**DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY**

**ABDUL KHADER M.C.**

**Dissertation**

**Submitted to the University of Calicut**

**in partial fulfilment of the**

**requirements for the degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2005**

**D E C L A R A T I O N**

 I, ABDUL KHADER, M.C., do hereby declare that this dissertation, **"DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

 . 07 .2005. **ABDUL KHADER M.C.**

**C E R T I F I C A T E**

 I, Dr. MUMTHAS, N.S., do hereby certify that this dissertation, **"DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY"** is a record of bonafide study and research carried out by **Abdul Khader M.C.**, under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College, **MUMTHAS, N.S.**

 . 07 .2005. *(Supervising Teacher)*

 Lecturer in Education

 Farook Training College

***ACKNOWLEDGEMENT***

 The investigator wishes to acknowledge with gratitude his appreciation to his supervising teacher, **Dr. Mumthas, N.S.**, Lecturer in Education, Farook Training College, for her incessent encouragement, generous help and valuable suggestions in carrying out this study.

 The investigator extends his extreme indebtedness to
**Prof. C. Abdusalam**, Principal, Farook Training College, for providing facilities and encouragement to conduct this study.

 The investigator would like to express his gratitude to the lecturers of Farook Training College, who have been always helpful to him.

 The investigator is highly thankful to the Heads and Teachers of the higher secondary schools of Kozhikode district who helped him to get reliable data and for the co-operation they extended to make this study a grand success.

Farook Training College,

 . 07 .2005. **Abdul Khader M.C.**

**C O N T E N T S**

LIST OF TABLES

LIST OF APPENDICES

Chapter Page

 I INTRODUCTION 1

 II REVIEW OF RELATED LITERATURE 11

 III METHODOLOGY 23

 IV ANALYSIS OF DATA 32

 V SUMMARY OF PROCEDURE, CONCLUSION 77

 AND SUGGESTIONS

BIBLIOGRAPHY

APPENDICES

**LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| Table No. | Title | Page No. |
|  |  |  |
| 1 | Break-up of the final sample  | 31 |
| 2 | Rank and percentage of occurrence of difficulties of secondary school teachers in teaching geography  | 34 |
| 3 | Rank and percentage of occurrence of difficulties of secondary school male teachers  | 39 |
| 4 | Rank and percentage of occurrence of difficulties of secondary school female teachers  | 43 |
| 5 | Rank and percentage of occurrence of difficulties of secondary school teachers working in rural schools  | 47 |
| 6 | Rank and percentage of occurrence of difficulties of urban secondary school teachers  | 52 |
| 7 | Rank and percentage of occurrence of difficulties of Government secondary school teachers  | 56 |
| 8 | Rank and percentage of occurrence of difficulties of private secondary school teachers  | 60 |
| 9 | Item number, percentage of occurrence and rank number of major difficulties common to male and female teachers and specific to male teachers and female teachers  | 65 |
| 10 | Item number, percentage of occurrence and rank number of major difficulties common to rural and urban teachers and specific to rural teachers and urban teachers  | 69 |
| 11 | Item number, percentage of occurrence and rank number of major difficulties common to Government and private teachers and specific to Government teachers and private teachers  | 73 |

**LIST OF APPENDICES**

Appendix No. Title

 I Questionnaire on Difficulties Faced by Secondary

 School Teachers in Teaching Geography (2005)

 Malayalam Version

 II Questionnaire on Difficulties Faced by Secondary

 School Teachers in Teaching Geography (2005)

 English Version

 III Details of the Schools Selected for Data Collection

**CHAPTER I**

## INTRODUCTION

* **Need and Significance**
* **Objectives**
* **Hypothesis**
* **Statement of the Problem**
* **Variable of the Study**
* **Methodology**
* **Scope and Limitations**
* **Format of the Report**

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* **Conceptual Overview**
* **Related Studies**

## CHAPTER III

# M E T H O D O L O G Y

* **Variable**
* **Objectives**
* **Hypothesis**
* **Tool used for Data Collection**
* **Sample used for the Study**
* **Data Collection procedure, Scoring and Consolidation of Data**
* **Statistical Technique used CHAPTER IV**

## ANALYSIS

* **Identification of Major Difficulties faced by the Secondary School Teachers in Teaching Geography**
* **Identification of Major Difficulties faced by Secondary School Teachers in Teaching Geography based on Gender, Locale of School and Type of School Management**
* **Disparities in the Major Difficulties faced by Secondary School Teachers in Teaching Geography based on Gender, Locale of School and Type of School Management**

**CHAPTER V**

## SUMMARY OF PROCEDURE, CONCLUSIONS AND SUGGESTIONS

* **Restatement of the Problem**
* **Objectives**
* **Hypothesis**
* **Methodology**
* **Tenability of Hypothesis**
* **Educational Implications**
* **Suggestions for Further Research**

B I B L I O G R A P H Y

A P P E N D I C E S

INTRODUCTION

 Education has been considered as the most important input and the most potent instrument for the development of an individual. The primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of and commitment to the proposition that education is a primary instrument for social and economic advancement and human welfare.

 The function of education is not only to enable people to adjust to their environment, but to change the environment when necessary to the end that the greatest and most enduring satisfaction may acquire to each person and to society. The fulfilment of this function will depend largely upon the effectiveness of educational system in helping each person develop his capacities so that he may make his maximum contribution to society and in return, reap the full benefits of what society has to offer.

 The quality of school education has a direct relation with the quality of teachers and teacher education system. Today, we are living in the age of information technology. In this new technological age the role of teachers is changing with the change of time. From the traditional role of an instructor, the role of teacher has changed to that of facilitator.

 Geography has a place in the school curriculum on account of its utility and cultural value. Its study is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. It has established a link between Natural Sciences on the one hand and Social Sciences on the other.

 Geography forms a part of social sciences and is one of the social sciences which is now heading towards a scientific form. Now a days Geography means description of earth. But since earth is full of various things which could not be studied in isolation and it is quite difficult to describe everything we find on earth. Thus to overcome these difficulties certain principles have been formulated which are quite useful for us in the study of earth with its relevant factors.

 The objectives of teaching Geography at secondary school level is to enable the students to acquire knowledge and necessary skills to gain certain basic understanding, to develop certain attitude and formation of certain behaviour patterns which are needed for effective citizenship.

 The realization of the above mentioned objectives depends mainly upon the methods of teaching. The Geography teacher needs the use of different types of methods, techniques and a variety of instructional materials. The selection of these methods and techniques depends upon the nature of task, learning objectives and learner's abilities.

# NEED AND SIGNIFICANCE OF THE STUDY

 The study of Geography broadens the mental outlook of the students. It makes them true citizens not only of the country but also of the world.

 The basic objectives of teaching Geography can be achieved by adopting suitable scientific measures of teaching-learning procedures. Unfortunately, the methods of teaching, techniques and instructional material in our schools are inadequate in attaining all the objectives. In social studies education, the old conventional practices are being adopted Geography is being taught in a traditional manner. Teachers do not use audio visual aids like maps, globes and atlases which are essential in the teaching of Geography. The learners become passive listeners in the classroom. The result is that the objectives are not realized. The young generation lacks interest and attitude towards Geography.

 The study of Geography is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. Though Geography is a practical subject laboratory facilities, field observation tools and apparatus for it are not available even at the secondary school level. Geography is being taught in the classroom by lecture method or text book method. As a result, the main spirit behind Geography teaching does not become possible to impart the fundamental conceptual knowledge to the students. Also the pupil remain unaware of the basic geographical terminology. As such the main aim of teaching Geography is to help students attain mastery in verbal and spacial abilities, which is not the case at present.

 The present syllabus of Geography is very detailed and burdensome because it has not been planned according to psychological requirements of the child. Students are compelled to read big and bulky text books and the students are losing interest in the subject. Subject matter may be scientifically arranged so that the student feels interested in it.

 Geography in school is not being taught in a scientific manner. If it is taught in a scientific manner, students will be also to make a practical use of their knowledge in their actual life. Such a teaching method will also keep the students interested in the subject. In the present system of teaching of Geography too much stress is laid on narration and description leaving practically no scope for observation and scientific study.

 There are some teaching units in Geography which can't be taught through text books and lecture method alone. For example, map reading, map making, locating places on the map etc. These can be taught effectively only by discussion and demonstration method. But in the present system, teachers are using traditional methods due to several reasons viz., lack of time, non-availability of teaching aids etc.

 From the school records, about the subject wise performance of pupils, it was found that state level average of the achievement in Social Studies paper II, which includes Geography as a major part, is relatively low for several years. The result of CCE of the present teaching – learning process also reveals the same tendency because of the reasons mentioned above.

 The pilot study conducted by the investigator identified that the existing methods of Geography teaching is somewhat ineffective because of over crowded classroom, outmoded tools, lack of time, ineffective text book, lack of adequate infrastructural facilities and all and above the lack of experienced Geography teachers. This miserable condition necessitates a thorough and broader change in the field of Geography teaching. By considering all the above, the investigator made an attempt to find out difficulties faced by secondary school teachers in teaching Geography.

# OBJECTIVES

 The objectives of the study are:

1. To identify the major difficulties faced by secondary school teachers in teaching Geography for the total sample and the sub samples based on,

 (i) gender

 (ii) locale of school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# HYPOTHESIS

 There will be considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# STATEMENT OF THE PROBLEM

 The problem under study is entitled as "DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY."

# DEFINITION OF KEY TERMS

***1. Difficulties***

 For the present study, difficulties are the obstacles and crises faced by the secondary school teachers while teaching Geography.

***2. Secondary School Teachers***

 The term "Secondary School teachers" stands for the teachers who are teaching at VIII, IX and X classes.

# VARIABLE OF THE STUDY

 The variable of this study is "Difficulties Faced by Secondary School Teachers in Teaching Geography."

# METHODOLOGY

 Methodology deals with the precise description of sample used for the study, tool and statistical techniques used.

**Sample**

The study is conducted on a sample of 303 secondary school social studies teachers drawn from Kozhikode district by using stratified sampling technique. The sample was selected by giving due representation to the different stratas viz., gender of the teacher, locale and type of management of school.

**Tools used for the study**

 To measure the only variable of the study "Difficulties faced by secondary school teachers in teaching Geography" the investigator developed a tool viz., 'Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography (2005)' in collaboration with the supervising teacher.

**Statistical technique used**

 The present study comes under the purview of descriptive methods of research. The investigator used only the simple statistical technique viz., estimation of percentages.

**SCOPE AND LIMITATIONS**

 The main objective of the present investigation is to find out the major difficulties faced by secondary school teachers in teaching Geography. Also the study tries to find out whether there exists considerable difference in the major difficulties felt by the male and female, urban and rural, Government and private secondary school teachers. The study is conducted on a representative sample of 303 social studies teachers drawn from 71 high schools of Kozhikode district using stratified sampling technique. In selecting the sample due representation was given to factors like gender of the teacher, locale and type of management of schools. Eventhough much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The sample selected for the study confined to only one district viz., Kozhikode, due to time restriction.

2. Only those difficulties which occurred in atleast 50% of the sample were considered as major difficulties.

3. Difficulties were identified on secondary school social studies teachers' perspectives only. No importance were given to the opinion of the others.

 Inspite of all the above stated limitations the investigator tried his best to make the study as worth as possible. The investigator hopes that the result of this study would throw light into the existing difficulties faced by secondary school teachers in teaching Geography. Finding will help to improve the quality of secondary school social studies teachers and also to improve existing class room environment

**FORMAT OF THE REPORT**

 There are five chapters included in this report. The first one is introductory chapter. This chapter contains need and significance of the study, statement of the problem, definition of the key terms, variable of the study, objectives of the study, hypothesis of the study, methodology, scope and limitations and the organisation of the report.

 Chapter two present conceptual overview and a survey of Related Studies.

 The methodology of the study has been described in chapter three. This chapter contains details like variables design, tools, sample, data collection procedure and statistical techniques used for the study.

 The details of analysis of data as per the objectives of the study followed by discussion of the results are presented in chapter four.

 Chapter five presents a summary of the study, major findings, tenability of hypothesis, implication of the study and suggestions for further research in this area.

INTRODUCTION

 Education has been considered as the most important input and the most potent instrument for the development of an individual. The primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of and commitment to the proposition that education is a primary instrument for social and economic advancement and human welfare.

 The function of education is not only to enable people to adjust to their environment, but to change the environment when necessary to the end that the greatest and most enduring satisfaction may acquire to each person and to society. The fulfilment of this function will depend largely upon the effectiveness of educational system in helping each person develop his capacities so that he may make his maximum contribution to society and in return, reap the full benefits of what society has to offer.

 The quality of school education has a direct relation with the quality of teachers and teacher education system. Today, we are living in the age of information technology. In this new technological age the role of teachers is changing with the change of time. From the traditional role of an instructor, the role of teacher has changed to that of facilitator.

 Geography has a place in the school curriculum on account of its utility and cultural value. Its study is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. It has established a link between Natural Sciences on the one hand and Social Sciences on the other.

 Geography forms a part of social sciences and is one of the social sciences which is now heading towards a scientific form. Now a days Geography means description of earth. But since earth is full of various things which could not be studied in isolation and it is quite difficult to describe everything we find on earth. Thus to overcome these difficulties certain principles have been formulated which are quite useful for us in the study of earth with its relevant factors.

 The objectives of teaching Geography at secondary school level is to enable the students to acquire knowledge and necessary skills to gain certain basic understanding, to develop certain attitude and formation of certain behaviour patterns which are needed for effective citizenship.

 The realization of the above mentioned objectives depends mainly upon the methods of teaching. The Geography teacher needs the use of different types of methods, techniques and a variety of instructional materials. The selection of these methods and techniques depends upon the nature of task, learning objectives and learner's abilities.

# NEED AND SIGNIFICANCE OF THE STUDY

 The study of Geography broadens the mental outlook of the students. It makes them true citizens not only of the country but also of the world.

 The basic objectives of teaching Geography can be achieved by adopting suitable scientific measures of teaching-learning procedures. Unfortunately, the methods of teaching, techniques and instructional material in our schools are inadequate in attaining all the objectives. In social studies education, the old conventional practices are being adopted Geography is being taught in a traditional manner. Teachers do not use audio visual aids like maps, globes and atlases which are essential in the teaching of Geography. The learners become passive listeners in the classroom. The result is that the objectives are not realized. The young generation lacks interest and attitude towards Geography.

 The study of Geography is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. Though Geography is a practical subject laboratory facilities, field observation tools and apparatus for it are not available even at the secondary school level. Geography is being taught in the classroom by lecture method or text book method. As a result, the main spirit behind Geography teaching does not become possible to impart the fundamental conceptual knowledge to the students. Also the pupil remain unaware of the basic geographical terminology. As such the main aim of teaching Geography is to help students attain mastery in verbal and spacial abilities, which is not the case at present.

 The present syllabus of Geography is very detailed and burdensome because it has not been planned according to psychological requirements of the child. Students are compelled to read big and bulky text books and the students are losing interest in the subject. Subject matter may be scientifically arranged so that the student feels interested in it.

 Geography in school is not being taught in a scientific manner. If it is taught in a scientific manner, students will be also to make a practical use of their knowledge in their actual life. Such a teaching method will also keep the students interested in the subject. In the present system of teaching of Geography too much stress is laid on narration and description leaving practically no scope for observation and scientific study.

 There are some teaching units in Geography which can't be taught through text books and lecture method alone. For example, map reading, map making, locating places on the map etc. These can be taught effectively only by discussion and demonstration method. But in the present system, teachers are using traditional methods due to several reasons viz., lack of time, non-availability of teaching aids etc.

 From the school records, about the subject wise performance of pupils, it was found that state level average of the achievement in Social Studies paper II, which includes Geography as a major part, is relatively low for several years. The result of CCE of the present teaching – learning process also reveals the same tendency because of the reasons mentioned above.

 The pilot study conducted by the investigator identified that the existing methods of Geography teaching is somewhat ineffective because of over crowded classroom, outmoded tools, lack of time, ineffective text book, lack of adequate infrastructural facilities and all and above the lack of experienced Geography teachers. This miserable condition necessitates a thorough and broader change in the field of Geography teaching. By considering all the above, the investigator made an attempt to find out difficulties faced by secondary school teachers in teaching Geography.

# OBJECTIVES

 The objectives of the study are:

1. To identify the major difficulties faced by secondary school teachers in teaching Geography for the total sample and the sub samples based on,

 (i) gender

 (ii) locale of school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# HYPOTHESIS

 There will be considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# STATEMENT OF THE PROBLEM

 The problem under study is entitled as "DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY."

# DEFINITION OF KEY TERMS

***1. Difficulties***

 For the present study, difficulties are the obstacles and crises faced by the secondary school teachers while teaching Geography.

***2. Secondary School Teachers***

 The term "Secondary School teachers" stands for the teachers who are teaching at VIII, IX and X classes.

# VARIABLE OF THE STUDY

 The variable of this study is "Difficulties Faced by Secondary School Teachers in Teaching Geography."

# METHODOLOGY

 Methodology deals with the precise description of sample used for the study, tool and statistical techniques used.

**Sample**

The study is conducted on a sample of 303 secondary school social studies teachers drawn from Kozhikode district by using stratified sampling technique. The sample was selected by giving due representation to the different stratas viz., gender of the teacher, locale and type of management of school.

**Tools used for the study**

 To measure the only variable of the study "Difficulties faced by secondary school teachers in teaching Geography" the investigator developed a tool viz., 'Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography (2005)' in collaboration with the supervising teacher.

**Statistical technique used**

 The present study comes under the purview of descriptive methods of research. The investigator used only the simple statistical technique viz., estimation of percentages.

**SCOPE AND LIMITATIONS**

 The main objective of the present investigation is to find out the major difficulties faced by secondary school teachers in teaching Geography. Also the study tries to find out whether there exists considerable difference in the major difficulties felt by the male and female, urban and rural, Government and private secondary school teachers. The study is conducted on a representative sample of 303 social studies teachers drawn from 71 high schools of Kozhikode district using stratified sampling technique. In selecting the sample due representation was given to factors like gender of the teacher, locale and type of management of schools. Eventhough much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The sample selected for the study confined to only one district viz., Kozhikode, due to time restriction.

2. Only those difficulties which occurred in atleast 50% of the sample were considered as major difficulties.

3. Difficulties were identified on secondary school social studies teachers' perspectives only. No importance were given to the opinion of the others.

 Inspite of all the above stated limitations the investigator tried his best to make the study as worth as possible. The investigator hopes that the result of this study would throw light into the existing difficulties faced by secondary school teachers in teaching Geography. Finding will help to improve the quality of secondary school social studies teachers and also to improve existing class room environment

**FORMAT OF THE REPORT**

 There are five chapters included in this report. The first one is introductory chapter. This chapter contains need and significance of the study, statement of the problem, definition of the key terms, variable of the study, objectives of the study, hypothesis of the study, methodology, scope and limitations and the organisation of the report.

 Chapter two present conceptual overview and a survey of Related Studies.

 The methodology of the study has been described in chapter three. This chapter contains details like variables design, tools, sample, data collection procedure and statistical techniques used for the study.

 The details of analysis of data as per the objectives of the study followed by discussion of the results are presented in chapter four.

 Chapter five presents a summary of the study, major findings, tenability of hypothesis, implication of the study and suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

A review of related literature is a must for the successful completion of research. As Best and Kahn (1995) notes, "since effective research is based upon past knowledge, this step helps eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation". The review of literature will help the investigator form a clear picture of his problem and will direct through the right path.

 The review of related literature is presented in the following section.

 A. Conceptual Overview

 B. Review of Related Studies

**A CONCEPTUAL OVERVIEW**

Geography is a subject, utility and usefulness of which in our society is being realized more and more in nearly every walk of life. It is socially useful because both the scientists and the humanists seek to include something of geography within their respective groups of studies. It has established a link between natural sciences on the one hand and social sciences on the other. Geography tries to understand the action of man and his environment.

 Now-a-days geography means description of earth. But since earth is full of various things which could not be studied in isolation and it is quite difficult to describe everything we find on earth. Thus to overcome these difficulties certain principles have been formulated.

 Prof. E.A Macnee has defined geography as the study of earth, as the home of man or in other words geography is the study of the environment of man; physical, social, particularly in its relation to human activities. According to E.G. Steal "Geography is the science of initiative, for by means of it we establish our relations with the world and without it we may easily lag behind in the march of progress".

 From these definitions it becomes quite clear that geography is the science which studies different stages and parts of the living beings of this world in relation to their local relations. It can be said that geography is a science of sciences. Geography synthesizes all the sciences-viz., Botany, Zoology, Astronomy, Geology- as far as the evolution of man in the Universe in concerned. In fact, Modern Geography is a combination of art and science. It has certain relationship with other social sciences and its scope of study is quite broad.

 The teacher of geography should have enthusiasm and the ability to convey this enthusiasm to others. Enthusiasm comes from knowing the subject and realizing its values in the development of the individual. The teacher needs to have a creative imagination, that is, the ability to make landscape and people live before his class. He himself must feel that he has actually seen the region he is presenting to his class. He must have the ability to draw on his own and his pupils' personal everyday experiences to illustrate the new and the unknown. In short, the teacher of geography should have the knowledge and the ability to present the subject in such a way that the class will understand, enjoy and be eager for more. The teacher must have the ability to select and organise geographic materials to fit the child's level of maturity, to arouse his interest, and to develop his ability to think geographically. Further more, the teacher must guide his students that they realise that their study of any people in a specific region is a continuing activity, that they are catching only a glimpse of the people in their present geographic setting. What they are learning today gives them background for understanding a people's actions tomorrow.

 The teacher should ever keep in mind that to give reality to anything outside a student's immediate environment necessitates firing his imagination with vivid, dynamic images which have an emotional drive that will cause the student to think and act. Vivid, dynamic images are the means by which men's visions are directed and their loyalties are determined. Teachers of geography have an unrivaled opportunity to build such images, concepts and attitudes, but they must select and organise materials to that end. Also they must use techniques which will dramatise and fix the desirable images, concepts and attitudes. In short, the teacher must teach geography in a dynamic way.

 The question of aims and objects of teaching a particular subject should be the first to occur to a conscientious teacher because the objectives of teaching a subject strongly influence the organisation of the curriculum and at the same time provide guidelines for the methods of its approach. Objectives are two types. Firstly, those which can be satisfied by acquisition of ideas and skills and are known as short term or subject matter objectives. The second type of needs are those which are satisfied by matured thinking and acting. The latter are summed up under long term objectives, because their function is an overall development of a person which may continue throughout his life. The long term objectives in geography will acquire a child.

1. to acquaint a basic knowledge of the subject.
2. to develop his own observational skill
3. to understand the inter relation of the subject and the society.
4. to infuse thorough understanding of its concepts and theories.

 These long-term objectives aim at providing young pupils such type of knowledge, skill and attitudes as would develop an acceptable behaviour in a democratic society in which they live. The geography teacher is as much responsible for the achievement of these goals as the teachers of art, science and mathematics.

 The aim of geography is to train the future citizens to imagine accurately the conditions of the great world stage and so to help him think sanely about political and social problems in the world around him. To the attainment of the objectives of general education the subject matter objectives are the necessary stepping stones. While the education has his eyes focused on the ultimate aim of education, the geography teacher should give his contributions towards the realisation of the primary aim of education by taking such measures as might ensure sound factual knowledge, a clear understanding of factual relationship and a keen discipline of intellectual powers.

 At present social studies teachers are facing various difficulties related to the teaching of geography at secondary level. The present system of teaching of geography to the students of secondary class is frought with various defects. It has the following major defects in it:

1. Lack of adequate infrastructural facilities.
2. The curriculum and the syllabus is not scientifically planned. It is pretty heavy
3. Too much of stress is laid drawn on narration and description. Very little scope is left for observation and scientific study.
4. The teachers are not left free to make the proper use of the teaching aids.
5. No practical value is attached to the teaching of the subject. In other words, the students are not trained to be able to make a practical use of the subject, after they have finished their education.
6. The text books are not scientifically written and drawn up.

 Because of the above defects, the objectives of geography teaching is yet to achieve. By the time the students reach the secondary classes, they have reached adolescence, their intelligence and mental age have reached maturity. They are now able to establish the cause and effect relationship properly. Their psychological requirements are also different. It is, therefore, very necessary to have a properly organised and scientifically planned syllabus and methods of teaching of geography at this stage of education. The curriculum should be complete in itself and it should be capable of focusing the attention of the students on certain geographical problems. It should also be capable of developing the power of imagination, reasoning and judgment of the students. Only those topics that are capable of doing all these things should find place in the curriculum laid down for this stage of education. If geography has to be given a proper place in education and life, its subject matter and curriculum has to be revised in a way that there may be possibility of scientific study of the subject matter.

**B. RELATED STUDIES**

 D' Sonza (1971) in a study dealt with the geography concepts and approaches to develop skill in teaching geographic concepts effectively. This study revealed that there is great need first to identify the different geographical concepts and then develop suitable learning experiences in the teaching of regional and general geography.

 Sarasu (1972) conducted a study regarding the difficulties of the lower primary teachers in teaching science in Trivandrum District. The main objective of the study was to find out the difficulties of teachers in order to achieve objectives of teaching science. The following conclusions were made (i) most of the teachers are of the opinion that primary syllabus is to be reduced in quantity (ii) it is difficult to cover the portions in the allotted time (iii) there is lack of reference material (iv) facilities for in-service training are inadequate.

 Gupta (1983) in his study critically analysed the social studies curriculum with special reference to secondary stage in Himachal Pradesh. The objective of the study was to analyse the methods, techniques and teaching materials used in social studies teaching at school level. Investigator observed that the lecture method or question answer method was frequently used. No creative method such as project method or activity method was being applied in teaching social studies. The students were not exposed to a variety of learning experiences such as assignment, discussion, observation and interpretation.

 Ponkshe (1983) analysed the concepts in geography of the secondary schools in Maharashtra. The objective of the study was to develop a concept oriented method to teach concepts in geography and to compare its effectiveness with that of the traditional method. The study revealed that there was no tradition of direct experiences to understand and retain geography concepts. Films, film strips, slides, models, specimens and pictures were not used at all. It was found that the concept oriented method was more useful than the traditional methods.

 Patel (1984) in his study about the "Present position of teaching history in the secondary schools of Gujarat" found that lecture, story telling and question answer methods were used by almost all teachers. Teachers did not elect to teach through student centered methods like project, dramatization etc.

 Battachrya and Gopalchandra (1985) in a study dealt with effectiveness of various models for teaching geography in relation to institutional resources. This study examined the effectiveness of teaching geography at secondary level with varying status of institutional resources and application of concept attainment and inductive teaching models for the purpose. The major findings were (i) Inductive Teaching Model emerged as the best suitable model for all types of institution (ii) Physical geographical concepts were learnt better irrespective of models and institutional status.

 Patil (1985) conducted an inquiry in to the conditions of teaching geography in the rural secondary schools of Solapur district. Main objective of the study was to study the methods and techniques followed in the teaching of geography and to study the existing facilities available for teaching geography in rural secondary schools. Investigator found that the majority of the teachers followed traditional methods such as lecture method. The study reported that no facility of a geography room was available in a large number of schools and the teaching aids were inadequate.

 Satheesan (1989) conducted a study regarding the difficulties experienced by science teachers in teaching Physical Science in the secondary schools and the study revealed that too much work is imposed on physical science teachers, present syllabus possess a major difficulty for the teachers. Teachers are not able to adopt the method of their choice due to work load and other accessories. Teachers are forced to conduct demonstrations in illsuited classrooms. Teachers are not satisfied with the existing facilities for in-service education.

 Okpala (1996) examined the historical dimensions of school geography in Nigeria. Investigator suggested that replacing geography educations theoretical orientation with more field work and laboratory experience.

 Asa (1997) conducted a study on the difficulties experienced in teaching maths at the upper primary level. The major findings were that (i) teachers are of the opinion that five period per week is not sufficient to teach maths effectively (ii) teachers have a heavy work load (iii) majority of teachers are not using teaching aids like Radio, T.V, Tape Recorder and Projector.

 Bindu (1997) made an investigation in to the difficulties experienced by teachers in teaching social science at the secondary school level. The conclusions, were that (i) teachers should be given more periods to teach social science (ii) the co-operation of parents with regard to the studies of their children is essential for improving the educational standard of children (iii) the subject matter in the present text book should be revised (iv) separate social science libraries should be provided in every schools.

 Girija (1997) conducted a study on the difficulties faced in teaching social studies at secondary school level in Trivandrum district. The major findings were that (i) most of the teachers posses the view that social studies classes are not spacious for conducting group activities (ii) periods allotted for each content are inadequate (iii) majority of the teachers were of the opinion that there was no satisfactory library service in their institution.

 Mahalingam (1997) conducted a study on the difficulties experienced by teachers in teaching geography in the secondary schools of Thrissur district. The major findings were that (i) majority of teachers teaching geography were not qualified in their subject (ii) content of geography text was too much and periods allotted to teach were inadequate (iii) teachers had not adequate knowledge in the concepts (iv) most of the teachers prefer oral method.

 Sreeja (1997) conducted a study on the difficulties experienced by social studies teachers in teaching History and Geography under the subject social studies. Major findings were that (i) majority of the social studies teachers found difficulty in teaching History and Geography under the subject social studies. (ii) most of the teachers are not able to teach well (iii) teachers like to teach History and Geography separately. (iv) there is degradation in teaching due to lack of proper time.

**CONCLUSION**

The review of studies attempted so far, gives a perspective of the empirical work done in the area. Almost all studies revealed that effective teaching depends upon the use of various audio visual aids, infrastructural facilities and other teaching aids. Overloaded syllabus, lack of efficient teachers, inadequate teaching learning materials etc. are some of the major problem that the teachers are facing in their teaching. These problems are more accute in geography teaching.

 The researcher found that studies are very rare in geography subject, which is considered as one of the important subject in the school curriculum at present. So the present study is a humble attempt to study the difficulties of secondary school teachers in teaching geography.

METHODOLOGY

 The selection of research method to be used has great importance in the research procedure. It refers to the general strategy followed in collecting and analysing the data necessary for solving the problem. The role of methodology is to carry on the research work in a scientific and valid manner. This chapter contains a description of the methodology adopted and it describes the design of the study under the following heads, viz.

 A. Variable

 B. Objectives

 C. Hypothesis

 D. Tool used for Data Collection

 E. Sample used for the study

 F. Data Collection procedure, Scoring and Consolidation of Data

 G. Statistical Technique used.

# A. VARIABLE

 The only variable in the study is 'difficulties of secondary school teachers in teaching Geography'

# B. OBJECTIVES

The objectives of the present study are the following:

2. To identify the major difficulties faced by secondary school teachers in teaching Geography for the total sample and the subsamples based on,

 (i) gender of the teacher

 (ii) locale of the school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# C. HYPOTHESIS

 There will be considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# D. TOOL USED FOR THE DATA COLLECTION

 For each and every type of research the investigator need certain instrument to gather or collect new facts or explore new fields. The selection of suitable tools are of vital importance of successful research. Here the investigator has used a questionnaire in order to know the difficulties faced by secondary school teachers in teaching Geography. The tool 'A Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography' (2005) is constructed by the investigator with the help of supervising teacher. The procedure followed in the construction of the tool is described below.

***a. Planning of the Questionnaire***

 Before developing the questionnaire the investigator was conducted a pilot study among the social studies teachers of five nearby secondary schools. Discussion with teachers and other experts helped the investigator to identify the dimensions to be included in the questionnaire. The items in the questionnaire are related to library, laboratory, field trips, project, teaching material, evaluation, teachers' handbook, source book, training programme, learning activity, curriculum, syllabus revision, learning material, over loaded syllabus, text book etc.

***b) Preparation of the Questionnaire***

 Based upon the above mentioned points the investigator developed the Questionnaire on the difficulties faced by Secondary School Teachers in teaching Geography.

 While constructing the items, the investigator was given more attention to use clear, direct and simple language. 40 items are included in the Questionnaire. For each item there are three responses viz., 'very difficult', 'partially difficult' and 'not difficult'.

## Example of an item

 Do you get chances to utilise the laboratory facilities for the instruction of Geography?

 (Question No.6 of the Questionnaire)

 Very difficult Partially difficult Not difficult

 🞏 🞏 🞏

# Scoring

 To each item the respondant has to make their response among one of the three choices viz., 'very difficult', 'partially difficult' and 'not difficult' by putting a tick mark based on their nature of difficulty. For the purpose of analysis, the frequency of response in each category, for every item, was counted.

# C. Finalization of the Questionnaire

 Many revisions of the constructed questionnaire were conducted before finalization It was given to the teachers and experts in order to make the questionnaire revision is more effective. Necessary instructions were given in the questionnaire to make questions more clear.

 A copy of the final Questionnaire viz., 'Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography' (Malayalam and English version) is given as Appendix I and II respectively.

# Reliability

 "Reliability is the degree of consistency that the instrument or procedure demonstrates. Whether it is measuring, it does so consistently" (Best & Kahn, 1995).

 The investigator established the reliability of the present questionnaire by using test-retest method. The time interval between the first and second administration was 15 days. Both the administrations were made for the same set of 30 social studies, teachers. A cross examination of the responses of the 30 individuals in the two administrations of the questionnaire showed that there is not much wide variations in the responses, which suggests that there is a high degree of consistency in the response.

# Validity

 Questionnaire must not only gather stable and reliable responses but they must also provide a kind of information which the investigator intends to get. So validity is that quality of a data gathering instruments or procedure that enables it to measure what it is supposed to measure. Here the investigator claimed the face validity of the questionnaire as the items of the questionnaire are phrased in the least ambiguous way.

# E. SAMPLE USED FOR THE STUDY

 Selection of the sample is an important aspect of any research study. "Sample is a small proportion of a population selected for observation and analysis" (Best & Kahn, 1995).

 The investigator decided to have a sample of size 325 secondary school social studies teachers belonging to Kozhikode district. The sampling technique used is stratified sampling. This process gives the researcher a more representative sample than one selected using other techniques. The strata considered for the present study are the following>

 (i) Gender of the teacher

 (ii) Locale of the school and

 (iii) Type of school management

***i) Gender of the teacher***

 Gender has great influence in the findings of research. In many studies it has been found that sex difference exist in many of the variables. So the investigator gave due representation to both male and female teachers in the present study.

***ii) Locale of the school***

 Since the number of secondary school in rural area are more than the number of secondary schools in urban area (Sixth All India Educational Survey, 1998) the investigator decided to give more weightage to secondary schools in rural area.

***iii) Type of school management***

 Based on the type of school management there are two major categories of schools (a) schools which are directly managed by Government (b) Aided schools which are managed by private agencies with Government aid. The number of private school are more than the number of Government school (Sixth All India Educational Survey, 1988). So the investigator gave more weightage to private schools.

F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA

### Administration of the Tool

 As the first step of administration, the investigator collected the details of the secondary schools of Kozhikode district. After fixing the sample the investigator contacted the heads of the institutions proposed to be included in the sample and obtained their permission for collecting data.

 The investigator visited 71 high school of the specified area and the questionnaire were given to the social studies teachers and explain the purpose and clarify the doubts of the teachers.

 The details of the schools from which sample was taken is given as Appendix III.

**Scoring and Consolidation of Data**

 After scoring the data was entered into tabulation sheet. During this, incomplete sheets were rejected. Rejection of the incomplete responses resulted in a reduction of the size of the sample from 325 to 303. Scoring was done as per the scoring scheme of the questionnaire. The scores obtained were consolidated and tabulated for further analysis. The break-up of this final sample is given in Table 1.

TABLE 1
**Break of the Final Sample**

Total

N = 303

 Government Private

 (109) (194)

 Male Female Male Female

 (60) (49) (92) (102)

Urban Rural Urban Rural Urban Rural Urban Rural

 (20) (40) (15) (34) (43) (49) (17) (85)

**G. STATISTICAL TECHNIQUE USED**

 The present study comes under the purview of descriptive methods of research. The investigator used only the simple statistical procedure viz., estimation of percentages.

ANALYSIS

The analysis of the collected data was done on the basis of the objectives of the study. The objectives set for the study are:

1. To identify the major difficulties faced by secondary school teachers in teaching geography for the total sample and the sub samples based on,

 (i) gender of the teacher

 (ii) locale of the school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

 The analysis of the data and discussion of result are described under following heads.

 A. Identification of major difficulties faced by secondary school teachers in teaching Geography.

 B. Identification of major difficulties faced by secondary school teachers in teaching Geography based on gender, locale of the school and type of school management.

 C. Disparities in the major difficulties felt by the secondary school teachers, in teaching Geography based on gender, locale of the school and type of school management.

A. IDENTIFICATION OF MAJOR DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY

 This section of the analysis is done to find out the major difficulties of secondary school teachers in teaching Geography.

 As the first step of analysis the investigator calculated the percentage of occurrence of each difficulty in the total sample. Then the difficulties were arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school teachers in the order of their seriousness. The rank of each item (difficulty) in the questionnaire according to their seriousness and its percentage of occurrence are presented in Table 2.

TABLE 2

**Rank and Percentage of Occurrence of
Difficulties of Secondary School Teachers in Teaching Geography**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 96.37 | 87.79 | 8.58 | 8 |
| 2 | 95.38 | 79.21 | 16.17 | 6 |
| 3 | 95.38 | 53.14 | 42.24 | 23 |
| 4 | 93.40 | 80.20 | 13.20 | 17 |
| 5 | 91.74 | 47.85 | 43.89 | 15 |
| 6 | 91.09 | 70.63 | 20.46 | 5 |
| 7 | 90.43 | 54.46 | 35.97 | 2 |
| 8 | 90.43 | 63.70 | 26.73 | 4 |
| 9 | 87.79 | 51.16 | 36.63 | 16 |
| 10 | 87.79 | 62.38 | 25.41 | 28 |
| 11 | 86.13 | 47.85 | 38.28 | 3 |
| 12 | 85.14 | 38.28 | 46.86 | 7 |
| 13 | 84.13 | 51.49 | 32.64 | 38 |
| 14 | 83.50 | 64.03 | 19.47 | 29 |
| 15 | 82.51 | 50.17 | 32.34 | 37 |
| 16 | 81.19 | 67.00 | 14.19 | 30 |
| 17 | 80.63 | 42.68 | 37.95 | 39 |
| 18 | 78.55 | 51.49 | 27.06 | 26 |
| 19 | 77.56 | 67.33 | 10.23 | 22 |
| 20 | 77.29 | 49.24 | 28.05 | 19 |
| 21 | 77.22 | 38.28 | 38.94 | 1 |
| 22 | 72.28 | 51.16 | 21.12 | 25 |
| 23 | 68.65 | 10.23 | 58.42 | 27 |
| 24 | 68.31 | 35.64 | 32.67 | 34 |
| 25 | 67.98 | 19.14 | 48.84 | 24 |
| 26 | 67.00 | 13.20 | 53.8 | 32 |
| 27 | 67.00 | 15.18 | 51.82 | 40 |
| 28 | 66.99 | 34.32 | 32.67 | 21 |
| 29 | 61.38 | 33.00 | 28.38 | 31 |
| 30 | 55.81 | 25.12 | 30.69 | 35 |
| 31 | 53.79 | 26.07 | 27.72 | 12 |
| 32 | 51.48 | 19.14 | 32.34 | 9 |
| 33 | 44.55 | 12.87 | 31.68 | 13 |
| 34 | 43.89 | 10.23 | 33.66 | 33 |
| 35 | 42.90 | 4.62 | 38.28 | 20 |
| 36 | 39.60 | 16.83 | 22.77 | 36 |
| 37 | 38.28 | 13.53 | 24.75 | 10 |
| 38 | 35.31 | 14.19 | 21.12 | 11 |
| 39 | 32.01 | 7.59 | 24.42 | 18 |
| 40 | 31.68 | 10.23 | 21.45 | 14 |
|  |  |  |  |  |

 Table 2 shows that in the sample 96.37 percent of teachers are facing difficulty with respect to item No.8. Of this 87.79 percent of teachers feel it 'very difficult' and 8.58 percent feel it 'partially difficult'. Similarly 95.38 percent of teachers are facing difficulty with respect to item No.6. Of this 79.21 percent of teachers feel it 'very difficult' and 16.17 percent feel it 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by secondary school teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of secondary school teachers is a major one. By putting such a criteria from the Table 2, the investigator could identify 32 difficulties as the major difficulties faced by secondary school teachers in teaching Geography. These 32 difficulties are listed below according to their rank of seriousness.

1. Lack of proper funding for field trips.

2. Lack of chances to utilise the laboratory facilities.

3. Non-availability of reference books recommended in the hand book.

4. Lack of proper training for the preparation of working models.

5. Non availability of teaching materials required to facilitate self-learning.

6. Non-availability of laboratory facilities.

7. Lack of sufficient time for teachers to make reference in the library.

8. Lack of opportunity for pupils to utilise school library.

9. Lack of teaching materials of high quality.

10. Delay in revision and updating of curriculum.

11. Non-availability of quality books for students in the school library.

12. Difficulty to conduct field trips at proper time.

13. Non-availability of learning materials.

14. Lack of teachers who possess degree in the subject Geography.

15. Difficulty to transact some technical terms.

16. Lack of enough time for the instruction of Geography.

17. Students without parental support.

18. Overloaded syllabus of Geography.

19. Non-availability of teacher's hand book as a personal copy.

20. Difficulty in implementing continuous evaluation.

21. Lack of well equipped school library for the effective teaching of Geography.

22. Non-availability of source books.

23. Inadequate syllabus to attain the objectives of Geography.

24. Difficulty in acquiring current information related to Geography.

25. Difficulty to plan and execute the learning activities.

26. Difficulty to impart knowledge by considering individual differences.

27. Inadequate text book for the instruction of Geography.

28. Non-availability of teacher's hand book.

29. Lack of proper training programme.

30. Passive nature of students.

31. Lack of interest in preparing projects.

32. Difficulty to develop observation skill among pupils.

B. IDENTIFICATION OF MAJOR DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY BASED ON GENDER, LOCALE OF THE SCHOOL AND TYPE OF SCHOOL MANAGEMENT

 This section of analysis was done to find out the major difficulties of secondary school teachers based on gender, locale of the school and type of school management. This section is described under three separate headings.

# I. Major Difficulties Faced by Male and Female Teachers

***(i) Male Teachers***

 In this section the investigator calculated the percentage of occurrence of each difficulty in secondary school male teachers in teaching Geography. Then the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school male teachers in teaching Geography in the order of their seriousness.

TABLE 3

**Rank and Percentage of Occurrence of
Difficulties of Secondary School Male Teachers**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 98.53 | 90.79 | 7.74 | 8 |
| 2 | 96.32 | 76.32 | 20.00 | 6 |
| 3 | 95.84 | 51.97 | 43.87 | 23 |
| 4 | 95.79 | 82.24 | 13.55 | 17 |
| 5 | 93.21 | 49.34 | 43.87 | 15 |
| 6 | 90.85 | 60.08 | 30.77 | 2 |
| 7 | 90.84 | 60.52 | 30.32 | 16 |
| 8 | 89.66 | 65.79 | 23.87 | 5 |
| 9 | 89.63 | 63.83 | 25.80 | 4 |
| 10 | 88.99 | 64.47 | 24.52 | 28 |
| 11 | 88.43 | 35.53 | 52.9 | 7 |
| 12 | 87.27 | 42.11 | 45.16 | 38 |
| 13 | 83.47 | 44.76 | 38.71 | 39 |
| 14 | 83.18 | 63.83 | 19.35 | 29 |
| 15 | 82.37 | 55.92 | 26.45 | 26 |
| 16 | 81.95 | 67.76 | 14.19 | 30 |
| 17 | 81.03 | 53.29 | 27.74 | 37 |
| 18 | 80.89 | 46.05 | 34.84 | 3 |
| 19 | 78.87 | 42.10 | 36.77 | 1 |
| 20 | 78.78 | 70.39 | 8.39 | 22 |
| 21 | 78.52 | 56.58 | 21.94 | 25 |
| 22 | 76.29 | 41.45 | 34.34 | 21 |
| 23 | 73.16 | 46.71 | 26.45 | 19 |
| 24 | 71.18 | 17.63 | 53.55 | 24 |
| 25 | 71.18 | 11.18 | 60.00 | 27 |
| 26 | 69.26 | 11.84 | 57.42 | 32 |
| 27 | 66.52 | 36.84 | 29.68 | 34 |
| 28 | 64.76 | 12.5 | 52.26 | 40 |
| 29 | 63.26 | 34.87 | 28.39 | 31 |
| 30 | 59.32 | 31.58 | 27.74 | 12 |
| 31 | 56.47 | 17.11 | 39.36 | 9 |
| 32 | 48.78 | 20.39 | 28.39 | 35 |
| 33 | 46.64 | 9.87 | 36.77 | 33 |
| 34 | 44.58 | 3.29 | 41.29 | 20 |
| 35 | 41.50 | 11.18 | 30.32 | 13 |
| 36 | 38.98 | 13.82 | 25.16 | 36 |
| 37 | 37.05 | 14.47 | 22.58 | 10 |
| 38 | 36.90 | 6.58 | 30.32 | 18 |
| 39 | 33.21 | 15.79 | 17.42 | 11 |
| 40 | 22.69 | 5.92 | 16.77 | 14 |
|  |  |  |  |  |

Table 3 shows that in the sample 98.53 percent of teachers are facing difficulty with respect to item No.8. Of this 90.79 percent of teachers feel it 'very difficult' and 7.74 percent feel it 'partially difficult'. Similarly in the sample 96.32 percent of teachers are facing difficulty with respect to item No.6. Of this 76.32 percent of teachers feel it 'very difficult' and 20 percent feel it 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by secondary school male teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of secondary school male teachers' sample is a major one. By putting such a criteria from the Table 3, the investigator could identify 31 items as the major difficulties faced by secondary school male teachers in teaching Geography. These 31 difficulties are listed below according to their rank of seriousness.

1. Lack of proper funding for field trips.

2. Lack of chances to utilise the laboratory facilities.

3. Non-availability of reference books recommended in the hand book.

4. Lack of proper training for the preparation of working models.

5. Non availability of teaching materials required to facilitate self-learning.

6. Lack of sufficient time for teachers to make reference in the library.

7. Lack of teaching materials of high quality.

8. Non-availability of laboratory facilities

9. Lack of opportunity for pupils to utilise school library.

10. Delay in revision and updating of curriculum.

11. Difficulty to conduct field trips at proper time.

12. Non-availability of learning materials.

13. Students without parental support.

14. Lack of teachers who possess degree in the subject Geography.

15. Overloaded syllabus of Geography

16. Lack of enough time for the instruction of Geography.

17. Difficulty to transact some technical terms.

18. Non-availability of quality books for students in the school library.

19. Lack of well equipped school library for the effective teaching of Geography.

20. Non-availability of teacher's hand book as a personal copy.

21. Non-availability of source books

22. Non-availability of teacher's hand book.

23. Difficulty in implementing continuous evaluation.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Difficulty to impart knowledge by considering individual differences.

27. Difficulty in acquiring current information related to Geography.

28. Inadequate text book for the instruction of Geography.

29. Lack of proper training programme.

30. Lack of interest in preparing projects.

31. Difficulty to develop observation skill among pupils.

***(ii) Female Teachers***

 In this section the investigator calculated the percentage of occurrence of each difficulty in secondary school female teachers in teaching Geography. Thus the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school female teachers in teaching Geography in the order of their seriousness.

TABLE 4

**Rank and Percentage of Occurrence of
Difficulties of Secondary School Female Teachers**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 94.05 | 54.31 | 39.74 | 23 |
| 2 | 94.04 | 82.12 | 11.92 | 6 |
| 3 | 94.03 | 84.76 | 9.27 | 8 |
| 4 | 92.05 | 75.49 | 16.56 | 5 |
| 5 | 90.73 | 49.67 | 41.06 | 3 |
| 6 | 90.73 | 78.15 | 12.58 | 17 |
| 7 | 90.72 | 63.57 | 27.15 | 4 |
| 8 | 89.41 | 46.36 | 43.05 | 15 |
| 9 | 89.40 | 48.34 | 41.06 | 2 |
| 10 | 86.10 | 60.27 | 25.83 | 28 |
| 11 | 86.10 | 60.93 | 25.17 | 38 |
| 12 | 84.10 | 41.72 | 42.38 | 16 |
| 13 | 83.65 | 64.44 | 19.21 | 29 |
| 14 | 83.44 | 47.02 | 36.42 | 37 |
| 15 | 80.80 | 41.06 | 39.74 | 7 |
| 16 | 80.14 | 66.23 | 13.91 | 30 |
| 17 | 78.80 | 42.38 | 36.42 | 39 |
| 18 | 76.16 | 64.24 | 11.92 | 22 |
| 19 | 74.83 | 34.44 | 40.39 | 1 |
| 20 | 74.17 | 47.02 | 27.15 | 26 |
| 21 | 69.53 | 34.44 | 35.09 | 34 |
| 22 | 68.27 | 17.94 | 50.33 | 40 |
| 23 | 66.89 | 37.75 | 29.14 | 19 |
| 24 | 65.56 | 45.72 | 19.87 | 25 |
| 25 | 64.90 | 9.27 | 55.63 | 27 |
| 26 | 63.58 | 20.53 | 43.05 | 24 |
| 27 | 63.57 | 14.57 | 49.00 | 32 |
| 28 | 58.95 | 31.13 | 27.82 | 31 |
| 29 | 56.95 | 27.15 | 29.80 | 21 |
| 30 | 54.30 | 21.85 | 32.45 | 35 |
| 31 | 47.68 | 20.53 | 27.15 | 12 |
| 32 | 47.02 | 14.57 | 32.45 | 13 |
| 33 | 45.69 | 21.19 | 24.50 | 9 |
| 34 | 40.40 | 14.57 | 25.83 | 14 |
| 35 | 40.39 | 5.95 | 34.44 | 20 |
| 36 | 39.74 | 19.87 | 19.87 | 36 |
| 37 | 39.07 | 12.58 | 26.49 | 10 |
| 38 | 37.08 | 12.28 | 24.80 | 11 |
| 39 | 35.39 | 5.59 | 29.80 | 33 |
| 40 | 26.49 | 8.61 | 17.88 | 18 |
|  |  |  |  |  |

Table 4 shows that in the sample 94.05 percent of teachers are facing difficulty with respect to item No.23. Of this 54.31 percent of teachers feel it 'very difficult' and 39.74 percent feel it 'partially difficult'. Similarly 94.04 percent of teachers are facing difficulty with respect to item No. 6. Of this 82.12 percent of teachers feel it 'very difficult' and 11.92 percent feel it 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by secondary school female teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of secondary school female teachers' sample is a major one. By putting such a criteria from the Table 4, the investigator could identify 30 items as the major difficulties faced by secondary school female teachers in teaching Geography. These 30 difficulties are listed below according to their rank of seriousness.

1. Non-availability of reference books recommended in the hand book.

2. Lack of chances to utilise the laboratory facilities.

3. Lack of proper funding for field trips.

4. Non-availability of laboratory facilities

5. Non-availability of quality books for students in the school library.

6. Lack of proper training for the preparation of working models.

7. Lack of opportunity for pupils to utilise school library.

8. Non-availability of teaching materials required to facilitate self-learning

9. Lack of sufficient time for teachers to make reference in the library.

10. Delay in revision and updating of curriculum.

11. Non-availability of learning materials.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Difficulty to conduct field trips at proper time.

16. Lack of enough time for the instruction of Geography.

17. Students without parental support.

18. Non-availability of teachers' handbook as a personal copy.

19. Lack of well equipped library for the effective teaching of Geography.

20. Overloaded syllabus of Geography.

21. Difficulty in acquiring current information related to Geography.

22. Inadequate text book for the instruction of Geography.

23. Difficulty in implementing continuous evaluation.

24. Non-availability of source books.

25. Inadequate syllabus to attain the objectives of Geography.

26. Difficulty to plan and execute the learning activities.

27. Difficulty to impart knowledge by considering individual differences.

28. Lack of proper training programme.

29. Non-availability of teacher's hand book.

30. Passive nature of students.

II. Major Difficulties Faced by Secondary School Teachers Based on Locale of the School

***(a) Teachers working in Rural School***

Here the investigator calculated the percentage of occurrence of each difficulty of secondary school teachers working in rural schools. Then the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school teachers working in rural schools in the order of their seriousness.

TABLE 5

**Rank and Percentage of Occurrence of
Difficulties of Secondary School Teachers Working in Rural Schools**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 97.11 | 82.21 | 14.90 | 6 |
| 2 | 95.67 | 87.50 | 8.17 | 8 |
| 3 | 95.66 | 56.23 | 39.43 | 23 |
| 4 | 93.27 | 74.52 | 18.75 | 5 |
| 5 | 91.83 | 77.89 | 13.94 | 17 |
| 6 | 91.82 | 52.40 | 39.42 | 15 |
| 7 | 91.35 | 67.79 | 23.56 | 4 |
| 8 | 89.91 | 53.37 | 36.54 | 3 |
| 9 | 89.90 | 58.17 | 31.73 | 2 |
| 10 | 87.98 | 64.53 | 23.55 | 28 |
| 11 | 87.02 | 56.73 | 30.29 | 38 |
| 12 | 86.06 | 53.85 | 32.21 | 16 |
| 13 | 85.10 | 60.58 | 24.52 | 29 |
| 14 | 83.64 | 50.47 | 33.17 | 37 |
| 15 | 82.69 | 39.9 | 42.79 | 7 |
| 16 | 80.28 | 47.59 | 32.69 | 39 |
| 17 | 79.81 | 66.35 | 13.46 | 30 |
| 18 | 79.33 | 67.31 | 12.02 | 22 |
| 19 | 78.85 | 50.96 | 27.89 | 26 |
| 20 | 78.36 | 38.94 | 39.42 | 1 |
| 21 | 70.68 | 53.37 | 17.31 | 25 |
| 22 | 69.72 | 40.87 | 28.25 | 19 |
| 23 | 69.71 | 35.09 | 34.62 | 34 |
| 24 | 68.75 | 19.23 | 49.52 | 24 |
| 25 | 67.79 | 11.06 | 56.73 | 27 |
| 26 | 65.87 | 16.35 | 49.52 | 40 |
| 27 | 64.90 | 32.69 | 32.21 | 21 |
| 28 | 62.50 | 13.46 | 49.04 | 32 |
| 29 | 61.06 | 31.73 | 29.33 | 31 |
| 30 | 54.81 | 24.52 | 30.29 | 12 |
| 31 | 52.40 | 19.71 | 32.69 | 35 |
| 32 | 51.92 | 17.78 | 34.14 | 9 |
| 33 | 45.67 | 14.90 | 30.77 | 13 |
| 34 | 44.23 | 48.10 | 39.42 | 20 |
| 35 | 42.72 | 9.55 | 33.17 | 33 |
| 36 | 39.43 | 15.39 | 24.04 | 36 |
| 37 | 39.42 | 12.98 | 26.44 | 10 |
| 38 | 37.49 | 14.41 | 23.08 | 11 |
| 39 | 36.54 | 11.06 | 25.48 | 14 |
| 40 | 29.33 | 7.21 | 22.12 | 18 |
|  |  |  |  |  |

 Table 5 shows that in the sample 97.11 percent of teachers are facing difficulty with respect to item No.6. For 82.21 percent it is 'very difficult' and for 14.90 percent it is 'partially difficult'. Similarly in the sample 95.67 percent of teachers are facing difficulty with respect to item No.8. For 87.50 percent it is 'very difficult' and for 8.17 percent it is 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by secondary school rural teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of secondary school rural teachers' sample is a major one. By putting such a criteria from the Table 5, the investigator could identify 32 items as the major difficulties faced by rural secondary school teachers in teaching Geography. These 32 difficulties are listed below according to their rank of seriousness.

1. Lack of chances to utilise the laboratory facilities.

2. Lack of proper funding for field trips.

3. No-availability of reference books recommended in the hand book.

4. Non-availability of laboratory facilities

5. Lack of proper training for the preparation of working models.

6. Non-availability of teaching materials required to facilitate self-learning

7. Lack of opportunity for pupils to utilise school library.

8. Non-availability of quality books for students in the school library.

9. Lack of sufficient time for teachers to make reference in the library.

10. Delay in revision and updating of curriculum.

11. Non availability of learning materials.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Difficulty to conduct field trips at proper time.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography.

18. Non-availability of teachers' handbook as a personal copy.

19. Overloaded syllabus of Geography.

20. Lack of well equipped school library for effective teaching of Geography.

21. Non-availability of source books.

22. Difficulty in implementing continuous evaluation.

23. Difficulty in acquiring current information related to Geography.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Inadequate text book for the instruction of Geography.

27. Non-availability of teachers hand books.

28. Difficulty to impart knowledge by considering individual differences.

29. Lack of proper training programme.

30. Lack of interest in preparing projects.

31. Passive nature of students.

32. Difficulty to develop observation skill among pupils.

***(b) Teachers working in Urban schools***

In this section the investigator calculated the percentage of occurrence of each difficulty in urban secondary school teachers in teaching Geography. Then the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by urban secondary school teachers in teaching Geography in the order of their seriousness.

TABLE 6

**Rank and Percentage of Occurrence of
Difficulties of Urban Secondary School Teachers**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 97.89 | 88.42 | 9.47 | 8 |
| 2 | 96.83 | 85.25 | 11.58 | 17 |
| 3 | 94.74 | 46.32 | 48.42 | 23 |
| 4 | 91.58 | 46.32 | 45.26 | 2 |
| 5 | 91.58 | 72.63 | 18.95 | 6 |
| 6 | 91.57 | 45.25 | 46.32 | 16 |
| 7 | 91.56 | 37.88 | 53.68 | 15 |
| 8 | 90.53 | 34.74 | 55.79 | 7 |
| 9 | 88.42 | 54.74 | 33.68 | 4 |
| 10 | 87.37 | 40.00 | 47.37 | 38 |
| 11 | 87.36 | 57.89 | 29.47 | 28 |
| 12 | 86.31 | 62.10 | 24.21 | 5 |
| 13 | 84.21 | 68.42 | 15.79 | 30 |
| 14 | 81.05 | 31.58 | 49.47 | 39 |
| 15 | 79.99 | 71.57 | 8.42 | 29 |
| 16 | 77.90 | 35.79 | 42.11 | 3 |
| 17 | 77.89 | 52.63 | 25.26 | 26 |
| 18 | 76.84 | 12.63 | 64.21 | 32 |
| 19 | 75.79 | 46.32 | 29.47 | 25 |
| 20 | 74.73 | 36.84 | 37.89 | 1 |
| 21 | 73.69 | 57.38 | 16.31 | 22 |
| 22 | 71.58 | 45.26 | 26.32 | 19 |
| 23 | 71.57 | 37.89 | 33.68 | 21 |
| 24 | 70.53 | 8.43 | 62.10 | 27 |
| 25 | 70.00 | 39.48 | 30.52 | 37 |
| 26 | 69.47 | 12.63 | 56.84 | 40 |
| 27 | 66.32 | 18.96 | 47.36 | 24 |
| 28 | 65.26 | 36.84 | 28.42 | 34 |
| 29 | 62.10 | 35.78 | 26.32 | 31 |
| 30 | 51.58 | 29.48 | 22.10 | 12 |
| 31 | 50.33 | 24.21 | 26.32 | 35 |
| 32 | 50.52 | 22.10 | 28.42 | 9 |
| 33 | 46.32 | 11.59 | 34.73 | 33 |
| 34 | 42.10 | 8.42 | 33.68 | 13 |
| 35 | 40.00 | 4.22 | 35.78 | 20 |
| 36 | 40.00 | 20.00 | 20.00 | 36 |
| 37 | 37.89 | 8.42 | 29.47 | 18 |
| 38 | 35.79 | 14.74 | 21.05 | 10 |
| 39 | 30.52 | 13.68 | 16.84 | 11 |
| 40 | 21.05 | 8.42 | 12.63 | 14 |
|  |  |  |  |  |

 Table 6 shows that in the sample 97.89 percent of teachers are facing difficulty with respect to item No.8. Of this 88.42 percent of teachers feel it 'very difficult' and for 9.47 percent feel it is 'partially difficult'. Similarly in the sample 96.83 percent of teachers are facing difficulty with respect to item No.17. Of this 85.25 percent of teachers feel it 'very difficult' and 11.58 percent feel it 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by urban secondary school teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of urban secondary school teachers' sample is a major one. By putting such a criteria from the Table 6, the investigator could identify 32 items as the major difficulties faced by urban secondary school teachers in teaching Geography. These 32 difficulties are listed below according to their rank of seriousness.

1. Lack of proper funding for field trips.

2. Lack of proper training for the preparation of working models.

3. No-availability of reference books recommended in the hand book.

4. Lack of sufficient time for teachers to make reference in the library.

5. Lack of chances to utilise the laboratory facilities.

6. Lack of teaching materials of high quality.

7. Non-availability of teaching materials required to facilitate self-learning

8. Difficulty to conduct field trips at proper time.

9. Lack of opportunity for pupils to utilise school library.

10. Non-availability of learning materials.

11. Delay in revision and updating of curriculum.

12. Non-availability of laboratory facilities

13. Lack of enough time for the instruction of Geography.

14. Students without parental support.

15. Lack of teachers who possess degree in the subject Geography

16. Non-availability of quality books for students in the school library.

17. Overloaded syllabus of Geography.

18. Difficulty to impart knowledge by considering individual differences.

19. Non-availability of source books.

20. Lack of well equipped school library for effective teaching of Geography.

21. Non-availability of teachers' handbook as a personal copy.

22. Difficulty in implementing continuous evaluation.

23. Non-availability of teacher's handbook for the instruction of Geography.

24. Inadequate syllabus to attain the objectives of Geography.

25. Difficulty to transact some technical terms.

26. Inadequate text book for the instruction of Geography.

27. Difficulty to plan and execute the learning activities.

28. Difficulty in acquiring current information related Geography.

29. Lack of interest in preparing projects.

30. Passive nature of students.

32. Difficulty to develop observation skill among pupils.

III. Major Difficulties Faced by Secondary School Teachers Based on Type of School Management

***(a) Teachers Working in Government Schools***

 Here the investigator calculated the percentage of occurrence of each difficulty of secondary school teachers working in Government school in teaching Geography. Then the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school teachers working in Government school in the order of their seriousness.

TABLE 7

**Rank and Percentage of Occurrence of
Difficulties of Government Secondary School Teachers**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 97.25 | 91.74 | 5.51 | 8 |
| 2 | 97.23 | 58.70 | 38.53 | 23 |
| 3 | 95.41 | 77.06 | 18.35 | 17 |
| 4 | 94.51 | 79.83 | 14.68 | 6 |
| 5 | 94.49 | 46.78 | 47.71 | 15 |
| 6 | 94.49 | 62.38 | 32.11 | 38 |
| 7 | 91.74 | 73.39 | 18.35 | 5 |
| 8 | 91.73 | 66.04 | 25.69 | 4 |
| 9 | 90.83 | 53.21 | 37.62 | 3 |
| 10 | 88.99 | 41.28 | 47.71 | 7 |
| 11 | 88.97 | 57.78 | 31.19 | 2 |
| 12 | 88.96 | 48.59 | 40.37 | 16 |
| 13 | 85.31 | 66.04 | 19.27 | 29 |
| 14 | 83.49 | 49.54 | 33.95 | 37 |
| 15 | 83.48 | 55.96 | 27.52 | 28 |
| 16 | 83.48 | 42.20 | 41.28 | 39 |
| 17 | 80.73 | 67.89 | 12.84 | 30 |
| 18 | 79.82 | 42.88 | 33.94 | 1 |
| 19 | 78.89 | 72.47 | 6.42 | 22 |
| 20 | 75.23 | 14.68 | 60.55 | 32 |
| 21 | 74.31 | 50.46 | 23.85 | 26 |
| 22 | 68.81 | 13.76 | 55.05 | 40 |
| 23 | 66.97 | 40.36 | 26.61 | 19 |
| 24 | 64.22 | 10.09 | 54.13 | 27 |
| 25 | 63.30 | 20.18 | 43.12 | 24 |
| 26 | 62.39 | 29.36 | 33.03 | 34 |
| 27 | 62.38 | 45.87 | 16.51 | 25 |
| 28 | 59.63 | 27.52 | 32.11 | 21 |
| 29 | 56.88 | 21.10 | 35.78 | 9 |
| 30 | 54.13 | 24.77 | 29.36 | 31 |
| 31 | 48.63 | 22.02 | 26.61 | 35 |
| 32 | 45.84 | 12.81 | 33.03 | 13 |
| 33 | 44.03 | 21.09 | 22.94 | 12 |
| 34 | 44.03 | 13.76 | 30.27 | 33 |
| 35 | 44.02 | 15.58 | 28.44 | 36 |
| 36 | 40.37 | 10.09 | 30.28 | 10 |
| 37 | 40.35 | 18.33 | 22.02 | 11 |
| 38 | 38.53 | 2.75 | 35.78 | 20 |
| 39 | 28.43 | 4.58 | 23.85 | 18 |
| 40 | 25.68 | 9.17 | 16.51 | 14 |
|  |  |  |  |  |

Table 7 shows that in the sample 97.25 percent of teachers are facing difficulty with respect to item No.8. For 91.74 percent it is 'very difficult' and for 5.51 percent it is 'partially difficult'. Similarly in the sample 97.23 percent of teachers are facing difficulty with respect to item No.23. For 58.70 percent it is 'very difficult' and for 38.53 percent it is 'partially difficult.'

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by Government secondary school teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of Government secondary school teachers' sample is a major one. By putting such a criteria from the Table 7, the investigator could identify 30 items as the major difficulties faced by Government secondary school teachers in teaching Geography. These 30 difficulties are listed below according to their rank of seriousness.

1. Lack of proper funding for field trips.

2. No-availability of reference books recommended in the hand book.

3. Lack of proper training for the preparation of working models.

4. Lack of chances to utilise the laboratory facilities.

5. Non-availability of teaching materials required to facilitate self-learning

6. Non-availability of learning materials.

7. Non-availability of laboratory facilities

8. Lack of opportunity for pupils to utilise school library.

9. Non-availability of quality books for students in the school library.

10. Difficulty to conduct field trips at proper time.

11. Lack of sufficient time for teachers to make reference in the library.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Delay in revision and updating of curriculum.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography.

18. Lack of well equipped school library for effective teaching of Geography.

19. Non-availability of teachers handbook as a personal copy

20. Difficulty to impart knowledge by considering individual differences.

21. Overloaded syllabus of Geography.

22. Inadequate text book for the instruction of Geography.

23. Difficulty in implementing continuous evaluation.

24. Inadequate syllabus to attain the objectives of Geography.

25. Difficulty to plan and execute the learning activities.

26. Difficulty in acquiring current information related to Geography.

27. Non-availability of teachers source books.

28. Non-availability of teachers hand book.

29. Difficulty to develop observation skill among pupils.

30. Lack of proper training programme.

***(b) Teachers Working in Private Schools***

 Here the investigator calculated the percentage of occurrence of each difficulty of secondary school teachers working in private schools. Then the difficulties are arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the difficulties faced by secondary school teachers working in private schools in the order of their seriousness.

TABLE 8

**Rank and Percentage of Occurrence of
Difficulties of Private Secondary School Teachers**

|  |  |  |
| --- | --- | --- |
| Rank | Percentage of Occurrence of Difficulty | Item No. |
| Total (%) | Very difficult (%) | Partial difficult (%) |
| 1 | 95.88 | 85.57 | 10.31 | 8 |
| 2 | 95.36 | 78.35 | 17.01 | 6 |
| 3 | 94.33 | 50.00 | 44.33 | 23 |
| 4 | 92.27 | 81.96 | 10.31 | 17 |
| 5 | 91.24 | 52.57 | 38.67 | 2 |
| 6 | 90.72 | 69.07 | 21.65 | 5 |
| 7 | 90.21 | 65.98 | 24.23 | 28 |
| 8 | 90.20 | 48.45 | 41.75 | 15 |
| 9 | 89.69 | 62.37 | 27.32 | 4 |
| 10 | 87.32 | 52.78 | 34.54 | 16 |
| 11 | 82.99 | 45.36 | 37.63 | 38 |
| 12 | 82.97 | 36.58 | 46.39 | 7 |
| 13 | 82.50 | 43.84 | 38.66 | 3 |
| 14 | 82.48 | 62.89 | 19.59 | 29 |
| 15 | 81.96 | 50.52 | 31.44 | 37 |
| 16 | 81.44 | 66.49 | 14.95 | 30 |
| 17 | 80.93 | 52.07 | 28.86 | 26 |
| 18 | 78.86 | 42.78 | 36.08 | 39 |
| 19 | 77.83 | 54.12 | 23.71 | 25 |
| 20 | 76.80 | 64.43 | 12.37 | 22 |
| 21 | 75.77 | 34.02 | 41.75 | 1 |
| 22 | 72.16 | 43.29 | 28.87 | 19 |
| 23 | 71.64 | 39.17 | 32.47 | 34 |
| 24 | 71.14 | 10.31 | 60.83 | 27 |
| 25 | 71.12 | 38.13 | 32.99 | 21 |
| 26 | 70.62 | 18.56 | 52.06 | 24 |
| 27 | 65.97 | 15.97 | 50.00 | 40 |
| 28 | 65.47 | 37.63 | 27.84 | 31 |
| 29 | 62.37 | 12.37 | 50.00 | 32 |
| 30 | 59.28 | 28.87 | 30.41 | 12 |
| 31 | 53.61 | 20.62 | 32.99 | 35 |
| 32 | 48.45 | 18.04 | 30.41 | 9 |
| 33 | 45.36 | 5.67 | 39.69 | 20 |
| 34 | 43.83 | 12.90 | 30.93 | 13 |
| 35 | 43.81 | 8.24 | 35.57 | 33 |
| 36 | 37.12 | 17.53 | 19.59 | 36 |
| 37 | 37.10 | 15.45 | 21.65 | 10 |
| 38 | 35.06 | 10.83 | 24.23 | 14 |
| 39 | 34.02 | 9.28 | 24.74 | 18 |
| 40 | 32.47 | 11.85 | 20.62 | 11 |
|  |  |  |  |  |

Table 8 shows that in the sample 95.88 percent of teachers are facing difficulty with respect to item No.8. Of this 85.57 percent of teachers feel it 'very difficult' and 10.31 percent feel it 'partially difficult'. Similarly in the sample 95.36 percent of teachers are facing difficulty with respect to item No.6. Of this 78.35 percent of teachers feel it 'very difficult' and 17.01 percent feel it 'partially difficult' and so on.

 After the identification of difficulties according to their seriousness the investigator put a criteria for the identification of major difficulties faced by private secondary school teachers in teaching Geography. The major difficulty is to be identified by applying the criteria that difficulties which occur in more than 50% of private secondary school teachers' sample is a major one. By putting such a criteria from the Table 8, the investigator could identify 31items as the major difficulties faced by private secondary school teachers in teaching Geography. These 31 difficulties are listed below according to their rank of seriousness.

1. Lack of proper funding for field trips.

2. Lack of chances to utilise the laboratory facilities.

3. No-availability of reference books recommended in the hand book.

4. Lack of proper training for the preparation of working models.

5. Lack of sufficient time for teachers to make reference in the library.

6. Non-availability of laboratory facilities.

7. Delay in revision and updating of curriculum.

8. Non-availability of teaching materials required to facilitate self-learning

9. Lack of opportunity for pupils to utilise school library.

10. Lack of teaching materials of high quality.

11. Non-availability of learning materials.

12. Difficulty to conduct field trips at proper time.

13. Non-availability of quality books for students in the school library.

14. Lack of teachers who possess degree in the subject Geography

15. Difficulty to transact some technical terms.

16. Lack of enough time for the instruction of Geography.

17. Overloaded syllabus of Geography.

18. Students without parental support.

19. Non-availability of teachers source books.

20. Non-availability of teachers handbook as a personal copy

21. Lack of well-equipped school library for effective teaching of Geography.

22. Difficulty in implementing continuous evaluation.

23. Difficulty in acquiring current information related to Geography.

24. Inadequate syllabus to attain the objectives of Geography.

25. Non-availability of teachers hand books.

26. Difficulty to plan and execute the learning activities.

27. Inadequate text book for the instruction of Geography.

28. Lack of proper training programme.

29. Difficulty to impart knowledge by considering individual differences.

30. Lack of interest in preparing projects.

31. Passive nature of students.

C. DISPARITIES IN THE MAJOR DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY BASED ON GENDER, LOCALE OF THE SCHOOL AND TYPE OF SCHOOL MANAGEMENT

 This section of analysis was done to examine whether there is any considerable difference in the major difficulties faced by secondary school teachers in teaching Geography based on gender, locale of schools and type of school management. For this purpose the investigator classified the analysis procedure into three sub headings.

1. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography, Based on Gender

 Here the investigator attempts to examine whether there are considerable differences in the major difficulties felt by the male and female teachers. For this purpose the investigator identified the difficulties common to both male and female teachers, difficulties occurring only in male teachers and difficulties occurring only female teachers. The item number in the Questionnaire, the percentage of occurrence, and rank number of the major difficulties common to both male and female teachers and specific to sex groups are presented in Table 9.

TABLE 9

**Item Number, Percentage of
Occurrence and Rank Number of Major
Difficulties Common to Male and Female
Teachers and Specific to Male Teachers and Female Teachers**

|  |  |  |
| --- | --- | --- |
| Major Difficulties Common to Male and Female Teachers | Major Difficulties Occurring in Male Teachers only | Major Difficulties Occurring in Female Teachers only  |
| Item No. | Male | Female | Item No. | % of occurrence | Rank | Item No. | % of occurrence | Rank |
| % of occurrence | Rank | % of ocurrence | Rank |
| 8 | 98.53 | 1 | 94.03 | 3 | 12 | 59.32 | 30 | 35 | 54.30 | 30 |
| 6 | 96.32 | 2 | 94.04 | 2 | 9 | 56.47 | 31 |  |  |  |
| 23 | 95.84 | 3 | 94.05 | 1 |  |  |  |  |  |  |
| 17 | 95.79 | 4 | 90.73 | 6 |  |  |  |  |  |  |
| 15 | 93.21 | 5 | 89.41 | 8 |  |  |  |  |  |  |
| 2 | 90.85 | 6 | 89.40 | 9 |  |  |  |  |  |  |
| 16 | 90.83 | 7 | 84.10 | 12 |  |  |  |  |  |  |
| 5 | 89.66 | 8 | 92.05 | 4 |  |  |  |  |  |  |
| 4 | 89.63 | 9 | 90.72 | 7 |  |  |  |  |  |  |
| 28 | 88.99 | 10 | 86.10 | 10 |  |  |  |  |  |  |
| 7 | 88.43 | 11 | 80.80 | 15 |  |  |  |  |  |  |
| 38 | 87.27 | 12 | 86.10 | 11 |  |  |  |  |  |  |
| 39 | 83.47 | 13 | 78.80 | 17 |  |  |  |  |  |  |
| 29 | 83.18 | 14 | 83.65 | 13 |  |  |  |  |  |  |
| 26 | 82.37 | 15 | 74.17 | 20 |  |  |  |  |  |  |
| 30 | 81.95 | 16 | 80.14 | 16 |  |  |  |  |  |  |
| 37 | 81.03 | 17 | 83.44 | 14 |  |  |  |  |  |  |
| 3 | 80.89 | 18 | 90.73 | 5 |  |  |  |  |  |  |
| 1 | 78.87 | 19 | 74.83 | 19 |  |  |  |  |  |  |
| 22 | 78.78 | 20 | 76.16 | 18 |  |  |  |  |  |  |
| 25 | 78.52 | 21 | 65.56 | 24 |  |  |  |  |  |  |
| 21 | 76.29 | 22 | 56.95 | 29 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 19 | 73.16 | 23 | 66.89 | 23 |  |  |  |  |  |  |
| 24 | 71.18 | 24 | 63.58 | 26 |  |  |  |  |  |  |
| 27 | 71.18 | 25 | 64.90 | 25 |  |  |  |  |  |  |
| 32 | 69.26 | 26 | 63.57 | 27 |  |  |  |  |  |  |
| 34 | 66.52 | 27 | 69.53 | 21 |  |  |  |  |  |  |
| 40 | 64.76 | 28 | 68.27 | 22 |  |  |  |  |  |  |
| 31 | 63.26 | 29 | 58.95 | 28 |  |  |  |  |  |  |

 Table 9 shows that there are 29 major difficulties which are common to both male and female teachers, two major difficulties occurring only in male teachers and one major difficulty occurring only in female teachers. Table 9 also shows that there are more major difficulties for male teachers than female teachers. The difficulties which are common to both male and female teachers are presented according to the order presented in Table 9 and are listed below.

1. Lack of proper funding for field trips.

2. Lack of chances to utilise the laboratory facilities.

3. No-availability of reference books recommended in the hand book.

4. Lack of proper training for the preparation of working models.

5. Non-availability of teaching materials required to facilitate self-learning

6. Lack of sufficient time for teachers to make reference in the library.

7. Lack of teaching materials of high quality.

8. Non-availability of laboratory facilities.

9. Lack of opportunity for pupils to utilise school library.

10. Delay in revision and updating of curriculum.

11. Difficulty to conduct field trips at proper time.

12. Non-availability of learning materials.

13. Students without parental support.

14. Lack of teachers who possess degree in the subject Geography

15. Overloaded syllabus of Geography.

16. Lack of enough time for the instruction of Geography.

17. Difficulty to transact some technical terms.

18. Non-availability of quality books for students in the school library.

19. Lack of well equipped school library for effective teaching of Geography.

20. Non-availability of teachers handbook as a personal copy

21. Non-availability of teachers source books.

22. Non-availability of teachers hand books.

23. Difficulty in implementing continuous evaluation.

24. Difficulty to plan and execute the learning activities.

25. Inadequate text book for the instruction of Geography.

26. Difficulty to impart knowledge by considering individual differences.

27. Difficulty in acquiring current information related to Geography.

28. Inadequate text book for the instruction of Geography.

29. Lack of proper training programme.

 The major difficulties which are occurring only in male teachers are listed below.

1. Lack of interest for the pupils in preparing projects.

2. Difficulty to develop observation skill among pupils.

 The major difficulty occurring only in female teachers is listed below.

1. Passive nature of students.

2. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography Based on Locale of the School

 Here the investigator attempts to examine whether there are considerable differences in the major difficulties identified for rural and urban teachers. For this purpose the investigator identified the difficulties common to both urban and rural teachers, difficulties occurring only in rural teachers and difficulties occurring only in urban teachers. The item number in the questionnaire, the percentage of occurrence and the rank number of the major difficulties common to both rural and urban teachers and specific to locale groups are presented in Table 10.

TABLE 10

**Item Number, Percentage of
Occurrence and Rank Number of Major
Difficulties Common to Rural and Urban
Teachers and Specific to Rural Teachers and Urban Teachers**

|  |  |  |
| --- | --- | --- |
| Major Difficulties Common to Rural And Urban Teachers | Major Difficulties Occurring in Rural Teachers | Major Difficulties Occurrence in Urban Teachers |
| Item No. | Rural | Urban | Item No. | % of occurrence | Rank | Item No. | % of occurrence | Rank |
| % of occurrence | Rank | % of ocurrence | Rank |
| 6 | 97.11 | 1 | 91.58 | 5 | -- | -- | -- | --- | -- | -- |
| 8 | 95.67 | 2 | 97.89 | 1 |  |  |  |  |  |  |
| 23 | 95.66 | 3 | 94.74 | 3 |  |  |  |  |  |  |
| 5 | 93.87 | 4 | 86.31 | 12 |  |  |  |  |  |  |
| 17 | 91.83 | 5 | 96.83 | 2 |  |  |  |  |  |  |
| 15 | 91.82 | 6 | 91.56 | 7 |  |  |  |  |  |  |
| 4 | 91.35 | 7 | 88.42 | 9 |  |  |  |  |  |  |
| 3 | 89.91 | 8 | 77.90 | 16 |  |  |  |  |  |  |
| 2 | 89.90 | 9 | 91.58 | 4 |  |  |  |  |  |  |
| 28 | 87.98 | 10 | 87.36 | 11 |  |  |  |  |  |  |
| 38 | 87.02 | 11 | 87.37 | 10 |  |  |  |  |  |  |
| 16 | 86.06 | 12 | 91.57 | 6 |  |  |  |  |  |  |
| 29 | 85.10 | 13 | 79.99 | 15 |  |  |  |  |  |  |
| 37 | 83.64 | 14 | 70.00 | 25 |  |  |  |  |  |  |
| 7 | 82.69 | 15 | 90.53 | 8 |  |  |  |  |  |  |
| 39 | 80.28 | 16 | 81.05 | 14 |  |  |  |  |  |  |
| 30 | 79.81 | 17 | 84.21 | 13 |  |  |  |  |  |  |
| 22 | 79.33 | 18 | 73.69 | 21 |  |  |  |  |  |  |
| 26 | 78.85 | 19 | 77.89 | 17 |  |  |  |  |  |  |
| 1 | 78.36 | 20 | 74.73 | 20 |  |  |  |  |  |  |
| 25 | 70.68 | 21 | 75.79 | 19 |  |  |  |  |  |  |
| 19 | 69.72 | 22 | 71.58 | 22 |  |  |  |  |  |  |
| 34 | 69.71 | 23 | 65.26 | 28 |  |  |  |  |  |  |
| 24 | 68.75 | 24 | 66.32 | 27 |  |  |  |  |  |  |
| 27 | 67.79 | 25 | 70.53 | 24 |  |  |  |  |  |  |
| 40 | 65.87 | 26 | 69.47 | 26 |  |  |  |  |  |  |
| 21 | 64.90 | 27 | 71.57 | 23 |  |  |  |  |  |  |
| 32 | 62.50 | 28 | 78.84 | 18 |  |  |  |  |  |  |
| 31 | 61.06 | 29 | 62.10 | 29 |  |  |  |  |  |  |
| 12 | 54.81 | 30 | 51.58 | 30 |  |  |  |  |  |  |
| 35 | 52.40 | 31 | 50.53 | 31 |  |  |  |  |  |  |
| 29 | 51.92 | 32 | 50.51 | 32 |  |  |  |  |  |  |

 Table 10 shows that there are 32 major difficulties which are common to both rural and urban teachers. There is no major difficulty occurring only in rural teachers and also in urban teachers. Table 10 also shows that major difficulties of rural teachers are same as in urban teachers, but their order of seriousness are different. The difficulties which are common to rural and urban teachers are presented according to the order presented in Table 10 and are listed below.

1. Lack of chances to utilise the laboratory facilities.

2. Lack of proper funding for field trips.

3. No-availability of reference books recommended in the hand book.

4. Non-availability of laboratory facilities.

5. Lack of proper training for the preparation of working models.

6. Non-availability of teaching materials required to facilitate self-learning

7. Lack of opportunity for pupils to utilise school library.

8. Non-availability of quality books for students in the school library.

9. Lack of sufficient time for teachers to make reference in the library.

10. Delay in revision and updating of curriculum.

11. Non-availability of learning materials.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Difficulty to conduct field trips at proper time.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography.

18. Non-availability of teachers handbook as a personal copy

19. Overloaded syllabus of Geography.

20. Lack of well-equipped library for effective teaching of Geography.

21. Non-availability of source books.

22. Difficulty in implementing continuous evaluation.

23. Difficulty in acquiring current information related to Geography.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Inadequate text book for the instruction of Geography.

27. Non-availability of teacher's hand books.

28. Difficulty to impart knowledge by considering individual differences.

29. Lack of proper training programme.

30. Lack of interest in preparing projects.

31. Passive nature of students.

32. Difficulty to develop observation skill among pupils.

3. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography, Based on Type of School Management

 Here the investigator attempts to examine whether there are considerable differences in the major difficulties identified for Government and private teachers. For this purpose the investigator identified the difficulties common to both Government and private teachers, difficulties occurring only in Government teachers and difficulties occurring only in private teachers. The item number in the questionnaire, the percentage of occurrence and the rank number of the major difficulties common to both Government and private teachers and specific to management groups are presented in Table 11.

TABLE 11

**Item Number, Percentage of
Occurrence and Rank Number of Major
Difficulties Common to Government and Private
Teachers and Specific to Government Teachers and Private Teachers**

|  |  |  |
| --- | --- | --- |
| Major Difficulties Common to Government and Private Teachers | Major Difficulties Occurring in Government Teachers | Major Difficulties Occurring in Private Teachers |
| Item No. | Government | Private | Item No. | % of occurrence | Rank | Item No. | % of occurrence | Rank |
| % of occurrence | Rank | % of ocurrence | Rank |
| 8 | 97.25 | 1 | 95.88 | 1 | 9 | 56.88 | 29 | 12 | 59.28 | 30 |
| 23 | 97.23 | 2 | 94.33 | 3 |  |  |  | 35 | 53.61 | 31 |
| 17 | 95.41 | 3 | 92.27 | 4 |  |  |  |  |  |  |
| 6 | 94.51 | 4 | 95.36 | 2 |  |  |  |  |  |  |
| 15 | 94.49 | 5 | 90.21 | 7 |  |  |  |  |  |  |
| 38 | 94.49 | 6 | 87.32 | 10 |  |  |  |  |  |  |
| 5 | 91.74 | 7 | 90.72 | 6 |  |  |  |  |  |  |
| 4 | 91.73 | 8 | 89.69 | 9 |  |  |  |  |  |  |
| 3 | 90.83 | 9 | 82.50 | 13 |  |  |  |  |  |  |
| 7 | 88.99 | 10 | 82.97 | 12 |  |  |  |  |  |  |
| 2 | 88.97 | 11 | 91.24 | 5 |  |  |  |  |  |  |
| 16 | 88.97 | 12 | 87.32 | 10 |  |  |  |  |  |  |
| 29 | 85.31 | 13 | 82.48 | 14 |  |  |  |  |  |  |
| 37 | 83.49 | 14 | 81.96 | 15 |  |  |  |  |  |  |
| 28 | 83.48 | 15 | 90.21 | 7 |  |  |  |  |  |  |
| 39 | 83.48 | 16 | 78.86 | 18 |  |  |  |  |  |  |
| 30 | 80.73 | 17 | 81.44 | 16 |  |  |  |  |  |  |
| 1 | 79.82 | 18 | 75.77 | 21 |  |  |  |  |  |  |
| 22 | 78.89 | 19 | 76.80 | 20 |  |  |  |  |  |  |
| 32 | 75.23 | 20 | 62.37 | 29 |  |  |  |  |  |  |
| 26 | 74.31 | 21 | 80.93 | 17 |  |  |  |  |  |  |
| 40 | 68.81 | 22 | 65.97 | 27 |  |  |  |  |  |  |
| 19 | 66.97 | 23 | 72.16 | 22 |  |  |  |  |  |  |
| 27 | 64.22 | 24 | 71.14 | 24 |  |  |  |  |  |  |
| 29 | 63.30 | 25 | 70.62 | 26 |  |  |  |  |  |  |
| 34 | 62.39 | 26 | 71.64 | 23 |  |  |  |  |  |  |
| 25 | 62.38 | 27 | 77.83 | 19 |  |  |  |  |  |  |
| 21 | 59.63 | 28 | 71.12 | 25 |  |  |  |  |  |  |
| 31 | 54.13 | 30 | 65.47 | 28 |  |  |  |  |  |  |

 Table 11 shows that there are 29 major difficulties which are common to both Government and private teachers. One major difficulty occurring only in Government teachers and two major difficulties occurring only in private teachers. Table 11 also shows that there are more major difficulties in private teachers than Government teachers. The difficulties which are common to both Government and private teachers are presented according to the order presented in table 11 and are listed below.

1. Lack of proper funding for field trips.

2. No-availability of reference books recommended in the hand book.

3. Lack of proper training for the preparation of working models.

4. Lack of chances to utilise the laboratory facilities.

5. Non-availability of teaching materials required to facilitate self-learning.

6. Non-availability of learning materials.

7. Non-availability of laboratory facilities.

8. Lack of opportunity for pupils to utilise school library.

9. Non-availability of quality books for students in the school library.

10. Difficulty to conduct field trips at proper time.

11. Lack of sufficient time for teachers to make reference in the library.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Delay in revision and updating of curriculum.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography.

18. Lack of well equipped library for effective teaching of Geography.

19. Non-availability of teachers handbook as a personal copy

20. Difficulty to impart knowledge by considering individual differences.

21. Overloaded syllabus of Geography.

22. Inadequate text book for the instruction of Geography.

23. Difficulty in implementing continuous evaluation.

24. Inadequate syllabus to attain the objectives of Geography.

25. Difficulty to plan and execute the learning activities.

26. Difficulty in acquiring current information related to Geography.

27. Non-availability of teachers source books.

28. Non-availability of teachers source books.

29. Lack of proper training programme.

 The major difficulty occurring only in Government teachers is listed below.

1. Difficulty to develop observation skill among pupils.

 The major difficulties which are occurring only in private teachers are listed below.

1. Lack of interest in preparing projects.

2. Passive nature of students.

# Comments

 There are 32 major difficulties identified for the total sample of social studies secondary school teachers in teaching Geography. For male teachers there are 31 major difficulties and for female teachers there are 30 major difficulties. For teachers working in rural schools there are 32 major difficulties and for teachers working in urban schools there are also 32 major difficulties. For teachers working in Government schools there are 30 major difficulties and for teachers working in private institutions there are 31 major difficulties.

SUMMARY OF PROCEDURE, CONCLUSIONS AND SUGGESTIONS

 This chapter provides a summary of procedure, major findings, tenability of hypothesis, educational implications and suggestions for further research.

**RESTATEMENT OF THE PROBLEM**

 The study was entitled as 'DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY'

**OBJECTIVES**

 The objectives of the present study were the following:

1. To identify the major difficulties faced by secondary school teachers in teaching Geography for the total sample and the subsamples based on.

 (i) gender of the teacher

 (ii) locale of the school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban schools

 (iii) teachers working in Government and private schools.

# HYPOTHESIS

 The hypothesis set for the study was

There will be considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban schools

 (iii) teachers working in Government and private schools.

# METHODOLOGY

 Methodology deals with precise description of sample used for the study, tool and statistical techniques used.

# Sample

 The study was conducted on a sample of 303 secondary school social studies teachers using stratified sampling technique. The sample was selected by giving due representation to gender of the teachers, locale of the school and type of school management.

## *Tool Used*

 The tool used for the present study was "Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography" (2005).

# Statistical Technique Used

 The analysis of the data was done by using Percentages.

# MAJOR FINDINGS OF THE STUDY

 The major findings of the study are the following:

A. I. Major Difficulties of Secondary School Teachers in Teaching Geography

For the total sample, there are 32 major difficulties in teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (96.37%).

2. Lack of chances to utilise the laboratory facilities (95.38%)

3. Non-availability of reference books recommended in the handbook (95.37%)

4. Lack of proper training for the preparation of working models (93.4%).

5. Non availability of teaching materials required to facilitate self-learning (91.74%).

6. Non-availability of laboratory facilities (91.09%).

7. Lack of sufficient time for teachers to make reference in the library (90.43%).

8. Lack of opportunity for pupils to utilise school library (90.43%).

9. Lack of teaching materials of high quality (87.79%).

10. Delay in revision and updating of curriculum (87.79%).

11. Non-availability of quality books for students in the school library (86.13%).

12. Difficulty to conduct field trips at proper time (85.14%).

13. Non-availability of learning materials (84.13%).

14. Lack of teachers who possess degree in the subject Geography (83.5%).

15. Difficulty to transact some technical terms (82.5%).

16. Lack of enough time for the instruction of Geography (81.19%).

17. Students without parental support (80.63%).

18. Overloaded syllabus of Geography (78.55%).

19. Non-availability of teacher's hand book as a personal copy (77.56%).

20. Difficulty in implementing continuous evaluation (77.29%).

21. Lack of well-equipped library for effective teaching of Geography (77.22%).

22. Non-availability of source books (72.28%).

23. Inadequate syllabus to attain the objectives of Geography (68.65%).

24. Difficulty in acquiring current information related to Geography (68.31%).

25. Difficulty to plan and execute the learning activities (67.98%).

26. Difficulty to impart knowledge by considering individual differences (67%).

27. Inadequate text book for the instruction of Geography (67%).

28. Non-availability of teacher's hand book (66.99%).

29. Lack of proper training programme (61.38%).

30. Passive nature of students (55.81%).

31. Lack of interest in preparing projects (53.79%).

32. Difficulty to develop observation skill among pupils (51.48%).

II. Major Difficulties of Secondary School Male Teachers in Teaching Geography

 For the sample of male teachers there are 31 major difficulties. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (98.53%).

2. Lack of chances to utilise the laboratory facilities (96.32%)

3. Non-availability of reference books recommended in the handbook (95.84%)

4. Lack of proper training for the preparation of working models (95.79%).

5. Non availability of teaching materials required to facilitate self-learning (93.21%).

6. Lack of sufficient time for teachers to make reference in the library (90.85%).

7. Lack of teaching materials of high quality (90.84%).

8. Non-availability of laboratory facilities (89.66%).

9. Lack of opportunity for pupils to utilise school library (89.63%).

10. Delay in revision and updating of curriculum (88.99%).

11. Difficulty to conduct field trips at proper time (88.43%).

12. Non-availability of learning materials (87.27%).

13. Student without parental support (83.47%).

14. Lack of teachers who possess degree in the subject Geography (83.18%).

15. Overloaded syllabus of Geography (82.37%).

16. Lack of enough time for the instruction of Geography (81.95%).

17. Difficulty to transact some technical terms (81.03%).

18. Non-availability of quality books for students in school library (80.89%).

19. Lack of well-equipped library for effective teaching of Geography (78.87%).

20. Non-availability of teacher's handbook as a personal copy (78.78%).

21. Non-availability of source books (78.52%).

22. Non-availability of teachers' hand book (76.29%).

23. Difficulty in implementing continuous evaluation (73.16%).

24. Difficulty to plan and execute the learning activities (71.18%).

25. Inadequate syllabus to attain the objectives of Geography (71.17%).

26. Difficulty to import knowledge by considering individual differences (69.26%).

27. Difficulty in acquiring current information related to Geography (66.52%).

28. Inadequate text book for the instruction of Geography (64.76%).

29. Lack of proper training programme (63.26%).

30. Lack of interest in preparing projects (59.32%).

31. Difficulty to develop observation skill among pupils (56.47%).

III. Major Difficulties of Secondary School Female Teachers in Teaching Geography

 For the sample of female teachers there are 30 major difficulties. These major difficulties are listed below according to their seriousness.

1. Non-availability of reference books recommended in the handbook (94.05%)

2. Lack of chances to utilise the laboratory facilities (94.03%)

3. Lack of proper funding for field trips (94.02%).

4. Non-availability of laboratory facilities (92.05%).

5. Non-availability of quality books for students in the school library (90.73%).

6. Lack of proper training for the preparation of working models (90.72%).

7. Lack of opportunity for pupils to utilise school library (90.71%).

8. Non availability of teaching materials required to facilitate self-learning (89.41%).

9. Lack of sufficient time for teachers to make reference in the library (89.4%%).

10. Delay in revision and updating of curriculum (86.1%).

11. Non-availability of learning materials (86.1%).

12. Lack of teaching materials of high quality (84.1%).

13. Lack of teachers who possess degree in the subject Geography (83.65%).

14. Difficulty to transact some technical terms (83.44%).

15. Difficulty to conduct field trips at proper time (80.80%).

16. Lack of enough time for the instruction of Geography (80.14%).

17. Students without parental support (78.80%).

18. Non-availability of teacher's handbook as a personal copy (76.16%).

19. Lack of well-equipped library for effective teaching of Geography (74.83%).

20. Overloaded syllabus of Geography (74.17%).

21. Difficulty in acquiring current information related to Geography (69.53%).

22. Inadequate text book for the instruction of Geography (68.27%).

23. Difficulty in implementing continuous evaluation (66.89%).

24. Non-availabiity of source books (65.56%).

25. Inadequate syllabus to attain the objectives of Geography (64.9%).

26. Difficulty to plan and execute the learning activities (63.58%).

27. Difficulty to impart knowledge by considering individual differences (63.57%).

28. Lack of proper training programme (58.95%).

29. Non-availability of teacher's hand book (56.95%).

30. Passive nature of students (54.3%).

IV. Major Difficulties of Rural Secondary School Teachers in Teaching Geography

 For the sample of rural teachers there are 32 major difficulties. These major difficulties. These major difficulties are listed below according to their seriousness.

1. Lack of chances to utilise the laboratory facilities (97.11%)

2. Lack of proper funding for field trips (95.67%).

3. Non-availability of reference books recommended in the hand book (95.66%)

4. Non-availability of laboratory facilities (93.27%).

5. Lack of proper training for the preparation of working models (91.83%).

6. Non availability of teaching materials required to facilitate self-learning (91.82%).

7. Lack of opportunity for pupils to utilise school library (91.35%).

8. Non-availability of quality books for students in the school library (89.91%).

9. Lack of sufficient time for teachers to make reference in the library (89.9%).

10. Delay in revision and updating of curriculum (87.98%).

11. Non-availability of learning materials (87.02%).

12. Lack of teaching materials of high quality (86.06%).

13. Lack of teachers who possess degree in the subject Geography (85.1%).

14. Difficulty to transact some technical terms (83.64%).

15. Difficulty to conduct field trips at proper time (82.69%).

16. Students without parental support (80.28%).

17. Lack of enough time for the instruction of Geography (79.81%).

18. Non-availability of teacher's hand book as a personal copy (79.3%).

19. Overloaded syllabus of Geography (78.85%).

20. Lack of well-equipped library for effective teaching of Geography (78.36%).

21. Non-availability of Source books (70.68%).

22. Difficulty in implementing continuous evaluation (69.72%).

23. Difficulty in acquiring current information related to Geography (69.71%).

24. Difficulty to plan and execute the learning activities (68.75%).

25. Inadequate syllabus to attain the objectives of Geography (67.79%).

26. Inadequate text book for the instruction of Geography (65.87%).

27. Non availability of teachers' hand book (64.9%).

28. Difficulty to import knowledge by considering individual differences (62.5%).

29. Lack of proper training programme (61.06%).

30. Lack of interest preparing projects (54.81%).

31. Passive nature of students (52.4%).

32. Difficulty to develop observation skill among pupils (51.92%).

V. Major Difficulties of Urban Secondary School Teachers in Teaching Geography

 There are 32 major difficulties experienced by urban secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (97.89%).

2. Lack of proper training for the preparation of working models (96.83%).

3. Non-availability of reference books recommended in the hand book (94.74%)

4. Lack of sufficient time for teachers to make reference in the library (91.58%).

5. Lack of chances to utilise the laboratory facilities (91.58%).

6. Lack of teaching materials of high quality (91.57%).

7. Non availability of teaching materials required to facilitate self-learning (91.56%).

8. Difficulty to conduct field trips at proper time (90.53%)

9. Lack of opportunity for pupils to utilise school library (88.42%).

10. Non-availability of learning materials (87.37%).

11. Delay in revision and updating of curriculum (87.36%).

12. Non-availability of laboratory facilities (86.31%).

13. Lack of enough time for the instruction of Geography (84.21%).

14. Students without parental support (81.05%).

15. Lack of teachers who possess degree in the subject Geography (79.9%).

16. Non-availability of quality books for students in the school library (77.9%).

17. Overloaded syllabus of Geography (77.89%).

18. Difficulty to import knowledge by considering individual differences (76.84%).

19. Non-availability of Source books (75.79%).

20. Lack of well-equipped library for effective teaching of Geography (74.73%).

21. Non-availability of teacher's hand book as a personal copy (73.69%).

22. Difficulty in implementing continuous evaluation (71.58%).

23. Non availability of teachers' hand book for the instruction of Geography (71.57%).

24. Inadequate syllabus to attain the objectives of Geography (70.53%).

25. Difficulty to transact some technical terms (70%).

26. Inadequate text book for the instruction of Geography (69.47%).

27. Difficulty to plan and execute the learning activities (66.32%).

28. Difficulty in acquiring current information related to Geography (65.26%).

29. Lack of proper training programme (62.1%)

30. Lack of interest in preparing projects (51.58%).

31. Passive nature of student (50.33%)

32. Difficulty to develop observation skill among pupils (50.51%).

VI. Major difficulties of Government Secondary School Teachers in Teaching Geography

 There are 30 major difficulties felt by Government secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (97.25%).

2. Non-availability of reference books recommended in the hand book (97.23%).

3. Lack of proper training for the preparation of working models (95.41%).

4. Lack of chance to utilise the laboratory facilities (94.51%).

5. Non-availability of teaching materials required to facilitate self-learning (94.49%).

6. Non-availability of learning materials (94.49%).

7. Non-availability of laboratory facilities (91.74%).

8. Lack of opportunity for pupils to utilise school library (91.73%).

9. Non-availability of quality books for students in the school library (90.83%).

10. Difficulty to conduct field trips at proper time (88.99%).

11. Lack of sufficient time for teachers to make reference in the library (88.97%).

12. Lack of teaching materials of high quality (88.96%).

13. Lack of teachers who possess degree in the subject Geography (85.31%).

14. Difficulty to transact some technical terms (83.49%).

15. Delay in revision and updating of curriculum (83.48%).

16. Student without parental support (83.48%).

17. Lack of enough time for the instruction of Geography (80.73%).

18. Lack of well equipped library for effective teaching of Geography (79.82%).

19. Non-availability of teacher's hand book as a personal copy (78.89%).

20. Difficulty to impart knowledge by considering individual differences (75.23%).

21. Overloaded syllabus of Geography (74.31%).

22. Inadequate text book for the instruction of Geography (68.81%).

23. Difficulty in implementing continuous evaluation (66.97%).

24. Inadequate syllabus to attain the objectives of Geography (64.22%).

25. Difficulty to plan and execute the learning activities (63.3%).

26. Difficulty in acquiring current information related to Geography (62.39%).

27. Non-availability of source books (62.38%).

28. Non-availability of teacher's hand book (59.63%).

29. Difficulty to develop observation skill among pupils (56.88%).

30. Lack of proper training programme (54.13%).

VII. Major Difficulties of Private Secondary School Teachers in Teaching Geography

 There are 31 major difficulties felt by private secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (95.88%).

2. Lack of chances to utilise the laboratory facilities (95.36%).

3. Non-availability of reference books recommended in the hand book (94.33%).

4. Lack of proper training for the preparation of working models (92.27%).

5. Lack of sufficient time for teachers to make reference in the library (91.24%).

6. Non-availability of laboratory facilities (90.72%).

7. Delay in revision and updating of curriculum (90.21%).

8. Non-availability of teaching materials required to facilitate self-learning (90.2%).

9. Lack of opportunity for pupils to utilise school library (89.69%).

10. Lack of teaching materials of high quality (87.32%).

11. Non-availability of learning materials (82.99%)

12. Difficulty to conduct field trips at proper time (82.97%).

13. Non-availability of quality books for students in the school library (82.5%).

14. Lack of teachers who possess degree in the subject Geography (82.48%).

15. Difficulty to transact some technical terms (81.96%).

16. Lack of time for the instruction of Geography (81.44%).

17. Overloaded syllabus of Geography (80.93%).

18. Students without parental support (78.86%)

19. Non-availability of source book (77.83%)

20. Non-availability of teacher's hand book as a personal copy (76.8%).

21. Lack of well equipped library for effective teaching of Geography (75.77%).

22. Difficulty in implementing continuous evaluation (72.1%).

23. Difficulty in acquiring current information related to Geography (71.64%).

24. Inadequate syllabus to attain the objectives of Geography (71.14%).

25. Non-availability of teacher's hand book (71.12%).

26. Difficulty to plan and execute the learning activities (70.62%).

27. Inadequate text book for the instruction of Geography (65.97%).

28. Lack of proper training programme (65.47%).

29. Difficulty to impart knowledge by considering individual differences (62.37%).

30. Lack of interest in preparing projects (59.28%).

31. Passive nature of students (53.61%).

B. I. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography, Based on Gender

 When the major difficulties of the two sex groups were compared it was found that there are 29 difficulties common to both male and female teachers whereas two difficulties occurring only in male teachers and one difficulty occurring only in female teachers.

 Difficulties common to both male and female teachers are listed below.

1. Lack of proper funding for field trips

2. Lack of chances to utilise the laboratory facilities

3. Non-availability of reference books recommended in the hand book

4. Lack of proper training for the preparation of working models

5. Non-availability of teaching materials required to facilitate self-learning.

6. Lack of sufficient time for teachers to make reference in the library.

7. Lack of teaching materials of high quality.

8. Non-availability of laboratory facilities.

9. Lack of opportunity for pupils to utilise school library.

10. Delay in revision and updating of curriculum.

11. Difficulty to conduct field trips at proper time.

12. Non-availability of learning materials.

13. Students without parental support.

14. Lack of teachers who possess degree in the subject Geography

15. Overloaded syllabus of Geography

16. Lack of enough time for the instruction of Geography

17. Difficulty to transact some technical terms.

18. Non-availability of quality books for students in the school library.

19. Lack of well equipped library for effective teaching of Geography.

20. Non-availability of teacher's hand book as a personal copy.

21. Non-availability of source book.

22. Non-availability of teacher's hand book.

23. Difficulty in implementing continuous evaluation.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Difficulty to impart knowledge by considering individual differences.

27. Difficulty in acquiring current information related to Geography.

28. Inadequate text book for the instruction of Geography.

29. Lack of proper training programme.

 The major difficulties which are occurring only in male teachers are:

1. Lack of interest in preparing projects.

2. Difficulty to develop observation skill among pupils.

 The major difficulty occurring only in female teachers is listed below.

1. Passive nature of students.

II. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography Based on Locale of School

 When the difficulties of the secondary school teachers were compared based on locale of school it was found that there are 32 major difficulties. All these difficulties are common to both rural and urban teachers.

 The difficulties which are common to both rural and urban teachers are:

1. Lack of chances to utilise the laboratory facilities

2. Lack of proper funding for field trips

3. Non-availability of reference books recommended in the hand book

4. Non-availability of laboratory facilities.

5. Lack of proper training for the preparation of working models

6. Non-availability of teaching materials required to facilitate self-learning.

7. Lack of opportunity for pupils to utilise school library.

8. Non-availability of quality books for students in the school library.

9. Lack of sufficient time for teachers to make reference in the library.

10. Delay in revision and updating of curriculum.

11. Non-availability of learning materials.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Difficulty to conduct field trips at proper time.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography

18. Non-availability of teacher's hand book as a personal copy.

19. Overloaded syllabus of Geography.

20. Lack of well equipped library for effective teaching of Geography.

21. Non-availability of source book.

22. Difficulty in implementing continuous evaluation.

23. Difficulty in acquiring current information related to Geography.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Inadequate text book for the instruction of Geography.

27. Non-availability of teachers' hand book.

28. Difficulty to impart knowledge by considering individual differences.

29. Lack of proper training programme.

30. Lack of interest in preparing projects.

31. Passive nature of students.

32. Difficulty to develop observation skill among pupils.

III. Disparities in the Major Difficulties faced by Secondary School Teachers in Teaching Geography Based on Type of School Management

 When the major difficulties of the secondary school teachers were compared based on type of school management, it was found that there are 29 difficulties common to both Government and private teachers whereas one difficulty occurring only in Government teachers and two difficulties occurring only in private teachers.

 Difficulties common to both Government and private teachers are:

1. Lack of proper funding for field trips

2. Non-availability of reference books recommended in the hand book

3. Lack of proper training for the preparation of working models

4. Lack of chances to utilise the laboratory facilities

5. Non-availability of teaching materials required to facilitate self-learning.

6. Non-availability of learning materials.

7. Non-availability of laboratory facilities.

8. Lack of opportunity for pupils to utilise school library.

9. Non-availability of quality books for students in the school library.

10. Difficulty to conduct field trips at proper time.

11. Lack of sufficient time for teachers to make reference in the library.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Delay in revision and updating of curriculum.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography

18. Lack of well equipped library for effective teaching of Geography.

19. Non-availability of teacher's hand book as a personal copy.

20. Difficulty to impart knowledge by considering individual differences.

21. Overloaded syllabus of Geography.

22. Inadequate text book for the instruction of Geography.

23. Difficulty in implementing continuous evaluation.

24. Inadequate syllabus to attain the objectives of Geography.

25. Difficulty to plan and execute the learning activities.

26. Difficulty in acquiring current information related to Geography.

27. Non-availability of source books

28. Non-availability of teachers' hand book

29. Lack of proper training programme

 The major difficulty occurring only in Government teachers is listed below.

1. Difficulty to develop observation skill among pupil.

 The major difficulties which are occurring only in private teachers are listed below.

1. Lack of interest in preparing projects.

2. Passive nature of students

**TENABILITY OF HYPOTHESIS**

The hypothesis states that

 "There will be considerable difference in the major difficulties identified for,

 (i) male and female teachers

 (ii) teachers working in rural and urban schools

 (iii) teachers working in Government and private schools

 While considering the strata gender, out of 32 major difficulties 29 difficulties are common to both male and female teachers. While considering the strata locality of school, all the 32 major difficulties are common to both rural and urban teachers. While considering the strata type of school management out of 32 major difficulties 29 difficulties are common to both Government and private teachers. So the findings of the study revealed that the hypothesis is only partially substantiated.

**EDUCATIONAL IMPLICATIONS**

 The study was intended to identify the major difficulties experienced by secondary school teachers in teaching geography. The investigator took this study with the hope that the difficulties faced by secondary school teachers, in teaching geography, can be identified and that thereby the knowledge of these difficulties will help the teachers, educationists and administrators to give adequate attention to solve these difficulties.

 Based on the findings of the study the investigator suggests following remedies to reduce the intensity of difficulties faced by social studies teachers in teaching geography, at secondary level.

 Eventhough there are many changes in the teaching of science and language education, social studies teaching still follows conventional procedures. The most intense difficulties faced by social studies teachers, in teaching geography, at secondary school level are related to infrastructural difficulties. Findings of the study revealed that more difficulties are related to availability of library and laboratory facilities. So the authorities and educational administrators should take care to maintain the library and laboratory in a proper way and make necessary arrangements for the effective use of these by both the teachers and the students. Adequate financial help should be provided for the conduction of seminars, field trips etc.

 Other major difficulties experienced by geography teachers are related to inservice training programme, availability of teaching and learning materials, transaction of some technical terms, overloaded syllabus, availability of hand book and source book, evaluation and above all lack of teachers who possess degree in the subject geography. So it is better to conduct proper training programmes for teachers like orientation courses, refresher courses, work shops, conferences, etc. That may reduce the difficulties related to evaluation, use of technical terms in geography, etc. It is the need of the our to make the existing geography syllabus more flexible and interesting. So the teachers can effectively employ the new child centred method. The authorities should take care to provide the hand books and source books at the right time itself. Also it is better to allot the geography topics to the teachers those who are having degree in that subject. Policy decisions needs to be taken regarding the appointment of academically qualified teachers with graduation in geography at Government level.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the present study made the investigator to suggest the following studies for further research.

(i) A study about the existing facilities for teaching geography in secondary schools of Kerala can be conducted

(ii) The difficulties of Geography teachers at higher secondary level can be studied.

(iii) A study can be carried out to find out the feasibility of using computers in teaching Geography.

S U M M A R Y

 Education has been considered as the most important input and the most potent instrument for the development of an individual. The primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of and commitment to the proposition that education is a primary instrument for social and economic advancement and human welfare.

 The function of education is not only to enable people to adjust to their environment, but to change the environment when necessary to the end that the greatest and most enduring satisfaction may acquire to each person and to society. The fulfilment of this function will depend largely upon the effectiveness of educational system in helping each person develop his capacities so that he may make his maximum contribution to society and in return, reap the full benefits of what society has to offer.

 The quality of school education has a direct relation with the quality of teachers and teacher education system. Today, we are living in the age of information technology. In this new technological age the role of teachers is changing with the change of time. From the traditional role of an instructor, the role of teacher has changed to that of facilitator.

 Geography has a place in the school curriculum on account of its utility and cultural value. Its study is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. It has established a link between Natural Sciences on the one hand and Social Sciences on the other.

 Geography forms a part of social sciences and is one of the social sciences which is now heading towards a scientific form. Now a days Geography means description of earth. But since earth is full of various things which could not be studied in isolation and it is quite difficult to describe everything we find on earth. Thus to overcome these difficulties certain principles have been formulated which are quite useful for us in the study of earth with its relevant factors.

 The objectives of teaching Geography at secondary school level is to enable the students to acquire knowledge and necessary skills to gain certain basic understanding, to develop certain attitude and formation of certain behaviour patterns which are needed for effective citizenship.

 The realization of the above mentioned objectives depends mainly upon the methods of teaching. The Geography teacher needs the use of different types of methods, techniques and a variety of instructional materials. The selection of these methods and techniques depends upon the nature of task, learning objectives and learner's abilities.

# NEED AND SIGNIFICANCE OF THE STUDY

 The study of Geography broadens the mental outlook of the students. It makes them true citizens not only of the country but also of the world.

 The basic objectives of teaching Geography can be achieved by adopting suitable scientific measures of teaching-learning procedures. Unfortunately, the methods of teaching, techniques and instructional material in our schools are inadequate in attaining all the objectives. In social studies education, the old conventional practices are being adopted Geography is being taught in a traditional manner. Teachers do not use audio visual aids like maps, globes and atlases which are essential in the teaching of Geography. The learners become passive listeners in the classroom. The result is that the objectives are not realized. The young generation lacks interest and attitude towards Geography.

 The study of Geography is being used as a means to education, as a vehicle of intellectual development and cultural enrichment. Though Geography is a practical subject laboratory facilities, field observation tools and apparatus for it are not available even at the secondary school level. Geography is being taught in the classroom by lecture method or text book method. As a result, the main spirit behind Geography teaching does not become possible to impart the fundamental conceptual knowledge to the students. Also the pupil remain unaware of the basic geographical terminology. As such the main aim of teaching Geography is to help students attain mastery in verbal and spacial abilities, which is not the case at present.

 The present syllabus of Geography is very detailed and burdensome because it has not been planned according to psychological requirements of the child. Students are compelled to read big and bulky text books and the students are losing interest in the subject. Subject matter may be scientifically arranged so that the student feels interested in it.

 Geography in school is not being taught in a scientific manner. If it is taught in a scientific manner, students will be also to make a practical use of their knowledge in their actual life. Such a teaching method will also keep the students interested in the subject. In the present system of teaching of Geography too much stress is laid on narration and description leaving practically no scope for observation and scientific study.

 There are some teaching units in Geography which can't be taught through text books and lecture method alone. For example, map reading, map making, locating places on the map etc. These can be taught effectively only by discussion and demonstration method. But in the present system, teachers are using traditional methods due to several reasons viz., lack of time, non-availability of teaching aids etc.

 From the school records, about the subject wise performance of pupils, it was found that state level average of the achievement in Social Studies paper II, which includes Geography as a major part, is relatively low for several years. The result of CCE of the present teaching – learning process also reveals the same tendency because of the reasons mentioned above.

 The pilot study conducted by the investigator identified that the existing methods of Geography teaching is somewhat ineffective because of over crowded classroom, outmoded tools, lack of time, ineffective text book, lack of adequate infrastructural facilities and all and above the lack of experienced Geography teachers. This miserable condition necessitates a thorough and broader change in the field of Geography teaching. By considering all the above, the investigator made an attempt to find out difficulties faced by secondary school teachers in teaching Geography.

# OBJECTIVES

 The objectives of the study are:

1. To identify the major difficulties faced by secondary school teachers in teaching Geography for the total sample and the sub samples based on,

 (i) gender

 (ii) locale of school and

 (iii) type of school management

2. To examine whether there is considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# HYPOTHESIS

 There will be considerable difference in the major difficulties felt by the

 (i) male and female teachers

 (ii) teachers working in rural and urban school

 (iii) teachers working in Government and private school.

# STATEMENT OF THE PROBLEM

 The problem under study is entitled as "DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY."

# DEFINITION OF KEY TERMS

***1. Difficulties***

 For the present study, difficulties are the obstacles and crises faced by the secondary school teachers while teaching Geography.

***2. Secondary School Teachers***

 The term "Secondary School teachers" stands for the teachers who are teaching at VIII, IX and X classes.

# VARIABLE OF THE STUDY

 The variable of this study is "Difficulties Faced by Secondary School Teachers in Teaching Geography."

# METHODOLOGY

 Methodology deals with the precise description of sample used for the study, tool and statistical techniques used.

**Sample**

The study is conducted on a sample of 303 secondary school social studies teachers drawn from Kozhikode district by using stratified sampling technique. The sample was selected by giving due representation to the different stratas viz., gender of the teacher, locale and type of management of school.

**Tools used for the study**

 To measure the only variable of the study "Difficulties faced by secondary school teachers in teaching Geography" the investigator developed a tool viz., 'Questionnaire on Difficulties Faced by Secondary School Teachers in Teaching Geography (2005)' in collaboration with the supervising teacher.

**Statistical technique used**

 The present study comes under the purview of descriptive methods of research. The investigator used only the simple statistical technique viz., estimation of percentages.

**SCOPE AND LIMITATIONS**

 The main objective of the present investigation is to find out the major difficulties faced by secondary school teachers in teaching Geography. Also the study tries to find out whether there exists considerable difference in the major difficulties felt by the male and female, urban and rural, Government and private secondary school teachers. The study is conducted on a representative sample of 303 social studies teachers drawn from 71 high schools of Kozhikode district using stratified sampling technique. In selecting the sample due representation was given to factors like gender of the teacher, locale and type of management of schools. Eventhough much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of these are:

1. The sample selected for the study confined to only one district viz., Kozhikode, due to time restriction.

2. Only those difficulties which occurred in atleast 50% of the sample were considered as major difficulties.

3. Difficulties were identified on secondary school social studies teachers' perspectives only. No importance were given to the opinion of the others.

 Inspite of all the above stated limitations the investigator tried his best to make the study as worth as possible. The investigator hopes that the result of this study would throw light into the existing difficulties faced by secondary school teachers in teaching Geography. Finding will help to improve the quality of secondary school social studies teachers and also to improve existing class room environment

# MAJOR FINDINGS OF THE STUDY

 The major findings of the study are the following:

A. I. Major Difficulties of Secondary School Teachers in Teaching Geography

For the total sample, there are 32 major difficulties in teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (96.37%).

2. Lack of chances to utilise the laboratory facilities (95.38%)

3. Non-availability of reference books recommended in the handbook (95.37%)

4. Lack of proper training for the preparation of working models (93.4%).

5. Non availability of teaching materials required to facilitate self-learning (91.74%).

6. Non-availability of laboratory facilities (91.09%).

7. Lack of sufficient time for teachers to make reference in the library (90.43%).

8. Lack of opportunity for pupils to utilise school library (90.43%).

9. Lack of teaching materials of high quality (87.79%).

10. Delay in revision and updating of curriculum (87.79%).

11. Non-availability of quality books for students in the school library (86.13%).

12. Difficulty to conduct field trips at proper time (85.14%).

13. Non-availability of learning materials (84.13%).

14. Lack of teachers who possess degree in the subject Geography (83.5%).

15. Difficulty to transact some technical terms (82.5%).

16. Lack of enough time for the instruction of Geography (81.19%).

17. Students without parental support (80.63%).

18. Overloaded syllabus of Geography (78.55%).

19. Non-availability of teacher's hand book as a personal copy (77.56%).

20. Difficulty in implementing continuous evaluation (77.29%).

21. Lack of well-equipped library for effective teaching of Geography (77.22%).

22. Non-availability of source books (72.28%).

23. Inadequate syllabus to attain the objectives of Geography (68.65%).

24. Difficulty in acquiring current information related to Geography (68.31%).

25. Difficulty to plan and execute the learning activities (67.98%).

26. Difficulty to impart knowledge by considering individual differences (67%).

27. Inadequate text book for the instruction of Geography (67%).

28. Non-availability of teacher's hand book (66.99%).

29. Lack of proper training programme (61.38%).

30. Passive nature of students (55.81%).

31. Lack of interest in preparing projects (53.79%).

32. Difficulty to develop observation skill among pupils (51.48%).

II. Major Difficulties of Secondary School Male Teachers in Teaching Geography

 For the sample of male teachers there are 31 major difficulties. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (98.53%).

2. Lack of chances to utilise the laboratory facilities (96.32%)

3. Non-availability of reference books recommended in the handbook (95.84%)

4. Lack of proper training for the preparation of working models (95.79%).

5. Non availability of teaching materials required to facilitate self-learning (93.21%).

6. Lack of sufficient time for teachers to make reference in the library (90.85%).

7. Lack of teaching materials of high quality (90.84%).

8. Non-availability of laboratory facilities (89.66%).

9. Lack of opportunity for pupils to utilise school library (89.63%).

10. Delay in revision and updating of curriculum (88.99%).

11. Difficulty to conduct field trips at proper time (88.43%).

12. Non-availability of learning materials (87.27%).

13. Student without parental support (83.47%).

14. Lack of teachers who possess degree in the subject Geography (83.18%).

15. Overloaded syllabus of Geography (82.37%).

16. Lack of enough time for the instruction of Geography (81.95%).

17. Difficulty to transact some technical terms (81.03%).

18. Non-availability of quality books for students in school library (80.89%).

19. Lack of well-equipped library for effective teaching of Geography (78.87%).

20. Non-availability of teacher's handbook as a personal copy (78.78%).

21. Non-availability of source books (78.52%).

22. Non-availability of teachers' hand book (76.29%).

23. Difficulty in implementing continuous evaluation (73.16%).

24. Difficulty to plan and execute the learning activities (71.18%).

25. Inadequate syllabus to attain the objectives of Geography (71.17%).

26. Difficulty to import knowledge by considering individual differences (69.26%).

27. Difficulty in acquiring current information related to Geography (66.52%).

28. Inadequate text book for the instruction of Geography (64.76%).

29. Lack of proper training programme (63.26%).

30. Lack of interest in preparing projects (59.32%).

31. Difficulty to develop observation skill among pupils (56.47%).

**III. Major Difficulties of Secondary School Female Teachers in Teaching Geography**

 For the sample of female teachers there are 30 major difficulties. These major difficulties are listed below according to their seriousness.

1. Non-availability of reference books recommended in the handbook (94.05%)

2. Lack of chances to utilise the laboratory facilities (94.03%)

3. Lack of proper funding for field trips (94.02%).

4. Non-availability of laboratory facilities (92.05%).

5. Non-availability of quality books for students in the school library (90.73%).

6. Lack of proper training for the preparation of working models (90.72%).

7. Lack of opportunity for pupils to utilise school library (90.71%).

8. Non availability of teaching materials required to facilitate self-learning (89.41%).

9. Lack of sufficient time for teachers to make reference in the library (89.4%%).

10. Delay in revision and updating of curriculum (86.1%).

11. Non-availability of learning materials (86.1%).

12. Lack of teaching materials of high quality (84.1%).

13. Lack of teachers who possess degree in the subject Geography (83.65%).

14. Difficulty to transact some technical terms (83.44%).

15. Difficulty to conduct field trips at proper time (80.80%).

16. Lack of enough time for the instruction of Geography (80.14%).

17. Students without parental support (78.80%).

18. Non-availability of teacher's handbook as a personal copy (76.16%).

19. Lack of well-equipped library for effective teaching of Geography (74.83%).

20. Overloaded syllabus of Geography (74.17%).

21. Difficulty in acquiring current information related to Geography (69.53%).

22. Inadequate text book for the instruction of Geography (68.27%).

23. Difficulty in implementing continuous evaluation (66.89%).

24. Non-availabiity of source books (65.56%).

25. Inadequate syllabus to attain the objectives of Geography (64.9%).

26. Difficulty to plan and execute the learning activities (63.58%).

27. Difficulty to impart knowledge by considering individual differences (63.57%).

28. Lack of proper training programme (58.95%).

29. Non-availability of teacher's hand book (56.95%).

30. Passive nature of students (54.3%).

IV. Major Difficulties of Rural Secondary School Teachers in Teaching Geography

 For the sample of rural teachers there are 32 major difficulties. These major difficulties. These major difficulties are listed below according to their seriousness.

1. Lack of chances to utilise the laboratory facilities (97.11%)

2. Lack of proper funding for field trips (95.67%).

3. Non-availability of reference books recommended in the hand book (95.66%)

4. Non-availability of laboratory facilities (93.27%).

5. Lack of proper training for the preparation of working models (91.83%).

6. Non availability of teaching materials required to facilitate self-learning (91.82%).

7. Lack of opportunity for pupils to utilise school library (91.35%).

8. Non-availability of quality books for students in the school library (89.91%).

9. Lack of sufficient time for teachers to make reference in the library (89.9%).

10. Delay in revision and updating of curriculum (87.98%).

11. Non-availability of learning materials (87.02%).

12. Lack of teaching materials of high quality (86.06%).

13. Lack of teachers who possess degree in the subject Geography (85.1%).

14. Difficulty to transact some technical terms (83.64%).

15. Difficulty to conduct field trips at proper time (82.69%).

16. Students without parental support (80.28%).

17. Lack of enough time for the instruction of Geography (79.81%).

18. Non-availability of teacher's hand book as a personal copy (79.3%).

19. Overloaded syllabus of Geography (78.85%).

20. Lack of well-equipped library for effective teaching of Geography (78.36%).

21. Non-availability of Source books (70.68%).

22. Difficulty in implementing continuous evaluation (69.72%).

23. Difficulty in acquiring current information related to Geography (69.71%).

24. Difficulty to plan and execute the learning activities (68.75%).

25. Inadequate syllabus to attain the objectives of Geography (67.79%).

26. Inadequate text book for the instruction of Geography (65.87%).

27. Non availability of teachers' hand book (64.9%).

28. Difficulty to import knowledge by considering individual differences (62.5%).

29. Lack of proper training programme (61.06%).

30. Lack of interest preparing projects (54.81%).

31. Passive nature of students (52.4%).

32. Difficulty to develop observation skill among pupils (51.92%).

V. Major Difficulties of Urban Secondary School Teachers in Teaching Geography

 There are 32 major difficulties experienced by urban secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (97.89%).

2. Lack of proper training for the preparation of working models (96.83%).

3. Non-availability of reference books recommended in the hand book (94.74%)

4. Lack of sufficient time for teachers to make reference in the library (91.58%).

5. Lack of chances to utilise the laboratory facilities (91.58%).

6. Lack of teaching materials of high quality (91.57%).

7. Non availability of teaching materials required to facilitate self-learning (91.56%).

8. Difficulty to conduct field trips at proper time (90.53%)

9. Lack of opportunity for pupils to utilise school library (88.42%).

10. Non-availability of learning materials (87.37%).

11. Delay in revision and updating of curriculum (87.36%).

12. Non-availability of laboratory facilities (86.31%).

13. Lack of enough time for the instruction of Geography (84.21%).

14. Students without parental support (81.05%).

15. Lack of teachers who possess degree in the subject Geography (79.9%).

16. Non-availability of quality books for students in the school library (77.9%).

17. Overloaded syllabus of Geography (77.89%).

18. Difficulty to import knowledge by considering individual differences (76.84%).

19. Non-availability of Source books (75.79%).

20. Lack of well-equipped library for effective teaching of Geography (74.73%).

21. Non-availability of teacher's hand book as a personal copy (73.69%).

22. Difficulty in implementing continuous evaluation (71.58%).

23. Non availability of teachers' hand book for the instruction of Geography (71.57%).

24. Inadequate syllabus to attain the objectives of Geography (70.53%).

25. Difficulty to transact some technical terms (70%).

26. Inadequate text book for the instruction of Geography (69.47%).

27. Difficulty to plan and execute the learning activities (66.32%).

28. Difficulty in acquiring current information related to Geography (65.26%).

29. Lack of proper training programme (62.1%)

30. Lack of interest in preparing projects (51.58%).

31. Passive nature of student (50.33%)

32. Difficulty to develop observation skill among pupils (50.51%).

VI. Major difficulties of Government Secondary School Teachers in Teaching Geography

 There are 30 major difficulties felt by Government secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (97.25%).

2. Non-availability of reference books recommended in the hand book (97.23%).

3. Lack of proper training for the preparation of working models (95.41%).

4. Lack of chance to utilise the laboratory facilities (94.51%).

5. Non-availability of teaching materials required to facilitate self-learning (94.49%).

6. Non-availability of learning materials (94.49%).

7. Non-availability of laboratory facilities (91.74%).

8. Lack of opportunity for pupils to utilise school library (91.73%).

9. Non-availability of quality books for students in the school library (90.83%).

10. Difficulty to conduct field trips at proper time (88.99%).

11. Lack of sufficient time for teachers to make reference in the library (88.97%).

12. Lack of teaching materials of high quality (88.96%).

13. Lack of teachers who possess degree in the subject Geography (85.31%).

14. Difficulty to transact some technical terms (83.49%).

15. Delay in revision and updating of curriculum (83.48%).

16. Student without parental support (83.48%).

17. Lack of enough time for the instruction of Geography (80.73%).

18. Lack of well equipped library for effective teaching of Geography (79.82%).

19. Non-availability of teacher's hand book as a personal copy (78.89%).

20. Difficulty to impart knowledge by considering individual differences (75.23%).

21. Overloaded syllabus of Geography (74.31%).

22. Inadequate text book for the instruction of Geography (68.81%).

23. Difficulty in implementing continuous evaluation (66.97%).

24. Inadequate syllabus to attain the objectives of Geography (64.22%).

25. Difficulty to plan and execute the learning activities (63.3%).

26. Difficulty in acquiring current information related to Geography (62.39%).

27. Non-availability of source books (62.38%).

28. Non-availability of teacher's hand book (59.63%).

29. Difficulty to develop observation skill among pupils (56.88%).

30. Lack of proper training programme (54.13%).

VII. Major Difficulties of Private Secondary School Teachers in Teaching Geography

 There are 31 major difficulties felt by private secondary school teachers while teaching Geography. These major difficulties are listed below according to their seriousness.

1. Lack of proper funding for field trips (95.88%).

2. Lack of chances to utilise the laboratory facilities (95.36%).

3. Non-availability of reference books recommended in the hand book (94.33%).

4. Lack of proper training for the preparation of working models (92.27%).

5. Lack of sufficient time for teachers to make reference in the library (91.24%).

6. Non-availability of laboratory facilities (90.72%).

7. Delay in revision and updating of curriculum (90.21%).

8. Non-availability of teaching materials required to facilitate self-learning (90.2%).

9. Lack of opportunity for pupils to utilise school library (89.69%).

10. Lack of teaching materials of high quality (87.32%).

11. Non-availability of learning materials (82.99%)

12. Difficulty to conduct field trips at proper time (82.97%).

13. Non-availability of quality books for students in the school library (82.5%).

14. Lack of teachers who possess degree in the subject Geography (82.48%).

15. Difficulty to transact some technical terms (81.96%).

16. Lack of time for the instruction of Geography (81.44%).

17. Overloaded syllabus of Geography (80.93%).

18. Students without parental support (78.86%)

19. Non-availability of source book (77.83%)

20. Non-availability of teacher's hand book as a personal copy (76.8%).

21. Lack of well equipped library for effective teaching of Geography (75.77%).

22. Difficulty in implementing continuous evaluation (72.1%).

23. Difficulty in acquiring current information related to Geography (71.64%).

24. Inadequate syllabus to attain the objectives of Geography (71.14%).

25. Non-availability of teacher's hand book (71.12%).

26. Difficulty to plan and execute the learning activities (70.62%).

27. Inadequate text book for the instruction of Geography (65.97%).

28. Lack of proper training programme (65.47%).

29. Difficulty to impart knowledge by considering individual differences (62.37%).

30. Lack of interest in preparing projects (59.28%).

31. Passive nature of students (53.61%).

B. I. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography, Based on Gender

 When the major difficulties of the two sex groups were compared it was found that there are 29 difficulties common to both male and female teachers whereas two difficulties occurring only in male teachers and one difficulty occurring only in female teachers.

 Difficulties common to both male and female teachers are listed below.

1. Lack of proper funding for field trips

2. Lack of chances to utilise the laboratory facilities

3. Non-availability of reference books recommended in the hand book

4. Lack of proper training for the preparation of working models

5. Non-availability of teaching materials required to facilitate self-learning.

6. Lack of sufficient time for teachers to make reference in the library.

7. Lack of teaching materials of high quality.

8. Non-availability of laboratory facilities.

9. Lack of opportunity for pupils to utilise school library.

10. Delay in revision and updating of curriculum.

11. Difficulty to conduct field trips at proper time.

12. Non-availability of learning materials.

13. Students without parental support.

14. Lack of teachers who possess degree in the subject Geography

15. Overloaded syllabus of Geography

16. Lack of enough time for the instruction of Geography

17. Difficulty to transact some technical terms.

18. Non-availability of quality books for students in the school library.

19. Lack of well equipped library for effective teaching of Geography.

20. Non-availability of teacher's hand book as a personal copy.

21. Non-availability of source book.

22. Non-availability of teacher's hand book.

23. Difficulty in implementing continuous evaluation.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Difficulty to impart knowledge by considering individual differences.

27. Difficulty in acquiring current information related to Geography.

28. Inadequate text book for the instruction of Geography.

29. Lack of proper training programme.

 The major difficulties which are occurring only in male teachers are:

1. Lack of interest in preparing projects.

2. Difficulty to develop observation skill among pupils.

 The major difficulty occurring only in female teachers is listed below.

1. Passive nature of students.

II. Disparities in the Major Difficulties of Secondary School Teachers in Teaching Geography Based on Locale of School

 When the difficulties of the secondary school teachers were compared based on locale of school it was found that there are 32 major difficulties. All these difficulties are common to both rural and urban teachers.

 The difficulties which are common to both rural and urban teachers are:

1. Lack of chances to utilise the laboratory facilities

2. Lack of proper funding for field trips

3. Non-availability of reference books recommended in the hand book

4. Non-availability of laboratory facilities.

5. Lack of proper training for the preparation of working models

6. Non-availability of teaching materials required to facilitate self-learning.

7. Lack of opportunity for pupils to utilise school library.

8. Non-availability of quality books for students in the school library.

9. Lack of sufficient time for teachers to make reference in the library.

10. Delay in revision and updating of curriculum.

11. Non-availability of learning materials.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Difficulty to conduct field trips at proper time.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography

18. Non-availability of teacher's hand book as a personal copy.

19. Overloaded syllabus of Geography.

20. Lack of well equipped library for effective teaching of Geography.

21. Non-availability of source book.

22. Difficulty in implementing continuous evaluation.

23. Difficulty in acquiring current information related to Geography.

24. Difficulty to plan and execute the learning activities.

25. Inadequate syllabus to attain the objectives of Geography.

26. Inadequate text book for the instruction of Geography.

27. Non-availability of teachers' hand book.

28. Difficulty to impart knowledge by considering individual differences.

29. Lack of proper training programme.

30. Lack of interest in preparing projects.

31. Passive nature of students.

32. Difficulty to develop observation skill among pupils.

III. Disparities in the Major Difficulties faced by Secondary School Teachers in Teaching Geography Based on Type of School Management

 When the major difficulties of the secondary school teachers were compared based on type of school management, it was found that there are 29 difficulties common to both Government and private teachers whereas one difficulty occurring only in Government teachers and two difficulties occurring only in private teachers.

 Difficulties common to both Government and private teachers are:

1. Lack of proper funding for field trips

2. Non-availability of reference books recommended in the hand book

3. Lack of proper training for the preparation of working models

4. Lack of chances to utilise the laboratory facilities

5. Non-availability of teaching materials required to facilitate self-learning.

6. Non-availability of learning materials.

7. Non-availability of laboratory facilities.

8. Lack of opportunity for pupils to utilise school library.

9. Non-availability of quality books for students in the school library.

10. Difficulty to conduct field trips at proper time.

11. Lack of sufficient time for teachers to make reference in the library.

12. Lack of teaching materials of high quality.

13. Lack of teachers who possess degree in the subject Geography

14. Difficulty to transact some technical terms.

15. Delay in revision and updating of curriculum.

16. Students without parental support.

17. Lack of enough time for the instruction of Geography

18. Lack of well equipped library for effective teaching of Geography.

19. Non-availability of teacher's hand book as a personal copy.

20. Difficulty to impart knowledge by considering individual differences.

21. Overloaded syllabus of Geography.

22. Inadequate text book for the instruction of Geography.

23. Difficulty in implementing continuous evaluation.

24. Inadequate syllabus to attain the objectives of Geography.

25. Difficulty to plan and execute the learning activities.

26. Difficulty in acquiring current information related to Geography.

27. Non-availability of source books

28. Non-availability of teachers' hand book

29. Lack of proper training programme

 The major difficulty occurring only in Government teachers is listed below.

1. Difficulty to develop observation skill among pupil.

 The major difficulties which are occurring only in private teachers are listed below.

1. Lack of interest in preparing projects.

2. Passive nature of students

**TENABILITY OF HYPOTHESIS**

The hypothesis states that

 "There will be considerable difference in the major difficulties identified for,

 (i) male and female teachers

 (ii) teachers working in rural and urban schools

 (iii) teachers working in Government and private schools

 While considering the strata gender, out of 32 major difficulties 29 difficulties are common to both male and female teachers. While considering the strata locality of school, all the 32 major difficulties are common to both rural and urban teachers. While considering the strata type of school management out of 32 major difficulties 29 difficulties are common to both Government and private teachers. So the findings of the study revealed that the hypothesis is only partially substantiated.

**EDUCATIONAL IMPLICATIONS**

 The study was intended to identify the major difficulties experienced by secondary school teachers in teaching geography. The investigator took this study with the hope that the difficulties faced by secondary school teachers, in teaching geography, can be identified and that thereby the knowledge of these difficulties will help the teachers, educationists and administrators to give adequate attention to solve these difficulties.

 Based on the findings of the study the investigator suggests following remedies to reduce the intensity of difficulties faced by social studies teachers in teaching geography, at secondary level.

 Eventhough there are many changes in the teaching of science and language education, social studies teaching still follows conventional procedures. The most intense difficulties faced by social studies teachers, in teaching geography, at secondary school level are related to infrastructural difficulties. Findings of the study revealed that more difficulties are related to availability of library and laboratory facilities. So the authorities and educational administrators should take care to maintain the library and laboratory in a proper way and make necessary arrangements for the effective use of these by both the teachers and the students. Adequate financial help should be provided for the conduction of seminars, field trips etc.

 Other major difficulties experienced by geography teachers are related to inservice training programme, availability of teaching and learning materials, transaction of some technical terms, overloaded syllabus, availability of hand book and source book, evaluation and above all lack of teachers who possess degree in the subject geography. So it is better to conduct proper training programmes for teachers like orientation courses, refresher courses, work shops, conferences, etc. That may reduce the difficulties related to evaluation, use of technical terms in geography, etc. It is the need of the our to make the existing geography syllabus more flexible and interesting. So the teachers can effectively employ the new child centred method. The authorities should take care to provide the hand books and source books at the right time itself. Also it is better to allot the geography topics to the teachers those who are having degree in that subject. Policy decisions needs to be taken regarding the appointment of academically qualified teachers with graduation in geography at Government level.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the present study made the investigator to suggest the following studies for further research.

(i) A study about the existing facilities for teaching geography in secondary schools of Kerala can be conducted

(ii) The difficulties of Geography teachers at higher secondary level can be studied.

(iii) A study can be carried out to find out the feasibility of using computers in teaching Geography.

BIBLIOGRAPHY

Aggarwal, J.C. (1994). *Teaching of social studies – A practical approach*. New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J.C. (1995). *Teacher and education in a developing society*. New Delhi: Vikas Publishing House.

Arora, K.L. (1991). *The teaching of geography*. Kalandhav: Indian National Press.

Best, J.W. & Kahn, J.V. (2002). *Research in education*. (7th ed.). New Delhi: Prentice Hall of India.

Bindu, T. (1997). *Teacher perception of difficulties in learning science among secondary school pupils of Kerala*. Unpublished M.Ed. Dissertation, University of Calicut.

Binning, Arthur. C. & Binning, David. H. (1952). *Teaching of social studies in secondary schools.* New York: Mc Graw Hill Book Company.

Briault, E.W.H. & Hubbard, S. H. (1968). *An introduction to advanced geography*. London: Longmans, Green and Co. Ltd.

Buch, M.B. (Ed.) (1987). *Third survey of research in education*. New Delhi: NCERT.

Buch, M.B. (Ed.)(1991). *Fourth survey of research in education*. New Delhi: NCERT.

Capel, S., Leash, M. & Turner, T. (1995). *Learning to teach in secondary schools*. London : Routledge.

Gerald, A. & Simpso, G. Robert (1959). *Modern methods and techniques of teaching*. New York: Macmillan Company.

Good, C.V. (1973). *Dictionary of education.* New York: Mc Graw Hill.

Gopsill, G.H. & Frank, B. (1965). *Practical geography - Exercises with models and improved equipment.*  New York : St. Martin's Press.

Gopsill, G.H. (1967). *The teaching of geography.* New York: St. Martin's Press.

Gupta, B.P. (1983). A critical study of the social studies curriculum with special reference to secondary stage in Himachal Pradesh. In M.B. Buch (Ed.), *Fourth survey of research in education*. New Delhi: NCERT, p.682.

Hanaire, A. (1965). Teaching Material. In Longmans (Ed.) *Source book for geography teaching*. UNESCO: Longman's Green & Co. Ltd.

High, T. (1962). *Teaching secondary school social sciences*. New York : John Wiley & Sons (Pvt.) Ltd.

Jangira, N.K. (1995). Teacher policy, training needs and perceived status of teachers. *Indian Educational Review, Vol. 30(1),* 113-122.

Jani, J.I. (1987). A study of the present position of teaching of geography in the secondary schools of Gujarat. In M.B. Buch (Ed.), *Fourth survey of research in education*. New Delhi : NCERT. p. 683.

Jarolimerk, J. (1959). *Social studies in elementary education*. New York: The Mac Millan Company.

Jobin, R.A. (1991). Trains, tracks and nodal regions. *Journal of Geography, 91*, 160-163.

Joshi, K.L., Sinha, S. & Gupta, D.P. (1989). *Principles of geography*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.

Kaul, A.K. (1967). *Why and how of geography teaching*. Ludhiana: Vinod Publications.

Kochar, S.K. (1995). *Teaching of social studies.*  New Delhi: Sterling Publishers Pvt. Ltd.

Lali, S. (1998). Initiation of secondary school teachers of Kerala by attending inservice course for professional improvement. *International Educator, 13*, 53 - 56.

Long, M. & Roberson, B.S. (1966). *Teaching geography* . London: Heinemann Educational Book Ltd.

Mekerji, S.N. (1964). *Education in India today and tomorrow*. New Delhi : S.Chand and Co.

Okpala, Julie (1996). Perception on appropriate geography curriculum for the twenty first century Nigerion citizen. *International Journal of Social Education*. 96, 86-94.

Patel, V. (1996). What do you mean by the term - A good teacher. *Quest in Education, XX(4),* 2-3.

Patil, T.B. (1985). An inquiry in to the present position and problems of teaching geography in the rural secondary schools of Solapur district. In M.B. Buch (Ed.), *Fourth survey of research in education*. New Delhi; NCERT. p.685.

Pattabhiram, G. (1969). How to improve pupil's interest in learning social studies - An action research programme. *International Journal of Social Studies Teachers, 69*, 32.

Rajput, J.S. (1998). Role of the teacher in twenty first century.  *New Frontiers in Education, XXVIII,* 28-29.

Rao, M.S. (2001). *Teaching of geography*. New Delhi: Anmol Publications Pvt. Ltd.

Roi, B.C. (1991). *The teaching of geography.* Lucknow: Prakashan Kendra.

Sadri, R.N. (2000). Does our examination system need reform. *University News, 38(32),* 8-10.

Satheesan, T.K. (1981). *An investigation with the common difficulties experienced by science teachers in teaching physical science in secondary schools of Trichur educational district*. Unpublished M.Ed dissertation, University of Calicut

Scott, H.O. & Smith, P.A. (1995). Teaching geographic information system in a soil-physical laboratory *Journal of Natural Resources and Life Sciences Education, 95,* 13-16.

Strahler, N. Arthur.(1970). *Introduction to physical geography*. New York : John Wiley & Sons.

Taneja, R.P. (1989). *Dictionary of education*. New Delhi: Anmol Publications.

Taneja, V.R. (2002). *Educational thought and practice*. New Delhi: Sterling Publishing Limited.

Thralls, A. Zoe. (1969). *The teaching of geography*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.

Verma, O.P. (1997). *Geography teaching.*  New Delhi: Sterling Publishers Pvt. Ltd.

Verma, R. (2002). Teacher in the twenty first century, *University News. Vol. 40(48),* 9-12.

West, P. (1996). Schools, libraries seen bridging technology gap. *Education Week, 22*, 9.

Yajnik, K.S. (1996). *The teaching of social studies in India*. Bombay : Orient Logmans Ltd.

APPENDIX III

**Details of the School Selected for Data Collection**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Name of the School | Type of Management |
| 1. | Achuthan Girls H.S., Chalappuram, Kozhikode | Government |
| 2. | Azhchavattom G.H.S., Mankavu, Kozhikode | Government |
| 3. | Govt. Ganapat Boys H.S., Chalappuram, Kozhikdoe | Government |
| 4. | Govt. Girls H. School Puthiyara, Kozhikode | Government |
| 5. | Govt. Ganapat High School, Kallai, Kozhikode | Government |
| 6. | Govt. High School Karaparamba, Kozhikode | Government |
| 7. | Govt. H.S. Narikkuni, Kozhikode | Government |
| 8. | Govt. H.S. Iringallur, Kozhikode | Government |
| 9. | Govt. H.S. Peringolam, Kozhikode | Government |
| 10. | Govt. H.S. Pannur, Koduvally, Kozhikode | Government |
| 11. | Govt. H.S. Payambra, Kunnamangalam, Kozhikode | Government |
| 12. | Govt. H.S. Puduppady, Kozhikode | Government |
| 13. | Govt. H.S. Nayarkuzhi, Kozhikode | Government |
| 14. | Govt. H.S. Parambil, Kozhikode | Government |
| 15. | N.G.O. Quarters Govt. H.S., Kozhikode | Government |
| 16. | Govt. H.S. Kakkodi, Kozhikode | Government |
| 17. | Govt. Girls H.S., Balussery | Government |
| 18. | Govt. H.S. Kolathur, Atholi | Government |
| 19. | Govt. H.S. Naduvannur, Koyilandy | Government |
| 20. | G.H.S.S. Beypore, Kozhikode | Government |
| 21. | G.H.S.S. East Hill, Kozhikode | Government |
|  |  |  |
| 22. | G.H.S.S. Mavoor, Kozhikode | Government |
| 23. | Govt. Model H.S.S., Kozhikode | Government |
| 24. | G.H.S.S, Koduvally, Kozhikode | Government |
| 25. | G.H.S.S. Kuttikkattor, Kozhikode | Government |
| 26. | Medical College Campus G.H.S.S., Kozhikode | Government |
| 27. | REC V.H.S.S., Chathamangalam, Calicut | Government |
| 28. | G.H.S.S. Azhiyur, Vadakara | Government |
| 29. | G.H.S.S. Kallachi, Vadakara | Government |
| 30. | G.H.S.S. Kokkallur, Koyilandy | Government |
| 31. | G.H.S.S. Kuttiady, Vadakara | Government |
| 32. | B.E.M. Girls H.S.S., Calicut | Private  |
| 33. | St. Joseph H.S.S. for Boys, Kozhikode | Private |
| 34. | St. Sebastian's H.S.S. Koodaranchi, Kozhikode | Private |
| 35. | Zamorin's H.S.S., Kozhikode | Private |
| 36. | Markaz H.S.S. Karanthur, Kozhikode | Private |
| 37. | Rahmaniya H.S.S., Kozhikode | Private |
| 38. | Perambra H.S.S., Kozhikode | Private |
| 39. | Nochat H.S.S., Koyilandy | Private |
| 40. | A.K.K.R. Boys H.S. Chelannur, Kozhikode | Private |
| 41. | A.K.K.R. Girls H.S. Chelannur, Kozhikode | Private |
| 42. | C.M.C. Boys H.S. Elathur, Kozhikode | Private |
| 43. | C.M.C. Girls H.S. elathur, Kozhikode | Private |
| 44. | St. Mary's H.S., Kakkadampoil | Private |
| 45. | St. Sebastian's H.S., Punnakkal | Private |
| 46. | Chakkalakkal H.S. Madavoor, Kozhikode | Private |
| 47. | Mohammed Ali Jouhar H.S. Elettil, Kozhikode | Private |
| 48. | St. Michael's Girls H.S. West Hill, Kozhikode | Private |
|  |  |  |
| 49. | Savio H.S. Devagiri, Kozhikode | Private |
| 50. | Kunnamanghalam H.S., Kozhikode | Private |
| 51. | Malabar Christian College H.S., Calicut | Private |
| 52. | Himayathul Islam H.S., Calicut | Private |
| 53. | Mukkom H.S., Mukkom | Private |
| 54. | C.M.M. H.S., Thakkulathur | Private |
| 55. | B.E.M. H.S., Vadakara | Private |
| 56. | National H.S., Vattoli | Private |
| 57. | Palora H.S. Ulliyeri, Koyilandy | Private |
| 58. | St. Antony's Girls H.S., Vadakara | Private |
| 59. | St. Thomas H.S., Koorachundu | Private |
| 60. | Kuttamboor H.S,. Punnasseri | Private |
| 61. | Veloor H.S., Cherapuram | Private |
| 62. | Holy Family H.S. Changaroth | Private |
| 63. | K.P.E.S. H.S. Kayakkodi, Kuttiadi | Private |
| 64. | Cresent H.S. Vanimel, Vadakara | Private |
| 65. | K.P.M.S.M. High School Arikulam, Koyilandy | Private |
| 66. | Calicut Girls V.H.S.S., Calicut | Private |
| 67. | Naduvannur H.S.S., Vakayad | Private |
| 68. | T.I.M. Girls H.S.S., Nadapuram | Private |
| 69. | Pantheerankavu H.S., Kozhikode | Private |
| 70. | Providence Girls H.S., Kozhikode | Private |
| 71. | Secret Heart H.S., Thiruvambady | Private |

# APPENDIX – II

**FAROOK TRAINING COLLEGE, CALICUT**

QUESTIONNAIRE ON DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY (2005)

**Dr. MUMTHAS N.S. ABDUL KHADER. M.C.**

## Sr. Lecturer in Education M.Ed. Student

***Farook Training College Farook Training College***

Name ……………… Male/Female ………

Age ……………….. Educational Qualification (Specify the
 subject)……………………………………

Teaching Experience ……….. years Marital Status ……………………..

Name of Institution ……………………………. Urban/Rural

Type of Management: Government / Private

## *INSTRUCTIONS*

 This is a questionnaire to find out the difficulties faced by secondary school social studies teachers in the teaching of Geography. For each question, there are three responses – Yes, Partially, No. After reading each item carefully indicate your responses by putting a tick mark in the relevant box. You are requested to read each item carefully and to indicate your responses freely and honestly for the success of this study. Your responses will be kept confidential.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | Partially | No |
| 1. | Do you feel that school library is sufficient for the collection of data required for the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 2. | Are you able to collect information required for the instruction of Geography from the school library? | 🞏 | 🞏 | 🞏 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3. | Are the books for learning Geography available in the school library? | 🞏 | 🞏 | 🞏 |
| 4. | Do learners get opportunity to utilise school library for learning Geography? | 🞏 | 🞏 | 🞏 |
| 5. | Are laboratory facilities for instruction of Geography available in your school? | 🞏 | 🞏 | 🞏 |
| 6. | Do you get chances to utilise the laboratory facilities for the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 7. | Can you organise field trips at proper time for the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 8. | Do you avail proper funding for field trips? | 🞏 | 🞏 | 🞏 |
| 9. | Do you find it difficult to develop observation skill in learner with regard to the learning of Geography by means of field trips? | 🞏 | 🞏 | 🞏 |
| 10. | Do you face any difficulty in assigning to the learners a report on the field trip after it? | 🞏 | 🞏 | 🞏 |
| 11. | Do you find any difficulty in assigning project in Geography when compared to other branches of social science? | 🞏 | 🞏 | 🞏 |
| 12. | Do the learners show reluctance to prepare project reports in Geography? | 🞏 | 🞏 | 🞏 |
| 13. | Do you find it difficult to conduct seminars, debates and discussion in the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 14. | Do you have self-confidence to make use of learning techniques such as projects, field trips, surveys and interviews in the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 15. | Are the teaching materials required to facilitate self-learning available to you? | 🞏 | 🞏 | 🞏 |
| 16. | Does the instructional aids available for you to teach Geography possess high quality | 🞏 | 🞏 | 🞏 |
| 17. | Have you got training to prepare working models necessary for the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 18. | There are a lot of opportunities to make use of maps, globes, pictures etc. in most of the units of Geography. Do you find it difficult to do so? | 🞏 | 🞏 | 🞏 |
| 19. | Do you find any difficulty in continuous evaluation based on the project reports, seminar papers, search reports, field survey reports, etc. in the new learner-centred curriculum? | 🞏 | 🞏 | 🞏 |
| 20. | Is the knowledge obtained through training programmes helpful for you in evaluating according to the new curricular system? | 🞏 | 🞏 | 🞏 |
| 21. | Is the teacher's hand book for teaching Geography available for you? | 🞏 | 🞏 | 🞏 |
| 22. | Is it possible for you to use the available teacher's handbook as your personal copy? | 🞏 | 🞏 | 🞏 |
| 23. | Are reference books recommended in the hand book available to you for the instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 24. | Do you find it difficult to plan and execute the curricular activities in Geography with the help of handbook? | 🞏 | 🞏 | 🞏 |
| 25. | Are the source books for the instruction of Geography available to you? | 🞏 | 🞏 | 🞏 |
| 26. | Do you feel that the new Geography syllabus is an overload to children? | 🞏 | 🞏 | 🞏 |
| 27. | Is the syllabus of Geography implemented in secondary schools sufficient to attain the aims of Geography teaching? | 🞏 | 🞏 | 🞏 |
| 28. | Do you find difficulty in the instruction of Geography because of the delay in revision and updating of curriculum without including contemporary facts? | 🞏 | 🞏 | 🞏 |
| 29. | Do you find any difficulty in teaching Geography because you don't have a degree in Geography | 🞏 | 🞏 | 🞏 |
| 30. | Do you think the time allotted for the instruction of Geography is sufficient for the new syllabus? | 🞏 | 🞏 | 🞏 |
| 31. | Does the training programmes help you to know more about Geography? | 🞏 | 🞏 | 🞏 |
| 32. | Is it possible for you to plan the learning activities in Geography in accordance with learning style and learning speed of the child | 🞏 | 🞏 | 🞏 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 33. | While teaching Geography do you find it difficult to link the learning experiences with previous knowledge? | 🞏 | 🞏 | 🞏 |
| 34. | Do you find it difficult to get important international, national and regional current issues needed for teaching Geography? | 🞏 | 🞏 | 🞏 |
| 35. | Do you feel that the pupil response is very low in Geography when compared to other branches of social science? | 🞏 | 🞏 | 🞏 |
| 36. | Do you find it difficult to teach Geography while linking it with other branches of social science? | 🞏 | 🞏 | 🞏 |
| 37. | Do you find it difficult to transact some technical terms in Geography to the learners? | 🞏 | 🞏 | 🞏 |
| 38. | Is it difficult to provide the learners with the materials required for learning Geography? | 🞏 | 🞏 | 🞏 |
| 39. | Does the presence of learners whose parents do not care for their study properly affect your instruction of Geography? | 🞏 | 🞏 | 🞏 |
| 40. | Do you think the present text book on Geography in secondary schools is adequate for the instruction of Geography? | 🞏 | 🞏 | 🞏 |

**APPENDIX I**

**FAROOK TRAINING COLLEGE, CALICUT**

**QUESTIONNAIRE ON DIFFICULTIES FACED BY SECONDARY SCHOOL TEACHERS IN TEACHING GEOGRAPHY (2005)**

**Dr. MUMTHAS N.S. ABDUL KHADER M.C.**

Sr. Lecturer in Education M.Ed. Student

Farook Training College Farook Training College

Name : ...................................................................................... Male / Female : ......................

Age : ............................... Educational Qualifications (specify the subject): ............................

Teaching Experience : ................ Years Marital Status : ............................................ Name of Institution : ............................................................................................Urban / Rural

Type of Management : Government / Private

**\nÀt±-i-§Ä**

 sk¡­dn kvIqfnse kmaq-ly-imkv{X A²ym-]-IÀ¡v `qan-imkv{Xw ]Tn-¸n-¡p-t¼mÄ t\cn-Sp¶ \_p²n-ap«v a\-Ên-em-¡p-¶-Xn-\pÅ tNmZym-h-en-bm-Wn-Xv. Htcm tNmZy-¯n\pw aq¶v {]Xn-I-c-W-§-fm-Wp-ÅXv þ "D­v', "`mKn-I-ambn', "CÃ' þ Hmtcm tNmZy-hpw {i²m-]qÀÆw hmbn-¨p-t\m-¡n-b-tijw \n§Ä tbmPn-¡p¶ {]Xn-I-c-W-¯n\p t\sc-bpÅ NXp-c-¯nÂ "✓' amÀ¡v tcJ-s¸-Sp-¯p-I. Hmtcm tNmZyhpw {i²m-]qÀÆw hmbn¨v Ah-sb-¡p-dn-¨pÅ \n§-fpsS {]Xn-I-cWw kzX-{´-ambpw kXy-k-Ô-ambpw tcJ-s¸-Sp¯n Cu ]T-\s¯ hnP-bn-¸n-¡p-hm³ kl-I-cn-¡-W-sa¶v A`yÀ°n-¡p-¶p. \n§-fpsS A`n-{]m-b-§Ä clkyambn kq£n-¡p-¶-Xm-Wv.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | D­v | `mKn-I-ambn | CÃ |
| 1. | kv¡qÄ sse{\_-dn, `qan-imkv{Xt\_m[-\-¯n\m-h-iy-amb hnh-c-ti-J-c-W-¯n-\p-X-Ip-¶-Xmbn \n§Ä¡v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 2. | \n§Ä¡v kvIqÄ sse{\_-dn-bnÂt¸mbn `qan-im-kv{X-t\_m-[-\-¯n-\m-h-iy-amb hnh-c-§Ä tiJ-cn-¡m³ Ign-bm-dpt­m? | 🞎 | 🞎 | 🞎 |
| 3. | Ip«n-IÄ¡v `qan-im-kv{X-]-T-\-¯n-\p-X-Ip¶ klm-b-I-{K-Ù-§Ä kvIqÄ sse{\_-dn-bnÂ e`y-amtWm? | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | D­v | `mKn-I-ambn | CÃ |
| 4. | kvIqÄ sse{\_dn `qan-im-kv{X-]-T-\-¯n-\p-X-Ipw-hn[w D]-tbm-Kn-¡m³ I«n-IÄ¡v Ah-kcw e`n-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 5. | `qan-im-kv{X-t\_m[-\-¯n-\m-h-iy-amb em\_v kuI-cy-§Ä \n§-fpsS kv¡qfnÂ e`y-amtWm? | 🞎 | 🞎 | 🞎 |
| 6. | `qanimkv{Xt\_m[-\-¯n-\p-X-Ipw-hn[w \n§Ä¡v em\_v kuI-cy-§Ä {]tbm-P-\-s¸-Sp-¯m³ Ah-kcw e`n-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 7. | `qan-im-kv{X-t\_m[\-¯n\v klm-b-I-amb ^oÂUv{Sn-¸p-IÄ bYm-k-a-b¯v \S-¯m³ Ign-bm-dpt­m? | 🞎 | 🞎 | 🞎 |
| 8. | ^oÂUv{Sn-¸n\v Bh-iy-amb ^­v e`n-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 9. | ^oÂUv{Sn-¸n-eqsS `qan-im-kv{X-]-T-\-hp-ambn \_Ô-s¸-«v, Ip«n-I-fnÂ, \nco-£-W-]m-Shw hfÀ¯p-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 10. | ^oÂUv{Sn-¸n-\p-tijw ^oÂUv{Sn¸v dnt¸mÀ«v Ip«n-IÄ¡v Hcp ]T-\-{]-hÀ¯-\-ambn \ÂIp-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 11. | aäp kmaq-ly-im-kv{X-im-J-Isf At]-£n¨v `qan-im-kv{X-¯nÂ s{]mPIvSv sImSp-¡p-t¼mÄ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 12. | `qan-im-kv{X-¯nÂ s{]mPIvSv dnt¸mÀ«v X¿m-dm¡p-¶-XnÂ Ip«n-IÄ hnap-JX ImWn-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 13. | `qan-im-kv{X-t\_m-[-\-¯nÂ skan-\mÀ, kwhm-Zw, NÀ¨ XpS-§n-bh \S-¯p-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 14. | s{]mPIvSv, ^oÂUv{Sn-¸v, kÀth, A`napJw XpS-§nb ]T-\--X-{´-§Ä `qan-im-kv{X-t\_m-[-\-¯nÂ {]tbm-Kn-¡m-\m-h-iy-amb Bß-hn-izmkw \n§Ä¡pt­m? | 🞎 | 🞎 | 🞎 |
| 15. | kzbw ]T-\s¯ t{]mÕm-ln-¸n-¡p¶ ]pXnb ]mTy-]-²-Xn-bnÂ \n§Ä¡m-hiy-amb A²ym-]-\-km-a-{Kn-IÄ e`n-¨n-«pt­m? | 🞎 | 🞎 | 🞎 |
| 16. | `qan-im-kv{X-t\_m-[-\-¯n\v \n§Ä¡v e`y-amb A²ym-]\ kma-{Kn-IÄ th­{X KpW-\n-e-hm-c-ap-Å-XmtWm? | 🞎 | 🞎 | 🞎 |
| 17. | `qan-imkv{Xt\_m[-\-¯n\v AXym-h-iyw-th­ hÀ¡nwKv tamU-ep-IÄ kzbw \nÀ½n-¡m-\pÅ ]cn-io-e\w e`n-¨n-«pt­m? | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | D­v | `mKn-I-ambn | CÃ |
| 18. | `qan-im-kv{X-¯nÂ an¡ bqWn-änepw am¸v, t¥m\_v, Nn{X-§Ä XpS-§n-bh D]-tbm-K-s¸-Sp-¯m³ km[yX Gsd-bm-Wv. F¶mÂ Ch D]-tbm-K-s¸-Sp-¯n-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 19. | hnZymÀ°n-tI-{µo-Ir-X-amb ]pXnb ]mTy-]-²-Xn-bnÂ s{]mPIvSv dnt¸mÀ«v, skan-\mÀ t]¸À, At\z-jW Ipdn-¸p-IÄ, ^oÂUv kÀtÆ dnt¸mÀ«v XpS-§n-b-h-bpsS ASn-Øm-\-¯nÂ XpSÀ¨-bmbn aqey-\nÀ®bw \S-¯p-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 20. | ]cn-io-e-\-]-cn-]m-Sn-I-fnÂ\n¶pw In«p¶ Adnhv ]pXnb ]mTy-]-²-Xn-b-\p-k-cn¨v aqey-\nÀ®bw \S-¯m³ klm-bn-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 21. | `qan-im-kv{X-t\_m-[-\-¯n\v Bh-iy-amb A²ym-]-I-k-lmbn e`y-amtWm? | 🞎 | 🞎 | 🞎 |
| 22. | e`y-am-bn-«pÅ A²ym-]-I-k-lmbn \n§-fpsS t]gvk-WÂ tIm-¸n-bmbn D]-tbm-Kn-¡m³ Ign-bm-dpt­m? | 🞎 | 🞎 | 🞎 |
| 23. | A²ym-]I klm-bn-bnÂ \nÀt±-in-¨n-«pÅ d^-d³kv \_p¡v `qan-im-kv{X-t\_m-[-\-¯n\v \n§Ä¡v e`y-amtWm? | 🞎 | 🞎 | 🞎 |
| 24. | A²ym-]-I-k-lmbn D]-tbm-Kn¨v `qan-im-kv{X-¯nse ]T\ {]hÀ¯-\-§Ä Bkq-{XWw sNbvXv \S-¸m-¡p-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 25. | \n§Ä¡v `qan-im-kv{X-t\_m-[-\-¯n-\m-hiyamb Source BookþIÄ e`y-amtWm? | 🞎 | 🞎 | 🞎 |
| 26. | ]pXnb `qan-imkv{X kne-\_kv Ip«n-I-fnÂ Aan-X-`mcw Df-hm-¡p-¶-Xmbn tXm¶n-bn«pt­m? | 🞎 | 🞎 | 🞎 |
| 27. | sk¡-­dn kvIqfpI-fnÂ \ne-hn-epÅ `qan-imkv{X kne-\_kv Ip«n-I-fnÂ `qan-im-kv{X-]-T-\-¯n-eqsS t\Sn-sb-Sp-¡m-\p-t±-in-¨n-«pÅ e£y-§Ä t\Sn-sb-Sp-¡m³ ]cym-]vX-ambn tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 28. | kne-\_kv ]p\:]cn-tim-[\ sshIp-¶Xvaqew Imen-I-{]-k-à-amb Imcy-§Ä kne-\_-knÂ DÄs¡m-Ån-¡m³ Ign-bm-¯-XvsIm­v `qan-im-kv{X-t\_m-[-\-¯nÂ \_p²n-ap«v A\p-`h-s¸-Sm-dpt­m?  | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | D­v | `mKn-I-ambn | CÃ |
| 29. | `qan-im-kv{X-¯nÂ \_ncpZw CÃm-¯Xv `qan-im-kv{X-t\_m-[-\-¯nÂ \_p²n-ap-«mbn tXm¶n-bn-«pt­m?  | 🞎 | 🞎 | 🞎 |
| 30. | `qan-im-kv{X-t\_m-[-\-¯n-\-\p-hZn-¨n-«pÅ kabw ]pXnb ]mTy-]-²Xn A\p-k-cn¨v ]cym-]vX-ambn tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 31. | `qan-im-kv{X-s¯-Ip-dn¨v IqSp-XÂ Ad-nbm³ ]cn-io-e\ ]cn-]m-Sn-IÄ \n§sf klm-bn-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 32. | `qan-imkv{Xt\_m[-\-k-a-b¯v Ip-«n-bpsS ]T-\-co-Xn¡pw ]T-\-th-K-Xbv¡pw A\p-kr-X-ambn ]T-\-{]-hÀ¯-\-§Ä {Iao-I-cn-¡m³ \n§Ä¡v km[n-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 33. | `qan-imkv{Xt\_m[\ ka-b¯v A\p-`-hs¯ ap¶-dn-hp-ambn \_Ôn-¸n-¡p-¶-XnÂ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 34. | `qan-imkv{Xt\_m[-\¯n-\m-h-iy-amb Imen-I-{]-k-à-amb A´ÀtZ-io-b, tZio-b, {]mtZ-inI hnh-c-§Ä t\Sp-¶-XnÂ \n§Ä¡v \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 35. | kmaq-ly-im-kv{X-¯nsâ aäv imJ-Isf At]-£n¨v `qan-im-kv{X-]-T-\-¯nÂ Ip«n-I-fpsS {]Xn-I-cWw Ipd-hmbn tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 36. | `qan-im-kv{Xs¯ kmaq-ly-im-kv{X-¯nsâ aäp imJ-I-fp-ambn \_-Ô-s¸-Sp¯n ]Tn-¸n-¡p-t¼mÄ \_p²n-ap«v tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 37. | `qan-im-kv{X-¯nse Nne kmt¦-Xn-I-]-Z-§Ä Ip«n-I-fn-te¡v F¯n-¡p-¶-XnÂ \_p²n-ap-«p-Å-Xmbn tXm¶m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 38. | `qan-im-kv{X-]-T-\-¯n-\m-h-iy-amb ]T-\-km-a-{Kn-IÄ Ip«n-IÄ¡v e`y-am-¡p-¶-XnÂ {]bmkw A\p-`-h-s¸-Sm-dpt­m? | 🞎 | 🞎 | 🞎 |
| 39. | Ip«n-I-fpsS ]T-\-Im-cy-§-fnÂ th­{X {i²n-¡m¯ c£n-Xm-¡-fpsS a¡Ä ¢mÊnepÅXv \n§-fpsS `qan-im-kv{X-t\_m-[-\s¯ {]Xn-Iq-e-ambn \_m[n-¡m-dpt­m? | 🞎 | 🞎 | 🞎 |
| 40. | sk¡-­-dn-kvIq-fnÂ \ne-hn-epÅ `q-an-im-kv{X-]m-T-]p-kvXIw `qan-im-kv{X-t\_m-[-\-¯n\v ]cym-]vX-am-b-Xm-sW¶v Xm-¦Ä¡v tXm¶m-dqt­m? | 🞎 | 🞎 | 🞎 |