough teaching and non teaching staff to female primary schools and control political interference and involvement. Keywords

Muhammad, Feroz, and Kai (2017) conducted an analysis of the problems faced by female primary school teachers in district Muzaffarabad. Teacher is the most important component of the education system. Any education system is only as good as the teacher. The study “An Analysis of the Problems Faced by Female Primary school Teachers in District Muzaffarabad” was descriptive in nature. The major objectives of the study were: to find out the real problems of primary female school teachers, to find out the causes of the problem and to suggest reasonable solution to those problems. The key research questions focused on the problems faced by female teachers and their causes and also to probe measures to overcome that problem. Study was limited to 15 Government Girls Primary School Teachers at Muzaffarabad District and sample is 40 Government Girls Primary School Teachers. Data was collected through questionnaire and the major findings were: the female teacher faced selection problem, lack of high level qualification, lack of professional/teaching training and Government negligence regarding female teacher issues. The study made the recommendation as; quota system should be increased; promotion of female teachers can be made faster, professional trainings, committee support and proper incentive.

Singh (2017) conducted a study on the problems faced by women teachers of Govt. colleges with in Imphal urban area, Manipur. For the study descriptive survey method is used and a total sample of 100 women teachers working in the 6 Govt. colleges in Imphal urban area belonging to different subjects was taken for study. The tool used is the self-made questionnaire consisted of 50 questions. For analysis of data Mean,

Average and Percentage techniques are applied. The study showed that social and economic problems of women teachers of 6 colleges are very low.

2.3 CONCLUSION

From the perusal of the related literature, it is cleared that studies on female problems have been conducted but no study has been conducted related to personal familial, social and perceived professional difficulties faced by female teacher trainees. Hence it is worthwhile to conduct this research.

CHAPTER –III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research under taken but also the methodology. Research methods are of utmost importance in research process. They indicate the various steps to be adopted for solving a research. It is, therefore, very important that researcher have a thorough understanding of diverse research methods, their strengths, limitations, application and appropriateness.

The decision about methods or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the methods to be employed, it is essential that it should be describable otherwise; it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter through light on the research methodology being adopted for the present research study. Here research objectives and designs of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

Research design is the systematic structure and plan for the investigation. It is also called the blueprint for the collection, measurement, analysis of data and ultimately to reach the objectives. Research design is required to go through smoothly with

different research operations, thereby making research as efficient as possible. Research design for a study involves the selection of most appropriate methods and techniques to solve the problem under investigation. It provides guidelines for the researcher to enable to stay in the track, to know right direction of moving and to achieve the desired objectives. Keeping in mind the objectives of the study, the present study was designed as descriptive study and survey method was applied for collecting the relevant data.

3.2.1 RESEARCH METHOD

Keeping in view the aims and objectives of the study, the descriptive survey method of research is considered as best applicable method for the present study. It is the most widely used research method in education and helps to explain educational phenomena. Descriptive survey study is also known as normative survey study because the survey is frequently used for obtaining information about normal or typical condition or practice. It involves study of events that have already taken place and are related to a present situation. Survey method is a research method for collecting and analyzing data, obtained from a large number of respondents representing a specific population collected through highly structured and detailed questionnaire, or interviews. Descriptive survey studies mostly give importance in collecting three types of information as- of what exists by studying and analyzing important aspects of present situation, of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable, of how to get there through discovering the possible means of achieving the goals on the basis of the experience of others or the opinions of experts. A survey is usually not concerned with the characteristics of individuals, but with generalized statistics of the whole population. There are clearly defined problems and objectives which requires creative planning, careful analysis, and skillful and logical reporting of the findings. From the above discussion it becomes clear that the present study entitled “A study of the personal, familial, social and perceived professional difficulties faced by female teacher trainees in Jammu city”. Descriptive survey method has been adopted for the present study.

3.2.2 POPULATION

Population refers to any collection of specified group of human or non-human entities such as objects, educational institutions, time units and geographical areas. The population of the present study consists of all the B.Ed. students of Jammu city. In the present study a sample of 240 female B.Ed. students have been selected through stratified Random Sampling from the college of Jammu city.

3.2.3 SAMPLE AND SAMPLING PROCEDURE

A sample of 240 B.Ed. female teacher trainees of 6 colleges of Jammu city is selected for data collection.

Size of the sample-240

No. of the colleges-6

Teacher trainees from every college-40

Table 3.1

List of selected sample institutions and the number of students, are shown in the table-

S. No.	Name of Colleges	No. of students
1	MIER College of Education	40
2	Dogra College of Education	40
3	B.N. College of Education	40
4	Ranjeet College of Education	40
5	Chenab College of Education	40
6	National College of Education	40
	Total	240

3.3 STATISTICAL TECHNIQUES USED

First of all, the administered tool is scored and entries are made in excel. With the help of SPSS, the investigator employed the following statistical techniques.

The following statistical techniques are used:

- (1) Percentage
- (2) Mean Average

3.4 VARIABLES FOR THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study only one dependent variable was taken for the study.

DEPENDENT VARIABLE: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables.

- Level of Problems

3.5 TOOL EMPLOYED

The instrument used for the data collection is known as tool. The selection of the suitable instrument is of vital important for successful research. Tools are suitable for collecting various kind of information for various purposes.

Youth Problem Inventory Test Developed By Dr. (Mrs.) M. Verma (2008)

In addition to this, a self-prepared tool containing 10 items has also been used for measuring the perceived professional problems of the youth.

3.6 DELIMITATIONS OF THE STUDY

- The study was restricted to only to female teacher trainees of private colleges 'with special reference to Jammu city Area'. The entire 'Female teacher trainees of 6 colleges from Jammu city area constituted the population.
- The study is restricted to female teacher trainees of private colleges of Jammu city.

3.7 RELIABILITY

The inventory is especially designed to locate problems at a particular time, in a particular situation and also to locate only those problems which are respondents want to disclose or are consciously aware of. For the purpose of establishing Test-Reset Reliability the inventory was administered on a sample of 100 youths. The re-test was given after an interval of 20 days to avoid more changes in problems as the nature of problems is dynamic.

Table 3.2

The reliability coefficient of Youth Problem Inventory is as follows:

Area	Reliability Coefficient
Family Problems	0.85*
School/College Problems	0.86*
Social Problems	0.76*
Personal Problems and Over Sensitivity	0.81*
Entire Inventory	0.80*
Range	0.76-0.86

*significant at .01 level of significance

3.8 VALIDITY

Table3.3

Validity coefficients of Youth Problem Inventory have been found with a number of standardized tests and also with certain other suitable techniques as mentioned below;

S.No	Tests/Techniques	Sample Size	Validity Coefficients
1.	Problem check list-Dr. N. Bhagia	764	0.75
2.	Adjustment Inventory-Prof. H.S.Asthana	450	0.72
3.	Youth Adjustment Analyser-Km. Mehru D. Bengali	400	0.68
4.	Mooney Problem Check List	632	0.69

5.	Affirmative answers of the question concerning coverage of problems.	720	87%
6.	Known cases	45	Range of Scores 69-152

3.9 SCORING

Table 3.4

Scoring pattern is as follows:

True	2 Score
Partially True	1 Score
False	0 Score

3.10 DATA COLLECTION PROCEDURE

Phase 1

In the first phase, the investigator selected 240 female teacher trainees from the B.Ed. colleges of Jammu city. The investigator reviewed the literature. The research conducted in the given research is scanned so as to get a holistic view of the field of study.

Phase 2

This phase is concerned with the drafting, finalization and fine tuning of tools to be utilized for the present study. At this stage, sample details are finalized and the selected colleges are utilized for data collection.

Phase 3

The problem checklist and questionnaire are administered to 240 pupil teachers to reveal the information. The B.Ed. pupil teachers gave their responses on every statement of the tools.

Phase 4

In this phase scoring and tabulation of data is taken up.

Phase 5

In this phase, data processing and analysis using appropriate technique is applied and finalization of research report is carried out. The internal consistency reliability is computed to determine whether the questionnaire is reliable or not.

CHAPTER –IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “Analysis of the data can be done in the light of the objectives of the study.” (Kerleinger, 2014).

Analysis of data means studying the tabulated material in order to determine facts and meanings. It involves breaking down of existing complex factors into simple parts and putting the parts into arrangements for purposes of interpretation.

The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of the tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretations.

Collection of the data has no meaning unless it is tackled properly, analyzed and interpreted by sophisticated technique. Bar says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

4.2 RESULTS AND FINDINGS:

The resulting data have been analyzed using statistical techniques namely percentage and mean average.

RESEARCH OBJECTIVE 1

PERSONAL PROBLEMS FACED BY FEMALE TEACHER TRAINEES IN B.ED. COLLEGES

Table 4.1

Personal problems of female teacher trainees

Level of personal problems	Frequency	Percent
Low (≤ 16)	42	17.5
Average (17-31)	170	70.8
High (32+)	28	11.7
Total	240	100.0

INTERPRETATION: 17.5% female teacher trainees faced low level of personal problems, 70.8% female teacher trainees faced medium level of personal problems and 11.7% female teacher trainees faced high level of personal problems.

RESEARCH OBJECTIVE 2

FAMILIAL PROBLEMS FACED BY FEMALE TEACHER TRAINEES

Table 4.2

Familial problems of female teacher trainees

Level of familial problems	Frequency	Percent
≤ 16 (Low)	76	31.7
17-34 (Average)	130	54.2

35+ High	34	14.2
Total	240	100.0

INTERPRETATION: 31.7% female teacher trainees faced low level of familial problems, 54.2% female teacher trainees faced medium level of familial problems and 8.8% female teacher trainees faced high level of familial problems.

RESEARCH OBJECTIVE 3

SOCIAL PROBLEMS FACED BY FEMALE TEACHER TRAINEES

Table 4.3

Social problems of female teacher trainees

Level of social problems	Frequency	Percent
<= (Low)	119	49.6
4-6 (Average)	100	41.7
7+ (High)	21	8.8
Total	240	100.0

INTERPRETATION: 49.6% female teacher trainees faced low level of social problems, 41.7% female teacher trainees faced medium level of social problems and 8.8% female teacher trainees faced high level of social problems.

RESEARCH OBJECTIVE 4

Perceived professional difficulties faced by female teacher trainees in private colleges

Table 4.4

Perceived professional difficulties faced by female teacher trainees

Level of perceived professional difficulties	Frequency	Percent
<=9 (Low)	56	23.3
10-19 (Average)	103	42.9

20+ (High)	81	33.8
Total	240	100.0

INTERPRETATION: 23.3% female teacher trainees faced low level of perceived professional difficulties, 42.9% female teacher trainees faced medium level of perceived professional difficulties and 33.8% female teacher trainees faced high level of perceived professional difficulties.

Table 4.5

Overall Level of Problem Status of Female Teacher Trainees

Level of Overall Problems	Frequency	Percent
<=88 (Low)	40	16.7
89-180 (Average)	166	69.2
181+ (High)	34	14.2
Total	240	100.0

INTERPRETATION: 16.7% female teacher trainees faced low level of problems, 69.2% female teacher trainees faced medium level of problems and 14.2% female teacher trainees faced high level of problems.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the finding has been delimited and discussed in present chapter. Generalize these finding scan to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestion has been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

5.2.1 RESEARCH OBJECTIVE 1

Objective 1: To study the level of personal problems faced by female teacher trainees

It can be concluded that the overall 17.5% female teacher trainees faced low level of personal problems, 70.8% female teacher trainees faced medium level of personal problems and 11.7% female teacher trainees faced high level of personal problems. Thus, the first hypothesis that, “The level of personal problems of female teacher

trainees of B.Ed. colleges is negligible” is rejected as overall level of female teacher trainees who faced high level of personal problem is found at 11.7%.

5.2.2 RESEARCH OBJECTIVE 2

Objective 2: To study the level of familial problems faced by female teacher trainees

It can be concluded that the overall 31.7% female teacher trainees faced low level of familial problems, 54.2% female teacher trainees faced medium level of familial problems and 8.8% female teacher trainees faced high level of familial problems. Thus, the second hypothesis that, “The level of familial problems of female teacher trainees of B.Ed. colleges is negligible” is rejected.

5.2.3 RESEARCH OBJECTIVE 3

Objective 3: To study the level of social problems faced by female teacher trainees in private colleges

It can be concluded that the overall 49.6% female teacher trainees faced low level of social problems, 41.7% female teacher trainees faced medium level of social problems and 8.8% female teacher trainees faced high level of social problems. . Thus, the second hypothesis that, “The level of social problems of female teacher trainees of private colleges is negligible” is rejected.

5.2.4 RESEARCH OBJECTIVE 4

Objective 4: To study the level of Perceived professional difficulties faced by female teacher trainees

It can be concluded that the overall 23.3% female teacher trainees faced low level of perceived professional difficulties, 42.9% female teacher trainees faced medium level of perceived professional difficulties and 33.8% female teacher trainees faced high level of perceived professional difficulties. “The level of perceived professional difficulties of female teacher trainees of private colleges is negligible”

is rejected as overall high level of female teacher trainees who faced perceived professional difficulties is found at 33.8%.

5.3 CONCLUSIONS AND FINDINGS

1. Thus, the first hypothesis that, “The level of personal problems of female teacher trainees of private colleges is not negligible” is accepted. It can be concluded that the high level personal problems of female teacher trainees of B.Ed. colleges is found to be as 11.7 %, while 70.8% of them were found to have average personal problems and 17.5% have low social problems.
2. Thus, the second hypothesis that, “The level of familial problems of female teacher trainees of B.Ed. colleges is very high” is rejected. Out of the total sample it can be concluded that the high familial problems of female teacher trainees of B.Ed. colleges is found to be as 14.2%, while 54.2% of them were found to have average familial problems and 31.7% have low familial problems.
3. Thus, the third hypothesis that, “The level of social problems of female teacher trainees of B.Ed. colleges is very high” is accepted. It can be concluded that the high level social problems of female teacher trainees of B.Ed. colleges is found to be as 8.8%, while 41.7% of them were found to have average social problems and 49.6% have low social problems.
4. Thus, the fourth hypothesis that, “The level of perceived professional difficulties of female teacher trainees of private colleges is not negligible” is accepted. It can be concluded that the high level perceived professional difficulties of female teacher trainees of B.Ed. colleges is found to be as 33.8%, while 42.9% of them were found to have average perceived professional difficulties and 23.3% have low level perceived professional difficulties.

The overall level of female teacher trainees of B.Ed. colleges who faced low level problems 16.7% out of which 69.2% female teacher trainees faced average level problems, and 14.2% have faced high level problems. It shows

that there is excessive paper work, lack of time to prepare plan and execute all the tasks in colleges. It also shows that teacher trainees play many roles at the same time.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

Some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher, trainee's familial, social, personal and perceived professional difficulties. The following educational implications of the study are given ahead-

1. The results of the present study help to teachers for improve in their professional perceived difficulties.
2. The institution authorities should reduce excessive paper work
3. Results of present study also suggested that while developing curriculum the affiliation bodies like National Council for Teacher Education (NCTE) and Rehabilitation Council of India should reduce extra content.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. It is suggested that similar study can be conducted on a large sample.
2. It is suggested that similar study can also be conducted on teacher educators.
3. The similar study can be conducted in other districts of J&K.

SUMMARY

Topic: A STUDY OF THE PERSONAL, FAMILIAL, SOCIAL AND PERCEIVED PROFESSIONAL DIFFICULTIES FACED BY FEMALE TEACHER TRAINEES

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The Problem

The teaching profession is regarded as most important profession as its educational and social values lie in its significant contribution to the development in the quality of life and betterment of the society. Successful professional performance is possible only to a teacher who is committed to his profession. As the educational scenario goes through a vast change in the newly emerging society, the teacher needs to be well equipped with knowledge which would create curiosity in the students to learn new things. Therefore, the role of a teacher has taken on new dimensions. Since teaching occupies an honorable position in the society, therefore Teacher Education Commission recommended the introduction of a sound program of professional education of teachers.

Teacher has an important and vital role to play in our effort to relate education to national development and social change. Teacher as the architect of society is the living ideal, the fountainhead of knowledge and the potential guide to provide direction and motivation for growth and development of students, who are worthy citizens of tomorrow.

Teachers are the backbones of educational system. It is teacher whose personality characteristics besides his/her knowledge exert direct as well as indirect impact on coming generations and it is the teacher who broadens outlook of youth. A teacher has to play various roles in his or her personal and professional life, and in which assertiveness comes up as a set of important skills to deal with a wide range of challenging situations, which demand expression of thought, feeling and beliefs in

direct, honest and appropriate manner, standing up for personal rights while respecting the rights of others (Sert, 2003).

Researchers postulate that assertive behavior is marked by openness and receptiveness but, in our Indian society female child tends to be rated as a lesser being, subjected to suppression and discrimination and avoidance in all her spheres since childhood and denied of opportunities for self-development and self-expression. Under such circumstances, they are never able to recognize their own potential and worth, and it hampers their all-round development, particularly their assertive and expressive skills. Teachers, more specifically female teachers have a vital role to play in area of enhancing assertive skills among female students at all levels and this is possible only when they themselves possess assertive skills and abilities, assertiveness would help them to function more effectively in personal, social and professional relationships in their everyday lives.

Teaching is a jugglery of words, which needs to be practiced through the proper training, acquisition of various skills, competencies and relevant knowledge about the learner and the subject matter in the contemporary world. Education in 21st century is a challenge to excellence in every endeavor. Newer and more vibrant areas of education have already come under the purview of teaching-learning. The uses of new media and technology have made education interesting and thrilling to the teachers as well as to the learners at all levels. The inclusion of health education, sex education, value and aesthetics education etc., have attained immense public attention in the professional training of teachers right from school level. Today we need well qualified and well prepared teachers who do not have only academic and professional competencies of high standard but also earnest responsibility and commitment to strive constantly to raise students' learning, capacity and achievement so as to make them increasingly autonomous and self-actualizing persons. Teachers can craft or blight a nation.

Teacher is the most important component of the educational system. Any education system is only good as the teacher. The study of the personnel, familial, social and perceived professional difficulties faced by female teacher was descriptive in nature. The major objectives of the study were: to find out the real problem of the female teacher faced to find the causes of the problem and to suggest reasonable solution to

those problems. The key research questions focused on the problems faced by female teachers and their causes and also to probe measures to overcome that problem. In most countries all teachers' decisions are left to the teachers. The teachers are closest to their subjects and developments there in. they must make curriculum, teaching methods and grading decisions which are at the heart education system. If this is adopted it would mean withdrawal of the system of centralized curriculum decision to allow the teachers autonomy to determine but needs to be taught. In all teaching decisions including hiring, working conditions, promotions and salaries increase of teachers as well as school equipment requirements, it must be the educators who are in charge.

In current situation teachers are not seems to be happy with their status and the way they are treated in the society. To them they are the only agencies are change and sources of quality education. For this purpose, they feel if they were paid and should give them adequate prestige to make an attractive profession. The entire education establishment should try to create the product quality education.

It would seem to go without saying that to be an effective teacher one must be happy, contented, and secure. The woman who is distraught, worried, anxious, restless, or discontented cannot have the poise, the serenity, or the self-possession which is necessary for good teaching. The question of what makes a teacher effective is not wholly or even mainly a question of professional preparation, knowledge of subject matter, or skill in techniques of teaching. One can have all of these and yet fail as a teacher if personal problems interfere, for teaching is not merely a mechanical and routine procedure. One who teaches gives her entire self to the task. It is not merely the voice and information that the teachers possess which teaches, it is her whole personality which has an impact on the child's development.

We are in an era of gender sensitization and women empowerment. The status of women in different societies, countries, and religion will be different. What are the real problems of woman? Do their problems understand correctly? Problems of women are addressed or overlooked many times. What special provisions and rights are set apart for the welfare of women both nationally and internationally? And how far those contributed to welfare of women? etc.; are some important questions need to be answered before analyzing the present status. Though the number of women

engaged in different occupation is increasing, the proportion is far lower than men. Majority of women are employed in informal sectors and less paid or sometimes unpaid. There are only few sectors in which women are equally paid.

Professional status of teaching: Teaching is not considered one of the most sought after career in India; hence primary challenges are raise the status of teaching as a career choice. This stem from the general perception that people harbor about this profession which is, that anyone can become a teacher as it takes minimal skill and is nothing but glorified baby-sitting.

Well, to some extent it is true as a non-competitive teacher really has minimal skills where as good teachers have leadership skills which can even challenge a senior manager of a company. This status can also be attributed by our hiring process in B. Ed. programs.

What is a teacher trainee?

An Intramuscular Approach to Teacher Development in International Collaborative Higher Education. In the current paper, teacher training refers to the process of education and skill development that teacher trainees undergo as part of their formal teacher education process.

A teacher trainee is also known as a 'Teaching Assistant' to teachers. This is why generally in schools, you have teaching assistants who eventually start taking lessons or even covering them for students and helps the teacher.

Pre-service trainee teacher refers to a person enrolled in a teacher education Programme who is training to be a teacher and has not undertaken any teaching. Pre-service Teacher Education refers to the education and teacher training provided to pre-service trainee teachers before they undertake any teaching.

Pre-service Teaching

Pre-service teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the Pre-service teacher to assume greater responsibility in classroom management and

instruction as the experience progresses. The Pre-service teacher begins as an observer and finishes the Pre-service teaching experience as a competent professional.

Goals and Objectives for Pre-service Teaching

Pre-service teaching is an essential experience in the professional education program. Although other college courses, activities, and practical contribute knowledge and experience to the prospective teacher, Pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. The Pre-service teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the Virginia Wesleyan College Teacher Education Program. The ultimate goal is for the Pre-service teacher to achieve competency in entry level skills in the teaching profession.

Pre-service teachers in all teacher-education programs offered by the school must ensure they meet the particular curriculum requirements that are published for the unit of study associated with each Professional Experience placement they undertake. Such requirements will include: proportion of coursework successfully completed; assessment tasks and coursework assigned during lectures; and/or tutorials.

Female Teacher-trainees

The teacher training set up in India has been construed as a hierarchical system, of grades, subdivided into different stages or levels. Training for nursery school teachers is envisaged to prepare teachers for teaching children up to 6 years of age. Elementary school teachers" training extends to cover preparation of teachers for teaching class 1st to 8th.

Training for secondary school teachers is provided to develop necessary knowledge, skills and attitudes among the teachers to teach students of class 9th to 12th i.e. students at secondary and senior secondary levels. In addition to these, training for special school subjects has also been envisaged for teachers of language, physical education, art and sculpture. The Post-graduate teacher education courses provide education facilities for the students as well as teachers in higher education. Following this broad classification of Indian teacher training set up, female teacher-trainees of

present study refer to the female teacher-trainees pursuing B.Ed. course from various institutions.

PROBLEMS FACED BY FEMALE TEACHER TRAINEES

- i. Lack of teamwork, empathy, and support between students

With a stronger focus on individual student performance, many teachers feel that teamwork doesn't play an important enough role in classrooms. If students spend the majority of their time working individually, they don't get the opportunity to better their social and teamwork skills. These are especially important to develop in elementary and middle school.

- ii. Teachers working too many roles at the same time

Social worker, psycho educator, and counselor represent only a few of the hats that teachers are expected to wear throughout the day. In order to help their students, they feel compelled to adopt these roles themselves even though they don't have the proper training. They still do it, though, because they care.

- iii. No time to deal with bodily functions!

All throughout the day, teachers must jump from one task to the next and are often forced to neglect their own bodies. There is no bathroom or water breaks for teachers; sometimes they don't have a lunch break at all.

- iv. Teachers being made accountable for more than they should

Teachers don't feel the accountability is shared equally between them, students, and parents. This can create a tense atmosphere. It's also difficult to express this feeling to parents with diplomacy. But when parent night comes, ready or not, teachers put their game face on.

v. Not enough time to plan

Teachers often decry the lack of time they are given to prepare, plan and execute all the tasks that are demanded of them. Updating content presentations and documents, correcting older material, and adapting subjects to a new cohort of students are some of the tasks that teachers would like more time for.

vi. Keeping up with the expectations of school admins

A lot of teachers feel that more and more is expected of them from their school's (or district's) administration: offer constant support to the students, keep a line of communication open with parents, give more personalized help to students who need more attention to succeed, and so on. While teachers do want to provide the best support to their students, they maintain that they don't receive enough paid time to do so. Access to specialized personnel and more time outside of class are some of the suggested ways to improve support and meet those increasing expectations.

vii. Lack of Time for Planning

Unlike in the past when teachers can't just finish off their syllabus and typically evaluate the students. The situation is more challenging today. They will have to handle multiple roles in the classroom. Updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among them. Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning. Preparing, planning and executing tasks expected out of them add a lot of pressure and the lack of time doubles it.

viii. Lot of paperwork

In addition to preparing quality teaching content, it is common for school management to hand them with many additional roles including psycho-educator, social worker, counselor and a lot more. Building reliable statistics and preparing and updating student growth indicators are one of the important classroom challenges they have to handle in addition to teaching notes. Such excessive paper works take a lot of time out of their regular schedules. This can seriously impact the quality of work they deliver. It is seriously challenging for them to handle all of this without giving space for criticism. It can take a toll over their health and many are finding it difficult even to have a proper work-life balance.

ix. Get burn out easily

It can be fun and relaxed to take up teaching as a profession as you can be in the company of kids and youth which keeps you young. At the same time, a lot of factors like we discussed can cause them to burn out easily. Feeling overworked, unsupported, underpaid, lack of personal time, the difficulty of work-life balance and not getting proper rest all can result in burnout. Overworking can even affect the most energetic teacher and this can impact on the way they handle class too causing more serious problems.

x. Lack of proper funding

There needs to have proper funding from the management and parent funds to successfully work out many teaching strategies and related stuff during an academic year. Teachers have seen raising concerns about the lack of funding which can seriously impact the way they want to take the class forward. And we have heard cases of teacher ending up paying from the pocket in order to ensure flawlessness of their strategies.

xi. Lack of Parental Support

Even when it is the role of teacher to provide students with quality education, the process is only complete with the cooperation and understanding of

parents and school management. Parents should be the ideal working partners of teachers to provide the best learning experience for students. If parents are stepping away from their responsibility, it can be tough for teachers to handle at least a few of the students. That is one reason why today teachers are taking initiatives to set up a meeting with parents and communicating them through apps so that they can have an eye on the progress of their child.

xii. Changing Educational Trends

This is one of the worst classroom challenges faced by teachers as educational trends have been changing every year. Schools will be eager to adopt new technologies and tools to update new trends.

xiii. Lack of Motivation and Support

Teachers do not have a voice and have no say about educational policy. The concept of motivated teacher is also a flawed one because most of them feel that a motivated teacher is one who is regular to school every day, follows official protocols blindly without questioning and if necessary provide information that management teams wants!

The real focus shifts from student learning g outcomes to complying orders as fount fit by the administrative department relegating teachers to a mere stature of puppets who have no voice.

xiv. Professional Development and Teacher's Needs

Education sector is a very dynamic industry. A good teacher needs to be constantly updated with the best practices practiced across the world. This means reevaluating and reflecting one's pedagogical skills by adopting rigorous study, practice and self-improvement.

The high performing countries keep professional development and training as the top most priority and they conduct in-house trainings every month in addition to regular classroom observations and feedback by peers and line managers. Observation is considered as an instrument of development by

scaffolding and developing the teachers and not as a weapon to terminate their services which nowadays schools are adept in doing.

xv. Personal Image and Society's Expectations

A teacher is expected to project a 'perfect teacher' image. She is required to epitomize calmness and behave like conservative moral police. Society puts this immense pressure on teachers as if their every decision, act, and word can inspire or devastate students. So if a parent, student or God forbid the school coordinator spots a teacher having a quiet romantic dinner with her partner, then it won't be accepted as decent behavior as per the moral code of conduct that teachers are expected to follow. If a student fails, it is the teacher's fault. If a student succeeds, then it is the achievement of the student alone. Teachers shoulders all the responsibility, but get little recognition or appreciation for their student's achievement.

To conclude most of us enter this profession as a new leaf: bright and starry eyed, idealist and ready to inspire the leaders of tomorrow. Once in the profession the reality of teaching hits us, draining the passion and 'joie de vivre' of this noble profession.

SIGNIFICANCE OF THE STUDY

The study is significant in the sense that; it will provide help to the administration, policy makers and teachers themselves. This study also provides help to secretaries, directors, EDOs and other educational officers to know the problems of female teachers. It will help to bring reforms for the improvement of educational system. Objectives of education can be achieved and implemented in the best manner. Teachers will perform their services well and to entire satisfaction. The study will provide basis for further researcher in the field of education. So the standard of education can only be raised by the solution of problems of female teachers.

There is an increased in female teachers, there is few lady teacher in rural areas. Lack of security, material amenities like hostel, quarters, transport, medical facilities and lack of support from the families. In short they are facing problems related to social,

political, economic and service matter etc. These problems are not only concerned with women teachers in rural but urban as well. If these problems are not taken seriously and examined, the education towards the young aspirant, enthusiastic students will naturally decline. The quality education which is the burning issue in our society will never be fulfilled but remain a question mark.

OPERATIONAL DEFINITIONS

- **Familial Difficulties:** Familial difficulties mean a kind of troubled relationship between family members which in turn leads to tensions. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Personal Difficulties:** Personal difficulties are basically related to individuals having their problems limited to them only. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Social Difficulties:** Social difficulties can be seen in the form of poor social problem solving, social information processing, difficulty understanding other's viewpoints, and poor understanding of social expectations and rules. In the present study it has been measured by Youth Problem Inventory Test Developed by Dr. (Mrs.) M. Verma (2008).
- **Professional Difficulties:** Professional difficulties are the problems related to work. In the present study it has been measured by a self-prepared tool.

OBJECTIVES OF THE STUDY

- To study the level of personal problems faced by female teacher trainees.
- To study the level of familial problems faced by female teacher trainees.
- To study the level of social problems faced by female teacher trainees.
- To study level of perceived professional difficulties faced by female teacher trainees.

HYPOTHESES OF THE STUDY

- There has been negligible personal problem faced by female teacher trainees.
- There has been negligible familial problem faced by female teacher trainees.

- There has been negligible social problem faced by female teacher trainees.
- There has been negligible perceived professional difficulty faced by female teacher trainees.

REVIEWS OF RELATED LITERATURE

STUDIES CONDUCTED ON THE PROBLEMS FACED BY FEMALE TEACHER TRAINEES

The following are some of the studies which have been conducted on the related topics:

Ornstein (1980) concluded that one of the major aspects of teacher's problems is inadequate salaries and lack of promotional opportunities. Although teachers' salaries are presently increasing as compared to past but they still fall far short of many other professional groups. Apart from this there is something troublesome about a system where you hold teachers in the same position for 20 to 30 years without a promotion. Many are compelled to take second job after school time or during summer months or other vacation periods. He has maintained that salaries of administrative personnel are typically high, much higher than the salaries of teachers and so teachers are tended that administration is more important avenue and lucrative than teaching.

Norcross & Prochaska's (1986) study of the stresses and coping strategies of psychotherapists they report: "Psychotherapists are full of problems we do not expect to find in them. Their problems run the entire gamut of human concerns. Why we should not expect to find these problems is unclear. However, it does seem that, paradoxically, while caring professionals can be extremely tolerant of any vulnerability in their clients, they can be remarkably intolerant of any weakness or frailty in their practitioners. Maybe it is a necessary defense for some therapists to deny and distance themselves from the problems they see in their clients. The attitudes of the psychotherapy professions and their senior practitioners can exacerbate the distress of trainees and junior colleagues by promoting the macho myth of invulnerability. Thus the problems experienced by stressed counselors can be exaggerated by the difficulty they may have in acknowledging and tolerating their own distress

Farber (1991) in his book "Crisis in Education" has stated the problems; stresses and issues of teachers. He describes low pay of teachers, urban social disintegration, lack of parental community support, community and social apathy, lack of public support, bureaucratic interferences, violent and miserable nature of schools, pressures over them, lack of administrative support, lack of respect and appreciation, no teaching rewards and incentives, lack of teachers rights, status, goals and work overload etc.

Sussman (1992), said that, unlike the ancient healers or shamans, today's helping professionals are expected to be strong, invulnerable and without difficulty. In Norcross & Prochaska's (1986) study of the stresses and coping strategies of psychotherapists they report: "Psychotherapists are full of problems we do not expect to find in them. Their problems run the entire gamut of human concerns. Why we should not expect to find these problems is unclear. However, it does seem that, paradoxically, while caring professionals can be extremely tolerant of any vulnerability in their clients, they can be remarkably intolerant of any weakness or frailty in their practitioners. Maybe it is a necessary defense for some therapists to deny and distance themselves from the problems they see in their clients. The attitudes of the psychotherapy professions and their senior practitioners can exacerbate the distress of trainees and junior colleagues by promoting the macho myth of invulnerability. Thus the problems experienced by stressed counselors can be exaggerated by the difficulty they may have in acknowledging and tolerating their own distress.

Richard (1993) compared 160 teacher trainees in traditional and 160 trainees in distance mode of teacher education. The result indicated that distance students achieved higher scores than the traditional students on two objective examinations designed to assess achievement. Difference in student learning style, academic achievement measures and gender did not significantly influence achievement.

Prasad and John (1993) compared development of skills through teaching practice and attitude of B.Ed trainees of distance and conventional institutions. The findings of their studies revealed that the trainees of DE were in no way inferior to their counterparts in conventional institutions with regard to level of perception, self preparation and achievement of objectives of practice teaching. Charles (1994) study also supports superiority of DE course over traditional classroom teaching method.

The purpose of this study is to contribute to the literature on traditional versus distance education. Therefore, control group (regular) and experimental group (satellite) were taught the same course. The students were exposed to pre-test and post-test. The results of the investigation showed that DE course was more effective.

Sahoo and Khan (1998) conducted a study with 102 trainees of Basic Training Institute Level who were undergoing in-service distance teacher training in the state of Madhya Pradesh with regard to their attitude and reactions towards various components of in-service distance teacher training. In the first phase, open ended interviews were conducted with in-service primary teachers joining distance education programme. In the second phase the questionnaire was administered on a sample of teacher trainees. The findings showed their favorable attitude to printed materials, personal contact programmes and use of modern technology in distance teacher training. Farah (2000) made a comparative study of teaching competencies of the teachers trained through the formal system of education and those through the DE system. The objective of the research was to study the relationship between the presage, process and product variables of teaching competencies of the teachers trained through both the modes. The sample of the study consisted of randomly selected 70 teachers trained through the formal system and other randomly selected 70 teachers trained through distance system of teacher preparation. The relationship between presage process and product variables was investigated using Pearson Product Moment Coefficient of Correlation. The investigator found no significant relationship between the knowledge and the attitude of the teachers trained through the formal mode as well as through the distance mode

Owaidat and Hamdi (1997) conducted a study aimed to investigate behavioral problems of the male student in 8th, 9th, and 10th grade in Jordan. The sample consisted of 1907 students from schools identified by educational directorates as having behavioral problems. Students of the sample responded in their class to the questionnaire developed. Data regarding students school achievements were obtained from official records. The result indicates that quarrels, beating other students, cheating in exams and reports, and morning school delay were the most frequently mentioned behavioral problems. The most frequently used procedure to control students was beating by the teacher.

METHOD

Descriptive survey method has been adopted for the present study.

SAMPLE AND POPULATION

- A sample of 240 B.Ed. female teacher trainees of 6 colleges of Jammu city is selected for data collection.
- Size of the sample-240
- No. of the colleges-6
- Teacher trainees from every college-40

VARIABLES FOR THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

DEPENDENT VARIABLE: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables.

- Level of Problems

TOOL EMPLOYED FOR THE RESEARCH PURPOSE

The instrument used for the data collection is known as tool. The selection of the suitable instrument is of vital important for successful research. Tools are suitable for collecting various kind of information for various purposes.

Youth Problem Inventory Test Developed By Dr. (Mrs.) M. Verma (2008)

MAJOR FINDINGS

1. Thus, the first hypothesis that, “The level of personal problems of female teacher trainees of private colleges is not negligible” is accepted. It can be concluded that the high level personal problems of female teacher trainees of B.Ed. colleges is found to be as 11.7 %, while 70.8% of them were found to have average personal problems and 17.5% have low social problems.
2. Thus, the second hypothesis that, “The level of familial problems of female teacher trainees of B.Ed. colleges is very high” is rejected. Out of the total sample it can be concluded that the high familial problems of female teacher trainees of B.Ed. colleges is found to be as 14.2%, while 54.2% of them were found to have average familial problems and 31.7% have low familial problems.
3. Thus, the third hypothesis that, “The level of social problems of female teacher trainees of B.Ed. colleges is very high” is accepted. It can be concluded that the high level social problems of female teacher trainees of B.Ed. colleges is found to be as 8.8%, while 41.7% of them were found to have average social problems and 49.6% have low social problems.
4. Thus, the fourth hypothesis that, “The level of perceived professional difficulties of female teacher trainees of private colleges is not negligible” is accepted. It can be concluded that the high level perceived professional difficulties of female teacher trainees of B.Ed. colleges is found to be as 33.8%, while 42.9% of them were found to have average perceived professional difficulties and 23.3% have low level perceived professional difficulties.

The overall level of female teacher trainees of B.Ed. colleges who faced low level problems 16.7% out of which 69.2% female teacher trainees faced average level problems, and 14.2% have faced high level problems. It shows that there is excessive paper work, lack of time to prepare plan and execute all the tasks in colleges. It also shows that teacher trainees play many roles at the same time.

EDUCATIONAL IMPLICATIONS

Some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher, trainee's familial, social, personal and perceived professional difficulties. The following educational implications of the study are given ahead-

1. The results of the present study help to teachers for improve in their professional perceived difficulties.
2. The institution authorities should reduce excessive paper work
3. Results of present study also suggested that while developing curriculum the affiliation bodies like National Council for Teacher Education (NCTE) and Rehabilitation Council of India should reduce extra content.

DELIMITATIONS OF THE STUDY

- The study was restricted to only to female teacher trainees of private colleges 'with special reference to Jammu city Area'. The entire 'Female teacher trainees of 6 colleges from Jammu city area constituted the population.
- The study is restricted to female teacher trainees of private colleges of Jammu city.

SUGGESTIONS FOR THE FURTHER RESEARCH

1. It is suggested that similar study can be conducted on a large sample.
2. It is suggested that similar study can also be conducted on teacher educators.
3. The similar study can be conducted in other dist. of J&K.

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ANNEXURE

Copy of Tool



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Dr. Mithlesh Verma (Kanpur)

Consumable Booklet
of
YPI-v
(English Version)

Please fill up the following informations Date

Name

Age Sex : Female ☐ Male ☐

Class Caste

College/School

INSTRUCTIONS

It has been observed that even the intelligent students also do face some problems. These problems can be solved by psychological means. You may be one of them. It is an attempt to know your problems. So give the required information about yourself truthfully and unhesitatingly. It is in your own interest.

The booklet contains some statements. Read them carefully. These may be entirely true, partially true or totally untrue for you. There are three boxes given against each statement, indicating that it is 'True', 'Partially True' or 'Untrue'. You are required to give your response by ticking one of the three boxes ☒ against a particular statement. If the statement is 'entirely true' for yourself, tick the box intended for 'True'. If it is 'partially true' for you, tick the box intended for 'Partially True', and if the statement is 'totally untrue' for you, tick the box intended for 'Untrue' (False). Please take care that only one box is to be checked / ticked for each statement.

Be rest assured your response will be kept strictly confidential. Make sure you give your response for each and every statement.

Scoring Table

	Raw Score					Percentile Rank	Level of Youth Problem
Page	2	3	4	5	6		
Score							
Total Score							

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Sr. No.	STATEMENTS	True	Partially True	Untrue	Score
AREA - 'A'					
01.	My parents are uncaring of my needs.	☒	☐	☐	
02.	My parents don't help me in solving my problems.	☐	☒	☐	
03.	My parents keep strict vigil over my activities.	☐	☐	☒	
04.	My parents don't allow me to work freely.	☒	☐	☐	
05.	My parents restrict my participation in the games, sports, drama or travelling.	☐	☒	☐	
06.	My parents scold me for not securing good marks, inspite of my hard work.	☐	☐	☒	
07.	My parents blame me only for any loss in the home.	☐	☒	☐	
08.	My parents criticize me for whatever I do.	☒	☐	☐	
09.	My parents compel me to shoulder household responsibilities.	☐	☒	☐	
10.	My parents expect me to perform beyond my bounds.	☐	☐	☒	
11.	My parents often point out for my not being courteous and refined before others.	☐	☒	☐	
12.	My parents restrict me about my friends.	☒	☐	☐	
13.	My parents try to know my private affairs.	☐	☒	☐	
14.	My parents say that I should not do anything without their consent.	☐	☐	☒	
15.	My parents say that I am unable to understand my own well-being.	☐	☒	☐	
16.	My parents domineer the family.	☒	☐	☐	
17.	My parents say that sons and daughters don't enjoy equal rights.	☐	☒	☐	
18.	My parents discriminate between the position of sons and daughters.	☐	☐	☒	

Sr. No.	STATEMENTS	True	Partially	Untrue	Score
19.	My parents consider me a burden upon themselves.	☒	☐	☐	
20.	My parents reject most of my requests.	☐	☒	☐	
21.	I fear to tell my parents of my trivial mistakes even.	☐	☐	☒	
22.	I fear to tell my parents about my problems even.	☐	☒	☐	
23.	My parents wish me to fulfil their desires first.	☒	☐	☐	
24.	My parents wish me to follow their own ideals.	☐	☒	☐	
25.	My parents often have differences between themselves.	☐	☐	☒	
26.	I often feel that amongst my father-mother, brothers-sisters none is of my own.	☐	☒	☐	
27.	I feel ill of the absence of my parents even for a short while.	☒	☐	☐	
28.	It is not possible for me to do anything without the help or guidance of my parents.	☐	☒	☐	
29.	I have difference with most of the ideas of my parents.	☐	☐	☒	
30.	My brothers and sisters take themselves superior to me on every count.	☐	☒	☐	
31.	My brothers and sisters are never with me in any matter.	☒	☐	☐	

Total Score Area 'A'

AREA 'B'

1.	In spite of I wish to, I fear to participate in extra-curricular activities at school/college.	☒	☐	☐	
2.	I am afraid of my teachers for no reason.	☐	☒	☐	
3.	I hesitate to offer any suggestions to my teachers.	☐	☐	☒	

Sr. No.

STATEMENTS

True

Partially
True

Untrue

Score

AREA 'C'

1. I take my dress as inferior before others. ☒ ☐ ☐ ☐
2. If my social status were higher, it would have been much better. ☐ ☒ ☐ ☐
3. I feel ashamed at the poor economic condition of my family. ☐ ☐ ☒ ☐
4. In spite of my wish I hesitate in interacting with others. ☐ ☒ ☐ ☐
5. Others don't like to interact with my family or me. ☒ ☐ ☐ ☐

Total Score Area 'C'

AREA 'D'

1. I have fear of marriage. ☒ ☐ ☐ ☐
2. I feel sick in talking to the people of opposite sex except my near relatives. ☐ ☒ ☐ ☐
3. Being laughed at or criticized keeps me worried for long. ☐ ☐ ☒ ☐
4. Even a little thing deeply pierces my heart. ☐ ☒ ☐ ☐
5. My family or personal incidents deeply sadden me. ☒ ☐ ☐ ☐
6. I remain worried, as I don't keep good health. ☐ ☒ ☐ ☐
7. I feel inferior on account of my physical constitution. ☐ ☐ ☒ ☐
8. I am less charming than an average person. ☐ ☒ ☐ ☐
9. My voice should have been more melodious. ☒ ☐ ☐ ☐

6 | Consumable Booklet of YPI-V

Sr. No.	STATEMENTS	True	Partially True	Untrue	Score
		☐	☐	☐	

- | | | | | | |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|----------------------|
| 10. | I feel ashamed of my manners and behaviour before others. | ☒ | ☐ | ☐ | <input type="text"/> |
| 11. | I feel that there should be a change in my habits. | ☐ | ☒ | ☐ | <input type="text"/> |
| 12. | I am worried as I am unable to decide which occupation to adopt in future. | ☐ | ☐ | ☒ | <input type="text"/> |
| 13. | I am worried about my present. | ☐ | ☒ | ☐ | <input type="text"/> |
| 14. | I feel difficulty in speaking or lecturing before others. | ☒ | ☐ | ☐ | <input type="text"/> |
| 15. | I am unable to impress others with my personality. | ☐ | ☒ | ☐ | <input type="text"/> |
| 16. | I am unhappy because I am not proficient in games and sports. | ☐ | ☐ | ☒ | <input type="text"/> |
| 17. | Whatever I may do, I don't get due appreciation. | ☐ | ☒ | ☐ | <input type="text"/> |
| 18. | Since people don't attach due value to me, I am unenthusiastic. | ☒ | ☐ | ☐ | <input type="text"/> |
| 19. | I don't know why, even before commencing any work I often feel that it will not be properly done. | ☐ | ☒ | ☐ | <input type="text"/> |
| 20. | Often in hurry I do things wrongly. | ☐ | ☐ | ☒ | <input type="text"/> |
| 21. | I am unable to do anything significant. | ☐ | ☒ | ☐ | <input type="text"/> |
| 22. | I feel that I am inferior to others. | ☒ | ☐ | ☐ | <input type="text"/> |
| 23. | I have no merit. | ☐ | ☒ | ☐ | <input type="text"/> |
| 24. | There is no meaning of my life. | ☐ | ☐ | ☒ | <input type="text"/> |

Total Score Area 'D'

SCORING SHEET

AREA-A

AREA-A																																		
A	AI	AS	AC	AD	AIN	ADO	AM	AR	AF	AP	AA	AO	AG	ASR	TOTAL																	Percentile Rank	Stanine Band	
Item No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Score																																		
Percentage																																		

AREA-B

AREA-B																					
B	BF	BFT			BR	BI	BH			BIS			BS			BHA			Percentile Rank	Percentile Band	Stanine
Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Score																					
Percentage																					

AREA-C

AREA-C								
C	CS			CI	Total	Percentile Rank	Percentile Band	Stanine
Item No.	1	2	3	4	5			
Score								
Percentage								

AREA-D

AR 1 A-D																										
D	DF	DD	DH	DB	DM	DC	DP	DFR	DFF				TOTAL				Percentile Rank	Stanine Band								
Item No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	17	18	19	20	21	22	23	24		
Score																										
Percentage																										

Problem Area (s) Specification

	'A'	'B'	'C'	'D'
Above average				
A				
High				
B				

Psychologist / Counsellor / Career Master

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Area: Perceived Problems by Teachers

Sr.	Statements	True	Partially True	Untrue
1.	Teamwork doesn't play an important enough role in classrooms			
2.	I am working too many roles at the same time			
3.	I get no time to deal with bodily functions			
4.	I am being made accountable for more than they should			
5.	There is lack of time to prepare, plan and execute all the tasks that are demanded of me			
6.	Updating content presentations and documents, correcting older material etc. require time			
7.	Adapting subjects to a new group of students are some of the tasks that require more time			
8.	Excessive paperwork is there			
9.	More and more is expected of them by the management			
10.	Applying a prescribed curriculum to all types of students			