

## CHAPTER – 1

### INTRODUCTION

#### 1.1 Introduction

Teacher is the backbone of any nation. The progress and development of a nation largely depends on its teachers because of their noble and massive contribution in nation building. As a profession it stands as the basis of the development in any country. Teachers have remarkable contributions in making and shaping each and every person of the society. Quality of education is determined by the quality of teachers (Kareem & Ravirot, 2014). Teachers are essential for the effective functioning of educational system and for improving the quality of educational processes. They are referred to as the people who instruct to provide the teaching learning process. Teachers are the main stay of the educational system (Afe, 2002 & Kiadese, 2011). The academic success or failure of a student largely depends on this factor of education. Kothari Education Commission (1964-66) has very rightly remarked, “of all the different factors which influence the quality of education and its contribution to nation development, the quality competence and character of teachers are undoubtedly the most significant”.

Teaching is one the most significant and visible professions of the world. All other professions in the society have their foundation in the profession of teaching. No education can be better than the quality of its teachers. Raising the standard of teaching requires a significant strengthening of teachers’ authority in the classroom. The principal goal of school education at any level is the attainment of academic excellence by the students. Although there are other secondary objectives, emphasis is placed on the achievement of excellence in education. The extent to which this goal can be actualized depends primarily on the teaching personnel. Teachers, like

employees in various organizations, are crucial in the actualization of goals and objectives of school education.

Success in any area of service particularly in education can be derived through continuous investment of hard work, efforts, skills and by adopting best practices. It has no upper limit. Education is an important factor for human development. It increases mental and physical capacity leading to increase in productivity which promotes human civilization. Education is the process of receiving or giving systematic instruction especially at school, college or university. Teaching is a noble profession, thus persons involved in it have to update their knowledge and continuously improve their teaching skills to be successful. Teachers who are skilled in communication, classroom management and appropriate discipline techniques create a positive learning environment. Teaching skills are continuously changing and teachers are expected to seek variety of tools that enable them to be effective in teaching.

Teaching should be effective which in turn creates great impact on learners to acquire sufficient knowledge. This will support them for their survival by being employed as well as responsible in their duties. An educational institution becomes a liability to the society, when it does not create required impact as expected and the real objective of student achievement is not achieved. It happens when the teaching learning process is ineffective.

Teacher effectiveness refers to the quality competence and ability of a teacher to teach effectively. Effective teaching involves a set of teaching behaviour which aims at bringing about desired changes in the students in an effective manner. A successful teacher becomes better and better when his/her actions are not based simply on intuition but on careful analysis, reflection and planning. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning, classroom management and especially the academic achievement.

Teacher effectiveness and student achievement are closely related. Numerous theorists and researchers have identified a variety of individual factors essential for facilitating students' achievement in terms of cognitive (thinking), affective (emotion/feeling) and psychomotor (physical) domains. Effectiveness in teaching depends on the ability of the teacher to establish personal rapport with the pupils in an inter-personal relationship. There is another assumption that the effective teacher is the one who is, to some degree, satisfied with teaching as a profession i.e., his attitude towards profession.

An effective teacher is described as one who is able to perform successfully the tasks that are expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the proper communication of these traits through behaviour. Teachers are the role models for the students and great potential to influence students, both positively and negatively, through their professional qualifications and personality traits. Personality traits contribute to the quality of a teacher. In the broad sense teacher effectiveness is used, to mean the collection of characteristics, competencies, and behaviour of teacher at all educational levels that enable students to reach desired outcomes. This may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. An effective teacher shares some common characteristics like sense of humour, positive attitude, emotional maturity, high expectations, consistency, fairness and flexibility.

The present study is an attempt of the investigator to study the influencing factors of teacher effectiveness of Catholic Missionary Schools in the state of Nagaland.

## **1.2 Meaning of Teacher Effectiveness**

Teacher effectiveness refers to the effectiveness of teacher in teaching. Teaching is considered as a process of imparting knowledge, skills and attitude in order to bring about desirable changes in the students. The primary goal of teaching is to ensure that meaningful learning occurs. The teacher is said to be effective when this goal is achieved. Teacher effectiveness is a very important aspect of education since it helps the student learning as well as enhancing the students' academic performance and achievement. Effective teaching does not occur by chance by a teacher. In fact "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher" (McKeachie, 1997). An appropriate positive change in the instructional practices of the teachers will improve student learning. Richard Elmore (2009) rightly said, "To improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it"

Article I of UNESCO (United Nations Educational, Scientific and Cultural Organization) World Declaration on Education for all 1990 spoke of meeting basic learning needs. It stated that the primary education must be universal and it should ensure that the basic learning needs of children are met. Basic needs of learning are defined in terms of learning tools, content that require for the people to survive, to live and work with dignity, to improve the quality of their lives, to make informed decisions, and to continue learning. At the same time the quality of education may suffer due to lack of qualified teachers, lack of implementation of teaching learning process, lack of self evaluation and lack of students with proper motivation. Education for all is well, but good quality education is questionable at all levels.

Teachers and instructions are a set of complex factors that have an impact on student learning. The fundamental truths in education is that the knowledge, skills, aptitudes, attitudes and values of a particular teacher influence the knowledge, skills,

aptitudes, attitudes and values of the students. Teachers are expected to create conditions that increase the likelihood in which students put forth the time and effort needed to learn what their teachers intend them to learn, and that is teacher effectiveness.

Effective teachers are those who achieve the goals which they set for themselves. There is a distinction between 'teacher competence' and 'teacher performance'. The possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance'. 'Teacher competence' and 'teacher performance' with the accomplishment of teacher goals, can be called 'teacher effectiveness'.

There is an assumption that effective teachers tend to be aware of and actively pursue goals. These goals, in turn, guide their planning and interactions with students. This assumption does not mean that effective teachers are always aware of goals; in fact, awareness is particularly likely to be lacking when goals have been established for teachers by others. These 'goals established by others' are referred to as 'standards'. They are externally imposed goals that indicate what students should know and be able to do as a result of the instruction of teachers.

Teaching is an intentional and reasoned act. Teaching is intentional and purposeful acts which primarily facilitate learning. Teaching is reasoned because what teachers teach their students is judged by them and vice versa. Teacher effectiveness implicates that the vast majority of teachers' goals are, or should be, concerned either directly or indirectly with their students' learning. It can be rightly said that no teacher is effective in every aspect of their profession. For example a teacher may be highly successful in teaching reading comprehension of students while struggling to teach them the elements of problem solving in mathematics. Likewise another teacher may be quite able to teach poetry to the students, but has some difficulty in teaching them how to interpret the symbolism in a series of novels. Thus, the degree to which a

given teacher is effective depends, to a certain extent, on the goals being pursued by that teacher.

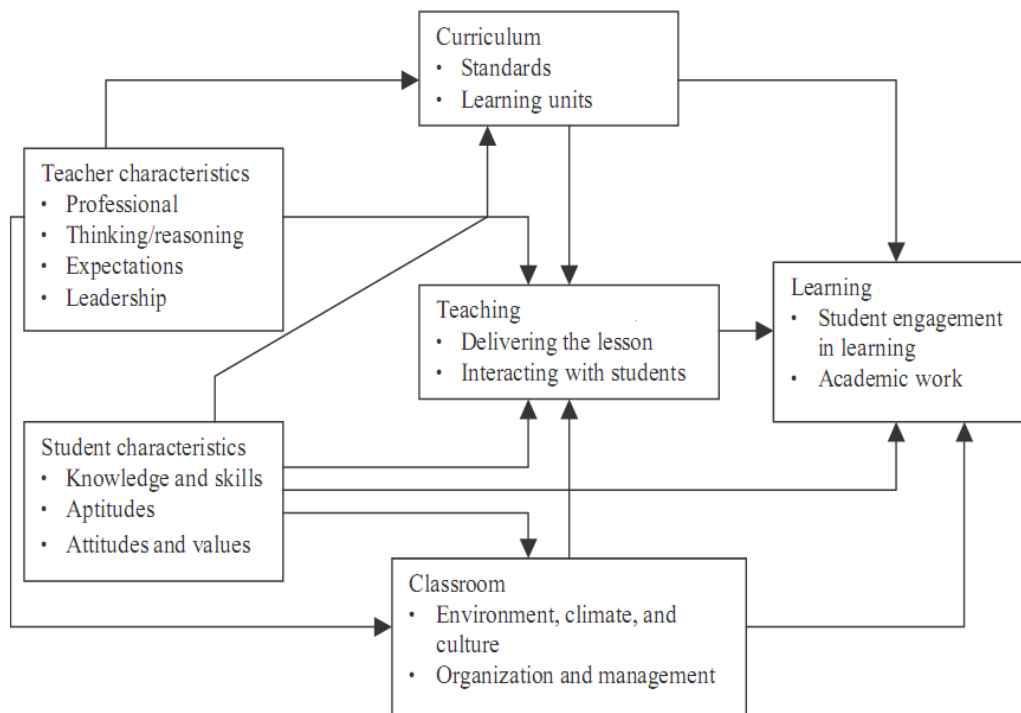
It can be further said that effectiveness does not stem from rigid adherence to a standard set of activities, methods or strategies in all situations, rather teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals. An effective teacher is one who quite consistently achieves goals 'be they self-selected or imposed' that are related either directly or indirectly to student learning. If the teaching skills and knowledge of subject matter are considered symbols of effective teachers, then they are viewed as being masters of subject they teach, having ability to clarify ideas, able to establish relationships with students and colleagues, able to elicit maximum participation of students, creative, and reasonable.

To give further enlightenment to the concern of this study, it is but necessary to define teacher effectiveness. "The term teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes" (Hunt, 2009). Awofala (2012), claimed that teacher effectiveness is synonymous to individual teacher's performance. Hunt further claims, "teacher effectiveness is encompassed in knowledge, attitudes, and performance" (Hunt, 2009).

Teacher effectiveness is important because the "effectiveness of every teacher is the life of every educational institution" (Rao & Kumar, 2004). Anderson (1991) stated that "... an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students". Dunkin (1997) defined teacher competence as, "the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching." He considered that 'teacher effectiveness' is a matter of the degree to which a teacher achieves the desired effects upon students.

### 1.3 Conceptual Model/Framework of Teacher Effectiveness

Raju Parihar (2014) spoke of conceptual model/framework of teacher effectiveness. A conceptual model is a model which represents a system, made of the composition of concepts which are used to help people to know, understand, or simulate a subject the model represents. A conceptual framework of teacher effectiveness can be considered as a model of teacher effectiveness that includes the key concepts of it and to understand the relationships between and among these concepts.



**Figure-1.1: Shows the Conceptual Model/Framework of Teacher Effectiveness**

Source: Raju Parihar, (2011), Concept of Teacher Effectiveness, "Teacher is a student forever in his career", Nursing Education. <https://pariharraj.wordpress.com/2011/01/24/concept-of-teacher-effectiveness>.

The conceptual model of teacher effectiveness contains six concepts such as teacher characteristics, student characteristics, curriculum, teaching, classroom, and learning. Teacher characteristics are professionalism, thinking/reasoning, expectations and leadership. Professionalism is distinguished by commitment, confidence and trustworthiness. Thinking or reasoning is distinguished by analytical thinking and conceptual thinking. Expectation is distinguished by drive for improvement, information seeking and initiative. Leadership is distinguished by flexibility, accountability and passion for learning. Student characteristics consist of three aspects such as knowledge and skills, aptitudes and attitudes and values.

Three concepts in the middle column of conceptual model are clearly alterable. These concepts are curriculum, teaching and classroom and they can be expected to result in increases or decreases in teacher effectiveness. As a consequence, policies related to these concepts are also quite likely to result in increase or decrease in teacher effectiveness.

The first concept (curriculum) includes the standards that define the intended student learning outcomes – the objectives. The curriculum also includes the learning units that are designed to help students achieve those standards (or objectives). The concept at the bottom of the second column in conceptual model is the classroom which includes the physical environment, the psychological environment (climate) and the socio-cultural environment (culture), as well as the ways in which both students and learning are organized and managed within these environments. Teachers set the tone for their classrooms, partly by establishing classroom rules and routines and engaging in preventive management behaviours. These rules, routines and behaviours, in turn, influence students' behaviour in the classroom.

The middle concept in the second column of conceptual model (teaching) consists of the ways in which teachers structure and deliver their lessons and the ways in which they interact, verbally and non-verbally with their students. The final concept in conceptual model is student learning. In contrast with student achievement, student



learning is a process. Achievement indicates what a student has learned (what he/she knows or can do) at a particular point in time. Learning, on the other hand, refers to changes in achievement over time. That is, if a student does not know something at the beginning of a unit, but does know it (and knows it quite well) at the end, he or she has learned. It implies that learning is a process; it is possible to gather some information about learning while it is occurring.

In conceptual model, the arrows indicate the direction of the expected influences between and among the concepts. Two types of influences are evident: direct and indirect. Arrows connecting adjacent concepts indicate hypothesized direct influences of one concept on another. For example, student learning is believed to be directly influenced by the curriculum, the teaching, the classroom and the students' characteristics. These are the four concepts which have arrows directly linked to student learning. Note that the remaining concept (teacher characteristics) is not believed to influence student learning directly, since there is no arrow linking these two concepts. Rather, teacher characteristics are believed to influence student learning indirectly by virtue of their direct influence on the curriculum, the classroom and the teaching. It is apparent therefore that teachers occupy an important place in the educational system of a country. No educational system can rise without the help of competent teachers. An effective teacher is the main factor of educational improvement.

#### **1.4 Qualities of Effective Teachers**

Effective teachers are marked by having many qualities that make the teaching effective. James H. Stronge, (2004) described a few qualities of effective teachers. They are mentioned below:-

a) Effective teachers set high expectations for their students. They inspire students by exhibiting deep knowledge and understanding on their subject matter. Effective teachers determine the appropriate objectives for students by some form of

differentiation, expecting different outcomes from students of varied ability. At a more sophisticated level teachers use an extensive repertoire of means of differentiation, so that they are able to cope more or less with the demands of individual differences among the students. Within these parameters, the effective teachers are relentless in their pursuit of standard of excellence to be achieved by all students, and in holding fast to this ambition.

b) Effective teachers have good planning of teaching by setting a clear framework and objectives for each class or lesson. An effective teacher is very systematic in the preparation and execution of each lesson. The lesson planning is done in the context of curriculum and longer-term plans by a structured approach beginning with a review of previous lessons, objectives and appropriate home assignment. Teachers often spend 5-10 minutes reviewing what students have learnt from it.

c) Effective teachers make use of best communication skills. Effective teachers are effective communicators. They present materials in simple steps with opportunities for students to practice. Each activity has clear and detailed instructions. They are marked by clarity in doing their works, achieving the objectives of the lessons and create the time to review objectives and learning outcomes at the end of each lesson.

d) Effective teachers employ variety of teaching strategies and techniques in and around the classroom. They apply a variety of teaching strategies and techniques to present information to the students with a high degree of clarity and enthusiasm. They apply a range of teaching approaches and activities designed to keep the students fully engaged and emphasis on learning by doing.

e) Effective teachers have a clear strategy for pupil management. A sense of order prevails in the classroom and students feel safe and secure. Student Management Strategy allows maximum time for students to be focused on tasks by maximizing the learning opportunity. Effective teachers exercise authority clearly and fairly from the

outset, and in their styles of presentation and engagement they hold the students' attention.

f) Effective teachers manage time and resources wisely. It is the effective management of students, time, resources and support promotes good behaviour and effective learning. Effective teachers achieve the management of allocating time fairly among the students. They start their lessons on time and finish with a succinct review of learning. It creates effective learning environments in which activities run smoothly, transitions are brief, and little time is lost in getting organized or dealing with disruptions.

g) Effective teachers employ a range of assessment methods and techniques to monitor students' understanding of lessons and work. They look for gains in learning, gaps in knowledge and areas of misunderstanding through their day-to-day activities with students. They also encourage students to judge the success of their own work and to set themselves targets for improvement.

h) Effective teachers bring analytical thinking in their work. Analytical thinking is the ability to think logically, breaks things down, and recognizes cause. Conceptual thinking is the ability to see patterns in behaviour and situations and, to adapt creatively and apply concepts, ideas and best practices. Effective teachers plan individual lessons, units and programs, work soundly based on data and evidence. They have a logical and systematic approach to the job by looking after the details in order to achieve success for all students.

i) Effective teachers seek updated information to share with students to bring desired result in them. They ask questions to get first-hand information for students. At threshold level teachers dig deeper to find out more about their students' needs and work out programs to convert them to be a potential performer. Outstanding teachers continually gather information from wider and more varied sources and use their own systems progressively to do so.

j) Effective teachers are leaders and create leaders. They get students on task, and give clear instructions about tasks by leading the group on routine bases to help them to be a leader and develop leadership skills. They keep students informed about how the task fits into the overall program of work, and provide feedback to students about their progress.

The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the very nature of his/her position. Teacher effectiveness includes efficacy in strategies of instruction, classroom management, inter personal relations, evaluation and feedback and other aspects related to teaching learning process. Teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teaches i.e. imparts knowledge or skills to the learner. 'Effectiveness' can be said as the quality of being successful in producing an expected result.

There is a slight difference between the terms 'effectiveness in teaching' and 'teacher effectiveness'. 'Effectiveness in teaching' implies the effectiveness of teaching within a given unit, where as the term 'teacher effectiveness' refers to individual teacher performance. Teacher effectiveness is an indistinct concept as no universally acceptable formula can be given to define 'an effective teacher'. One should ask questions like, what makes teachers effective? What are the qualities and characteristics of effective teachers? How can these qualities be identified? These questions remain unanswered satisfactorily even after several years of research in this area.

Effectiveness in teaching could be considered only in relation to effective learning. Saljo (1979) suggested that academic learning can be judged qualitatively as an increase in knowledge and utilization of facts and methods in real situations. Most studies emphasized that for an effective teacher, qualities such as knowledge of subject matter, skills in instruction and personal qualities are useful when they work with students. When more importance is given to personal qualities, effective teachers are described as energetic enthusiastic, imaginative, having a sense of humour etc.

Teaching skills and knowledge of subject matter are considered as qualities of effective teachers. Saljo (1979) further viewed that teachers as being masters of subject they teach, should have ability to clarify ideas, establish relationships and to elicit maximum participation of students.

### **1.5 Influencing Factors of Teacher Effectiveness**

Research studies have shown that there are many factors that influence teacher effectiveness of teachers. Cawley and Zimmaro (2000), conducted a study on ‘Student Evaluation of Innovative Teaching and Learning’. The findings of his study proposed six components for measuring teacher effectiveness such as well preparedness, clear objectives, clear communication, fair student teacher interaction, promote students participations and provide timely feedback.

George (2004), conducted a research on, ‘Identification of Certain Factors Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala’. His study was based on four factors affecting teacher effectiveness such as, personal dimensions, psychological dimensions, sociological dimensions and institutional dimensions. Mbijiwe (2011), in his study on ‘Factors Influencing Teacher Effectiveness: A Case of Secondary Schools in Meru Central District, Meru County, Kenya’ focused four factors of teacher effectiveness i.e. salaries and remuneration, working conditions, classroom conditions and motivation.

The present study has considered five influencing factors of teacher effectiveness such as (i) Preparation and Planning for Teaching, (ii) Classroom Management, (iii) Knowledge of Subject Matter, (iv) Teacher Characteristics and (v) Interpersonal Relations. These factors are illustrated in detail in the next chapter.

### **1.6 Profile of the State of Nagaland**

The state of Nagaland lies in the extreme North Eastern part of India. It is a fascinating state with picturesque land endowed with an enchanting landscape of green hills, valleys and rivers. This is a land of festivals and exotic charm and is bordered by

the states of Arunachal Pradesh in the North, Manipur in the South, Assam in the West and Myanmar in the East. Nagaland is basically a mountainous area and it remained untouched for many centuries during which the people were engaged in fierce head hunting expeditions in their hill-top villages. Nagaland was formally known as the 'Hill District of Assam' and was centrally administered by the President of India through the Governor of Assam till it was conferred the status of a state. "The interim body was dissolved on 30 November 1963 and the state of Nagaland was formally inaugurated on 1 December 1963 and Kohima was declared as the state capital. After elections in January 1964, the first democratically elected Nagaland Legislative Assembly was constituted on 11 February 1964".

Originally, the people of Nagaland belong to the Mongoloid tribe. "The term Naga refers to a group of Mongoloid tribes speaking Tibeto-Burmese languages who inhabit the mountainous region of the India-Burma frontier" (Syiemlieh, 1990). Nagaland is inhabited by sixteen tribes such as Angami, Ao, Sema, Lotha, Rengma, Chakhasang, Sangtam, Konyak, Phom, Chang, Yimchunger, Khiamungan, Zeliang, Kuki, Pochury and Kachari and many sub-tribes. Each tribe is unique in character with its distinct custom, language and dress. It is one of the smallest states in India, with a total area of 16,579 sq km (6400 sq mi) and a total population of 1,978,502 (2011). The state is divided into 11 districts such as, Dimapur, Kohima, Peren, Phek, Wokha, Zunheboto, Kiphire, Tuensang, Mokokchung, Longleng and Mon. Kohima is the capital city and Dimapur is the commercial hub of Nagaland. The Literacy rate of Nagaland is 73.45% as per 2011 census

Nagaland is mainly a land of the Naga tribes. One of the unique features of Nagas is the numerous linguistic and dialectical variations which are different from one another. Culturally and in physical features they are quite distinct and different from the people of main land India. "Culturally these Naga tribes are linked with certain hill people in South-East Asia. Their physical characteristics too resemble other ethnic groups as far away as the Philippines, Borneo and Taiwan" (Syiemlieh, 1990).

## **1.7 Catholic Missionaries and Nagaland**

Fr. Freycenon of Decca was the first catholic priest to visit Naga Hills in 1847 and found Nagaland a fitting place for Catholic Religion. In 1908 Fr. Marcellinus Molz, belonging to the society of Salvatorians visited Naga Hills. "He was a guest of the British Officer of Mokokchung and was at Tamlu, a military outpost, twenty five miles from Nazira" (Syiemlieh, 1990). Fr. Angar Koenigsbauer, was the first Catholic Missionary to Manipur and Fr. Leo Piasecki, one of the earliest Salesian Missionaries came from Poland to Assam made number of visits to Imphal through Dimapur and Kohima. But none of these priests stayed long period of time in the Naga Hills. The Independence of India opened Nagaland to the Catholic Church (Syiemlieh, 1990).

The Second World War took place a few years prior to Independence of India and it was a turning point for Nagaland. Naga Hills and Manipur became a fierce battleground during the war due to Japanese Imperialism. Nagas were loyal to British in this war and gave no support to Japan. But they had to undergo lot of hardships during and after the war. "The war opened the Nagas not only to the horrors of war with its deaths, food shortages, pillaging villages by intruding force but also gave them a chance to show their courage in resistance" (Syiemlieh, 1990). The fruit of allegiance of Nagas to the British during the Second World War is the Naga Hospital which is situated at Kohima. It is considered as a 'war gift' from the British and independent India wanted the Nagas to become part of the Indian Union.

Naga hospital became the gateway for the Catholic Religion into Nagaland. "The first opportunity for a Salesian Catholic missionary to enter and reside in the Naga hills came in the form of a request from Sir Akbar Hydari, the Governor of Assam" (Mattappally, 2000). This request was made to Mgr. Stephen Ferrando, Bishop of Shillong. The initial request came from the Government of Assam for Catholic nuns staff in the hospital at Kohima. The Bishop requested a new congregation of sisters, the Missioneras de Cristo Jesu of Spain to come and start the hospital at Kohima. They accepted the invitation on the condition of having along with

them a chaplain for their spiritual ministry. Two Spanish sisters, Margarita and Guadalupe accompanied by their chaplain, Monsignor Bars reached Kohima on 31<sup>st</sup> December 1948. They faced a lot of difficulties and problems initially since they did not know any of the Indian languages, yet their professional experience and optimism made their work highly valued and appreciated.

Mgr. Emmanuel Bars left Kohima in 1952 and his place was filled by Fr. Marocchino, who was earlier stationed at Tezpur, Assam. He was a fervent Catholic priest who could move about the village with sisters and meet people. On 14<sup>th</sup> December 1952 Fr. Marocchino baptised John Keviprale, a young boy from the Kohima village. This day was marked as a 'red letter day' in the history of Catholic Church in Nagaland.

Slowly the Catholic religion spread and the first Catholic Church was built in 1957 in T. Khel of Kohima village. The Spanish sisters left Kohima in 1954 since their contract with the government of Assam expired without being renewed. Fr. Marocchino was well known for his love for people and was a dedicated missionary of the church. He left Kohima after twelve years of his stay and nine years after sisters left. "Fr. Marocchino left Kohima in October 1963, after twelve years of hard and dedicated service to a people he loved and to the Church" (Syiemlieh, 1990). During twelve years of missionary life in Kohima, Fr. Marocchino founded the Catholic communities of Kohima, Keruma, Khonoma, Nerhema, Phesama, Dimapur, Eralibil, Semaguri and Singrijan. The missionary work was continued by the missionaries who came after him. The Diocese of Kohima (the first and the only Diocese of Nagaland till today) was erected in the year 1973 with Bishop Abraham Alangimattathil as the Bishop. The establishment of the new diocese gave an impetus to the spreading of the Catholic Church in Nagaland. Now there are 58,101 Catholics in Nagaland as per the Survey of Education Commission, Diocese of Kohima, 2015-2016.



## **1.8 Importance of School**

The growth of society depends upon the quality of education that is imparted. The children of today are gearing up to become adult citizens of tomorrow. The future of the nation is reflected through the quality of present educational system. The school stimulates curiosity in the young and equips them with tools to be better human beings. It is widely accepted that the learning process is instrumental in shaping one's personality and the way he/she deals with situations in life. Education facilitates the cultivation of healthy thought process and groom pupil's cognitive abilities.

In the present competitive world, education is a basic necessity for human beings after food, clothes and shelter. School education contributes immensely to the development of the young minds as they step into adulthood. School is the foremost fountain of knowledge children are exposed to. It gives a chance for them to acquire knowledge on various fields of education such as literature, history, mathematics, politics, and other numerous subjects. This contributes to the cultivation of thought process. When one is exposed to the various cultural sources, his/her world and existence become vast. School helps to guide youngsters through the establishment of a daily routine, which is of utmost importance as they are directed towards the work place and as they become productive members of the society. Humans are social animal and they need people around them to survive and school is a miniature society where children feel confident and become sociable.

## **1.9 Catholic Schools and Education in Nagaland: A Brief History**

Catholic Church always gave importance to education by establishing schools wherever they started the mission. The first Catholic missionary school in Nagaland was established at Kohima in 1961 by Fr. Marocchino with Mr. Godenho as the headmaster. This school had about 50 students. The teachers were Mr. Suosahie Philip, Mr. Kuovi, Miss Lhourzeu, Miss Dierhevinuo, Miss Zhanuo and Miss Neichuvonuo. This school was later taken over by Salesian sisters belonging to the society of

Daughters of Mary help of Christians. Another zealous missionary Fr. Joseph Felix stayed in Kohima for three years and was transferred to the Khasi hills in 1966. During his three years of missionary work in Nagaland, he opened schools in Peren, Puruba, Zunheboto, Tuensang, Khonoma, Dimapur and Chumukedima. He had a keen interest in running the schools well and in the most dedicated manner. "He took great pains to ensure the good running of these schools even bringing his relatives including his own father" (Mattappally, 2007). Thereafter the Catholic missionaries entered other areas of Nagaland and established churches and schools in many places. At present there are 120 Catholic missionary schools in Nagaland (Source: Education commission, Diocese of Kohima, Nagaland, 2015).

The Catholic school sets out to be a school for the development of the human beings in all aspects such as intellectual, moral, physical, social and aesthetic. Integral formation of the child was the primary concern of the Catholic schools. The role of education is entrusted with the educative community, which is constituted by the interaction and collaboration of its various components: students, parents, teachers, directors and non-teaching staff. Utmost care and attention is given to the importance of the relations existing between all those who make up the educative community. During period of childhood and adolescence a student needs to experience personal relationship with outstanding educators. What is taught has great influence on the student's formation when placed in a context of personal involvement, genuine reciprocity, coherence of attitudes, life-styles and day to day behaviour. While respecting individual roles, the community dimension should be fostered, since it is one of the most enriching developments for the contemporary school. The educating community, taken as a whole, is thus called to further the objective of a school as a place of complete formation through interpersonal relations.

In the Catholic schools, "prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community" (Mattappally, 2007). Teaching has been considered as having an extraordinary moral depth and is one of man's most excellent and creative activities, for the teacher does

not write on inanimate material, but on the very spirits of human beings. The personal relationship between the teacher and the students, therefore, assume an enormous importance and are not limited simply to giving and taking. Moreover, the teachers and educators fulfill a specific Christian vocation and share an equally specific participation in the mission of the Church.

Parents have a particularly important part to play in the educative community, since it is to them that primary and natural responsibility for their children's education belongs. Unfortunately in our day there is a widespread tendency that parents delegate this unique role to someone else. Therefore it is necessary to foster initiatives which encourage commitment and provide at the same time the right sort of concrete support which the family needs. The constant aim of the school therefore, to have a continuous contact and dialogue with the pupils' families, which should also be encouraged through the promotion of parents' associations, in order to clarify with their indispensable collaboration that personalized approach which is needed for an educational project to be efficacious.

The arrival of Christianity in Nagaland in 1839 and in particular catholic missionaries in 1948 has direct link with the promotion of education. Church started missionary works through education. People were in need of basic education to understand Christianity. Though the British rule in North East India had introduced Christianity to the region to bring significant changes in their lives, much of missionary works had been done by the missionaries. At the initial stage, foreign Christian missionaries from America and Europe worked hard in the region to offer them the benefits of education to achieve socio-cultural and economic advancements. Later, they had been replaced by the missionaries from the mainland India, to continue this noble task. The people of Nagaland, therefore, owe their indebtedness to the missionaries for their selfless work and dedicated service. Catholic Church in Nagaland, through spiritual welfare, educational services, health care, promotion of culture, social services, commitment to justice and peace, dialogue, and developmental activities, had contributed positively for the development of education system in the

state for the past span of six decades. It is to be noted that among all services rendered by the Church it is the educational service that has changed the economic and social life of the people of the state.

Catholic education thus aimed not at mere intellectual formation of the pupils, but as an agent that bring all round development in their intellectual, social, moral, physical, emotional and religious life. The entry of the Catholic Church, therefore, has undertaken various activities ranging from schools, colleges, hostels for boys and girls, working men and women, dispensaries, mobile clinics, rural health centres, hospitals, orphanages, homes for the aged and the destitute, social welfare and tribal welfare centres, leprosaria, agricultural and technical training centres, vocational centres, youth centres, job placement centres, banks, cooperatives and rural developmental centres.

#### **1.10 Need and Importance of the Study**

Effective teachers enrich students not only by their educational career but educating them lifelong and by being the role models. All the research efforts that are undertaken by the scholars across the world ensure the delivery of quality education. This is possible only by the effective teachers who have passion for teaching rather than involving in teaching till achieving just the target service. Teachers who want to be effective must possess and develop many qualities in them. As the method of teaching diverts towards the application of new technology, teachers will have to learn to handle the new technology in teaching which has direct influence in enhancing student learning. The success of any teacher's service is evaluated not only by the success of students alone but also its impact in the society. Years of research on quality education and teacher quality, support the fact that effective teachers not only make the students to have an experience of good about school and learning, but also their work actually results in student achievement. This aspect is seen in the catholic schools of Nagaland.

Private Schools in Nagaland have more enrolment of students and achieve apparently better result than other existing schools. Besides, the results are always excellent in Catholic Missionary schools. It is evident from the Result Gazette, Nagaland Board of School Education, Kohima: Nagaland (2015, 2016, and 2017). Teacher effectiveness is always in relation to the academic achievement of the students. The excellent results in the schools reveal the excellence in teacher effectiveness of those schools.

The present research tried to find out the causes of teacher effectiveness of Catholic Missionary schools in the state of Nagaland. It aimed at studying the influencing factors of teacher effectiveness of Catholic schools of Nagaland and suggests measures to improve it to the maximum. It is an attempt to find out the ways in which the variables such as age of teachers, qualification, length of service, gender, locality, mode of appointment, academic discipline, computer knowledge, attitude of teachers towards computer education and attitude of teachers towards using of new technology affect the influencing factors of teacher effectiveness such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations.

All the teachers of Catholic Missionary Schools are not trained like any other existing schools in Nagaland due to lack of sufficient number of teacher training institutions. Female teachers are more in all the schools run by Catholic Missionaries and many teachers are young and enthusiastic. Most of the schools are in rural areas, of course with needed facilities but transport and communication is difficult due to lack of proper roads. Nevertheless, the Catholic schools excel in their result and quality education. It is in this context this study was undertaken to study the influencing factors of teacher effectiveness. The purpose of the study was to investigate the difference in age, qualification, length of service, gender, locality, mode of appointment, academic discipline, computer knowledge, attitude of teachers towards computer education and using of new technology in education make difference in the influencing factors of teacher effectiveness of Catholic Missionary schools of Nagaland. Researcher has been working in Nagaland for more than eight years and has

been well acquainted with its educational system. Therefore the state of Nagaland is considered for the present study.

Thus, the study on the influencing factors of teacher effectiveness is important as it has a vital role in ensuring quality education in the society. Quality Education in return produces not only the better citizens but also responsible and employable human resource. Hence, studying influencing factors of teacher effectiveness will help the teachers to be more effective and thus bring about desired results in students, in the society at large and especially in the state of Nagaland. It will help the teachers to become more aware about their own position with regard to effectiveness in teaching. It is an eye opener for every teacher about the strategy they need to follow in and outside the classroom in order to be more effective. This awareness will make them improve their teaching and bring about quality education to the society.

### **1.11 Statement of the Problem**

There are a number of factors that can affect the effectiveness of a person as a teacher and how successful his/her students are in mastering subjects. While evaluating the performance of a teacher, as well as other influences that affect classroom, such as student behavior, it is important to track how well the changes that the teacher makes in order to improve performance over time. Having an appropriate training to teach a specific subject is an important factor in being able to teach that subject effectively. Possession and proper use of good communication skills are necessary in order to teach effectively, whether it is middle school or high school. Teachers who are very good at arousing the imagination of students through various learning activities or other creative approaches are able to draw students into the joy of learning.

The personality of the teacher is an important element in the learning environment or in the failures and success of the learner. The way in which teacher's

personality interacts with the personalities of the pupils being taught helps to determine the kind of behavior which emerges from the learning situation. Ability to manage student behavior and maintaining discipline in the classroom is vital to creating a learning environment where each student feels he/she can share his/her thoughts and ideas with teacher as well as with his/her peers. Factors owing to lack of mastery of what has been taught from the part of the teacher and faulty methods of teaching may affect the learning process of any pupil. If the school proceeds too rapidly and does not have mechanism to check up constantly on the extent to which the pupil is mastering what is being taught, the pupil may accumulate a number of deficiencies that interfere with successful progress.

True teachers are those who consider their job as honourable. The activities of the teacher become honourable only when they work with a sense of self-fulfilment and self-realisation. Teaching is an art. Every teacher is expected to learn the art of teaching. The teacher is expected to show good examples for students to follow. An ideal teacher is a professional person who is not working for monetary motives but with sense of education for the cause of education and with awakened soul awakening other souls.

It has been found that the results over the years in Catholic schools of Nagaland are very good. Academic achievement and teacher effectiveness are closely related. In this context the present study aims at finding out the factors that contribute teacher effectiveness.

Hence the problem undertaken for research is entitled,

**“A STUDY ON THE INFLUENCING FACTORS OF TEACHER EFFECTIVENESS OF CATHOLIC MISSIONARY SCHOOLS IN THE STATE OF NAGALAND”.**

**1.12 Objectives of the Study**

The Objectives of the study are as follows:-

1. To study the influencing factors of teacher effectiveness of Catholic Missionary Schools as perceived by teachers themselves and students.
2. To study the influencing factors of teacher effectiveness in terms of (a) age, (b) qualification, (c) length of service, (d) gender and (e) locality.
3. To find out whether the attitude of teachers towards computer education determine influencing factors of teacher effectiveness.
4. To find out whether attitude of teachers towards using new technology in education determine influencing factors of teacher effectiveness.
5. To study the relationship between mode of appointment of teachers in influencing factors of teacher effectiveness.
6. To study the relationship between academic discipline of teachers in influencing factors of teacher effectiveness.
7. To study the relationship between computer knowledge of teachers in influencing factors of teacher effectiveness.

**1.13 Hypotheses of the Study**

The Hypotheses of the study are as follows:

- H<sub>01</sub>: There exists no significant difference in influencing factors of teacher effectiveness in relation to (a) age, (b) qualification, (c) length of service, (d) gender and (e) locality.
- H<sub>02</sub>: There exists no significant difference in the mean scores of attitude of teachers



towards computer education and influencing factors of teacher effectiveness.

H0<sub>3</sub>: There exists no significant difference in the mean scores of attitude of teachers towards using new technology in education and influencing factors of teacher effectiveness.

H0<sub>4</sub>: There exists no significant difference in the mean scores of mode of appointment of teachers towards influencing factors of teacher effectiveness.

H0<sub>5</sub>: There exists no significant difference in the mean scores of academic discipline of teachers towards influencing factors of teacher effectiveness.

H0<sub>6</sub>: There exists no significant difference in the mean scores of computer knowledge of teachers towards influencing factors of teacher effectiveness.

#### **1.14 Delimitations of the Study**

The delimitations of the study are the followings:

- a) In this study the investigator had taken only five influencing factors of teacher effectiveness such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations.
- b) Only 23% of the teachers teaching in 23% of the Catholic Missionary Schools had been taken for the study which included both male and female teachers who were serving in rural and urban areas.
- c) Teachers between the age limit of 19 to 30 years and from 31 to 58 years were considered for the study.
- d) Teachers who are trained (teachers who had completed general qualifications like Higher Secondary, Degree and Post-graduation and had undergone any of the teacher training programmes like PSTE, D.El.Ed., B.Ed. and M.Ed.) and untrained (teachers who had completed only general qualifications like Higher Secondary, Degree and Post-graduation and had not undergone any of the teacher training Programmes like PSTE, D.El.Ed., B.Ed. and M.Ed.) were considered for the study.
- e) Only permanent teachers (teachers whose appointments have been regularised by the management of the school) and temporarily appointed teachers (teachers whose

appointments have not been regularised by the management of the school) were considered for the study.

- f) Teachers from arts and science discipline were considered for the study.
- g) Teachers who have length of service from 6 months to 10 years and from 11 to 35 years were considered for the present study.
- f) Computer literate as well as computer non-literate teachers were taken into consideration for the study.
- g) Only English medium schools run by Catholic Missionaries were taken for the present study.
- h) All the schools from Elementary to Higher Secondary Schools run by Catholic Missionaries were considered for the study.
- i) Schools with NBSE (Nagaland Board of School Education) affiliation were selected for the study.