

CHAPTER-5

SUMMARY AND CONCLUSIONS

5.1 Introduction

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 have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. The quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development. In the broad sense, Teacher effectiveness is used, to mean the collection of characteristics, competencies, and behaviour 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. This chapter presents the summary, major findings and conclusions of the study that is done and deals with educational implications and scope for further study.

5.2 Summary

The present research aimed at studying the influencing factors of teacher effectiveness of Catholic Missionary Schools in the State of Nagaland. The first chapter entitled, 'introduction' incorporated the concepts, such as meaning, conceptual model and qualities of teacher effectiveness. Some of the qualities of effective teachers mentioned are; (i) effective teachers set high expectations for their students, (ii) they have good planning of teaching by setting a clear framework and objectives for each class or lesson, (iii) they make use of best communication skills, and (iv) they employ variety of teaching strategies and techniques in and around the classroom. This chapter also dealt with profile of the state of Nagaland, Catholic

Missionaries and their system of education. The chapter also presents the five influencing factors of teacher effectiveness that are considered for the present study such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations. It has also integrated the need and importance, objectives, hypotheses and delimitations of the study.

The second chapter dealt with the review of literature. This chapter has included the findings of related studies done at national and international level. The studies done only from the year 2000 have been incorporated in the chapter. The reviews are systematically arranged according to the chronological order. The studies done on teacher effectiveness in relation to the variables such as age of teachers, qualification, length of service, gender, locality, attitude towards computer education and new technology in education, mode of appointment, academic discipline and computer knowledge of teachers are incorporated in the chapter.

The third chapter entitled, 'research methodology' dealt with methodology and procedure adopted in the study. Descriptive survey method was used for the study. Population consisted of 2587 teachers teaching in all the 120 Catholic Missionary schools in the state of Nagaland. Stratified Random Sampling Technique was used for the selection of the sample. Sample consisted of 600 effective teachers who were chosen on the basis of principals' rating and students' performance of the schools under study. The investigator used Kulsum Teacher Effectiveness Scale developed and standardized by Umme Kulsum, Attitude of Teachers towards Using New Technology Scale developed and standardized by S. Rajasekar, Attitude of Teachers towards Computer Education Scale developed and standardized by the researcher, Teacher Effectiveness Rating Scale and Interview Schedule as tools for collecting the data.

The fourth chapter entitled, 'results and discussions' dealt with analysis, results and interpretation of data and discussed the main findings. This was a descriptive survey type research. Hence, researcher has employed and fulfilled all the requirements of survey research by using factorial design. The findings were also

linked to the research outcomes wherever applicable. Data was analysed with Simple Averages, Percentages, Mean, Standard Deviation and 'T'-test for significance between Means. In this chapter the results and their discussions have been also arranged systematically in chronological order of the objectives considered for study.

The fifth chapter is summary and conclusions (epilogue) where the researcher has presented the summary and conclusions of the study systematically. This chapter incorporates the summary of all the chapters, conclusions, implications of the study and scope for further study. Finally references are mentioned.

5.3 Main Findings and Conclusions

- (i) It is found that teacher effectiveness of Catholic Missionary Schools in the state of Nagaland was comparatively better than other existing schools.
- (ii) It can be concluded that the factors such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations strongly influenced teacher effectiveness.
- (iii) It is revealed that some of the causes of teacher effectiveness of Catholic Missionary Schools in the state Nagaland were: (a) 84% of the teachers planned lessons well in advance, (b) 82.5% of the teachers made teaching interesting by giving suitable examples, (c) 82.33% of the teachers presented classes systematically, (d) 72.5% of the teachers motivated their students for learning, (e) 71.5% of the teachers valued interaction of their students during teaching-learning sessions, (f) 73.3% of the teachers conducted tests periodically to evaluate their teaching, (g) 81.67% of the teachers had full control over the subject they are teaching, (h) 82.5% of the teachers kept updating their knowledge, (i) 86.33% of the teachers were punctual for classes, (j) 86.5% of the teachers possessed pleasing manners, (k) 83% of the teachers were friendly with colleagues, 81.67% of the teachers did not discriminate students for personal reasons, 81.33% of the teachers took great deal of

interest in parent-teacher association and 83.5% of the teachers came to school neatly dressed and smart, 85.17% of the teachers were emotionally balanced, and 83% of the teachers stimulated intellectual curiosity of students for learning.

- (iv) Further it is brought to the light that that short-term animation programmes, teacher training programmes, refresher courses and workshops on lesson planning, methods of teaching and classroom management which were organized regularly by the management for the teachers had a great impact on the influencing factors of teacher effectiveness.
- (v) It is found that there was no significant difference in the influencing factors of teacher effectiveness of teachers between the age limit of 19 to 30 years and 31 to 58 years. But from the obtained mean score it may be said that the influencing factors of teacher effectiveness of teachers between the age limit of 31-58 years were comparatively better than that of teachers between age limit of 19-30 years..
- (vi) It is revealed that there was no significant difference in the influencing factors of teacher effectiveness of trained and untrained teachers. But from the obtained mean score it may be said that the influencing factors of teacher effectiveness of trained teachers were more sound than that of untrained teachers..
- (vii) It is concluded that there was no significant difference in the influencing factors of teacher effectiveness of teachers with length of service from 6 months to 10 years and from 11 to 35 years. But from the obtained mean score it may be said that the influencing factors of teacher effectiveness of teachers with length service from 11 to 35 years were higher than that of teachers with length of service from 6 months to 10 years.
- (viii) It is revealed that there was no significant difference in the influencing factors of teacher effectiveness of male and female teachers. But from the obtained mean score it may be said that the influencing factors of teacher effectiveness of female teachers were more than that of male teachers.

- (ix) It is revealed that there was a significant difference in the influencing factors of teacher effectiveness of teachers from urban area and teachers from rural area. Therefore, on the basis of obtained mean score, it is concluded that the influencing factors of teachers effectiveness of teachers from urban area were far better than that of teachers from rural area.
- (x) It is concluded that the favourable attitude of teachers towards computer education increased influencing factors of teacher effectiveness.
- (xi) It is revealed that the favourable attitude of teachers towards using new technology in education increased influencing factors of teacher effectiveness.
- (xii) It is found that there was a significant difference in the influencing factors of teacher effectiveness of permanent teachers and temporarily appointed teachers. It is revealed that the influencing factors of teacher effectiveness of permanent teachers were more than that of temporarily appointed teachers.
- (xiii) It is revealed that there was no significant difference between science and arts teachers regarding influencing factors of teacher effectiveness. Nevertheless from the obtained mean score, it may be said that the science teachers were better than that of arts teachers.
- (xiv) It is concluded that there was no significant difference between teachers with computer knowledge and teachers without computer knowledge regarding the influencing factors of teacher effectiveness. But from the obtained mean score it may be said that the teachers with computer knowledge were better.
- (xv) It is concluded with regard to the **Preparation and Planning for Teaching**, that 84% of teachers were planning lessons well in advance, 95.33% were going to class and leaving class on time, 82.5% were making teaching interesting by giving examples, 82.33% were preparing lessons systematically, 98.33% are organizing subject matter in agreement with course objectives, 95% were summarizing the lessons at the end of the class and 85.33% were consulting colleagues if necessary while planning the lessons.
- (xvi) With regard to the **Classroom Management**, 72.5% the teachers were motivating students for learning, 71.5% were interacting with students, 90.5%

were evaluating their students objectively, 92.33% were stimulating intellectual curiosity of their students, 73.3% were conducting tests periodically to evaluate their teaching, 89.33% were having clarity in teaching, 73.33% were guiding students to complete their assignments, 98.83% were encouraging students to be punctual in their assignments, 85.33% were maintaining discipline in the classroom, and 84% were asking more thought provoking questions.

- (xvii) In the **Knowledge of Subject Matter**, 81.67% of the teachers were having full control over the subject that he/she was teaching, 85% were exchanging experiences of subject-matter with colleagues, 82.5% were updating their knowledge, 98.17% were discussing the content of the subject matter with ease and confidence and 98.83% were having a great deal of interest in the subject he/she was teaching.
- (xviii) In the area of **Teacher Characteristics**, 97% of the teachers were possessing supportive behaviour, 82% were fairly creative, 90.5% were having good expression, 88% were going to school neatly dressed and smart, 86.33% were punctual for their duties, 86.5% were having pleasing manners, 90.5% were pleasant and had approvable gestures in the classroom, 98% were having sense of duty and responsibility, 90.5% were having pleasant and distinct voice, valuing academic achievements, 96.33% were having laudable example of his/her personal social living, 97.33% were loving students and 98% were emotionally balanced, and 89.67% were able take taking criticisms from others as a feedback for his/her own self-improvement.
- (xix) The study revealed that in the area of **Interpersonal Relations**, 94.67% of the teachers were cooperating in the work of the school, 81.67% were not discriminating students for personal reasons, 94.67% were maintaining cordial human relations, 99.5% obeying principal reasonably, 94.5% supporting the genuine causes of teaching community, 89.5 % were considering their first duty to be devoted to get a good name for the school and were showing interest in parent-teacher association.

- (xx) It is found that 5.12% of teachers between the age limit of 19 to 30 years, 16.59% between the age limit of 31 to 58 years, 39.66% of trained teachers, 5.16% of untrained teachers, 5.32% of the teachers who had length of service from 6 months to 10 years, 21.48% of the teachers who had length of service from 11 to 35 years, 12.33% of the male teachers, 7.88% of the female teachers, 6.69% of the rural teachers, 12.02% of the urban teachers, 5.92% of the temporarily appointed teachers, 13.62% of the permanent teachers, 7.14% of the arts teachers, 21.43% of the science teachers, 10.2% of the teachers with computer knowledge and 8.91% of the teachers without computer knowledge were **Excellent in Preparing and Planning for Teaching.**
- (xxi) It is concluded that 8.89% of teachers between the age limit of 19 to 30 years, 24.02% between the age limit of 31 to 58 years, 41.38% of trained teachers, 8.26% of untrained teachers, 9.98% of the teachers who had length of service from 6 months to 10 years, 28.19% of the teachers who had length of service from 11 to 35 years, 15.98% of the male teachers, 13.91% of the female teachers, 11.27% of the rural teachers, 17.72% of the urban teachers, 10.09% of the temporarily appointed teachers, 18.1% of the permanent teachers, 12.24% of the arts teachers, 27.55% of the science teachers, 16.32% of the teachers with computer knowledge and 18.86% of the teachers without computer knowledge were **Excellent in Classroom Management.**
- (xxii) It is revealed that 9.7% of teachers between the age limit of 19 to 30 years, 24.89% between the age limit of 31 to 58 years, 43.97% of trained teachers, 8.67% of untrained teachers, 10.42% of the teachers who had length of service from 6 months to 10 years, 31.54% of the teachers who had length of service from 11 to 35 years, 16.89% of the male teachers, 14.7% of the female teachers, 12.68% of the rural teachers, 18.04% of the urban teachers, 10.59% of the temporarily appointed teachers, 20.79% of the permanent teachers, 12.88% of the arts teachers, 29.59% of the science teachers, 16.84% of the teachers with computer knowledge and 14.1% of the teachers without computer knowledge were **Excellent in Knowledge of Subject Matter.**

(xxiii) It was found that 8.63% of teachers between the age limit of 19 to 30 years, 23.58% between the age limit of 31 to 58 years, 43.10% of trained teachers, 7.43% of untrained teachers, 9.31% of the teachers who had length of service from 6 months to 10 years, 29.53% of the teachers who had length of service from 11 to 35 years, 15.06% of the male teachers, 13.91% of the female teachers, 11.27% of the rural teachers, 17.09% of the urban teachers, 9.66% of the temporarily appointed teachers, 19.71% of the permanent teachers, 12.24% of the arts teachers, 25.51% of the science teachers, 21.42% of the teachers with computer knowledge and 13.61% of the teachers without computer knowledge were **Excellent in Teacher Characteristics**.

(xxiv) It is concluded that 5.93% of teachers between the age limit of 19 to 30 years, 22.27% between the age limit of 31 to 58 years, 33.62% of trained teachers, 7.02% of untrained teachers, 10.42% of the teachers who had length of service from 6 months to 10 years, 26.85% of the teachers who had length of service from 11 to 35 years, 12.79% of the male teachers, 11.81% of the female teachers, 8.8% of the rural teachers, 15.19% of the urban teachers, 6.54% of the temporarily appointed teachers, 18.63% of the permanent teachers, 10.61% of the arts teachers, 20.4% of the science teachers, 12.24% of the teachers with computer knowledge and 11.39% of the teachers without computer knowledge were **Excellent in Interpersonal Relations**.

(xxv) It is found that 546 teachers out of 600 sample teachers were rated as effective teachers. There were effective teachers in all the categories (variables or components) of the study. It is revealed that 301 (81.13%) teachers out of 371 between the age limit of 19 to 30 years, 212 (92.57%) out of 229 teachers between the age limit of 31 to 58 years, 101 (87.07%) out of 116 trained teachers, 377 (77.9%) out of 484 untrained teachers, and 337 (74.72%) out of 451 teachers who had length of service from 6 months to 10 years, 123 (82.55%) out of 149 teachers who had length of service from 11 to 35 years were rated as **effective teachers**.

(xxvi) It is further concluded that, 179 (81.73%) of the male teachers out of 219, 335 (87.92%) of the female teachers out of 381, 231 (81.33%) out of 284 rural teachers, 283 (89.56%) out of 316 urban teachers, 249 (77.6%) out of 321 temporarily appointed teachers, 234 (83.87%) out of 279 permanent teachers, 412 (84.08%) out of 490 arts teachers and 91 (92.9%) out of 98 Science teachers, 168 (85.71%) out of 196 teachers with computer knowledge and 326 (80.69%) out of 404 teachers without computer knowledge were rated as **effective teachers**.

5.4 Educational Implications of the Study

The educational implications of the study are illustrated below:-

- (i) This study will motivate the teachers to strive for acquiring competencies and become effective facilitators.
- (ii) It will help in enhancing quality of products and processes in terms of schools.
- (iii) It will encourage the school teachers to achieve the goals of education in its true sense by aiming at a balanced development of cognitive, affective and psychomotor domains of learning(3H: Head, Heart and Hand).
- (iv) Providing opportunities for the teachers will make them effective in teaching learning process.
- (v) In-service programmes like orientation and refresher courses will enhance teaching ability.
- (vi) Classroom management strategies are normally acquired by experience.
- (vii) Process of mentoring the novice teachers and junior teachers by seniors and experienced teachers may help them to overcome the initial difficulties they may face.
- (viii) Teaching is an art and as a profession it needs professional training to learn the art of teaching. Professional training like PSTE, D.El.Ed. and B. Ed. etc., make teachers skilled in teaching.

- (ix) Giving opportunities to undergo professional training to the teachers who were not trained at the time of appointment by granting leave with necessary financial assistance may make them more committed and effective in teaching.
- (x) Effective teachers are effective communicators. Effective communication skills enhance the effectiveness of teachers.
- (xi) Public speaking skills will raise the confidence of teachers to deal effectively with classroom situation. This will encourage them to be effective.
- (xii) Use of new technology is an asset to education which will boost the quality and bring better results.
- (xiii) Overcrowded classroom is detrimental to the management of discipline and proper learning.
- (xiv) Maintenance of proper teacher-student ratio may foster proper learning and effectiveness in teaching.
- (xv) Providing facilities like bus service, staff quarters, electricity, proper toilets etc., especially in rural areas are motivating factors for the teachers as well as the students to reach the institutions on time and learn with interest.
- (xvi) It will motivate the teachers to become more committed to the learners, society, profession, goals of institution and values.
- (xvii) This study 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.

5.5 Scope for Further Study

The topic of the present study is entitled “A study on the influencing factors of teacher effectiveness of Catholic Missionary schools in the state of Nagaland.” Hence the following topics are given as scope for further research:-

- (i) The present study concentrated on Catholic missionary schools in the state of Nagaland. Hence, “A Comparative Study on the Influencing Factors of Teacher Effectiveness with Special Reference to Private and Government Schools in the State of Nagaland” could be done.
- (ii) Since the present study was based only on Catholic schools, a topic entitled, “A Comparative study on the Teacher Effectiveness Missionary Schools and Government Schools in Nagaland, India” could be done.
- (iii) Since the present study aimed at the influencing factors of teacher effectiveness of only Nagaland, a study under the title, “Teacher Effectiveness: A Study on the Missionary Schools in North East Region of India” could be encouraged to take up.
- (iv) Present study highlighted the attitude of teachers towards computer education and new technology. Hence, “A study on Teacher Effectiveness in relation to Attitude towards Computer Education and Using New Technology” could be undertaken.

Teacher effectiveness refers to the quality competence and ability of a teacher to teach effectively and it is the single most important school based factor in student success. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning, classroom management and especially academic achievement. Teacher effectiveness is the result of teaching experience mingled with the professional training. Effective teacher builds up confidence in the students, encourages them and has high expectation for them. In the same manner, all the teachers of Catholic Missionary Schools as well as teachers of other existing schools of Nagaland may enhance teacher effectiveness through maintaining proper preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and by maintaining interpersonal relations. For this combined efforts could be made by the school authorities with the support and cooperation of stakeholders of education in the state of Nagaland.