



Research Article

A STUDY OF PROBLEMS FACED BY TEACHERS IN TEACHING COMMERCE WITH SPECIAL REFERENCE TO MATERIAL & TASK AND SOME OTHER ISSUES

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ABSTRACT

The present paper is an attempt to highlight the issues and problems faced by teachers in teaching commerce with special reference to Material & Task and some other issues like enhancing the self knowledge and availability of resources in schools for teaching commerce effectively. The researcher adopts the descriptive survey design using simple frequency and percentage in analyzing data. Commerce teachers are randomly selected from 15 Senior Secondary Schools of Faridabad District of Haryana. The result shows the various issues faced by Commerce teachers in teaching commerce at senior secondary level.

Key words:

Commerce Education, Material and Task

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INTRODUCTION

In 1922 Lyon stated Commerce education as “Any education which a businessman has and which makes him a better businessman is for him a commerce, no matter whether it was obtained in the walls of schools or not”. The main purpose of commerce education is to provide knowledge about the commerce and to prepare the student for vocational commerce education is useful for students to understand the various aspects of Business environment. At present, commerce education is suffering from terminal diseases and there is a tremendous sense of frustration not only in the minds of students, but also in the minds of commerce teachers about future of this education. Commerce graduates and commerce colleges have grown in number in very significant way in the last few years. Every years thousands of students complete their graduation & post-graduation in Commerce. Most of them are unemployed and many remain underemployed. The reason behind this could be to lack of proper practical knowledge and skills. The main purpose of teaching Accountancy is to make the students understand the importance of book keeping its need and accuracy, neatness, orderliness, responsibility, honesty etc. And it becomes a big responsibility of commerce teachers to teach the commerce education in effective manner. And teachers have to cope up with new skills and training required for present commerce education.

Indian education industry lacks both in quality and quantity when it comes to administrative staffs and faculty members. Although the ways of education is witnessing a change, the old conventional situation of the education system has definitely not changed. Rigid curriculums and huge syllabus still characterize the educational scenario in India. Some of the greatest challenges are being posed by. Perhaps he is the only person who is expected to teach all the subjects. Like commerce, banking, entrepreneurship, business management or some time economics as compulsory subject even if he or she may be interested in accountancy;

REVIEW OF RELATED LITERATURE

Suraksha, Ritu, Deepak Bhatia (2013) mention that management education as a new branch of learning is highly appreciated. Unless and Untill commerce education is bought in professional right positioning an acceptance in Industrial and business sector. The cream of commerce education is being hijacked by ICWA, ICA, and ICS and so there is lack of trained teachers.

Yasmeen Hossain (2016) mention in his article that in India a teacher faced many issues, related with society, finance, teacher education programme, availability of resources etc. And these problems are not restricted to govt. or low cost private schools but also to posh international schools. And in our society, teaching is considered as low professional status.

Dr. Pravina pandya (2012), no preference given for Commerce graduate either in employment in admissions to professional courses like CA, CWA, CS, M.B.A etc. So Reserve people can not get advantage of that knowledge. And teachers faced the

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problem of lack infrastructure and inadequate teaching aids and lack of practical exposure both to the teacher and teaching methods.

Need and Significance

In India a teacher faced many issues, related with society, finance, teacher education programme, availability of resources etc. The importance of skill subjects in Commerce education is gradually being recognized. The problems faced by the commerce graduates and post-graduates are of a great concern for the students, academicians, business world and even for parents, as the students are only oriented towards classroom theoretical related skills, lack of communication skills, lack of IT knowledge and global scenarios etc. The cream of commerce education is being hijacked by ICWA, ICA, and ICS and so there is lack of trained teachers. And commerce teachers of senior secondary schools

Objective

1. To find out the problem faced by Commerce teacher with special reference to Material & Task
2. To find out the issues faced by Commerce teacher in enhancing their knowledge & skills
3. To find out the problem faced by teachers in teaching Commerce with special reference to availability of resources for commerce students.

Delimitations

1. Limited to Faridabad District of Haryana
2. Limited to CBSE Schools
3. Limited to Commerce teachers

RESEARCH METHODOLOGY

The study was carried out investigate issues faced by commerce teachers with special reference to material & task and some other issues. Accordingly descriptive survey method of research was used to conduct study.

Sample

For the Study, 15 Senior Secondary Schools are selected randomly from study area. To obtain information, 2 teachers from each school are randomly selected. So there should be 30 teachers. But due to lack of commerce teachers in the schools (approx. one in a school) researcher found only 20 teachers in 15 schools.

Tool

Self made questionnaire used by the researcher for data collection (includes closed and open ended questions both). A lot of information has been collected through personal interaction with the teachers.

Interpretation

1. How often field trip is organized for commerce students in your school?

Interpretation- According to 55.5 percent teacher that field trip organized for commerce students in school yearly. One trip in a year is a not sufficient for students.

Do you have relevant teaching aids available in the classroom? If not, suggest a few

Interpretation- According to 55.5 percent teachers they have relevant teaching aids in their classroom. But remaining teachers are not agreed with this. That means there is lack of teaching aids in our schools. No suggestions given by them, but few of them said they collected material from their own.

Which books do you refer to teach 'Commerce' in your school?

Interpretation-Maximum teachers used reference books for their teaching- learning process. For accountancy they used D.K.Goyal and Poonam Ghandhi and Subhash Day for Business Study. According to them NCERT books are not sufficient for exam point of view.

Do you have commerce lab in your school?

If yes –Equipped/not equipped,

Interpretation- There is no commerce lab in their schools according to 66.7 percent teachers. And 16.67 percent teachers not attempt this question. It is a big problem in effective and practical teaching –learning process.

--No. of lecture per week to use the lab-

Interpretation- Only 16.7 percent teachers used the commerce lab. And they used it once in a week. That is not sufficient for the effective teaching.

What is the mode of using Commerce lab?

-Individually -In Group -Whole Class

Interpretation- teachers, those used the commerce lab used the commerce lab in group.

What according to you is the need & purpose of 'Commerce laboratory'?

- For analyzing Case Studies
- Finding the problems & their solutions
- Problem solving
- To enhance awareness about the subject commerce
- Any other (Please mention)

Interpretation-According to 24 percent teacher commerce lab used to enhance awareness about the subject commerce, but 24 percent not answered of this question.

Do you give the projects other than the mandatory projects for students of commerce? If yes, how often and on what topics, please specify?

Interpretation- Only 42.1 percent teachers gave the projects other than mandatory projects. They gave the following topics-environment changes which affecting business operation, history of an entrepreneur, his/her record, types of account in bank and all banking transaction by filling opening bank account form, filling check, pay in slip, cash flow statement, international trade, forms of company, related with management and marketing.

What are the techniques of assessment followed by you for assessing the performance of the students? Give the names.

Interpretation- According to 78 percent teachers gave the answer of this question. They gave the name of some techniques which used by them to assess the performance of the students-class performance , class test, participation in class activities, assignments, practical questions on board,

Discussion, Teaching by students, quiz, Debate, oral test, case studies, presentation and question based lecture etc.

Do you find CCE relevant in the field of commerce? /Do you find CCE relevant for assessing the students of Commerce? Please specify

Interpretation-47.36 percent teachers did not found CCE pattern relevant in the field of commerce but they did not give any reason behind this, whereas approx 37 percent teachers found CCE pattern relevant in the field of commerce. They gave following reason behind this-it reduce stress of students by identifying learning progress at regular intervals and it also encourage specific abilities of students, student can understand all topic easily, it is a relevant in the field of commerce as it helps in finding out which students are doing improvement and how many of them are not getting the course effectively, it is relevant, if we plan better for assessment than it will fruitful. But they also specify that this pattern is not successful if student has to appear for competitive or university exam.

Do you think the language used in the text book is easily understandable by the students?

Interpretation- according to 75 percent teachers that language used in textbook was easily understandable by the students.

List some of your suggestions for improvement of commerce text book.

Interpretation- 75 percent teachers gave some suggestions to improve the books of commerce. Some suggestions are-should be updated with the changes in CBSE syllabus, use of more real life example, more indirect question answer should be involved, there should be some more relevant example to improve the quality of book, use more pictures and graph, heading should be in both language (Hindi & English), Also case studies given for self preparation, use the more construction approach, Include the real life situation.

Do you get time for reconstructing your knowledge or expanding your knowledge base through refresher course/FDP/others (please specify)

Interpretation- according to 53 percent teachers they did not find time to reconstructing/expanding their knowledge. But 47 percent teachers were in this favour. They reconstructed their knowledge by refresher course, fdp, self study material, internet sources, attend seminar conducted by various publishers for reconstructing knowledge,

1. Are Textbooks & other help books of commerce easily available in the market?

Interpretation-according to 100 percent teacher text books and help books of commerce are easily available in the market.

2. Do you think Commerce subject is interdisciplinary in nature? If Yes then give an example of few subjects.

Interpretation-According to 83.33 percent teacher commerce subject is interdisciplinary in nature as it include knowledge of economics, international trade etc. Like partnership & company of Business study (class-XI) are used in Accountancy (class-XII).

Findings

During the investigation researcher found the various issues which faced by commerce teachers during their teaching.

Maximum schools organized only one field trip for commerce students and according to teachers this is not sufficient for the students. And teachers have no power regarding this decision. Lack of teaching aids in the schools and those teachers used they arrange them by their own. Even their no commerce lab in maximum schools and if they have it used by teachers only once in a week. Maximum teachers only give the mandatory projects to the students.

Maximum teachers used reference books for their teaching-learning process. For accountancy they used D.K.Goyal and Poonam Gandhi and Subhash Day for Business Study. According to them NCERT books are not sufficient for exam point of view. And according to them reference books are more costly then NCERT.

Maximum teachers not found the CCE pattern relevant for Commerce teachers but they did not provide any reason but 37 percent teachers in favour of this with the reason that CCE is it reduce stress of students by identifying learning progress at regular intervals and it also encourage specific abilities of students, student can understand all topic easily, it is a relevant in the field of commerce as it helps in finding out which students are doing improvement and how many of them are not getting the course effectively. So it becomes difficult to decide to use the CCE.

According to maximum teachers commerce books needs lots of improvement so that students could get the proper teaching material in book and it will help teachers also in their teaching also Maximum teachers did not find time to reconstructing/expanding their knowledge. But few teachers try to enhance their knowledge by refresher course, fdp, self study material, internet sources, attend seminar conducted by various publishers for reconstructing knowledge, But trends change frequently in commerce so teachers have to reconstruct their knowledge.

CONCLUDING REMARKS /EDUCATIONAL IMPLICATIONS

Hence it can be concluded from the present research study that there are various issues related with teaching aids, books, evaluation system and faculty development program which affect the teaching of commerce teachers. This research recommends that proper teaching aids like commerce lab should be available for the teachers and should be used by them. According to research books related with business study and commerce need more improvement. Different evaluation method should be used by teachers according to mental ability of students to increase their learning and confidence. More power should be provide to commerce teachers by the schools regarding organizing field trip and some outer project. And schools have to provide different facilities to teachers regarding improve and enhance their knowledge according to day to day changes in commerce field through faculty development program, seminar, workshop etc. So they can provide better and latest information to the students.

Ethical Clearance- I declared that this paper is an original work based on my research study.

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Conflict of Interest- Nil

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