# Exploring the problems faced by primary school students in Amravati block due to subject-wise learning:
# A survey study

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## Abstract:

Students acquire knowledge through both life and school. Learning through life is informal while learning through school is formal education. The knowledge gained from life is not divided into any subject compartments but the knowledge imparted in school is limited to various subjects. Knowledge is basically integrated. In school, however, knowledge is presented to students through impenetrable compartments of subjects. This method of education is called 'subject wise method of education'. Most of the primary school students experience various problems in studies due to the subject wise method. They mainly include the lack of continuity in the learning experience, learning in a mechanical way according to the school timetable, lack of life experiences in the learning process, lack of subject correlations, the same concept being presented in different ways in different subjects, etc. Subject wise education does not expose students to the integrated nature of knowledge, students feel that there is a gap between school learning and real life, students are unable to establish correlation between school learning and real life.

**Keywords :**Knowledge, life, school, students problems, subject-wise learning.

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**Introduction :**Learning is a lifelong process. Life is full of different experiences. The process of making sense of these experiences is continuous and learning happened through this process. Learning is an innate human tendency and life is a medium of learning. This natural learning through life is not divided into any subjects. Knowledge is not in the compartment of subjects. In

the ancient education system there was only one subject and it was 'Philosophy' which covered all subjects. A formal system set up for the acquisition of knowledge is a school. In this system the subject plans were prepared to accommodate the immense knowledge. However, it is observed that the mechanization of subject wise learning has increased. According to Leela Patil (2007), as a result of this mechanization of the education system, pieces of subjects move forward according to the timetable like pieces in a factory. This excess of mechanization prevents students from enjoying the natural nature of learning and knowledge. Sanjay Sonwani (2020) says, 'Students' education is not only done in schools but also through the surrounding. These two methods are not necessarily compatible. In fact, we should realize that the discord created by this makes the mental state of the students confused.'

According to Sylvia Warner (2011) 'the explosion of knowledge and the global competition have led to an increase in the scope of the curriculum.' The increasing number of subjects in subject-wise education has become a burden on students. In that too, many defects have been created in the subject-wise education system such as giving too much importance to some specific subjects and neglecting some subjects. Shivdutt Mishra (2012) states that 'dividing school programs into different subjects destroys the interrelationship between subjects and takes learning away from life.'

Subject wise education is a rigid system of education in which there is a subject wise timetable and the school hours run according to that timetable. What are the views of primary school students about this subject-wise learning? Does subject-wise learning present any difficulties to the primary school students? The researcher decided to undertake this research work to explore these questions.

**Title of the research problem :**Exploring the problems faced by primary school students in Amravati block due to subject-wise learning: A survey study

**Functional Definition in Research Statement:**

**Primary School Students :**Students who are studying in primary school are primary School students.

**Subject-wise learning :** Subject-wise learning is a learning where learning is imparted as per the syllabus of different subjects to achieve the goal of education.

**Amravati Block :**Among the 14 blocks of Amravati district of Maharashtra, one is Amravati block.

## Assumptions:

1. Education is imparted in a subject wise manner in primary schools.
2. Primary schools have subject-wise books and textbooks.
3. All subjects are compulsory in primary schools.

## Objectives:

I. To study students' opinions about subject wise learning.

II. To explore the problems faced by students in learning due to subject wise learning.

III. To explore the stress on students due to subject-wise learning.

## Scope:

1. Amravati Block was included in the present research.
2. Primary school students were included in the present research.

## Limitations:

1. The present research was limited to the rural areas of Amravati Block.
2. The present research is limited to the students of Marathi medium schools.
3. The present research was limited to students in Zilla Parishad establishments.
4. The present research was limited to students of grade 5.
5. The present research was limited to the academic year 2022-2023.

**Sample selection:** For sample selection, lottery method was adopted under random sampling method.

**Population:** The total number of students studying in grade 5 in primary schools of Marathi medium under the establishment of Zilla Parishad in Amravati block was 1150.

**Sampling:** The researcher decided to select a sample of 50% of the population for the present research. Accordingly, 575 students were selected from the population for research by lottery method.

**Methodology:** The present research was conducted by using a survey method in a descriptive research method.

**Tool:** 'Questionnaire for students' was used to collect the necessary information for the present research.

**Data Analysis:** The data obtained through the questionnaire was collected and analyzed. Numerical scale was used to interpret the data.

**Objective 1 :** To study students' opinions about subject wise learning.

The following questions were included in the student questionnaire in order to know the opinions of the students regarding subject wise learning. Responses were as follows -

**Table No. 1**

**Percentage of responses regarding first objective of study**

| Sr. | Question | Yes | No | Uncertain |
|-----|----------|-----|-----|-----------|
| 1 | Is learning according to a timetable a mechanical activity? | 79.65% | 3.65% | 16.70% |
| 2 | Does subject-wise learning hinders learning in a life-experiences way? | 71.65% | 8.35% | 20.00% |
| 3 | Has subject-wise learning made the nature of education 'subject-centered'? | 90.26% | 2.78% | 6.96% |
| 4 | In subject-wise learningof education only certain subjects gained importance? | 95.30% | 1.39% | 3.31% |
| 5 | Is subject-wise learning far from the original integrated form of knowledge? | 74.09% | 5.22% | 20.69% |

**Objective 2 :**To explore the problems faced by students in learning due to subject wise learning.

The following questions were included in the questionnaire to explore the problems faced by students in learning due to subject wise learning. Responses were as follows -

**Table No. 2**

**Percentage of responses regarding second objective of study**

| Sr. | Question | Yes | No | Uncertain |
|-----|----------|-----|-----|-----------|
| 1 | Do you face problems while rushing to learn different | 97.04% | 1.91% | 1.05% |

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|---|---|---|---|---|
| | subjects as per timetable? | | | |
| 2 | Do you find that there is a lack of continuity and correlation between the subject and the content of two consecutive periods? | 88.87% | 4.00% | 7.13% |
| 3 | Do you find that sometimes schools neglect that subject which is very interesting for you? | 90.26% | 5.74% | 4.00% |
| 4 | Does subject-wise learning make it impossible to make connections between school learning and real life? | 87.13% | 3.48% | 9.39% |
| 5 | Does subject-wise learning confuse you as the same concept is presented in different ways in different subjects? | 91.30% | 8.70% | 0.00% |

**Objective 3 :** To explore the stress on students due to subject-wise learning.

The following questions were included in the questionnaire to explore the stress on students due to subject-wise learning. Responses were as follows -

**Table No. 3**

**Percentage of responses regarding third objective of study**

| Sr. | Question | Yes | No | Uncertain |
|---|---|---|---|---|
| 1 | Do you find that every subject teacher emphasizes just his or her subject? | 100.00% | 0.00% | 0.00% |
| 2 | Do you have fear about any subject or subjects? | 95.03% | 1.04% | 3.65% |
| 3 | Do you feel stressed by the number of subjects? | 93.57% | 2.78% | 3.65% |
| 4 | Do you feel stressed during learning of any subject or subjects? | 89.04% | 8.00% | 2.96% |
| 5 | Do you think there is a need for fewer subjects in primary education? | 82.61% | 4.52% | 12.87% |

**Results and Discussions :**Interpretation was done based on the analysis. After interpretation, conclusions are drawn according to the objectives of the present research. It is as follows –

**Objective 1 :**According to most students, learning according to a timetable is a mechanical activity and subject-wise learning hinders learning in a life-experienced way. As per the opinion of most students, subject-wiselearning made the nature of education 'subject-centered' and only certain subjects gained importance. Also subject-wise learning is far from the original integrated form of knowledge.

**Objective 2 :**An analysis of the responses given by the students to the questions related to this objective shows that the students have to face some problems in learning due to subject-wise learning.  Most students face problems while rushing to learn different subjects as per timetable and they find that there is a lack of continuity and correlation between the subject and the content of two consecutive periods. As per most students, sometimes schools neglect that subject which is very interesting for them.  As per most students they can't establish a connection between school learning and real life learning. Most students confuse when the same concept is presented in different ways in different subjects.

**Objective 3 :** According to responses of students it can be said that subject-wise learning creates stress for students. Because all the students said that, every subject teacher emphasizes just his or her subject and according to most students they have fear about different subjects and they feel stressed by the number of subjects. Most students feel stressed during learning of different subjects and they think there should be less number of subjects in primary education.

**Conclusion :**According to most students in present subject-wise learning, all subjects do not have equal importance and every subject teacher emphasizes just his or her subject and a lot of students feel fear about some subjects. So it can be said that primary school students have to face some problems due to subject-wise learning.

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