



TEACHER EFFECTIVENESS: A STUDY OF CATHOLIC SCHOOLS IN NAGALAND, INDIA

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ABSTRACT

Teacher effectiveness is the competence and ability of a teacher to teach effectively and it is the single most important school-based factor in student success. Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministry of education, legislators and other government officials, school/college administrators. Effective teachers tend to be aware of and actively pursue goals. Their teaching is an intentional and reasoned act. The teachers' goals are, or should be, concerned either directly or indirectly with their students' learning. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. 'Effectiveness in Teaching' is vast and a large portion of the literature has been focused on the effectiveness, or perceived effectiveness in terms of interactive teaching strategies. The present study is an attempt to find out teacher effectiveness of Catholic Schools in Nagaland.

Keywords: Teacher Effectiveness, Catholic School, Nagaland.

1.0 INTRODUCTION

Teaching is a noble profession, thus persons involved in it have to update not only their knowledge continuously but also teaching skills. Teaching skills are under continuous change and teachers are expected to seek variety of tools that enable them to be effective in teaching. Recent times, good amount of research works are undertaken to identify new pedagogy in teaching and learning. This makes teaching effective as well as responsive which in turn creates great impact on learners to acquire sufficient knowledge that supports them for their survival by being employed as well as responsible.

Numerous theorists and researchers have identified a variety of individual factors essential for facilitating students' achievement in terms of cognitive, affective and psychomotor 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. Kucukahmet (1999) points out that, the teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. Ingersoll (1999), points out that 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. An effective teacher shares some common characteristic like sense of humour, positive attitude, emotional maturity, high expectations, consistency, fairness and flexibility.

Catholic missionaries entered Nagaland in the year in 1908. The first Catholic school was established at Kohima in 1961 by Fr. Marocchino with Mr. Godenho as the headmaster. This school had about 50 students. Today there are 120 Catholic schools in the state of Nagaland. The Catholic schools educate children to be upright citizens of the country and they focus on all-round development of the personality of the child. They aim at the integral formation of every child as a human person.

2.0 NEED AND SIGNIFICANCE OF THE STUDY

Effective teachers enrich children not only by their educational career but educating them lifelong and by being the role model. 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. 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. The success of any teacher's service not only for the success of students alone but also the benefit of the service reaches to nook and corner of the society. Though the commercialization of education dilutes the quality of education and quality of service, the success of any educational institutions primarily lies in quality of service. This aspect is seen in the catholic schools of Nagaland.

Teachers need computer skill to handle smart classrooms to teach lessons. Effective teachers develop internal qualities do not restrict them in learning of new technology that are required for teaching. This research gives due importance also to the experience of teachers. Generally, teachers with experience as they move from one school to another school, experience of teaching is taken into account for the appointment but compensation given to the teacher as per the new comer. Thus due compensation could be given to the teachers who exhibit as effective and who adopts the best practice rather than following best rules and regulations.

Thus, the study on the teacher effectiveness is important to have a vital role in ensuring quality education to the society. Quality Education in return produces not only the better citizens but also responsible and employable human resources. Hence, studying influencing factors which are inevitable for teacher effectiveness will help the teachers to be effective teachers who will bring about desired results in children, in the society and especially in the state of Nagaland. It will help the teachers to become more aware about themselves with regard to their effectiveness in teaching. It is an eye opener for every teacher about the strategy they follow in and outside the classroom. This awareness will make them improve their teaching.

3.0 REVIEW OF RELATED LITERATURE

Review of the study has been categorized into international level, national level and regional level. The number of availability of review is given below.

<i>Studies related to teacher effectiveness</i>		<i>Number</i>
1	<i>Studies done at international level</i>	42
2	<i>Studies done at national level</i>	37
3	<i>Studies done at regional level</i>	18

It has been observed from the review of related study that significant difference found in teaching effectiveness based on gender and locality. It was found that preparation, setting objectives, communication skills, proper interaction and providing timely feedback are necessary for teacher effectiveness. It was revealed that teachers

with computer skill were comparatively more effective in teaching. Nevertheless contradictory results were also found. This literature review shows that sufficient amount of research work is done on teacher effectiveness as well as different factors that influence teacher effectiveness. But no research work has been done in the context of Teacher Effectiveness of Catholic Schools of Nagaland. Hence it is proposed to undertake the present study.

4.0 OBJECTIVES OF THE STUDY

The Objectives of the study are as follows:-

- a) To study the teacher effectiveness of Catholic missionary schools as perceived by teachers themselves.
- b) To find out how far the attitude of teachers towards computer education and using new technology determine teacher effectiveness.
- c) To study the relationship between mode of appointment of teachers in teacher effectiveness.
- d) To study the relationship between subject streams of teachers in teacher effectiveness.
- e) To study the relationship between computer and non-computer teachers towards teacher effectiveness.

5.0 HYPOTHESES OF THE STUDY

The Hypotheses of the study are given in the followings:-

- a) H₀₁: There exists no significant difference in Teacher Effectiveness of Catholic missionary schools of Nagaland.
- b) H₀₂: There exists no significant difference in the mean scores of attitude of teachers towards computer education and using new technology in determining teacher effectiveness.
- c) H₀₃: There exists no significant difference in the mean scores of mode of appointment of teachers towards teacher effectiveness.
- d) H₀₄: There exists no significant difference in the mean scores of subject stream of teachers towards teacher effectiveness.
- e) H₀₅: There exists no significant difference in the mean scores of non-computer and computer teachers towards teacher effectiveness.

6.0 METHODOLOGY

6.1 Research Design

The present study attempted to study the influencing factors of teacher effectiveness of catholic missionary schools in the state of Nagaland. Hence Descriptive Survey Method was adopted.

There are various independent variables which are used as the factorial design in this particular study. It is given in the form of the diagram which is also explained briefly in the followings.

6.2 Population and Sample

This research is a study of the Catholic missionary schools of Nagaland. It has been estimated that 120 schools are management by catholic missionaries which include both in the rural and urban area of Nagaland.

Table 10.1: Shows the numbers of schools management by Catholic missionaries in Nagaland.

Sl.No.	District	Urban	Rural	Total No. Of Schools
1	Dimapur	12	10	22
2	Kiphire	1	8	9
3	Kohima	7	20	27
4	Longleng	1	3	4
5	Mokokchung	1	5	6
6	Mon	1	4	5
7	Peren	2	3	5
8	Phek	2	14	16
9	Tuensang	1	7	8
10	Wokha	1	11	12
11	Zunheboto	1	5	6
	Total	30	90	120

Sources: Survey of Education Commission, Diocese of Kohima, 2015-2016.

The total number of schools runs by Catholic missionaries in Nagaland is 120. Out these 90 schools are situated in the rural and rest in urban area. All the teachers teaching in the Catholic missionary schools constitute the population. There are 2587 teachers working in these schools.

Table 10.2: Shows the teachers working in the Catholic Schools of Nagaland

Sl.No	District	Urban		Rural		Total No. of teachers
		Male	Female	Male	Female	
1	Dimapur	186	419	38	61	704
2	Kiphire	22	38	35	68	163
3	Kohima	65	202	82	191	540
4	Longleng	10	20	15	17	62
5	Mokokchung	29	45	21	37	132
6	Mon	27	42	12	15	96
7	Peren	38	53	9	24	124
8	Phek	58	79	58	85	280
9	Tuensang	19	57	33	57	166

10	Wokha	39	54	37	69	199
11	Zunheboto	12	25	29	55	121
	Total	505	1034	369	679	2587

Sources: Survey of Education Commission, Diocese of Kohima, 2015-2016.

Stratified random sampling technique was used for the selection of the sample. 23% of the population was considered for the study which includes both male and female teachers who are serving in rural and urban areas. Therefore the sample consists of 600 teachers working in 28 schools.

Table 11.1: Shows district wise sample selected for the data collection is given below:

Sl No	District	Urban	Rural	Total	Female		Total	Total Sample
					Urban	Rural		
1	Dimapur	37	26	63	68	31	99	162
2	Kiphire	5	11	16	6	16	22	38
3	Kohima	22	26	48	42	35	77	125
4	Longleng	2	3	5	5	4	9	14
5	Mokokchung	6	4	10	12	9	21	31
6	Mon	6	3	9	10	4	14	23
7	Peren	6	3	9	13	7	20	29
8	Phek	11	10	21	21	23	44	65
9	Tuensang	5	8	13	10	16	26	39
10	Wokha	6	9	15	13	17	31	46
11	Zunheboto	3	7	10	7	12	18	28
	Total	109	110	219	207	174	381	600

Sources: Survey of Education Commission, Diocese of Kohima, 2015-2016.

6.3 Tools Used

The investigator used the various tools such as:-

- a) Kulsum Teacher Effectiveness Scale (KTES): Teacher Effectiveness Scale measures teachers' various functions related to his teaching. This scale was developed and standardized by Dr. Umme Kulsum (2006).
- b) Attitude towards Using New Technology Scale (ATUNTS): This scale measures the attitude of

teachers towards using new technology. This scale was developed and standardized by Dr. S. Rajasekar.

- c) Attitude of Teachers towards Computer Education (ATTCE). This scale measures the attitude of teachers towards computer education. This scale was developed and standardized by the researcher.
- d) Interview Schedule: Interview schedule was developed from the 60 statements of the Kulsum Teacher Effectiveness Scale.

- f) The teachers who are Computer literate excel better in teacher effectiveness.

8.0 IMPLICATIONS AND SUGGESTIONS OF THE STUDY

The Implications of the study are illustrated below:-

6.4 Collection of Data

The investigator personally went to the various Catholic Schools in Nagaland to collect the required data, took the interview and observed the various teaching skills of the sampled teachers. Data collection was done from 21-01-2016 to 29-06-2017.

6.5 Analysis of Data

The data was analyzed with simple averages, percentages, Mean, Standard Deviation, and T-test for significance between Means and presented through various tables and graphs.

7.0 MAJOR FINDINGS OF THE STUDY

The major of findings of the study are given below:

- a) Teacher effectiveness of Catholic Missionary schools of Nagaland was measured for now (at present) and after three years as per teacher effectiveness scale. It was revealed that the teacher effectiveness at present was far better than that of after three years.
- b) Attitude of teachers towards computer education does not determine teacher effectiveness.
- c) Attitude of teachers towards use of new technology in education determines teacher effectiveness.
- d) The teacher effectiveness of permanent teachers is far better than the temporary teachers. It was revealed that permanent teachers were comparatively very good and excellent in preparation and planning lessons for teaching (36.92% & 13.62%), classroom management (46.95% & 18.1%), knowledge of subject matter (50.18% & 20.79%), and teacher characteristics (47.67% & 19.71%) and interpersonal relations (44.09% & 18.63%).
- e) The teacher effectiveness of science teachers is better than the Arts teachers. It was found that science teachers were comparatively very good and excellent in preparation and planning lessons for teaching (34.69% & 21.43%), classroom management (39.8% & 27.55%), knowledge of subject matter (42.86% & 29.59%), and teacher characteristics (41.84% & 25.51%) and interpersonal relations (40.8% & 20.4%).

- a) It has been revealed that experience in teaching makes teaching effective. Experienced teachers are able to handle the discipline in the class room more tactfully than teachers who are less experienced. Orientation programmes for the junior and new teachers and refresher courses for all the teachers could be organized on a regular basis. The junior teachers are just completing the degrees courses and entering into teaching profession. They may not be skilled in dealing with the students of all the categories in the classrooms. The management of discipline in the classroom is attained through experience. Nevertheless, the school authority and the senior teachers could extend support, cooperation and encouragement towards junior teachers to attain desired results.
- b) Teaching is a profession and it needs professional training to learn the art of teaching. In general the effectiveness of Catholic schools teachers is very good. Teaching is a profession that affects society either positively or negatively. If teachers are skilled in teaching then society will gain the fruit of the hard work of the teachers. Therefore, teachers could be given opportunity to develop skills, methods, strategies through various programmes. PSTE, DIET, D.Ed. and B.Ed. could be made compulsory for all the teachers before the appointment. The teachers who were not trained at the time of appointment could be given opportunities to undergo the course by granting leave with necessary financial assistance.
- c) The study revealed that the some teachers are not able to teach well due to lack of knowledge communication skills. Effective teachers are effective communicators. Teachers are expected to communicate the subject matter well to the students. If the teacher is able to communicate well then the students are able to understand class well. Therefore the teachers could be given the opportunities to develop communication skills and all the qualities that are necessary to maintain a proper discipline in the classroom. The courses and seminars could be organized especially for the teachers for public speaking and correct pronunciation in English for the better presentation of the lessons in the class.
- d) It was found that some classrooms in some schools are overcrowded. It is mainly because of the high demand for the admissions from various quarters which are unavoidable. Unbalanced teacher - student ratio in the class room is

unhealthy for the teacher and it affects the proper classroom management. Overcrowded class room is detrimental for the proper maintenance of the discipline in the classroom. The prescribed teacher-pupil ratio could be maintained in this regard. The possibility of increasing the number of sections could be thought about. The teaching aids like the black-board, the duster, dustless chalk could be made mandatory.

- e) It was found that the teachers in both urban and rural areas are competent with regard to the preparation and planning, knowledge of subject matter, as well as interpersonal relations. Nevertheless lack of facilities like staff quarters, availability of electricity, text books etc., make teaching ineffective in rural areas. The schools could arrange transport facilities like bus service in order to make the students as well as the teachers to reach the institutions on time.
- f) It was found out that attitude of teachers towards computer education does not determine teacher effectiveness. Though computer education is a vital point of reference with regard to teaching learning practices in this present time and yet teacher effectiveness is independent of computer education. Nevertheless computer education will enhance teacher effectiveness through the use of smart classes and the presentation of lessons with the help of PowerPoint.
- g) Attitude of teachers towards use of new technology in education determines teacher effectiveness. In this present modern age new educational technologies have been introduced in the field of teaching learning processes and it has a great impact on quality teaching and learning. Therefore, every teacher at all levels of education can be made acquainted with the latest technology in education with proper instructions, guidance, training and financial support to face the challenges of technology in education.
- h) It has been found out that teacher effectiveness of permanent teachers is far better than that of temporary teachers. The school authority could make sure the regularization of existing teachers after the prescribed period of probation. Making teachers permanent will make them more hardworking, committed and they could teach with confidence. Laxity in this matter may dishearten the interested and motivated teachers who give their time, energy, expertise, resources in the teaching learning process.
- i) The study also unfolded that teacher effectiveness of science teachers is better than that of the Arts teachers. It is true that science teachers are well acquainted with the technologies for which they possess capacity for sound teacher effectiveness, yet the schools could make efforts to create and

give more facilities for Arts teachers in line with new technologies. There have been complaints from many students at different levels of education that Arts subjects like History, Political Science, English, Education, Sociology classes etc., are not interesting and many times students bung classes to find out more interesting things other than attaining classes of these concerned subjects. Hence to avoid this problem all efforts can be made to increase the teacher effectiveness of Arts teachers.

- j) The teachers who are computer literate excel better in teacher effectiveness while teachers who are not computer literate lack in teacher effectiveness. This show how important is computer education to every teacher in the schools of Nagaland. Quality education is linked with the teacher effectiveness in the teaching learning process and so school administrations can make necessary arrangements for teachers to become computer literate with training and diplomas in computer.

9.0 CONCLUSION

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. 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 because 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 academic achievement. It has been revealed from the analysis that the preparation and planning for teaching of the Catholic Schools in Nagaland was excellent, classroom management was good, knowledge of the subject matter was good, teacher characteristics was excellent and interpersonal relations was excellent.

Finally, teacher effectiveness is the result of teaching experience mingled with the professional training. Use of new technology is an asset to education and it will boost the quality of education and bring about better results. Effective teachers are those who consider their profession as honourable rather than mere execution of the duty. 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 Schools of Nagaland could imbibe the spirit of being an effective teacher through maintaining proper preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics such as personality make-up, behavioural manifestations etc. and having appropriate interpersonal relations in the teaching learning process. For this combined efforts could be made by the teachers and school authorities with the support and cooperation of stakeholders of education in the state

of Nagaland.

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