



Original Article

## Teachers' Concerns about Teaching – Learning Process

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Teachers are mainly concerned about education in general and specifically in teaching-learning process. There have been many studies on student teachers' concerns, but a very few on teachers' concerns about the teaching-learning process. According to their categorization of the teachers' concerns into three categories: self, task, and impact. Inservice teachers expressed more impact concerns than self- or task-related issues. While the current study aims to uncover the different concerns that teachers have, as well as how gender, teaching experience, and place of employment affect those concerns, it also seeks to understand how those concerns relate to one another. The sample for the study consisted of 37 teachers who attended the induction programme for Hindi PGTs working in Navodaya Vidyalayas from all over India. The 20-item checklist utilized in the survey approach is used to compile the teachers' concerns. The correlation test and the chi-Square test are statistical tests used for data analysis. Learning, achievement, curriculum, classroom management, and students' needs, motivation, and behaviour are the identified components of teachers' concerns. The study's findings showed that female teachers indicated more concern than their male counterparts, and that teachers' concerns were unaffected by their teaching background or their State of employment. Results indicated a significant positive association between classroom management and students' needs, motivation, and behaviour. This has the connotation that, regardless of the curriculum, a student's progress is determined by classroom management, which considers their needs, engagement, and efforts to play a part in the growth of the country. The study concludes that teachers are responsive to the attainment of the educational objectives they have established for themselves as teachers.

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## INTRODUCTION

Teachers' concerns are sometimes caused by increasing duties and shifting roles that are frequently brought about by the ongoing adoption of various educational initiatives, policies, and practises (Forlin, 1998). The concerns of teachers are vital to the accomplishment of innovations (Jongmans et al., 1998). Teachers' concerns are also particularly high at the informative, personal, and refocusing stages because of their recent extensive exposure to the integration of technology into the classroom (Liu & Huang, 2005). Since it is crucial to achieving educational goals, the problem of teacher concerns has drawn significant attention from scholars and teacher educators.

It is a noteworthy observation, especially for teacher educators, which Staton-Spicer and Bassett (1979) argue that self-concerns, task concerns, and effect concerns tend to differ. By identifying three levels of concern—"self-concern," "task concerns," and "impact concerns"—Fuller and Brown (1975) enhanced Fuller's (1969) concerns theory and helped teachers become more effective (Capel, 2001). This categorization of teachers' concerns includes three categories: impact concerns, self-concerns, and task concerns. Impact concerns are teachers' concerns about the results of their students, self-concerns are teachers' concerns about their own performance in the classroom, and task concerns are teachers' concerns about their daily teaching responsibilities, especially considering limitations like the large number of students in the class and a lack of resources (Christou et al., 2004). The concerns of new teachers are task- and self-centred. This result demonstrates that more experienced

teachers were less in need of knowledge and more confident in their capacity to handle the innovation than newer teachers, who were more interested in the self-concern stage (Christou, et al., 2004).

Further, Staton-Spicer and Bassett (1979) discovered that communication problems are a problem for all teachers, including current teachers, student teachers, and aspiring teachers. The study's findings revealed that prospective teachers indicated greater self-consciousness than student or in-service teachers, whereas student teachers expressed more task-consciousness than impact-consciousness. Additionally, student teachers stated more task than prospective or in-service teachers, whereas prospective teachers indicated more self than student teachers.

In addition, teachers' assessments of their pupils' performance in biology and chemistry remained low and consistent. Because they had a variety of focused concerns as they gained teaching experience and teachers' concerns about penalty did not increase (Cheung & Yip, 2004).

Time management, not being able to help every child realise their full potential, a lack of parent participation or problematic parents, and an excessive amount of testing or an emphasis on testing were the three main issues that teachers had to deal with (Mel, 2015). As opposed to this, Hannah (2022) discovered that teachers' top concerns include safety, talks about racism, equitable access, equity, and virtual learning.

Determining the concerns of teacher establishes the significance of teacher-pupil interaction. Hence, it is the most researched issue. Existing research

recognizes the critical role played by teacher who is concerned about his / her pupils.

The study's analysis of the literature reveals that a lot of research exists in the field of concerns of teachers. However, relatively few researchers have looked at concerns of teachers about the teaching-learning process, indicating that further research is needed in this area. The concerns teachers have about the teaching-learning process are the main subject of the current study.

The aim of the current study is to ascertain concerns of teachers about the teaching learning process. Teaching experience is the most important aspect in determining the evolving character of teaching concerns, according to Christou et al. (2004). It is now widely accepted that teachers' concerns affect how they interact with students and how they facilitate learning. However, it is still unclear what role gender, teaching background, and geographic location play in teachers' concerns. To ascertain the concerns of teachers regarding the teaching-learning process, the current study is being conducted. The research will try to respond to the following queries:

- What kinds of issues do teachers have with the teaching-learning process?
- Does a teacher's gender influence how concern they are about the teaching-learning process?

- Does their concern about the teaching-learning process change because of their teaching experience?
- Does their concern for the teaching-learning process depend on the State of their employment?
- How do various teacher concerns regarding the teaching-learning process relate to one another?

This study examines teachers' concerns regarding the teaching-learning process using empirical data from teachers.

**METHOD AND MATERIALS**

The study uses a survey methodology. By using the checklist, replies to instructors' concerns are gathered.

**Participants**

For one day, one of the authors served as a resource for the induction training for Hindi Post Graduate Teachers (PGTs) employed by Navodaya Vidyalayas all over India. Teachers have come from Telangana, Andhra Pradesh, Kerala, Karnataka, Lakshadweep, Pondicherry, and the Andaman and Nicobar Islands. The sample for the study consisted of 37 freshly hired teachers with one month to 24 months of classroom experience. *Table 1* provides the sample's specifics.

**Table 1: Demographic Description of the sample**

Demographic Description	Variables	Frequency	Percentages (%)	Total
Gender	Male	27	73.0	37 (100%)
	Female	10	27.0	
Teaching Experiences	1 to 6 months	6	16.2	37 (100%)
	7 to 12 months	30	81.1	
	More than 12 months	1	2.7	
State	Andhra Pradesh	10	27.0	37 (100%)
	Telangana	7	18.9	
	Andaman & Nicobar Islands	1	2.7	
	Lakshadweep	1	2.7	
	Pondicherry	1	2.7	
	Karnataka	12	32.4	
	Kerala	5	13.5	

It is clear from the above table that there are 37 teachers in the entire sample (27 male and 10 female). They have an average of 7 to 12 months of teaching experience. Most of the teachers are from the States of Andhra Pradesh and Karnataka.

**Data Collection Tool**

Authors adopted the teacher concerns checklist developed by Fuller and Borich (1992) in Borich (2014). The original instrument has 45 items; however, the authors have chosen 20 items (see table 2) that are pertinent to the study and are arranged into five categories. Learning, Curriculum, Achievement, Classroom Management, Student

Needs, Motivation, and Behaviour are some of them. With the consent of the participants and the relevant authority, the checklist was given out prior to the start of the session on teaching strategies. A 20-item checklist describing their concerns regarding a specific topic connected to the five areas was given to the participants. Not at all concerned, a little bit concerned, somewhat concerned, very concerned, or absolutely concerned were the responses; they were given a score of 1, 2, 3, 4 or 5 in accordance. So, the lowest score that can be achieved is 20, and the most score that can be achieved is 100.

**Table 2: Teachers’ Concerns Checklist**

Items	Category
Encouraging pupils to value education. Looking for other strategies to make sure pupils are learning the material. Whether pupils can put what they learn to use.	Learning
The curriculum's lack of flexibility. My capacity to make suitable lesson plans. The strict academic schedule.	Curriculum
Increasing the sense of accomplishment among students. Whether every pupil is performing to their potential. Recognising the causes of some students' sluggish progress.	Achievement
Having a class with too many students. My capacity to keep the right level of class control. Working each day with too many students.	Classroom Management
Identifying students' social and emotional needs. Challenging kids who lack motivation. Influencing students' behaviour. Addressing the requirements of various types of students. Recognising the psychological and cultural nuances that may influence the behaviour of my students. According to the requirements of various students. Encouraging intellectual and emotional development in students. Recognising the elements that influence student motivation.	Students’ needs, Motivation, Behaviour

Three items are preserved in the "Learning" category and three more on lesson plans and curriculum are placed in the "Curriculum" category. While the "Achievement" category contains three items concentrating on class composition, "Classroom Management" comprises three elements pertaining to student success and academic

development. The remaining eight items fall under the category of "Students' needs, Motivation, and behaviour" and deal with feelings, motivation, and psychological issues.

**Data Analysis**

Table 3 is a list of the responses to the first research question. The viewpoints are expressed in terms of frequency (f) and percentages (%). A checklist was scored 1, 2, 3, 4, or 5. Data analysis made use of statistical tests including the Chi-square test and Pearson product moment correlation. Using SPSS, all statistical procedures are completed.

**FINDINGS**

The study's conclusions are based on information received from Hindi PGTs who expressed issues regarding the teaching-learning process. According to the research questions, the results are discussed.

First research question was; What kinds of issues do teachers have with the teaching learning process? Table 3 presents descriptive statistic: mean (M) for the items and the number of teachers (N) who have answered all the items.

**Table 3: Distribution of Teachers' Concern about the teaching-learning process**

Items	1		2		3		4		5		M	Total
	f	%	f	%	f	%	f	%	f	%		
Value learning.	10	27.0	6	16.2	6	16.2	9	24.3	6	16.2	2.86	37
Curriculum.	5	13.5	17	45.9	2	5.4	7	18.9	6	16.2	2.78	37
Lesson plans.	9	24.3	16	43.2	2	5.4	4	10.8	6	16.2	2.51	37
Students' feelings.	6	16.2	5	13.5	10	27.0	10	27.0	6	16.2	3.13	37
Instructional routine.	17	45.9	9	24.3	3	8.1	4	10.8	4	10.8	3.16	37
Student potential.	2	5.4	13	35.1	12	32.4	5	13.5	5	13.5	2.94	37
My class.	17	45.9	9	24.3	3	8.1	4	10.8	4	10.8	2.16	37
Needs of students.	13	35.1	6	16.2	6	16.2	8	21.6	4	10.8	2.56	37
Unmotivated students.	5	13.5	7	18.9	10	27.0	11	29.7	4	10.8	3.05	37
Class control.	10	27.0	11	29.7	7	18.9	3	8.1	6	16.2	2.56	37
Students to behave.	17	45.9	6	16.2	2	5.4	4	10.8	8	21.6	2.45	37
Students' progress.	3	8.1	11	29.7	10	27.0	11	29.7	2	5.4	2.94	37
Different kinds of students.	6	16.2	10	27.0	5	13.5	5	13.5	9	24.3	3.02	37
Subject matter.	4	10.8	12	32.4	7	18.9	6	16.2	8	21.6	3.05	37
Students' behaviour.	9	24.3	8	21.6	7	18.9	5	13.5	8	21.6	2.86	37
Adapting to students.	7	18.9	7	18.9	10	27.0	7	18.9	6	16.2	2.94	37
Guiding students' growth.	5	13.5	8	21.6	6	16.2	5	13.5	13	35.1	3.35	37
Too many students.	7	18.9	7	18.9	7	18.9	5	13.5	11	29.7	3.16	37
Apply what they learn.	10	27.0	14	37.8	3	8.1	3	8.1	7	18.9	2.54	37
Motivate students to learn.	8	21.6	7	18.9	7	18.9	6	16.2	9	24.3	3.02	37

(Note: 1. Not at all concerned, 2. A little bit concerned, 3. Somewhat concerned, 4. Very concerned, or 5. Absolutely concerned; M: Mean Score)

The lowest expressed issue (M = 2.16; Table 3) is that there are too many students in my class. The most frequently voiced concern (M = 3.35) is how to support pupils' intellectual and emotional development. None of the eighteen items has the participants "very" or "Absolutely" concerned. Additionally, the table shows that participants have "somewhat" concern for item 6 while having "little" concern for items 2 and 3. The items 1, 4-5, 7-20 are of "no concern" to the participants.

Second research question was Does a teacher's gender influence how concerned they are about the teaching-learning process?

The "not concerned" and "little concerned" categories of replies were combined for the sake of computations, but the "somewhat concerned" group was left alone, and the "absolutely concerned" category was created by adding the "very concerned" and "absolutely concerned" categories.

As a result, the tables below have three categories of responses.

**Table 4: Chi-square results of Overall Teachers' Concern according to their gender**

Overall Teachers' Concern	Gender		Total	Pearson Chi-Square value	df	Sig.
	Male	Female				
Not concerned	7	2	9	6.676	2	0.036
Somewhat Concerned	17	3	20			
Absolutely Concerned	3	5	8			
Total	27	10	37			

\* $p < .05$

According to *Table 4*, the gender's overall concern has a chi-square value of 6.676, a degree of freedom of 2, and a significance level of 0.036, which is less significant than 0.05. As a result, it is interpreted that there is a notable difference in the replies of

male and female teachers to their general concern as teachers.

Third research question is; Does their concern about the teaching-learning process change because of their teaching experience?

**Table 5: Chi-square results of Overall Teachers' Concern according to their teaching experience**

Overall Teachers' Concern	Experience 1 to 6 months	7 to 12 months	More than 12 months	Total	Pearson Chi-Square value	df	Sig.
Not concerned	2	7	0	9	5.355	4	0.253
Somewhat Concerned	4	16	0	20			
Absolutely Concerned	0	7	1	8			
Total	6	30	1	37			

\* $p > .05$

According to *Table 5*, the experience with their overall concern has a chi-square value of 5.355, a degree of freedom of 4, and a significance level of 0.253, which is greater than 0.05 level of significance. Therefore, it may be concluded that there are no appreciable differences among the

teachers' reactions to their general concern, based on their experiences.

Fourth research question is: Does their concern for the teaching-learning process depend on the State of their employment?

**Table 6: Chi-square results of Overall Teachers' Concern according to their place of working (State)**

Overall Teachers' Concern	State AP	TS	AN	LA	PY	KA	KE	Total	Pearson Chi-Square	df	Sig.
Not concerned	2	2	0	1	0	2	2	9	10.476	12	0.574
Somewhat Concerned	6	5	1	0	1	5	2	20			
Absolutely Concerned	2	0	0	0	0	5	1	8			
Total	10	7	1	1	1	12	5	37			

\* $p > .05$

(Note: AP – Andhra Pradesh; TS – Telangana; AN – Andaman & Nicobar Islands; LA – Lakshadweep Islands; PY – Pondicherry; KA – Karnataka; and KE – Kerala)

According to *Table 6*, the State's overall concern has a chi-square value of 10.476. The degree of freedom is 12. The significance level is 0.574, which is higher than the 0.05 level of significance. Therefore, it may be concluded that there are no appreciable differences among the teachers' responses to their general concern as to their States.

Fifth research question is: How do various teacher concerns regarding the teaching learning process relate to one another?

**Table 7: Correlation of Various components of Teachers' Concern**

Components	1	2	3	4	5
1. Learning	1				
2. Curriculum	.503**	1			
3. Achievement	.596**	.313	1		
4. Classroom Management	.584**	.508**	.528**	1	
5. Students' Needs, Motivation & Behaviour	.610**	.494**	.566**	.682**	1

*Note: \*\*. Correlation is significant at the 0.01 level (2-tailed)*

According to *Table 7*, there is a significant positive high correlation between classroom management and students' needs, motivation, and behaviour, with  $r = .682$  ( $5 r > 8$ ) at the 0.01 level (2-tailed) level of significance, among the numerous components of teachers' concern. Following that there is a stronger positive high correlation between learning and students' needs, motivation, and behaviour, or  $r = .610$  at the significance level of 0.01. After that learning and achievement have a strong positive high association, with  $r = .596$  at the significance level of 0.01.

Then, there is a positive medium connection between the curriculum and students' needs, motivation, and behaviour, or  $r = .494$  at the significance level of 0.01. Finally, there is a positive medium correlation between curriculum and achievement, or  $r = .313$ , which is statistically insignificant.

**DISCUSSION**

There was no information on the relationship between teachers' concerns and location (State) in the literature study. The findings of the current study suggest that teachers' concerns are unaffected by where they work.

One intriguing observation is that teachers are completely focused on supporting kids' intellectual and emotional development, with no regard for the class's strength. Surprisingly, teachers' concerns over the rigidity of the curriculum and their capacity to create lesson plans received little attention. The survey also revealed an intriguing difference between the genders of the teachers, with female teachers expressing more general concerns regarding the teaching-learning process.

Then, at the 0.01 level of significance, there is a significant positive high correlation between learning and classroom management, or  $r = .584$ . The next finding is that there is a strong positive high correlation between achievement and students' needs, motivation, and behaviour, or  $r = .566$  at the significance level of 0.01. Then, at the significance level of 0.01 there is a strong positive high correlation between achievement and classroom management,  $r = .528$ . The strong positive high correlation between curriculum and classroom management is then present, with  $r = .508$  at the significance level of 0.01.

Later, there is a strong positive high correlation between curriculum and learning, or  $r = .503$  at the

In contrast to the study by Christou et al. (2004), which contends that experienced teachers' concerns differ from those of beginning teachers, a finding of

the current study indicates that teaching experience has no bearing on teachers' problems. While curriculum and accomplishment exhibit the least correlation, teachers' concerns about classroom management and students' needs, motivation, and behaviour have a substantial positive correlation. Research by Cakmak (2008), which found that "nearly all student teachers frequently pointed out their concern regarding classroom management" (p. 69) supports this finding. The other elements that have a strong positive relationship with one another are curriculum and learning, learning and achievement, classroom management and achievement, learning and classroom management, curriculum and students' needs, motivation, and behaviour, and students' needs, motivation, and behaviour and learning.

## CONCLUSION

In this study, we looked at how gender, teaching experience, geography (State, place of employment), and other aspects of the issues related to teachers' concerns about the teaching-learning process. The results unequivocally show that teachers care about students' intellectual and emotional development, regardless of class size. Additionally, concerns among teachers are influenced by place of employment and teaching experience, but not by gender.

This suggests that teachers may not have had any other choice than to be responsive to the attainment of the educational objectives they set for themselves while entering the teaching profession. These findings deepen our comprehension of the concerns teachers have about the teaching-learning process.

The results of this study have implications. First, it highlights the situations that require no or little concern and those that demand all the teachers' attention. Second, the association between different aspects of teachers' concerns. Thirdly, pay attention to the needs, motivation, and behaviour of the students because these factors are closely related to classroom management, which is the only sure-fire

way to achieve educational objectives. Fourth, the rigidity of the curriculum has no bearing on students' achievement.

Only the teachers' issues regarding the teaching-learning process have been looked at in this study. Future research must therefore concentrate on the smallest elements of the teaching-learning process and determine how they affect the results of learning. Additionally, research in this area would be very beneficial in understanding the relationships between the study's various components (learning, curriculum, achievement, classroom management, and students' needs, motivation, and behaviour) and their implications for preservice and in-service teachers' preparation for teaching.

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