

Issues and Challenges of Pre-School Teachers

Lalremruati*
F. Zonunmawii**
R. Lalthankhumi***

Abstract

Pre-school teachers frequently face high levels of stress and burnout due to factors such as inadequate resources, challenging work environments, and low compensation. Examining these issues can guide the development of policies and practices aimed at enhancing teacher well-being and improving retention rates. The quality of early childhood education is closely tied to the quality of teaching, highlighting the importance of addressing the challenges faced by pre-school teachers. Additionally, the lack of resources and support disproportionately impacts teachers in underprivileged areas. The study emphasizes the importance of having professionally educated teachers to ensure quality teaching. Furthermore, it suggests that children who receive pre-school education are better equipped to adjust to formal schooling, making pre-school enrolment crucial. The findings call for increased support and resources for pre-schools to improve the quality of early childhood education.

Keywords: *Pre-School Teachers, Early Childhood Care and Education (ECCE), Retention, Enrolment.*

Introduction:

Education is a ground-breaking instrument that has been utilized successfully to shape the general public and build up the nation by many countries in the world. Today's students are tomorrow's professionals. They were the human resource of the future that write the success story of the country in the years to come. Teachers play

*Lalremruati: MA student, Government Aizawl College. Email: ruattei040@gmail.com;
Ph: 9862420820

** F. Zonunmawii: Research Scholar, Department of Education, Mizoram University. Email: maw-imawii05@gmail.com, Ph: 7085881633

***Prof. R. Lalthankhumi: Professor, Department of Education, Government Aizawl College. Email: khumteiralte@gmail.com, Ph: 9436351712

an important role not only in shaping their career but also the future of the country. Teachers are their role models. Teachers educate and prepare them to bring the desired positive changes in the society. This was possible only if the teachers have been adequately equipped to educate others. It was therefore important to establish an effective teacher education program which equips the teacher with the essential knowledge and skills helpful in bringing the desired change among the students by the teachers. Teacher education was the core of education system of a country which determines the success of whole process of education (Sharma, 2019).

The quality of teachers is definitely one of the most important of all the factors that was required to improve the quality of education in India. No efforts or innovation in education can improve the quality of students unless the teachers are of good quality. Therefore, it is important to ensure a sufficient supply of high-quality candidates to the teaching profession and providing them with the best possible professional preparation. Quality of teachers mainly refers to the teachers' competency in the subject that he/she deals with, expertise to use methods and techniques of teaching, ability to understand learners' problems and the teachers' attitudinal makeup. The contents of pre-service teacher education programmed play a vital role in this context. The ability and attitude of teachers depend on the way any teacher education programmed is implemented.

Early Childhood Education (ECE) or Pre-School Education is a child-centred programmed and strictly warns teachers, parents and other caregivers about the risks of early formal learning. It follows a play-based developmentally appropriate programmed and focuses on the all-round development of the child by providing activities, experiences and opportunities for cognitive, language, social, emotional, physical and motor development. Under quality Early Childhood Education (ECE) programmed, age and developmentally appropriate activities related to different aspects of child development and school readiness were provided in an innovative and flexible manner to prepare young children for the primary grades in a stress-free, enabling and stimulating environment. Quality ECE was designed to improve later school performance and it targets the whole child.

Rationale of the Study:

Pre-school teachers often experience high levels of stress and burnout due to various factors like lack of resources, demanding work environments including low pay. Studying these issues can inform policies and practices aimed at improving teacher well-being, thereby enhancing retention rates.

The quality of early childhood education is directly linked to the quality of teaching. Identifying and addressing challenges faced by pre-school teachers can lead to improved teaching practices and better educational outcomes for children.

Also, challenges such as lack of resources and support disproportionately affect teachers in underprivileged areas. Studying these issues can help in developing strategies to ensure equitable access to high- quality early childhood education across different socio- economic groups.

Objectives of the Study:

- 1) To identify the number of teachers in pre-schools of Champhai.
- 2) To analyse the teachers' profile in pre-schools of Champhai.
- 3) To identify the issues and challenges faced by pre-school teachers in Champhai.

Methodology of the Study:

The investigator employed descriptive method for the conduct of the study. The survey comprised all pre-school instructors and anganwadi personnel in the district of Champhai, Mizoram. The sample includes 30 teachers and Anganwadi staff from Champhai.

The investigator employed a questionnaire for this investigation, visited the schools in person for the current study and obtained permission from the administration to gather the necessary data. The quantitative data obtained through the questionnaire was analyzed using percentage charts and frequency tables.

Analysis and Interpretation of Data:

Objective 1: To identify the number of teachers in pre-schools of Champhai

Table 1

Number of Teachers in Pre-Schools of Champhai.

Sl. No.	Name of Pre-School	No. of Male Teachers	No. of Female Teachers	Total
1.	Pris Ben School	0	2	2
2.	Kinder Joy, Pre School	1	3	4
3.	Hi- Kids Pre School	0	3	3
4.	Electric Veng, Anganwadi	0	2	2
5.	Bethel Veng, Anganwadi	0	2	2
6.	Tlangsam Centre-1, Anganwadi	0	2	2

7.	Venglai, Anganwadi	0	2	2
8.	Vengthlang, Anganwadi	0	2	2
9.	New Champhai Centre-1, Anganwadi	0	2	2
10.	Tlangsam Centre -2, Anganwadi	0	2	2
11.	Tlangsam Centre- 3, Anganwadi	0	2	2
12.	New Champhai Centre-2, Anganwadi	0	2	2
13.	Zotlmuang, Anganwadi	0	2	2
14.	Vengsang, Anganwadi	0	1	1
	TOTAL	1	29	30

Based on the table above, the investigator discovered that there are 29 female teachers and 1 male teacher, for a total of 30 teachers in pre-schools of Champhai.

Objective 2: To analyse the teachers' profile in pre-schools of Champhai.

Table 2

Teachers Profile in Pre-Schools of Champhai

Sl. No.	Name	Age	Designation	Educational Qualification	Year of Service
1.	Vanhminglawmi	37	Worker	BA	6-10
2.	Lalventhangi	58	Worker	HSLC	6-10
3.	Lalhmingengi	23	Teacher	B.Ed.	3-6
4.	Lallawmzuali	28	Teacher	HSLC	1year or less
5.	Marry Lalhruaitluangi	30	Teacher	B.Ed.	3-6
6.	Peniel Lalnunthangi	24	Teacher	B.A	3-6
7.	T.Lalhriatmawii	37	Helper	HSSLC	6-10
8.	R.Lalthanpari	40	Worker	HSLC	6-10
9.	K.Lalbiakthangi	52	Worker	HSSLC	6-10
10.	Lalngaihsaki	43	Helper	HSLC	6-10
11.	Laldingngheti	43	Teacher	B.A	14
12.	Jennie V.L.Chhanhimi	26	Teacher	HSSLC	3-6
13.	Lalngilneii	46	Helper	HSLC	3-6
14.	R.Lalawmpuii	26	Helper	HSLC	3-6
15.	Lalnunpuii	35	Helper	Class-8	3-6

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16.	Malsawmdawngliani	36	Worker	HSSLC	6-10
17.	Lalrinhlui	41	Helper	HSLC	6-10
18.	R.Lalawmpuii	34	Worker	B.A	6-10
19.	Lalawmawii Khiangte	33	Worker	HSLC	6-10
20.	Chalthangi	55	Helper	Class 8	6-10
21.	Lalbiakhlupuii	37	Helper	B.A	1 year or less
22.	T.Lalduhawmi	22	Teacher	HSSLC	1-2
23.	Lalthakimi	25	Teacher	HSSLC	2-3
24.	Robert.Zadeng	27	Teacher	HSSLC	2-3
25.	Lalramngaii	48	Helper	Class 9	2-3
26.	Rozirmawii	40	Worker	HSSLC	3-6
27.	Lalsangpuii	49	Worker	HSSLC	6-10
28.	J.Zomuanpuii	36	Worker	HSSLC	6-10
29.	Saidingpuii	23	Worker	HSSLC	1-2
30.	Lalramthangi Parte	39	Helper	HSLC	6-10

From Table 2, the investigator found out that among the total of 30 pre-school teachers in the district of Champhai, there are 5 teachers with B.A educational qualification, 9 with HSLC qualification, and 2 with B.Ed. degree, 11 with HSSLC qualification and 2 are class 8th passed and one with class 9th passed. The teacher's age ranges from 22-60 years with 1-14 years of experience.

Objective 3: To identify the issues and challenges faced by pre-school teachers in Champhai.

Table 3

Issues and Challenges Faced by Pre-School Teachers in Champhai

S/N	NATURE OF PROBLEM	CRITERIA										TOTAL	
		SD		D		N		A		SA		N	%
		f	%	f	%	f	%	f	%	f	%		
1.	Number of holidays received in a year is adequate.	2	6.7	8	26.7	9	30	9	30	2	6.7	30	100
2.	The teachers are kind and respectful towards each other.	0	0	0	0	10	33.3	11	36.7	9	30	30	100
3.	The teaching staff feels accountable and has a sense of ownership.	0	0	0	0	16	53.3	7	23.3	7	23.3	30	100

4.	The facilities of the school are well- maintained.	0	0	1	3.33	12	40	8	26.7	9	30	30	100
5.	Administrators of the school treats each staff with respect.	0	0	0	0	11	36.7	14	46.7	5	16.7	30	100
6.	The faculty and staff voluntarily work to support students with disabilities.	1	3.33	0	0	4	13.3	8	26.7	17	60	30	100
7.	The teachers at the institution are well-versed in their respective fields.	0	0	1	3.33	9	30	14	46.7	6	20	30	100
8.	There is enough staff at the school.	0	0	1	3.33	17	56.7	5	16.7	7	23.3	30	100
9.	Teachers and students ought to get along well with one another.	0	0	1	3.33	9	30	6	20	14	46.7	30	100
10.	The school provides sufficient nutrition for the students.	0	0	0	0	16	53.3	5	16.7	9	30	30	100
11	The physical infrastructure of the school meets statutory requirements.	0	0	1	3.33	10	33.3	8	26.7	11	36.7	30	100
12.	Lack of permanent staff disrupts the administration of the school.	0	0	1	3.33	11	36.7	10	33.3	8	26.7	30	100
13.	The pre-school curriculum enhances holistic development of each child.	0	0	0	0	2	6.7	9	30	19	63.3	30	100

According to statement 1, the investigator discovered that 6.7% of teachers expressed serious dissatisfaction with the number of holidays they received annually. 30% of people are satisfied about holidays they receive each year, while 26.7% are dissatisfied. 30% are satisfied 6.7% are very satisfied with the number of holidays they receive annually.

In response to statement 2, the investigator discovered that while 0% strongly disagreed that teachers should treat their children with respect and care, 33.3% were neutral, 36.6% were satisfied, and 30% were extremely satisfied.

The third statement revealed that 0% of the respondents strongly disagreed that staff members have a sense of ownership and responsibility. 53.3% disagreed, 53.3 % were neutral, 23.3% agree, and 23.3% strongly agree that staff members have a sense of ownership and responsibility.

According to statement 4, the investigator discovered that 0% of the facilities of the school are well- maintained and meet statutory requirements while 33.3 % strongly disagreed, 40% were neutral, 26.7% were satisfied, and 30% were extremely satisfied.

Based on the fifth statement, the investigator discovered that 0% of respondents strongly disagreed that school employees treat one another with respect while 0 % disagreed, 36.7% neutral, 46.7% agreed, and 16.7% strongly agreed that employees treat every staff with respect.

According to statement number six, the investigator discovered that 33.3% strongly disagreed in the staff who voluntarily assist students with disabilities, while 13.3% were neutral, 26.67% agreed, and 60% strongly agreed.

Based on the seventh statement, the investigator found that 0% strongly disagreed that the teachers are knowledgeable in their professions, while 3.33% disagreed, 30% were neutral, 46.7% agreed, and 20% highly agreed.

As per the findings of statement number 8, the investigator discovered that while 0% strongly disagreed that the school employs enough people, 3.33% disagreed, 56.6 were neutral, 16.7% agreed, and 23.3% strongly agreed.

The investigator discovered that, with regard to proposition number 9, 0% strongly disagreed, 3.33% disagreed, 30% were neutral, 20% agreed and 46.7% strongly agreed that teachers and students should get along well.

The investigator discovered that with regards to statement number 10, 53.3% express no opinion, while 0% strongly disagreed and 0% disagreed. Whereas 16.7% agreed and 30% strongly agreed that the school provides sufficient nutrition for the students.

0% of respondents strongly disagreed that the physical infrastructure of the school meets statutory requirements according to statement number 11. 3.33% do not agree, 26.7% agreed, 33.3% were neutral and 36.7% strongly agreed.

As per the 12th statement according to the investigator findings, 3.33% disagreed, 36.7% were neutral, 33.3% agreed, and 26.7% strongly agreed that lack of permanent staff disrupts the administration of the school.

According to statement number 13, the investigator discovered that 0% strongly disagreed, 6.7% were neutral, 30% agreed, and 63.3 strongly agreed that the pre-school program promotes each child's overall development.

The investigator determined that the teachers are dissatisfied with their remuneration and as a reward for their work they demand better pay. Also, the absence of regular employees and constant changing of provisional employees were found to disrupt the administration of the studied pre-schools. In order to support children's growth and enjoyment of food, the teachers also recommended improvement nutrition supplies. Additionally, the teachers proposed that the centre's calendar was similar to that of school calendar. Investigator additionally discovered that the educators want improved and consistent nourishment supplies, as well as better facilities for the centre.

Major Findings of the Study:

The major findings of the study are:

- 1) The investigator discovered that among the thirty pre-school teachers in Champhai district, 5 had a B.A degree, 9 had an HSLC certificate, 2 had a B.Ed. degree, 11 had an HSSLC qualification, 2 had completed the eighth grade and 1 had passed the ninth grade.
- 2) Pre-school teachers in Champhai had a total 1-14 years of experiences, and their ages ranged from 22 to 60.
- 3) Based on the current investigation, the investigator found that although instructors put in a lot of labour, their pay is quite low.
- 4) The investigation revealed that the major issues faced by pre-school teachers is insufficient nutrition and supplements.
- 5) Additionally, the investigator discovered that the pre-school teachers desired improved centre amenities.
- 6) The investigator also revealed that pre-school teachers aspire to have similar academic calendars as formal schools.

Discussion and Conclusion:

The study suggested that despite the critical role they play in early childhood development, pre-school teachers frequently receive lower salaries compared to other education professionals. This disparity can lead to high turnover rates and lack of long-term commitment to the profession. Many pre-schools face constraints in term

of educational materials, classroom supplies, and appropriate facilities. This lack of resources can hinder the delivery of high- quality education and impact the overall learning experiences of children. The teachers must have a professional educational degree to ensure quality teaching by qualified teachers. Students who have pre-school education can adjust easily to formal schools. So, the enrolment of children to pre-schools is deemed crucial by the study.

Early Childhood Education (ECE) teachers lay the foundation for lifelong learning. They help develop essential skills such as literacy, numeracy, and social- emotional abilities in young children. Teachers guide children in developing social skills, such as sharing, cooperation, and conflict resolution, which are vital for their future interactions. ECE teachers engage children in activities that stimulate cognitive development, such as problem- solving, critical thinking, and creativity.

Teachers often act as a bridge between children and their parents, encouraging parental involvement and supporting family engagement in the child's education.

Pre-school teachers play a pivotal role in the foundational development of children, yet they face numerous challenges that impede their ability to perform optimally. These challenges include overwhelming workloads that contribute to significant burnout, insufficient compensation that does not match the importance and intensity of their work, and a lack of professional development opportunities that stifles their growth and adaptation to new teaching methods. Classroom management issues, such as handling diverse student needs, behavioural problems, further add to their stress.

Resource limitations, such as inadequate educational materials and outdated technology, hamper the quality of education that can be delivered. Additionally, navigating through complex regulatory frameworks often leaves teachers feeling unsupported and undervalued by the educational system.

Finally, by addressing these multifaceted issues through comprehensive measures, the challenges faced by pre-school teachers can be significantly alleviated, leading to a more sustainable and effective early childhood education.

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