Chapter 5
Summary, Findings and Analysis, Conclusions and Recommendations

In this Chapter the Summary is presented and the Findings of this study are analysed in three Sections. Section I provides a Summary of the present study. Section II presents the Findings and Analysis and Section III draws the final Conclusions and makes suitable Recommendations.

Section I
Summary

5.1.1. Significance of the Study

The significance and importance of this study can be explained as follows.

In the first place, the findings of this study will lead to a better understanding of the role of teachers in the contemporary system of education. It is now realised that the role of a teacher in the student or pupil centred education is different from that of the teacher in the system of education where the emphasis is on transmitting existing knowledge. Thus the findings of the study will, hopefully, lead to a better appreciation of the role of teachers. Such an understanding and appreciation of the role of the teacher is necessary for improving teacher training programmes. Further, such an appreciation will make raise the social status of the teacher and attract more suitable persons to take up teaching as a profession and vocation.

Secondly, the findings of this study will of special interest to the managements of all educational institutions for understanding the problems and difficulties of the teachers. This will, in turn, help them in reorienting staff management in such matters as recruitment, orientation and coordination and management of the teaching staff in their institutions.

Thirdly, the findings of the study will help the associations of teachers to organise their activities for the benefit of their members. It will help them in
formulating suitable demands for better working conditions, adequate remuneration and professional advancement.

Finally, but most importantly, the findings of this study will be of direct interest to the Catholic educational institutions in Nagaland. The findings will enlighten the managers, governing bodies, heads of institutions, teachers concerned as well as the members of general public about the situation in the Catholic educational institutions in Nagaland.

5.1.2. Methodology and Procedures

In the Introduction (Chapter 1) it has been said that this study on the teachers is entitled “Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland”. Methodological questions and procedures involved in this study are summarised here.

5.1.3. Statement of the Problems

This research intends to have an in depth study of the various problems and prospects faced by the teachers in the catholic educational institutions in the state of Nagaland. Hence the statement of the problem or the topic of study is “A study of the accountability, effectiveness and job satisfaction of the teachers in the catholic educational institutions in Nagaland”.

5.1.4. Specific Objectives and Scope of the Study

As already stated, the present study is on the accountability, effectiveness and job-satisfaction of the teachers in the Catholic educational institutions in Nagaland. Thus the focus of this study is on teacher accountability, effectiveness and job-satisfaction. In order to sharpen the focus, the study has specific objectives and a definite scope.

5.1.5. Specific Objectives of the Study

The following are the specific objectives of this study:

1. To scrutinise the profile of teachers in the Catholic educational institutions in Nagaland.

2. To examine the accountability of the teachers in the Catholic educational institutions in Nagaland.

3. To assess the effectiveness of the teachers in reference to the classroom setting in the catholic educational institutions in Nagaland.
4. To investigate on the level of job satisfaction of the teachers in the Catholic educational institutions in Nagaland.
5. To analyze the problems faced by teachers and the management in ensuring accountability, effectiveness and job satisfaction.
6. To suggest measures for improvement in Accountability, Effectiveness and Job satisfaction of teachers.

5.1.6. Scope of the Study

It can be seen from the specific objectives listed above that this study has a definite scope. This needs to be explained a little.

This study is about teachers in Nagaland. However, it is limited to teachers in private educational institutions or schools and colleges. In Nagaland there are different types of private educational institutions. Some of them are run by individuals or groups of individuals without any religious affiliation. This study is about teachers in private Catholic educational institutions.

Catholic educational institutions in Nagaland are within the area of the Roman Catholic Diocese of Kohima. Some of them are directly run by the Diocese of Kohima. But many are run by religious organizations operating within the Diocese of Kohima. At present the number of Catholic educational institutions in Nagaland is as follows: five colleges, twenty higher secondary schools, twenty seven high schools and sixty eight primary schools. As this is a very large number of institutions, the study is restricted to the Catholic institutions located in a smaller geographical area.

The Diocese of Kohima covers the entire State of Nagaland. There are Catholic educational institutions in all the districts of Nagaland. However for practical purposes, the study covers the all the Catholic schools and colleges in four districts of Nagaland, namely, Kohima, Dimapur, Wokha and Peren. The four districts were selected because Catholic educational institutions are concentrated in these districts.

From what has been said above it can be concluded that this study deals with teacher accountability, effectiveness and job-satisfaction in the Catholic educational institutions in the districts of Kohima, Dimapur, Wokha and Peren districts of Nagaland.
5.1.7. Key Terms: Accountability, Effectiveness and Job Satisfaction

The three key terms have been defined in Chapter 1. Here they presented in summary form.

5.1.7.1. Teacher Accountability:

Accountability is answerability. It refers to the obligation or responsibility of an individual to perform the work or role assigned by the organization to which the individual belongs. In the case of a teacher, accountability is essentially a devotion to the teaching profession and a commitment to impart knowledge and skills to the students. It is an obligation to discharge one’s duty with sincerity and dedication. Hence teacher accountability implies that a teacher is ultimately responsible to the student, to the head, to the society, to the nation, and of course, to his own self.

The accountability of a teacher has the following dimensions:

1) Classroom Teaching / Management
   - Well prepared
   - Teacher behaviour, mannerisms
   - Delivery of course content
   - Participatory discussions
   - Assessment and record keeping
   - Management in terms of classroom condition, group, size and discipline
   - Teacher’s appearance, dress

2) Motivate students
   - Ability to motivate students
   - Creating a good atmosphere

3) Personal qualities
   - Good command and respect
   - Congeniality, pleasant
   - Cooperativeness, patience, strictness
   - Likeability, lovable
   - Self control involving ethics of profession
   - Personal improvement
4) Attitude towards profession
   - Proud of his/her profession
   - Teacher’s dedication and devotion
   - Professional association
   - Teacher’s sense of duty and responsibility
   - Teacher’s fulfilment and satisfaction
   - Respect to co-professionals

5). Relationships
   - Ready to listen to others
   - Accept others’ views
   - Interpersonal relationship
   - Teacher-Management relationship for proper functioning
   - Teacher-Colleagues relationship in sharing knowledge and experiences
   - Teacher-Student relationship to encourage creativity and self confidence
   - Teacher-Parent relationship for harmonious social systems

6) Performance of students
   - Interest in the subjects
   - Academic performance
   - Student initiative
   - Student creativity
   - Student achievement
   - Students active participation

7) Occupational Socialization (Members of the teaching profession generally adopt its values, attitudes, knowledge and skills)
   - Values, attitudes norms of the culture
   - Knowledge and skills
   - Learning opportunities, resources and support
   - Seminars
   - Opportunities to interact with experts

8) Constructive evaluations
   - Examinations, Tests
   - Assessment and record keeping
   - Discussions
- Self assessments
- Effective teaching
- Experimental accountability
- Achievement
- Moral standard of students and teachers
- Self evaluations both personal and professional
- Follow up of students performance
- Involvement of parents in evaluation of students

5.1.7.2. Teacher Effectiveness:

Effectiveness is the ability to produce desired results. Teacher effectiveness refers to the effect of the teacher’s performance on pupils with regard to attaining higher intellectual levels, better emotional control, well organized ego system, higher level of aspiration, higher creative potentials and consciousness. Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.

The following are the dimensions of effectiveness:

1) Qualifications
   - Professionally well trained
   - Wide and well read/ informed
   - Good general knowledge
   - Knowledge of inter related subjects

2) Classroom organization/ Management
   - Classroom environment
   - Order (routine, lessons, classes)
   - Behaviour (consistent, appropriate, discipline)
   - Appropriate procedures
   - Punctuality, regularity

3) Structure of teaching
   - Logical
   - Purpose/ objectives of lessons
   - Discussions related to goals/ objectives of lessons
- Demonstrations
- Revision of notes
- New knowledge
- Reviews periodicals/ feedback
- Proper information
- Appropriate techniques

4) Quality Teaching
- Focused on learning
- Performance, systematic
- Ability to explain clearly
- Well prepared lesson plans
- Proper planning of time
- Readiness to receive feedback
- Consultation to acquire more knowledge

5) Concern for Students
- Open to discussions
- Availability to students
- Students learning and progress

6) Knowledge of subject matter
- Use of latest information
- Use of library
- Open to media
- Up-date one self

7) Enthusiasm
- Positive mental makeup
- Open to suggestions
- Flexible in management, planning
- Readiness for change
- Creative mind set

8) Self development
- Consultancy
- Acquisition of knowledge, skills and expertise
- Qualitative research
9) Student involvement
   - Assignments, quizzes, projects, models
   - Solving problems
   - Questioning
   - Discussion of issues
   - Constructive feedback

5.1.7.3. Teacher Job Satisfaction:

Satisfaction is a good feeling that one has when he/she has achieved what he/she wanted to happen does happen. Satisfaction includes happiness, contentment and fulfilment. Therefore by job satisfaction in the present study is meant the satisfaction of teachers in their jobs. This also includes three main components: economic, professional and personal. Economic satisfaction refers to the adequate remuneration to the teachers in consonants with the fluctuation of prices of essential things in the market or household expenditure requirements. Professional satisfaction refers to good feeling of being a good and credible professional teacher. Personal satisfaction refers to his or her personal fulfilment in teaching.

The following are the dimensions of teacher job satisfaction:

1) Work and environment
   - Teaching materials
   - Suitable classrooms
   - Adequate equipments
   - Chances of leadership and managements
   - Physical environment
   - Social environment

2) Management
   - Administration Orientation (good and proper administration)
   - Professional Orientation
   - Employee/ employer relationship
   - Proper communication
   - Local College or School Board
   - Freedom to express and act with responsibility
   - Participation in significant decision making
   - Cordial supervision
3) Job Security
   - Service condition
   - Incentive
   - Recognition or encouragement
   - Promotional opportunity
   - In-service training offered
   - Salary and increment
   - Personal achievement
   - Standard of pupils
   - Social status and economic security
   - Proportionate number of teaching staff

4) Salary
   - Economic factor (improvement of economic status)
   - Adequate salary
   - Proper and regular disbursement of salary
   - Timely revision of salary
   - Proper pay scale (Qualification and experience)
   - Financial incentive

5) Heads of Institutions
   - Principal’s role
   - Headmistress role
   - Principal/ HM’s teachers relationship
   - Efficiency and capability of principal
   - Staff perception of principal/ HM leadership
   - Positive association

6) Experience
   - Occupational and social
   - Privileges provided
   - Continuous
   - Significant relationship
   - Appointment and selection
   - Years of service
   - Designation
   - Other fields of experience
It can be seen from the above list of the various dimensions of accountability, effectiveness and job satisfaction of the teachers that there is a need to delimit the area of study and to adopt a suitable methodology.

5.1.8. Delimitation of the Study

There are 120 Catholic educational Institutions in Nagaland and the present study is delimitated to 5 colleges, 10 higher secondary schools and 10 high schools in the four districts namely Kohima, Dimapur, Wokha and Peren.

5.1.9. Methodology for Data Collection and Analysis

The present study has adopted the survey cum descriptive method. For data collection it has used the questionnaire to collect data from the sample selected. For interpretation it has used the descriptive method.

5.1.9.1. The Survey: The Population and the Sample

The population of the study constitutes the total number of heads of the institutions (Principals, Vice-principals, Headmasters and Headmistresses), teachers and students of the Catholic educational institutions in the four districts of Kohima, Dimapur, Wokha and Peren in Nagaland. The educational institutions included in the study are Degree and Teacher Training Colleges, Higher Secondary Schools and High Schools.

There are 5 Catholic colleges and all were selected for the study. Using the random sampling method, 50% of the Higher Secondary Schools and 50% of the High Schools were selected. Thus 10 Higher Secondary Schools and 10 High Schools were selected.

The next step was the selection of persons to be administered a questionnaire. All the Heads of the selected institutions were selected. In some cases, there were two Heads, namely, the Principal or Headmaster, as also the Vice-Principal or Assistant Headmaster. Thus the total number of Heads from 25 institutions was actually 33.

As for teachers, 50% of the teachers of the 5 colleges, of 10 selected Higher Secondary Schools and 10 selected High Schools were selected at random for administering a questionnaire.
With regard to students, it was decided to select random 50% of the students of 2nd and 3rd year students of B.A. and B.Com classes in Undergraduate Colleges, 50% of the students in Teacher Training Colleges. Further, it was decided to select 50% of the students studying in Classes XI and XII in the 10 Higher Secondary Schools, and 50% of the students studying in Classes IX and X in the 10 High Schools. Students selected were enrolled in their colleges or schools in the academic year 2008-2009.

Through this process of random selection, the following sample was obtained:

Institutions:


There are, thus, a total of 25 educational institutions selected for this study:

Persons:

1) Heads of Institutions: 33

2) Teachers:
   - Colleges: 38
   - Higher Secondary Schools: 139
   - High Schools: 134

3) Students:
   - Teachers Training Colleges: 110
   - Undergraduate Colleges: 209
   - Higher Secondary Schools: 651
   - High Schools: 683

The sample of persons includes a large number as detailed above, consisting of heads of institutions, teachers and students.

In addition to these persons included in the sample, 18 other persons were interviewed. They were selected because of their knowledge and experience. They were the Founders, Co-founders and first students of Catholic educational institutions included in the study.

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5.1.9.2. Tools Used for Data Collection and Analysis

The following tools have been used in this study.

1) Data Sheets: for collecting basic information on the 25 institutions;
2) Questionnaire for Heads of Institutions;
3) Questionnaire for teachers;
4) Questionnaires for students.

The questionnaires were studied, evaluated and approved by experts. They were pre-tested on 3 principals, 10 teachers and 15 students. Similarly the data sheets and the interview schedule were finalised after discussions with experts.

All these tools are given in the Appendix. The list of knowledgeable persons who were interviewed is also given in the Appendix.

Data collection was done in different ways.

1) Data Sheets on the institutions were filled up by the investigator with the help of the head of the institution and the office staff of the institution concerned.
2) Questionnaires were administered to the selected persons in the sample. The respondents answered the questions on their own.
3) Interviews of the selected informants were conducted by the investigator.

Data collected through questionnaires were tabulated according to the various components of the study. The responses were transferred into tables in numerical forms and were analysed with techniques of descriptive statistics to obtain averages and percentages. The results are presented in Chapters 4 and 5.

Data from secondary sources of various types were also collected. These sources were mainly books, journals, confidential achieves, chronicles, reports, published and unpublished documents, newspapers, etc. Material from these sources has been used in various ways in the study especially in the description of the historical development of education in the districts of Kohima, Dimapur, Wokha and Peren in Chapter 1 section II.
Section II
Findings and Analysis

In this Section, the Findings of this study are analysed in three parts respectively dealing with Teachers’ Accountability, Effectiveness and Job Satisfaction.

5.2.1. Findings on Teachers’ Accountability

Different categories of persons have expressed their perceptions on Teachers’ Accountability. These perceptions have been presented in detail in Chapter 4 section II. Here they are summarised and analysed.

5.2.1.1. Perceptions of the Heads of Institutions

1. All the Heads of Institutions concur that teachers in all the 25 Catholic Educational Institutions are accountable to the authorities, such as Principal and Head Teacher.

2. The vast majority (more than 90.9%) of the Heads of Institutions admit that teachers were very punctual and very regular in their duties. They also acknowledge that teachers are committed to teaching because teachers are interested, dedicated and sincere to the teaching profession. They also recognise that the teachers dress decently in keeping with their profession.

3. The great majority (87.9%) of the Heads of Institutions state that teachers are able to complete the syllabus in time. 81.8% of the Heads say that teachers are very regular in giving assignments.

4. Nearly all (97%) Heads of Institutions feel that teachers are fair and impartial in judgment and evaluation of students’ performance. They agree that teachers are fair and impartial in evaluation of test and exam papers of students, and are also fair and impartial in judgment and evaluation of students’ behaviour.

5. The vast majority (84.8%) of the Heads indicated that teachers take the initiative in organizing co-curricular activities like sport and games, literary competitions and cultural programmes, but tend to neglect other activities.
6. Though the majority (72.7%) of the Heads agree that teachers are able to control or manage their classes, a significant number (27.3%) say that teachers are not able to control or manage their classes may be because the teachers lack experience and are not trained. Thus the major deficiency in accountability is lack of experience and training.

5.2.1.2. Teachers’ Accountability as Perceived by College Teachers

1. All the College teachers had the required qualifications. Some had also done research and showed interest in their specializations.

2. It was very satisfying and impressive to find that all the teachers are in time for their classes and are also able to control and manage their class rooms well. All teachers (100%) were very honest in duty and were able to complete the prescribed syllabus in the given time. All teachers give extra suggestions to make good students better, and 81.6% of them give regular feed-back on student’s performance. A large number (76.3%) of them give regular assignments to students, and 60.5% of them evaluate students’ performance at the end of the class. Nearly all (94.7%) of them hold regular tests such as class test, weekly test, monthly test and quarterly test.

3. It is encouraging to find that 97.4% teachers gave special attention to weak students and most of them have specified their methods such as: (a). identification of students family background, (b) personal guidance, (c) assessing their performances though follow up programmes (d) asking frequent questions and making eyes contact to draw the students’ attention.

4. All the college teachers love and respect their students and 97.4% of them inculcate values among the college students and 78.9% teachers have concern and also enquire about the student absentees. 92.1% teachers were able to take up responsibility to improve discipline in the college and 84.2% were able to complete daily correction even if they have to sit over time to do extra work as need arises and 71.1% generously contributed articles to college magazine.

5. The majority of the college teachers were ready to help out and take part in any teachers Association activities and 65.8% of them voluntary participated in such activities. Quite a large number (47.4%) of the teachers help out in community
related programmes such as HIV/ AID programmes and 42.1% help out in National Service Scheme programmes and others help in programmes such as, peace club, student’s union, student’s council, church activities, health care and Self Help group.

6. In general, the college teachers perceive themselves as responsible and accountable, performing their duties in an honest manner.

5.2.1.3. Accountability as Perceived by Higher Secondary School Teachers.

1. Most of the male teachers were interested in Maths, teaching sports and games while most of the female teachers were interested in reading, English teaching and music.

2. Nearly all (97.8%) teachers of Higher Secondary schools claim to be honest in their duties as teachers and 94.2% say that they are also able to complete the given syllabus in time. Nearly all (99.3%) of them say that they are able to manage well their classrooms, that 95.7% of them are in time for their classes, 93.5% give regular feed back to students and 97.1% give extra suggestions and measures for student’s improvement. Further, nearly all (99.3%) of them say that they love and respect their students, 97.8% of them inculcate values in their students, and 79.9% have concern and enquire about absentee students.

3. It was satisfying to find that 90.6% of the teachers say that they give special attention to weak students. They identify the following as some of the measures they take to help weak students: (a) personal and special attention to their needs, (b) pose questions frequently, (c) give more home work and assignments, (d) give weekly tests and monthly tests, (e) regular checking of the class notes, (f) encouragement to be optimistic, (g) availability to the students whenever they approach for help, (h) arranging their seats in front and mixing the weak students with intelligent students.

4. A great majority (85.6%) of the teachers say that they conduct regular class tests, 63.3% say that they conduct monthly tests, 56.8% conduct quarterly tests and 56.1% conduct weekly tests. Some teachers also conduct unit tests and oral tests. It is very encouraging to note that 79.9% of the teachers say that they give regular assignments to their students and 74.1% evaluate students’ performance.
5. 94.2% of Higher Secondary teachers say that they take up the responsibility to improve discipline in the school and 71.9% take the trouble to discuss students’ problems with their parents.

6. It was discouraging to note that only 30.9% of the teachers generously contribute articles to school magazine, and only 48.2% teachers take part in teachers’ association activities.

7. Surprisingly only 25.9% of the teachers take part in the National Service Scheme, and 29.5% in the HIV/AIDS related programmes, and some take part in Red Cross, Peace Channel and Environmental programmes.

8. By way of conclusion, it can be said that nearly all the teachers of Higher Secondary schools claim to be honest in their duties as teachers. They complete the syllabus in time, but the number of teachers giving various types of tests decreases according to the frequency of tests. Most of them consider teaching as restricted to the class room and some co-curricular activities.

5.2.1.4. Teachers’ Accountability as Perceived High School Teachers

1. Almost all (97.8%) of the teachers claim that they are very honest in their duties as teachers and 95.5% say that they complete their syllabus in the given time. They (99.3%) also say that they are able to control and manage the class. 98.5% are in time for class, 96.3% give extra suggestions to students for improvement, and 91% are regular in giving feedback on students’ performance.

2. 93.3% of the teachers are very regular in giving assignments and 89.6% discuss students’ problems with their parents, and 73.9% evaluate students’ performance regularly. 89.3% of the teachers give regular class tests, 78.4% give monthly tests, 60.4% give weekly tests, and 56% give quarterly tests. Teachers also say that they do regular evaluation the performance of students by giving (a) tests at the completion of lessons, (b) unit tests, (c) surprise tests or tests without advance notice.

3. The vast majority (90.3%) of the teachers claim that they give special attention to weak students and the main steps taken by them are stated briefly as follows: (a) the majority help their students in studies and especially their home work, (b) give special
and extra coaching classes, (c) try to know and understand the problems of the children, (d) give a lot of encouragement and incentives to foster learning, (e) pay special attention to their studies and regularly check their performance, (f) visiting the homes of the students, motivating them and suggesting measures for improvement.

4. It was encouraging to find that 99.3% of the teachers love and respect their students. 86.6% of them say that they also inculcate values in their students. 83.6% of them inquire about absentee students. 94% of the teachers say that they take up responsibility to improve discipline.

5. It is discouraging to find that only 45.5% of teachers help out in HIV/AIDS related programmes and only 29.1% help out in NSS related community programmes. Some teachers are involved in other community related programmes such as (a) sports & clubs, (b) sanitation and cleanliness awareness programmes, and (c) health awareness programmes.

6. It is possible to conclude by saying that nearly all the teachers of High Schools claim to be honest in their duties as teachers. They complete the syllabus in time. They do give tests, but the number of teachers giving various types of tests is not very high. Most of them consider teaching as restricted to the class room.

5.2.1.5. Accountability as Perceived by Students of Teacher Training Colleges

1. All the students admit that teachers are promoting creative thinking in students. 96.4% of students say that teachers were in time for their classes and they had control over their classes, and 82.7% of the students state that teachers encourage the use of library regularly. But some (9.1%) students face some sort of problems from their teachers because (a) teachers do not explain lessons well, (b) teachers do not use modern methods of teaching, (c) teachers misuse authority, (d) teachers have no commend of English, and (e) teachers have no control of their class.

2. All the students admit that teachers organize co-curricular activities, 97.3% of the state that teachers were ready to listen and help students, 90% of the students say that the teachers discuss goal related objectives with their students, 85.5% say that teachers were very regular in giving assignments to students, and 28.2% were able to discuss students’ problems with their parents.
3. 81.8% of the students acknowledge that teachers were fair and impartial in judgment and evaluation based on caste and religion. 80.9% agree that teachers were fair and impartial based on tribe, and 39.1% found that the teachers were fair and impartial based on status. It is striking that a sizeable percentage of students find that teachers are not fair and impartial, especially on the basis of status.

4. It is surprising to note that 47.3% of the students were called to the principal’s office for disciplinary measures. Parents of 10.9% of the students were called to the college. 10% of the students received humiliating words from their teachers and 2.7% were even detained after class.

5. It can be concluded that in the perception of the students of the Teacher Training Colleges, most of the teachers are competent in academic matters and in organising co-curricular activities. But a sizeable percentage of the students find that their teachers are not fair and objective in evaluation. What is striking is that 47.3% of the students faced disciplinary problems and that 10% of the students were verbally humiliated. Obviously, something is missing in the professionalism of the teachers.

5.2.1.6. Accountability as Perceived by Students of Undergraduate Colleges

1. The vast majority (94.7%) of the students feel that teachers were promoting creative thinking in students. They also say that the teachers were and teachers were in time for their classes. 75.6% of the students acknowledge that the teachers give regular assignments to students. 76.6% of the students say that teachers were able to control their classes. 96.7% of the students say that their teachers encourage them to make a regular use of library

2. However, a sizeable number (23.9%) of the students have problems with their teachers, and their problems are as follows: (a) some teachers are very fast while dictating notes, (b) some teachers does not pronounce the words clearly, (c) some teachers does not use modern methods of teaching, (d) some teachers are not experienced in teaching, (e) some has no control over the class, (f) some teachers give notes without explanation, (g) assignments are too many, (h) some teachers come to class without proper lessons planning.
3. 87.6% of the students admit that teachers organize co-curricular activities. As many as 98.1% of the students say that teachers are ready to listen to them and help them whenever there is a need. 74.2% agrees that teachers are able to discuss goals related objectives of lessons.

4. Only 57.9% of the students feel that teachers are fair and impartial in judgment and evaluation. Students who found that teachers were not fair and impartial in judgements and evaluations said that teachers are influenced by (a) gender, (b) colour and race, (c) by the performance of students and favour those who do well.

5. It is disturbing to note that as many as 78.9% of the students were called to the principal’s office as a disciplinary measure. Parents of 35.4% of the students were called to the college. 15.8% of the students received humiliating words from teachers, and 2.4% of the students were even detained after class. Other disciplinary measures received by students were: (a) imposition (b) suspension form class (c) fines (d) improvement test and (e) discussion and advices.

6. By way of conclusion it can be said that about 75% of the students are satisfied with the teaching of their teachers. But a sizeable number (about 25%) of students of the Colleges have problems with the teachers with regard to classes. What is worse is that only 57.9% of the students feel that their teachers are fair and impartial. Discipline seems to be a problem because as many as 78.9% of the students were called to the Principal’s office.

5.2.1.7 Accountability as Perceived by Students of Higher Secondary Schools

1. The vast majority (89.9%) of the students acknowledge that their teachers are well mannered. 78.8% of them are grateful to their teachers because they promote creative thinking in students. Most (83.6%) of the students say that teachers are in time for classes, and 73.7% of the students agree that the teachers have control over the classes. 89.4% of the students state that teachers are ready to listen and help students who are in need. 69.1% observe that teachers organize co-curricular activities, and 53.1% say they are regular in giving assignments to students. 52.7% admit that teachers discuss students’ problems with their parents, and 49.2% find the teachers ready to discuss goal related objectives.
2. However, as many as 27.3% of the students have problems with their teachers. Those problems are as follows: (a) some teachers do not explain their lessons properly, (b) some teachers are proud and are partial in their treatment of students, (c) some teachers have very poor pronunciation, (d) some teachers rush with the lessons to complete the syllabus, (e) some teacher use rude and humiliating words, (f) some teachers are inexperienced as teachers, (g) some teachers speak too fast while teaching, (h) some teachers do not plan their lessons well, (i) some teachers are very irregular, (j) some teachers do not use proper method of teaching, (k) some teachers are not friendly, (l) some teachers only read and do not explain the lessons, (m) some teachers are short tempered and take unnecessary measures against the students.

3. It was very striking to find that only 53.6% of the students feel that the teachers were fair and impartial in judgment and evaluation. They say that their teachers are influenced by religion. 53.1% of the students say that teachers are influenced by tribe. 48.2% of the students say that teachers are influenced by the status of students. Other reasons given by the students are: (a) sex, (b) intelligence, and (c) good students.

4. 86.5% of the students say that they were called to the principal office for disciplinary measures. 70.7% of the students’ parents were called to the school. 47.6% of the students say that they abused with humiliating words from their teachers. 31% of them say that they received beating from their teachers. 29.6% of them admit that they were detained after class as a disciplinary measure. Other disciplinary measures included: (a) imposition, (b) beating, (c) standing outside, (d) imposition of fines, (e) scolding, and (f) suspension from class.

5. From what has been said above, it can be concluded that the majority of the students are satisfied with the teaching of their teachers. But a sizeable number (27.3%) of the students have problems with the teachers with regard to classes. Besides, only 53.6% of the students feel that their teachers are fair and impartial. Discipline seems to be a problem because as many as 86.5% of the students were called to the Principal’s office.

5.2.1.8. Teachers’ Accountability as Perceived by High School Students

1. 91.9% of the High School students admit that teachers were in time for their class and 89.2% agree that teachers were able to control their class. 31.6% of the students
acknowledge that there is a library in their school but only 31.2% said that teachers encourage the use the library regularly.

2. As many as 92.5% of the High School students say that their teachers organize co-curricular activities, 97.8% admit that teachers are ready to listen to them and help them in need. 80.7% of the students say that their teachers are ready to discuss students’ problems with their parents. 79.9% agree that teachers discuss goal related objectives, and 67.2% of them admit that teachers are regular in giving assignments to students. 86.5% of the students appreciate that their teachers promote creative thinking potential of the students. At the same time, 12.3% of the students accept that they have problems with their teachers. These problem are: (a) some teachers do not explain their lessons well, (b) some teachers are poor in English, (c) some teachers misunderstand their students, (d) some teachers are very poor in pronunciation, (e) some teachers are partial in evaluation of students’ performances, and (f) some teachers speak very fast while teaching.

3. As far as fairness and impartial judgment and evaluation are concerned, it is discouraging to find that 57.5% of the students admit that their teachers are not fair and impartial because they are influenced by tribe, 56.2% say that teachers are influenced by the status of students (rich and poor), 54.3% say that the teachers are influenced by religion. Other reasons why teachers are partial and unfair are the following: (a) sex, (b) intelligence, and (c) looks (beautiful/handsome).

4. Nearly all (93.7%) of the students were called to the Principal’s office as a disciplinary measures. 87.6% of the students’ parents were called to the schools. It is shocking to find that 67.6% of the students received beating, and 37.2% were detained after class. As many as 27.2% of the students received humiliating words from their teachers, and 10% received other punishments such as: (a) imposition, (b) standing outside the class, (c) mass punishment, and (d) fines.

5. It is possible to concluded that the majority of the students are satisfied with the teaching of their teachers. But (12.3%) of the students have problems with the teachers with regard to classes. Besides, only 57.5% of the students feel that their teachers are fair and impartial. Discipline seems to be a problem because as many as 93.7% of the students were called to the Principal’s office. A large number (67.6%) say that they received beating and 27.2% say that they were abused in words.
5.2.2. Findings on Teachers’ Effectiveness

Different categories of persons have expressed their perceptions on Teachers’ Effectiveness. These perceptions have been presented in detail in Chapter 4, Section III. Here they are summarised and analysed.

5.2.2.1. Teachers’ Effectiveness as Perceived by Heads of Institutions

1. Nearly all (93.9 %) the Heads of Institutions state that teachers have the ability to motivate students. Most teachers use the following steps to motivate students as: (a) Team Student’s Home Visit method (b) Participatory and individual care, (c) Encouragement method and (d) Guidance and Counselling method.

2. It is encouraging to find that 93.9% of the Heads of Institutions acknowledge that teachers explain their lessons in clear and simple English. 84.8% agree that teachers promote the creative thinking potential of the students. 69.7% admit that teachers use effective methods of teaching. It was also noted that demonstration and dictation of notes methods were used by most teachers. 81.8% of the Heads admit that teachers ask questions in the class to re-enforce their teaching at the end of their lessons.

3. 91% of the Heads of Institutions acknowledge that relationship between the teachers and students in and outside the classroom was friendly and cordial. 78.8% found that teachers were keen and enthusiastic to be more effective. 69.7% agree that teachers were updating the structure of their teaching, and 60.6% of the Heads were satisfied with the teaching competencies of their teachers.

4. The high morale of teachers is acknowledged by 81.8% of the Heads of Institutions. 78.8% of the Heads of Institutions admit that teachers contribute generously to the best of their abilities in matters of discipline for the betterment of the students and the institution. 66.7% of the Heads admit that teachers assisted and guided students through counselling programmes.

5. The opinion of the Heads of Institutions on the question of effectiveness can be summarised as follows. Just 60.6%, of the Heads are satisfied with the teachers’ competencies and effectiveness and they feel that there is much more to be done. They feel that such improvement is possible because the teachers are generally keen
and enthusiastic to be more effective and some teachers are updating the structure of their teaching. The basic reason for low effectiveness is probably the fact that a large number of teachers are untrained.

5.2.2. Teachers’ Effectiveness as perceived by College Teachers

1. All the teachers say that they explain their lessons clearly and distinctly, and all of them try to improve their ability to explain. 84.2% of the lecturers claim do meticulous lesson planning to be more effective.

2. All college teachers use Black Board and Chalk method of teaching, and 94.7% of them also use dictation of notes method. 81.6% of them use demonstration method and, 71.1% use illustration charts, seminars and group discussions.

3. Systematic teaching is found to be practised by all the college teachers and all of them summarize what is taught at the end of the class.

4. The study shows that 97.4% of the teachers update their class notes every year, and 89.5% of them read latest books and articles to get the latest knowledge and information.

5. All the teachers welcome creative suggestions from their students, and 97.4% of them involve students in the teaching learning process, and 97.4% of them find that their students are very attentive in the class. To reinforce learning and attention, 86.8% of the lecturers ask questions frequently during the class.

6. The support of fellow teachers is the back bone in the teaching profession. In the present study 97.4% of the lecturers say that they get very good support from their fellow lecturers. And 89.5% lecturers were professionally qualified.

7. A clear and loud voice is a very important criterion for a teacher. In the present study 94.7% of the lecturers were teaching in a clear and loud voice, and 92.1% of the lecturers use innovative methods of teaching their classes, and 76.3% of the lecturers do good time planning for their classes.

8. Teachers effectiveness depends largely on the availability of good teaching materials. It was found that 97.4% of the lecturers admit that chalk and black board
were easily available as teaching materials and 89.5% get text books and reference books, and 39.5% acknowledge that charts are provided as teaching aids.

9. In-service training programmes are a must for a lecturer to up-date himself/herself in the fast changing world and growing knowledge. In the present study it is found that all the lecturers are eager to attend seminars. 97.4% of them are eager to attend refresher courses, and 84.2% are eager to attend conferences and ready to take part in various work shops

5.2.2.3. Effectiveness as Perceived by Teachers of Higher Secondary Schools

1. It is really good to find that all the teachers of Higher Secondary Schools say that they give a clear explanation of their lessons, and 98.6% of them say that they are able to improve the ability to explain better, and 81.3% of them meticulously do their lesson planning.

2. All the teachers say that they use Black Board and Chalk as their method of teaching. In addition, 82% of them use dictation of notes, 79.1% use demonstrations, and 48.2% use illustrated charts. Some use relevant facts, cite examples, storytelling methods and diagrams.

3. It is satisfying to notice that systematic teaching is done by 96.4% of the teachers, and 92.1% of them update their class notes, and 85.6% of the read latest books and articles to update themselves.

4. 97.1% of the teachers say that they ask frequent questions in the class and welcome creative suggestions from students, and 89.9% of them involve students in teaching learning process and summarize what is taught in the class.

5. It is satisfying to find that 95.7% of the teachers are teaching in a loud and clear voice. 94.2% teachers find their students attentive in the class and 79.1% employ innovative methods of teaching and 76.3% were professionally qualified as teachers.

6. It was impressive to note in the present study that 95% of the teachers get support from their fellow teachers, and 89.2% of the teachers do time planning of their class.
7. All the teachers say that Chalk and Black Board are easily available as teaching aids. 94.2% of the teachers get text books, and 51.8% get charts as teaching aids. Teachers also get reference books and Internets facilities as teaching aids.

8. 89.2% of the teachers are eager to attend in-service programs, 87.8% to attend seminars, 86.3% to take part in workshops, and 79.1% to attend conferences and some are eager to attend orientation programmes.

5.2.2.4. Teachers’ Effectiveness as Perceived by High School Teachers

1. It is satisfying to find that 97% of the High School teachers explain their lessons clearly, 95.5% are improving their ability to explain, and 87.3% do meticulous planning of their lessons.

2. 99.3% of the teachers use Black Board and Chalk as the method of teaching. 76.9% of them use demonstration method, 75.4% use dictation of notes, and 65.7% use illustrated charts as their method of teaching. Teachers also use some other methods of teaching such as: a) group activities and group discussion method, b) assignments method, c) question and query method, d) Play way, drama and storytelling methods, and e) field study, exposure programmes and study tour method.

3. It is encouraging to find that 91.8% of the teachers are teaching systematically, 82.15% of them update their class notes as the need arises, and 79.1% read the latest books, articles to be informed about the latest development of knowledge.

4. 95.5% of the teachers in High Schools say that they ask questions frequently to draw the attention of students, 93.3% say that they welcome creative suggestions from students, 90.3% say that they summarize what they teach, and 87.3% of them involve students in teaching learning process.

5. It is impressive to find that 97.8% of the teachers acknowledge that students are attentive in class, 94.8% say that they teach in a loud and clear voice, 79.1% claim that they employ innovative methods of teaching, and 73.1% of them say that are professionally qualified.
6. 88% of the teachers acknowledge that they are getting good support from their fellow teachers when the need arises, and 82.8% of them say that they do time planning of their classes.

7. It is interesting to find that 99.3% of the teachers say that they get text books as teaching materials, while 97.8% say that they get chalk and black board, and 70.1% get charts as teaching materials. Other teaching materials available for their use are: a) mathematic instruments boxes, b) slides, files and audio-visuals, c) note books, pens, files, d) reference books, magazines and journals.

8. 79.9% of the teachers say that they are eager to attend seminars, 76.9% to attend refresher courses, 72.4% each to attend conferences and workshops. Teachers are also eager to attend such programmes as: a) Refresher courses in sports, b) Field studies and study tours, c). Counselling courses.

5.2.2.5. Effectiveness as Perceived by Students of Teachers Training Colleges

1. 92.7% of the students of Teacher Training Colleges admit that their teachers were well prepared for their classes. 90.9% of the students indicate that their teachers taught systematically and emphasized important points while teaching. 80% of the students are satisfied with the teaching competencies of their teachers and 76.4% of the students acknowledge that their teachers summarize all that they teach at the end of the class.

2. It is surprising to notice that 92.7% of the students say that their teachers are using lecture method in teaching. 90% of the students admit that their teachers are using dictation of notes method, and 60% of the students agree that teachers are using demonstration method. According to the students, teachers also use others methods such as: (a) discussion method, (b) power point presentation method, (c) interacting method, (d) lecture cum demonstration method, and (e) project method.

3. 98.2% of the students observe that their teachers are using black board and chalk as their teaching material as these were easily available. 66.4% of the students find the teachers using over head projector, 41.8% students admit that they use illustrated charts, but only 31.8% of the students indicate that the teachers are using CD and DVD players. 18.2% of the students acknowledge that their teachers are using the
following teaching materials such as: (a) LCD projector, (b) lap top and over head projector, (c) models and well prepared charts. Thus it can be concluded that modern teaching materials are lacking.

4. It is satisfying to find that 93.6% of the students agree that their teachers have a good sense of humour, and good command over English. 85.5% of the students admit that their teachers involve students in discussions related to student issues, 72.7% of them admit that their teachers were using new methods of teaching, and 67.3% say that their teachers were asking constructive feedback at the end of the class from students to be more effective.

5. It is edifying that 98.2% of the students admit that their teachers were asking questions during class to make sure that the students understood the topic well and 93.6% agree that their teachers were enthusiastic to teach. 85.5% of the students find that their teachers were using their own creative methods to teaching.

5.2.2.6. Effectiveness as Perceived by Undergraduate College Students

1. 97.6% of the students of the Undergraduate Colleges feel that their teachers are well prepared for their classes, and 93.8% of the students concur that their teachers emphasize important points while teaching. 88.5% of the students state that their teachers teach systematically, and 63.6% of them admit that their teachers summarize what they teach at the end of the classes. 70.8% of the students are satisfied with the teaching competencies of their teachers.

2. It is striking to note that 98.9% of the students observe that their teachers use the lecture method of teaching. 92.3% of the students admit that their teachers use dictation of notes and only 28.2% of the students say that their teachers use the demonstration method of teaching. According to the students, other methods used by teachers are the following: (a) Assignment method, (b) Paper presentation method, (c) Group discussion method, (d) Black Board & chalk method, (e) Field work method, (f) Interacting method, and (g) Project method

3. Strikingly 96.2% of the college students indicate that their teachers are using Black Board and Chalk as their teaching material, and only 31.6% of the students say that their teachers are using CD and DVD players, 6.7% acknowledge that teachers use
over head projector, and 3.8% say that teachers use illustrated charts. 8.1% of the students observe that their teachers are using other teaching aids such as: (a) LCD projector, (b) Printed materials, (c) Written notes, and (d) Reference books.

4. 95.7% of the College students are happy that their teachers have good command over English. 78.5% state that teachers have a good sense of humour and that learning is pleasant. 70.8% of them agree that their teachers involve students in discussions related to students’ issues. 63.6% concur that their teachers are asking constructive feedback after the class to make their teaching more effective. 45.9% of the students observe that their teachers are using new methods of teaching.

5. It is very encouraging to note that 98.1% of the College student indicates that their teachers were posing questions during class to make sure that students pay attention. 94.3% of the students feel that their teachers are very enthusiastic to teach. 75.6% of the students acknowledge that their teachers are using creative methods of teaching.

5.2.2.7. Effectiveness as Perceived by Students of Higher Secondary Schools

The following findings on Teachers’ Effectiveness are from the responses of students of Higher Secondary Schools.

1. 88.9% of the students agree that their teachers are well prepared for classes, and 86.9% of them admit that their teachers emphasize important points while teaching. 72% of the students concur that their teachers are teaching in a very systematic way. 59.3% students say that their teachers summarize what they teach at the end of the class and students find it very useful. 60.5% of the students of Higher Secondary Schools are very satisfied with the teaching competencies of their teachers.

2. It is dissatisfying to find in the study that 87.6% of the students saying that their teachers are using only lecturer method of teaching and 86.9% of them saying that their teachers are using only dictation of note method. However, 28.1% of the students state that their teachers use demonstration method of teaching. 8.8% of the students observe that their teachers use other methods of teaching such as: (a) Reading text books and explanation method, (b) Assignment method, (c) Story telling
method, (d) Questioning method, (e) Seminar method, (f) Using nature for teaching, and (g) Debate method.

3. 97.7% of the students agree that their teachers are using Black Board and Chalk as teaching aids, and only 8.9% agree that their teachers are using illustrated charts. 7.1% of the students acknowledge that their teachers are using overhead projector, and 3.5% say that teachers use CD & DVD players. 3.7% of the students state that their teachers use other teaching materials such as: (a) White Board and marker, (b) Maps and Globes, (c) Text books, and (d) Lab instruments.

4. 87.3% of the students are content because their teachers have good command of English. 74.5% agree that their teachers have good sense of humour. 61.9% of the students agree that teachers involve the students in discussions related to students’ issues. 51% of the students concur that their teachers are using new methods of teaching. 42.7% of the students admit that their teachers are asking constructive feedback from students after the class to be more effective.

5. It is encouraging to find that 91.7% of the students acknowledge that their teachers are posing questions during class, 82% agree that their teachers are using creative methods of teaching, and 80.6% of the students feel that their teachers are very enthusiastic to teach.

5.2.2.8. Teachers’ Effectiveness as Perceived by High School Students

The findings on Teachers’ Effectiveness based on the responses collected from High School Students of Classes IX and X are as follows:

1. It is satisfying to find that 96.3% of the students of High Schools agree that their teachers emphasize on important points while teaching and 94.1% of the students state that teachers are well prepared for their classes. 87.6% of the students say that their teachers teach in systematic way. 75.1% of the students are satisfied with the teaching competencies of their teachers, and 56.8% of them acknowledge that their teachers summarize what they teach at the end of the class.

2. It is surprising to notice that 84.3% of the students indicate that their teachers are using only dictation of notes method, 71.3% of them say that their teachers use the
lecturer method, and 66.6% of the say that the teachers use the demonstration method. 8.3% of the students observe that their teachers also use other methods such as: (a) Lecturing and responding method, (b) Models and example methods, (c) Interacting method, and (d) Discussion method.

3. 99.3% students of the students of High Schools indicate that their teachers use Black Board and Chalk as teaching material as they as easily available. 38.8% of the students admit that their teachers are using illustrated charts, and 15.2% of the students acknowledge that the teachers use over head projector, and 7.2% of the students agree that teachers use CD&DVD player. 7.3% of the students list other teaching material used by teachers as follows: (a) Models (b) Pointer (c) Practical lab (d) Laboratory equipment (e) Computer Lab.

4. 92.8% of the High School students state that teachers have good command over English, and 84.6% of them feel that their teachers have a good sense of humour in the class, and 41.3% of them concur that their teachers ask constructive feedback from their students at the end of the class.

5. It is surprising to note that 65.7% of the students of High Schools find that their teachers are using new methods of teaching. 57.1% of the students agree that teachers involve students in discussions related to students’ issues.

6. 94% of the High School students observe that their teachers ask questions during the class, 88.3% of them agree that teachers use their own creative methods of teaching, and 87.8% of the students feel that their teachers are very enthusiastic to teach.
5.2.3. Findings on Teachers’ Job-Satisfaction

Views on Teachers’ Job-Satisfaction are collected from the Heads of the Institutions and the Teachers of different types of Institutions. They have been presented in detail in Chapter 4, Section IV. Here these views are summarised and analysed.

5.2.3.1. Teachers’ Job-satisfaction as Perceived by Heads of Institutions

1. Among Teachers 264 had the Bachelor’s Degree, 130 had a Master’s Degree, and 100 had Pre-University Certificate. 111 were trained with TTC, B.Ed, M.Ed or had cleared NET. 615 teachers were not trained.

2. All the Heads of the 25 Institutions agree that the teachers have a functional relationship with managements. They also said that the teachers are given the chances to exercise their leadership roles.

3. 87.9% of the Heads of institutions agree that teachers are very cordial in their behaviour and relationship with the management.

4. The vast majority (97%) of the Heads say that they encourage and allow their teachers to attend refresher courses every year.

5. 90.9% of the Heads acknowledge that their teachers are ready to work overtime when they are called for or as the need arises.

6. 63.6% of the Heads of institutions organize orientation programmes for teachers every year. 21.2% of them organize training programmes every alternative year, and 15.2% organize training programmes for teachers once in three years.

7. Most of the Heads of institutions (72.7%) say that they give different types of incentives to teachers who perform well in teaching. Incentives given are (a) Public Acknowledgement, (b) Special increment of salary every year, (c) sending teachers for seminars and updating courses, and (d) Awards in cash or kind.

8. 81.8% of the Heads of institutions admit that they are facing certain problems. The problems are (a) Teachers and Students are poorly motivated, and (b) Lack of competent staff.
5.2.3.2. Teachers’ Job-satisfaction as Perceived by College Teachers

1. All the College teachers like their teaching profession. 97.4% say that they enjoy the time spent in the college and 97.4% of them say that they experience friendly and cordial relationship with the management. 92.1% of the teachers say that they willingly accept the norms and objectives of the management.

2. All the College teachers say that they get full and regular salary in time. 92.1% of them say that they enjoy the good and friendly environment in the college.

3. It is encouraging to find that 86.8% of the College teachers are given special assignments and duties besides teaching, and 71.1% of them are also consulted by the management in planning programmes in the college.

4. It is disheartening to note that only 39.5% of the College teachers say that they are satisfied with the salary that they receive, while the rest are not satisfied. The reasons for their dissatisfaction are: (a) The standard of living is very high, and it is rather difficult to meet their basic needs, (b) the work-load is much more when compared to the salary they receive, and (c) the UGC norms with regard to college teachers’ pay scale are not implemented.

5. Drinking water and toilets facilities and Library were available in all colleges, and 94.7% of the College teachers are happy with proper staff rooms. 55.3% are satisfied with the canteen facilities, and 10.5% are happy with the laboratory facilities.

6. 84.2% College teachers say that they are capable of additional responsibility though 34.2% of them feel that the work load is too much for them because of the numbers of periods in a day, and they are not able to prepare their lessons plan properly and give the best explanations.

7. It is encouraging to find that 55.3% of the College teachers are confident to give model class to fresh lecturers, 57.9% of them are able to give seminars, and 44.7% are able to conduct workshops, and 36.8% to give courses.

8. The willingness of the teachers to do over time work is a great blessing to the institutions. In the present study it is found that 89.5% of the College teachers are willing to do over time work and only 21.1% of the teachers are looking for jobs other
job than teaching because of better pay and better security in the future, though 60.5% of them are not satisfied with their salary.

9. All the College teachers find that their Principals approachable. 94.7% of them find the Principals very co-operative, and 89.5% find the Principals trustworthy and 21.1% find the Principals frank and open, adjustable, friendly and understanding.

10. The majority of the College teachers expect the management to have a good understanding, good co-operation, cordial relationship, to have the ability to trust the staff, good salary according to UGC norms and qualifications, and proper managerial skills.

11. The major problem of 68.4% of the College teachers in their teaching profession is the overcrowded classrooms. But 31.6% of them also have problems in dealing with those students who have no interest in studies.

12. 57.9% of the College teachers are satisfied with the present system of functioning because of the well planned system. But 44.7% of them are not satisfied because they feel that there is a need to be more systematic and to update all facilities available in the college.

13. 15.8% of the College teachers are generous with constructive information suggestions such as: (a) students and teachers ratio to be maintained (b) teachers to be paid well (c) training should be provided for senior teachers such as orientation programmes (d) vocational courses should be organized (e) dictatorial attitude to be minimized (f) humanness in dealing with others should be cultivated (g) manipulative attitude should be avoided and (h) to be more flexible in matters of rules and regulations.

5.2.3.3. Job-satisfaction as Perceived by Teachers of Higher Secondary Schools

1. Nearly all (98.6%) of the teachers in Higher Secondary Schools like their teaching profession. 97.8% of them enjoy time spent in school, 95% of them are friendly and cordial with the management, and 94.2% of them are ready to accept the norms and objectives of the managements.
2. All the teachers in Higher Secondary Schools receive full and regular salary in time, 95% of them enjoy the good and friendly environment in the school, 74.1% of them say that they are consulted in the planning of school programmes, and 72.7% of them say that they are given special assignments and duties besides teaching.

3. Only 40.3% of the teachers are satisfied with their salary. The rest, 59.7% of them, are not satisfied with their salary because of high prices of commodities, the salary is not in proportion to the work load, the income is not enough to manage the family, the pay scale is very low, salary is not proportionate to the cost of living, qualification and experience.

4. All the teachers of Higher Secondary schools say that toilets facilities are available in all the ten Higher Secondary schools. 97.8% of them are happy with the properly furnished staffroom, 83.5% of them are content with the good library facilities, 80.6% of them are happy with proper drinking water, 76.3% are satisfied with good laboratory facilities, and 58.3% are happy with proper canteens facilities.

5. 77% teachers of the teachers of Higher Secondary schools say that they are capable of taking up additional responsibility, though 26.6% of the teachers expressed that the work load is too much for them because the syllabus is too vast, teacher student’s ratio is uneven, too many periods in a day, and proxy periods (substitutions) are too many, class teachers gets less free periods.

6. It is encouraging to notice that 41% of the teachers say that they are able to give courses, 38.1% to give seminars, and 36.7% to conduct workshops.

7. The majority of the teachers (87.1%) say that are willing to do over time work, though 26.6% of them are looking for jobs other than teaching because the work load is too much, the pay scale is very low, the salary is not sufficient to manage the family. They would like other jobs for security, and to get better salary.

8. It was impressive that 95% of the teachers of Higher Secondary schools find their Principals approachable, 90.6% find them trustworthy and very co-operative, 89.2% find their Principal very supportive. Teachers also find that principals are very loving and understanding, though they are strict, disciplined, they are friendly and courageous, and good administrators.
9. The majority (77%) of the teachers of Higher Secondary schools were frank and open and were able to express freely their expectations from the management. Some of their expectations are: (a) co-operation and support, (b) understanding and impartial treatment, (c) reasonable increment of salary, (d) cordiality and friendliness, (e) firmness and strictness in their decision, (f) to be more systematic, and (g) to appoint only qualified teachers.

10. 62.6% of the teachers of Higher Secondary Schools say that they are facing some major problems such as: (a) lack of interest, motivation and good response from students (b) indiscipline among students (c) overcrowded classrooms (d) very weak students (e) lack of proper teaching aids (f) vast and complicated syllabus (g) lack of co-operation from uneducated parents (h) lack of proper organization and less systematic functioning of the management (i) unequal distribution of work load and (j) out dated teaching material and lack of proper or good reference books.

11. 63.3% of the teachers of Higher Secondary schools are satisfied with the present system of functioning because (a) the system of functioning is very systematic (b) there is trust and co-operation among staff and management (c) there is good discipline and good methods of functioning (d) progress and improvement is always noticed. But 36.7% of the teachers are not satisfied with the present system of functioning because (a) the system needs improvement and modification for the betterment of students (b) authorities need to be more systematic in administration.

12. It is very surprising to find that only 12.2% of the teachers were kind enough to give constructive suggestions. Their suggestions are: (a) teacher-student ratio of 1 in 30 to be maintained, (b) seminars and workshops to be organized every year, and (d) increment of salary and revision of the present syllabus.

5.2.3.4. Teachers’ Job-satisfaction as Perceived by High School Teachers

1. It is overwhelming to find in the study that 96.3% of teachers in the High Schools like the teaching profession. 79.7% of the teachers find the management very friendly and cordial. 72.4% of them are enjoying the time spent in the school, and 97% of the teachers find that the school environment good and friendly.
2. 90.3% of the teachers in High Schools say that they receive full and regular salary in time. 75.4% of them say that are consulted in the planning of programmes in the school, and 73.1% say that they are given special assignments and duties besides teaching.

3. Only 42.5% of the teachers are satisfied with their salary. The 68.5% of teachers who are not satisfied with their present salary say that (a) the salary is not proportionate to the increased prices of commodities (b) difficult to manage their families with their salary and quality of life is very high (c) work load and the salary are not proportionate.

4. The majority (94.8%) of the teachers are satisfied with the toilets and staffroom facilities available. 82.8% of them are happy with the laboratory facilities, 80.6% are contented with drinking water facilities, 62.7% are happy with the library facilities, and 29.9% with the canteen facilities. Other facilities available for the use of the teachers are: (a) computer lab (b) reading room (c) recreational facilities.

5. It is encouraging to notice that 73.1% of the teachers are capable of taking additional responsibility, and 51.5% of them are also able to give model classes to fresh teachers.

6. Only 16.4% of the teachers find that the work load is too much for them because of too many periods in a day and less time for lesson planning and correction of home work. Besides teaching, clerical works are added, proxy periods (substitutions) has become a burden.

7. It is discouraging to note that only 32.1% of the teachers of High Schools are able to give seminars, 25.4% are able to give courses, and 22.4% are able to conduct workshops. This shows that teachers are either not prepared or lack self confidence.

8. Surprisingly 86.6% of the teachers are willing to do over time work, and only 19.4% of them are looking for jobs other than teaching. Their main reason is better salary and better job security.

9. As many as 67.9% of the teachers say that they were satisfied with the present system of functioning because the functioning of the present system is very systematic; in the present system the management provides help, support and co-
operation; the present system is good and strict especially with regard to discipline. But 32.1% of teachers are not satisfied with the present system of functioning because of low salary, the present system is bookish, private tuitions have become a menace, the spirit of competition is less, and there is no quality in students’ performance.

10. The majority (69.4%) of the teachers of High Schools have some expectations from the management such as: (a) the teachers expects co-operation, support, understanding and approachability, (b) the management should increase the salary of the teachers, and revision should be made from time to time, (c) the management should be flexible and open to suggestions, (d) the management should furnish the library with good books and periodicals.

11. It is satisfying to find that 94.8% of the High School teachers find their Principals approachable, 94% find them very co-operative, 93.3% find them supportive, and 90.3% find that principals are trustworthy. Teachers also find that the Principals are understanding and hard working, very punctual, capable and efficient, frank and dynamic, brilliant with new ideas, generous and encourage initiatives.

12. 87% of the teachers in High Schools face some major problems in their profession. These are: students are not motivated to learn and lack proper parental support, guidance and encouragement, indiscipline among some students, weak students to deal with, overcrowded classrooms, work load and salary are not proportionate, insufficient teaching aids.

13. It is surprising to notice that only 12.7% of the teachers of High Schools have given suggestions for the betterment and improvement of the institution such as: (a) parents’ support and involvement is very essential for the institution therefore parents-teachers meetings should be organized and planned when the need arises (b) organize parents’ day celebration according to convenience (c) revise the salary of the teachers according to the need of the times (d) the work load of the teachers should be reduced to enable them to plan their lessons well and to correct the assignments (e) moral education should be taken seriously in all schools.
Section III

5.3. General Conclusions and Recommendations

The present study is an attempt to examine, analyse and understand the Accountability, Effectiveness and Job-satisfaction of teachers in the Catholic Educational Institutions in Nagaland. The aim of this study is not so much to add to academic knowledge as to suggest ways and means to make the educational service of the Catholic institutions more effective. Hence, in this Section, on the basis of the findings of this study, some general conclusions are drawn and recommendations are made. The findings or conclusions themselves are presented only in a summary form as a general score making use of descriptive statistics. The focus of this Section will be on recommendations and suggestions.

The findings of this study have been presented in great detail in earlier in earlier Sections. They have been presented as statistical measures, especially as percentages. They have also been explained in words. These percentages have been further tabulated and summarised to arrive at a final score. In this Section these General Scores are presented as conclusions with some explanations.

As already mentioned, the focus in this Section is on recommendations and suggestions. These are made in the light of the analysis made above in this Chapter.

5.3.1. Teachers’ Accountability

Teachers’ Accountability refers to the responsibility of the teachers to fulfil the obligations incumbent on them as teachers. It is essentially a devotion to the teaching profession and a commitment to impart knowledge and skills to the students.

5.3.1.1. Conclusions

The opinions and views of three categories of persons collected for this study have been presented in statistical figures in various tables in the previous Chapters. With further calculations, these opinions have been translated into a final score.

The General Scores (out of 100) for Teachers’ Accountability are as follows.

- 190 -
Heads of Institutions  
85.27
Teachers of all Institutions  
77.06
Students of all Institutions  
63.75

It can be seen that the Heads of Institutions, with a General Score of 85.27, consider Teachers’ Accountability as very good. It may be concluded therefore, that the Heads of the Institutions are happy with the teachers with regard to Accountability.

It is surprising to see that teachers award a much lower General Score (77.06) to themselves. It is a sign that they recognise their weaknesses and are ready for a change.

Students award a rather low General Score (63.75). It is a sign that they find Teachers’ Accountability not strong enough. In a sense, students demand a change in the teachers. They want the teachers to be honest and impartial.

5.3.1.2. Recommendations

The following are only a few recommendations to increase and strengthen Teachers’ Accountability. Some of them are addressed to the management, some to the Heads of the Institutions and others to the teachers.

1. Management should exercise leadership in a more service oriented manner.

2. The appointment of teachers should be done properly with proper interview, test and demonstration classes. A team of experts should be formed for this purpose so as to have proper screening of teachers before they are appointed.

3. The management should create an opportunity for the teachers to meet and have contact with the parents of the students to discuss the problems of the students from time to time.

4. The Management should take great care never to project partiality in judgment or behaviour to teachers. At the same time they should be firm and strict in their decisions.
5. The management should see that senior teachers are retained in the institutions.

6. Participation in teachers’ activities is an obligation for all teachers. Therefore the management should encourage and even release them for a period of time and put a substitute if need be.

7. The management should conduct parents meeting because, parental support and suggestions are essential for the smooth functioning of the institution.

8. The Management should avail concession especially to very poor and deserving students in all three levels of education.

9. A proper counselling centre should be set up in every school and colleges and the centre should have a counsellor and services should be rendered to students in need.

10. The management has to pay special attention to science education which is so essential today and offer science subject in one of the colleges with good laboratory facilities.

11. All the Heads of Institutions should have the basic educational qualifications such as B.Ed or M.Ed, in schools and M.A. with NET at the college level. They should also be trained in managerial skills required in heads of educational institutions.

12. Heads of Institutions should involve teachers in decision making because only such an involvement will create a sense of belonging and a sense of duties in teachers.

13. Teachers should take great care to be fair and impartial in judgment and evaluation and should be free from bias on the basis of tribe, caste, status and religion.

14. Participation of teachers in the activities of the Institution is an obligation for all teachers.

5.3.2. Teachers’ Effectiveness

Teachers’ Effectiveness refers to the effect of the teachers’ performance on the students. Teaching is effective to the extent that the teacher acts in the way that are favourable to the development of basic skills, understanding, work habits, desirable
attitudes, value judgment and adequate personal adjustment of the students. Teachers’ Effectiveness is ultimately a link between competence and performance. Thus to be consistently effective, a teacher must adapt his or her knowledge and skills to the demands of a variety of situations so as to achieve goals, doing whatever is necessary in order to achieve these goals.

5.3.2.1. Conclusions

On the basis of the data and the findings the final General Scores (out of 100) for Teachers’ Effectiveness are as follows.

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of Institutions</td>
<td>79.29</td>
</tr>
<tr>
<td>Teachers of all Institutions</td>
<td>87.63</td>
</tr>
<tr>
<td>Students of all Institutions</td>
<td>70.73</td>
</tr>
</tbody>
</table>

It can be easily seen that the teachers award themselves a much higher score than the Score awarded by the Heads of Institutions and the Students.

While the teachers themselves feel that there are deficiencies in their Effectiveness as teachers, the Heads of Institutions, and especially the Students, feel that these deficiencies are serious. In the light of the findings detailed in Chapter 5 and the General Score given above, the following Recommendations are made.

5.3.2.2. Recommendations

These Recommendations are made to the Managements, Heads of Institutions and the Teachers themselves.

1. The managements should encourage teachers to do action research and conduct courses, seminars and conferences to foster professional growth.

2. The managements should instil in the teachers love for the art of writing and make them generously contribute articles to the school and college magazine, which would encourage students to do the same.

3. The majority of the teachers use traditional methods of teaching. Therefore the managements should provide modern teaching aids and facilities such as DVD and CD players, Over- head projectors, computer and internet facilities, and train teachers to use them for updating the structure of their teaching and foster effective teaching and learning.
4. To meet the demand of the UGC for promotion, teaching competency of teachers should be motivated by the management. Teachers should be sent to attend seminars, courses, conferences and workshops; they should also present papers or in turn take the leadership to conduct refresher courses for other teachers.

5. The management should take interest to organize seminars, conferences and workshop and refresher courses every year in different colleges or schools and make sure that all the teachers attend these courses.

6. The vast syllabus should be distributed properly into terms, to avoid the burden of completing it, and modification of curriculum should be made according to the needs of the time and social relevance.

7. Teachers should come well prepared for the class and explain the lessons properly to enable the students to understand better and also learn better.

8. All teachers are expected to have a good command of English, a clear and loud voice, and good pronunciation in order to be more effective.

9. Teachers should never rush with the syllabus and should never speak too fast while teaching because the students will not be able to grasp and understand what is taught in the class.

10. Teachers should never give notes without explanation. Notes should be properly explained.

11. Teachers should always try to understand students’ problems and never misunderstand their problems.

12. Teachers should always welcome feedback from their students to foster effectiveness.

13. Teachers should organize other co-curricular activities such as seminars, debates, exhibition, scout and guide, NCC. Besides, games and sports, cultural and literary programmes in the schools and colleges.
5.3.3. Teachers’ Job Satisfaction

Job Satisfaction is the good feeling that a person has achieved what he/she wanted to achieve through his or her profession or work. Therefore Teachers’ Job Satisfaction means the satisfaction of the teachers in their jobs. It is the satisfaction or good feeling of being a good and credible professional teacher. It includes three main components: economic, professional and personal.

5.3.3.1. Conclusions

Data on Teachers’ Job Satisfaction was collected from the Heads of Institutions and the Teachers, but not from the students. This data has been presented and analysed in Chapter 4 and the findings have been presented in Chapter 5. Here the General Score (out of 100) awarded by the Heads of Institutions and the Teachers is presented. The General Scores are as follows:

<table>
<thead>
<tr>
<th>Heads of Institutions</th>
<th>66.20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of all Institutions</td>
<td>72.43</td>
</tr>
</tbody>
</table>

It is interesting to note that the Teachers award themselves a higher score than the one given by the Heads of Institutions. This is an indication that the Heads of Institutions are aware of the problems faced by the Teachers.

Keeping the problems of the Teachers in mind, following recommendations are made.

5.3.3.2. Recommendations

1. The salary of the teachers teaching in the Catholic educational institutions is low when compared to the pay scale of the government teachers. Secondly the cost of living is very high and the prices of commodities are going up day by day. The Management therefore should revise the pay scale of teachers to some extent which enable the teachers to meet their need.

2. The Management should distribute the work equally among teachers, and care should be taken not to over burden teachers with heavy workloads; clerical work and teaching should never be combined.
3. The number of periods should be reduced and every teacher should have some free periods to enable them to prepare for the next class or complete their corrections.

4. The Principals should make sure that the teachers and students ratio is reasonable.

5. Admission to different classes should be with limited number of students to avoid overcrowded classrooms.

6. The Management should arrange a good canteen with good snacks for the teachers in the institutions so as to enable the teachers to refresh themselves during their break time.

7. The Management should provide other facilities that will benefit the teachers.

5.3.4. Suggestions for Future Research

At the end of this study on Teachers’ Accountability, Effectiveness and Job-Satisfaction in the Catholic Educational Institutions in Nagaland, the following suggestions are made for further research in the future.


3. A study of the correlation of Teachers’ Effectiveness and Accountability with students’ academic performance.


5. A comparative study of different religious groups and their contribution to education in Nagaland.

6. A study of the levels of academic discipline in educational institutions in Nagaland.