Chapter 3

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”. This Chapter deals with the methodological questions and procedures involved in this study.

3.1. 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 suitable 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.

3.2. Statement of the Problem

The present research intends to make 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 topic or problem to be investigated is as follows: “A study of the accountability, effectiveness and job satisfaction of the teachers in the catholic educational institutions in Nagaland”.

3.3. Specific Objectives and Scope of the Study

As already stated at the beginning of this Chapter, 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.

3.3.1. Specific Objectives of the Study

The study will have the following specific objectives:

1. To study 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.

3.3.2. 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.
3.4. Key Terms: Accountability, Effectiveness and Job Satisfaction

The three key terms have been defined in Chapter 1. Here they are elaborated for the sake of operationalising them for the purpose of this study.

3.4.1. 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.²

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

- 59 -
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

3.4.2. 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

- 61 -
- 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

3.4.3. 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.4

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 state the topic of this study in more precise terms.

3.5. Delimitation of the Study

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

3.6. Methodology for Data Collection and Analysis

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

3.6.1. 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 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.

3.6.2. 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.

1 Directory, Diocese of Kohima, 2011.

