



Available online at <https://int-scientific-journals.com>

International Scientific Journals



IJEISR (2019) Vol.3–No.2

<https://int-scientific-journals.com/ijmssr/>

# Elementary School Teachers' Issues and Their Challenges in Education System

*Saedi Falih Katib*

*Faculty of Department of Special Education, Prince Sattam Bin Abdulaziz University, Al Kharj Saudi Arabia  
Email: uni.saedifalih@yahoo.com*

*Ahmed Yousif Al-Aqbi*

*Faculty of Department of Special Education, Prince Sattam Bin Abdulaziz University, Al Kharj Saudi Arabia  
Email: al\_agbi6678b@yahoo.com*

## Abstract

The teachers in primary schools continue to balance the encouragement of individuality and self-direction with the development of interdependence and empathy. So, the Elementary education is an important place in the educational system of a developing country. The entire growth and development of the child, mental as well as physical, depends upon Elementary education. Today's most of the parents complain about poor concentration of their children during study. The whole system of education revolves around the teachers. The teachers appointed in elementary schools are neither well-qualified nor well trained. So we have to work for teacher education institutions, their (pupil teachers) knowledge for subject matter and use of technology, personality development specially endurance behavior, non-attending enrolments, infrequent innovations, curriculum modifications, imagined laboratories. Aim of this paper to explain the problems of teacher education which will prospect efficient teacher at elementary level. The article concludes with thoughts on some promising directions for the improvement of the field of teacher education.

Doi: [10.31219/osf.io/wyhne](https://doi.org/10.31219/osf.io/wyhne)

© 2019 The Authors. Published by ISJ.

This is an open access article under the CC BY 4.0 license (<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

Keywords: *Challenges of Teachers; Education System; Elementary education; Teachers.*

---

## Introduction

Elementary education is an important place in the educational system of a developing country. The entire growth and development of the child, mental as well as physical, depends upon Elementary education [4]. Today's most of the parents complain about poor concentration of their children during study [19,21]. The whole system of education revolves around the teachers. Education is a continuous process. It helps in all round development of human beings. It starts from a school. In school environment students learn lot of things in the guidance or supervision of teachers. So teacher is very important for growth and development of students. That is way Tagore says," A teacher can never truly teach unless he himself continues to learn." Teacher education is not teaching the teacher how to teach. Teacher education enriches the teaching skills and efficiency of student teachers. It is essential for a nation to invest in the preparation of teacher for the secure future of country. Student's success depends on the quality of the teacher. Every student deserves a quality teacher. In the modern era teacher quality and teacher training will be more important than any other things [6,8,13].

Teacher play a vital role in the progress of education so teacher education need to strengthen new teacher. Emancipated and empowered teachers lead communities and nation to their march towards better and higher quality of life. Now Education is necessary for all round development of individual and society. Teacher education is education of teacher so that they can become responsible, enlightened, productive and ideal teachers [15]. Teachers play a very important role in society as stated in national policy of Education 1986 "no one can raise above the level of teacher". Whatever change we want to do in schools that should be started from teacher education. A teacher is the key figure in the building of a nation [11,20,22].

## Literature Review

It was identified that the following weaknesses and threats facing primary teacher training colleges (PTTCs) in Kenya: low lecturer professional development, lack of formal research agenda, weak linkage with teachers and tertiary institutions, insufficient knowledge of information communication and technology (ICT), lack of institutional marketing, lack of institutional strategic plans and reluctance to accept change at individual as well as institutional levels [18]. For instance, states that while integration of ICT would have substantial impact on teaching and learning, the actual state of integration in primary teacher education curriculum is dismal [7,9]. It was observed that the content infused and integrated within the current primary teacher education syllabus is inadequate for teacher trainees' development of meaningful knowledge, skills and attitudes [3].

In a report, a number of challenges face the current strategies that provide the needs of teachers. Such challenges include; lack of funds due to low budgetary allocation, poor salary and stipends, strikes, lack of government commitment and cooperation as indicated by the haste to address the needs of the teachers, leading to unfulfilled promises; lack of teaching and learning resources, overcrowded classes due to free Primary Education (FPE), poor infrastructure and lack facilities, lack of conducive environment and understaffing of teachers. After the deep study and discussion with educationists found that improvement

in working of teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education programme, development of creativity and development of life skills are major remedies to bring improvement and quality in the teacher-education. Teacher attrition is major challenge that is faced by both developed nations like United States of America and United Kingdom and also the developing countries [2,13]. For example, in India, the type of teacher education offered and methods used do not help teachers to prepare students for the current challenges. the paper concludes that teacher education system in India that calls for revolutionary changes. An article shows the key parameters of teaching as well as role and responsibilities of teachers and talked about issues of teaching and opportunity of improvements through self-up gradation and willful involvement [10,21].

### *Challenges of Teachers*

National Council for Teacher Education acknowledges the important role of teacher education in developing the physical, intellectual, social, moral and spiritual dimensions of the human person. Consequently, the very high social expectations on the teacher are regarded as morally justified. However, in India, an observation is made that academic preparation is over emphasized over other equally critical aspects of teacher education such as moral reasoning, emotional intelligence and capacity to manage interpersonal relationships [11,17]. There are various problems that obstruct the path towards the attainment of perfection and standard, as

- A. Lack of subject knowledge
- B. Non attending students
- C. Less percentage students enrolled easily
- D. Private or self-finance institute enrolled inefficient students for money making.
- E. Curriculum not according to level of students who enrolled in teacher education at elementary level.
- F. Bachelor of education and diploma in education both have same content matter but level are different.
- G. According to new curriculum some teaching subjects are optional like students will opt any two subject from maths, science, social science or English.
- H. Small time period provided for teacher's training
- I. Selection problem
- J. Incompetence of students and teachers
- K. Practice teaching neither adequate nor properly conducted
- L. No provision of microteaching
- M. Teaching methods are not used properly
- N. Poor academic background of students
- O. Education system does not promote critical thinking therefore their communication skills are weak and cannot express themselves.

### *How to promote the teachers' condition?*

Man is a social being and a product of society and the society depends upon its individual for its development [20]. Aims and objectives can have achieved through the efficient teacher for an education system. So we require efficient teacher. There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, schools, regulatory bodies, to teachers themselves [15,18].

**Some suggestions here to improve the condition of teacher education:**

If really we want to make our classrooms creativity centered, then we have to bring a drastic change in our teacher education system, because, the teacher education institutions determine the fate of teachers and teachers determine the fate of students in general classroom [14]. Teacher education institution at elementary level must improve for quality enhancement [1,7]. Some suggestions are there:

1. Providing opportunities to examine their hesitations and misunderstandings about teaching at primary level; because primary class students are future of any nation.
2. Provide guidance for updating content knowledge: subject command is must for teaching at elementary level. Students at that level are like blank paper if we write wrong on this time it will print for forever.
3. Personality development courses must be organized in teacher education institutions, which will compulsory for all students.
4. At time of enrolment, knowledge ability test must be organized. So we will find efficient teachers for primary level students.
5. Teacher training must be observed by expert's teachers.
6. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
7. Low standards Institutes should be reformed.
8. Affiliation condition should be made strict.
9. Language lab must for institutions; for primary students in teaching of Hindi and English teachers face problems, which will be solved out in training.
10. Innovation teaching methods must be used by teacher educators like play way, inductive-deductive, Aplanatic-synthetic method.

**Conclusion**

Education is essential for progress and development of any society. Good quality of teacher education at primary level will ensure the effective implementation of education policies and programme. Teacher education institutions at elementary level should take the challenge to develop comprehensive taxonomy of creative ability with the joint efforts of teacher educators, teachers, experts and researchers.

Now teacher education does not teach only teaching in the classroom but various other activities such as planning and administration also performed in teacher education institutions. Systematic revision are needed in teacher education at primary level. Innovative techniques which suit the demands should be applied. Teachers need to do action research to find out suitable methods of teaching learning and teacher education should be according to the problems and concerns of the school education.

## References

1. DE JONG, O and VAN DRIEL, J. H. Developing preservice teacher' content knowledge and PCK of models and modelling. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching. March25-28, St. Louis, USA. [Google Scholar]
2. DEL RE, G. 2000. Models and analogies in science. *HYLE-An International Journal of the Philosophy of Chemistry*, 6: 3–12. [Google Scholar]
3. DUTT, R. and GLYNN, S. 1996. “Mental modelling”. In *Research in Science Education in Europe: Current Issues and Themes*, Edited by: Welford, G., Osborne, J. and Scott, P. 166–176. London:Palmer. [Google Scholar]
4. ERDURAN, S. Modeling in chemistry as cultural practice: a theoretical framework with implications for chemistry education. Paper presented at the Annual Meeting of the American Educational Research Association. April13-17, San Diego, USA. [Google Scholar]
5. ERDURAN, S. Philosophy of chemistry: an emerging field with implications for chemistry education. Paper presented at the 5th International Hisotry, Philosophy and Science Teaching Conference. September15-19, Pavia, Italy. [Google Scholar]
6. FRANCOEUR, E. 1997. The forgotten tool: the design and use of molecular models. *Social Studies of Science*, 27: 7–40. [Web of Science ®] [Google Scholar]
7. GILBERT, J., ed. 1993. *Models & Modelling in Science Education*, Hatfield, UK: The Association for Science Education. [Google Scholar]
8. GILBERT, J. 1997. “Models in science and science education”. In *Exploring Models and Modelling in Science and Technology Education: Contributions from the MISTRE Group*, Edited by: Gilbert, J. 5–19. Reading, UK: Faculty of Education and Community Studies, The University of Reading. [Google Scholar]
9. GILBERT, J. and BOULTER, C. Stretching models too far. Paper presented at the Annual Conference of the American Educational Research Association. April18-22, San Francisco, USA. [Google Scholar]
10. GILBERT, J. and BOULTER, C. 1997. “Learning science through models and modelling”. In *International Handbook of Science Education, Part 1*, Edited by: Fraser, B. and Tobin, K. 53–66. Dordrecht: Kluwer. [Google Scholar]
11. GILBERT, J., BOULTER, C. and RUTHERFORD, M. 1998. Models in explanations, Part 1: Horses for courses?. *International Journal of Science Education*, 20: 83–97. [Web of Science ®] [Google Scholar]
12. GILBERT, S. W. 1991. Model building and a definition of science. *Journal of Research in Science Teaching*, 28: 73–79. [Web of Science ®] [Google Scholar]
13. GLYNN, S. M. 1991. “Explaining science concepts: a Teaching-with-Analogies Models”. In *The Psychology of Learning Science*, Edited by: Glynn, S. M., Yeany, R. H. and Britton, B. K. 219–240. Hillsdale, NJ: Lawrence Erlbaum. [Google Scholar]
14. GLYNN, S. M., BRITTON, B. K., SEMRUD-CLIKEMAN, M. and MUTH, K. D. 1989. “Analogical reasoning and problem solving in science textbooks”. In *Handbook of Creativity*, Edited by: Glover, J. A. 383–398. New York: Plenum Press. [Google Scholar]
15. GLYNN, S. M., DUTT, R. and THIELE, R. B. 1995. “Teaching science with analogies: a strategy for constructing knowledge”. In *Learning Science in the Schools*, Edited by: Glynn, S. M. and Duit, R. 247–273. Mahwah, NJ: Lawrence Erlbaum Associates. [Google Scholar]

16. HARRISON, A. G. 2001. How do teachers and textbook writers model scientific ideas for students?. *Research in Science Education*, 31: 401–435. [Google Scholar]
17. HARRISON, A. G. and TREAGUST, D. F. 1993. Teaching with analogies: a case study in Grade-10 optics. *Journal of research in Science Teaching*, 30: 1291–1307. [Web of Science ®] [Google Scholar]
18. JUSTI, R. and GILBERT, J. 2002. Modelling, teacher' views on the nature of modelling, implication for the education of modellers. *International Journal of Science Education*, 24: 369–387. [Web of Science ®] [Google Scholar]
19. JUSTI, R. and GILBERT, J. in press. Teachers' views on the nature of models. *International Journal of Science Education*. [Google Scholar]
20. LUISI, P. L. and THOMAS, R. M. 1990. The pictographic molecular paradigm - pictorial communication in the chemical and biological sciences. *Naturwissenschaften*, 77: 67–74. [Google Scholar]
21. Rouse, W. B. and MORRIS, N. M. 1986. On looking into the black box: prospects and limits in the search for mental models. *Psychological Bulletin*, 100: 349–363. [Web of Science ®] [Google Scholar]
22. SALEH, A.M.Q., AL-AQBI, A.Y., & KATIB, S.F. (2019). School Teachers' Knowledge and Attitudes Towards student interaction, *International Journal of Management, and Social Sciences Review (IJMSSR)*. Vol. 3, No. 1, pp.1-10 [Google Scholar]



This work is licensed under a Creative Commons Attribution 4.0 International License.