

Difficulties Confronted by Higher Secondary School Students in Mizoram

Dr. Lallianvungi, M.A(Edn), M.Phil(Edn), M.Ed, Ph.D (Edn)

Lecturer, Govt. Zemabawk H.S.S.

Email: maliani643@gmail.com

The study conducted in Mamit district tries to find out the difficulties confronted by higher secondary school students covering four (4) dimensions viz. health, language, personal and social. From the study, it was found out that 86.47 percentage of the subjects could not express their feelings and ideas in English. 69 percentage said that they could not follow when teachers speak fast in class teaching. 16.4 percentage were facing difficulty due to active involvement in church activities. 33.1 percentage of the subjects lack self-confidence. 38.1 percentage revealed that they did not receive support or assistance from friends in their learning. 16.4 percentage agreed that involvement and participation in church activities caused distractions in their learning. Teachers needed to adjust their speed of teaching in the class to keep and pace up with the level of the learners and to ensure students are able to keep up with the teaching process. The study also found out that it is a dire need to request the parents for giving more

time in their children's learning and give more co-operation in their studies.

Key words: Difficulties confronted, health, language, personal and social.

Introduction:

According to Education Commission (1964-1966), which is also known as Kothari Commission, "If this change on a grand scale is to be achieved without violent revolution (and even then it would still be necessary) there is one instrument only, that can be used "Education". Other agencies may help and can indeed sometimes have a more apparent impact. But the national system of Education is the people. It is not, however, a magic word to wave wishes into existence. It is a difficult instrument, whose effective use requires strength of will, dedicated work and sacrifice. But, it is a sure and tried instrument, which has served other countries well in their struggle for development. It can give the will and the skill, do so for India.

Mamit District - The Study Setting:

The present study undertaken in Mamit district is situated in the western part of Mizoram. It came into being as a district in the year 1997 with Mamit as its capital town. As per 2011 Census report, the percentage of literacy rate in the district is 85.96%. There were four (4) Higher Secondary Schools in the district with 230 students and thirty-four (34) number of teachers at the time of collection of data. The first high school in Mamit District was established at Kawrthah in the year 1956 and its first Headmaster was George L. Chawngthu (L). This school was upgraded into higher secondary school in 1996, the time when Mizoram has introduced the ten plus two (10+2) system of education.

Review of related literature:

Academic performance is the major indicator of an individual's potential, expertise and success is not an independent phenomenon, rather it is influenced by a number of factors, some of which are personal to the individual while others are located in the environment in which the learning takes place i.e. school and family. Home environment and other family characteristics constitute one of the most important factors that determined the achievement of a child in school. (Havighurot, 1963)

Today, as never before, India, needs educational institutions not only to guard its past but also to advance its future. "The destiny of India is now being shaped in the class-rooms". This is the assessment of situation by the first ever comprehensive commission (1964-66) on Indian Education, schools are to be the first class nurseries for the education of children in democratic citizenship which India needs to make its democracy permanently viable, efficient school administration is crucial to the success of democracy, some theory and philosophy will have to be evolved for guiding the educational administration process at all levels and to be clear about the objective so that we do not miss the target. (Kochhar, S.K.1970)

The learning process and teaching method need a new orientation from the Nursery level to the highest level. Greece used dialogues and debates as a part of the total system of education. The Chinese had examinations for selection of their civil servants as early as 200 B.C.

Amrit (LalVohra, Shita Ram Sharma.1990)

Miss Grace Owing, a pioneer in the field of early childhood education there are seven objectives of pre-primary schools. These are as follows: To provide healthy environment to the children like space,

fresh air, light and sun shine, to provide a healthy, happy and regular life, to provide continuous medical super-vision, to assist in the formation of healthy, to give opportunity for the development of different interests and skills of various kinds, to establish real unity between external environment and home life”.

(Jagannath Mohanty, Bhagyadhar Mohanty. 2002)

Teaching- learning process is influenced by the totality of the situation. Teaching learning is related to the life situations. Teachers can play an important role in facilitating learning when they take into account the needs of the learners. A learner needs the help of a teacher when he wants to learn any subject and to solve any problem. (Aggarwal, J.C. 2007)

Parents can contribute in diverse ways towards development outcomes of their children. More direct ways through which parent can influence academic performance of the children is through cognitive stimulation. (Tarun C. Dhall, Madhu Sahni, 2008)

Academic adjustment involves student's healthy adjustment to school or college environment. The class-room teacher plays the most strategic role in ameliorating the environment to bring about improved

adjustment of pupil. Raymond N. Hatch & Buford Stifle described the role of the class-room teacher in providing a healthy environment as one that would complement the adjustment process of each pupil. There is a close relationship between adjustment and education. Well-adjusted individuals prosper well in their educational endeavour. Those who have adjustment problems in schools and colleges will be related in their scholastic progress. Hence, teacher should ensure that their students adjust well to the academic environment of the school. (Najma Unnisa, 2011).

Statement of the Problem:

‘Difficulties Confronted by Higher Secondary School Students in Mizoram’.

Objective of the Study:

To identify the difficulties confronted by higher secondary school students in Mizoram with reference to health, language, personal and social areas.

Methodology and Procedure

Descriptive survey method was used for collection of data.

The investigator personally went to the respective schools and request permission from the principals for collecting the data. After taking the necessary permission, the problem check-list was administered to

students of Govt. Higher Secondary School, Mamit, Govt. Higher Secondary School, Kawrthah, West Phaileng Higher Secondary School and Zawlnuam Higher Secondary School.

Population:

The population of the study comprised of all the students of higher secondary schools in Mizoram.

Sample:

Students from four (4) higher secondary schools including two hundred and forty (240) participants from four (4) higher secondary school students in Mamit district comprised the sample of the study.

Tool employed for data collection:

Problem check-list prepared by the investigator was used for studying the four (4) dimensions viz. health, language, personal, social.

Data analysis and Interpretation of the study:

The data obtained from four (4) higher secondary school students were analysed on the basis of the responses using the indices Agree, Disagree and Undecided. The number of responses for each variable taken in raw scores were converted into percentages for establishing their relation to the learning environment. The obtained results were shown in the following tables:-

Table: 1 Problems of Health

S/N	Particulars	Agree	Disagree	Undecided
1.	Health problems	28.9%	63.2%	7.7%
2.	Health of family members	13.5%	74.8%	11.5%
3.	Vision problems	26%	66.1%	7.7%
4.	Hearing problems	8.6%	88.4%	2.8%

The above table:1 which is related to the health problems of the participants indicated that 28.9 percentage of respondents were affected in their learning due to personal health problems. 13.5 percentage were found to have difficulty in the health of their family members, 26 percentage had vision problems and 8.6 percentage of participants were found out to have hearing problems which could affect their learning.

Table: 2 Problem with Language Usage

S/N	Particulars	Agree	Disagree	Undecided
1.	Ability of self-expression	86.47%	10.4%	3.13%
2.	Study of Mizo vernacular	74.3%	14%	11.59%
3.	Modulation of voice (speed and clarity)	69%	23.1%	7.7%
4.	Writing ability	24.6%	63.7%	11.5%

Table:2 is related to problems with language usage. From the table, it was found out that 86.47 percentage of students could not express their feelings/ideas in English. 74.3 percentage were fond of studying vernacular language, 69 percentage of the

subjects agreed that they could not follow the teacher's fast speed of teaching and 24. 6 percentage of respondents were having problems in their speed of writing as they could not speed up their writing ability.

Table: 3 Personal Problems

S/N	Particulars	Agree	Disagree	Undecided
1.	Self- confidence of students	33.1%	53.1%	13%
2.	Physical factors	11.1%	70%	18.8%
3.	Assistance received in studies	38.1%	51.6%	10.1%

Regarding the personal problems of the subjects as shown in table:3, 33.1 percentage of the participants lack self-confidence. 11. 1 percentage of the subjects had problems in their physical

appearance and 38.1 percentage revealed that they had not received support or assistance from their friends in their learning.

Table: 4Social Problems

S/N	Particulars	Agree	Disagree	Undecided
1.	Disturbance caused by local politics	6.2%	86.4%	7.2%
2.	Involvement in community Activities	25.1%	65.2%	9.6%
3.	Disturbance caused by local factors	12.5%	70.5%	16.9%
4.	Involvement in church Activities	16.4%	75.3%	8.2%
5.	Distractions caused by friends	18.3%	72.9%	8.6%
6.	Hostility and quarrel affect study	15.9%	75.3%	86.1%

Table: 4 indicated that 6.2 percentage of participants were disturbed in their learning by the noise from local politics, 25.1 percentage were having problems in learning due to involvement in community activities, 12.5 percentage were disturbed in learning by the community activities, 16.4 percentage of the participants were disturbed by involvement and participation in church activities. 18.3 percentage faced disturbance from friends during learning. 15.9 percentage were affected in studies by quarrelling made by their neighbours.

- 86.47 percentage of students could not express their feelings/ideas in English, 74.3 percentage were fond of studying vernacular language, 69 percentage of the subjects could not follow the teacher's fast speed of teaching and 24. 6 percentage of respondents were having problems in their speed of writing.
- 11. 1 percentage of the subjects were not happy in their physical appearance and 38.1 percentage did not receive support or assistance from their friends in learning.
- 6.2 percentage of participants were disturbed in their learning by the noise from local politics, 25.1 percentage were having problems in learning due to involvement in community activities, 12.5 percentage were disturbed in learning by the community activities, 16.4 percentage of the participants were disturbed by involvement and participation in church activities. 18.3 percentage faced disturbance from friends during learning. 15.9 percentage were affected in studies by quarrelling made by their neighbours.

Major Findings:

- 28.9 percentage of respondents were affected in their learning due to personal health problems, 13.5 percentage were affected by the health of their family members, 26 percentage had vision problems and 8.6 percentage of participants were found to have hearing problems which have affected in their learning.

Conclusion:

From the data obtained, the major issue lies in English language usage as students could not express whatever they want in English language. This creates tensions in their learning as except for one (1) vernacular language, all subjects are English medium. Besides, some students are too much involved in the church and community activities which hinders their study growth.

Recommendations:

- To inform students to take care of personal health and hygiene as well as to take medical check-up constantly.
- Practice the English language in the classroom and in the school premises in order to have exposure in the language.
- Teachers needed to adjust their speed according to the level and pace of the learners and ensure that students are able to keep up with the teaching activity.
- Request parents to spare more time for their children's learning and give more co-operation in their studies and restrict their child to keep aloof from the social activities during study.

4.

Limitations of the study:

The present study covers only the higher secondary school students in Mamit

district. Besides, some students were absent on the date of administering the test. It is desirable that all students could be presented during the test to get a wider and more extensive results.

References:

Primary sources

1. Personal interview with the parents/guardians.
2. Personal interview with the students.
3. Personal interview with the heads of institutions and teachers.
4. Problem check list circulated to the students.

Secondary Sources

1. Aggarwal, J.C. (1971): *The progress of education in free India*. Arya Book Depot. N. Delhi
1. Aggarwal J.C. (2007): *Principles, methods and techniques of teaching*. Pp-55,55.
- Albert, J. : *School in a changing society*. The Free Press, Collier. Mac Millan Ltd., London, New York.
- Anand, C.L. (1975): Role of education in the process of modernization. *Teacher Today*. Vol. XVIII (2)
- Anderson, R.H. (1966): *Teaching is a world of change*. Harcourt Brace of world. Inc. USS
5. Bakshi, G.L. (1977): *Towards better education*, Chord and Co. Ltd. N.Delhi

6. Dhall Tarun C, Madhu Sahni. *Academic performance of Elementary School Children of working and non-working mothers*. P.14.
7. Goswami, S.P: Kinship system of the Lushai. *Bulletin of the Anthropological Survey of India*. Vol. IX (2).
8. Hawla, V. *Mizo hnam chanchin*. Zosapte chanchin (1897-1968) Synod publication Board.
9. Hrangtiauva (1976): *History and culture of the Mizo's, Mizo chanchin*. Lalrinliana & Sons, Bara Bazar, Aizawl
10. Nghaklianmawia (2004): *Mamit district khaw hrang hrang chanchin'*
11. Lalbiakliana (1981): *Mizo zirna chanchin*, Social education wing. Education Department, Mizoram; Aizawl
12. Jagannath Mohanty, Bhagyadhar Mohanty (2002): *Early childhood care and education (ECCE)* Pp-4-7
13. Hemchand T .K. *Problems of secondary education*. Pp-137-140.
14. http://kidshealth.org/kid/health_problems/learning_problems/learning_disabilities.html/
- Jahitha Begum & Vakkil M. *Managing specific learning disabilities-role of teachers*. Pp.136-140.
16. Kochhar S.K. (1970): *School secondary administration*. Pp-6,7.
17. .M.L.Dhawan(2005): *Learners with special needs*. Pp-2-4.
18. Parijit Kotwal (2008): *Special education*. P -1.
19. Prem Kumar Jha, *Learning disabilities*. P-54.
20. Ralte Lalliani..*Special education for The exceptional children*. P-14
- Rashmi Agrawal, B.V.LN. Rao. *Learning disabilities, teaching learning strategies*.
22. Singh, R.P. (1976) :Indian Education Review. *A Research Journal* Vol. XI (3)
23. *Statistical hand book, Mizoram*. 1985.
24. *Statistical hand book of Mizoram*. 2011.
- Thanga L.B. (1975): *The Mizos, A Study in racial Personality*, United Publishers, Gauhati. P.5