A Study of the Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland

Thesis Submitted to Nagaland University for the Award of the Degree of Doctor of Philosophy (Education)

Supervisor

Dr. Buno Liegise

Associate professor

Investigator

Jilda Marbaniang

Registration No 332/2007

Department of Education
Nagaland University
Kohima Campus
Meriema
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CERTIFICATE

Certified that this Thesis entitled 'A Study of the Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland' has been submitted by Jilda Marbaniang to Nagaland University for the Degree of Doctor of Philosophy. This Thesis has not been submitted so far, in part or in full, for any degree or diploma to this University or any other Universities.

She has successfully completed the research study within the stipulated time. The Thesis is ready and fit for submission. Hence I recommend that the Thesis may be placed before the examiners for evaluation.

Place: Meriema   Dr. Buno Liegise

Date: Supervisor

DECLARATION

I, Jilda Marbaniang declare that the subject matter of this Thesis is the record of work done by me and that the contents of this Thesis did not form the basis of the award of any previous degree to me or to anybody else to the best of my knowledge, and that the Thesis has not been submitted by me for any research degree in any other university or institution. This is being submitted to the Nagaland University for the award of the degree of Doctor of Philosophy in Education.

Kohima campus   Jilda Marbaniang
Meriema   Investigator
Date:

ACKNOWLEDGEMENTS

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Chapter 1

Introduction

Section I

It is well known that the teacher is the pivot of any educational system. This was true in the traditional system of education which aimed at the mere transmission of knowledge. In such a system, everything centred on the teacher. But even in the modern pupil centred system which values critical thinking and creativity, the teacher continues to play a crucial role. This study is about three aspects of this pivotal role of teachers, namely, teachers' accountability, effectiveness and job satisfaction.

1.1. The Teacher in the Present System of Education

The system of education generally stresses on the possession of some basic skills as a necessity in a teacher. These basic skills include the fundamentals of computation, reading and writing. It is understood that the job of the teachers is to convey these basic skills to students with the aid of text books. But today the technological changes and global competitions make it imperative to equip students with skills that go beyond the basics.[1] Mastery of science and information technology, and the imparting of higher levels of thinking becomes an absolute need.[2] Therefore the focus of schooling is shifting from teaching to learning, from passive acquisition of facts to active application of ideas to problems.[3] In this changing scenario of education, the role of the teacher becomes more crucial and challenging. Teachers not only need to possess knowledge but they also need to possess the skills to figure out what they need to know, where to get it, and how to make knowledge meaningful and relevant.[4] Thus at present the role of the teacher in imparting knowledge and skills is rather complex.

In addition to imparting knowledge and skills, the teacher has to be involved also in the formulation of new approaches. The document on Challenge of Education: A Policy Perspective (1985) states that the teacher's performance is the most crucial input in the field of education.[5] The National Policy on Education and Programmes of

Action (1986) also states that teachers have to play a crucial role in the formulation and implementation of educational programmes. Thus the teacher has a very important role to play in the improvement of the standard and quality of education in an educational institution.

In spite of the importance of the teacher in ensuring quality education, the role of the teacher is not paid sufficient attention in some places. Going through the seven declared objectives of the All India Association of Christian Higher Education (2001), one finds that they have set a very high standard of education focusing on the best results in the perpetual battle between quantity and quality.[6] However, it is noted that in the seven objectives no mention is made relating to the teacher who is the key factor in the educational system. The whole system seems to be result oriented, assigning a restricted role to the teachers. It is necessary to rectify such a narrow understanding of the role of the teacher.

The present study aims to understand the complex nature of the teacher's role in maintaining and improving the standard of education in an educational institution.

1.2. The Present Study

As already mentioned, the role of a teacher in education is at present complex in nature because it has many dimensions or aspects. It will be interesting to study as many aspects as possible. But for the sake of convenience, the present study deals with three fundamental aspects of a teacher's role. These aspects are the accountability, effectiveness and job satisfaction of teachers. It can be easily seen that these three aspects are interrelated and are mutually supportive.

A study on the basic characteristics of teachers cannot include all the teachers but must be limited in scope. The present study will restrict itself to explore the situation in selected Catholic educational institutions in Nagaland. Thus the present study has the following objectives. 1) to examine the accountability of the teachers, 2) to assess the effectiveness of the teachers, and 3) to determine the level of job satisfaction of the teachers in the Catholic educational institutions in Nagaland.

The present study is entitled *"Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland"*.

The meaning of these terms will be explained in detail in later chapters. Here their meanings are presented in brief.

1.3. Definitions and Meanings of Terms

1. *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.[7]

2. *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 the way that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.[8]

3. *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 teaches 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.[9]

4. *Catholic***:** Catholic here means Roman Catholic Church distinguished from other Christian churches and denominations such as Protestants, Baptists, Anglicans, Pentecostals, Revivals, etc. More information on the Catholic Church in Nagaland is given in Chapter 4.

5. *Catholic Educational Institutions***:** The Catholic Church is known for its educational institutions all over the world. Educational institutions are schools and colleges. In Nagaland some Catholic educational institutions come directly under the administration of the Diocese of Kohima, while others are under the management of Catholic Religious Congregations like the Salesians, Jesuits, and Sisters who are working in the Diocese of Kohima. At present the number of Catholic educational institutions is as follows: five colleges, twenty higher secondary schools, twenty seven high schools and sixty eight primary schools. (Directory, Diocese of Kohima 2011).

6. *Nagaland:* The sixteenth state of the Indian Union and situated in the North East of India. It has a population of 1,980602 (2011 census). It is the home of sixteen major tribes. Nagaland is divided into eleven districts. The present study covers Catholic schools and colleges in the four districts of Nagaland, namely, Kohima, Dimapur, Wokha and Peren.

1.4. Nature and Significance of the Study

The nature and significance of the study will be explained in greater detail in Chapter 3. Here only a few general observations are given.

The present study is survey cum descriptive in its nature. It uses the survey method for the collection of data from the Principals or heads of institutions, teachers and students. Such data are presented in tables with the necessary explanation. The study also uses interviews to collect information from important persons.

The findings of this study will help in a better understanding of the role of teachers in the contemporary system of education. Thus the findings will lead to a better appreciation of the role of teachers. They will also help in improving the teacher training programmes.

The findings of this study will of special interest both to the management of educational institutions as well as to teacher's welfare associations for planning and reorienting the school and staff management. In a special way, the findings will help the Catholic educational institutions to improve their functioning.

1.5. Reporting and Chapterisation

The reporting is done on the basis of the standard used in Central Universities and the entire study is presented in various chapters in the following order.

Chapter 1 Section II provides the background to the study by giving basic information on the State of Nagaland and the educational scenario in Nagaland. Then it traces the history of the Catholic Church in Nagaland and deals with the growth of Catholic educational institutions especially in the districts of Kohima, Dimapur, Wokha and Peren.

Chapter 2 presents a survey of literature relating to teacher accountability, teacher effectiveness and teachers' job satisfaction.

Chapter 3 deals with methodology and procedures. It explains how the study was conducted and concludes with the significance of the study.

Chapter 4 has four Sections. Section I presents the Profiles of the Catholic Educational Institutions under Study. These institutions are 5 Colleges, 10 Higher Secondary Schools and 10 High Schools.

In Section II data on Teachers' Accountability collected from the Heads of the Institutions, the Teachers and the Students is presented

Section III presents the data on Teachers' Effectiveness. This data is also from the Heads of the Institutions, Teachers and the Students.

Section IV presents the data on Teachers' Job-Satisfaction collected from the Heads of the Institutions, Teachers and Students.

Chapter 5 presents the Summary, Findings and an Analysis on Teachers' Accountability, Effectiveness and Job-Satisfaction, and draws Final Conclusions and makes suitable Recommendations.

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Section II

The Background: The State of Nagaland and
The Catholic Educational Institutions in Nagaland

This study deals with teachers in Nagaland working in the educational institutions run by the Catholic Church. It is proper, therefore, to begin with a profile of Nagaland in general and the educational scenario in particular followed by a profile of the Catholic Church in Nagaland and the Catholic educational institutions. This Section has three parts. Parts 1 will present a general profile of Nagaland and education in Nagaland. Part 2 will trace the history of the Catholic Church in Nagaland. Part 3 will deal with the educational institutions managed by the Catholic Church.

1.6. General Profile of Nagaland and the Educational Scenario

1.6.1 The State of Nagaland

Nagaland was established as the 16th State of the Indian Union on 1 December 1963. It is bound by Myanmar on the east, Arunachal Pradesh on the north, Assam on the west and Manipur on the south. It lies between the parallels of 98 degree and 96 degree East Longitude and 26.6 degree and 27.4 degree latitude North of the Equator.[10]

The State of Nagaland has an area of 16,579 sq km with a population of 19, 80,602 as per the 2011 census. The State is mostly mountainous except those areas bordering Assam valley. Mount Saramati is the highest peak in Nagaland with a height of 3,840 meters and its range forms a natural barrier between Nagaland and Myanmar. At present there are 11 districts, viz. Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Peren, Phek, Tuensang, Wokha, and Zunheboto.[11]

Some basic facts about Nagaland are provided in Table 1.6.1. It can be seen that the density of population is 119 per sq km in Nagaland as a whole. In some districts it is still lower because of the mountainous terrain. Sex ratio or the number of females per 1,000 males is 931 in Nagaland as a whole. In some districts it is still lower. In Mon district, sex ratio is only 898. Literacy rate in Nagaland as a whole is

80.11. It is quite high. But in some districts it is lower. The lowest literacy rate is in Mon district, which is only 56.60.

Table 1.6.1 Nagaland: Some Basic Facts (District-wise). 2011

District	Total Population	Sex Ratio	Density	Literacy Rate
Mon	250,671	898	140	56.60
Mokokchung	193,171	927	120	92.68
Zunheboto	141,014	981	112	86.26
Wokha	166,239	969	102	87.60
Dimapur	379,769	916	410	85.44
Phek	163,294	951	81	79.13
Tuensang	196,801	930	90	73.70
Longleng	50,593	903	89	73.10
Kiphire	74,033	961	66	71.10
Kohima	270,063	927	213	85.58
Peren	94,954	917	55	79.00
Nagaland	1,980,602	931	119	80.11

Source: Nagaland Basic Facts 2011

1.6.2. The Naga People

As the very name indicates, Nagaland is the land of the Nagas. The Nagas belong to the Indo-Mongoloid group of people living in North East India and the upper portions of Myanmar. There are more than 35 Naga tribes living in Nagaland, Manipur, Assam and Arunachal Pradesh in India and in the upper parts of Myanmar. In Nagaland itself, the following are the officially recognized Naga tribes: Angami, Ao, Chakhesang, Chang, Khiamniungan, Konyak, Lotha, Phom, Pouchury, Rengma, Sangtam, Sema, Yimchungru and Zeliang. Each of these tribes has distinct cultural practices and language. Naga languages differ from tribe to tribe and sometimes even from one village to another of the same tribe. However, all the Naga languages belong to the Tibeto-Burman family just as all the Nagas belong to the Mongoloid race

The exact origin of the Naga people is not known. All the Naga tribes have legends and stories about their migration into the area of their present habitation. They must have migrated into this hilly terrain from anywhere between Korea and Philippines any time between 500 to 1500 years ago.

The Nagas by nature were, and still are, a people fond of social and community life. They were a singing and dancing people in times of both joys and sorrows. Their social life was marked with feasts of merit, traditional games and festivals. The Nagas have preserved many of their traditions and have made sure that these are passed on to the next generations.[12]

Every Naga is a community minded person. Many of their activities are group activities. Religion too is a collective and community action. In making sacrifices, for example, no Naga would dare to do things in his/her own way. A Naga is very tradition conscious. The Nagas are known for their hospitality and their readiness to commit themselves completely to what they are convinced of. The Nagas are courageous and forthright in their behavior. In every Naga there is a deep-rooted loyalty to his/her own clan.[13]

The Nagas have a rich tradition in arts and crafts which are unique in designs and have a great reputation for their quality at home and abroad. Dr.Verrier Elwin has remarked: "Nagas have made their own cloths, their own hats and rain coats; they prepared their own medicines, and their own cooking vessels." The Nagas have engaged themselves to carve splendid village gates, build Morungs and houses in their villages. Variety of Naga works in arts and crafts, namely, baskets, wood carvings, woven fabrics and, pottery find a ready market nationally as well as internationally.[14]

The traditional religion of the Nagas is described as Animism or Paganism. They did not worship idols or creatures. They did not belong to any other major religion of the world. But like many other tribals of the world they believed in and feared spirits. They also believed in the existence of an Ultimate Being who governs everything in the world and all that exists. Thus it was easy for the Nagas to embrace Christianity, rather than be transformed into a people who worship idols. Though most of the Nagas have accepted Christianity, to this day there are still some Nagas who practice their traditional religion.

1.6.3. Traditional Education in Pre-literacy Stage among the Nagas

Traditional education in Nagaland in the pre-literacy stage consisted in training the children in various skills and knowledge related to life and work. As there was no writing or literature, education or training was more practical than

theoretical. Youngsters learnt by doing something under the direction of elders, and explanations took the form of discourse between the elders and the youngsters through oral communication. The village community played a vital role in educating their children.

Traditional education of the Nagas can be categorized under two types, family education and social education. The first class room of the Nagas, it can be said, was the hearth. In order to discipline their children, parents called their children to the hearth and corrected them there. Apart from the family life, the young boys and girls had separate dormitories where they learned handicrafts, social behavior, good manners and obedience from their friends as well as seniors. The dormitory provided the best meeting place and offered them the opportunity to select their life partners too.[15]

The Bachelors' Dormitory, generally called Morung, was the first formal institution for the education of the younger generation. The Morung served as a guard house, training centre for warfare, recreation club and centre of education in arts and crafts, singing and dancing especially on ceremonial occasions. Thus the Morung played an important role in educating the young people. Various arts and crafts, ranging from basket making to wood carving were taught. The Morung produced many sportsmen and tough wrestlers. It was at the Morung that young men were trained as warriors and taught war tactics. Sometimes boys were sent out to the jungles to get certain leaves, bark of trees, roots and fruits for treatment of injuries and illness. The members were also given training in first aid. On rainy days the old and young men all moved to the Morung with their basket making and wood carving implements and tools and spent their days at their respective works. Thus the young men learnt the arts and crafts from the old men.[16]

1.6.4. Beginnings and Development of Modern Education in Nagaland

Modern education was introduced in Nagaland after the British established their rule over the Naga Hills. In a study tracing the history of the development of education in Nagaland Bhattacharjee (1982) highlights the struggles that the early educators had in convincing parents of the usefulness of education. Prior to the coming of the missionaries the development was very slow. A few schools were opened by the government and attended only by the officials' children as the Angami

Nagas then were not in favor of any system of education. The industrial school at Chumukedima (Samagutteing) also failed and closed down in 1878-79. Three more government schools were started but were closed down after a very short time. There were many problems that an agrarian economy posed to the development of education. The early education was so rudimentary that no higher education was possible. Besides, children were integrated into the agrarian economy and school was less important. (Abraham Phillip 2005)[17]

It was under such circumstances that the missionaries began their work. Besides Evangelization, one of the most lasting contributions that the missionaries offered to the Nagas was education. Rev. E.W. Clark reduced the Ao Naga dialect into Roman Script. Upon the arrival of Mrs. Clark in November 1878, they started a school for both boys and girls along with the Bible classes and family counseling. They laid the foundation of learning. While the mission in the Ao Naga area began to bear fruits, it was not so in other Naga area including Kohima. Rev. C.D. King encountered oppositions and worked in the face of risks and dangers. But in 1884 his efforts were successful and the first school was opened at Kohima. He put down the Angami dialect to Roman alphabet and taught the school children to read and write in their language. King left Kohima in 1886 and the mission was taken over by Dr. Revenburg.

Though the beginning of modern education can be traced back to the efforts of the British rulers, it took roots in Nagaland only after the arrival of the Christian missionaries. The missionaries produced the first written works in Naga languages, imparted modern knowledge and helped dispel many superstitions and taboos. Even then progress was slow. Extensive educational activities began only after the Second World War (1945). The war opened the mind of the Nagas to come forward with great enthusiasm for knowledge and development. Schools came into existence in most of the villages. After 1947, much attention was paid to the spread of education. More and more schools were opened and the existing primary schools were upgraded to middle schools and high schools. The Government of Nagaland established a number of schools all over the state ensuring each village with a school.[18] The movement which began in the post War years became much stronger after the achieving of Statehood by Nagaland. Since then the Nagas have marched ahead in the field of education bringing in a new pattern of life. As a result, the literacy rate among the

Nagas which was only about 10% in 1950 has steadily risen to 80.11% in 2011. Thus there has been a phenomenal growth in education Nagaland.

Higher Education in Nagaland is only five decades old and its origin can be traced to Mokokchung town. The strong desire of the people of Naga villages of Mokokchung, Tuensang, Mon and Phom areas (none too wealthy), workers and traders of Mokokchung town, Major Khathing the then DC, with encouragement from administrators of Kohima made it possible for the modest beginning of Fazl Ali College in September 1959, a milestone in Naga history. It started as an evening college in the premises of Government High School, thanks to the then Head Master Mayangnokcha. Till then students after matriculation examination went to distant places like Gauhati, Shillong and Calcutta for higher studies.[19] In recent times the growth of higher education in Nagaland has been rapid. At present there are 47 colleges in Nagaland affiliated to Nagaland University which was established in 1994.

The growth of the modern educational system in Nagaland has its own problems and defects. A large number of schools and even colleges have been established both in the public and private sectors. But most of them offer more or less the traditional courses with emphasis on the humanities, rather than science and technology. Primary schooling is the only formal education that the majority of farmer's children ever receive in the most far-flung areas of the state.[20]

It is said that the colonial pattern of modern education deprives Naga students of a valuable asset which is basically traditional in nature. Primary education should be the way to equip the individuals, to handle his economic and ecological environment and productivity from his environment. The requirements of good education are that the child should be thought a greater understanding of his own environment. The entire curriculum and methods can and must produce people who are prepared for future education if they can get it, but are also prepared to leave the school as more productive human beings. It is necessary to put a great deal of primary learning and occupational content. It is the reality we face it today. [21]

The transition from the Morung model of education to the modern colonial pattern that began around 1870's was accompanied by con version to Christianity. Embracing Christianity form animistic tradition was nearly complete in less than a

century. Under the impact of Christianity, the old institution of the Morung slowly got disbanded. Along with the Morung, the age old practices also disappeared.

1.6.5 Present Educational Structure in Nagaland

The system of education in Nagaland at present follows the educational pattern of 10+2 +3. The first stage consisting of 10 classes or years of study is divided into Primary School (from Nursery to Class IV), Middle School (form Class V to Class VIII) and High School (Classes IX and X). The second stage, also called the +2 stage consists of Classes XI and XII. Till recently it was known as the Pre-University Course and was attached to the colleges, but now it has become a part of school education and the schools offering it are called Higher Secondary Schools. But many colleges continue to offer Classes XI and XII. Only after the completion of this stage, a student can enroll himself in a college for the degree course of 3 years' duration.

Table 1.6.2 Number of Schools in Nagaland

Types of Institution	2006-2007				2007-2008			
	Central	State	Pvt	Total	Central	State	Pvt	Total
Hr.Sec. Schools	3	9	43	55	3	16	50	69
High Schools	8	116	214	338	10	109	218	337
Middle schools	-	287	176	463	-	287	178	465
Primary Schools	-	1442	218	1660	-	1442	220	1662
Total	11	1854	651	2516	13	1854	666	2533

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

Table 1.6.2 provides information on the number of different types of schools in Nagaland. While Primary Schools provide education only upto Class IV, most Middle Schools provide education not merely education in Classes V to VIII, but also primary education. Similarly, most High schools include all the lower classes.

There is a small number of Central Schools. They are affiliated to the Central Board of School Education (CBSC). But all the other schools are affiliated to the

Nagaland Board of School Education (NBSC). It must be noted that the NBSC is known for its efficiency and professionalism.

Government Schools are usually considered to be inefficient. It is said that only the poor send their children to Government Schools. It is also said that practically no education takes place in them. But in recent times there has been a change in Government Schools in Nagaland, especially in village schools, because of the Communitisation of the village schools.

Table 1.6.3 Enrolment of Students in Schools in Nagaland

Types of Institution	2006-2007			2007-2008		
	Boys	Girls	Total	Boys	Girls	Total
Higher Secondary Schools	34624	31531	66155	39473	35542	75015
High Schools	82646	74838	157484	84139	76213	160352
Middle schools	51611	46692	98303	45292	43460	88752
Primary Schools	80861	74831	155692	80708	74905	155613
Total	49742	227892	477634	249612	230120	479732

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

It can be seen from the information given in Table 1.6.2 that there is an increase in the number of private schools at all levels, from the Primary to the Higher Secondary levels. This is probably due to some individuals and organizations opening or upgrading their schools. An increase in the number of private schools is an indication that the commercialization of education has already taken roots in Nagaland. Some of the Catholic schools have been upgraded in the recent past. Information found in Table 1.7.1 shows that there are the following Catholic educational institutions in Nagaland: Elementary Schools: 68, High Schools: 27, Higher Secondary Schools: 20, and Colleges: 5.

Information given in Table 1.6.3 shows two things. In the first place, the number of students enrolled in the higher classes is lower. This is an indication that there are dropouts. Secondly, the number of girls enrolled in schools is lower than that of boys. This is an indication that girls are not treated as equal to boys in sending them to school.

Table 1.6.4 Number of Teachers in the Schools in Nagaland

School Type	2006-2007				2007-2008			
	M	F	Total	Pupil-Teacher Ratio	M	F	Total	Pupil-Teacher Ratio
Govt Schools	8454	3767	12221	14:1	8612	3820	12432	14:1
Private Schools	5373	5184	10557	29:1	5280	5070	10350	30:1

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

Table 1.6.4 provides some information on the teachers. It can be seen that the total number of male teachers is more than that of females. In Government schools, the number of males is very high.

Another important difference between Government and Private schools is that the pupil-teacher ratio is much higher in Private schools. In many Private schools, the pupil-teacher ratio is much higher and in many cases, a teacher has more than 50 students in his or her class. This is a clear indication that proportionately there are more children in Private schools. The reason for this situation is that parents would like to admit their children to Private schools though it is more expensive.

1.7. The Catholic Church in Nagaland

Christianity was brought to Nagaland by Baptist missionaries and the British colonial rulers permitted only Baptist missionaries to work in the Naga Hills. Therefore, for a long time, all the Naga Christians belonged to the Baptist denomination.

1.7.1. Coming of the Catholic Missionaries and First Developments

Nagaland was virtually untouched by Catholic missionaries till the post-independence era although missionaries like Frs. Freycennon (1847), Marcellino Molz (1908), Ansgar Konigsbauer (1912), and Leo Piasezcki (1920) had occasional contact with the Nagas. The first opportunity for the Catholic missionaries to enter the Naga Hills came in 1948 in the form of the request of Sir Akbar Hydari, the then Governor of Assam, to the Bishop of Shillong, Mrg. Ferrando, for medical Sisters of Christ Jesus from Spain to serve the sick in the newly established Civil Hospital at Kohima, where hundreds of wounded soldiers of the British Army, were being treated after the Japanese had evacuated the North-East on their defeat in 1945. Mgr. Bars accompanied the Spanish Sisters Margarita and Guadalupe because he was Spanish and was permitted to reside in Kohima town during a five years contract. However he was not allowed any pastoral work other than the care of the Medical Sisters. Yet in spite of the opposition by the Baptist, the Spanish Medical Sisters of the Society of Jesus were instrumental in bringing the Fathers to Kohima. When Mgr. Bars left Kohima in 1952, his place was filled by Fr Hubert Marocchino, who was earlier stationed at Tespur. The same restrictions of movement and work were imposed on him. But slowly and gradually the Sisters were permitted to extend the areas of their medical work to the Kohima village, above the town. Fr. Marocchino along with the Sisters visited the sick and called on friends. In time a small group of people became interested in the Catholic teachings and attended the Sunday services at the hospital chapel. The 14 of December 1952 was a red letter day in the history of the Catholic Church among the Angami Nagas. On that day Fr. Marocchino baptized John Keveprale, the younger son of Paulus Keviprale. The Catholic Church had then, after four years, its first member.[22]

The Spanish Sisters left Kohima in 1953 at the expiry of the five years contract. But since there was a strong community growing in the town, Fr. Marocchino was allowed to remain. He vacated the quarters in the hospital and moved into a small shed in the war cemetery, close to the house of its caretaker, Samuel Mezhur Angami. Among others who gave him shelters later were Mr. Lovi and Louis Neizo. Gradually Fr. Marocchino then had a small hut built in a corner of the village. Fortunately though the hut was looted and burnt down during the early phase of the underground attacks on Kohima in 1956. Fr. Marocchino escaped the fire as he had

gone to Imphal. He returned to see all his possessions gone, including all his notes on the Angami language.[23]

Despite all the troubles Fr. Marocchino continued his work. He wanted a church to be built but no land was available at that time. But Keviselie Sekhose, not yet a Catholic, leased his land in T. Khel of Kohima village for the construction of the church. However, just before the construction of the church, the army occupied the site and Sunday service was then held in the war cemetery, at the foot of the memorial cross. When the army left the site, the church construction began and the Christmas celebrations in 1956 were held in the unfinished chapel measuring 43 by 32 feet. Soon Fr. Marocchino felt the need of a school. He and his friend Samuel Mezhur Angami started the Kohima English School in the hope that the Sisters would one day take over its management. Fr Marocchino also started on his own Don Bosco Elementary School, for a while located at the veterinary compound. Fr. Marocchino truly was the first Catholic missionary for the Angami. He was able to establish a small but very vibrant Catholic community among the Angamis.[24]

The priests who followed Fr. Marocchino were Frs. Felix, Paul Bernick, T. Resto and Matthew Uzhunnalil. These priests resided for some years in a rented house adjacent to the present presbytery. Fr. Felix is remembered for starting contacts with the neighboring villages and the school he started in the village. Many still remember Fr. T. Resto for his fine voice and the choir he organized, and Fr. Paul Bernick, who with his affable and simple manners, won the hearts of the people.

The two important developments at Kohima during this phase were the establishment of Little Flower School in 1965 and Christ King School in 1969. Little Flower School was entrusted to the Daughters of Mary Help of Christians (Salesian Sisters). It is presently situated high above Kohima town and Christ King School at Bara Basty Kohima is run by the Salesian Fathers.[25] Thus the Catholic Church and Catholic schools were established in Kohima and among the Angamis. During the 12 years that Fr.Marocchino stayed in Kohima, he succeeded in building up a closely knit community of several hundred Catholic in and around the town. He established some temporary chapels and schools for them.

In the meantime, the Salesians of Don Bosco established contacts with the Lotha tribe in the Wokha district. The contacts of the Catholic missionaries with the Lothas grew out of their meeting whens the Lotha tribals frequented the markets in Assam. It was a milestone of growth in 1950, when Fr. Bollini visited to open a mission centre at Lakhuti. There was opposition from the villagers against those who related themselves with Catholic priests. However, their zeal grew as much as the opposition. Their determination took a concrete shape when they build a small hut where they held the first Catholic religious service on 1t May 1951.[26]

Some of the first Naga Catholics were already Baptist Christians. But most of them were converted from animism or traditional religion. All of them faced strong opposition from the already established Baptists. Catholics were made to pay fines, or were expelled from the villages. The missionaries also faced strict restrictions in the work of evangelization from the Baptists. It is not surprising that such opposition grew for the fear of the spread of the Catholic Church. The only form of Christianity, the Nagas had been open to was the one preached by the American Baptists. Naturally it was difficult for some to accept a new church in their midst.[27] In spite of all the difficulties, the number of Catholics gradually began to increase. By the year 1970, there were about 7500 Catholics in the State.

1.7.2. Creation of Kohima Diocese

An important stage in the development of the Catholic Church in Nagaland was the creation of Kohima-Imphal Diocese in 1973. With the increase in the number of Catholics and establishment of some parishes through the efforts of Salesian, Jesuit and Fransalian missionaries, it was necessary to create this new diocese. It was carved out Dibrugarh Diocese and covered the States of Nagaland and Manipur. Bishop Abraham Alangimattathil SDB, the former V.G. of Dibrugarh was appointed bishop of the new diocese. Later, in 1979, this diocese was divided into Kohima and Imphal dioceses. Kohima Diocese covered only Nagaland and Manipur came under the Imphal Diocese.[28]

After the creation of Kohima Diocese, the growth of the Catholic Church was more rapid. Missionaries began work among the other tribes in other parts of Nagaland. Frs John Med SDB a Checkoslovak neutralized Indian and Ittyachan

Manjil, successfully tried to reach out from Kohima not only to various Angami villages but also to other tribe like the Rengmas and Semas. The arrival of the Jesuits from Karnataka province and their missionary work in Jakhama and Tuensang added impetus to the growth of the Church in Nagaland.[29]

Bishop Abraham Alangimattathil SDB who was bishop of Kohima-Imphal Diocese, continued to be the Bishop of the Kohima Diocese when it was created as an independent diocese comprising only the state of Nagaland. Bishop Abraham continued till his resignation on 11th July 1996 due to ill health.[30] Fr. Jose Mukala, the then Vicar General of the Diocese, was appointed the second bishop of Kohima. Bishop Mukala served the Diocese for twelve years until his resignation on 30th Oct 2009. Then the diocese was placed under the care of the Apostolic Administrator in the person of Archbishop Dominic Lumon the Archbishop of Imphal until the new Bishop Fr. James Thoppil was appointed. The Vatican made an announcement of the election of Fr. James Thoppil as the Bishop of the Diocese of Kohima on 16th June 2011.[31]

1.7.3. Kohima Diocese at a Glance

Table 1.7.1 gives basic information on Kohima Diocese. As already mentioned, the area of the diocese covers the entire State of Nagaland. In 2011, the total population of the State was 1,980,602. Christians constituted about 80% of the total population, but they belonged to many denominations about which there is no reliable information. However, the Baptists formed the largest denomination. The number of Catholics was 57,549, which was slightly less than 3% of the total population. Most of the Catholics belong to the Angami and Lotha tribes, though there are Catholics in all the Naga tribes.

An important aspect of the Catholic Church is its organization. A diocese is divided into territorial units called parishes. Each parish has its own structure and activities. An important activity of a parish is the school. However, there are also schools and colleges which are not attached to a parish. Information given in Table 1.7.1 shows that the total number of Catholic educational institutions in Kohima Diocese is 120. There are 5 College, 20 Higher Secondary Schools, 27 High Schools and 68 Elementary Schools. Thus the Catholic Church in Nagaland is very deeply

involved in education at all levels. Reasons for this involvement are explained in the next Section.

Table 1.7.1 Kohima Diocese at a Glance

Sl. no	Categories	Figures
1	Area (in sq kms)	16,579Sq.kms
2	Total Population	1,980,602(2011 Census)
3	Christians	1,591,770
4	Catholic	57,549
5	Diocesan Priests	89
6	Religious Priests	79
7	Religious Brothers	8
8	Religious Women	324
9	Brothers in Regency	6
10	Full time Catechist	10
11	Part-time Catechists	138
12	Parishes	35
13	Institutions	16
14	Centers	9
15	Convents	61
16	House of Men Religious	38
17	Major Seminaries	2
18	Minor Seminaries	4
19	Colleges	5
20	Hr. Sec Schools	20
21	High Schools	27
22	Elementary schools	68
23	Hospital	1
24	Pastoral Centre	1
25	Retreat House	1
26	Rehabilitation Centre	1
27	Publication Centre	1
28	Orphanages	2
29	Grahini Centres	3

(Sources Diocese of Kohima Directory 2010-2011)

1.8. The Catholic Church and Education in Nagaland

As noted earlier, the Catholic Church is deeply involved in education in Nagaland. Here we shall look at the reasons for such an involvement and then trace the development of Catholic educational activities in Nagaland.

1.8.1. Education as Mission

The Catholic Church understands education as an important aspect of her mission to proclaim the message of salvation. Through her educational activities the Church manifests her concern for the well-being of mankind by contributing to the development of a true human culture. At the same time the Church presents to the world her conception of the different aspects of training for a complete human culture, and in this manner she communicates the evangelical message, which always remains her essential mission. The mission of the Church begins with the human person and his education is the fundamental aspect of his spiritual and religious formation. As the Second Vatican Council of the Church insisted children and young people have the right to be so trained as to learn to estimate moral values according to a right conscience and to embrace them by personal conformity as also to come to a better knowledge and love of God.

It is generally agreed that the object of education is the child. The purpose of education is to prepare men and women for citizenship, to meet the need of the individual and of society. The immediate and specific aims of education are not only to provide factual information and knowledge, principles and rules, to develop skills, habits, and techniques, but also to stimulate and cultivate attitudes, appreciations and ideas. This is what is meant when we say that the school trains the children for good living. The school therefore is not only a place for teaching; its scope is much wider; it is the training of the whole man. It is at this point that the specific Christian character of our education comes in. The object of our educational activities is the child and the man as he is in actual reality. It is this Christian attitude towards man, which is a complete man, as understood in the light of our faith, which necessarily inspires and guides all our educational activities. The Catholic school provides a way of looking at reality and a concept of life that inspires and leads to Christian living. Even in our modern pluralistic society, there will always be a Christian way of looking at the world. The atmosphere of a spiritually oriented school psychologically strengthens and ennobles the learning process. [32]

It can be seen from what has been said above that the Catholic Church considers education as an integral part of her evangelizing mission. Education is meant for imparting of knowledge both secular and religious. But education has a

duty of inculcating values and attitudes that are necessary for a person to be a responsible member of society and a citizen of the Kingdom of God.

1.8.2. Catholic Church and Naga Education

The American Baptist Missionaries who began to preach the Gospel in different parts of Naga Hills were much concerned to open schools as they realized that education was the only answer to develop the innate qualities of men and women. The Baptist Missionaries with their efforts and resources tried hard to offer education to the best of their abilities. While starting a school, the Missionaries were always actively thinking of how to save the soul. To achieve this objective the main instrument was the word of God. But to convey this word, prior arrangements had to be made to open the inner heart of the person. The Missionaries recognized that it wass education which would make him to hear and learn the saving message. Therefore, to make the learner read and write and sing, the missionaries decided to open schools.[33]

The American Missionaries started the schools and began to provide education. This was gradually taking roots. But after the Independence of India in 1947 there were restrictions for the continuance of foreign missionaries in the Naga Hills. By then the Nagas were drinking deep in education. They were not satisfied with school education alone; they were also aspiring for higher studies and technical education. So the students were sent to Shillong and other places where schools and colleges were run by Catholic Missionaries.

Meanwhile in the Naga Hills in certain areas, Catholic Missionaries started schools and people also took interest in the Catholic run schools. It was due to the facts that in the Catholic schools, teachers were trained and qualified and most of them were oriented in teaching and schools were provided with adequate teaching aids. The quality of teaching was better as compared to the Government schools and other private schools in the Naga Hills. But in certain areas, there was a controversial feeling as to why Catholic Missionaries should be allowed to open schools. In certain areas, the argument ran as follows: if educated and well to do parents were sending their children outside of the Naga Hills in search of quality education in schools and colleges run by Catholic Missionaries, why should the Nagas not allow Catholic

Missionaries to run Schools and Colleges in Nagaland itself. The Catholic Missionaries have covered the whole globe in giving education to the people. They are doing the same today in Nagaland both in the secular and theological fields. It is thus that in course of time the Catholic educational institutions came to be recognized and accepted by all the people in Nagaland.[34]

1.8.3. Development of Catholic Education in Kohima

In the year 1956 Fr. Marocchino and Samuel Mezhur Angami started the Kohima English School and in the year 1959 to 1960 Fr. Marocchino was getting ready to build the school near the church. He had earlier started a Lower Primary School at Mr. Levi's house, but shifted it to Mr. Neizo's place near the church. The school continued to run with about 50 students; the teachers were Mr Suosahie Phillip, Mr. Kuovi, Miss Lhourzeu, Miss. Zhanuo and Miss Neichuvonuo. After the school was over, Fr Marocchino would distribute milk to the students. [35]

In October 1963, Fr. Marocchino left Kohima for Italy after 12 years of hard and dedicated service to the people he loved. Mgr. Orestes Marengo sdb, who had taken keen interest in the origin and development of the mission work in Nagaland, had to look out for successors to Fr. Marocchino who would not be allowed to return to Kohima by the Government. He asked for Fr. Paul Bernick from South India, an Indian citizen by registration, to be sent to Kohima. Fr. Bernick could not come immediately so Fr Joseph Felix was asked to look after the Kohima mission. In 1963 Fr. Felix stayed in the rented residence where Fr.Marocchino stayed and then at Mr. Mesevilie's house in T Khel, Kohima village. Later Fr. Felix shifted to the house of Mr Phillip Suosahie. As no land was available for the Fathers' residence, Phillip Suasahie offered his house for the Fathers. It was refurnished and partitioned with C.I. Sheets. Fr. Felix started a school in the village and during his stay at Kohima. He wrote a book on English pronunciation as he found that children were not able to read and write English. He thought that this book would enable him to teach good ways of reading and speaking. During 1963 to 1964 he published another book known as Phonetic Master. This book is a comprehensive compact of English Phonetic reading course with Volumes I to III. He also taught mathematics. [36]

According to Fr. Felix, in 1963 a piece of land was given to start the school at Kohima, the present Christ King Higher Secondary School in Bara Basti. But because

of the fight between the clans it was taken away in 1964 and the Bishop intervened and bought back the land. Fr. Felix made sure that the school ran properly. He brought Mr. Vincent who was working at the Tin Plate Company, and Mr. Bonney his own brother and Tafther his cousin, as also his brother's children to teach in the school. Miss Margaret took charge of the school as well teaching the children up to class II. At the beginning the children were unwilling to come and be admitted in the school and the parents too did not encourage their children, because those Anglo-Indian teachers from Jamshedpur were dark in complexion. But slowly and gradually, they liked their English and appreciated their English pronunciation. Slowly the number of students grew. When Fr. Felix left Kohima the number of students was about 100 and the number of boys was more than that of girls. All the teachers stayed in a rented house and the house rent was Rs.5 per month. The school fee was Rs.60 per month, the admission fee was Rs.20, and maintenance fee was Rs.20 for the whole year. The teachers collected the fees and at the end of the month distributed the money among themselves equally as salary.[37]

Fr Burnick arrived in Kohima on 4th of January 1964. The parish of Christ King Kohima was officially erected by Mgr. Hubert D'Rosario sdb. The two important developments in Kohima in this phase of time was the opening of Little Flower School and Christ King School. At the invitation of the Government of Nagaland the Daughters of Mary Help of Christians (FMA) pioneers entered Kohima on 14th of May 1964. The Little Flower School begun in the new site with Sr. Francesca as the superior. The school was earlier looked after by Mr. Godenho at the Kohima English School site, now Mezhur Higher Secondary School. The Sisters stayed at Mr. Lhouvineio Lungalang's residence in D.Block and later shifted to Kuozhu where the school stands now. In 1969, Christ King School was opened by the Bethany Sisters under Superior Mother Loyola in February 1969. The school was established on a small plot of land given by Vikosa Pienyu of P.Khel Kohima village at a time when no one was willing to give the land to the Catholic mission.

Don Bosco School Kohima came into existence on 7th of February 1971. The school was started by Ittiyachen Manjil, the then parish Priest of Christ King Kohima. The school began from Class V upwards, separate from the parish institution Christ King School. As there was nothing else at hand but the grand idea of the school, the

school commenced in the sacristy of the parish church. The opening of Don Bosco School as a co-educational institution was a bold step taken by the Salesians of Don Bosco for the school as well as for the future of education in the region. In spite of the tradition of running schools for boys only it was felt that a co-educational school was better suited to the demands of the time and society. Permission for a co-educational school was granted by the Salesian Headquarters in Rome on an experimental basis. Now Don Bosco is a very prestigious Higher Secondary School in Kohima. Special efforts were also made to promote a Christian atmosphere in the school.[38]

1.8.4. Development of Catholic Education in Wokha

In 1954 Fr.John Larrea was sent to look after the Lotha mission. For some time he toured the Lotha area from Dibrugarh but in September 1955 he shifted his residence to Golaghat. He learned the language quickly and toured the villages. But it was not easy for Fr. Larrea to visit Nagaland as he had to obtain permission from Delhi for each visit. Nevertheless he made a number of tours to the Lotha hills and beyond. Fr. Larrea also took pains to see that boys and girls were sent for schooling. As early as 1 February 1954, three Lotha boys and two Lotha girls were sent to Dibrugarh to start their studies. Another group of boys joined Don Bosco School Dibrugarh on 4 January 1957. A group of girls was also residing with the Sisters at Golaghat where they were given training in home science along with catechesis. The idea was that on their return to the villages they would be able leaders.[39]

A successful missionary effort was the Lotha School at Golaghat. It was begun to serve as a preparation before sending the boys and girls to Dibrugarh. A thatched house was constructed with the help of the villagers. It started functioning on 15 February 1958 with 17 boys. Two years later their number increased to 52. After the Naga agitation began permission to visit the Lotha areas became more difficult. In fact between 1957 and 1959 Fr. Larrea could visit the villages only twice. The need for a priest who could easily visit the area was felt. Thus in 1959 Fr. Roland O'Hara was sent to join the Lotha mission at Golaghat. Now frequent visits to the villages became possible. He made his first tour of the Lotha area from 21 of December 1959 to 6 of January 1960.[40]

Though the Naga School at Golaghat catered exclusively to the Lotha boys, it was realized that no lasting work could be done without a residence in the hills. As the number of Catholics as well as the students at Golaghat increased the urgent need to build a residence for the Fathers and to shift the Naga School to the hills was felt. In fact, in 1962 Fr. Larrea had been approached by the people to start an English Medium School in the Wokha headquarters. In 1963 when Mgr. Marengo visited Wokha the request was renewed and the question of shifting the school to Wokha was seriously considered. Fr. Roland O'Hara was asked to purchase the land. It was also decided that Fr. Roland O'Hara would be put in charge of the new centre.[41]

Mgr. Hubert D'Rosario visited Wokha on 10 March 1965. The work for the school began on 10 April 1965. This caused a strong reaction among the members of the Baptist Church, who with the help of some local Underground leaders called for several protest meetings. Mr. Nrio Murry, Mr. Lojano and Orensu who had sold the land were asked to rescind the deal and were threatened. There was no one to assist in building the school, as people were ordered not to help the Fathers. They were threatened with a fine. Local leaders would often give trouble.

As no assistance was available Fr. Larrea, Fr. O'Hara and a few masons were doing the manual labour themselves. The local Catholic communities sent volunteers to work for one week each to make stone chips, clear forests, level the ground, to dig, etc. The masons came from the Khasi hills led by Mr. Hobert Mawroh. Inspire of threats and demands to stop the work, the first building took shape in two months. Initially three sheds were built: the primary school, church and a hall which also served as the dormitory. Water connection was secured for a bundle of tobacco according to the agreement made by Mr. Oren Murry.

On 8 September 1965 the parish of Wokha was officially erected comprising of the districts of Wokha, Mokokchung and Tuensang. Fr. Roland O'Hara was appointed the parish priest with Fr. Thekkekuruvinal Chacko. On 1 September 1965 the Don Bosco School started at the present campus. In 1966 the Lotha medium school was turned into an English Medium school. Girls were admitted to the school for the first time. Tuition fee was raised to Rs.10 a month and the hostel fee was Rs.30 or 16 kg rice and Rs.18 for the uniform which was black pants and shirt for boys, white skirt and blouse for girls, maroon tie and green sweater were introduced later.

There were about 160 students of which 125 were borders. Now Don Bosco School Wokha is a Higher Secondary School with good standard of education many young people have benefited from the school. [42]

1.8.5. Development of Catholic Education in Dimapur

Dimapur is the gateway to Nagaland. Probably the first Catholic priest to pass through Dimapur was Fr Ansgar Konigsbauer, a Salvatorian missionary, on his away to Imphal to visit the Catholics in the military band of the local regiment as early as 1912. It also received Fr. Orestes Marengo sdb and Fr. A Colussi sdb and a group of Tangkhul students on their way to Manipur way back to 1946. Dimapur however would begin to attract the attention to the Catholic missionaries and to receive more of their visits, once the Fathers had their residence at Kohima. In the 1950's Fr. Hubert Marocchino sdb and Fr. P. Bianchi sdb used to make stopovers at Dimapur on their way to or from Golaghat. The first chapel was built by Fr. Marocchino in 1954 in the land of Mr. Lawrence Gudenho, a Catholic Rehabilitation Officer, under the British Government after the Second World War, who was stationed in Dimapur at Burma Camp close to the town. This was allotted to him by the British Government. Priests from Golaghat used to celebrate Holy Mass there as it was a transit house for missionaries from Dibrugarh and Sibsagar to Imphal. Mr Gudenho established an English Primary School Dimapur in 1959 at the site of the present Christian Higher Secondary School and later moved to Kohima as the headmaster of Kohima English School now Mezhur Higher Secondary School. Yajen Aier the Deputy Inspector of Schools in 1952 said that Gudenho brought English Education to Nagaland.[43]

With the help of Bishop Orestes Marengo, a second chapel was built, which would also serve as a school in the land of Mr. Felix Thesuohie who came from Kohima in 1964 and was baptized by Fr. Marocchino there. In 1965 Fr. Joseph Felix stated an L.P School called Holy Cross Home, with 12 students in the residence of Mr. Thesuohei Angami, the father of Dr. Simon, opposite to the Christian English School where now stands the State Bank of Baroda. The headmaster of the school was Mr. George Felix, the father of Fr. Joseph Felix. The Holy Cross Home started with classes A and B together, and then upgraded gradually up to class IV. There were four teachers at that time.

In 1968 there was extensive discussion and it was agreed for good that the Holy Cross Home be shifted to the present site as soon as the school building was ready, which was in the Nepali Basti. The land belonged to an Angami who agreed to sell the land to the church. The Holy Cross Home became Holy Cross School in 1969 and Fr. Mani Parenkulangara took over as the Principal. The Holy Cross Higher Secondary School has 3248 students of which 357 were Catholic.[44]

Don Bosco School Dimapur was opened on 19th of March 1985. The land where Don Bosco School stands today was bought in 1983 from Dr. Sechu. On 26th of March Mr. K.L. Chishi, the Minister of Education and Rural Development laid the foundation stone of the school. Fr. Mathew Pottukulam was put in charge of the school. Admission to the school was taken on 15th of November 1985. There were fourteen students in all and the teacher was Ms. Sherley. The school was conducted in a thatched shed. In 1986, the school took new admission to class I. Today the school is flourishing with thousands of students from various communities and more than 75 members on the teaching staff. In 1985 Carmel School was started, and in 1986 Assisi School was opened. Since then many more Catholic schools have been opened in Dimapur.

1.8.6. Development of Catholic Education in Peren

In December 1962 Er.S. Asiho was transferred from Cazubama and posted at Peren CD Block as Extension Officer (Engineering). While he was serving at Peren he brought the first Catholic missionary Fr. Joseph Felix who was the assistant priest at Kohima. In November 1964, Mr. Namgaheing, the then tribal Chairman of Zeliang-Kuki area, requested Fr Felix to open an English School at Peren. Fr. Felix who was so enthusiastic agreed to open the Catholic School naming it All Saints Home Cambridge School, Peren. The school was started in a private building of Mr. Amang at the traffic point below the local ground at the market area. It shifted in 1973 to the Catholic Compound, donated by N Dang. Fr. Felix brought Mr Bonney and made him the first headmaster of the school and Margaret Khare was a teacher and the care taker of the school. The local MLA and Asiho Mao, the SDO were managing members of the School Board. The school started as a kindergarten with a few students, but after few months the number of children increased, and children picked up English speaking so well that they found it difficult to speak their own dialect when they went

home for their holidays, says K.V Pelle the social worker from Jalukie. The school was like a Sainic School with very strict discipline. English speaking was made compulsory in the school for all the students said Mr. P.F. Zeliang the DIG at Dimapur, who was in the first batch of students in the school. The school ran a hostel also. The hostel fees could be paid in kind (fire wood). The students brought their own rice and food items and they also cooked by themselves. This was the way of life in the hostel.[45]

After few years, with the initiative and interest of the Catholic leaders Mr. Mathew Rongmei and Mr. Viketho Angami, the school was shifted to the government building and later to a semi-pukka building constructed by the Diocese in 1975. The classes were up to class IV. The school was managed by a group of teachers from Jamshedpur till 1980. The Missionaries of Saint Francis De Sale (MSFS) reached Peren in the year 1980 and took over the school and up-graded it to a High School and named it as All Saints High School, Peren. Now the school is upgraded to Higher Secondary level. Thus the Zaliang people are reaping the fruits of the Catholic Mission.

Mr. Namgangheing the then Zeliang-Kuki Tribal Council Chairman made the first contact with the Catholic Mission in Dibrugarh in Assam and in 1963 and offered the land at Jalukie to the Catholic Mission in 1968. He was a man of far sighted vision. He dreamt of a big school, a college and an agricultural training centre at Jalukie. He was at the head of Peren Sub-division for a term of five years. Despite various problems and difficulties, Fr. P.C. Mani, a diocesan priest now at Imphal, opened St Xavier Primary School on the 29 May 1969. He was the Parish priest of Holy Cross Dimapur at that time. The name St. Xavier was given to the new school because Bishop Hubert D'Rozario decided to dedicate Jalukie mission to St. Francis Xavier because the Baptists were very much opposed to the coming of the Catholic Church to Jalukie. At the initial stage, students were very few but by the end of the year over 200 students were in the school. Seeing the possibility of further growth Bishop D'Rozario built a nice school building (210'x22'x10'size). In January 1972 when Fr. Mani was transferred to Jalukie, the school had only 38 students and he was told to keep the school up to class II only, and that he should not keep any boarders. All the Catholics were chased away from the village and there was only one Catholic

boy "Makuthai" by name who passed from class II to class III. Fr. Mani gave many reasons for keeping the school at least up to class III, but the Vicar General would not agree. As a last resort, Fr. Mani told him to look for someone else to be the parish priest for Jalukie, and that he would willingly go anywhere else. That worked well and Fr. Mani was allowed to upgrade the school up to class III. The Bishop had given earlier permission to start a small boarding. So Fr. Mani was very happy to begin his work in this mission station.

The previous headmaster had collected enough paddy as school fees. When the school started the school fees were paid in the form of planting banana tree in the land. Fr. Mani would often say, "I got a cow from Fr. Mathew Manianchira in Dimapur. In our vast compound we had plenty of big and small trees, on the top of which there were plenty of huge wild honey combs. So I had milk and honey, rice and bananas but no money." Soon Sisters Scholastica and Theresa Kunnath MSMHC (Misionary Sisters of Mary Help of Christians) joined Fr. Mani to help him in the school and mission work.[46]

In 1981 Fr. Kurian Pattimackel opened St. Francis De Sales Primary School at Tening town, at the request of local leaders and civil authority. The school started in a thatched shed and was looked after from Peren with the help of some dedicated leaders. The MSFS (Missionaries of St Francis De Sales) Fathers opened the Tening parish on the 10th of January 1987. From then on the school has been under the care of the MSFS Fathers. It was gradually up-graded to class X.

The problems, difficulties and struggles that early Catholic missionaries and educators faced were enormous. Yet with far sighted vision and courage they marched ahead with much dedication and commitment and a sense of responsibility to teach and educate the future generation for the development of Naga society.

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Chapter 2
Review of Related Literature

There is a vast amount of literature on teachers produced by scholars in India and abroad. Here a review of some literature relevant to this study is presented in three sections. Section 1 deals with the question of Teachers' Accountability, Section 2 is about Teachers' Effectiveness, and Section 3 is on Teachers' Job Satisfaction.

2.1. Teachers' Accountability

Sudha K. Rao (2002) has analysed the implications of the National Policies of Education for Teacher Accountability. The National Policies envisaged the formulation of norms of accountability for teachers. Consequently 'a system of teachers' evaluation – open, participative and data based - will be created and responsible opportunities of promotion to higher grade provided. It also envisaged that 'norms of accountability will be laid down with incentive for good performance and disincentives for non-performance'. Some attempts have been made by various institutions to incorporate the elements of openness, participation and data-base. Much more difficult is the question of thinking about and assessing non–performance of teachers and consequent applications of disincentives for non-performance. The role of teachers' associations on the implementation of such provisions is very important, as otherwise there are chances of the system getting vitiated because of lack of understanding between those in the management and the delivery system. A lot of effort will be needed to create worthwhile dialogue with the teaching community so that in a spirit of togetherness and collectivity, such measures of accountability can be formulated and internalized. Some exercise in this regard was initiated by the NCERT but its tangible outcomes are perhaps still to be implemented.[1]

Jagannath Mohanty (2003) defines accountability as an index of sensibility and expression of responsibility of an employee on his job. It also indicates that the extent of expectation from him. Since in many professions his performance or

achievements cannot be evaluated in concrete and tangible terms, it is mostly a moral obligation and a social or institutional commitment on the part of workers who are expected to produce something or render some service at the cause of his emoluments and other service benefits. Accountability may be regarded as an acid test for measuring efficiency and proficiency of the employees at their respective placement. It touches upon their sincerity of purpose, commitment and devotion to duty and profession. Further, he concludes that accountability in education, particularly in higher education, implies teachers' responsibility not only for maintaining the quality and standards, but also for promoting academic excellence. Teachers' accountability has to be evaluated with the help of various tools and techniques, but self- evaluation or self-appraisal is the best method of assessment. It is not an easy task and is beset with a number of complications and constraints. It should be objective, scientific and free from personal interest and bias. The person to be involved in the process of teachers' performance evaluation must be educationists of high calibre, long experience, proven integrity and impartiality. [2]

B. C. Das (2004) explains how to arouse a sense of accountability among the teachers. In order to arouse a sense of accountability among the teachers the following guidelines are proposed:

1. The teacher should be morally and psychologically disposed for teaching. Having said this, we may mean self-accountability of the teacher. When a teacher begins to realise that he is much more than a mere man becomes accountable for what he is meant for. For arousing such an ethical sense, the teacher ought to be given a high status in the society and be publicly honoured on special occasions.

2. Better supply of teachers is another important prerequisite for arousing a sense of accountability among the teacher. In this connection, D. R. Sharma (1989) was of the view that "if we get right type of teachers then they will be accountable". To ensure better supply of teachers, an effective system of recruitment is necessary. For this, formation of National Teacher Recruitment Board (NTRB) is suggested. Those teachers who are found unsuitable and incompetent should not be allowed to enter the teaching profession.

3. The economic status of the teacher should be raised to a still higher level, as the present scale of pay and other concessions offered to them are largely cancelled by an increase in the cost of living.

4. Guidance and counselling service should be made available in every higher secondary school. Some of the teachers of the school staff should be prepared through a short term course in guidance and counselling.

Rajni Joshi (2005) viewed that the concrete evidence of the effectiveness of local schools is the accountability of teachers in terms of pupil outcome per tax dollar spent. The rationale of the accountability movements involves a specific view of the role of the teacher and accountability is based on an assumption that a set goals for education can be agreed on through the policy making process. Her assumption is that these goals can be translated into educational objectives. Tests are being devised and administered to ascertain whether the objectives have been achieved. Finally, a management system will integrate and monitor the accountability process. This 'hyper-rational' view of education presumes the existence of a science of education. Thus, the goal of accountability appears to be control by policy-makers of the instruction process.[3]

S. R. Sharma (1992) stressed the crucial role of teachers in building a humane and caring society. If the teacher does not care, he cannot expect his students to care either. If he does know what tenderness or kindness is, he has the impossible task of fostering compassion in others. In a brief report he provides certain directions and clues to path finding rather than provide complete answers. This would be the responsibility of teachers, teacher's organizations and educational agencies. Caring must begin in the classroom and in the school campus. The child should be taught to develop an effortless sense of equality with others, even though he sees differences of colour, caste, religion, abilities, etc. This will naturally result in considerateness and the desire for mutual help. If brighter children could help the weaker ones, would many children fail? Outside the classroom, same considerateness can extend to the younger ones at school, to the handicapped, and to strangers. When such feelings and relationships are fostered individually and collectively, the school climate becomes humane and caring.[4]

G.V. Patil (1995) explained that accountability has gained importance in the field of education in recent years. It is true that the concept of education has expanded in the recent past. The investment in education, in terms of physical and human resources has grown tremendously. Every one now wants that education as part of

social system should be accountable for various reasons. Accountability is a necessary aspect of the educational system. People, whatever may be the type of society, seek education not only for gaining employment but to liberate their mind and to achieve that state of enlightenment which makes men free from any bondage. Educational Institutions have an obligation to the society because they are provided with funds and resources by the society. Hence the aims of education can be cited as follows:

1. Promoting educational opportunity
2. Promoting growth and economic productivity
3. Supplying of trained men and women
4. Achieving specific social objectives
5. Developing an educated citizenry and
6. Creating knowledge and stimulating learning.[5]

B.D. Chinara (1997) says that accountability precedes the accountability notion of education at different levels. It is thus imperative to examine first what is accountability. As commonly understood, accountability refers to responsiveness or answerableness or obligation of the people in any organization for the work they perform or the role they are assigned with. It is therefore an instrument for making any system work and efficient. Broadly it is a process of rendering accounts periodically to modify their performance subsequently by use of sanction or reward (Neave 1985). Accordingly, accountability in education may be viewed as a process of furnishing periodic account by the educational organization and its employees to a body who has both right to know and power to modify their performance by giving incentives for good work and disincentives for non-work.[6]

B.C. Das (2004) says that accountability has been derived from the word 'account'. Here account means to account for. This means that one is answerable for his conduct, performance of duty, etc. In the Oxford Dictionary (1926) accountability has been defined as responsibility for things or persons. In Chamber's Twentieth Century Dictionary (Vol.I) 'accountable' means "liable to account, responsible, explicable". Thus it appears that accountable has been understood in terms of responsibility, dutifulness, ability, etc. According to Webster's Dictionary, accountability has been defined as "subject to giving an account answerable". In Good Dictionary of Education, there are four definitions of accountability. In the first

place, accountability has been understood in terms liability for results which have been obtained through the responsible exercise of delegated authority. In the second definition, it has been interpreted as a theory that the teachers and school systems may be held responsible for actual improvement in pupil achievements. The third definition equates accountability with responsibility for carrying out an obligation or trust to each pupil appropriately assigned to a specific school. The forth definition of accountability has, however, been understood as an attempt to monitor the academic results achieved by the teacher in his instructional activities and the social and emotional impact of the school on the pupils through periodic sample testing. [7]

V.C. Pandey (2005) emphasises that teachers have enormous influence on the social and academic development of children, often greater than the teacher realises. Teachers, like families, have both strength and problems. Teachers need support, too. "Like many of us caught up in our daily routines, teachers have little access to new knowledge and new approaches. Teachers need support in an ever changing and complex environment, and if children are to succeed, teachers must succeed." [8]

V. V. John (1978) has suggested that three types of teacher assessment: self, by peer group and by students would create a sense of accountability among the teachers. He further emphasized that the professional organizations should face up the need of such assessment and suggests ways of ensuring a high degree of accountability among members of the profession, instead of shielding the incompetent and indolent, as being done in some places and institutions. [9]

S. S. Mathur (2001) in his efforts to determine the ethical conduct of teachers has stated that accountability means one's obligation to account for one's action. The teacher's accountability, therefore, means teacher's obligation to account for his actions to: (a) his own self (b) the society or community which entrusts its young ones to his care and education (c) to the pupils, and lastly, d) to the authority which supervises his action. Accountability to self: it emphasizes that the teacher himself evaluates his work and conduct. He performs his duties to the best of his abilities not because of any outside pressure but because of his realization that this is right and virtuous. His training has to be such, that he respects the professional ethics and moulds his life according to the ethical way of living. Accountability to society or community: The teacher must be answerable to the society or community for his

actions. The society reposes confidence in him by handing over their children to him for helping them in their all round development and in developing good habits in his pupils. If he is not discharging his obligations to the society and then the society will rightly condemn his behaviour. Accountability to the student: The teacher can show his accountability to his students by giving them the best possible education and guiding them towards socially acceptable and morally sound conduct. In some cases there may be a conflict between what is socially acceptable and morally sound, as for example, in the case of a society which may believe in sexual freedom which may not be considered as morally sound. The teacher in such a case has to apply his own judgment and accept that view point which is in the direction of the betterment of the society. He must have a philosophy of his own and his judgment may depend on it. Accountability to the authorities: It is the most common form of accountability. The service conditions of the teachers require them to obey those who are in superior position to him. His work is evaluated by the superiors. They may be the principals or supervisors or inspectors. These persons rate his work and are supposed to guide him for achieving efficiency and effectiveness in his work. On the basis of this accountability he is given promotions, etc.[10]

S. Ignacimuthu (2006) in his article "Being an Effective Teacher" has explained that teacher accountability refers to what the teachers idealistically owe as duties to both their employing organization and to the student community and then, through them to the society at large with the ultimate aim of doing good to it by good performance. Teachers should not think that what is needed as a teacher is their presence in the institution for limited number of hours, taking attendance of students, repeating prepared lectures and completing the course within a stipulated period of time. They should be able to go beyond this by looking at the qualitative nature of things and the long term effect in the students. A teacher is expected to spend quite a few hours every day in publication. In ancient times, the teacher devoted his entire time till the students came up to his or her desired level of excellence.[11]

In addition to the studies surveyed above, there are also studies from abroad, particularly the U.S.A. Some of them are presented below.

The "No Child Left Behind Law" signed by President Bush in 2002 points out that accountability has become an issue to be addressed at all levels of education from

the school board and school system to the individual classroom and teacher. In order to have successful schools it is clear that every country must have quality leadership in schools and effective instructors in classrooms. Every individual must create a quality teaching force and to do this we must consider new ways of training our teachers, new approaches to accountability, new means for developing leadership, and ways to institute rewards system for teachers who have shown improvement and continued success in the classroom.[12]

J. J. Gibson (1976) and M. D. Gall & B. A. Ward (1974) refer to the idea that the teacher, not the student, is ultimately responsible for what and how much a student learns and the teacher's accountability involves responsibility of the teacher to see that all the students learn to the best of their ability. They were also of the opinion that teacher accountability will inform the public on what is happening in schools to a greater degree and create closer ties between the school and community. Thus 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 to be accountable implies a sense of moral thinking and an ethical consciousness. By and large, 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.[13]

President Clinton (1998) speaking on "The Characteristics of Promising Teacher Accountability Programmes" at The Educational World Congress, 1998, advocated that the promising teacher preparation and certification efforts exist along the continuum of a teaching career to eliminate incompetent teaching and to assure proper assignment and support of teachers. He insisted that (a) teachers initiate and play major roles in the design and implementation of peer review systems, (b) intervention occurs early and quickly to deal with burned out or incompetent teachers and provides mentoring and resources for improvement to occur, (c) accountability policies must be shared and must include recognition for accomplishments.[14]

President Obama (2009) put the nation's teachers (USA) on notice that their performance will be tackled and good teachers will be rewarded, while bad teachers will be tossed out of the class. Calling for a "new culture of accountability" in schools, Mr. Obama proposed building on rather than replacing the *No Child Left*

Behind education law signed by President Bush. But Mr. Obama said that it was time to put more money, better tracking of teachers' performance, higher standards and real accountability behind the law. "Let me be clear: If a teacher is given a chance, or three chances, but still does not improve, there is no excuse for that person to continue teaching," the President said. "I reject a system that reward failure and protects a person from its consequences."[15]

In a profoundly important study, Prof. William Sanders (2003) University of Tennessee, found that 'teaching really matters'. He well supported the fairness and truthfulness of student's comments on their teachers. In the City College of San Francisco students reviews of teachers have proved to be an example to assure teachers accountability. In Anchorage, Alaska, students' parents were involved in the teacher review process to foster teachers' accountability, where educators mailed 50,000 surveys to parents asking about their kids' teachers. This "open door" approach is catching nationwide in the USA, about one of every 100 districts has some method of asking parents to assess the job performances of teachers.[16]

2.2. Teachers' Effectiveness

The Encyclopaedia of Education for 21 Century, Vol. 35 (2000) states that teacher effectiveness is referred to the effect that the teacher's performance has on pupils. It is the bottom line. Like teacher performance, teacher effectiveness depends largely on the context in which the teacher performs. In addition, it depends on the responses pupils make, on what pupils do. Just as equally competent teachers perform differently in different situations, so identical performances would not be expected to have identical effects in different situations. Teacher competence is related to teacher effectiveness only by way of its effect on teacher performance.

It is useful to distinguish two kinds of effects that teachers have on pupils which call for different assessment strategies. One kind of effect is manifest in the behaviour of the pupils in the classroom that results in pupil learning. The other kind of effect is manifest in pupils' abilities, knowledge or attitudes usually referred to as the "out comes" of instruction. Both kinds of effects must be measured in terms of pupil's behaviour, but they are quite different. Teacher effectiveness differs from

competence or performance that it cannot be measured in terms of the behaviour of the teacher, in whole or in part. By definition, effectiveness must be assessed in terms of changes in their behaviour. There are five points in a teacher's career at which the teacher might be evaluated such as:

1. Teachers can be assessed when they enter teacher education as students.
2. The teacher training experiences, but normally precedes their admission into the practice of teaching.
3. Actual behaviour of the teachers while they are teaching.
4. The point at which outcomes are measured; pupil's knowledge, abilities, and attitudes after instruction have ended.[17]

Ravi Ranga Rao and Digumarti Bhaskara Rao (2004) are of the view that effectiveness of teachers is judged from two standards: (1) The first standard is relative to the quality and appropriateness of a teacher' selected goals; that is the desirability of the intended changes he seeks to produce in learner's behaviour. (2) The second standard is to measure the extent and nature of the actual change in learner's behaviour. Evaluation of both intended changes and the actual change is essential to the judgment of teaching effectiveness. Teaching then can be said to occur when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching. A description of competent or effective teaching must therefore be considered to be related to form the following conditions:

1. The social or cultural group in which the teacher operations.
2. The great level and subject matter taught.
3. Intellectual and personal characteristics of the pupils.
4. Instructional procedure evolved and used by the teacher.[18]

J. C. Aggarwal (2000) points out that the effectiveness of a teacher consists in how important he feels his profession is. Further he asserts that without an exclusive attention to his job he would fail in bringing forth the best out of young men and women. If a teacher takes to his work just to make his living because nothing else is available, he will lack the essential zeal required by the teaching profession. He must be a teacher first and the teacher last.[19]

Ram Shakal Pandey (2001) describes teacher's effectiveness in terms of teacher's profession. According to him, "Teacher is not only a social engineer but also a social doctor and social therapist. He is a pillar of the society. Hence destiny of the society and nation is shaped in the hands of the teacher. Therefore it is responsibility of the teacher to make a beautiful and dynamic society. More efficient teachers possess higher intellectual level, better emotional control indicative of well organized ego systems which enables them to behave in a social way and approved manner, higher level of aspiration, higher creative potential and consciousness. The efficient teacher is one who not only chooses an effective behaviour, but who actually strives to reach at goals and continually modifies behaviour in order to do so. [20]

Teacher's teaching efficiency contributes to the perception by the teacher of his performance and to the achievements of students. In other words, teachers' confidence in his potential effectiveness is thought to be a basis for more productive teaching. Teaching efficiency consists of two components: i.e., cognitive and affective. The cognitive aspect has a sense of likelihood that ideal or normative teachers own ability to bring about such changes, the affective aspect of teaching efficiency is pride, shame, attitude, interest, motivation etc.

Balsara Maitrya (2002) advocates co-operative or participatory form of school administration to improve the effectiveness of teachers as in some developed countries where increasing recognition is being given to the creative potential of the teachers to make valuable contribution to the effective administration of schools. This trend is one of great significance in that it tends to give to teachers a sense of belonging to a democratic team, tends to give them reasons for involving all the professional staff in policy making and policy decision, in running the total affairs of given school system, tends to remove one of the chief obstacles to the development of good staff morale – the discouraging feeling on the part of the teachers that they are but cogs in a complex machine, where they are not permitted to operate as true professionals but are permitted to do only as they are directed by higher authority.[21]

Swaroop N.R. Sexena and Shashi Aarti Dargan (2008) explain teacher effectiveness by quoting Tagore's term of a teacher, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject,

who has no living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds, he cannot quicken in them". According to Tagore a teacher is a student throughout his life. He should be up to date in his knowledge. The teacher must know his students as well as his content.[22]

Swaroop N.R Sexena and Shashi Aarti. Dargan (2008) quote "John Latin" where John means a students and Latin means content. The word 'Teacher' refers to a person who is truthful, energetic, affectionate, co-operative, humble, effective and resourceful. These are essential characteristics of an effective teacher. The term effectiveness is relative and it refers to some criteria. The effectiveness of a teacher is examined with the help of some criteria such as abilities of teaching and the performance of the students. Teacher is effective to the extent that the teacher acts in the way that is favourable to the development of basic skills understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.[23]

R. A. Sharma (2003) identifies the successful teacher as a person who is considered a good teacher by his students but is not necessarily judged in the same way by her principal, supervisors, colleagues, the parents of her students, or the students themselves years after they have left their class. Even within a particular class during a given school year pupils are likely to disagree among themselves about the quality of her instruction, of the values of her efforts on their behalf. The majority of teachers undoubtedly play some of these roles better than others, and a given teacher is not always evaluated in terms of the same role by different people. Among the most frequently mentioned criteria are: (1) mastery of subject matter, (2) motivation, (3) dedication, (4) cooperation, (5) sense of humour, (6) creativity, (7) disciplinary, (8) academic standards, (9) promptness with reports, (10) efficient methodology, (11) generosity with personal time in assisting the students. Further quoting Barry (1958) highlights the traits of effective teachers as: (1) buoyancy, (2) consideration, (3) cooperativeness, (4) emotional stability, (5) ethicalness, (6) expressiveness, (7) forcefulness, (8) intelligence, (9) judgment, (10) objective, (11) personal genteelism, (12) physical energy, (13) reliability, (14) resourcefulness and (15) scholastic proficiency.[24]

Jon Hecker and E. E. Heldon (2004) state that effective teaching of children in primary schools depends less on cultivated intellect and special knowledge than on the teacher's successful adaptation of himself to the sensuous nature of childhood. Further they state that the fundamental truth, which should be seriously considered by the superintendents of our public schools, in the selection of teachers and in training of teachers in the normal school.[25]

D. S. Srivastava and Savitha Kumari (2005) observe that the assessment of teacher's performance has often been resisted by some teachers and this deserves attention. The refusal can be explained as a resistance to pedagogic innovation, a means of averting the risk of upsetting the "master" image which the teacher enjoys and the established monopoly of learning power which the master arrogates to himself in the classroom. They are also of the opinion that no single teaching profile works for all teachers and students in all class room situations in all subjects. Each teacher has to develop a unique individual style, lest he or she is seen as a utility infielder who doesn't mind being placed wherever needed at the moment. Each teacher must also learn to match teaching strategies with learner and class room conditions.[26]

M. L. Dhawan (2005) referring to the National Policy of Education of 1986 which called for substantial improvement in the conditions of work and quality of teachers education, found that the important determinants of the status of teachers were identified as 1) The academic and professional requirements for entry into the profession; 2) The financial and other economic benefits; 3) The freedom of teachers to take part in public affairs; 4) A professional responsibility assumed; 5) The degree of public recognition; and 6) Growth of the teaching profession.[27]

Describing the teacher as a person Michael Fullan and Andy Hargreaves (2003) says that the teachers are more than mere bundles of knowledge, skill, and techniques. There is more to developing as an effective teacher than learning new skills and behviours. Quoting Goodson (1992) from his book "Sponsoring the Teachers' Voice: Teachers' Lives and Teachers' Development" he asserts that we cannot understand the teacher or his teaching efficiency without understanding the person the teacher is and his effectiveness lies in the person that he is.[28]

D. Berliner (1995) as also Tochon and Munby (1993) enumerated the qualities of an expert teacher as: 1) a commitment to their work that goes well beyond the call of duty; 2) some degree of charisma that flows from the quality of their interest in the work they do and in the pupils they teach; 3) an insightful grasp of the essence of what needs to be learned and how best to get pupils from where they are now to where they need to be; 4) an insightful ability to anticipate problems and to intervene effectively when problems do occur so that pupils' learning can progress smoothly.[29]

Barabara Beakley (1996) in writing about change in education states that some cycles can be repeated and updated, some should be broken especially those related to teachers effectiveness. Teachers of 1990s were taught by teachers who were in schools in 1960s, who were taught by teachers who were in schools in 1930s. We cannot go on teaching as we were taught and expects students to be functional in today's society. Educators must look at what they know is important and teach those skills. We know values are important; we can teach integrity and responsibility. We know that access to information is important; we can teach technology and problem solving. We know that getting along with society is important; we can teach communication and conflict resolution skills. We know that we are a diverse society; we can celebrate our differences and teach children that the world is made up of many people with similar needs and desires. We can teach the benefits of a positive attitude and respect for those who have different types of knowledge and beliefs, and we can teach the importance of human rights and dignity.[30]

Joseph S. Butterweck Joseph and George A. Muzzey A. (2006) say that the effective teacher may have the sucess of the pupil upper most in mind, but in most cases, on further questioning of the teacher will reveal that he is thinking of modernization of isolated facts rather than of the development of skill, habits, understanding, or attitude which he has set as his goal in teaching. In a similar manner it is possible of any subject with certain learning outcome as the objective to divide the whole term's work into several divisions, each with a central aim and each contributing a part to the attainment of the term's desired outcomes. Teacher's fist problem in planning class room work consists in recognizing the units of instruction in a year's study of the subject and planning the teacher's campaign for the week, two

weeks, or month required to enable the pupil to secure mastery of the outcome of which the unit exists.[31]

E. A. Macnee (2004) highlights that the teacher's success depends upon the combining of various operations each of which is best learned when practiced separately. Before he singles out any one of these operations for special practice the teacher should recognizes the fundamental distinction between successful and unsuccessful teaching sufficiently to know when all operations are working in proper combination. That is, he should know good teaching when he sees it. The teacher should then analyze his job sufficiently to discover how each important operation makes for success in the total performance and how it is related to other operations. The author further reminds us that it is recognized by the best teachers that it is not safe to depend upon the inspiration of the moment for good questions, illustrations and illustrative materials and references to books or magazines. Therefore it is necessary to have a form or outline showing how teaching procedure is to be related to subject matter. It is also desirable to have some idea of the amount of time that may be given to any particular part of a lesson.[32]

S. F. Heck and C. R. Williams (1984) Observed that teacher's effectiveness is a multiple and often contradictory roles, including, among other things, providing academic instructions; maintaining order in the class room; attending to the social and emotional well-being of students; and meeting sometimes conflicting expectations of students and administrators, parents and community approaches improving student learning, effective teachers pay attention to developing well ordered class rooms, and constructively disciplined students.[33]

2.3. Teachers' Job Satisfaction

Mahesh Bhargava and Taj Haseen (2008) are of the view that teachers' job-satisfaction is a crucial factor in improving the quality of educational instruction, research output, and student-teacher relationship. In fact the level of job-satisfaction of teachers, to a considerable extent, assesses the success of an educational institution. Satisfaction has been set forth as one of the goals of human adjustment and as one of

the factors to be reckoned with in an acceptable concept of efficiency. A glow of satisfaction may prevail in the day's work and make events seem to run smoothly, and a cloud of dissatisfaction may descend and develop the individual in a fog of discontent. The educational institutions are considered to be social systems, and teachers are not insignificant actors in that. The quality of education depends on the quality and competence of teachers. Whatever means are adopted for improving education; nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities.[34]

Kamal Kamal (1978), in her study found out the causes of dissatisfaction among teachers in their teaching job as follows: (1) too many teaching periods, (2) too many extra-curricular activities, (3) work to do besides teaching, (4) have often to stay after working hours to do school work, (5) have to take school work home to finish, (6) oversized classes, (7) lack of adequate accommodation, (8) lack of cleanliness, (9) reference books not available, (10) school's library has no useful books, (11) laboratory is ill-equipped, (12) games and sports materials are inadequate, (13) most of the students are indisciplined, (14) most of students are not interested in studies, (15) most of the students are uncultured and lacking in manners, (16) there is a wide gap in academic ability and intelligence of students, (17) poor relationship with the Principal, (18) the Principal is partial, (19) Principal too busy to give academic guidance, (20) Principal withholds support in case of disciplinary problems, (21) poor relationship with colleagues, (22) too much of interference by students' parents in the school affairs, (23) students' parents lack interest in their wards' studies, (24) some parents seek favours for their wards.[35]

Kusum Yadulal (2003) proposes the theory of action that the extra pay offered will motivate teachers to acquire the knowledge and skill needed to improve instruction. To motivate teachers, the pay incentive provided must be valued. Experience with the traditional salary schedule suggests that teachers value pay rewards enough to collect years of seniority, credits, and degrees. But to motivate the acquisition of the new, possibly hard-to-master skills needed to improve instruction, the incentives must be of sufficient size to attract teachers' attention and to be perceived as commensurate with the effort needed to acquire the skills. It is reasonable to expect that the greater the size of the incentive, the more will be the

motivational effect, all else being equal. So an important facet of this dimension is the size of the incentive offered. To the extent that knowledge and skill rewards replace that the traditional pay increases for seniority and educational attainment, we might expect teachers to be more motivated to attain the skills, since the traditional opportunities for pay increases have been reduced.[36]

Kamla Arora (1978) has formulated 'Differentiating Characteristics' to find out the differences between effective and ineffective teachers with regard to job satisfaction.   The characteristics are as follows: (i) General satisfaction: More effective than ineffective teachers derive satisfaction from their work. The nature of satisfaction is also quite different in the sense that while only effective teachers feel satisfied with good results, company of students and teaching in general, a substantial larger number of ineffective teachers derive satisfaction from the financial aspect of teaching. (ii) Degree of satisfaction: More effective than ineffective teachers are satisfied and very satisfied with their job, whereas more ineffective than effective teachers are dissatisfied and indifferent. (iii) Choice of profession if given fresh option: More effective than ineffective teachers would like to be in the teaching profession were they to start their career all over again. (iv) Cause of dissatisfaction in schools exist for more effective than ineffective teachers such as: Reference books are not available; most students are uncultured and ill-mannered, students' parents lack interest in their wards' studies and parents seek favours for their wards. Materials for games and sports are adequate, most students are undisciplined, most students are not interested in studies, and students' parents interfere too much in school affairs. More effective than ineffective teachers are dissatisfied to a greater extent with the following causes while ineffective teachers are mostly indifferent to them. Lack of adequate accommodation, lack of cleanliness, reference books are not available, library has no useful books, most students are undisciplined, Principals are too busy with office and administrative work to give academic guidance to teachers, students' parents lack interest in their wards' studies. Parents seek favours for their wards, more effective than ineffective teachers are greatly dissatisfied because of too many teaching periods.[37]

J. C. Aggarwal (1982) quotes the report of the Kothari Commission on Education (1964-66) "A sound programmes of professional education of teachers is

essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resource required are small when measures against the resulting improvements in the education of millions." Further he stated that the teacher education is not teaching the teacher how to teach. It is to kindle his imitative, to keep it alive, to minimize the evils of the "hit and miss" process, to save time, energy, money and to solve the trouble of the teacher and taught. This is what he meant by teacher's effectiveness.[38]

Neelam Sood (2003) discussing the organizational climate and job satisfaction of teachers, concludes that no significant relationship was found between principals' managerial style and school performance. But a significant difference was found between organizational climate and job satisfaction of teachers and school performance. Without the ability to manage the class effectively, any other skills teachers have may be neutralized. It is not good enough knowing the subject matter, being able to devise interesting activities appropriate to the topic, knowing what sort of questions to ask, or being able to give a clear explanation, if the teacher cannot obtain a hearing or organise a group of children. E. C. Wragg (1993) has also reported the same.[39]

R. P. Singh (1980) analyzed the attitudes of in-service teachers towards their vocation and has found that a good deal of interest exists for making teaching a respectable profession. This question has attracted a sufficient degree of attention from those who are employers, teachers' educators, parents and others. Teachers who detest teaching or the ones who are indifferent to it are surely not desirable. There is a need to identify them and weed them out of the profession, because in a country like India where jobs are scarce even a frustrated person would like to go on doing the job he does not particularly value.[40]

Digumarti Bhaskara Rao and Sheik Abdul Khadar (2004) quote Unyal (1967) who found that the teachers of private schools displayed higher levels of anxiety than government school teachers regarding their job satisfaction. He also hypothesized that the teachers in government school enjoy more freedom than the teachers working in schools run by private management. They enumerated the teacher's problems as (1) economic status, (2) age, (3) sex, (4) experience, (5) language, (6) management, (7) efficiency, (8) facilities, and (9) marital status.[41]

Rajarshi Roy (2007) states that job satisfaction requires more than a decent salary. Greater recognition of teacher and of excellence in teaching is one means frequently suggested for raising the perceived status of teacher, because recruitment of better quality teacher is important. Unfortunately a good number of teachers are engaged in the profession failing to join in their desired profession. It definitely affects the status of the teachers.[42]

Chauhan C.P.S. (2008) in his article, "Is Teaching a Profession? 'Yes' and 'No'" in University News Jan 28-Feb 03, 2008 highlights that teaching which was supposed to be a noble and pious duty of educated and priestly classes, became a paid/salaried job during the British period when the system of Grant-in-Aid was introduced on the recommendation of the Wood's Education Dispatch in 1854. During the Pre-British period, there was no system of state funding of education; schools/maktabs were attached to religious institutions like temples/mosques, and kings and other well-to-do people of the society provided funds in the forms of donations and endowments. There was no system of payment of salaries to teachers, who maintained themselves on presents received from their students in the form of Guru Dakshina.

The system of payment of salaries to teachers by the state started during the British period. It was in 1677 that the East India Company sent the first paid teacher to Madras for teaching English and Protestant religion. Thereafter the sacred duty of imparting knowledge to the coming generations of the society became a salaried vocation, never to acquire the status of a profession like Engineering, Law and Medicine. The social prestige of teachers cannot be improved by raising their salaries or providing them with other material benefits, rather something more than this is desirable. Teaching is a noble profession. It provides the individual an opportunity to render a great service to mankind. All teachers may not be respected, but good teachers are always respected by the society. It has been rightly stated by a senior teacher that teaching profession is both a heaven and a hell. It is a heaven for those who command respect and a hell for those who demand respect. [43]

William B. Dharma Raja (2007) explained that professional satisfaction is the amount of overall positive affect or feelings that the individuals have towards their

profession. It is the amount of pleasure or contentment associated with a profession. Professional satisfaction of teachers refers to the attitudes and feelings teachers have about their profession; it is not the self-satisfaction, happiness or self-contentment but the satisfaction on the profession. Professional dissatisfaction does not mean absence of motivation at work. Professional satisfaction can only be inferred but not seen. It is often determined by how well outcomes meet or exceed expectations. Positive attitude towards the profession is conceptually equivalent to professional satisfaction and negative attitude towards the profession indicates professional dissatisfaction.

The level of professional satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationship with the work group and the degree to which individuals succeed or fail in their work (Armstrong 2003). The discretionary behaviour that helps the firm to be successful is most likely to happen when teachers are well motivated and feel committed to the institution, when the profession gives them high levels of satisfaction. The key factors affecting professional satisfaction were career opportunities, job influence, team work and job challenge.

Basically, there are four approaches of professional satisfaction. (1) Fulfilment approach: There is a positive relation between professional satisfaction and the actual satisfaction of the expected needs, i.e., professional satisfaction is measured in terms of rewards a person receives. (2) Discrepancy approach: Satisfaction is the function of what a person actually receives from his professional situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, if results in dissatisfaction. (3) Equity approach: A person's satisfaction is determined by his perceived equity, which in turn is determined by his input-output balance compared to his comparison of others' input-output balance. Input-output balance is the perceived ratio of what a person receives from his profession relative to what he contributes to the profession. (4) Two–factor approach: Factors such as achievement, recognition, responsibility, etc., are satisfied, but their absence does not result in dissatisfaction. On the other hand, factors such as supervision, salary, working conditions etc., are dissatisfiers, the absence of which causes dissatisfaction. Their presence, however, does not result in professional satisfaction.[44]

Blun and Naylor, (1968) say that job-satisfaction are events or conditions experienced by a person in his job or occupation which arouse, among the responses, feelings or affects which he can verbalize on a continuum of like-dislike, pleasant-unpleasant, satisfactory-unsatisfactory. Teacher's job-satisfaction is primarily based upon the satisfaction, contentment and a sense of fulfilment that the teacher experienced in his teaching profession.[45]

Evans L. (1998) found in his study that motivation is concerned with the degree of inclination towards an activity, but that degree of inclination is determined by the pursuits of goals which will satisfy needs. What motivates therefore, in a work context is the desire for job-satisfaction. Morale levels are determined by expectancy of continued job-satisfaction, and high morale resulting from high expectations, motivates individuals towards the goal focused activity which is expected to sustain and increase, job-satisfaction which in turn raises morale. He also distinguishes two factors that contribute to job satisfaction among primary school teachers (1) Job comfort: the extent to which teachers are satisfied with the conditions and circumstances in which they work (2) Job fulfilment: a state of mind encompassing all the feelings determined by the extend of the sense of personal achievement that teacher's attribute to their performance of those aspects of their job which they value. She found that these are not only related to class room relationship but were also affected by the kinds and qualities of school leaders and relationships with colleagues.[46]

The 5th Week (03/10-08/10 2005) of the 60th anniversary of UNESCO in its information sheets, aims to provide to the public with information on the theme of "Teachers". The 1966 General Conference adopted a Recommendation on the status of teachers, in collaboration with the International Labor Organization (ILO) in Geneva. Despite the diversity of the world wide legislation, the Recommendation proposes a range of standards applicable worldwide. Although the 1966 text only applied to pre-school teachers, a 1997 Recommendation includes the higher education sector. All subjects linked to the profession are examined, such as teacher preparation (training, recruitment), career opportunities (advancement, job security), rights and duties (individual freedom), salaries, health and pension benefits which will enable the teachers to be more effective in their teaching profession. World Teacher Day on

October 5 was chosen to coincide with the adoption of the Recommendation on October 5, 1966. But the 146 Article which comprise it are no longer sufficient in the face of harsh geopolitical realities. [47]

Fredriksson Ulf (2004) examined the study organized by Education International on Ghana. The following picture of the salary situation of teachers was given, "The general picture is that few teachers manage on their salary to the end of the month when all basic costs are paid, there is nothing left and in many cases the salary has already disappeared before these costs are paid. To manage, most employees in the education sector have to look for additional income and have little time left to concentrate on their job (Fredriksson, Fumador and Nyoagbe, 1999, p.46). VSO (Voluntary Service Overseas) could note in three case studies that "poor absolute values of teacher's salaries was a significant factor influencing their motivation" (VSO, 2002, p. 25). It is crucial to see that all employees in the education sector have a decent salary on which it is possible to survive. Low salaries and bad working conditions are always feeding corruption.[48]

Conclusion

By way of conclusion to this extensive survey of literature, it can be said that there is a large number of studies on teachers in India as also in the USA and other countries. Such studies deal with the basic problems of teachers in such matters as accountability, effectiveness and job satisfaction. However, these studies are not directly focused on these issues. In a way, the present study seeks to fill this gap in our knowledge about a teacher's life.

Another point that must be made is that the survey of literature indicates that there are studies that examine the relationship between accountability, effectiveness and job satisfaction of teachers. It is easy to perceive that there is such a relationship. But it is necessary to understand the nature of this relationship. The present study attempts to do this difficult task.

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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.[1] 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

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.[3]

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

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:

   Colleges: 5, Higher Secondary Schools: 10, High Schools: 10.

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.

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[1] Directory, Diocese of Kohima, 2011.

[2] Gall, M.D. and Ward, B.A. (1974) *Critical Issue in Educational Psychology.* ,Little Brown: Boston. quoted in *Educational Technology* by Das, B.C. (2004) Kalyani Publishers: New Delhi, P. 147-148.

[3] Sharma R.A. (1993) *Advanced Education Technology,* Eagle Books International, Meerut, P 541.

[4] Good's Dictionary of Education (1973) 3rd Edition. Mc.Graw, Hill Book co, New Delhi, P. 632. Quoted in Das B.C. (2004) *Education Technology,* Kalayani Publishers, New Delhi, P.147-148.

Chapter 4

Analysis and Interpretations

This Chapter has four sections. Section I presents the Profiles of the Catholic Educational Institutions under Study. Section II deals with Teachers' Accountability. Section III is about Teachers' Effectiveness. Section IV looks at Teachers' Job-Satisfaction.

Section I

Profiles of the Catholic Educational Institutions under Study

In this Section the profiles of the Catholic educational institutions included in this study are presented. Some of them are run by the Diocese of Kohima, while others are managed by Catholic organizations like the Salesian Fathers (SDB). However, these organizations are an integral part of the Diocese of Kohima.

4.1. Profile of Catholic Colleges

(As per Data of 2010 & 2011)

The Following Catholic Colleges or Institutions of higher education are included in this study. Information relevant to this study drawn from various documents and relating to the years 2010 and 2011 is presented here.

4.1.1. List of Colleges Studied

1. SPIEP = St. Paul Institute of Education, Phesama. It offers TTC (Teacher Training Certificate).
2. SCHED = Salesian College of Higher Education, Dimapur. It offers the B.A course.
3. SJCJ = St. Joseph's College, Jakhama. This college offers B.A. and B.Com. courses.
4. BCTED = Bosco College of Teacher Education, Dimapur It offers the B.Ed. course.
5. SXCJ = St. Xavier College, Jalukie. This college offers B.A. courses.

4.1.2. Profile of the Staff: Teaching and Non-Teaching

Information given in Table 4.1.1 shows that there were 77 teaching staff in the five colleges out of which 40 were female and 37 were male. It is significant that 76 were trained, in the sense that they had the necessary qualifications, and only 1 was untrained or did not have the required qualifications. Table 4.1.1 further shows that SPIEP is the oldest Catholic college in Nagaland and was established in the year 1977. SXCJ was the latest as it was established in the year 2006.

Table 4.1.1

Years of Establishment and Profile of Teaching Staff

College	Year of Est	Staff	Male	Female	Trained	Untrained
SPIEP	1977	6	2	4	5	1
SCHED	1982	17	13	4	17	-
SJCJ	1985	38	14	24	38	-
BCTED	2004	9	6	3	9	-
SXCJ	2005	7	2	5	7	-
Total		77	37	40	76	1

Table 4.1.2

Profile of Non-Teaching Staff (2009-2010)

College	Office Asst		Librarian		Clerk		M Staff		Sweeper		Any other	
Name	M	F	M	F	M	F	M	F	M	F	M	F
SPIEP	-	-	-	-	-	-	-	-	-	-	-	-
SCHED	-	-	1	-	1	-	-	-	-	-	1comp	-
SJCJ	1	3	-	2	-	-	1	-	1	2	1driver	-
BCTED	-	-	-	-	1	-	-	1	-	1	-	-
SXCJ	1	-	-	-	-	-	-	1	-	-	1driver	-

Table 4.1.2 gives information on the non-teaching staff in all colleges. The total number was 20, out of which 5 were office assistants, 3 librarians, 2 clerks, 3 maintenance staff, 4 sweepers, 2 drivers and 1 computer instructor. SJC has the highest numbers of non-teaching staff and also has more teachers and students than other colleges.

4.1.3. Profile of Students

Information found in Table 4.1.3 shows that in all the colleges a total number of 1115 students were enrolled in the B.A. course, 161 were enrolled in the B.Com.

course, 100 were enrolled for B. Ed. Course, and 76 were enrolled for T.T.C. (Teacher Training Certificate) course. Thus the total number of students was 1452 in the 5 Catholic Colleges. SJC has the highest numbers of enrolment with 961 students in all the courses that the college offers at the undergraduate level.

Table 4.1.3

Profile of Students: Students Enrolled (2009-2010)

College	T.T.C		B.A (M)		B.A(G)		B.Com(M)		B.Com(G)		B. Ed	
Name	M	F	M	F	M	F	M	F	M	F	M	F
SPIEP	17	59	-	-	-	-	-	-	-	-	-	-
SCHED	-	-	210	25	-	-	-	-	-	-	-	-
SJCJ	-	-	349	317	56	78	52	16	64	29	-	-
BCTED	-	-	-	-	-	-	-	-	-	-	23	77
SXCJ	-	-	13	16	29	22	-	-	-	-	-	-
Total	17	59	572	358	85	100	52	16	64	29	23	77

Table 4.1.4

Results of the Catholic Colleges in Nagaland (2000-2004)

College	Class	2000			2002			2004		
Name	Course	App	Pas	%	App	Pas	%	App	Pas	%
SPIEP	TTC	28	21	75	34	31	91	34	30	88
SCHED	BA III	40	36	90	36	35	97	40	38	95
SJCJ	BA III	135	112	83	228	217	95	268	242	90
SJCJ	B.Com III	38	35	92	47	40	85	57	56	98
BCTED	B. Ed	-	-	-	-	-	-	100	86	86
SXCJ	BA III	-	-	-	-	-	-	-	-	-

(Sources University Results Records & College records)

Table 4.1.5

Result of the Catholic Colleges in Nagaland (2006-2010)

College Name	Class Course	2006			2008			2010		
		App	Pas	%	App	Pas	%	App	Pas	%
SPIEP	TTC	14	10	71	46	32	70	28	25	89
SCHED	BA III	48	48	100	61	41	67	52	45	86
SJCJ	BA III	255	240	94	274	236	86	266	258	97
SJCJ	B.com III	62	60	97	66	58	87	64	63	98
BCTED	B. Ed	99	98	99	85	83	98	99	95	96
SXCJ	BA III	-	-	-	7	5	71	7	7	100

(Sources University results records & College records)

It is evident from Table 4.1.4 that during the years 2000–2004 the performance of SCHED was the best in Arts, and SJCJ in B.Com.

Table 4.1.5 reveals that in the years 2006 to 2010, BCTED secured the best results, and SJCJ secured the second best results among all the five Catholic colleges in Nagaland.

4.1.4. Financial Matters

Information found in Table 4.1.6 indicates that fees are the main source of finance in all the five colleges. 4 colleges also get some Annual Grant-in-Aid from the Government. One college gets financial support from the Diocese Funds, and another from Government Aid.

Table 4.1.6

Sources of Finance

Sources	Yes	%	No	%
Fees	5	100	-	-
Annual Grant in Aid	4	80	1	20
Foreign Aid	-	-	5	100
Diocese Funds	1	20	4	80
Government Aid	1	20	4	80
Project	-	-	5	100

N = 5

Table 4.1.7

Fees Structure (2011) and Yearly Investment

College	Class	Admission fees	Monthly fees	Yearly Investment
SPIEP	TTC	Rs.3100	Rs. 1700	-
SCHED	B.A(M&G)	Rs.2000	RS. 250	-
SJCJ	B.A(G)	Rs.6500	Rs. 600	-
SJCJ	B.A(M)	Rs.6500	Rs. 700	-
SJCJ	B.Com(G)	Rs.6500	Rs. 600	-
SJCJ	B.Com(M)	Rs.6500	Rs. 700	-
SJCJ	BBA	Rs.8000	Rs. 800	-
BCTED	B. Ed	Rs.30000 (1year)	-	-
SXCJ	B.A(G)	Rs. 4000	Rs. 400	-
SXCJ	B.A(M)	Rs. 4000	Rs. 400	Rs10,91,660

Table 4.1.7 shows that there are variations in admission fees in the five colleges. The rate of the fees starts from Rs. 2000 to Rs. 8000 depending on the course. SJCJ takes the highest admission fee for BBA course, and SCHED takes the lowest admission fees for B.A both Major and General. The table further shows that the highest monthly fee is at SPIEP because it is a residential college and the lowest is at SCHED for both B.A Major and General courses. SXCJ has indicated a yearly investment of Rs. 10, 91,660 because the college is new with few students and it is directly funded by the Diocese of Kohima.

4.1.5. Teachers' Pay and Facilities

Table 4.1.8

Teacher Pay Scale

College	Basic	D.A	P.F	T.A	House rent	Medical	Total
SPIEP	-	-	-	-	-	-	-
SCHED	Rs. 1500	Rs 750	Rs.270	Rs.4350	-	-	Rs. 7140
SJCJ	Rs. 1000	Rs 400	Rs. 1415	-	-	-	Rs. 12,215
BTCE	Rs. 2500	-	-	-	-	-	Rs.12,102
SXCJ	Rs. 8275	Rs 240	Rs.1023	-	Rs.400	Rs. 75	Rs. 10,013

It is evident from Table 4.1.8 that SCHED gives the lowest pay to teachers because it takes the lowest admission fees as well as monthly fees, and SJCJ gives the highest pay to teachers because it takes the highest admission fees as well as monthly fees. BTCE is the second highest, while SPIEP have not indicated the teachers' pay scale because most of the classes are taken by the Fathers and a Sister.

Table 4.1.9
Facilities Available for Teachers

Facilities	Yes	%	No	%
Computer	5	100	-	-
Internet	5	100	-	-
Telephone	5	100	-	-
DVD Player	4	80	1	20
Over head projector	4	80	1	20
Proper staffroom	5	100	-	-
Pucca/RCC Building	5	100	-	-
Kaccha	-	-	5	100

N=5

Table 4.1.9 shows that all the Colleges have Pucca/RCC buildings with facilities like proper staff-room, computers, internet connection, and telephone for the use of teachers. DVD player and Over-head projector are available in 4 colleges only. Teachers have also listed other facilities which are available in the colleges such as LCD projectors, T.V, Video camera and Digital camera.

4.1.6. Facilities for Students

Table 4.1.10 reveals that only 2 of the colleges give concession to poor students while 3 do not give concessions. 5 students at SCHED and 30 students at SJCJ, a total of 35 students, are given some concession in fees.

Further, it is also noted from Table 4.1.10 that three colleges have hostel facilities and two do not have. The highest hostel capacity for boys and girls is at SJCJ. The nature of these hostels: (a) the girls' hostels are separate from boys' hostels (b) The girls' hostels are looked after by the Sisters (nuns), and the boys hostels are looked after by the Fathers (priests) or a male teacher.

Table 4.1.10

Concession to Poor Students, Hostel Facilities and Capacity

College	Yes	%	No	%	Number	Hostel	Boys	Girls
SPIEP	-	-	1	20	-	yes	40	80
SCHED	1	20	-	-	5	no	-	-
SJCJ	1	20	-	-	30	yes	118	232
BTCE	-	-	1	20	-	no	-	-
SXCJ	-	-	1	20	-	yes	20	20
Total	2	40	3	60	35	3/2	178	332

N = 5

Table 4.1.11

Economic Status of Students and Facilities Available

Facilities and Status	Yes	%	No	%
Library	5	100	-	-
Playground	5	100	-	-
Toilets for boys/girls	5	100	-	-
Auditorium	5	100	-	-
Mostly Upper class	-	-	5	100
Mostly Middle class	5	100	-	-
Mostly Low class	-	-	5	100

N=5

The information given in Table 4.1.11 shows that the economic status of students in all five colleges is that they are mostly from the middle class. It can also be noted from the table that facilities like library, playground, separate toilet for boys and girls and auditorium are available in all five colleges for students' use.

Table 4.1.12

Board of Inspection, Examination System and Co-curricular Activities

Board / Examination / Activities	Yes	%	No	%
College Board of Inspection Team	2	40	3	60
Satisfied with examination	4	80	1	20
Sport and Games	5	100	-	-
Literary items	5	100	-	-
Clubs	4	80	1	20
Camps	4	80	1	20

N=5

The information given in Table 4.1.12 shows that all the colleges organise sports, games and literary activities. 80% organise Clubs and Camps. 80% were satisfied with the existing examination system and most of the colleges have listed more than one evaluation system which they follow such as (a) Terminal examination (b) Selection test (c) Midterm test (d) Assessment test (e) Unit test.

Table 4.1.12 further shows that 40% of the colleges have a College Board of Inspection Team consisting of the Founder and his team of Counsellors (The Bishop and his Counsellors). In these colleges, there is also a Governing Body which inspects twice in a year. While those colleges which do not have their own inspection team say that the inspection is done by the University for affiliation only.

4.1.7. Relationships

Table 4.1.13 gives information that all the colleges have good teacher-student relationships and good community co-operation. The comments of all those who responded on teacher-student relationship are (a) there exist mutual respect, cordiality and love; (b) teachers are interested in their students. While the comments of those who responded on community co-operation are (a) the community takes interest in the institutions and (b) the community gives good supports to the institution.

Table 4.1.13

Relationship and Problems faced by Institutions

Relationships and Problems	Yes	%	No	%
Good Teachers-Students Relationship	5	100	-	-
Good Parents-Teachers Relationship	4	80	1	20
Good Community Co-operation	5	100	-	-
Teacher Related Problem	2	40	3	60
Student Related Problem	1	20	4	80
Parent Related Problem	-	-	5	100
Community Related Problem	-	-	5	100
Non-Teaching Staff Related Problem	1	20	4	80

Further Table 4.1.13 shows that 80% of the colleges have good parent-teacher relationships. Their comments are: (a) the interaction between teachers and parents is becoming less and less; (b) there is less contact with parents because the students are mature adults. It is also evident from the table that 40% of the colleges face teacher related problems such as salary related problems. 20% face student related problems such as (a) disciplinary problems, (b) irregularities and some students are forced to go and work in the field by their families. Another 20% face problems related to non-teaching staff such as salary related problems. Surprisingly, it can be noted from Table 4.1.13 that all the five colleges do not face problems related to the community or parents.

4.2 Profiles of Higher Secondary Schools
(As per Data of 2010 & 2011)

4.2.1. List of Higher Secondary Schools Studied

The following 10 Higher Secondary Schools are from classes Nursery to class XII and the data analyzed are from primary level to higher secondary level.

1. LFHSSK = Little Flower Higher Secondary School, Kohima

2. ASHSSP = All Saint Higher Secondary School, Peren

3. DBHSSW = Don Bosco Higher Secondary School, Wokha

4. HCHSSD = Holy Cross Higher Secondary School, Dimapur

5. CKHSSK = Christ King Higher Secondary School, Kohima

6. SXHSSJ = St. Xavier Higher Secondary School, Jalukie

7. DBHSSB = Don Bosco Higher Secondary School, Bhandari

8. DBHSSD = Don Bosco Higher Secondary School, Dimapur

9. CHSSD = Carmel Higher Secondary School, Dimapur

10. SMCHSSL = St. Mary's Cathedral Higher Secondary School, Lierie

4.2.2. Profile of the Staff: Teaching and Non-Teaching

Table 4.2.1 shows that Little Flower Higher Secondary School in Kohima is the oldest. It was established in the year 1964. All these schools were upgraded into Higher Secondary Schools in recent years.

Table 4.2.1 also shows that the total number of teaching staff in the ten Higher Secondary Schools was 459. There were 283 females and 176 males. Thus the

Table 4.2.1

Year of Establishment and Profile of Teaching Staff

Hr. Sec School	Year of Establishment	Total	Male	Female	Trained	Untrained
LFHSSK	1964	52	7	45	20	32
ASHSSP	1965	37	15	22	5	32
DBHSSW	1965	41	18	23	3	38
HCHSSD	1966	64	20	44	20	44
CKHSSK	1969	44	17	27	10	34
SXHSSJ	1969	38	18	20	5	33
DBHSSD	1981	32	15	17	6	26
DBHSSD	1985	61	27	34	25	36
CHSSD	1985	45	25	20	15	30
SMCHSSL	1992	45	14	31	15	30
Total	-	459	176	283	124	335

Table 4.2.2

Profile of Non-Teaching Staff

Hr. Sec School	Office Asst		Librarian		Clerk		M. staff		Sweeper		Any other	
Name	M	F	M	F	M	F	M	F	M	F	M	F
LFHSSK	-	1	-	1	-	-	-	1	-	3	1Driv	-
ASHSSP	-	1	-	-	1	-	-	-	-	2	-	-
DBHSSW	-	-	-	1	-	2	-	-	-	-	1Peon	1Peon
HCHSSD	-	1	-	1	-	2	-	-	-	3	1Driv	-
CKHSSK	-	-	-	-	-	-	-	-	1	1	1Driv3carp	-
SXHSSJ	-	-	1	-	2	-	-	-	-	1	1Driv1watc	-
DBHSSB	-	1	-	-	-	-	-	-	-	2	-	-
CHSSD	-	1	-	1	-	1	-	-	-	2	-	-
DBHSSD	3	2	-	-	2	-	1	-	-	5	-	-
SMCHSSL	-	2	1	-	-	1	-	-	-	1	-	-
TOTAL	3	9	2	4	5	6	1	1	1	20	9	1

number of female teachers dominates the male teachers. Table 4.2.1 also reveals that out of the 459 teachers, only 124 were trained and 335 were untrained. Thus there is a very large proportion of untrained teachers in the ten Catholic Higher Secondary Schools in four districts of Nagaland, namely Kohima, Dimapur, Wokha and Peren.

The information found in Table 4.2.2 shows that there were 62 persons on the non-teaching staff in all ten higher secondary schools. 41 were females out of which 20 were sweepers, 9 were office assistants, 4 were librarians, 6 were clerks, 1 was maintenance staff, and 1 peon. The table further shows that 21 were males out of whom 3 were office assistants, 2 were librarians, 5 were clerks, 1 maintenance staff, 1 sweeper, 4 drivers, 3 carpenters, 1 peon and 1 watchman.

4.2.3. Profile of Students

Table 4.2.3 reveals that there were 17,893 students in all ten Higher Secondary Schools out of whom 8486 were males and 9407 were females. This number includes also the students of Primary, Middle and High School levels. Thus there were 6399 at the Primary level, 5274 at the Middle School level, 4792 at the High School level and 1428 at the Higher Secondary level. HCHSSD had 3375 students, which was the highest total number of students and DBHSSD had 2670 students which was the second highest number of students.

Table 4.2.3

Profile of Students

Hr. Sec School	Primary		Middle		High School		Hr. Sec School		Total
Name	M	F	M	F	M	F	M	F	
LFHSSK	-	809	-	473	-	434	-	385	2101
ASHSSP	411	371	159	108	84	75	20	24	1252
DBHSSW	65	64	322	337	383	351	54	68	1644
HCHSSD	713	498	515	415	525	519	120	70	3375
CKHSSK	274	253	197	175	177	237	58	82	1453
SXHSSJ	222	104	250	150	102	61	80	31	1000
DBHSSB	277	253	173	126	92	101	09	19	1050
CHSSD	381	350	274	234	306	308	42	66	1961
DBHSSD	450	410	420	360	430	390	120	90	2670
SMCHSSL	285	209	329	257	117	100	50	40	1387
Total	3078	3321	2639	2635	2216	2576	553	875	17893

Table 4.2.4

HSSLC Results in Ten Catholic Higher Secondary Schools in Nagaland
(2000-2004)

Hr.Sec. School	2000			2002			2004		
	App	Pass	%	App	Pass	%	App	Pass	%
LFHSSK									
ASHSSP									
DBHSSW				40	40	100	25	25	100
HCHSSD									
CKHSSK									
SXHSSJ	20	16	80	49	40	82	40	31	77
DBHSSB									
CHSSD									
DBHSSD							98	87	89
SMCHSSL									

(Sources Report of NBSE 1991-2008 & School Records 2011)

Table 4.2.5

HSSLC Results in Ten Catholic Higher Secondary School in Nagaland
(2006-2010)

Hr. Sec School	2006			2008			2010		
	App	Pass	%	App	Pass	%	App	Pass	%
LFHSSK	80	74	92	124	122	98	126	117	93
ASHSSP				13	13	100	12	12	100
DBHSSW	47	47	100	48	46	96	163	88	54
HCHSSD							126	116	92
CKHSSK				52	44	85	52	42	81
SXHSSJ	104	44	42	54	39	72	62	56	90
DBHSSB							8	7	87
CHSSD							62	52	84
DBHSSD	102	82	80	194	158	81	147	134	91
SMCHSSL									

(Sources Report of NBSE 1991-2008 & School Records 2011)

Tables 4.2.4 and 4.2.5 give information on the results of Higher Secondary Examinations in the ten Catholic Higher Secondary Schools. It can be seen that DBHSSW secured the best result with 100% in 2002 and 2004 followed by SXHSSJ with 80% in 2000 and 94% in 2002. The tables also shows that LFHSSK got the best result and DBHSSD secured the second best results from 2006 to 2010.

4.2.4. Financial Matters

Information given in Table 4.2.6 shows that fees are the main source of finance in all ten higher secondary schools. Only 2 of them get Annual Grants-in-Aid and 1 gets some projects.

Table 4.2.6
Sources of Finance

Sources	Yes	%	No	%
Fees	10	100	-	-
Annual Grand in Aids	2	20	8	80
Foreign Aids	-	-	10	100
Diocese Funds	-	-	10	100
Government Aids	-	-	10	100
Project	1	10	9	90

Table 4.2.7

Fee Structures and Yearly Investment

Hr. Sec School	Primary		Middle		High School		Hr. Sec School		Yearly Invest
	Adm Fee Rs	M Fee Rs	Adm Fee Rs	M Fee Rs	Adm Rs.	M. Fee Rs	Adm Fee Rs.	M. Fee Rs	Rs
LFHSSK	1600	360	1600	360	1600	360	4500	450	10,00000
ASHSSP	1100	200	1400	200	1400	200	2500	250	10,00000
DBHSSW	1700	300	1700	300	1700	300	2950	350	10,00000
HCHSSD	1500	325	1500	325	1500	325	Sci 6500 Com 3500 Arts 3500	400	15,00000
CKHSSK	2500	300	2500	300	2500	300	5000	400	50,000
SXHSSJ	1610	220	1610	220	1610	220	Arts 4009 Com 4300	400	10,00000
DBHSSB	960	200	1000	200	1000	200	2000	300	15,00000
CHSSD	470	260	1780	260	1780	260	Sc 7330 Com 4230 Arts 4230	Sci. 500 Arts 400	15,00000
DBHSSD	1300	300	1300	300	1300	300	Sc 6000 Com 3000 Arts 3000	400	10,00000
SMCHSSL	3000	320	3000	320	3000	320	Arts 5200	500	10,00000

Information found in Table 4.2.7 shows that SMCHSSL takes the highest admission fees of Rs. 3000 from primary to high school and LFHSSK takes the highest monthly fee of Rs. 360 from primary to high school. Further, DBHSSB takes the lowest admission fee of Rs 960 for primary and Rs. 1000 for middle and high school. ASHSSP and DBHSSB take the lowest monthly fee of Rs. 200 for primary up to high school. The table further shows that CHSSD takes the highest admission fee of Rs. 7330 for science stream and the highest monthly fee of Rs. 500 for the same stream and SMCHSSL takes Rs.500 monthly fees for arts in the higher secondary level. It is also evident from the table that the highest yearly investment is at HCHSSD, DBHSSB and CHSSD and the lowest yearly investment is at CKHSSK.

4.2.5. Teachers' Pay and Facilities

Tables 4.2.8 and 4.2.9 provide information on the pay scales of the teachers at different levels. It can be seen from Table 4.2.8 that DBHSSD gives the highest pay scale of Rs. 4700 for primary teachers while DBHSSW and CKHSSK give the highest pay scale of Rs.6683 for middle school teachers. The reason is that these schools are situated in the cities where people can afford while DBHSSB gives the lowest pay scale of Rs. 3547 for teachers because of low admission fees and monthly fees as the school is situated in the village where development is taking place gradually.

Table 4.2.8

Teacher's Pay Scale – Primary and Middle

Hr.sec school Name	Primary					Middle				
	Basic	DA	TA	PF	Total	Basic	DA	TA	PF	Total
LFHSSK										
ASHSSP	650	900	2195	217	3962	750	900	2250	266	4166
DBHSSW	820	555	2502	100	3977	1210	605	4650	218	6683
HCHSSD										
CKHSSK	820	555	2502	100	3977	1210	605	4650	218	6683
SXHSSJ	500	600	2500	102	3702	560	600	3500	102	4762
DBHSSB	741	445	2200	161	3547	741	445	2200	161	3547
CHSSD										
DBHSSD	950	560	3090	100	4700	1100	590	3692	218	5600
SMCHSSL										

Table 4.2.9

Teacher's Pay Scale – High School and Higher Secondary

Hr.Sec School	High School					Higher Secondary School				
Name	Basic	DA	TA	PF	Total	Basic	DA	TA	PF	Total
LFHSSK										
ASHSSP	1030	900	2130	366	4426	1150	900	3446	409	5905
DBHSSW	1230	615	4650	221	6716	1540	770	4913	277	7500
HCHSSD										
CKHSSK	1230	615	4650	221	6716	1540	770	4913	277	7500
SXHSSJ	750	600	3750	102	5202	1000	600	5000	102	6702
DBHSSB	1000	650	2200	200	4050	1450	650	4700	200	7000
CHSSD										
DBHSSD	1200	620	4559	221	6600	1640	770	5013	277	7700
SMCHSSL										

Table 4.2.9 shows that the highest pay scale of Rs. 7700 for higher secondary schools teachers is at DBHSSD, the highest pay scale of Rs. 6716 for high school teachers is at DBHSSW and CHSSK. Further, the data reveals that the lowest pay scale of Rs. 5905 for higher secondary school teachers is at ASHSSP, and the lowest pay scale of Rs. 4050 for high school teachers is at DBHSSB. It can also be noted that the cause of variations in the teacher's pay scale is the differences in the amount charged as fees and the number of students in the institution. SMCHSSL has not indicated the teacher's pay scale as can be seen from the table.

Table 4.2.10 shows that all the higher secondary schools have Pucca/RCC buildings and have facilities like proper staff room. In addition, computer facilities are also available in all the higher secondary schools for the use of teachers. While

Table 4.2.10
Facilities Available for Teachers

Facilities	Yes	%	No	%
Computer	10	100	-	-
Internet	6	60	4	40
Telephone	9	90	1	10
DVD Player	8	80	2	20
Over head projector	4	40	6	60
Staffroom	10	100	-	-
Pucca/RCC Building	10	100	-	-
Kaccha	-	-	10	100

N=10

90% of higher secondary schools have telephone, 80% have DVD player, 60% have internet facilities and 40% have Over-head projector. Teachers have also listed other facilities which were available to them such as: (a) LCD projectors, (b) amplifies, (c) speakers, and (d) Guitar.

4.2.6. Facilities for Students

Table 4.2.11 reveals that all of higher secondary schools give concession to poor students. The total number of students getting concessions in all ten higher secondary schools is 676. The highest number of concessions is given at SXHSSJ with 150 students getting the benefit, and the least number of students getting concession is at ASHSSP with 15 students.

Table 4.2.11

Concession to Poor Students, Hostel Facilities and Capacity

Hr. Sec School	Yes	%	No	%	No.Con	Hostel	Boys	Girls
LFHSSK	1	10	-	-	40	1	-	60
ASHSSP	1	10	-	-	15	1	40	40
DBHSSW	1	10	-	-	35	1	50	30
HCHSSD	1	10	-	-	100	1	30	30
CKHSSK	1	10	-	-	115	1	60	40
SXHSSJ	1	10	-	-	150	1	60	50
DBHSSB	1	10	-	-	30	1	30	30
CHSSD	1	10	-	-	30	-	-	-
DBHSSD	1	10	-	-	56	-	-	-
SMCHSSL	1	10	-	-	105	-	-	-
Total	10	100		-	676	7	270	280

N=10

Table 4.2.11 also shows that 7 higher secondary schools have hostel facilities for 280 girls and 270 boys. The highest numbers of hostel boys are at CKHSSK and SXHSSJ, while the highest numbers of girls are at LFHSSK. It is also noticed that 3 higher secondary schools do not have hostel facilities. Hostels are meant for poor students coming from villages, and the discipline is said to be strict.

Information found in Table 4.2.12 indicates that in 6 of the higher secondary schools students come mostly from the middle class, and in 4 schools, students are mostly from lower class. The table also shows that all higher secondary schools have

Table 4.2.12

Economic Status of Students and Facilities Available

Facilities and status	Yes	%	No	%
Library	10	100	-	-
Laboratory	9	90	1	10
Playground	10	100	-	-
Toilets for boys/girls	8	80	2	20
Auditorium	6	60	4	40
Mostly upper class	-	-	10	100
Mostly middle class	6	60	4	40
Mostly lower class	4	40	6	60

N = 10

Table 4.2.13

Board of Inspection, Examination System and Co-curricular Activities

Board / Examination / Activities	Yes	%	No	%
School Board of Inspection Team	-	-	10	100
Satisfied with examination	4	40	6	60
Sport and Games	10	100	-	-
Literary items	10	100	-	-
Clubs	8	80	2	20
Camps	6	60	4	40

N=10

a library and a playground. 9 have laboratory, and 8 have toilet facilities separate for boys and for girls and 6 have an auditorium.

Table 4.2.13 shows that all the higher secondary schools organize sports, games and literary items. 8 organize Clubs, while another 6 organize Camps. The schools also organize other co-curricular activities such as Scouts and Guides and picnics.

Table 4.2.13 further indicates that 4 were satisfied with the existing examination system while 6 were not satisfied. Teachers also used other evaluation methods such as unit test, midterm test, final examination, weekly test and continuous comprehensive evaluation.

It is surprising to note that the Catholic higher secondary schools do not have a School Board or inspection team. The principal and the managing committee do the inspection twice a year.

4.2.7. Relationships

Table 4.2.14 gives information on the nature of relationships in the school and with outsiders as also on the problems faced by the school.

Table 4.2.14

Relationships and Problems Faced by Institutions

Relationships / Problems	Yes	%	No	%
Good teachers-students relationship	10	100	-	-
Good parents-teachers relationship	10	100	-	-
Good community co-operation	9	90	1	10
Teacher related problem	2	20	8	80
Student related problem	3	30	7	70
Parent related problem	-	-	10	100
Community related problem	-	-	10	100
Non-teaching staff related problem	-	-	10	100

N = 10

It can be seen from the information found in Table 4.2.14 that all the higher secondary schools have good Teacher-Student relationships and good Parent-Teacher relationships. Comments on Teacher-Student relationships are as follows: (a) Students give due respect to their teachers, (b) Teachers are dedicated to their students, and (c) Teachers have good control over students. Comments on Parent-Teacher relationships are (a) Teachers and parents meet regularly during the distribution of progress report cards, (b) Parents try to co-operate with the teachers and their instructions. The Table further shows that 9 higher secondary schools get good community co-operation. Comments on community co-operation are (a) The Community co-operation is average, (b) The Community is ready to help whenever a need arises, (c) The community has the sense of belonging to the institution. The Table further presents that 3 of the higher secondary schools face problems related to students such as (a) indiscipline, (b) Some students dislike their teachers, (c) Students lack willingness to learn and to accept corrections. 2 schools face problems related to teachers such as (a) Lack of co-operation with the institutions, (b) Scarcity of science and mathematics teachers, and (c) Lack of professional teachers.

4.3 Profile of High Schools

(As per Data of 2010 & 2011)

4.3.1. List of High Schools Studied

The following Catholic High Schools were included for investigation in this study. All of them have the Middle School section. All except Loyola School also have the Primary Section.

1. LSJ   = Loyola School, Jakhama
2. DBSC   = Don Bosco School, Chiephobozou
3. SFDT   = St. Francis De Sales School, Tening
4. DBSSZ   = Don Bosco School, Sechii Zubza
5. SCSK   = St. Clare School, Kacharigaon
6. DBST   = Don Bosco School, Tseminyu
7. SHSK   = Sacred Heart School, Khuzama
8. ASD   = Assisi School, Dimapur
9. MSB   = Montfort School, Baghty
10. SJSC   = St. Joseph School, 7th Mile, Chumukudima Dimapur

4.3.2. Profile of the Staff: Teaching and Non-Teaching

Information found in Table 4.3.1 clearly shows that the oldest Catholic High School is LSJ, established in 1970. It is also evident from the Table that between the years 1970 to 1978 three High Schools were established, between 1980 and 1987 six High Schools were established, and after 11 years SJSC was established in 1998.

The total number of teaching staff is 250, out of which 105 are males and 145 are female teachers. The table further shows that 74 are trained teachers and 176 are untrained. Thus a large proportion of the teachers are untrained.

Table 4.3.2 provides the information that there are 35 non-teaching staff in all the ten High Schools, 13 of them are males: 3 are office assistants, 1 librarian, 2 clerks, 6 maintenance staff and 1 sweeper. The numbers of females is 22, out of whom 5 are office assistants, 3 clerks, 4 maintenance staff, 9 sweepers and 1 peon.

Table 4.3.1

Year of Establishment and Profile of Teaching Staff

School	Year of Est.	Total	Male	Female	Trained	Untrained
LSJ	1970	18	9	9	4	14
DBST	1976	28	14	14	9	19
DBSC	1978	16	5	11	2	14
SHSK	1980	17	7	10	9	8
SFDST	1981	18	8	10	10	8
ASD	1986	44	17	27	15	29
DBSSZ	1986	27	15	12	10	17
MSB	1987	22	11	11	-	22
SCSK	1987	30	9	21	5	25
SJSC	1998	30	10	20	10	20
Total	-	250	105	145	74	176

Table 4.3.2

Profile of Non-Teaching Staff

School	Office Ast.		Librarian		Clerk		Maint. Staff		Sweeper		Any other	
Name	M	F	M	F	M	F	M	F	M	F	M	F
LSJ	-	1	-	-	-	-	1	-	-	-	-	-
DBST	1	-	1	-	1	-	-	1	1	1	-	-
DBSC	-	-	-	-	1	-	-	-	-	1	-	-
SHSK	-	-	-	-	-	1	-	-	-	1	-	-
SFDST	-	1	-	-	-	-	-	1	-	-	-	-
ASD	1	-	-	-	-	-	-	-	-	2	-	-
DBSSZ	-	1	-	-	-	1	-	2	-	-	-	-
MSB	-	1	-	-	-	-	-	-	-	1	-	-
SCSK	-	1	-	-	-	-	1	-	-	-	-	1 peon
SJSC	1	-	-	-	-	1	4	-	-	3	-	-

4.3.3. Profile of Students

According to the information found in Table 4.3.3, there are 7755 students in all the ten High Schools, out of whom 4014 are males and 3741 are females. Further, the table gives the information that 3486 students are at the primary level, 2782 students at the middle school level, and 1487 students are at the high school level. The table further shows that ASD has 1674 students which is, the highest total number of students, and DBST with 1118 has the second highest total number of students.

With regard to examination results, information found in Tables 4.3.4 and 4.3.5, shows that ASD and DBSSZ were the best schools with cent percent results from 2000 to 2004. The table also show that DBST secured the best result from 2006 – 2010, and SCSK the second best. Further the tables reveal that DBSC result were the poorest in many years.

Table 4.3.3

Profile of Students

School	Primary		Middle		High School		Total
Name	M	F	M	F	M	F	
LSJ	-	-	178	137	128	144	587
DBST	337	320	135	125	103	98	1118
DBSC	124	107	86	67	28	26	438
SHSK	66	69	77	83	61	80	436
SFDST	130	120	55	45	50	60	460
ASD	521	528	251	280	38	56	1674
DBSSZ	59	37	218	181	185	47	727
MSB	32	29	77	73	89	67	367
SCSK	251	197	180	178	67	75	948
SJSC	287	272	167	189	34	51	1000
Total	1807	1679	1424	1358	783	704	7755

Table 4.3.4

HSLC Results in 10 Catholic High Schools in Nagaland (2000-2004)

School	2000			2002			2004		
Name	App	Pass	%	App	Pass	%	App	Pass	%
LSJ	38	38	100	56	48	86	60	56	93
DBST	23	22	96	21	19	90	30	30	100
DBSC	15	12	80	13	8	61	8	8	100
SHSK	12	11	92	16	15	94	19	18	95
SFDST	-	-	-	-	-	-	-	-	-
ASD	31	31	100	35	35	100	44	44	100
DBSSZ	22	22	100	25	25	100	36	36	100
MSB	27	24	89	33	31	94	19	18	95
SCSK	13	13	100	24	21	87	29	26	90
SJSC	-	-	-	-	-	-	-	-	-

(Sources Report of NBSE 1991-2008 & Schools Records)

Table 4.3.5
Result of the HSLC examination in ten Catholic High Schools in Nagaland
(2006-2010)

School Name	2006			2008			2010		
	App	Pass	%	App	Pass	%	App	Pass	%
LSJ	68	61	90	65	57	88	42	42	100
DBST	45	45	100	53	51	96	42	42	100
DBSC	18	12	67	29	18	62	21	14	67
SHSK	27	26	96	29	29	100	27	22	81
SFDST	-	-	-	21	16	76	80	76	95
ASD	43	37	86	50	39	78	66	61	92
DBSSZ	90	90	100	43	43	100	33	24	73
MSB	19	17	89	27	20	74	34	34	100
SCSK	44	44	100	77	77	100	67	55	82
SJSC	-	-	-	21	21	100	73	73	100

(Sources Report of NBSE 1991-2008 & Schools Records)

4.3.4. Financial Matters

Table 4.3.6 indicates that fees are the main source of finance in all ten high schools. 2 get some Annual Grant-in-Aid. The other sources of finance for some high schools were the contribution of the Provinces to which the Religious priests and Sisters belong.

Table 4.3.6
Sources of Finance

Sources	Yes	%	No	%
Fees	10	100	-	-
Annual Grand in Aid	2	20	8	80
Foreign Aid	-	-	10	100
Diocese Funds	-	-	10	100
Government Aid	-	-	10	100
Project	-	-	10	100

N=10

Table 4.3.7 gives the information that the highest admission fee of Rs. 1650 in all three levels is taken at SHSK while the highest monthly fees of Rs. 300 is taken at SCSK. The table further shows that the lowest Admission fee of Rs 650 is taken at MSB and the lowest monthly fees of Rs. 110 to 150 are taken at SFDST.

Table 4.3.7

Fees Structure

High Schools	Primary		Middle		High School	
	Adm Fees	Monthly Fees	Adm Fees	Monthly Fees	Adm Fees	Monthly Fees
Name						
LSJ	-	-	680	180	680	180
DBST	1100	230	1110	230	1100	230
DBSC	700	160	700	160	700	160
SHSK	1650	220	1650	220	1650	220
SFDST	1000	110	1350	150	1350	150
ASD	1000	250	1000	250	1000	250
DBSSZ	1000	200	1000	200	1000	200
MSB	650	150	650	150	650	150
SCSK	1200	300	1200	300	1200	300
SJSC	1400	270	1400	270	1400	270

4.3.5. Teachers' Pay and Facilities

Information on teachers' pay and the other facilities available to teachers is given in Tables 4.3.8, 4.3.9 and 4.3.10.

Table 4.3.8

Teachers' Pay Scales

School	Primary					Middle				
Name	Basic	DA	TA	PF	Total	Basic	DA	TA	PF	Total
LSJ	-	-	-	-	-	-	-	-	-	-
DBST	-	-	-	-	-	-	-	-	-	-
DBSC	-	-	-	-	-	-	-	-	-	-
SHSK	-	-	-	-	-	-	-	-	-	-
SFDST	-	-	-	-	-	-	-	-	-	-
ASD	-	-	-	-	-	-	-	-	-	-
DBSSZ	1000	-	-	-	5348	1100	-	-	-	5598
MSB	-	-	-	-	2300	-	-	-	-	2300
SCSK	550	700	2833	150	4233	550	700	2833	150	4233
SJSC	1200	600	2500	216	4516	1400	700	3000	252	5325

Table 4.3.9

Teachers' Pay Scales

School	High Schools				
Name	Basic	DA	TA	PF	Total
LSJ	-	-	-	-	-
DBST	-	-	-	-	-
DBSC	-	-	-	-	-
SHSK	-	-	-	-	-
SFDST	-	-	-	-	-
ASD	-	-	-	-	-
DBSSZ	1160	-	-	-	5658
MSB	-	-			3200
SCSK	600	850	2833	150	4433
SJSC	1600	800	3500	288	6188

As the information given in Tables 4.3.8 and 4.3.9 reveals, six High Schools have not indicated the pay scales of teachers for reasons known to them, while four have indicated. The highest pay scale for teachers is given at DBSSZ. It is in a well established village not far from Kohima, and the number of students is large. The lowest pay scale for teachers is at MSB. The reasons are: MSB is situated in an interior village where people are poor and the number of students is small.

Table 4.3.10

Facilities Available for Teachers

Facilities	Yes	%	No	%
Computer	7	70	3	30
Internet	3	30	7	70
Telephone	7	70	3	30
DVD Player	6	60	4	40
Over-head projector	1	10	9	90
Staff room	10	100	-	-
Pucca/RCC Building	10	100	-	-
Kaccha	-	-	10	100

N=10

Table 4.3.10 shows that all the High Schools have Pucca/RCC buildings. There are also Staff-rooms. 7 have computer and telephone facilities and 6 have DVD player and 3 have internet facilities for the use of teachers. The table further shows that only one School has an over-head projector.

4.3.6. Facilities for Students

Information found in Table 4.3.11 reveals that all the ten high schools give concession to poor students. The total numbers of students with concession in all ten high schools is 240. The highest number of concessions is at SHSK with 40 students getting the benefit, and the least number of students with concessions is at ASD with 2 students getting concessions.

Table 4.3.11 further shows that 7 high schools have hostel facilities and 3 do not have hostel facilities. The total numbers of hostellers are 252 girls and 381boys. The highest numbers of hostel boys and girls are at LSJ. The natures of these hostels are said to be (a) strict and (b) for students from villages.

Table 4.3.11
Student's concession, hostel facilities and capacities

School	Yes	%	No	%	No. Concess.	Hostel	Boys	Girls
LSJ	1	10	-	-	25	1	120	80
DBST	1	10	-	-	30	1	45	30
DBSC	1	10	-	-	18	1	-	20
SHSK	1	10	-	-	40	-	-	-
SFDST	1	10	-	-	20	1	41	22
ASD	1	10	-	-	2	-	-	-
DBSSZ	1	10	-	-	40	1	70	50
MSB	1	10	-	-	10	1	80	30
SCSK	1	10	-	-	20	-	-	-
SJSC	1	10	-	-	35	1	25	20
Total	10	100		-	240	7	381	252

N=10

Table 4.3.12
Economic status of students and facilities available

Facilities and status	Yes	%	No	%
Library	10	100	-	-
Laboratory	9	90	1	10
Playground	10	100	-	-
Toilets for boys/girls	8	80	2	20
Auditorium	6	60	4	40
Mostly Upper class	-	-	10	100
Mostly Middle class	6	60	4	40
Mostly lower class	4	40	6	60

The information found in Table 4.3.12 shows that all the high schools have a library and a playground. While 9 have laboratories. 8 have separate toilets for boys and for girls and 6 have an auditorium. The table further shows that 60% of the students come from the middle class and 40% from lower class.

Table 4.3.13

Board of Inspection, Examination System and Co-curricular Activities

Board / Examination / Activities	Yes	%	No	%
School Board of Inspection Team	-	-	10	100
Satisfied with examination	9	90	1	10
Sport and Games	10	100	-	-
Literary items	10	100	-	-
Clubs	1	10	9	90
Camps	1	10	9	90

Table 4.3.13 presents the information that all high schools organize sports, games and literary items. 1 organises Clubs while another 1 organises Camps. The table further indicates that 90% high schools were satisfied with the existing examination system while 10% were not satisfied. Teachers also use other evaluation methods such as: class test, weekly test, unit test, midterm test, monthly test, half yearly examination and final examination. It is surprising to note from the table that all the Catholic high schools do not have a School Board or inspection team. The principals and headmistress does inspection.

4.3.7. Relationships

Information found in Table 4.3.14 shows that all the high schools have good Teachers-Students relationships, good Parent-Teacher relationships and good community co-operation.

The comments given on Teachers-Students relationships are as follows: (a) Teachers are the true friends and guide to students and they help the students in every possible ways. (b) Teachers are able to influence the students positively.

Table 4.3.14

Relationship and Problems faced by Institutions

Relationship / Problems	Yes	%	No	%
Good Teachers-Students Relationship	10	100	-	-
Good Parents-Teachers Relationship	10	100	-	-
Good Community Co-operation	10	100	-	-
Teacher Related Problem	1	10	9	90
Student Related Problem	3	30	7	70
Parent Related Problem	3	30	7	70
Community Related Problem	-	-	10	100
Non-Teaching Staff Related Problem	-	-	10	100

Comments given on Parents-Teachers relationships are: (a) Parents were free to share the children's problems with the teachers (b) Parents could be more influential to collaborate with the school for the student's progress.

Comments given on Community co-operation are: (a) The community is always ready to help the institutions in every possible way (b) More influential leaders are needed in the community to work together with the institution for the progress of the students.

The table further shows that 3 of the high schools faced problems related to students such as (a) some students do not respond in the class (b) indiscipline of the students (c) student's poor performance and drop outs. While another 3 high schools face problems related to parents such as (a) parents lack interest in their children's education (b) illiterate parents can't help their children much (c) financial problem of the parents. The table further shows that only 1 high school had problems with the teachers because they were not punctual in their duties and responsibilities.

Section II

Teachers' Accountability

It has been explained in Chapter 3 that accountability is answerability. 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 has also been explained that a teacher's accountability has various dimensions. In this Section data on teachers' accountability collected from different persons will be presented and analysed in three Parts. Part 1 will present the data from the heads of the institutions. Part 2 will present the data collected from the teachers themselves. Finally Part 3 will present the data collected from the students.

4.4. Teachers' Accountability as Perceived by the Heads of the Institutions

4.4.1. Profile of the Heads of the Institutions

As pointed out in Chapter 3, data was collected from 33 Heads of Institutions with the help of a Questionnaire. 42.4% of them were males and 39.4% females. 81.8% of them were trained with B.Ed/M.Ed; one had a PhD degree and another was Chartered Accountant.

Female Heads had 21 to 30 years of experiences as heads of institutions, while males had 16-20 years of experiences indicating that females had more years of experiences as heads of institutions than the males.

All the Heads of Institutions in the Catholic Educational Institutions under Kohima Diocese do not get monthly salary; instead, they get an allowance of Rs.3000 per month, except for two principals, one of whom gets Rs.13500 while the other gets Rs 9120, and a vice principal gets Rs. 6000 per month.

4.4.2. Punctuality and Aspects of Devotion to Duty

Information given in Table 4.4.1 shows that 90.9% heads of institutions agree that teachers were punctual, regular in duty and committed to teaching. Reasons given

by the heads of institutions are as follows: (a) the sense of responsibility and concern for the students, (b) keen interest in the students, (c) sincerity and dedication to the profession, and (d) the feeling of belongingness to the institutions. The Table further shows that 87.9 % heads of institutions acknowledge that teachers were able to complete the syllabus in the given time. 84.8% find that teachers were organizing co-curricular activities such as sports and games, literary competitions and cultural programmes. 81.8% admit that teachers were giving regular assignments to students.

Table 4.4.1
Punctuality, Management, Assignments, Syllabus, Activities and Problems

Parameters	Yes	%	No	%
Punctual and regular in duty	30	90.9	3	9.1
Able to manage and control the class	24	72.7	9	27.3
Regular in giving assignments	27	81.8	6	18.2
Able to complete the syllabus in time	29	87.9	4	12.1
Organizes co-curricular activities	28	84.8	5	15.2
Committed to teaching	30	90.9	3	9.1
Discussed student's problems with parents	20	60.6	13	39.4

N = 33

Table 4.4.2
Accountability, Dress, Judgment and Evaluation

Parameters	Yes	%	No	%
Teachers accountable to head teacher	33	100	-	-
Teachers accountable to senior colleague	26	78.8	7	21.2
Teachers accountable to junior colleague	25	75.8	8	24.2
Fair and impartial in correction of test and exam papers	31	93.9	2	6.1
Fair and impartial in judgments and evaluation on student's performance	32	97	1	3
Fair and impartial in judgments and evaluation on student's behaviour	30	90.9	3	9.1
Teachers dressed appropriately	29	87.9	4	12.1

N=33

Information found in Table 4.4.1 also indicates that 72.7% of the heads of institutions say that teachers were able to manage and control their classes, but 27.3% says that teachers were not able to manage and control their classes. Reasons given by most heads of institutions are lack of experience and training. The table also indicates that 60.6% heads of institutions agree that teachers discuss student's problems with their parents.

According to the information given in Table 4.4.2, all heads of institutions admit that teachers were accountable to head teachers. 78.8% state that teachers were accountable to senior colleagues, while 75.8% agrees that teachers were accountable to junior colleagues. 97% heads of institutions say that teachers were fair and impartial in judgments and evaluation of students' performance. The table further shows that 93.9% teachers were fair and impartial in correcting test papers, while 90.9% says that teachers were fair and impartial in judgments and evaluation of students' behaviour. Further, 87.9% acknowledges that teachers dress appropriately in keeping with their profession.

4.5. Teachers' Accountability as Perceived by Teachers

Information on accountability was collected with the help of a Questionnaire from 38 teachers of Colleges, 139 teachers of Higher Secondary Schools, and 134 teachers of High Schools. Their responses are presented in the following tables.

4.5.1. Perceptions of the College Teachers

Information on the perception of College about Teachers' Accountability is found in Tables 4.5.1, 4.5.2 and 4.5.3.

According to the information found in Table 4.5.1, all college teachers are in time for their classes. They are able to control and manage their classes. They are able to complete the syllabus in time. 76.3% of them give regular assignments to students. 94.7% conduct regular quarterly test, while 73.7% conduct regular class test. 65.8% conduct monthly test and 23.7% were conducting weekly test. Teachers were also conducting other tests such as (a) continuous assessment test (b) test at the end of every unit, and (c) paper presentation and group discussions.

Table 4.5.1

Punctuality, Classroom Management, Assignment, Syllabus and Test

Parameters	Yes	%	No	%
In time for class	38	100	-	-
Able to manage and control the class	38	100	-	-
Gives regular assignments to students	29	76.3	9	23.7
Able to complete the syllabus on time	38	100	-	-
Conduct regular class test	28	73.7	10	26.3
Conduct regular weekly test	9	23.7	29	76.3
Conduct regular monthly test	25	65.8	13	34.2
Conduct regular quarterly test	36	94.7	2	5.3

(N = 38)

Table 4.5.2

Feedbacks, Respect for students, Absentees, Problems and Weak students.

Parameters	Yes	%	No	%
Gives regular feedback on students performance	31	81.6	7	18.4
Love and respect for students	38	100	-	-
Inquire about absentees	30	78.9	8	21.1
Gives extra suggestions for improvement	38	100	-	-
Discussed student's problems with parents	14	36.8	24	63.2
Evaluate student's performance	23	60.5	15	39.5
Complete daily corrections even if call to sit over time	32	84.2	6	15.8
Special attention to weak students	37	97.4	1	2.6

N = 38

According to the information found in Table 4.5.2 all the teachers love and respect their students and give extra suggestions for their improvement. 97.4% of the teachers give special attention to weak students and the majority of the teachers take the following steps: (a) personal guidance and assessing them through follow up programmes, (b) learning students' background and helped them in their studies, (c) checking their performance regularly, (d) mentoring and arranging special classes, and (e) asking questions frequently to check their attention.

It is also evident from Table 4.5.2 that 84.2% of the teachers are able to complete their daily correction even if they were called to sit over time for other responsibilities. 81.6% give regular feedback on students' performance to help them learn better. 78.9% of the teachers are concerned about the absentees. 60.5% of the teachers were regular in evaluating students' performance. The table also reveals that only 36.8% teachers were able to discuss student's problems with their parents and 63.2% were not able to do so.

According to the information found in Table 4.5.3 all the college teachers are honest in their duties. 97.4 % of them inculcate values in their students, and 92.1% of them take additional responsibility to improve the discipline in the college.

Table 4.5.3

Honesty, Discipline, Values, Articles and Community Programmes

Parameters	Yes	%	No	%
Honest in duties	38	100	-	-
Inculcate values in students	37	97.4	1	2.6
Take responsibility to improve discipline	35	92.1	3	7.9
Contribute articles to college magazine	27	71.1	11	28.9
Participate in teachers associations	25	65.8	13	34.2
Help out in community related programmes such as NSS	16	42.1	22	57.9
Help out in community related programmes such as HIV/AIDS	18	47.4	20	52.6

N = 38

It can also be seen from the information given in Table 4.5.3 that 71.1 % of the teachers are generous in contributing articles to the college magazine. 65.8% of them willingly participate in teachers' association. 42.1% of them are helping out in community related programmes such as NSS (National Service Scheme) and 47.4% take part in HIV/AIDS related programmes. There are also other programmes in which the teachers are directly involved, such as: Peace Club, Church activities, health and Self-Help-Groups.

4.5.2. Perceptions of the Teachers of Higher Secondary Schools

Tables 4.5.4, 4.5.5 and 4.5.6 provide information on the perceptions of the teachers of Higher Secondary Schools about teachers' accountability.

Information found in Table 4.5.4 indicates that 99.3% of the Higher Secondary School teachers are able to manage and control their classes. 95.7% of them come in time for their classes, and 94.2% are able to complete the syllabus in the given time. 79.9% of them give regular assignments to students. The Table further shows that 85.6% of the teachers give regular class tests to students, 56.1% conduct regular

Table 4.5.4

Punctuality, Management, Assignment, Syllabus, and Tests

Parameters	Yes	%	No	%
In time for class	133	95.7	6	4.3
Able to manage and control the class	138	99.3	1	0.7
Gives regular assignments to students	111	79.9	28	20.1
Able to complete the syllabus in time	131	94.2	8	5.8
Conduct regular class test	119	85.6	20	14.4
Conduct regular weekly test	78	56.1	61	43.9
Conduct regular monthly test	88	63.3	51	36.7
Conduct regular quarterly test	79	56.8	60	43.2

(N = 139)

Table 4.5.5

Feedback, Respect for Students, Absentees, Problems, and Weak Students

Parameters	Yes	%	No	%
Regular feedback on students performance	130	93.5	9	6.5
Love and respect for students	138	99.3	1	0.7
Inquire about absentees	111	79.9	28	20.1
Gives extra suggestions for improvement	135	97.1	4	2.9
Discussed student's problems with parents	100	71.9	39	28.1
Evaluate student's performance	103	74.1	36	25.9
Complete daily corrections even if call to sit over time	96	69.1	43	30.9
Gives special attention to weak students	126	90.6	13	9.4

(N = 139)

weekly tests,   while 63.3% give regular monthly tests,   and 56.8% conduct regular quarterly tests. Teachers also conduct mid-term tests, unit tests, oral tests, individual tests and surprise tests.

According to the information found in Table 4.5.5 nearly all, that is, 99.3% of the teachers love and respect their students. 97.1% give extra suggestions to students for their improvement. 93.5% offer regular feedback on students' performance. It is edifying that 90.6% teachers give special attention to weak students and the majority of them use the following methods to help weaker students: (a) paying attention to their special needs and suggesting measure for their improvement, (b) asking questions frequently, (c) giving more home work, assignments and regular tests, (d) regular checking of class-notes and extra care in the classroom, (e) encouraging students to be optimistic, (f) availability when students approach for help, (g) learning about their family background, and providing guidance and counselling, (h) arranging their seats in front with intelligent students, and (i) meeting their parents and discussing their progress. Further, the Table reveals that 79.9% teachers show concern and inquire about the absentee students. 74.1% regularly evaluate students'

Table 4.5.6

Honesty, Discipline, Values, Articles, and Community Programmes

Parameters	Yes	%	No	%
Honest in duties	136	97.8	3	2.2
Inculcate values in students	136	97.8	3	2.2
Take responsibility to improve discipline	131	94.2	8	5.8
Contribute articles to school magazine	43	30.9	96	69.1
Participate in teachers associations	67	48.2	72	51.8
Help out community related programmes such as NSS	36	25.9	103	74.1
Help out community related programmes such as HIV/AIDS	41	29.5	98	70.5

(N = 139)

performance. 71.9% discuss students' problems with their parents, and 69.1% are able to complete their daily correction even if they are called to sit over time for other responsibilities.

It was encouraging to find from the information given in Table 4.5.6 that 97.8% of the Higher Secondary School teachers are honest in their duties and also inculcate values in their students. 94.2% take additional responsibility to help in improving discipline in the school. Further, the table gives the information that 48.2% teachers willingly participate in teachers' associations. 30.9% of the teachers generously contribute articles to the school magazines.

It is interesting to note that 29.5% of the teachers help out in community HIV/AIDS Programmes. Again, 25.9% of the teachers help out in NSS programmes, though this is a rather low number. Teachers are also directly involved in other community related programmes such as (a) Red Cross, (b) Peace Channel, (c) Environmental programmes, (d) Blood donation camps, (e) Social work and helping children in the orphanage.

4.5.3. Perceptions of the Teachers of High Schools

Data on the perceptions about Teachers' Accountability from the 134 teachers of the High Schools are given in Tables 4.5.7, 4.5.8 and 4.5.9.

It can be seen from Table 4.5.7 that 99.3% of the High School teachers are able to manage and control their classes. 98.5% of them are in time for class. 95.5% of them are able to complete the syllabus in time, and 93.3% give regular assignments to students to foster learning.

The table further shows that 87.3% of the teachers conduct regular class tests, 78.4% conduct regular monthly tests, while 60.4% conduct regular weekly tests and 56% conduct regular quarterly tests. Teachers also conduct unit tests, mid-term tests and at completion of every lesson, a surprise test.

It is indeed striking, as can be seen from Table 4.5.8, that 99.3% of the High School teachers love and respect their students. 96.3% gives extra suggestions for students' improvement. 91% gives regular feedback on students' performances to enable them to perform better. The table further shows that 90.3 % of the High School

Table 4.5.7

Punctuality, Management, Syllabus, Assignment and Test

Parameters	Yes	%	No	%
In time for class	132	98.5	2	1.5
Able to manage and control the class	133	99.3	1	0.7
Gives regular assignments to students	125	93.3	9	6.7
Able to complete the syllabus in time	128	95.5	6	4.5
Conduct regular class test	117	87.3	17	12.7
Conduct regular weekly test	81	60.4	53	39.6
Conduct regular monthly test	105	78.4	29	21.6
Conduct regular quarterly test	75	56	59	44

(N=134)

Table 4.5.8

Feedback, Respect for students, Absentees, Problems and weak students

Parameters	Yes	%	No	%
Gives regular feedback on students performance	122	91	12	9
Love and respect for students	133	99.3	1	0.7
Inquire about absentees	112	83.6	22	16.4
Gives extra suggestions for improvement	129	96.3	5	3.7
Discussed student's problems with parents	120	89.6	14	10.4
Evaluate students performance	99	73.9	35	26.1
Complete daily corrections even if call to sit over time	97	72.4	37	27.6
Gives special attention to weak students	121	90.3	13	9.7

(N=134)

Table 4.5.9

Honesty, Discipline, Values, Articles, Community Programmes

Parameters	Yes	%	No	%
Honest in duties	131	97.8	3	2.2
Inculcate values in students	116	86.6	18	13.4
Take responsibility to improve discipline	126	94	8	6
Contribute articles to school magazine	39	29.1	95	70.9
Participate in teachers associations	72	53.7	62	46.3
Help out community related programmes such as NSS	39	29.1	95	70.9
Help out community related programmes such as HIV/AIDS	61	45.5	73	54.5

(N=134)

teachers give special attention to weak students and they take various measures to help weak students. Some of these measures are as follows: (a) helping them in their studies especially their home work, (b) giving special extra coaching classes, (c) knowing and understanding the problems of the students and giving a lot of encouragement, (d) regularly checking their performance, (e) visiting their homes and motivating them to improve, (f) giving them guidance and counselling them, (g) meeting their parents and guardians to discuss their areas of progress and improvement, (h) making them to sit with good students to motivate them.

Table 4.5.8 also shows that 89.6% of the teachers take the trouble to discuss students' problems with their parents. 83.6% teachers are concerned and inquire about the absentees. 73.9% regularly evaluates the performance of their students, and 72.4% are able to complete their daily corrections even if they are called to sit over time for other responsibilities.

An interesting piece of information found in Table 4.5.9 is that 97.8% of the teachers are honest in doing their duties. 94% of them take extra responsibilities to improve the discipline in the school. 86.6% inculcate values in their students and 53.7% readily and willingly participate in various teachers' associations.

Further, the table gives information that 45.5% of the teachers help out in community related programmes such as HIV/AIDS. Surprisingly, only 29.1% of the High School teachers were generous in contributing articles to the school magazine though all the teachers are expected to be more generous in contributing articles which are educative and interesting to the school magazine. It is also discouraging to notice that only 29.1% teachers help out in community related programmes such as NSS, though more teachers are expected to help out in community related activities especially in a tribal setting. Teachers have also listed the following programmes they are directly involved in. Some of them are: (a) Church activities, (b) sports and clubs, (c) sanitation and cleanliness awareness programmes, (d) health awareness programmes and social work.

4.6. Teachers' Accountability as Perceived by Students

Information on the perceptions of teachers' accountability by students of different types of institutions is presented in this section.

4.6.1. Perceptions of the Students of Teacher Training Colleges

Tables 4.6.1 and 4.6.2 provide information on the perception of teachers' accountability by the students of teachers' training colleges. The total number of these students is 110.

Information found in Table 4.6.1 shows that all teachers training students agree that they have a library in the college and 82.7% of them state that their teachers encourage the use of library. The table also shows that all the students acknowledge

Table 4.6.1

Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	106	96.4	4	3.6
Have control over the class	106	96.4	4	3.6
Gives regular assignment to students	94	85.5	16	14.5
Organized co-curricular activities	110	100	-	-
Promote creative thinking of students	110	100	-	-
Ready to listen and help students	107	97.3	3	2.7
Discussed goal related objectives	99	90	11	10
A library in the college	110	100	-	-
Encourage the use of library	91	82.7	19	17.3
Teacher well mannered	108	98.2	2	1.8
Teachers well dressed	108	98.2	2	1.8

(N=110)

Table 4.6.2

Judgement, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	31	28.2	79	71.8
Fair and impartial based on religion	90	81.8	20	18.2
Fair and impartial based on status	43	39.1	67	60.9
Fair and impartial based on tribe	89	80.9	21	19.1
Fair and impartial based on caste	90	81.8	20	18.2
Detain after class	3	2.7	107	97.3
Parents are called to the college	12	10.9	98	89.1
Students were called to the principal office	52	47.3	58	52.7
Teachers used humiliating words	11	10	99	90
Faced problems from teachers	10	9.1	100	90.9

(N=110)

that their teachers organise co-curricular activities and promote their creative thinking. 98.2% of them agree that teachers are well mannered and well dressed. 97.3% agree that teachers are ready to listen and help out students. 96.4% find that the teachers are in time for class and are able to control their class. Further, the table presents the information that 90% of the students admit that teachers discuss goal related objectives with students, and 85.5% say that teachers were regular in giving assignments to students.

Table 4.6.2 clearly shows that 81.8% of the students admit that teachers are fair and impartial, irrespective of religion and caste, 80.9 % say that teachers are impartial irrespective of tribe, while 39.1% say that teachers are impartial on the basis of status. However, 60.9% of the students state that teachers were not fair and partial in judgments and evaluation and the comments given by students are as follows: (a) rich students are favoured, (b) on the basis of their relationship, (c) on the basis of

physical appearance, (d) on the basis of age and individual differences, (e) on the basis of favouritism.

Table 4.6.2 further shows that 47.3% of the students say that they were called to the principal's office, 10.9% of the students say that their' parents were called to the college. 10% of the students state that teachers used humiliating words to students and 2.7% were detained after class. However, 28.2% of the students acknowledge that teachers were able to discuss student's problems with their parents.

The disciplinary measure taken by majority of the teachers is sending the students to the principal office. But teachers also use other types of punishment as listed here: (a) cleaning the playground; (b) giving less internal marks, (c) teachers keeping silent and not teaching, (d) personal corrections. Table 4.6.2 also states that 9.1% of the students faced certain problems from their teachers. These problems stated by students are as follows: (a) no proper explanation of lessons, (b) vast syllabus, (c) teachers do not use new methods of teaching, (d) some teachers have no command of English, (e) teachers were using too much of action while teaching, (f) teachers have no control of the class, (g) teachers were too irregular and never corrected the home work, (h) teachers were sharing more of their home affairs instead of teaching, and (i) few teachers showed favouritism.

4.6.2. Perceptions of the Students of Undergraduate Colleges

The perceptions of 209 students of Undergraduate Colleges on teachers' accountability are summarised in Tables 4.6.3 and 4.6.4.

Information given in Table 4.6.3 shows that all the undergraduate students agree that they have a library in the college. 96.7% of them admit that teachers encourage the use of the library. 98.1% of them state that teachers are ready to listen to and help students. 97.6% find that the teachers are well mannered, and 91.9% acknowledge that teachers were well dressed. The table further shows that 96.7% of the students say that teachers are in time for the class. 94.7% of the students state that the teachers promote creative thinking of students. 87.6% say that teachers organise co-curricular activities, and 76.6% say that teachers are able to control their classes. Further, the information from Table 4.6.3 shows that 75.6% of the students state that

Table 4.6.3

Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	202	96.7	7	3.3
Have control over the class	160	76.6	49	23.4
Gives regular assignment	158	75.6	51	24.4
Organized co-curricular activities	183	87.6	26	12.4
Promote creative thinking	198	94.7	11	5.3
Ready to listen and help students	205	98.1	4	1.9
Discussed goal related objective	155	74.2	54	25.8
A library in the college	209	100	-	-
Encourage the use of library	202	96.7	7	3.3
Teacher well mannered	204	97.6	5	2.4
Teachers well dressed	192	91.9	17	8.1

(N=209)

teachers were regular in giving assignments, and 74.2% of the students admit that teachers discuss goals related objectives with students.

Table 4.6.4 presents the information that 78.9% of the students admit that the teachers send students to the principal's office as disciplinary measures. 35.4% of the students admit that their parents were called to the college as a disciplinary measure. 15.8% of the students acknowledge that teachers were using humiliating words to students, and 2.4% state that teachers detained students after class. Teachers were also using other types of disciplinary measures such as (a) impositions of fines, (b) suspension from class, (c) personal correction, (d) paper presentation, (e) improvement tests, and (f) indifference to students who misbehave. The table further shows that 57.9% of the students agree that teachers were fair and impartial in their judgments and evaluation on the basis of religion, 53.6% on the basis of status, 49.3% on the basis of caste. 48.8% of the students assert that teachers are fair and impartial

Table 4.6.4

Judgments, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	41	19.6	168	80.4
Fair and impartial based on religion	121	57.9	88	42.1
Fair and impartial based on status	112	53.6	97	46.4
Fair and impartial based on tribe	102	48.8	107	51.2
Fair and impartial based on caste	103	49.3	106	50.7
Detain after class	5	2.4	204	97.6
Parents are called to the college	74	35.4	135	64.6
Students were called to the principal's office	165	78.9	44	21.1
Teachers used humiliating words	33	15.8	176	84.2
Faced problems from teachers	50	23.9	159	76.1

(N=209)

in judgment and evaluation on the basis of tribe. But it is discouraging to note that only 19.6% of the students agree that teachers take the trouble to discuss students' problems with parents.

Table 4.6.4 further reveals that 23.9% of the students had problems with their teachers and the problems stated by students are: (a) some teachers are very fast while dictating notes, (b) some teachers are poor in English pronunciation, (c) most of the teachers do not use modern methods of teaching, (d) some teachers lack teaching experience, (e) some teachers have soft voice and cannot control their classes, (f) assignments are too many and are not evaluated properly, (g) some teachers come to class unprepared, (h) some teachers lack self confidence (i) most of the teachers are text books oriented than creative method oriented.

4.6.3. Perceptions of the Students of Higher Secondary Schools

Information on the perceptions of 651 students of Higher Secondary Schools on teachers' accountability are summarised in Tables 4.6.5 and 4.6.6

Table 4.6.5 presents the information that 89.9% of the students of Higher Secondary Schools admit that teachers are well mannered. 87.4% of them agree that teachers are well dress in keeping with their teaching profession. 89.4% of them acknowledge that teachers are ready to listen to and help students. As many as 78.8% of the students state that teachers promote creative thinking of students.

Table 4.6.5 further shows that 69.1% of the students say that teachers organize co-curricular activities. 53.1% state that teachers give regular assignments to students. 49.2% say that teachers are able to discuss goal related objectives with students. The Table further depicts that 83.6% of the students agree that teachers were

Table 4.6.5

Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	544	83.6	107	16.4
Have control over the class	480	73.7	171	26.3
Gives regular assignment to students	346	53.1	305	46.9
Organized co-curricular activities	450	69.1	201	30.9
Promote creative thinking	513	78.8	138	21.2
Ready to listen and help students	582	89.4	69	10.6
Discussed goal related objective	320	49.2	331	50.8
A library in the college	490	75.3	161	24.7
Encourage the use of library	122	18.7	529	81.3
Teacher well mannered	585	89.9	66	10.1
Teachers well dressed	569	87.4	82	12.6

(N=651)

Table 4.6.6

Judgments, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	343	52.7	308	47.3
Fair and impartial based on religion	349	53.6	302	46.4
Fair and impartial based on status	314	48.2	337	51.8
Fair and impartial based on tribe	346	53.1	305	46.9
Fair and impartial based on caste	320	49.2	331	50.8
Detain after class	193	29.6	458	70.4
Parents are called to the school	460	70.7	191	29.3
Students were called to the principal office	563	86.5	88	13.5
Teachers used humiliating words	310	47.6	341	52.4
Beating as disciplinary measures	202	31	449	69
Faced problems from teachers	178	27.3	473	72.7

(N=651)

in time for class and 73.7% say that the teachers are able to control their classes. 75.3% of the students acknowledge that they have a library in the school, but only 18.7% of the students admit that teachers encourage the students to use the library regularly.

Table 4.6.6 presents the information that 86.5% of the students admit that they were called to the principal's office as disciplinary measure. 70.7% acknowledge that parents were called to school, while 47.6% reveals that teachers were using humiliating words. The table further shows that 31% students admit that teachers were beating students and 29.6% state that teachers detain students after class. Further, 52.7 % of the students agree that teachers take the trouble to discuss the students' problems with their parents. Other disciplinary measures used by teachers and listed by students are: (a) imposition, (b) cleaning the play ground, (c) standing

outside, (d) imposing fines, (e) suspension from class, (f) issuing transfer certificate and, (g) kneeling down.

Table 4.6.6 further shows that 53.6% of the students find the teachers fair and impartial in judgment and evaluation based on religion, 53.1% based on tribe, 49.2% based on caste. However, 50.8% of the students find that teachers are partial, and in favour of students of their own caste. Further the table shows that 48.2% of the students feel that teachers were fair and impartial based on status, but 51.2% disagree and find that teachers are in favour of the rich and well to do students. The following are the comments given by students: (a) sex, (b) intelligent students, and (c) brilliant students.

The table also shows that 27.2% of the students have problems with their teachers. The problems faced by students are listed as: (a) teachers do not explain their lesson properly, (b) partial in their treatment to students, (c) some teachers are in a hurry to complete the syllabus, (d) teachers use harsh and rude words some times, (e) some teachers lack experience, (f) some are very fast while teaching, (g) some teachers do not use proper methods of teaching to motivate students, (h) some teachers are poor in English, (i) some teachers are short tempered and take unnecessary measures, (j) some teachers read without giving explanations.

4.6.4. Perceptions of the High School Students

The perceptions of 683 High School Students on Teachers' Accountability are presented in Tables 4.6.7 and 4.6.8.

The information given in Table 4.6.7 shows that 91.9% of the High School students agree that teachers are in time for class. 89.2% of the students admit that teachers are able to control their classes. 67.2% of them acknowledge that teachers are regular in giving assignments to students. 97.8% of them agree that teachers are ready to listen to and help students. 92.5% of the students say that the teachers organize co-curricular activities, and 86.5% of them state that teachers promote creative thinking in students. The Table further shows that 79.9% of the students agree that teachers discuss goal related objectives with students. Only 31.6% of the students admit that they have a library in the school, and 31.2% of them state that teachers encourage the

regular use of library. Further, the information found in the table depicts that 92.4% of the students agree that teachers are well mannered, and 92.5% of them acknowledge that teachers are well dressed in keeping with their teaching profession.

Table 4.6.8 shows that 80.7% of the High School students agree that teachers discuss students' problems with their parents. 57.5% of them find that teachers are fair and impartial in judgment and evaluation of students' performance based on tribe, 56.2% based on status, 54.3% based on religion, and 53.6% based on caste. The comments given by students are as follows: (a) sex, (b) bright and smart students are favoured, (c) beauty, (d) likes and dislikes, (e) relationship and friendship.

Further, Table 4.6.8 presents the information that 93.7% of the students say that teachers send students to the principal office as a disciplinary measure, 87.6% of them admit that parents are called to the school, while 67.6% of them acknowledge

Table 4.6.7
Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	628	91.9	55	8.1
Have control over the class	609	89.2	74	10.8
Gives regular assignment	459	67.2	224	32.8
Organized co-curricular activities	632	92.5	51	7.5
Promote creative thinking	591	86.5	92	13.5
Ready to listen and help students	668	97.8	15	2.2
Discussed goal related objective	546	79.9	137	20.1
A library in the school	216	31.6	467	68.4
Encourage the use of library	213	31.2	470	68.8
Teacher well mannered	631	92.4	52	7.6
Teachers well dress	632	92.5	51	7.5

(N=683)

Table 4.6.8

Judgments, Evaluation, Discipline and Problems Faced

Parameters	Yes	%	No	%
Discussed students problems with parents	551	80.7	132	19.3
Fair and impartial based on religion	371	54.3	312	45.7
Fair and impartial based on status	384	56.2	299	43.8
Fair and impartial based on tribe	393	57.5	290	42.5
Fair and impartial based on caste	366	53.6	317	46.4
Detain after class	254	37.2	429	62.8
Parents are called to the school	598	87.6	85	12.4
Students were called to the principal office	640	93.7	43	6.3
Teachers used humiliating words	186	27.2	497	72.8
Beating as disciplinary measures	462	67.6	221	32.4
Faced problems from teachers	84	12.3	599	87.7

(N=683)

that teachers beat students, and 37.2% of the students state that teachers detain students after class. Other disciplinary measures used by the teachers are: (a) imposition, (b) sending outside the class, (c) mass punishment, (d) imposing fines, and (e) making the students kneel down. Further, Table 4.6.8 depicts that 27.2% of the students say that teachers use humiliating words and that 12.3 % of them had problems with their teachers. The problems stated by students are: (a) teachers do not explain their lessons well, (b) some teachers are not fluent in English, (c) a few teachers are very fast in completing the syllabus that students cannot understand, (d) some teachers are partial, (e) some teachers misunderstand the students' problems, and (f) some teachers are not enthusiastic about teaching.

As a conclusion to this Section on Teachers' Accountability it is possible to say that the data presented here raises many questions. These will be taken up for further discussion in Chapter 5.

Section III

Teachers' Effectiveness

As explained in Chapter 3, effectiveness is the ability to produce desired results. A teacher's effectiveness refers to the effect of the teacher's performance on pupils. Teaching is effective if 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. In this Section data on teachers' effectiveness collected from different persons will be presented and analysed in three Parts. Part 1 will present the data from the heads of the institutions. Part 2 will present the data collected from the teachers themselves and Part 3 will present the data collected from the students.

4.7 Teachers' Effectiveness as Perceived by the Heads of the Institutions

Teacher effectiveness has various dimensions. The Heads of the 25 Catholic Educational Institutions were asked to provide information on the effectiveness of the teachers of their institutions. 33 Heads have responded. They include Principals, Vice-Principals, Headmasters and Headmistresses. Their responses are given in Tables 4.7.1 and 4.7.2

4.7.1. Teacher's Effectiveness as perceived by Heads of Institutions

The information found in Table 4.7.1 shows that 93.9% of the Heads of the Institutions agree that teachers were able to motivate students. The methods used by most teachers to motivate students are: (a) Team visit to student's home, (b) Participatory methods, (c) Individual care and encouragement, (d) Guidance and counselling methods, (e) Instructional method, (f) Group discussion and assignment method, (g) Re-enforcement method, (h) Demonstration method, (i) Question method, (j) Continuous assessment method, (k) Teacher-Parent meeting method, (l) Incentive method, (m) Tutorial method, (n) Supervised study method, (o) Mentoring method, (p) Reward and Punishment method.

The table gives further information that 91% of the Heads of Institutions acknowledge that teachers are friendly and cordial with students in and outside the classrooms. 84.8% of them agree that teachers are promoting creative thinking

potentials of their students. 81.8% of them admit that teachers ask questions at the end of the class to enforce learning. 78.8% of them found that teachers are generous in contributing what they can in matters of discipline, and 66.7% of the Heads of Institutions agree that teachers help students through guidance and counselling programmes.

Table 4.7.1

Potentials, Motivation, Relationships, Counselling, Questions and Discipline

Parameters	Yes	%	No	%
Able to motivate students	31	93.9	2	6.1
Promote creative thinking potential of students	28	84.8	5	15.2
Friendly and cordial to students in and outside class	30	91	3	9
Help students through counselling Sessions	22	66.7	11	33.3
Questions were asked at the end of the class	27	81.8	6	18.2
Contribute generously in matters of Discipline	26	78.8	7	21.2

(N=33)

Table 4.7.2

Methods, Structures, High Morale, Enthusiasm and Competencies

Parameters	Yes	%	No	%
Explain in simple and clear English	31	93.9	2	6.1
Use effective methods of teaching	23	69.7	10	30.3
Update the structure of teaching	23	69.7	10	30.3
Teachers have high morale	27	81.8	6	18.2
Keen and enthusiastic to be more effective	26	78.8	7	21.2
Satisfied with the teaching competencies of teachers	20	60.6	13	39.4

(N=33)

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The information found in Table 4.7.2 shows that 93.9% of the Heads of Institutions admit that teachers are able to explain their lessons in simple and clear English. 81.8 % of them agree that teachers have high morale, and 78.8% of them state that teachers are very keen and enthusiastic to be more and more effective.

Further, 69.7% of the Heads of Institutions acknowledge that teachers are using effective methods of teaching and are keen on updating the structure of their teaching. The effective methods used by teachers are as follows: (a) Demonstration method, (b) Dictation of notes, (c) Project work, (d) Lecture method, (e) Field study method, (f) Assignment method, (g) Question method, (h) Participatory method, (i) Power point programmes, (j) Seminars, (k) Discussion method, (l) Educational tours and Library study. The Table also shows that 60.6% of the Heads of Institutions are satisfied with the teaching competencies of their teachers.

4.8. Teachers' Effectiveness as Perceived by Teachers

The views of the teachers of different types of institutions are presented in this Section.

4.8.1. Teachers' Effectiveness as Perceived by College Teachers

As the information found in Table 4.8.1 shows, all the college teachers are able to explain their lesson clearly. All of them also follow a systematic way of teaching and are able to summarise what they teach at the end of the class. The table further shows that all the teachers are able to improve their ability to explain. 97.4% of the college teachers claim that are able to update their class notes every year. They also say that they involve students in the teaching and learning process. 94.7% of them say that they teach in a loud and clear voice. 84.2% of them claim that they did meticulous lessons planning, and 76.3 % of them say that did proper time planning of their classes.

Information found in Table 4.8.2 reveals that, all the teachers in the colleges use the Black Board and Chalk method of teaching. The Table also gives information that 94.7% of the teachers use the dictation of notes method. 92.1% of them employ innovative methods of teaching. 86.8% of them ask questions frequently to draw

Table 4.8.1

Planning, Explanation, Systematic teaching, Summarization and Involvement

Parameters	Yes	%	No	%
Do meticulous lesson planning	32	84.2	6	15.8
Do time planning of classes	29	76.3	9	23.7
Lessons were clearly explained	38	100	-	-
Improve the ability to explain	38	100	-	-
Follow systematic teaching	38	100	-	-
Summarized what is taught	38	100	-	-
Involved students in the teaching learning process	37	97.4	1	2.6
Update class notes every year	37	97.4	1	2.6
Teaching is loud and clear voice	36	94.7	2	5.3

(N=38)

Table 4.8.2

Methods, Frequent questions, Student's Attention, Suggestions and Support

Parameters	Yes	%	No	%
Employed innovative methods of teaching	35	92.1	3	7.9
Use Black Board and Chalk	38	100	-	-
Use Illustrated Charts	27	71.1	11	28.9
Use Demonstration method	31	81.6	7	18.4
Use Dictation of notes method	36	94.7	2	5.3
Questions were asked frequently in the Class	33	86.8	5	13.2
Students were attentive	37	97.4	1	2.6
Welcome creative suggestions of students	38	100	-	-
Gets support from Fellow teachers	37	97.4	1	2.6

(N=38)

students' attention. 81.6% of them use demonstration method, and 71.1% of them use illustrated charts method. The other methods used by the college teachers are (a) Seminars and group discussion method, (b) Paper presentation method, (c) Assignment method, (d) Audio Visual method, (e) Informal teaching method, (f) Debate method, (g) Study tours method, (h) Interactive method, (h) Field work method. (i) Story telling method, (j) Questioning and constructive argument method.

It is also very clear from Table 4.8.2 that all teachers are happy to welcome creative suggestions from students. Further the table shows that 97.4% of the teachers acknowledge that students are attentive in the class and majority (97.4%) of the teachers say that they get support from their fellow teachers.

According to the information found in Table 4.8.3, nearly all (97.4%) of the teachers acknowledge that Black Board and Chalk are easily available. 89.5% of the teachers are professionally qualified as teachers. They also claim that they read the latest books and articles to update themselves. 89.5% of them say that Text books are

Table 4.8.3

Qualification, Available Teaching Materials and Refresher Course

Parameters	Yes	%	No	%
Professionally qualified as teachers	34	89.5	4	10.5
Reading latest books and articles	34	89.5	4	10.5
Charts were available for teaching	15	39.5	23	60.5
Black Board and Chalk were available	37	97.4	1	2.6
Text books were available	34	89.5	4	10.5
Eager to attend Refreshers courses	37	97.4	1	2.6
Eager to attend Seminars	38	100	-	-
Eager to attend Conferences	32	84.2	6	15.8
Eager to attend Work shop	32	84.2	6	15.8

(N=38)

available. 39.5% of them use illustrated Charts for teaching. Other teaching materials which are available are: Good reference books, journals and Audio visual aids.

Table 4.8.3 also indicates that all the teachers are eager to attend seminars while 97.4% are eager to attend refresher courses, 84.2% are eager to attend conferences, and 84.2% of them are eager to attend work shop. Some would like to have orientation and exposure programmes as in-service training.

4.8.2. Teachers' Effectiveness as Perceived by Higher Secondary School Teachers

Table 4.8.4 shows that all higher secondary school teachers are able to explain their lessons clearly. 98.6% of them are able to improve their ability to explain their lessons well. 96.4% of them claim that they teach systematically, and 95.7% of them are able to teach in a loud and clear voice and 92.1% were able to update their class notes every year. The table also gives information that 89.9% teachers were involving students in the teaching and learning process. The same percentage of teachers were

Table 4.8.4
Planning, Explanation, Systematic teaching, Summarization, and Involvement

Parameters	Yes	%	No	%
Do meticulous lesson planning	113	81.3	26	18.7
Do time planning of classes	124	89.2	15	10.8
Lessons were clearly explained	139	100	-	-
Improve the ability to explain	137	98.6	2	1.4
Taught systematically	134	96.4	5	3.6
Summarized what is taught	125	89.9	14	10.1
Involved students in teaching learning process	125	89.9	14	10.1
Update class notes every year	128	92.1	11	7.9
Taught is loud and clear	133	95.7	6	4.3

(N=139)

Table 4.8.5

Method, Attention, Frequent question, Suggestions and Support

Parameters	Yes	%	No	%
Employ innovative methods of teaching	110	79.1	29	20.9
Use Black Board and Chalk	139	100	-	-
Use Illustrated Charts	67	48.2	72	51.8
Use Demonstration method	110	79.1	29	20.9
Use Dictation of notes	114	82.0	25	18
Question were asked frequently in the class	135	97.1	4	2.9
Students were attentive in the class	131	94.2	8	5.8
Welcome creative suggestions from students	135	97.1	4	2.9
Gets support from fellow teachers	132	95	7	5

(N=139)

also summarizing what they teach at the end of the class, while 89.2% higher secondary school teachers regularly do time planning of their classes and 81.3% do meticulous lesson planning for effective teaching.

From the information found in Table 4.8.5, it can be seen that all the teachers use the Black Board and Chalk method of teaching. 82% of them also use the dictation of notes method. 79.1% also use demonstration method, while 48.2% also use illustrated charts as a method of teaching. Other methods used by the teachers are: (a) Story method (b) Group discussion (c) Relevant facts and examples (d) Drawing diagrams (e) Project works (f) Seminars (g) Dramatization (i) Experimental method (j) Lecture method (k) Home work and assignment methods. It is also seen from Table 4.8.5 that 97.1% of the teachers ask questions frequently in the class to draw the students' attention. 97.1% of them welcomed creative suggestions from students. As many as 95% of the teachers said that they were getting good support from their fellow teachers.

Table 4.8.6

Qualification, Available Teaching Materials and Refresher Courses

Parameters	Yes	%	No	%
Professionally qualified as teachers	106	76.3	33	23.7
Reading latest books and articles	119	85.6	20	14.4
Charts were available for teaching	72	51.8	6	48.2
Black Board and Chalk were available	139	100	-	-
Text books were available	131	94.2	8	5.8
Eager to attend Refreshers courses	124	89.2	15	10.8
Eager to attend Seminars	122	87.8	17	12.2
Eager to attend Conferences	110	79.1	29	20.9
Eager to attend Work shop	120	86.3	19	13.7

(N=139)

Table 4.8.6 gives the information that all the teachers say that Black Board and Chalk are easily available. 94.2% of them also say that text books are available for teaching. 85.6% of them claim that they read latest books and articles to update themselves. 51.8% of them admit that charts were available as teaching material. Teachers also acknowledge that they get other teaching materials such as (a) Reference books (b) Laboratory material (c) Computer lab (d) Models (e) Internet facilities (f) Audio visuals (g) Paper clippings and Maps.

Further, the information found in the Table 4.8.6 shows that 76.3% of the teachers were professionally qualified. The table further indicates that 89.2 % of the teachers are eager to attend refresher courses, 87.8% are eager to attend seminars. 86.3% are eager to attend workshops and 79.1% are eager to attend conferences. Teachers also suggest that there should be (a) Orientation programmes (b) Picnic (c) Study tours (d) Counselling course (e) Debates (f) Teachers-Parents evaluation and teacher assessment courses as in-service programmes.

4.8.3. Teachers' Effectiveness as Perceived by High School Teachers

Information given in Table 4.8.7 shows that 97% of the High School Teachers are able to explain their lessons clearly and 95.5% of them are able to improve their ability to explain their lessons. 94.8% of them are teaching in a loud and clear voice. 91.8% of them are following systematic teaching, and 90.3% are able to summarize what they teach at the end of the class. It is encouraging to note that 87.3% of the teachers do meticulous lesson planning and the same percentage of teachers also involve students in the teaching and learning process. While 82.8% do time planning for their classes, 82.1% do updating class notes every year.

It is very clear from the information given in Table 4.8.8 that 79.1% of the teachers are using innovative methods of teaching. 99.3% of them are using Black Board and Chalk method of teaching, while 76.9% of the teachers are using demonstration method. The table further shows that 75.4% of the teachers are using dictation of notes, and 65.7% of them were using illustrated charts for their teaching.

Table 4.8.7

Planning, Explanation, Systematic teaching, Summarization, and Involvement

Parameters	Yes	%	No	%
Meticulous lesson planning	117	87.3	17	12.7
Time planning of classes	111	82.8	23	17.2
Lessons were clearly explained	130	97.0	4	3
Improve the ability to explain	128	95.5	6	4.5
Teach systematically	123	91.8	11	8.2
Summarized what is taught	121	90.3	13	9.7
Involved students in teaching learning process	117	87.3	17	12.7
Update class notes every year	110	82.1	24	17.9
Taught is loud and clear	127	94.8	7	5.2

(N=134)

Table 4.8.8

Method, Attention, Frequent question, Suggestions and Support

Parameters	Yes	%	No	%
Employed innovative methods of teaching	106	79.1	28	20.9
Used Black Board and Chalk	133	99.3	1	0.7
Used Illustrated Charts	88	65.7	46	34.3
Used Demonstration method	103	76.9	31	23.1
Used Dictation of notes method	101	75.4	33	24.6
Questions were asked frequently in the Class	128	95.5	6	4.5
Students were attentive	131	97.8	3	2.2
Welcome creative suggestions of students	125	93.3	9	6.7
Gets support from Fellow teachers	118	88	16	12

(N=134)

It is also found from Table 4.8.8 that the teachers are using other teaching methods such as: (a) Play way method, drama and stories methods (b) Field study, exposure programmes and study tour (c) Group activities and group discussions (d) Comprehension and quiz (e) Assignment and project method. The table also provides the information that 97.8% of the teachers agree that students are attentive in the class. 95.5% say that they frequently as questions in the class to draw the students' attention. 93.3% of the teachers welcome creative suggestions from students. 88% of the teachers acknowledge that they are getting the support of their fellow teachers.

Table 4.8.9 gives the information that 73.1% of the teachers are professionally qualified. 79.1% of them are reading the latest books and articles to update themselves. 99.3% of them admit that text books are available as teaching material. 97.8% of them agree that Black Board and Chalk are easily available, and 70.1% of them acknowledge that charts are available as teaching materials. Teachers have listed other teaching materials available to them: (a) Slides, films, Audio visuals (b) Reference books, magazines and journals (c) Laboratory materials and equipment and (d) computer.

Table 4.8.9

Qualification, Available Teaching Materials and Refresher Courses

Parameters	Yes	%	No	%
Professionally qualified as teachers	98	73.1	36	26.9
Reading latest books and articles	106	79.1	28	20.9
Charts were available for teaching	94	70.1	40	29.9
Black Board and Chalk were available	131	97.8	3	2.2
Text books were available	133	99.3	1	0.7
Eager to attend Refresher courses	103	76.9	31	23.1
Eager to attend Seminars	107	79.9	27	20.1
Eager to attend Conferences	97	72.4	37	27.6
Eager to attend Work shop	97	72.4	37	27.6

(N=134)

Table 4.8.9 further reveals that 76.9% of the teachers are eager to attend refresher courses and the same percentages are eager to attend seminars. 72.4% of them are eager to attend conferences and another 72.4% are eager to attend workshops. Teachers also suggest that counselling courses, B. Ed course and refresher courses in sports, field study and study tours should be organised as in-service training programmes for teachers.

4.9 Teachers' Effectiveness as Perceived by Students

The perceptions of the students of different types of institutions are presented in this Section.

4.9.1. Effectiveness as Perceived by Students of Teachers' Training Colleges

Information found in Table 4.9.1 shows that 92.7% of the students of Teacher Training Colleges find their teachers well prepared for class, 90.9% of them find that their teachers are teaching systematically with emphasis on important points. The Table further gives the information that 93.6% of the students admit that their teachers have a command of English, sense of humour, and are enthusiastic to teach. 98.2% of the students agree that their teachers ask questions during class, and 76.4% of them acknowledge that their teachers summarize what they teach at the end of the class. 67.3% of the students find that their teachers ask constructive feedback from the students, and 85.5% of the students admit that their teachers use creative methods of teaching.

Table 4.9.1
Systematic teaching, Command of English, Sense of humour and Feed backs

Parameters	Yes	%	No	%
Teachers well prepared for class	102	92.7	8	7.3
Teachers teaches systematically	100	90.9	10	9.1
Teachers emphasized on important points	100	90.9	10	9.1
Summarized what is taught at the end of the class	84	76.4	26	23.6
Teachers have command of English	103	93.6	7	6.4
Teachers have a sense of humour	103	93.6	7	6.4
Teachers asked constructive feed back	74	67.3	36	32.7
Teachers uses creative method of teaching	94	85.5	16	14.5
Teachers were enthusiastic to teach	103	93.6	7	6.4
Teachers pose question during class	108	98.2	2	1.8

(N=110)

Table 4.9.2

Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	88	80	22	20
Used lecture methods of teaching	102	92.7	8	7.3
Demonstration method of teaching	66	60	44	40
Dictation of notes	99	90	11	10
Black Board and Chalk	108	98.2	2	1.8
Illustrated charts	46	41.8	64	58.2
Over head projector	73	66.4	37	33.6
CD and DVD player	35	31.8	75	68.2
Teachers used new method of teaching	80	72.7	30	27.3
Involved students in decision related to student's issues	94	85.5	16	14.5

(N=110)

The information given in Table 4.9.2 shows that according to 98.2% of the students most teachers use Black Board and Chalk as the teaching method. 66.4% of the students find the teachers using Over head projector. 41.8% of them state that their teachers use illustrated charts, and 31.8% admit that their teachers use CD and DVD players. Other teaching materials used by teachers are as follows (a) LCD projector (b) laptop (c) models and concrete objects (d) well prepared charts. The Table further shows that 72.7% of the students find their teachers using new methods of teaching. 92.7% of them acknowledge that their teachers use lecture method of teaching. 90% admit that their teachers use dictation of notes. 60% of them state that their teachers use demonstration method of teaching. Other teaching methods used by teachers are (a) discussion method (b) power point presentation (c) interacting method (d) heuristic method (e) lecture cum demonstration method (f) project method (g) audio visual aids.

85.5% of the students acknowledge that the teachers involve students in decisions related to students' issues. 80% of the students are satisfied with the teaching competency of their teachers.

4.9.2. Teachers' Effectiveness as Perceived by Undergraduate Students

Table 4.9.3 presents the information that 97.6% of the students of Undergraduate Colleges admit that their teachers come well prepared for the class. 88.5% of them state that their teachers teach systematically and 93.8% of them agree that the teachers emphasize important points. 63.6% of them find that their teachers summarize what they teach at the end of the class, and 98.1% of them acknowledge that the teachers ask questions during class.

Further the Table shows that 95.7% of the students find that their teachers have a command over English. 78.5% of them say that their teachers have a sense of humour, and 63.6% find that teachers ask constructive feed backs from students. The Table also depicts that 94.3% of the students find their teachers enthusiastic to teach, and 75.6% of them acknowledge that their teachers use creative methods of teaching.

Table 4.9.3

Systematic teaching, Command of English, Sense of humour and Feed backs

Parameters	Yes	%	No	%
Teachers well prepared for class	204	97.6	5	2.4
Teachers teaches systematically	185	88.5	24	11.5
Teachers emphasized on important points	196	93.8	13	6.2
Summarized what is taught at the end of the class	133	63.6	76	36.4
Teachers have command of English	200	95.7	9	4.3
Teachers have a sense of humor	164	78.5	45	21.5
Teachers asked constructive feed back	133	63.6	76	36.4
Teachers uses creative method of teaching	158	75.6	51	24.4
Teachers were enthusiastic to teach	197	94.3	12	5.7
Teachers pose question during class	205	98.1	4	1.9

(N=209)

Table 4.9.4

Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	148	70.8	61	29.2
Used lecture methods of teaching	205	98.1	4	9.1
Demonstration method of teaching	59	28.2	105	50.2
Dictation of notes	193	92.3	16	7.7
Black Board and Chalk	201	96.2	8	3.8
Illustrated charts	8	3.8	201	96.2
Over head projector	14	6.7	195	93.3
CD and DVD player	66	31.6	143	68.4
Teachers used new method of teaching	96	45.9	113	54.1
Involved students in decision related to student's issues	148	70.8	61	29.2

(N=209)

The information given in Table 4.9.4 shows that 70.8% of the students are satisfied with the teaching competencies of their teachers. 98.1% of them say that teachers use the lecture method and 92.3% of them also state that their teachers use dictation of notes method, while only 28.2% admit that their teachers use the demonstration method. Other methods used by teachers are: (a) assignment method (b) paper presentation (c) group discussion method (d) project method (e) seminars and work shop method.

Table 4.9.4 further shows that 96.2% of the students state that their teachers use Black Board and Chalk as their teaching materials. 31.6% of them say that their teachers use CD and DVD player, while only 3.8% say that teachers use illustrated charts and 6.7% say that teachers use over head projector. Teachers are also using the following teaching materials: (a) printed materials (b) LCD projector (c) microscope and (d) reference books. 45.9% of the students agree that their teachers use new

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method of teaching. 70.8% of the students acknowledge that their teachers involve students in decision making on issues related to students.

4.9.3. Teachers' Effectiveness Perceived by Students of Higher Sec. Schools

The information given Table 4.9.5 shows that 88.9% of the students of Higher Secondary Schools agree that their teachers come well prepared for the class. 72% of them acknowledge that their teachers are teaching systematically. 87.3% of them state that their teachers have a command over English. 86.9% of the students find that their teachers emphasize important points. Further, the information found in the Table is that 74.5% of the students admit that their teachers have a sense of humour while teaching. 59.3% agree that teachers summarize what they teach at the end of the class. 91.7% find their teachers posing questions during class, and 82% admit that their teachers are using creative methods of teaching. 80.6% find that their teachers are very enthusiastic to teach. And 42.7% agree that teachers ask constructive feedback from their students to be more effective.

Table No 4.9.5

Systematic teaching, Command of English, Sense of humour and Feedbacks

Parameters	Yes	%	No	%
Teachers well prepared for class	579	88.9	72	11.1
Teachers teaches systematically	469	72	182	28
Teachers emphasized on important points	566	86.9	85	13.1
Summarized what is taught at the end of the class	386	59.3	265	40.7
Teachers have command of English	568	87.3	83	12.7
Teachers have a sense of humour	485	74.5	166	25.5
Teachers asked constructive feed back	278	42.7	373	57.3
Teachers uses creative method of teaching	534	82	117	18
Teachers were enthusiastic to teach	525	80.6	126	19.4
Teachers pose question during class	597	91.7	54	8.3

(N=651)

Table 4.9.6

Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	394	60.5	257	39.5
Used lecture methods of teaching	570	87.6	81	12.4
Demonstration method of teaching	183	28.1	468	71.9
Dictation of notes	566	86.9	85	13.1
Black Board and Chalk	636	97.7	15	2.3
Illustrated charts	58	8.9	593	91.1
Over head projector	46	7.1	605	92.9
CD and DVD player	23	3.5	628	96.5
Teachers used new method of teaching	332	51	319	49
Involved students in decision related to student's issues	403	61.9	248	38.1

(N=651)

Table 4.9.6 gives the information that 60.5% of the students of Higher Secondary Schools are satisfied with the teaching competencies of their teachers. 61.9% of them acknowledge that their teachers involve students in decision making on issues related to students. 87.6% of them agree that teachers are using lecture method, 86.9% say that their teachers are using dictation of notes method, and only 28.1% admit that teachers use demonstration method of teaching. Other methods used by teachers are: (a) reading and explaining method (b) assignment method (c) action story method (d) seminars method (e) debate method (f) testing method and (g) question method.

Further, the information found in Table 4.9.6 shows that 97.7% of the students say that teachers are using Black Board and Chalk as teaching materials. Only 8.9% of the students admit that teachers use illustrated charts, only 7.1% finds that teachers are using over-head projector. It can be seen from the information given in the Table

that only 3.5% of the students say that their teachers use CD and DVD player. The Table also shows that 51% of the students agree that their teachers use new methods of teaching. Teachers are also using the following teaching materials: (a) white board and markers, (b) maps and globes (c) text books (d) natural environment (e) magazines and illustrated books (f) lab instruments and (g) prepared projects.

4.9.4. Teachers' Effectiveness as Perceived by Students of High Schools

Information given in Table 4.9.7 shows that 94.1% of the students of High Schools admits that their teachers come well prepared to the class. 87.6% of them agree that teachers teach systematically, and 92.8% state that their teachers have a good command over English. Further, the table shows that 96.3% of the students agree that their teachers emphasise important points while teaching. 56.8% of them

Table 4.9.7

Systematic teaching, Command of English, Sense of humour, and feedbacks

Parameters	Yes	%	No	%
Teachers well prepared for class	643	94.1	40	5.9
Teachers teaches systematically	598	87.6	85	12.4
Teachers emphasized on important points	658	96.3	25	3.7
Summarized what is taught at the end of the class	388	56.8	295	43.2
Teachers have command of English	634	92.8	49	7.2
Teachers have a sense of humour	578	84.6	105	15.4
Teachers asked constructive feed back	282	41.3	401	58.7
Teachers uses creative method of teaching	603	88.3	80	11.7
Teachers were enthusiastic to teach	600	87.8	83	12.2
Teachers pose question during class	642	94	41	6

(N=683)

admit that teachers summarize what they teach at the end of the class. 94% of them acknowledge that the teachers ask questions during class. Further information found in the table shows that 88.3% of the students agree that teachers are using creative methods of teaching. 87.8% state that teachers are very enthusiastic to teach, and 84.6% admit that teachers have a sense of humour. 41.3% of the students say that their teachers ask constructive feedback from students to be more effective.

Information given in Table 4.9.8 shows that 75.1 % of the students of High Schools are satisfied with the teaching competencies of their teachers. 57.1% of them admit that their teachers involve students in decision making on issues related to students.

According to the information found in Table 4.9.8, as many as 84.3% of the students admit that their teachers are using dictation of notes method, and 71.3% of

Table 4.9.8
Methods of teaching, Teaching materials and student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	513	75.1	170	24.9
Used lecture methods of teaching	487	71.3	196	28.7
Demonstration method of teaching	455	66.6	228	33.4
Dictation of notes	576	84.3	107	15.7
Black Board and Chalk	678	99.3	5	0.7
Illustrated charts	265	38.8	418	61.2
Over head projector	104	15.2	579	84.8
CD and DVD player	49	7.2	634	92.8
Teachers used new method of teaching	449	65.7	234	34.3
Involved students in decision related to student's issues	390	57.1	293	42.9

(N=683)

them state that the teachers are using the lecture method, and 66.6% acknowledge that teachers are using demonstration method of teaching. Other methods of teaching used by teachers are: (a) discussion method (b) reading and explanation method (c) question method (d) interaction method and (e) conversational method. The table further indicates that 65.7% of the students say that their teachers are using new methods of teaching.

Nearly all (99.3%) the students agree that teachers use Black Board and Chalk as their teaching materials. But 38.8% admit that the teachers also use illustrated charts. But 61.2% of the students state that the teachers do not use illustrated charts for teaching because they are not available. Only 15.2% of the students state that teachers use over-head projector, and only 7.2% acknowledge that teachers are using CD and DVD player. Students have listed other teaching material used by teachers such as: (a) models (b) computer science and practical labs (c) laboratory equipment.

It is possible to conclude this Section on Teachers' Effectiveness that the data presented here raises many questions. These will be taken up for further discussion in Chapter 5.

Section IV

Teachers' Job-Satisfaction

It has been explained in Chapter 3 that job satisfaction refers to happiness, contentment and fulfilment about one's job. It has three main components: economic, professional and personal. Economic satisfaction refers to the adequate remuneration. Professional satisfaction refers to the feeling of being a good and credible in one's profession. Personal satisfaction refers to one's sense of personal fulfilment. In this Section data on Teachers' Job Satisfaction collected from the Heads of Institutions is presented in Part 1. Data collected from different categories is presented in Part 2.

4.10. Teacher's Job-Satisfaction as Perceived by Heads of Institutions

The Heads of Institutions were asked to give their opinion about the job satisfaction of the teachers working in their institutions. Their opinions are presented here.

4.10.1. Relationships and Leadership

It can be seen from the information given in Table 4.10.1 that all the Heads of Institutions agree that the teachers have a functional relationship with the management, and that all the teachers are given chances to exercise their leadership roles.

Further, according to the information given in Table 4.10.1, as many as 90.9% of the Heads of Institutions admits that teachers are ready to work over time. 97% of them say that they allow the teachers to attend refresher courses. 87.9% agree that the relationship of faculties was cordial. 78.8% heads of institutions involve the teachers in decision making, and 72.7% give incentives to teachers who perform well in their duties. The types of incentives that most of the heads of institutions gives are: (a) public acknowledgement (b) a special increment of salary every year (c) sending for

seminars and updating courses (d) awards in cash and kind (e) the best teacher award (f) an extra one month's salary (g) if no casual leave is taken, Rs 2300 is awarded, and (h) the subject teacher gets cash award when students get letter marks in their concerned subject in the final examinations.

Table 4.10.1

Relationships, Leadership, Readiness, Involvement, Refresher Courses and Incentives

Parameters	Yes	%	No	%
Functional relationship with management	33	100	-	-
Relation of faculty is cordial	29	87.9	4	12.1
Chances to exercise leadership role	33	100	-	-
Ready to work over time	30	90.9	3	9.1
Involved teachers in decision making	26	78.8	7	21.2
Allowed teachers to attend refreshers courses	32	97	1	3
Gives incentive to teachers who performed well	24	72.7	9	27.3

(N=33)

Table 4.10.2

Training Programmes and Major Problems

Parameters	Yes	%	No	%
Organized training programmes every year	11	33.3	22	66.7
Organized orientation programmes every year	21	63.6	12	36.4
Organized seminars every year	12	36.4	21	63.6
Organized conferences every year	3	9.1	30	90.9
Organized work shop every year	3	9.1	30	90.9
Heads encountered major problems	27	81.8	6	18.2

(N=33)

4.10.2. Training Programmes

Information found in Table 4.10.2 shows that that 63.6% of the Heads of Institutions organize orientation programmes every year. 36.4% of them organize seminars every year, while 33.3% organize training programmes every year, 9.1% of the Heads of Institutions organize conferences every year, and 9.1% organize workshops every year.

Table 4.10.2 also reveals that 81.8% of the Heads of Institutions encounter certain major problems such as: (a) teachers and students are poorly motivated (b) lack of committed staff (c) lack of finance (e) lack of competent staff (f) lack of necessary facilities (g) lack of educated parents (h) the attitude of the teachers just to do the minimum (i) lack of parents' co-operation (j) bleary vision of the management (k) lack of leadership from the management (l) lack of experienced staff (m) students' irregularity (n) students' poor home background (o) socio economic backwardness of the locality (p) lack of co-ordination from the management (q) collegiality and (r) students' lack of respect for their teachers.

4.11. Teacher's Job-Satisfaction as Perceived by Teachers Themselves

The perceptions of the different categories of teachers on their job-satisfaction are presented here.

4.11.1. Teacher's Job-satisfaction as Perceived by College Teachers

According to the information found in Table 4.11.1, all the College Teachers like the teaching profession. 97.4% of them agree that the relationship between teachers and the management is friendly and cordial. Further, the Table shows that 97.4% of the College Teachers enjoy the time they spend in the college. 92.1% of them acknowledge that the college environment is good and friendly. Again 92.1% of the teachers accept the norms and objectives of the management. 89.5% are willing to do over time work, and 84.2% claim that are capable of additional responsibility.

The Table also shows that 57.9% of the College Teachers are satisfied with the present system of functioning and their reasons are: (a) the system is proper and well planned (b) religious truths and beliefs are maintained (c) the system is progressive (d) the system is well coordinated (e) rules and regulation are strictly implemented (f) norms and objectives are satisfactory. There are 42.1% of the College Teachers who are not satisfied with the present system of functioning and their reasons are: (a) the system needs to be more systematic (b) the strong bond between the employer and employee is lacking (c) teachers do not participate in the management and functioning of the college (d) in the system there is no urgency to equip the young mind with new skills and knowledge (e) in the system the management tends to be autocratic and (f) in the present system student are spoon fed. The above reasons show the different attitudes teachers have towards the present system of functioning.

Further, the information found in the Table 4.11.1 shows that 34.2% of the College Teachers find the work load too much for them. The type of work loads are listed as follows: (a) too many classes per day and it is difficult to prepare and give the best explanation (b) the number of staff is not sufficient and it is difficult to

Table 4.11.1

Objectives, Relationship, Environment, Responsibility, Programme and Planning

Parameters	Yes	%	No	%
Liked teaching profession	38	100	-	-
Accepts norms and objectives of management	35	92.1	3	7.9
Friendly and cordial with management	37	97.4	1	2.6
Good and friendly environment	35	92.1	3	7.9
Enjoy time spend in the college	37	97.4	1	2.6
Capable of additional responsibility	32	84.2	6	15.8
Consulted in planning programmes	27	71.1	11	28.9
Willing to do over time work	37	89.5	4	10.5
Work load is too much	13	34.2	25	65.8
Satisfied with the present system of functioning	22	57.9	16	42.1

(N = 38)

Table 4.11.2

Assignment, Salary, Facilities and Other Jobs

Parameters	Yes	%	No	%
Given special assignment and duties	33	86.8	5	13.2
Get full and regular salary and on time	38	100	-	-
Satisfied with the salary	15	39.5	23	60.5
Drinking water Facilities	38	100	-	-
Toilets Facilities	38	100	-	-
Staffroom Facilities	36	94.7	2	5.3
Laboratory Facilities	4	10.5	34	89.5
Library Facilities	38	100	-	-
Canteen Facilities	21	55.3	17	44.7
Looking for other job than teaching	8	21.1	30	78.9

(N = 38)

manage two to three courses (c) large classroom make it difficult to give individual attention (d) UGC norms are not followed in the allotment of periods to teachers (e) besides teaching other assignments are given to teachers (f) there are too many co-curricular activities.

Information given in Table 4.11.2 shows that all the College Teachers get full and regular salary in time. Again, all the teachers agree that drinking water, proper toilets and library facilities are made available in all the colleges. Nearly all (94.7%) admit that they have a proper staffroom. But surprisingly, the information found in the Table reveals that only 10.5% of the teachers say that they are getting good laboratory facilities. Further the Table shows that 55.3% of the College Teachers were getting canteen facilities. Teachers have also listed other facilities which were available such as: (a) computer lab (b) book stall (c) health room and (d) counsellor's room for counselling sessions. The table also reveals that 86.8% of the College Teachers say that they are given special assignments and duties besides teaching.

Information given in Table 4.11.2 shows that only 39.5% of the College Teachers say that they are satisfied with their salary, while 60.5% of them say that they are not satisfied with their salary. It is not surprising that 21.1% of them say that they are looking for jobs other than teaching. Their reasons are: (a) better pay and security in other jobs, (b) better prospective and bright future (d) government jobs gives security (e) monotonous and knowledge is limited to the syllabus only (f) teaching in private institutions does not give psychological satisfaction.

Table 4.11.3 shows that all the College Teachers acknowledge that the Principals are approachable. 94.7% of them admit that they are co-operative and 92.1% of them agree that they are also supportive. Further, the Table shows that 89.5% of the College Teachers say that the Principals are trustworthy. The outstanding qualities of the Principals listed by the College Teachers are: (a) frank and open (b) adjustable with problems (c) friendly and understanding.

Table 4.11.3

Model Classes, Expectation, Principal's Qualities and Problems Faced

Parameters	Yes	%	No	%
Able to give model class to fresh teachers	21	55.3	17	44.7
Able to give seminars	22	57.9	16	42.1
Able to give courses	14	36.8	24	63.2
Able to conduct work shop	17	44.7	21	55.3
Have expectation from the management	31	81.6	7	18.4
Principal is approachable	38	100	-	-
Principal is supportive	35	92.1	3	7.9
Principal is trustworthy	34	89.5	4	10.5
Principal is co-operative	36	94.7	2	5.3
Faced major problems in teaching profession	26	68.4	12	31.6

(N = 38)

The Table further indicates that 57.9% of the Teachers are able to give seminars, while 55.3% of them are able to give model classes to fresh teachers, 44.7% are able to conduct workshops, and 36.8% are able to give courses.

Table 4.11.3 shows that 68.4% of the College Teachers admit that they are facing some problems in their teaching profession. The problems listed by teachers are: (a) over crowded classroom (b) students who are not interested in their studies (c) too much of workload (d) lack of proper teaching materials and reference books (e) no transportation (f) the syllabus is too vast (g) the constant demand for higher qualification (h) lack of understanding between the faculty and the management (i) poor performance of the students (j) teachers ill health (j) irregularity of the students.

The Table further shows that 81.6% of the College teachers have more than one expectation from the management. These are: (a) good understanding and co-operation (b) trust and cordial relationship (c) salary according to the UGC norms and qualification (d) the management should have managerial skills (e) encourage the staff to attend refresher courses (f) the management should have the attitude of serving (g) provision of transportation (h) collaboration between the staff and management in shaping the students (i) proper management (j) staff should not be corrected in front of the students (k) equal treatment from the management (l) encourage the teachers to do research (m) the management should make efforts to retain senior lecturers (n) the staff representative should be involved in the decision making (o) better counselling and career guidance cell for students.

4.11.2. Job-Satisfaction as Perceived by Teachers of Higher Secondary Schools

According to the information found in Table 4.11.4, nearly all (98.6%) Higher Secondary Teachers like the teaching profession. 97.8% of them are enjoying the time they spend in the school. 95% of them say that teachers are friendly and cordial with the management, and again 95% of them agree that the school environment is good and friendly. Further, the table shows that 94.2% of the teachers of Higher Secondary Schools say that they willingly accept the norms and objectives of the management. 87.1% of them say that they are ready and willing to do over time work. In fact, 77% of them claim that they are capable of additional responsibility, and 74.1% of them say that were consulted in planning programmes.

Table 4.11.4

Objectives, Relationship, Environment, Responsibility, and Programmes

Parameters	Yes	%	No	%
Like teaching profession	137	98.6	2	1.4
Accepts norms and objectives of management	131	94.2	8	5.8
Friendly and cordial with management	132	95	7	5
Good and friendly environment	132	95	7	5
Enjoy time spend in the school	136	97.8	3	2.2
Capable of additional responsibility	107	77	32	23
Consulted in planning programmes	103	74.1	36	25.9
Willing to do over time work	121	87.1	18	12.9
Work load is too much	37	26.6	102	73.4
Satisfied with the present system of functioning	88	63.3	51	36.7

(N=139)

The information from Table 4.11.4 further reveals that 63.3% of the teachers are satisfied with the present system of functioning, and their reasons are (a) efficiency and capability of the management (b) the system is very systematic (c) trust and co-operation exist among the staff and the administration (d) good discipline and good method of functioning (e) there are always improvements (f) innovative methods are taken by the management (g) there are internal assessments (h) balanced curriculum (i) no corporal punishment but gentleness and loving kindness, and (j) the management is supportive and approachable.

However, Table 4.11.4 also reveals that 36.7% teachers are not satisfied with the present system of functioning, and their reasons are (a) authorities needs more systematic administration (b) improvement and modification of the system for the betterment of the students (c) the syllabus is too heavy (d) discipline is lacking (e) regular presence of the higher authority is essential (f) rules are not strictly followed (g) the pay scale of teachers is low (h) frequent change of staff (i) over-crowded classroom (j) no systematic functioning (k) no proper updating of courses (l) no

proper library books (m) defects of text books and dictation of notes (n) partiality and favouritism.

Table 4.11.4 also gives further information that 26.6% of the teachers admit that the workload is too much for them. The types of workload listed by teachers are: (a) syllabus is too vast and students–teacher ratio is not equal (b) too many periods (c) proxy period are too many (d) over crowded classroom (e) the class teacher hardly gets free time (f) allotment of duties and responsibilities are not equal (g) the expectations of the management are beyond the ability of the teachers (h) allotment of too many subject creates problem for the teachers.

The information from Table 4.11.5 shows that all the teachers say that they get full and regular salary in time. 72.7% of them admit that they are given special assignments and duties besides teaching. The Table further shows that all teachers agree that they are getting proper toilet facilities and 97.8% say that are provided with good staff-room facilities, 83.5% of them say that are given good library

Table 4.11.5
Assignment, Facilities, Salary and other Jobs

Parameters	Yes	%	No	%
Given special assignment and duties besides taching	101	72.7	38	27.3
Get full and regular salary and on time	139	100	-	-
Satisfied with salary	56	40.3	83	59.7
Drinking water Facilities	122	80.6	27	19.4
Toilets Facilities	139	100	-	-
Staffroom Facilities	136	97.8	3	2.2
Laboratories Facilities	106	76.3	33	23.7
Library Facilities	116	83.5	23	16.5
Canteen Facilities	81	58.3	58	41.7
Looking for other job than teaching	37	26.6	102	73.4

(N=139)

facilities, 80.6% state that they have good drinking water facilities, 76.3% say that they are provided with proper laboratory facilities, and 58.3% say that they have good canteen facilities.

Further information found in Table 4.11.5 shows that only 40.3% of the Higher Secondary School teachers are satisfied with their salary, and the majority (59.7%) of them are not satisfied with their salary. The reasons stated by teachers are (a) salary is very low compared with high price of commodities (b) no proportion between salary and work load (c) family expenditure are more than the salary (d) qualification and experiences are not equivalent to salary (e) no increment as per the service conditions (f) yearly increments are negligible and very low. However, it is surprising to notice that only 26.6% of the teachers say that they are looking for a job other than teaching or in other institutions. The reasons given by them are: (a) the present salary is not sufficient to manage a family (b) better salary for better living (c) to get experience in other fields of work (d) because the work load is too much (e) job security (f) desire to teach in good and famous institutions (g) indiscipline and behaviour of students.

Table 4.11.6
Model classes, Expectations, Principal's qualities and problems faced.

Parameters	Yes	%	No	%
Able to give model class to fresh teachers	80	57.6	59	42.4
Able to give seminars	53	38.1	86	61.9
Able to give courses	57	41	82	59
Able to conduct work shop	51	36.7	88	63.3
Have expectation from the management	107	77	32	23
Principal is approachable	132	95	7	5
Principal is supportive	125	89.9	14	10.1
Principal is trust worthy	126	90.6	13	9.4
Principal is co-operative	126	90.6	13	9.4
Faced major problems in teaching profession	87	62.6	52	37.4

(N=139)

Table 4.11.6 gives the information that 95% of the Higher Secondary School teachers agree that the Principals are approachable. 90.6 % of the teachers state that the Principals were trustworthy, and again 90.6% say that the Principals were co-operative, while 89.9% of the teachers acknowledge that the Principals were supportive. The other qualities of the Principals recognised by the teachers are as follows: (a) loving and understanding (b) good administrators with strict discipline (c) courageous and friendly (d) kind to all (e) transparent and dutiful (f) responsible (g) caring and humble (h) persons with integrity.

The Table also shows that 57.6% of the teachers are able to give model classes to fresh teachers. 41% of them are able to give courses, and 38.1% are able to give seminars. 36.7% of the teachers are able to conduct workshops. Other activities that the teachers are conducting are: Scout and Guide programmes, and memory technique courses.

Table 4.11.6 further provides the information that 77% of the teachers of Higher Secondary schools have certain expectations from the management. These expectations are: (a) appreciation, co-operation and support for smooth functioning, (b) proper understanding to the problem of the staff, (c) reasonable increment of salary, (d) the management should be friendly and cordial, (e) strict and firm in their decisions, (f) to be more systematic, (g) appointment of only qualified teachers, (h) reduce overcrowded classrooms, (i) proper canteen, (j) update library books, (k) provide internet facilities, (l) management should have proper communication skills, (m) students with indiscipline should be properly dealt with, (n) there should be transparency in management, (o) the management should be more creative and democratic and flexible.

It is also evident from the information in Table 4.11.6 that 62.6% of the Higher Secondary School teachers face certain problems in their teaching profession. The problems listed by the teachers are: (a) lack of motivation, interest and response from students, (b) indiscipline among of students, (c) overcrowded classrooms (d) very weak students, (e) lack of proper teaching aids, (f) lack of parental care and support, (g) unequal distribution of work load, (h) out dated teaching materials, and no proper reference books.

4.11.3. Teachers' Job-satisfaction as perceived by High School Teachers

The information found in Table 4.11.7 indicates that 97% of the High School teachers agree that there exists good and friendly environment in the school. 96.3% of them like the teaching profession. 86.6% of them are willing to do over time work Table 4.11.7 also shows 76.9% of the High School teachers accept the norms and objectives of the management. 79.9% of teachers find the management friendly and cordial. 73.1% of the teachers admit that they are capable of additional responsibility, and 72.4% of them enjoy time spent in the school.

Table 4.11.7 shows that 67.9% of the teachers are satisfied with the present system of functioning and their comments are as follows: (a) The present system is very systematic and well organized, (b) The system gives ample opportunities for students to learn, (c) In the present system teachers gets help, support and co-operation from the management, (d) The management is good and strict with

Table 4.11.7

Objectives, Relationship, Environment, Responsibility and Planning

Parameters	Yes	%	No	%
Like teaching profession	129	96.3	103	76.9
Accepts norms and objectives of management	103	76.9	31	23.1
Friendly and cordial with management	107	79.9	27	20.1
Good and friendly environment	130	97	4	3
Enjoy time spend in the school	97	72.4	37	27.6
Capable of additional responsibility	98	73.1	36	26.9
Consulted in planning programmes	101	75.4	33	24.6
Willing to do over time work	116	86.6	18	13.4
Work load is too much	22	16.4	112	83.6
Satisfied with the present system of functioning	91	67.9	43	32.1

(N=134)

discipline, (e) There exists a good relationship between the staff, students, and management, and (f) The present system of functioning adjusts to the local needs and situations. At the same time, Table 4.11.7 further reveals that 32.1% of the teachers are not satisfied with the present system of functioning and the comments given by them are: (a) The salary is too low, (b) Private tuitions have become a big business, (c) The system is bookish, (d) The system is dominated by examinations, (e) The system has no wider consultation in its functioning, (f) The present system lacks discipline.

Further information found in Table 4.11.7 shows that 16.4% of the teachers feel that the workload is too much for them. The reasons given by them are as follows: (a) clerical work is included with teaching, (b) too many periods and no time for correction and lesson planning, (c) teaching from lower classes to higher classes becomes a burden with lessons planning, and (d) Proxy periods become a burden besides the allotted periods.

Table 4.11.8
Assignment, Facilities, Salary and other Jobs

Parameters	Yes	%	No	%
Given special assignment and duties besides teaching	98	73.1	36	26.9
Get full and regular salary and on time	121	90.3	13	9.7
Satisfied with salary	57	42.5	77	57.5
Drinking water Facilities	108	80.6	26	19.4
Toilets Facilities	127	94.8	7	5.2
Staffroom Facilities	127	94.8	7	5.2
Laboratories Facilities	111	82.8	23	17.2
Library Facilities	84	62.7	50	37.3
Canteen Facilities	40	29.9	94	70.1
Looking for other job than teaching	26	19.4	108	80.6

(N=134)

Information given in Table 4.11.8 concerns the facilities available. 94.8% of the High School teachers acknowledge that good toilets and staff-rooms are available. 82.8% of them say that are laboratory facilities, and 80.6% state that they are getting good drinking water facilities. Further, Table 4.11.8 gives the information that 62.7% of the teachers say that they are provided with proper library facilities. While 29.9% agree that they are given canteen facilities, but 70.1% state that the canteen facilities are not available in the school, which is a matter of concern as teachers cannot go outside the school for food or refreshment. Teachers have listed the other facilities available in the school such as (a) Computer lab, (b) Hall, (c) Audio visual room, (d) Reading room, (e) First aids facilities, (f) Electronic gadgets, and (g) Recreational facilities. 73.1% of the teachers say that they are given special assignment and duties besides teaching.

Table 4.11.8 also reveals that 90.3% of the teachers say that they are getting full and regular salary on time. But only 42.5% of the teachers are satisfied with their salary, while 57.5% of them are not satisfied with their salary. Reasons stated by the teachers are: (a) Salary is not proportionate with the increased price of commodities, (b) The work is too much, (c) Pay scale is not according Government norms, and (d) Financial insecurity. In spite of this situation, surprisingly only 19.4 % of the teachers are looking for jobs other than teaching. Those who seek other jobs give the following reasons: (a) Work load and salary is not equivalent as a teacher, (b) Better salary and job security (c) Prefer government jobs for security.

Information found in Table 4.11.9 shows that almost all (94.8%) of the High School teachers admit that principals are approachable. 94% of them find the principals very co-operative. 93.3% of them agree that the principals are very supportive, and 90.3% of them state that the principals are trust worthy. The other qualities of the principals listed by the teachers are: (a) frank and dynamic, (b) generous and brilliant with ideas, (c) efficient and capable, (d) readily shares ideas for the benefit of students, (e) hard working and understanding, (f) punctual, (g) encouraging, and (i) very creative.

Table 4.11.9 further reveals that 51.5% of the teachers are able to give model classes to fresh teachers, and 32.1% of them are able to give seminars whereas 25.4%

Table 4.11.9

Model classes, Expectation, principal's qualities and problems faced

Parameters	Yes	%	No	%
Able to give model class to fresh teachers	69	51.5	65	48.5
Able to give seminars	43	32.1	91	67.9
Able to give courses	34	25.4	100	74.6
Able to conduct work shop	30	22.4	104	77.6
Have expectation from the management	93	69.4	41	30.6
Principal is approachable	127	94.8	7	5.2
Principal is supportive	125	93.3	9	6.7
Principal is trust worthy	121	90.3	13	9.7
Principal is co-operative	126	94	8	6
Faced major problems in teaching profession	87	64.9	47	35.1

(N=134)

are able to give courses, and only 22.4% are able to conduct workshops. Further the Table shows that 64.9% of the teachers face certain problems. These problems are:
(a) students are not motivated to learn, (b) lack of parental support and encouragement, (c) students' poor background (d) over-crowded class rooms, (e) indiscipline among students, (f) weak students, (g) inappropriate curriculum, (h) work load not equal to salary, (i) financial problems because of inadequate salary, (j) lack of co-operation between the teachers and students, (k) insufficient and unsuitable teaching aids.

Further information found in Table 4.11.9 shows that 69.4% of the teachers have some expectations from the management. Some of these expectations are: (a) the management should be more co-operative, supportive, understanding and approachable, (b) open to suggestions and have more flexibility in functioning, (c) more democratic in functioning, and adaptable to the needs of the place, (d) the management should strive hard for the betterment of the school, (e) update the system

according to the changing situations, (f) the management should analyse and identify the causes of failure and address them, (g) effort should be made to increase the salary of teachers, and revision in salary should be made from time to time.

In this Section on Teachers' Job-Satisfaction data collected from the Heads of Institutions and teachers from different types of institutions has been presented. This data raises many questions. These questions as also the questions relating to Teachers' Accountability (Section II) and Teachers' Effectiveness (Section III) will be taken up for further discussion in Chapter 5.

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 1 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 delimited 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:

 Colleges: 5, Higher Secondary Schools: 10, High Schools: 10.

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.

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 thee 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 testes 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 back ground, (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 conclued 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.

5.2.2.2. 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 teacherss 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 story-telling 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 feed back 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 feed back 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 over head 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.

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.

Heads of Institutions	79.29
Teachers of all Institutions	87.63
Students of all Institutions	70.73

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 managements 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:

Heads of Institutions	66.20
Teachers of all Institutions	72.43

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.

1. A comparative study of teachers' accountability, effectiveness and job-satisfaction of Private schools and Government schools.

2. A comparative study of teachers' accountability, effectiveness and job-satisfaction in Nagaland and other States in North East.

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

4. A study of the professional development of teachers at the High School, Higher Secondary Schools and College levels in Nagaland.

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.

7. A study on the emerging issues and challenges of school education in the Private and Government educational institutions in Nagaland.

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Teacher Assessment
Questionnaire for Heads of Institutions

1. Name of Institute: …………………………………………………………….

2. Address: …………………………………………………………………

   …………………………………………………………………….

3. Year of Establishment: ………………………………………….

4. Name of the Head of the Institution:

 (Optional)………………………………………………………

5. Gender: F/M

6. Educational Qualification: B.A/B.Sc/ B.Com/B.Ed/M.Ed/M.Sc/M.A/M.Phil./Ph.D/

   Any other……………………………….

7. Experience as Head: Kindly indicate   No. of Years …………………………..

8. Kindly mention your pay scale: ………………………………………………

9. Total emoluent ………………………………………………

10. Total No. of teaching staff: ………………………………………..

Male	Female	Trained	Untrained

11. Total No. of students: (whichever is applicable to your institution)

Primary		Middle		H. School			Hr. Secondary			College		
M	F	M	F	M	F	G. Total	M	F	G. Total	M	F	G. Total

12. Are teachers in your institution punctual and regular in duty? Yes/No If No,
    Kindly State the reasons thereof

   …………………………………………………………………….

13. Are teachers accountable to the head teachers?   Yes/No

14. Are teachers accountable to their senior colleagues?   Yes/No

15. Are teachers accountable to their junior colleagues?   Yes/No

16. Do teachers have ability to control/manage the classes?   Yes/No   If not, state   reasons
…………………………………………………………………………

17. Do you think teachers are committed to teaching? Kindly comment in brief

   …………………………………………………………………………………

18. Are teachers dressed appropriately (decently) in keeping with their profession as teachers?
      Yes/No

 Comments   ………………………………………………………………….

              ………………………………………………………………….

19. Are teachers able to motivate students to learn?   Yes/No   If yes, please state
         briefly the methods to motivate……………………………………………………….

20. Do teachers encourage and promote creative thinking potentials of the students?   Yes/No

21. Do teachers take initiative to organize co-curricular activities?   Yes/No If yes, please
mention the activities and programmes …………………………………………

22. Are teachers fair and impartial in their judgment and evaluation with regard to the
following?

    a. Correction of tests and examination papers   Yes/No

    b. Students performance   Yes/No

    c. Students behaviour   Yes/No

    d. Any other ……………….

23. Do teachers explain lessons in clear and simple English? Yes/No

24. Do teachers use effective methods of teaching? Yes/No   If yes, state the methods

    …………………………………………………………………………………

25. Are teachers regular in giving assignments to students? Yes/No

26. Do teachers up-date the structure of teaching? Yes/No

27. Are teachers keen and enthusiastic to be more effective in teaching? Yes/No

28. Are teachers able to complete their syllabus on a given time? Yes/No

29. Are teachers friendly/cordial with students in and outside the class? Yes/No

30. Is the relationship of faculty cordial? Yes/No

31. Do teachers have functional relationship with the management for proper functioning of the school/college ? Yes/No

32. Are you satisfied with the teaching competencies of your teachers? Yes/No

33. Do teachers discuss the problems of students with their parents? Yes/No

34. Do teachers help students through Counseling in case of any help sought? Yes/No

35. Do teachers ask questions at the end of the lessons? Yes/No

36. Are teachers given chances to exercise their leadership role? Yes/No

37. Do teachers contribute generously with their creativity in matters of discipline?   Yes/No

38. Are teachers ready to work overtime when need arises? Yes/No

39. Are teachers involved in decision making of the school/college? Yes/No

40. Do teachers have high morale? Yes/No

41. Kindly mention educational qualification of teachers:

Level of education	No of Teachers
B.A. or B.Sc/B.Ed	…………………
M.A or M.Sc/B.Ed	…………………
M.Ph/B.Ed	…………………
Ph D/ B.Ed	………………...
Any others	………………...

42. Do you allow teachers to attend courses like refresher course etc?   Yes/No

43. Do you organize programmes for teachers such as:
    a. Training programmes   - every year/alternative year/once in three years

    b. Orientation programmes   - every year/alternative year/once in three years

    c. Seminars   - every year/alternative year/once in three years

    d. Conferences   - every year/alternative year/once in three years

    e. Workshop   - every year/alternative year/once in three years

    f. Any other…………………………………………………

44. What type of incentives is given to teachers who perform well in their teaching?
     Kindly comment in brief

    ………………………………………………………………………….

 45. What are the major problems you encounter as Head of the institution?

    ………………………………………………………………………….

Teacher Assessment
Questionnaire for Teachers

1. Name of the teacher: (Optional)…………………………………………………….

2. Gender: M/F

3. Name of the School/College you are serving: ……………………………………..
   …………………………………………………………………………………………

4. Address: …………………………………………………………………………………
   …………………………………………………………………………………………

5. Educational Qualification: B.A /B.Sc/B.Com/B.Ed, M.A or M.Sc/B.Ed,M.Ph/B.Ed,
   Ph D/B.Ed
   Any others …………………………………………..

6. Teaching Experiences.   Kindly indicate the No. of years………………………

7. Kindly mention your pay scale …………………………………

 8. Field of specialization.…………………………………………….

 9. Area of interest……………………………………………….

10. Do you begin the class on time? Yes/No

11. Are you able to control/manage your class?   Yes/No

12. Do you give regular feedback on student's performance? Yes/No

13. Do you give extra suggestions to make good students better? Yes/No

14. Do you give special attention to weak students? Yes/No If Yes, how? State briefly:
    …………………………………………………………………………………………
    …………………………………………………………………………………………

15. Do you inquire immediately about the student who are absent in the class? Yes/No

16. Do you love and respect your students? Yes/No

17. Do you inculcate values among the students? Yes/No

18. Do you prepare lesson plans meticulously?   Yes/No

19. Do you explain the lessons clearly? Yes/No

20. Do you try to improve your ability to explain the lessons? Yes/No

21. Do you try various methods of teaching such as:
    a. Black board and chalk   Yes/No
    b. Illustrated charts   Yes/No
    c. Demonstration   Yes/No
    d. Dictation of notes   Yes/No
    e. Any other …………………………………….

22. Do you update the class note every year? Yes/No

23. Are you reading latest books and articles to update self? Yes/No

24. Do you teach the lessons systematically? Yes/No

25. Do you summarize what is taught at the end of the class? Yes/No

26. Do you involve students in Teaching - Learning process? Yes/No

27. Do you ask questions frequently in the class? Yes/No

28. Do you welcome creative suggestions from students? Yes/No

29. Are students attentive in your class?   Yes/No

30. Are you professionally qualified for teaching?   Yes/No

31. Do you employ innovative methods of teaching?   Yes/No

32. Do you discuss student's problems with their parents Yes/No
33. Are you regular to give assignments to the students? Yes/No
34. Do you evaluate the performance of the students at the end of every class? Yes/No
35. Are you loud and clear in your teaching?   Yes/No
36. Are you doing time planning in your classes?   Yes/No
37. Are you honest in your duty as a teacher?   Yes/No
38. Do you complete the syllabus in time? Yes/No
39. Do you conduct tests regularly such as:
    a. Class test   Yes/No
    b. Weekly tests   Yes/No
    c. Monthly tests   Yes/No
    d. Quarterly tests   Yes/No
    e. Any other …………………………
40. Do you get all the required materials for teaching such as:
    a. Charts   Yes/No
    b. Chalks   Yes/No
    c. Text books   Yes/No
    d. Any other …………………….
41. Do you seek support from fellow teachers? Yes/No
42. Do you like teaching profession?   Yes/No
43. Are you eager to attend in-service programmes such as:
    a. Refresher Courses   Yes/No
    b. Seminars   Yes/No
    c. Conferences   Yes/No
    d. Workshops   Yes/No
    e. Any other(s) ………………………………………………….
44. Do you accept the norms and objectives of the management? Yes/No
45. Do you have friendly and cordial relationship with the management? Yes/No
46. Do you enjoy your time spent in the school/college? Yes/No
47. Is there a good and friendly environment in your school/college? Yes/No
48. Are you satisfied with your salary? Yes/No   If No,   state the reason (s)
…………………………………………………………………………………
49. Do you get your full salary regularly on time? Yes/No
50. Do you have facilities like:
    a. Drinking water   Yes/No
    b. Toilet   Yes/No
    c. Staff rooms   Yes/No
    d. Laboratory   Yes/No
    e. Library   Yes/No
    f. Canteen   Yes/No
    g. Any other ……………………………..
51. Are you consulted in planning of programmes in School/College?   Yes/No
52. Do you take up responsibilities to improve the discipline in the school/College?   Yes/No
53. Do you contribute articles poems etc to the school/college magazine?   Yes/No
54. Are you given special assignments/duties besides teaching?   Yes/No
55. Do you feel the workload is too much for you? Yes/No   If Yes,   State the reason (s)
Thereof …………………………………………………………………………………………
…………………………………………………………………………………………

56. Do you feel capable of taking additional responsibilities in the school/college? Yes/No
57. Are you able to give model classes to the fresh teachers? Yes/No
58. Are you able to give :
    a. Seminar   Yes/No
    b. Courses   Yes/No
    c. Workshops   Yes/No
    d. Any other ………………………………
59. Are you willing to do over time work whenever needed?   Yes/No
60. Do you finish your daily corrections even if you have to sit overtime?   Yes/No
61. Is the principal:
    a. Approachable   Yes/No
    b. Supportive   Yes/No
    c. Trust worthy   Yes/No
    d. Co-operative   Yes/No
    e. Any other …………………………………………
62. Are you looking for a job other than teaching? Yes/No   If yes, state the reasons thereof
…………………………………………………………………………………
…………………………………………………………………………………………
63. Do you help out community related programmes such as:
    a. NSS   Yes/No
    b. HIV/AIDS   Yes/No
    c. Any other………………………
64. Do you take part in teacher's association activities?   Yes/No

65. What are your expectations from the management?   Write in brief
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
66. What are the major problems you face in your teaching profession? Write in brief.
…………………………………………………………………………………………
…………………………………………………………………………………………
67. Are you satisfied with the present system of functioning?   Yes/No   justify with a few
words …………………………………………………………………………………
…………………………………………………………………………………………

68. Any other information you would like to give?   List them below:

Teacher Assessment
Questionnaire for Students

1. Name of the School/College: ……………………………………………………

2. Name of the student: ……………………………………………………………

3. Gender: M/F

4. Age: …………………….

5. Class: ……………………

6. Are teachers on time for classes? Yes/No

7. Do the teachers come well prepared for the class? Yes/No

8. Do teachers have control over class? Yes/No

9. Do teachers teach their classes systematically? Yes/No

10. Do teachers give special emphasis to important points while teaching? Yes/No

11. Mentions the methods of teaching used by your teachers:

    a. Lecture   Yes/No

    b. Demonstration   Yes/No

    c. Dictation of notes   Yes/No

    d. Any other ………………………………….

12. Do teachers summarize what they taught at the end of the class? Yes/No

13. Are you satisfied with the teaching competencies of your teachers? Yes/No

14. What is the material used for teaching?

    a. Black board and chalk   Yes/No

    b. Illustrated charts   Yes/No

    c. Over Head projector   Yes/No

    d.CD & DVD players   Yes/No

    e. Any other…………………………………

15. Do you have a library in your school/college?   Yes/No

16. Do teachers encourage you to use the library regularly?   Yes/No

17. Do teachers in your school/college have command of English?   Yes/No

18. In your school/college do teachers organize co-curricular activities?   Yes/No

19. Do teachers use new method of teaching?   Yes/No

20. Do teachers discuss student's problems with their parents?   Yes/No

21. Are teachers ready to listen and help out students?   Yes/No

22. Are your teachers fair and impartial in the judgment and evaluation based on:

    a. Tribe   Yes/No

    b. Caste   Yes/No

    c. Religion   Yes/No

    d. Status   Yes/No

    e. Any other ……………………………

23. What type of punishments teachers use as disciplinary measures?

    a. Beating   Yes/No

    b. Detained after class   Yes/No

    c. Parents are called   Yes/No

    d. Called to the principal/headmaster/headmistress office   Yes/No

    e. Used humiliating words   Yes/No

    f. Any other …………………………………………

24. Do teachers in your school/college have a sense of humor while teaching? Yes/No

25. Do teachers involve students in discussion related to students' issues?   Yes/No

26. Do teachers ask constructive feed back from students after the class?   Yes/No

27. Do teachers use their own creative method in teaching?   Yes/No

28. Are teachers regular in giving assignments to the students?   Yes/No

29. Do teachers discuss goal related objectives of lessons?   Yes/No

30. Are your teachers enthusiastic to teach their lessons in the class?   Yes/No

31. Do teachers encourage and promote creative thinking potential of students? Yes/No

32. Do teachers pose questions during the class?   Yes/No

33. Are teachers well mannered in their behaviour?   Yes/No

34. Are your teachers well dress in keeping with their teaching profession?   Yes/No

35. Do you face any problem(s) from your teachers?   Yes/No   If yes, please mention in brief.

    ………………………………………………………………………………..

    ………………………………………………………………………………..

    ………………………………………………………………………………..

PROFILE OF SCHOOL

1. Name of the Institution: ……………………………………………………………

2. Address: …………………………………………………………………………

3. Year of establishment: …………………………………….

4. Profile of teaching staff:

M	F	Trained	Untrained	Total No.

5. Enrolment of Non Teaching staff:

Office Assistance		Librarian		Clark		Maintenance Staff		Sweeper		Any other(s) Mention-		Total
M	F	M	F	M	F	M	F	M	F	M	F	

6. Enrolment of students:

Primary		Middle		H. School		Hr. School		Total No.
M	F	M	F	M	F	M	F	

7. Report of Students Performance:

Years	App	Cl. VIII		Passed	HSLC		Passed	Cl. XII		Passed
		M	F	%	M	F	%	M	F	%
2000										
2002										
2004										
2006										
2008										

8. What are the sources of finance in your institution?
  a. Fees   Yes/No
  b. Annual Grand in Aid   Yes/No
  c. Foreign Aids   Yes/No
  d. Diocese Funds   Yes/No
  e. Government Aids   Yes/No
  f. Project   Yes/No
  g. Any other…………………………………

9. Kindly indicate total yearly investment………………………………

10. Kindly mention the fees structure in your School:

Level	Primary	Middle	H. School	Hr. School
	Rs	Rs	Rs	Rs
Admission				
Monthly Fee				

12. Kindly mention the pay scale of teachers:

Levels	Basic	D.A	T.A	P.F	Total
Primary					
Middle					
H. School					
Hr. School					

13. Do the institution provide help or concession to poor students? Yes/No
   If yes, how many are there? Kindly mention the No……………………
  a. Computer   Yes/No
  b. Internets   Yes/No
  c. Telephone   Yes/No
  d. DVD Player   Yes/No
  e. Over Head Projector   Yes/No
  f. Any Other(s)………………………………………………..

15. What kind of co-curricular activities are organized by your institution?
  a. Sports and Games   Yes/No
  b. Literary items   Yes/No
  c. Clubs   Yes/No
  d. Camps   Yes/No
  e. Any other……………………………….

16. What are the facilities available at your institution?
    a. Library   Yes/No
    b. Laboratory   Yes/No
    c. Playground   Yes/No
    d. Staffroom   Yes/No
    e. Toilets (separate for boys/girls)   Yes/No
    f. Auditorium   Yes/No
    g. Hostels   Yes/No
        If yes, comment on capacity and nature……………………………
17. What is the structure of the school building?
    a. Packa/RCC   Yes/No
    b. Kaccha   Yes/No
    c. Any other…………………………………….

18. Indicate the social economic status of the students in your institution.
        (Family background)
    a. Mostly High class   Yes/No
    b. Mostly Middle class   Yes/No
    c. Mostly Low class   Yes/No
    d. Any other combination kindly mention…………………………

19. Do Catholic schools have a Board of Inspection Team? Yes/No If No, who is currently inspecting the performance of teachers? If there is any, how is it being done? Kindly comment in brief.…………………………………………………

 20. Are you satisfied with the examination system? Yes/No If yes, what is the examination/evaluation system followed by your institution?
(eg: class tests, monthly tests, etc)…………………………………………………

 21. Does the institution enjoy the following?
    a. Good Teacher – Student relationship   Yes/No
Comment……………………………………………………………………………….
    b. Good Parent - Teacher relationship   Yes/No
Comment…………………………………………………………………………………
    c. Good Community co-operation   Yes/No
Comment…………………………………………………………………………………
22. Does the institution face problem(s) with any of the following:
    a. Teachers related   Yes/No
Comment…………………………………………………………………………………
    b. Students related   Yes/No
Comment…………………………………………………………………………………
    c. Parents related   Yes/No
Comment…………………………………………………………………………………
    d. Community related   Yes/No
Comment…………………………………………………………………………………
    e. Non-teaching Staff related   Yes/No
Comment...
        Any other(s)……………………………………………………………

PROFILE OF COLLEGE

1. Name of the Institution:.…………………………………………………………………..

2. Address:

………………………………………………………………………………...

3. Year of establishment: ………………………………….

4. Profile of teaching staff:

M	F	Trained	Untrained	Total No.

5. Enrolment of Non Teaching staff:

Office assistance		Librarian		Clerk		Maintenance Staff		Sweeper		Any other(s) Mention-		Total
M	F	M	F	M	F	M	F	M	F	M	F	

6. Enrolment of College students:

B.A (M)		B.A(G)		B.Com(G)		B.Com(M)		B. Ed		Total
M	F	M	F	M	F	M	F	M	F	

7. Reports of student's performance:

Year	App	B.A. III (Art)		Pass	B.Com III		Pass	B.Ed		Pass
		M	F	%	M	F	%	M	F	%
2000										
2002										
2004										
2006										
2008										

8. What are the sources of finance in your institution?
   a. Fees   Yes/No
   b. Annual Grand in Aid   Yes/No
   c. Foreign Aids   Yes/No
   d. Diocese Funds   Yes/No
   e. Government Aids   Yes/No
   f. Project   Yes/No
   g. Any other…………………………………

9. Kindly indicate total yearly investment………………………………

10. Kindly mention the fees structure in your college.

Class	B.A (G)	B.A(M)	B.Com (G)	B.Com(M)	B.Ed
	Rs	Rs	Rs	Rs	Rs
Admission					
Monthly Fee					

12. Kindly mention the pay scale of teachers in your college.

Basic	D.A	P.F	T.A	G. Total
Rs	Rs	Rs	Rs	Rs

13. Do the institution provide help or concession to poor students? Yes/No   If Yes, How many are there? Kindly mention the No……………………………………

14. Are the following facilities available in your institution?
    a. Computer   Yes/No
    b. Internets   Yes/No
    c. Telephone   Yes/No
    d. DVD Player   Yes/No
    e. Over Head Projector   Yes/No
    f. Any Other(s)…………………………………………..

15. What kind of co-curricular activities organized by your institution?
    a. Sports and Games   Yes/No
    b. Literary items   Yes/No
    c. Clubs   Yes/No
    d. Camps   Yes/No
    e. Any other……………………………….

 16. What are the facilities available at your institution?
    a. Library   Yes/No
    b. Playground   Yes/No
    c. Staffroom   Yes/No
    d. Toilets (separate for boys/girls)   Yes/No
    e. Auditorium   Yes/No
    f. Hostels   Yes/No
            If Yes, Comment on capacity and nature…………………………………

17. What is the structure of the College building?
    a. Packa/RCC   Yes/No
    b. Kaccha   Yes/No
    c. Any other…………………………………….

18. Indicate the social economic status of the students in your institute (family background)
    a. Mostly High class   Yes/No
    b. Mostly Middle class   Yes/No
    c. Mostly Low class   Yes/No
    d. Any other combination kindly mention…………………………………

19. Do Catholic Colleges have a Board of Inspection Team? Yes/No If No, who is currently inspecting the performance of teachers? If there is any, how is it being done?   Kindly comment in brief………………………………………………..

20. Are you satisfied with the existing examination system? Yes/No If yes, what is the examination/evaluation system followed by your institution? (Terminal, Selection etc)
…………………………………………………………………………………………

21. Does the institution enjoy the following?

    a. Good Teacher – Student relationship   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    b. Good Parent - Teacher relationship   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    c. Good Community co-operation   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………

22. Does the institution face problem(s) with any of the following:
    a. Teachers related   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    b. Students related   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    c. Parents related   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    d. Community related   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
    e. Non-teaching Staff related   Yes/No
Comment……………………………………………………………………………
…………………………………………………………………………………………
 Any other(s)……………………………………………………………………

Questionnaire for Interview

1. When was the school/college opened?
2. Who started the school/college?
3. How did the school or college started?
4. What were the reasons do you think, for starting the school/college?
5. Where did the school /college started?
6. Were there any hostel facilities for the students in the school/college? If yes, how many students were there and how do they pay the hostel fees?
7. How many students were enrolled in the school/college at the beginning?
8. How many teachers were there?
9. How much was the school/college admission fees?
10. If no admission fees, how do you manage?
11. How much was the school/college tuition fees?
12. If no tuition fees, how do students pay their fees?
13. How were teachers paid for their services?
14. How was the land acquired for the school or college?
15. If donated, who donated the land and how much of land was donated?
16. Were there any objections from the local authority in opening the school or college?
17. What were the problems or challenges you faced as the founder/ co-founder or first batch of student?
18. Who financed the school or college at the beginning?
19. What contribution does the local community make towards the school or college?
20. What are your future dreams for the school/college?
21. What are your expectations from the school or college?

List of Persons Interviewed

1. Rev. Fr. P.C. Mani (Founder)
2. Rev. Fr. Joseph Felix (Founder)
3. Mr. K.V. Pele (Social Worker)
4. Rev. Fr. Larrea SDB (Founder)
5. Late. Rev. Fr. T.J. Chacko (Co-founder)
6. Rev. Fr. P.V. Kurian MSFS (Founder)
7. Rev. Fr. Roy Moothdathu MSFS (Principal)
8. Mr. Mathew Chandy (Church leader)
9. Mr. P.F. Zeliang DIG Dimapur (First batch student)
10. Late Yajen Aier (Director, Depertment of Education (1975)
11. Mrs. Maria Shimray (Teacher)
12. Mr. Kajeten Shimray (Teacher)
13. Dr. Simon
14. Rev. Fr. P.K. Mathew SDB (Co-founder)
15. Rev. Fr. John S. Kavas (Principal)
16. Mr. Temjen Aier (Officer, son of Yejen Aier)
17. Late Mr.Hekeding S.P. (First batch student)
18. Rev. Fr. Chacko Karinthayil (Parish Priest)

A Study of the Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland

Abstract

**Thesis Submitted to Nagaland University for the
Award of the Degree of Doctor of Philosophy (Education)**

Supervisor   **Investigator**
Dr. Buno Liegise   **Jilda Marbaniang**
Associate professor   **Registration No 332/2007**

**Department of Education
Nagaland University
Kohima Campus
Meriema
2012**

Chapter 1

Introduction

Section I

This study is on the Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland.

1.1. The Teacher in the Present System of Education

It is well known that the teacher is the pivot of any educational system. This was true in the traditional system of education which aimed at the mere transmission of knowledge. In such a system, everything centred on the teacher. But even in the modern pupil centred system which values critical thinking and creativity, the teacher continues to play a crucial role.

1.2. The Present Study

The present study aims to understand the complex nature of the teacher's role in maintaining and improving the standard of education in an educational institution. The role of a teacher in education is at present complex in nature because it has many dimensions or aspects. It will be interesting to study as many aspects as possible. But for the sake of convenience, the present study deals with three fundamental aspects of a teacher's role. These aspects are the accountability, effectiveness and job satisfaction of teachers. It can be easily seen that these three aspects are interrelated and are mutually supportive.

A study on the basic characteristics of teachers cannot include all the teachers but must be limited in scope. The present study is restricted to explore the situation in selected Catholic educational institutions in Nagaland. Hence the present study is entitled "*Accountability, Effectiveness and Job Satisfaction of the Teachers in the Catholic Educational Institutions in Nagaland*".

1.3. Definitions and Meanings of Terms

Definitions of the terms used are explained in detail in Chapter 3. Here only basic meanings are given.

Accountability is answerability. Teachers' 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.

Effectiveness is the ability to produce desired results. Teacher effectiveness refers to the effect of the teacher's performance

Job Satisfaction is a good feeling that one has when he/she has achieved what he/she wanted to happen does happen. Teachers' Job Satisfaction refers to feeling of being a good and credible teacher with a sense personal fulfilment in teaching.

Catholic Educational Institutions are the schools and colleges that come directly or indirectly under the administration of the Diocese of Kohima.

Nagaland is the sixteenth state of the Indian Union and situated in the North East of India.

1.4. Nature and Significance of the Study

The present study is survey cum descriptive in its nature. It uses the survey method for the collection of data from the Principals or heads of institutions, teachers and students. Such data are presented in tables with the necessary explanation. The study also uses interviews to collect information from important persons.

The findings of this study will help in a better understanding of the role of teachers in the contemporary system of education. They will of special interest to the management of educational institutions as well as to teacher's welfare associations.

1.5. Reporting and Chapterisation

The reporting is done on the basis of the standard used in Central Universities and the entire study is presented in various chapters in the following order.

Chapter 1 Section II provides the background to the study and gives basic information on the State of Nagaland and the educational scenario in Nagaland. Then it traces the history of the Catholic Church in Nagaland and deals with the growth of Catholic educational institutions especially in the districts of Kohima, Dimapur, Wokha and Peren.

Chapter 2 presents a survey of literature relating to teacher accountability, teacher effectiveness and teachers' job satisfaction.

Chapter 3 deals with methodology and procedures.

Chapter 4 has four Sections. Section I presents the Profiles of the Catholic Educational Institutions under Study. They are 5 Colleges, 10 Higher Secondary Schools and 10 High Schools.

In Section II data on Teachers' Accountability is presented

Section III presents the data on Teachers' Effectiveness.

Section IV presents the data on Teachers' Job-Satisfaction

Chapter 5 presents the Summary, Findings and Analysis. It goes on to draw Final Conclusions and makes suitable Recommendations.

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Section II
The Background: The State of Nagaland and
The Catholic Educational Institutions in Nagaland

1.6. General Profile of Nagaland and the Educational Scenario

1.6.1 The State of Nagaland

Nagaland was established as the 16th State of the Indian Union on 1 December 1963. It is bound by Myanmar on the east, Arunachal Pradesh on the north, Assam on the west and Manipur on the south. The State of Nagaland has an area of 16,579 sq km with a population of 19, 80,602 as per the 2011 census. Information on the basic features of Nagaland is given in Table 1.1.

Table 1.6.1

Nagaland: Some Basic Facts (District-wise). 2011

District	Total Population	Sex Ratio	Density	Literacy Rate
Mon	250,671	898	140	56.60
Mokokchung	193,171	927	120	92.68
Zunheboto	141,014	981	112	86.26
Wokha	166,239	969	102	87.60
Dimapur	379,769	916	410	85.44
Phek	163,294	951	81	79.13
Tuensang	196,801	930	90	73.70
Longleng	50,593	903	89	73.10
Kiphire	74,033	961	66	71.10
Kohima	270,063	927	213	85.58
Peren	94,954	917	55	79.00
Nagaland	1,980,602	931	119	80.11

Source: Nagaland, Basic Facts 2012

1.6.2. The Naga People

As the very name indicates, Nagaland is the land of the Nagas. The Nagas belong to the Indo-Mongoloid group of people living in North East India and the upper portions of Myanmar. There are more than 35 Naga tribes, and in Nagaland the following are the officially recognized Naga tribes: Angami, Ao, Chakhesang, Chang, Khiamniungan, Konyak, Lotha, Phom, Pouchury, Rengma, Sangtam, Sema, Yimchungru and Zeliang. Each of these tribes has distinct cultural practices and language. However, all the Nagas belong to one racial and cultural group.

1.6.3. Traditional Education in Pre-literacy Stage among the Nagas

Traditional education in Nagaland in the pre-literacy stage consisted in training the children in various skills and knowledge related to life and work. Traditional education of the Nagas can be categorized under two types, family education and social education. The first class room of the Nagas, it can be said, was the hearth. The Bachelors' Dormitory, generally called Morung, was the first formal institution for the education of the younger generation. The Morung served as a guard house, training centre for warfare, recreation club and centre of education in arts and crafts, singing and dancing especially on ceremonial occasions.

1.6.4. Beginnings and Development of Modern Education in Nagaland

Modern education was introduced in Nagaland after the British established their rule over the Naga Hills. In a study tracing the history of the development of education in Nagaland Bhattacharjee (1982) highlights the struggles that the early educators had in convincing parents of the usefulness of education.

It was under such circumstances that the missionaries began their work. Besides Evangelization, one of the most lasting contributions that the missionaries offered to the Nagas was education. In this regard, Rev. E.W. Clark and Rev. C.D. King played a pioneering role. However, extensive educational activities began only after the Second World War (1945) and schools came into existence in most of the villages. After 1947, much attention was paid to the spread of education. As a result, the literacy rate among the Nagas which was only about 10% in 1950 has steadily risen to 80.11% in 2011. Thus there has been a phenomenal growth in education Nagaland. However, Higher Education in Nagaland is only five decades old. But it has made rapid progress in recent times.

1.6.5 Present Educational Structure in Nagaland

The system of education in Nagaland at present follows the educational pattern of 10+2 +3. The first stage consisting of 10 classes or years of study is divided into Primary School (from Nursery to Class IV), Middle School (form Class V to Class VIII) and High School (Classes IX and X). The second stage, also called the +2 stage consists of Classes XI and XII. Till recently it was known as the Pre-University, and is now known as the Higher Secondary stage. Table 1.6.2 provides information on the number of different types of schools in Nagaland.

Table 1.6.2 Number of Schools in Nagaland

Types of Institution	2006-2007				2007-2008			
	Central	State	Pvt	Total	Central	State	Pvt	Total
Hr.Sec. Schools	3	9	43	55	3	16	50	69
High Schools	8	116	214	338	10	109	218	337
Middle schools	-	287	176	463	-	287	178	465
Primary Schools	-	1442	218	1660	-	1442	220	1662
Total	11	1854	651	2516	13	1854	666	2533

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

There is a small number of Central Schools. They are affiliated to the Central Board of School Education (CBSC). But all the other schools are affiliated to the Nagaland Board of School Education (NBSC). With regard to ownership and management, there are two types of schools: Government Schools: Central and State and Private Schools.

It can be seen from the information given in Table 1.6.2 that there is an increase in the number of private schools at all levels, from the Primary to the Higher Secondary levels. Catholic schools and educational institutions belong to the category of private schools

Table 1.6.3 Enrolment of Students in Schools in Nagaland

Types of Institution	2006-2007			2007-2008		
	Boys	Girls	Total	Boys	Girls	Total
Higher Secondary Schools	34624	31531	66155	39473	35542	75015
High Schools	82646	74838	157484	84139	76213	160352
Middle schools	51611	46692	98303	45292	43460	88752
Primary Schools	80861	74831	155692	80708	74905	155613
Total	49742	227892	477634	249612	230120	479732

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

Information given in Table 1.6.3 shows two things. In the first place, the number of students enrolled in the higher classes is lower. This is an indication that there are dropouts. Secondly, the number of girls enrolled in schools is lower than that of boys. This is an indication that girls are not treated as equal to boys in sending them to school.

Table 1.6.4 Number of Teachers in the Schools in Nagaland

School Type	2006-2007				2007-2008			
	M	F	Total	Pupil-Teacher Ratio	M	F	Total	Pupil-Teacher Ratio
Govt Schools	8454	3767	12221	14:1	8612	3820	12432	14:1
Private Schools	5373	5184	10557	29:1	5280	5070	10350	30:1

Source: Directorate of Economics and Statistics Government of Nagaland (2009)

Table 1.6.4 provides some information on the teachers. It can be seen that the total number of male teachers is more than that of females. In Government schools, the number of males is very high. Another important difference between Government and Private schools is that the pupil-teacher ratio is much higher in Private schools.

1.7. The Catholic Church in Nagaland

Christianity was brought to Nagaland by Baptist missionaries and the British colonial rulers permitted only Baptist missionaries to work in the Naga Hills. Therefore, for a long time, all the Naga Christians belonged to the Baptist denomination.

1.7.1. Coming of the Catholic Missionaries and First Developments

Nagaland was virtually untouched by Catholic missionaries till the post-independence era. The first opportunity for the Catholic missionaries to enter the Naga Hills came in 1948 in the form of the request of Sir Akbar Hydari, the then Governor of Assam, to the Bishop of Shillong, Mrg. Ferrando, for medical Sisters of Christ Jesus from Spain to serve the sick in the newly established Civil Hospital at Kohima Mgr. Bars accompanied the Spanish Sisters Margarita and Guadalupe and was permitted to reside in Kohima town during a five years contract. However he was not allowed any pastoral work other than the care of the Medical Sisters. When Mgr.

Bars left Kohima in 1952, his place was filled by Fr Hubert Marocchino. But the Sisters were permitted to extend the areas of their medical work to the Kohima village, above the town. Fr. Marocchino along with the Sisters visited the sick and called on friends. In time a small group of people became interested in the Catholic teachings and attended the Sunday services at the hospital chapel. On 14 of December 1952 Fr. Marocchino baptized John Keveprale, the younger son of Paulus Keviprale as the members of the Catholic Church.

When the Spanish Sisters left Kohima in 1953, Fr. Marocchino was allowed to remain. Gradually the number of Catholics increased and a church was built. Fr. Marocchino was able to establish a small but very vibrant Catholic community among the Angami. The priests who followed Fr. Marocchino continued this work.

In the meantime, the Salesians of Don Bosco established contacts with the Lotha tribe in the Wokha district. The contacts of the Catholic missionaries with the Lothas grew out of their meeting when the Lotha tribals frequented the markets in Assam. It was a milestone of growth in 1950, when Fr. Bollini visited to open a mission centre at Lakhuti.

There was opposition and other difficulties. In spite of all the difficulties, the number of Catholics gradually began to increase. By the year 1970, there were about 7500 Catholics in the State.

1.7.2. Creation of Kohima Diocese

An important stage in the development of the Catholic Church in Nagaland was the creation of Kohima-Imphal Diocese in 1973. It was carved out Dibrugarh Diocese and covered the States of Nagaland and Manipur. Bishop Abraham Alangimattathil SDB, the former V.G. of Dibrugarh was appointed bishop of the new diocese. In 1979, this diocese was divided into Kohima and Imphal dioceses. Kohima Diocese covered only Nagaland, and Manipur came under the Imphal Diocese.

After the creation of Kohima Diocese, the growth of the Catholic Church was more rapid. Bishop Abraham Alangimattathil SDB who was bishop of Kohima-Imphal Diocese, continued to be the Bishop of the Kohima till his resignation on 11th July 1996 due to ill health. Fr. Jose Mukala, the then Vicar General of the Diocese, was appointed the second bishop of Kohima. Bishop Mukala served the Diocese for twelve years until his resignation on 30th Oct 2009. Then the diocese was placed

under the care of the Apostolic Administrator until 16th June 2011 when Fr. James Thoppil was appointed the new Bishop.

1.7.3. Kohima Diocese at a Glance

Table 1.7.1 gives basic information on Kohima Diocese. The area of the diocese covers the entire State of Nagaland. In 2011, the total population of the State was 1,980,602. Christians constituted about 80% of the total population, but they belonged to many denominations. The number of Catholics was 57,549, which was slightly less than 3% of the total population.

Table 1.7.1 Kohima Diocese at a Glance

Sl. no	Categories	Figures
1	Area (in sq kms)	16,579Sq.kms
2	Total Population	1,980,602(2011 Census)
3	Christians	1,591,770
4	Catholic	57,549
5	Diocesan Priests	89
6	Religious Priests	79
7	Religious Brothers	8
8	Religious Women	324
9	Brothers in Regency	6
10	Full time Catechist	10
11	Part-time Catechists	138
12	Parishes	35
13	Institutions	16
14	Centers	9
15	Convents	61
16	House of Men Religious	38
17	Major Seminaries	2
18	Minor Seminaries	4
19	Colleges	5
20	Hr. Sec Schools	20
21	High Schools	27
22	Elementary schools	68
23	Hospital	1
24	Pastoral Centre	1
25	Retreat House	1
26	Rehabilitation Centre	1
27	Publication Centre	1
28	Orphanages	2
29	Grahini Centres	3

(Sources Diocese of Kohima Directory 2010-2011)

An important aspect of the Catholic Church is its organization. A diocese is divided into territorial units called parishes. Each parish has its own structure and activities. An important activity of a parish is the school. However, there are also schools and colleges which are not attached to a parish. Information given in Table 1.7.1 shows that the total number of Catholic educational institutions in Kohima Diocese is 120. There are 5 College, 20 Higher Secondary Schools, 27 High Schools and 68 Elementary Schools. Thus the Catholic Church in Nagaland is very deeply involved in education at all levels.

1.8. The Catholic Church and Education in Nagaland

1.8.1. Education as Mission

The main reason for the involvement of the Catholic Church in the field of education is that the Catholic Church understands education as an important aspect of her mission to proclaim the message of salvation. The mission of the Church begins with the human person and his education is the fundamental aspect of his spiritual and religious formation. Education is meant for imparting of knowledge both secular and religious. But education has a duty of inculcating values and attitudes that are necessary for a person to be a responsible member of society and a citizen of the Kingdom of God.

1.8.2. Catholic Church and Naga Education

Though the American Baptist Missionaries started schools and provided school education the Nagas who wanted to pursue higher education had to go to Shillong and other places where schools and colleges were run by Catholic Missionaries. Therefore when the Catholic missionaries opened schools in Nagaland, even the non-Catholics began to enroll their children in Catholic schools. In course of time the Catholic educational institutions came to be recognized and accepted by all the people in Nagaland.

1.8.3. Development of Catholic Education in Kohima

In the year 1956 Fr. Marocchino and Samuel Mezhur Angami started the Kohima English School. As the Catholic community began to grow, other schools were opened. Some of them were the Little Flower School begun in 1964, in 1969, Christ King School opened in 1969, and Don Bosco School Kohima in 1971 and

Loyola School Jakhama in 1970. Since then other Catholic schools have been established in Kohima district.

1.8.4. Development of Catholic Education in Wokha

In 1954 Fr.John Larrea was sent to look after the Lotha mission. For some time he toured the Lotha area from Dibrugarh but in September 1955 he shifted his residence to Golaghat. He learned the language quickly and toured the villages and sent boys and girls to study in Don Bosco School Dibrugarh. Then he established the Lotha School at Golaghat.

The first Catholic school in the Wokha strict was the Don Bosco School started in 1965. Since then other schools have been established.

1.8.5. Development of Catholic Education in Dimapur

Dimapur is the gateway to Nagaland. Already in 1965 Fr. Joseph Felix stated an L.P School called Holy Cross Home. The Holy Cross Home became Holy Cross School in 1969 and Fr. Mani Parenkulangara took over as the Principal. Don Bosco School Dimapur was opened on 19th of March 1985. In 1985 Carmel School was started, and in 1986 Assisi School was opened. Since then many more Catholic schools have been opened in Dimapur.

1.8.6. Development of Catholic Education in Peren

In December 1962, Er.S. Asiho who was posted at Peren CD Block as Extension Officer (Engineering) brought the first Catholic missionary Fr. Joseph Felix. In November 1964, Mr. Namgaheing, the then tribal Chairman of Zeliang-Kuki area, requested Fr. Felix to open an English School at Peren. Fr. Felix agreed to open the Catholic School naming it All Saints Home Cambridge School, Peren. Later the Missionaries of Saint Francis De Sale (MSFS) took over the school in 1980 and up-graded it to a High School and named it as All Saints High School, Peren. Meantime, Fr. P.C. Mani opened St Xavier Primary School Jalukie in1969. In 1981 Fr. Kurian Pattimackel opened St. Francis De Sales Primary School at Tening town.

Over the years, the Catholic missionaries began to work in different districts of Nagaland and among the Nagas of different tribes. As a part of their missionary activity, they opened schools. Thus at present there are 120 Catholic Educational institutions in Nagaland: 5 Colleges, 20 Higher Secondary Schools, 27 High Schools and 68 Elementary Schools.

Chapter 2

Review of Related Literature

There is a vast amount of literature on teachers produced by scholars in India and abroad. Here a review of some literature relevant to this study is presented in three sections. Section 1 deals with the question of Teachers' Accountability, Section 2 is about Teachers' Effectiveness, and Section 3 is on Teachers' Job Satisfaction.

2.1. Teachers' Accountability

Jagannath Mohanty (2003) defines accountability as an index of sensibility and expression of responsibility of an employee on his job. It also indicates that the extent of expectation from him. Accountability in education, particularly in higher education, implies teachers' responsibility not only for maintaining the quality and standards, but also for promoting academic excellence. Teachers' accountability has to be evaluated with the help of various tools and techniques, but self- evaluation or self-appraisal is the best method of assessment.[1]

Rajni Joshi (2005) viewed that the concrete evidence of the effectiveness of local schools is the accountability of teachers in terms of pupil outcome per tax dollar spent. The goal of accountability appears to be control by policy-makers of the instruction process.[2]

S. S. Mathur (2001) in his efforts to determine the ethical conduct of teachers has stated that accountability means one's obligation to account for one's action. The teacher's accountability, therefore, means teacher's obligation to account for his actions to: (a) his own self (b) the society or community which entrusts its young ones to his care and education (c) to the pupils, and lastly, d) to the authority which supervises his action.[3]

S. Ignacimuthu (2006) in his article "Being an Effective Teacher" has explained that teacher accountability refers to what the teachers idealistically owe as duties to both their employing organization and to the student community and then, through them to the society at large with the ultimate aim of doing good to it by good performance.[4]

In addition to the studies surveyed above, there are also studies from abroad, particularly the U.S.A. Some of them are presented below.

The "No Child Left Behind Law" signed by President Bush in 2002 points out that accountability has become an issue to be addressed at all levels of education from the school board and school system to the individual classroom and teacher.[5]

J. J. Gibson (1976) and M. D. Gall & B. A. Ward (1974) refer to the idea that the teacher, not the student, is ultimately responsible for what and how much a student learns and the teacher's accountability involves responsibility of the teacher to see that all the students learn to the best of their ability. By and large, 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 owns self.[6]

President Clinton (1998) speaking on "The Characteristics of Promising Teacher Accountability Programmes" at The Educational World Congress, 1998, advocated that the promising teacher preparation and certification efforts exist along the continuum of a teaching career to eliminate incompetent teaching and to assure proper assignment and support of teachers. He insisted accountability policies must be shared and must include recognition for accomplishments.[7]

President Obama (2009) put the nation's teachers (USA) on notice that their performance will be tackled and good teachers will be rewarded, while bad teachers will be tossed out of the class. Calling for a "new culture of accountability" in schools, Mr. Obama proposed building on rather than replacing the *No Child Left Behind* education law signed by President Bush.[8]

In a profoundly important study, Prof. William Sanders (2003) University of Tennessee, found that 'teaching really matters'. He well supported the fairness and truthfulness of student's comments on their teachers. In the City College of San Francisco students reviews of teachers have proved to be an example to assure teachers accountability. In Anchorage, Alaska, students' parents were involved in the teacher review process to foster teachers' accountability, where educators mailed 50,000 surveys to parents asking about their kids' teachers. This "open door" approach is catching nationwide in the USA about one of every 100 districts has some method of asking parents to assess the job performances of teachers.[9]

2.2. Teachers' Effectiveness

Ravi Ranga Rao and Digumarti Bhaskara Rao (2004) are of the view that effectiveness of teachers is judged from two standards: (1) The first standard is relative to the quality and appropriateness of a teacher' selected goals; that is the desirability of the intended changes he seeks to produce in learner's behaviour. (2) The second standard is to measure the extent and nature of the actual change in learner's behaviour. A description of competent or effective teaching must therefore be considered to be related to form the following conditions:

1. The social or cultural group in which the teacher operates.
2. The grade level and subject matter taught.
3. Intellectual and personal characteristics of the pupils.
4. Instructional procedure evolved and used by the teacher.[10]

Ram Shakal Pandey (2001) describes teacher's effectiveness in terms of teacher's profession. According to him, "Teacher is not only a social engineer but also a social doctor and social therapist. He is a pillar of the society. Hence destiny of the society and nation is shaped in the hands of the teacher. The efficient teacher is one who not only chooses an effective behaviour, but who actually strives to reach at goals and continually modifies behaviour in order to do so.[11]

Swaroop N.R Sexena and Shashi Aarti. Dargan (2008) quote "John Latin" where John means a students and Latin means content. The word 'Teacher' refers to a person who is truthful, energetic, affectionate, co-operative, humble, effective and resourceful. These are essential characteristics of an effective teacher. Teacher is effective to the extent that the teacher acts in the way that is favourable to the development of basic skills understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.[12]

Jon Hecker and E. E. Heldon (2004) state that effective teaching of children in primary schools depends less on cultivated intellect and special knowledge than on the teacher's successful adaptation of himself to the sensuous nature of childhood.[13]

M. L. Dhawan (2005) referring to the National Policy of Education of 1986, found that the important determinants of the status of teachers were identified as 1) The academic and professional requirements for entry into the profession; 2) The financial and other economic benefits; 3) The freedom of teachers to take part in

public affairs; 4) A professional responsibility assumed; 5) The degree of public recognition; and 6) Growth of the teaching profession.[14]

Describing the teacher as a person Michael Fullan and Andy Hargreaves (2003) says that the teachers are more than mere bundles of knowledge, skill, and techniques. There is more to developing as an effective teacher than learning new skills and behviours. He asserts that we cannot understand the teacher or his teaching efficiency without understanding the person the teacher is and his effectiveness lies in the person that he is.[15]

D. Berliner (1995) as also Tochon and Munby (1993) enumerated the qualities of an expert teacher as: 1) a commitment to their work that goes well beyond the call of duty; 2) some degree of charisma that flows from the quality of their interest in the work they do and in the pupils they teach; 3) an insightful grasp of the essence of what needs to be learned and how best to get pupils from where they are now to where they need to be; 4) an insightful ability to anticipate problems and to intervene effectively when problems do occur so that pupils' learning can progress smoothly.[16]

Barabara Beakley (1996) in writing about change in education states that some cycles can be repeated and updated, some should be broken especially those related to teachers effectiveness.[17]

Joseph S. Butterweck Joseph and George A. Muzzey A. (2006) say that the effective teacher may have the success of the pupil upper most in mind, but in most cases, on further questioning of the teacher will reveal that he is thinking of modernization of isolated facts rather than of the development of skill, habits, understanding, or attitude which he has set as his goal in teaching.[18]

E. A. Macnee (2004) highlights that the teacher's success depends upon the combining of various operations each of which is best learned when practiced separately. Before he singles out any one of these operations for special practice the teacher should recognizes the fundamental distinction between successful and unsuccessful teaching sufficiently to know when all operations are working in proper combination. That is, he should know good teaching when he sees it.[19]

S. F. Heck and C. R. Williams (1984) Observed that teacher's effectiveness is a multiple and often contradictory roles, including, among other things, providing academic instructions; maintaining order in the class room; attending to the social and emotional well-being of students; and meeting sometimes conflicting expectations of students and administrators, parents and community approaches improving student

learning, effective teachers pay attention to developing well ordered class rooms, and constructively disciplined students.[20]

2.3. Teachers' Job Satisfaction

Mahesh Bhargava and Taj Haseen (2008) are of the view that teachers' job-satisfaction is a crucial factor in improving the quality of educational instruction, research output, and student-teacher relationship. In fact the level of job-satisfaction of teachers, to a considerable extent, assesses the success of an educational institution.[21]

Kusum Yadulal (2003) proposes the theory of action that the extra pay and other incentives offered will motivate teachers to acquire the knowledge and skill needed to improve instruction. To motivate teachers, the incentives provided must be valued.[22]

Digumarti Bhaskara Rao and Sheik Abdul Khadar (2004) quote Unyal (1967) who found that the teachers of private schools displayed higher levels of anxiety than government school teachers regarding their job satisfaction. They enumerated the teacher's problems as (1) economic status, (2) age, (3) sex, (4) experience, (5) language, (6) management, (7) efficiency, (8) facilities, and (9) marital status.[23]

William B. Dharma Raja (2007) explained that professional satisfaction is the amount of overall positive affect or feelings that the individuals have towards their profession. It is the amount of pleasure or contentment associated with a profession. Basically, there are four approaches of professional satisfaction. (1) Fulfilment approach: There is a positive relation between professional satisfaction and the actual satisfaction of the expected needs, i.e., professional satisfaction is measured in terms of rewards a person receives. (2) Discrepancy approach: Satisfaction is the function of what a person actually receives from his professional situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, it results in dissatisfaction. (3) Equity approach: A person's satisfaction is determined by his perceived equity, which in turn is determined by his input-output balance compared to his comparison of others' input-output balance. Input-output balance is the perceived ratio of what a person receives from his profession relative to what he contributes to the profession. (4) Two–factor approach: Factors such as achievement, recognition, responsibility, etc., are satisfied,

but their absence does not result in dissatisfaction. On the other hand, factors such as supervision, salary, working conditions etc., are dissatisfiers, the absence of which causes dissatisfaction. Their presence, however, does not result in professional satisfaction.[24]

Blun and Naylor, (1968) say that job-satisfaction are events or conditions experienced by a person in his job or occupation which arouse, among the responses, feelings or affects which he can verbalize on a continuum of like-dislike, pleasant-unpleasant, satisfactory-unsatisfactory. Teacher's job-satisfaction is primarily based upon the satisfaction, contentment and a sense of fulfilment that the teacher experienced in his teaching profession.[25]

Evans L. (1998) distinguishes two factors that contribute to job satisfaction among primary school teachers (1) Job comfort: the extent to which teachers are satisfied with the conditions and circumstances in which they work (2) Job fulfilment: a state of mind encompassing all the feelings determined by the extend of the sense of personal achievement that teacher's attribute to their performance of those aspects of their job which they value. She found that these are not only related to class room relationship but were also affected by the kinds and qualities of school leaders and relationships with colleagues.[26]

Fredriksson Ulf (2004) examined the study organized by Education International on Ghana. The following picture of the salary situation of teachers was given, "The general picture is that few teachers manage on their salary to the end of the month when all basic costs are paid, there is nothing left and in many cases the salary has already disappeared before these costs are paid. To manage, most employees in the education sector have to look for additional income and have little time left to concentrate on their job (Fredriksson, Fumador and Nyoagbe, 1999, p.46).[27]

Conclusion

This survey of literature shows that there is a large number of studies on teachers in India as also in the USA and other countries. Such studies deal with the basic problems of teachers in such matters as accountability, effectiveness and job satisfaction. However, these studies are not directly focused on these issues. In a way, the present study seeks to fill this gap in our knowledge about a teacher's life. The present study also seeks to examine the relationship between accountability, effectiveness and job satisfaction of teachers.

Chapter 3
Methodology and Procedures

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 have an in-depth study of the various problems and prospects faced by of the teachers in the Catholic educational

institutions in the State of Nagaland. Hence the statement of the problem 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 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.

3.4. 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.[28] 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.

3.5. Definitions and Meanings of Terms

1. *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.[29]

2. *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 the way that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.[30]

3. *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 teaches 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.[31]

4. *Catholic*: Catholic here means Roman Catholic Church distinguished from other Christian churches and denominations such as Protestants, Baptists, Anglicans, Pentecostals, Revivals, etc. More information on the Catholic Church in Nagaland is given in Chapter 4.

5. *Catholic Educational Institutions*: The Catholic Church is known for its educational institutions all over the world. Educational institutions are schools and colleges. In Nagaland some Catholic educational institutions come directly under the administration of the Diocese of Kohima, while others are under the management of Catholic Religious Congregations like the Salesians, Jesuits, and Sisters who are working in the Diocese of Kohima. At present the number of Catholic educational institutions is as follows: five colleges, twenty higher secondary schools, twenty seven high schools and sixty eight primary schools. (Directory, Diocese of Kohima 2011).

6. *Nagaland:* The sixteenth state of the Indian Union and situated in the North East of India. It has a population of 1,980602 (2011 census). It is the home of sixteen major tribes. Nagaland is divided into eleven districts. The present study covers Catholic schools and colleges in the four districts of Nagaland, namely, Kohima, Dimapur, Wokha and Peren.

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.

3.6. 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.

3.7. Methodology for Data Collection

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.

3.7.1. 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: Colleges: 5, Higher Secondary Schools: 10, High Schools: 10.

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.

3.7.2. Tools Used for Data Collection

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.

Chapter 4
Analysis and Interpretations

Section I
Profiles of the Catholic Educational Institutions under Study

In this Chapter the profiles of the Catholic educational institutions included in this study are presented. Some of them are run by the Diocese of Kohima, while others are managed by Catholic organizations like the Salesian Fathers (SDB). However, these organizations are an integral part of the Diocese of Kohima.

4.1. Profile of Catholic Colleges

4.1.1. List of Colleges Studied

The Following Catholic Colleges or Institutions of higher education are included in this study. Information relevant to this study drawn from various documents and relating to the years 2010 and 2011 is presented here.

1. SPIEP = St. Paul Institute of Education, Phesama. It offers TTC (Teacher Training Certificate).
2. SCHED = Salesian College of Higher Education, Dimapur. It offers the B.A course.
3. SJCJ = St. Joseph's College, Jakhama. This college offers B.A. and B.Com courses.
4. BCTED = Bosco College of Teacher Education, Dimapur It offers the B.Ed. course.
5. SXCJ = St. Xavier College, Jalukie. This college offers B.A. courses.

4.1.2. Profile of the Staff: Teaching and Non-Teaching

Information given in Table 4.1.1 shows that there were 77 teaching staff in all five colleges out of which 40 were female and 37 were male. It is significant that 76

Table 4.1.1
Years of Establishment and Profile of Teaching Staff

College	Year of Est	Staff	Male	Female	Trained	Untrained
SPIEP	1977	6	2	4	5	1
SCHED	1982	17	13	4	17	-
SJCJ	1985	38	14	24	38	-
BCTED	2004	9	6	3	9	-
SXCJ	2005	7	2	5	7	-
Total		77	37	40	76	1

were trained, in the sense that they had the necessary qualifications, and only 1 was untrained or did not have the required qualifications. The Table further shows that SPIEP was the oldest Catholic college in Nagaland as it was established in the year 1977, and SXCJ was the latest as it was established in the year 2006.

4.1.3. Profile of Students

Information found in Table 4.1.2 shows that in all the colleges a total number of 1115 students were enrolled in the B.A. Course, 161 were enrolled in the B.Com. Course, 100 were enrolled for B. Ed. Course, and 76 were enrolled for T.T.C. (Teacher Training Certificate) course. Thus the total number of students was 1452 in the 5 Catholic Colleges. SJC has the highest numbers of enrolment with 961 students in all the courses that the college offers at the undergraduate level.

Table 4.1.2
Profile of Students: Students Enrolled (2009-2010)

College	T.T.C		B.A (M)		B.A(G)		B.Com(M)		B.Com(G)		B. Ed	
Name	M	F	M	F	M	F	M	F	M	F	M	F
SPIEP	17	59	-	-	-	-	-	-	-	-	-	-
SCHED	-	-	210	25	-	-	-	-	-	-	-	-
SJCJ	-	-	349	317	56	78	52	16	64	29	-	-
BCTED	-	-	-	-	-	-	-	-	-	-	23	77
SXCJ	-	-	13	16	29	22	-	-	-	-	-	-
Total	17	59	572	358	85	100	52	16	64	29	23	77

4.2 Profiles of Higher Secondary Schools

4.2.1. List of Higher Secondary Schools Studied

The following 10 Higher Secondary Schools are from classes Nursery to class XII and the data analyzed are from primary level to higher secondary level.

1. LFHSSK = Little Flower Higher Secondary School, Kohima

2. ASHSSP = All Saint Higher Secondary School, Peren

3. DBHSSW = Don Bosco Higher Secondary School, Wokha

4. HCHSSD = Holy Cross Higher Secondary School, Dimapur

5. CKHSSK = Christ King Higher Secondary School, Kohima

6. SXHSSJ = St. Xavier Higher Secondary School, Jalukie

7. DBHSSB = Don Bosco Higher Secondary School, Bhandari

8. DBHSSD = Don Bosco Higher Secondary School, Dimapur

9. CHSSD = Carmel Higher Secondary School, Dimapur

10. SMCHSSL = St. Mary's Cathedral Higher Secondary School, Lierie

4.2.2. Profile of the Staff: Teaching and Non-Teaching

Table 4.2.1 shows that Little Flower Higher Secondary School in Kohima is the oldest. It was established in the year 1964. All these schools were upgraded into Higher Secondary Schools in recent years.

Table 4.2.1 also shows that the total number of teaching staff in the ten Higher Secondary Schools was 459. There were 283 females and 176 males. Thus the

Table 4.2.1
Year of Establishment and Profile of Teaching Staff

Hr. Sec School	Year of Establishment	Total	Male	Female	Trained	Untrained
LFHSSK	1964	52	7	45	20	32
ASHSSP	1965	37	15	22	5	32
DBHSSW	1965	41	18	23	3	38
HCHSSD	1966	64	20	44	20	44
CKHSSK	1969	44	17	27	10	34
SXHSSJ	1969	38	18	20	5	33
DBHSSD	1981	32	15	17	6	26
DBHSSD	1985	61	27	34	25	36
CHSSD	1985	45	25	20	15	30
SMCHSSL	1992	45	14	31	15	30
Total	-	459	176	283	124	335

number of female teachers dominates the male teachers. Table 4.2.1 also reveals that out of the 459 teachers, only 124 were trained and 335 were untrained. Thus there is a very large proportion of untrained teachers in the ten Catholic Higher Secondary Schools in four districts of Nagaland, namely Kohima, Dimapur, Wokha and Peren.

4.2.3. Profile of Students

Table 4.2.2 reveals that there were 17,893 students in all ten Higher Secondary Schools out of whom 8486 were males and 9407 were females. This number includes also the students of Primary, Middle and High School levels. Thus there were 6399 at the Primary level, 5274 at the Middle School level, 4792 at the High School level and 1428 at the Higher Secondary level. HCHSSD had 3375 students, which was the highest total number of students and DBHSSD had 2670 students which was the second highest number of students.

Table 4.2.2
Profile of Students

Hr. Sec School	Primary		Middle		High School		Hr. Sec School		Total
Name	M	F	M	F	M	F	M	F	
LFHSSK	-	809	-	473	-	434	-	385	2101
ASHSSP	411	371	159	108	84	75	20	24	1252
DBHSSW	65	64	322	337	383	351	54	68	1644
HCHSSD	713	498	515	415	525	519	120	70	3375
CKHSSK	274	253	197	175	177	237	58	82	1453
SXHSSJ	222	104	250	150	102	61	80	31	1000
DBHSSB	277	253	173	126	92	101	09	19	1050
CHSSD	381	350	274	234	306	308	42	66	1961
DBHSSD	450	410	420	360	430	390	120	90	2670
SMCHSSL	285	209	329	257	117	100	50	40	1387
Total	3078	3321	2639	2635	2216	2576	553	875	17893

4.3 Profile of High Schools

4.3.1. List of High Schools Studied

The following Catholic High Schools were included for investigation in this study. All of them have the Middle School section. All except Loyola School also have the Primary Section.

1. LSJ   = Loyola School, Jakhama

2. DBSC   = Don Bosco School, Chiephobozou

3. SFDT   = St. Francis De Sales School, Tening

4. DBSSZ = Don Bosco School, Sechii Zubza

5. SCSK   = St. Clare School, Kacharigaon

6. DBST   = Don Bosco School, Tseminyu

7. SHSK   = Sacred Heart School, Khuzama

8. ASD   = Assisi School, Dimapur

9. MSB   = Montfort School, Baghty

10. SJSC   = St. Joseph School, 7th Mile, Chumukudima Dimapur

4.3.2. Profile of the Staff: Teaching and Non-Teaching

Information found in Table 4.3.1 clearly shows that the oldest Catholic High School is LSJ, established in 1970. It is also evident from the Table that between the years 1970 to 1978 three High Schools were established, between 1980 and 1987 six High Schools were established, and after 11 years SJSC was established in 1998.

Table 4.3.1
Year of Establishment and Profile of Teaching Staff

School	Year of Est.	Total	Male	Female	Trained	Untrained
LSJ	1970	18	9	9	4	14
DBST	1976	28	14	14	9	19
DBSC	1978	16	5	11	2	14
SHSK	1980	17	7	10	9	8
SFDST	1981	18	8	10	10	8
ASD	1986	44	17	27	15	29
DBSSZ	1986	27	15	12	10	17
MSB	1987	22	11	11	-	22
SCSK	1987	30	9	21	5	25
SJSC	1998	30	10	20	10	20
Total	-	250	105	145	74	176

Table 4.3.2
Profile of Students

School	Primary		Middle		High School		Total
Name	M	F	M	F	M	F	
LSJ	-	-	178	137	128	144	587
DBST	337	320	135	125	103	98	1118
DBSC	124	107	86	67	28	26	438
SHSK	66	69	77	83	61	80	436
SFDST	130	120	55	45	50	60	460
ASD	521	528	251	280	38	56	1674
DBSSZ	59	37	218	181	185	47	727
MSB	32	29	77	73	89	67	367
SCSK	251	197	180	178	67	75	948
SJSC	287	272	167	189	34	51	1000
Total	1807	1679	1424	1358	783	704	7755

The total number of teaching staff is 250, out of which 105 are males and 145 are female teachers. The table further shows that 74 are trained teachers and 176 are untrained. Thus a large proportion of the teachers are untrained.

4.3.3. Profile of Students

According to the information found in Table 4.3.2, there are 7755 students in all the ten High Schools, out of whom 4014 are males and 3741, are females. Further, The table gives the information that 3486 students are at the primary level, 2782 students at the middle school level, and 1487 students are at the high school level. The

table further shows that ASD has 1674 students which is, the highest total number of students, and DBST with 1118 has the second highest total number of students.

Section II
Teachers' Accountability

It has been explained in Chapter 3 that accountability is answerability. 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 has also been explained that a teacher's accountability has various dimensions. In this Section data on teachers' accountability collected from different persons will be presented and analysed in three Parts. Part 1 will present the data from the heads of the institutions. Part 2 will present the data collected from the teachers themselves. Finally Part 3 will present the data collected from the students.

4.4. Teachers' Accountability as Perceived by the Heads of the Institutions

4.4.1. Profile of the Heads of the Institutions

As pointed out in Chapter 3, data was collected from 33 Heads of Institutions with the help of a Questionnaire. 42.4% of them were males and 39.4% females. 81.8% of them were trained with B.Ed/M.Ed; one had a PhD degree and another was Chartered Accountant.

Female Heads had 21 to 30 years of experiences as heads of institutions, while males had 16-20 years of experiences indicating that females had more years of experiences as heads of institutions than the males.

All the Heads of Institutions in the Catholic Educational Institutions under Kohima Diocese do not get monthly salary; instead, they get an allowance of Rs.3000 per month, except for two principals, one of whom gets Rs.13500 while the other gets Rs 9120, and a vice principal gets Rs. 6000 per month.

4.4.2. Punctuality and Aspects of Devotion to Duty

Information given in Table 4.4.1 shows that 90.9% heads of institutions agree that teachers were punctual, regular in duty and committed to teaching. Reasons given by the heads of institutions are as follows: (a) the sense of responsibility and concern for the students, (b) keen interest in the students, (c) sincerity and dedication to the

profession, and (d) the feeling of belongingness to the institutions. The Table further shows that 87.9 % heads of institutions acknowledge that teachers were able to complete the syllabus in the given time. 84.8% find that teachers were organizing co-curricular activities such as sports and games, literary competitions and cultural programmes. 81.8% admit that teachers were giving regular assignments to students.

Table 4.4.1
Punctuality, Management, Assignments, Syllabus, Activities and Problems

Parameters	Yes	%	No	%
Punctual and regular in duty	30	90.9	3	9.1
Able to manage and control the class	24	72.7	9	27.3
Regular in giving assignments	27	81.8	6	18.2
Able to complete the syllabus in time	29	87.9	4	12.1
Organizes co-curricular activities	28	84.8	5	15.2
Committed to teaching	30	90.9	3	9.1
Discussed student's problems with parents	20	60.6	13	39.4

N = 33

Information found in Table 4.4.1 also indicates that 72.7% of the heads of institutions say that teachers were able to manage and control their classes, but 27.3% says that teachers were not able to manage and control their classes. Reasons given by most heads of institutions are lack of experience and training. The table also indicates that 60.6% heads of institutions agree that teachers discuss student's problems with their parents.

4.5. Teachers' Accountability as Perceived by Teachers

Information on accountability was collected with the help of a Questionnaire from 38 teachers of Colleges, 139 teachers of Higher Secondary Schools, and 134 teachers of High Schools. Their responses are presented in the following tables.

4.5.1. Perceptions of the College Teachers

Information on the perception of College about Teachers' Accountability is found in Tables 4.5.1 and 4.5.2

According to the information found in Table 4.5.1, all college teachers are in time for their classes. They are able to control and manage their classes. They are able to complete the syllabus in time. 76.3% of them give regular assignments to students. 94.7% conduct regular quarterly test, while 73.7% conduct regular class test. 65.8% conduct monthly test and 23.7% were conducting weekly test. Teachers were also

- 30 -

conducting other tests such as (a) continuous assessment test (b) test at the end of every unit, and (c) paper presentation and group discussions.

Table 4.5.1

Punctuality, Classroom Management, Assignment, Syllabus and Test

Parameters	Yes	%	No	%
In time for class	38	100	-	-
Able to manage and control the class	38	100	-	-
Gives regular assignments to students	29	76.3	9	23.7
Able to complete the syllabus on time	38	100	-	-
Conduct regular class test	28	73.7	10	26.3
Conduct regular weekly test	9	23.7	29	76.3
Conduct regular monthly test	25	65.8	13	34.2
Conduct regular quarterly test	36	94.7	2	5.3

(N = 38)

Table 4.5.2

Feedbacks, Respect for students, Absentees, Problems and Weak students.

Parameters	Yes	%	No	%
Gives regular feedback on students performance	31	81.6	7	18.4
Love and respect for students	38	100	-	-
Inquire about absentees	30	78.9	8	21.1
Gives extra suggestions for improvement	38	100	-	-
Discussed student's problems with parents	14	36.8	24	63.2
Evaluate student's performance	23	60.5	15	39.5
Complete daily corrections even if call to sit over time	32	84.2	6	15.8
Special attention to weak students	37	97.4	1	2.6

N = 38

According to the information found in Table 4.5.2 all the teachers love and respect their students and give extra suggestions for their improvement. 97.4% of the teachers give special attention to weak students and the majority of the teachers take the following steps: (a) personal guidance and assessing them through follow up programmes, (b) learning students' background and helped them in their studies, (c) checking their performance regularly, (d) mentoring and arranging special classes, and (e) asking questions frequently to check their attention.

It is also evident from Table 4.5.2 that 84.2% of the teachers are able to complete their daily correction even if they were called to sit over time for other responsibilities. 81.6% give regular feedback on students' performance to help them

learn better. 78.9% of the teachers are concerned about the absentees. 60.5% of the teachers were regular in evaluating students' performance. The table also reveals that only 36.8% teachers were able to discuss student's problems with their parents and 63.2% were not able to do so.

4.5.2. Perceptions of the Teachers of Higher Secondary Schools

Tables 4.5.3 and 4.5.4 provide information on the perceptions of the teachers of Higher Secondary Schools about teachers' accountability.

Information found in Table 4.5.3 indicates that 99.3% of the Higher Secondary School teachers are able to manage and control their classes. 95.7% of them come in time for their classes, and 94.2% are able to complete the syllabus in the given time. 79.9% of them give regular assignments to students. The Table further shows that 85.6% of the teachers give regular class tests to students, 56.1% conduct regular weekly tests, while 63.3% give regular monthly tests, and 56.8% conduct regular quarterly tests. Teachers also conduct mid-term tests, unit tests, oral tests, individual tests and surprise tests.

Table 4.5.3
Punctuality, Management, Assignment, Syllabus, and Tests

Parameters	Yes	%	No	%
In time for class	133	95.7	6	4.3
Able to manage and control the class	138	99.3	1	0.7
Gives regular assignments to students	111	79.9	28	20.1
Able to complete the syllabus in time	131	94.2	8	5.8
Conduct regular class test	119	85.6	20	14.4
Conduct regular weekly test	78	56.1	61	43.9
Conduct regular monthly test	88	63.3	51	36.7
Conduct regular quarterly test	79	56.8	60	43.2

(N = 139)

Table 4.5.4

Feedback, Respect for Students, Absentees, Problems, and Weak Students

Parameters	Yes	%	No	%
Regular feedback on students performance	130	93.5	9	6.5
Love and respect for students	138	99.3	1	0.7
Inquire about absentees	111	79.9	28	20.1
Gives extra suggestions for improvement	135	97.1	4	2.9
Discussed student's problems with parents	100	71.9	39	28.1
Evaluate student's performance	103	74.1	36	25.9
Complete daily corrections even if call to sit over time	96	69.1	43	30.9
Gives special attention to weak students	126	90.6	13	9.4

(N = 139)

According to the information found in Table 4.5.4 nearly all, that is, 99.3% of the teachers love and respect their students. 97.1% give extra suggestions to students for their improvement. 93.5% offer regular feedback on students' performance. It is edifying that 90.6% teachers give special attention to weak students and the majority of them use the following methods to help weaker students: (a) paying attention to their special needs and suggesting measure for their improvement, (b) asking questions frequently, (c) giving more home work, assignments and regular tests, (d) regular checking of class-notes and extra care in the classroom, (e) encouraging students to be optimistic, (f) availability when students approach for help, (g) learning about their family background, and providing guidance and counselling, (h) arranging their seats in front with intelligent students, and (i) meeting their parents and discussing their progress. Further, the Table reveals that 79.9% teachers show concern and inquire about the absentee students. 74.1% regularly evaluate students' performance. 71.9% discuss students' problems with their parents, and 69.1% are able to complete their daily correction even if they are called to sit over time for other responsibilities.

4.5.3. Perceptions of the Teachers of High Schools

Data on the perceptions about Teachers' Accountability from the 134 teachers of the High Schools are given in Tables 4.5.5 and 4.5.6

It can be seen from Table 4.5.5 that 99.3% of the High School teachers are able to manage and control their classes. 98.5% of them are in time for class. 95.5% of them are able to complete the syllabus in time, and 93.3% give regular assignments to students to foster learning.

The table further shows that 87.3% of the teachers conduct regular class tests, 78.4% conduct regular monthly tests, while 60.4% conduct regular weekly tests and 56% conduct regular quarterly tests. Teachers also conduct unit tests, mid-term tests and at completion of every lesson, a surprise test.

It is indeed striking, as can be seen from Table 4.5.6, that 99.3% of the High School teachers love and respect their students. 96.3% gives extra suggestions for students' improvement. 91% gives regular feedback on students' performances to enable them to perform better. The table further shows that 90.3 % of the High School

Table 4.5.5
Punctuality, Management, Syllabus, Assignment and Test

Parameters	Yes	%	No	%
In time for class	132	98.5	2	1.5
Able to manage and control the class	133	99.3	1	0.7
Gives regular assignments to students	125	93.3	9	6.7
Able to complete the syllabus in time	128	95.5	6	4.5
Conduct regular class test	117	87.3	17	12.7
Conduct regular weekly test	81	60.4	53	39.6
Conduct regular monthly test	105	78.4	29	21.6
Conduct regular quarterly test	75	56	59	44

(N=134)

Table 4.5.6
Feedback, Respect for students, Absentees, Problems and weak students

Parameters	Yes	%	No	%
Gives regular feedback on students performance	122	91	12	9
Love and respect for students	133	99.3	1	0.7
Inquire about absentees	112	83.6	22	16.4
Gives extra suggestions for improvement	129	96.3	5	3.7
Discussed student's problems with parents	120	89.6	14	10.4
Evaluate students performance	99	73.9	35	26.1
Complete daily corrections even if call to sit over time	97	72.4	37	27.6
Gives special attention to weak students	121	90.3	13	9.7

(N=134)

teachers give special attention to weak students and they take various measures to help weak students. Some of these measures are as follows: (a) helping them in their studies especially their home work, (b) giving special extra coaching classes, (c) knowing and understanding the problems of the students and giving a lot of encouragement, (d) regularly checking their performance, (e) visiting their homes and motivating them to improve, (f) giving them guidance and counselling them, (g) meeting their parents and guardians to discuss their areas of progress and improvement, (h) making them to sit with good students to motivate them.

Table 4.5.6 also shows that 89.6% of the teachers take the trouble to discuss students' problems with their parents. 83.6% teachers are concerned and inquire about the absentees. 73.9% regularly evaluates the performance of their students, and 72.4% are able to complete their daily corrections even if they are called to sit over time for other responsibilities.

4.6. Teachers' Accountability as Perceived by Students

Information on the perceptions of teachers' accountability by students of different types of institutions is presented in this section.

4.6.1. Perceptions of the Students of Teacher Training Colleges

Tables 4.6.1 and 4.6.2 provide information on the perception of teachers' accountability by the students of teachers' training colleges. The total number of these students is 110.

Information found in Table 4.6.1 shows that all teachers training students agree that they have a library in the college and 82.7% of them state that their teachers

Table 4.6.1

Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	106	96.4	4	3.6
Have control over the class	106	96.4	4	3.6
Gives regular assignment to students	94	85.5	16	14.5
Organized co-curricular activities	110	100	-	-
Promote creative thinking of students	110	100	-	-
Ready to listen and help students	107	97.3	3	2.7
Discussed goal related objectives	99	90	11	10
A library in the college	110	100	-	-
Encourage the use of library	91	82.7	19	17.3
Teacher well mannered	108	98.2	2	1.8
Teachers well dressed	108	98.2	2	1.8

(N=110)

Table 4.6.2

Judgement, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	31	28.2	79	71.8
Fair and impartial based on religion	90	81.8	20	18.2
Fair and impartial based on status	43	39.1	67	60.9
Fair and impartial based on tribe	89	80.9	21	19.1
Fair and impartial based on caste	90	81.8	20	18.2
Detain after class	3	2.7	107	97.3
Parents are called to the college	12	10.9	98	89.1
Students were called to the principal office	52	47.3	58	52.7
Teachers used humiliating words	11	10	99	90
Faced problems from teachers	10	9.1	100	90.9

(N=110)

encourage the use of library. The table also shows that all the students acknowledge that their teachers organise co-curricular activities and promote their creative thinking. 98.2% of them agree that teachers are well mannered and well dressed. 97.3% agree that teachers are ready to listen and help out students. 96.4% find that the teachers are in time for class and are able to control their class. Further, the table presents the information that 90% of the students admit that teachers discuss goal related objectives with students, and 85.5% say that teachers were regular in giving assignments to students.

Table 4.6.2 clearly shows that 81.8% of the students admit that teachers are fair and impartial, irrespective of religion and caste, 80.9 % say that teachers are impartial irrespective of tribe, while 39.1% say that teachers are impartial on the basis of status. However, 60.9% of the students state that teachers were not fair and partial in judgments and evaluation and the comments given by students are as follows: (a) rich students are favoured, (b) on the basis of their relationship, (c) on the basis of physical appearance, (d) on the basis of age and individual differences, (e) on the basis of favouritism.

Table 4.6.2 further shows that 47.3% of the students say that they were called to the principal's office, 10.9% of the students say that their' parents were called to the college. 10% of the students state that teachers used humiliating words to students and 2.7% were detained after class. However, 28.2% of the students acknowledge that teachers were able to discuss student's problems with their parents.

The disciplinary measure taken by majority of the teachers is sending the students to the principal office. But teachers also use other types of punishment as listed here: (a) cleaning the playground; (b) giving less internal marks, (c) teachers keeping silent and not teaching, (d) personal corrections. Table 4.6.2 also states that 9.1% of the students faced certain problems from their teachers. These problems stated by students are as follows: (a) no proper explanation of lessons, (b) vast syllabus, (c) teachers do not use new methods of teaching, (d) some teachers have no command of English, (e) teachers were using too much of action while teaching, (f) teachers have no control of the class, (g) teachers were too irregular and never corrected the home work, (h) teachers were sharing more of their home affairs instead of teaching, and (i) few teachers showed favouritism.

4.6.2. Perceptions of the Students of Undergraduate Colleges

The perceptions of 209 students of Undergraduate Colleges on teachers' accountability are summarised in Tables 4.6.3 and 4.6.4.

Information given in Table 4.6.3 shows that all the undergraduate students agree that they have a library in the college. 96.7% of them admit that teachers encourage the use of the library. 98.1% of them state that teachers are ready to listen to and help students. 97.6% find that the teachers are well mannered, and 91.9% acknowledge that teachers were well dressed. The table further shows that 96.7% of the students say that teachers are in time for the class. 94.7% of the students state that the teachers promote creative thinking of students. 87.6% say that teachers organise co-curricular activities, and 76.6% say that teachers are able to control their classes. Further, the information from Table 4.6.3 shows that 75.6% of the students state that teachers were regular in giving assignments, and 74.2% of the students admit that teachers discuss goals related objectives with students.

Table 4.6.3
Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	202	96.7	7	3.3
Have control over the class	160	76.6	49	23.4
Gives regular assignment	158	75.6	51	24.4
Organized co-curricular activities	183	87.6	26	12.4
Promote creative thinking	198	94.7	11	5.3
Ready to listen and help students	205	98.1	4	1.9
Discussed goal related objective	155	74.2	54	25.8
A library in the college	209	100	-	-
Encourage the use of library	202	96.7	7	3.3
Teacher well mannered	204	97.6	5	2.4
Teachers well dressed	192	91.9	17	8.1

(N=209)

Table 4.6.4 presents the information that 78.9% of the students admit that the teachers send students to the principal's office as disciplinary measures. 35.4% of the students admit that their parents were called to the college as a disciplinary measure. 15.8% of the students acknowledge that teachers were using humiliating words to students, and 2.4% state that teachers detained students after class. Teachers were also using other types of disciplinary measures such as (a) impositions of fines, (b) suspension from class, (c) personal correction, (d) paper presentation, (e) improvement tests, and (f) indifference to students who misbehave. The table further

shows that 57.9% of the students agree that teachers were fair and impartial in their judgments and evaluation on the basis of religion, 53.6% on the basis of status, 49.3% on the basis of caste. 48.8% of the students assert that teachers are fair and impartial

Table 4.6.4
Judgments, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	41	19.6	168	80.4
Fair and impartial based on religion	121	57.9	88	42.1
Fair and impartial based on status	112	53.6	97	46.4
Fair and impartial based on tribe	102	48.8	107	51.2
Fair and impartial based on caste	103	49.3	106	50.7
Detain after class	5	2.4	204	97.6
Parents are called to the college	74	35.4	135	64.6
Students were called to the principal's office	165	78.9	44	21.1
Teachers used humiliating words	33	15.8	176	84.2
Faced problems from teachers	50	23.9	159	76.1

(N=209)

in judgment and evaluation on the basis of tribe. But it is discouraging to note that only 19.6% of the students agree that teachers take the trouble to discuss students' problems with parents.

Table 4.6.4 further reveals that 23.9% of the students had problems with their teachers and the problems stated by students are: (a) some teachers are very fast while dictating notes, (b) some teachers are poor in English pronunciation, (c) most of the teachers do not use modern methods of teaching, (d) some teachers lack teaching experience, (e) some teachers have soft voice and cannot control their classes, (f) assignments are too many and are not evaluated properly, (g) some teachers come to class unprepared, (h) some teachers lack self confidence (i) most of the teachers are text books oriented than creative method oriented.

4.6.3. Perceptions of the Students of Higher Secondary Schools

Information on the perceptions of 651 students of Higher Secondary Schools on teachers' accountability are summarised in Tables 4.6.5 and 4.6.6

Table 4.6.5 presents the information that 89.9% of the students of Higher Secondary Schools admit that teachers are well mannered. 87.4% of them agree that teachers are well dress in keeping with their teaching profession. 89.4% of them acknowledge that teachers are ready to listen to and help students. As many as 78.8% of the students states that teachers promote creative thinking of students.

Table 4.6.5 further shows that 69.1% of the students say that teachers organize co-curricular activities. 53.1% state that teachers give regular assignments to students. 49.2% say that teachers are able to discuss goal related objectives with students. The Table further depicts that 83.6% of the students agree that teachers were in time for class and 73.7% say that the teachers are able to control their classes. 75.3% of the students acknowledge that they have a library in the school, but only 18.7% of the students admit that teachers encourage the students to use the library regularly

Table 4.6.5
Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	544	83.6	107	16.4
Have control over the class	480	73.7	171	26.3
Gives regular assignment to students	346	53.1	305	46.9
Organized co-curricular activities	450	69.1	201	30.9
Promote creative thinking	513	78.8	138	21.2
Ready to listen and help students	582	89.4	69	10.6
Discussed goal related objective	320	49.2	331	50.8
A library in the college	490	75.3	161	24.7
Encourage the use of library	122	18.7	529	81.3
Teacher well mannered	585	89.9	66	10.1
Teachers well dressed	569	87.4	82	12.6

(N=651)

Table 4.6.6
Judgments, Evaluation, Discipline and Problems faced

Parameters	Yes	%	No	%
Discussed students problems with parents	343	52.7	308	47.3
Fair and impartial based on religion	349	53.6	302	46.4
Fair and impartial based on status	314	48.2	337	51.8
Fair and impartial based on tribe	346	53.1	305	46.9
Fair and impartial based on caste	320	49.2	331	50.8
Detain after class	193	29.6	458	70.4
Parents are called to the school	460	70.7	191	29.3
Students were called to the principal office	563	86.5	88	13.5
Teachers used humiliating words	310	47.6	341	52.4
Beating as disciplinary measures	202	31	449	69
Faced problems from teachers	178	27.3	473	72.7

(N=651)

Table 4.6.6 presents the information that 86.5% of the students admit that they were called to the principal's office as disciplinary measure. 70.7% acknowledge that parents were called to school, while 47.6% reveals that teachers were using

humiliating words. The table further shows that 31% students admit that teachers were beating students and 29.6% state that teachers detain students after class. Further, 52.7 % of the students agree that teachers take the trouble to discuss the students' problems with their parents. Other disciplinary measures used by teachers and listed by students are: (a) imposition, (b) cleaning the play ground, (c) standing outside, (d) imposing fines, (e) suspension from class, (f) issuing transfer certificate and, (g) kneeling down.

Table 4.6.6 further shows that 53.6% of the students find the teachers fair and impartial in judgment and evaluation based on religion, 53.1% based on tribe, 49.2% based on caste. However, 50.8% of the students find that teachers are partial, and in favour of students of their own caste. Further the table shows that 48.2% of the students feel that teachers were fair and impartial based on status, but 51.2% disagree and find that teachers are in favour of the rich and well to do students. The following are the comments given by students: (a) sex, (b) intelligent students, and (c) brilliant students.

The table also shows that 27.2% of the students have problems with their teachers. The problems faced by students are listed as: (a) teachers do not explain their lesson properly, (b) partial in their treatment to students, (c) some teachers are in a hurry to complete the syllabus, (d) teachers use harsh and rude words some times, (e) some teachers lack experience, (f) some are very fast while teaching, (g) some teachers do not use proper methods of teaching to motivate students, (h) some teachers are poor in English, (i) some teachers are short tempered and take unnecessary measures, (j) some teachers read without giving explanations.

4.6.4. Perceptions of the High School Students

The perceptions of 683 High School Students on Teachers' Accountability are presented in Tables 4.6.7 and 4.6.8.

The information given in Table 4.6.7 shows that 91.9% of the High School students agree that teachers are in time for class. 89.2% of the students admit that teachers are able to control their classes. 67.2% of them acknowledge that teachers are regular in giving assignments to students. 97.8% of them agree that teachers are ready to listen to and help students. 92.5% of the students say that the teachers organize co-curricular activities, and 86.5% of them state that teachers promote creative thinking in students. The Table further shows that 79.9% of the students agree that teachers

discuss goal related objectives with students. Only 31.6% of the students admit that they have a library in the school, and 31.2% of them state that teachers encourage the regular use of library. Further, the information found in the table depicts that 92.4% of the students agree that teachers are well mannered, and 92.5% of them acknowledge that teachers are well dressed in keeping with their teaching profession.

Table 4.6.7
Punctuality, Management, Assignments, Activities, Library, Manner and Dress

Parameters	Yes	%	No	%
In time for class	628	91.9	55	8.1
Have control over the class	609	89.2	74	10.8
Gives regular assignment	459	67.2	224	32.8
Organized co-curricular activities	632	92.5	51	7.5
Promote creative thinking	591	86.5	92	13.5
Ready to listen and help students	668	97.8	15	2.2
Discussed goal related objective	546	79.9	137	20.1
A library in the school	216	31.6	467	68.4
Encourage the use of library	213	31.2	470	68.8
Teacher well mannered	631	92.4	52	7.6
Teachers well dress	632	92.5	51	7.5

(N=683)

Table 4.6.8
Judgments, Evaluation, Discipline and Problems Faced

Parameters	Yes	%	No	%
Discussed students problems with parents	551	80.7	132	19.3
Fair and impartial based on religion	371	54.3	312	45.7
Fair and impartial based on status	384	56.2	299	43.8
Fair and impartial based on tribe	393	57.5	290	42.5
Fair and impartial based on caste	366	53.6	317	46.4
Detain after class	254	37.2	429	62.8
Parents are called to the school	598	87.6	85	12.4
Students were called to the principal office	640	93.7	43	6.3
Teachers used humiliating words	186	27.2	497	72.8
Beating as disciplinary measures	462	67.6	221	32.4
Faced problems from teachers	84	12.3	599	87.7

(N=683)

Table 4.6.8 shows that 80.7% of the High School students agree that teachers discuss students' problems with their parents. 57.5% of them find that teachers are fair and impartial in judgment and evaluation of students' performance based on tribe, 56.2% based on status, 54.3% based on religion, and 53.6% based on caste. The

comments given by students are as follows: (a) sex, (b) bright and smart students are favoured, (c) beauty, (d) likes and dislikes, (e) relationship and friendship.

Further, Table 4.6.8 presents the information that 93.7% of the students say that teachers send students to the principal office as a disciplinary measure, 87.6% of them admit that parents are called to the school, while 67.6% of them acknowledge that teachers beat students, and 37.2% of the students state that teachers detain students after class. Other disciplinary measures used by the teachers are: (a) imposition, (b) sending outside the class, (c) mass punishment, (d) imposing fines, and (e) making the students kneel down. Further, Table 4.6.8 depicts that 27.2% of the students say that teachers use humiliating words and that 12.3 % of them had problems with their teachers. The problems stated by students are: (a) teachers do not explain their lessons well, (b) some teachers are not fluent in English, (c) a few teachers are very fast in completing the syllabus that students cannot understand, (d) some teachers are partial, (e) some teachers misunderstand the students' problems, and (f) some teachers are not enthusiastic about teaching.

As a conclusion to this Section on Teachers' Accountability it is possible to say that the data presented here raises many questions. These will be taken up for further discussion in Chapter 5.

Section III
Teachers' Effectiveness

As explained in Chapter 3, effectiveness is the ability to produce desired results. A teacher's effectiveness refers to the effect of the teacher's performance on pupils. Teaching is effective if 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. In this Section data on teachers' effectiveness collected from different persons will be presented and analysed in three Parts. Part 1 will present the data from the heads of the institutions. Part 2 will present the data collected from the teachers themselves and Part 3 will present the data collected from the students.

4.7 Teachers' Effectiveness as Perceived by the Heads of the Institutions

4.7.1. Teacher's Effectiveness as perceived by Heads of Institutions

Teacher effectiveness has various dimensions. The Heads of the 25 Catholic Educational Institutions were asked to provide information on the effectiveness of the

teachers of their institutions. 33 Heads have responded. They include Principals, Vice-Principals, Headmasters and Headmistresses. Their responses are given in Table 4.7.1

The information found in Table 4.7.1 shows that 93.9% of the Heads of the Institutions agree that teachers were able to motivate students. The methods used by most teachers to motivate students are: (a) Team visit to student's home, (b) Participatory methods, (c) Individual care and encouragement, (d) Guidance and counselling methods, (e) Instructional method, (f) Group discussion and assignment method, (g) Re-enforcement method, (h) Demonstration method, (i) Question method, (j) Continuous assessment method, (k) Teacher-Parent meeting method, (l) Incentive method, (m) Tutorial method, (n) Supervised study method, (o) Mentoring method, (p) Reward and Punishment method.

The table gives further information that 91% of the Heads of Institutions acknowledge that teachers are friendly and cordial with students in and outside the

Table 4.7.1

Potentials, Motivation, Relationships, Counselling, Questions and Discipline

Parameters	Yes	%	No	%
Able to motivate students	31	93.9	2	6.1
Promote creative thinking potential of students	28	84.8	5	15.2
Friendly and cordial to students in and outside class	30	91	3	9
Help students through counselling Sessions	22	66.7	11	33.3
Questions were asked at the end of the class	27	81.8	6	18.2
Contribute generously in matters of Discipline	26	78.8	7	21.2

(N=33)

classrooms. 84.8% of them agree that teachers are promoting creative thinking potentials of their students. 81.8% of them admit that teachers ask questions at the end of the class to enforce learning. 78.8% of them found that teachers are generous in contributing what they can in matters of discipline, and 66.7% of the Heads of Institutions agree that teachers help students through guidance and counselling programmes.

4.8. Teachers' Effectiveness as Perceived by Teachers

The views of the teachers of different types of institutions are presented here.

4.8.1. Teachers' Effectiveness as Perceived by College Teachers

As the information found in Table 4.8.1 shows, all the college teachers are able to explain their lesson clearly. All of them also follow a systematic way of teaching and are able to summarise what they teach at the end of the class. The table

further shows that all the teachers are able to improve their ability to explain. 97.4% of the college teachers claim that they are able to update their class notes every year. They also involve students in the teaching and learning process. 94.7% of them say

Table 4.8.1

Planning, Explanation, Systematic teaching, Summarization and Involvement

Parameters	Yes	%	No	%
Do meticulous lesson planning	32	84.2	6	15.8
Do time planning of classes	29	76.3	9	23.7
Lessons were clearly explained	38	100	-	-
Improve the ability to explain	38	100	-	-
Follow systematic teaching	38	100	-	-
Summarized what is taught	38	100	-	-
Involved students in the teaching learning rocess	37	97.4	1	2.6
Update class notes every year	37	97.4	1	2.6
Teaching is loud and clear voice	36	94.7	2	5.3

(N=38)

Table 4.8.2

Methods, Frequent questions, Student's Attention, Suggestions and Support

Parameters	Yes	%	No	%
Employed innovative methods of teaching	35	92.1	3	7.9
Use Black Board and Chalk	38	100	-	-
Use Illustrated Charts	27	71.1	11	28.9
Use Demonstration method	31	81.6	7	18.4
Use Dictation of notes method	36	94.7	2	5.3
Questions were asked frequently in the Class	33	86.8	5	13.2
Students were attentive	37	97.4	1	2.6
Welcome creative suggestions of students	38	100	-	-
Gets support from Fellow teachers	37	97.4	1	2.6

(N=38)

that they teach in a loud and clear voice. 84.2% of them claim that they did meticulous lessons planning, and 76.3 % of them say that did proper time planning of their classes.

Information found in Table 4.8.2 reveals that, all the teachers in the colleges use the Black Board and Chalk method of teaching. The Table also gives information that 94.7% of the teachers use the dictation of notes method. 92.1% of them employ innovative methods of teaching. 86.8% of them ask questions frequently to draw students' attention. 81.6% of them use demonstration method, and 71.1% of them use illustrated charts method. The other methods used by the college teachers are (a) Seminars and group discussion method, (b) Paper presentation method, (c) Assignment method, (d) Audio Visual method, (e) Informal teaching method, (f)

Debate method, (g) Study tours method, (h) Interactive method, (h) Field work method. (i) Story telling method, (j) Questioning and constructive argument method.

It is also very clear from Table 4.8.2 that all teachers are happy to welcome creative suggestions from students. Further the table shows that 97.4% of the teachers acknowledge that students are attentive in the class and majority (97.4%) of the teachers say that they get support from their fellow teachers.

4.8.2. Teachers' Effectiveness as Perceived by Higher Secondary School Teachers

Table 4.8.3 shows that all higher secondary school teachers are able to explain their lessons clearly. 98.6% of them are able to improve their ability to explain their lessons well. 96.4% of them claim that they teach systematically, and 95.7% of them are able to teach in a loud and clear voice and 92.1% were able to update their class notes every year. The table also gives information that 89.9% teachers were involving

Table 4.8.3
Planning, Explanation, Systematic teaching, Summarization, and Involvement

Parameters	Yes	%	No	%
Do meticulous lesson planning	113	81.3	26	18.7
Do time planning of classes	124	89.2	15	10.8
Lessons were clearly explained	139	100	-	-
Improve the ability to explain	137	98.6	2	1.4
Taught systematically	134	96.4	5	3.6
Summarized what is taught	125	89.9	14	10.1
Involved students in teaching learning process	125	89.9	14	10.1
Update class notes every year	128	92.1	11	7.9
Taught is loud and clear	133	95.7	6	4.3

(N=139)

Table 4.8.4
Method, Attention, Frequent question, Suggestions and Support

Parameters	Yes	%	No	%
Employ innovative methods of teaching	110	79.1	29	20.9
Use Black Board and Chalk	139	100	-	-
Use Illustrated Charts	67	48.2	72	51.8
Use Demonstration method	110	79.1	29	20.9
Use Dictation of notes	114	82.0	25	18
Question were asked frequently in the class	135	97.1	4	2.9
Students were attentive in the class	131	94.2	8	5.8
Welcome creative suggestions from students	135	97.1	4	2.9
Gets support from fellow teachers	132	95	7	5

(N=139)

students in the teaching and learning process. The same percentage of teachers were also summarizing what is they teach at the end of the class while 89.2% higher secondary school teachers regularly do time planning of their classes and 81.3% do meticulous lesson planning for effective teaching.

From the information found in Table 4.8.4, it can be seen that all the teachers use the Black Board and Chalk method of teaching. 82% of them also use the dictation of notes method. 79.1% of the teachers employ innovative method of teaching and also use demonstration method, while 48.2% also use illustrated charts as a method of teaching. Other methods used by the teachers are: (a) Story method (b) Group discussion (c) Relevant facts and examples (d) Drawing diagrams (e) Project works (f) Seminars (g) Dramatization (i) Experimental method (j) Lecture method (k) Home work and assignment methods. It is also seen from Table 4.8.4 that 97.1% of the teachers ask questions frequently in the class to draw the students' attention. 97.1% of them welcomed creative suggestions from students. As many as 95% of the teachers said that they were getting good support from their fellow teachers and 94.2% of them agree that students were attentive in the class.

4.8.3. Teachers' Effectiveness as Perceived by High School Teachers

Information given in Table 4.8.5 shows that 97% of the High School Teachers are able to explain their lessons clearly and 95.5% of them are able to improve their ability to explain their lessons. 94.8% of them are teaching in a loud and clear voice. 91.8% of them are following systematic teaching, and 90.3% are able to summarize what they teach at the end of the class. It is encouraging to note that 87.3% of the teachers do meticulous lesson planning and the same percentage of teachers also involve students in the teaching and learning process. While 82.8% do time planning for their classes, 82.1% do updating class notes every year.

It is very clear from the information given in Table 4.8.6 that 79.1% of the teachers are using innovative methods of teaching. 99.3% of them are using Black Board and Chalk method of teaching, while 76.9% of the teachers are using demonstration method. The table further shows that 75.4% of the teachers are using dictation of notes, and 65.7% of them were using illustrated charts for their teaching.

It is also found from Table 4.8.6 that the teachers are using other teaching methods such as: (a) Play way method, drama and stories methods (b) Field study, exposure programmes and study tour (c) Group activities and group discussions (d)

Comprehension and quiz (e) Assignment and project method. The table also provides the information that 97.8% of the teachers agree that students are attentive in the

Table 4.8.5
Planning, Explanation, Systematic teaching, Summarization, and Involvement

Parameters	Yes	%	No	%
Meticulous lesson planning	117	87.3	17	12.7
Time planning of classes	111	82.8	23	17.2
Lessons were clearly explained	130	97.0	4	3
Improve the ability to explain	128	95.5	6	4.5
Teach systematically	123	91.8	11	8.2
Summarized what is taught	121	90.3	13	9.7
Involved students in teaching learning process	117	87.3	17	12.7
Update class notes every year	110	82.1	24	17.9
Taught is loud and clear	127	94.8	7	5.2

(N=134)

Table 4.8.6
Method, Attention, Frequent question, Suggestions and Support

Parameters	Yes	%	No	%
Employed innovative methods of teaching	106	79.1	28	20.9
Used Black Board and Chalk	133	99.3	1	0.7
Used Illustrated Charts	88	65.7	46	34.3
Used Demonstration method	103	76.9	31	23.1
Used Dictation of notes method	101	75.4	33	24.6
Questions were asked frequently in the Class	128	95.5	6	4.5
Students were attentive	131	97.8	3	2.2
Welcome creative suggestions of students	125	93.3	9	6.7
Gets support from Fellow teachers	118	88	16	12

(N=134)

class. 95.5% say that they frequently ask questions in the class to draw the students' attention. 93.3% of the teachers welcome creative suggestions from students. 88% of the teachers acknowledge that they are getting the support of their fellow teachers.

4.9 Teachers' Effectiveness as Perceived by Students

The perceptions of the students of different types of institutions are presented in this Section.

4.9.1. Effectiveness as Perceived by Students of Teachers' Training Colleges

Information found in Table 4.9.1 shows that 92.7% of the students of Teacher Training Colleges find their teachers well prepared for class, 90.9% of them find that their teachers are teaching systematically with emphasis on important points. The

Table further gives the information that 93.6% of the students admit that their teachers have a command of English, sense of humour, and are enthusiastic to teach. 98.2% of the students agree that their teachers ask questions during class, and 76.4% of them acknowledge that their teachers summarize what they teach at the end of the class. 67.3% of the students find that their teachers ask constructive feedback from the students, and 85.5% of the students admit that their teachers use creative methods of teaching.

The information given in Table 4.9.2 shows that according to 98.2% of the students most teachers use Black Board and Chalk as the teaching method. 66.4% of the students find the teachers using Over head projector. 41.8% of them state that their teachers use illustrated charts, and 31.8% admit that their teachers use CD and DVD

Table 4.9.1
Systematic teaching, Command of English, Sense of humour and Feed backs

Parameters	Yes	%	No	%
Teachers well prepared for class	102	92.7	8	7.3
Teachers teaches systematically	100	90.9	10	9.1
Teachers emphasized on important points	100	90.9	10	9.1
Summarized what is taught at the end of the class	84	76.4	26	23.6
Teachers have command of English	103	93.6	7	6.4
Teachers have a sense of humour	103	93.6	7	6.4
Teachers asked constructive feed back	74	67.3	36	32.7
Teachers uses creative method of teaching	94	85.5	16	14.5
Teachers were enthusiastic to teach	103	93.6	7	6.4
Teachers pose question during class	108	98.2	2	1.8

(N=110)

Table 4.9.2
Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	88	80	22	20
Used lecture methods of teaching	102	92.7	8	7.3
Demonstration method of teaching	66	60	44	40
Dictation of notes	99	90	11	10
Black Board and Chalk	108	98.2	2	1.8
Illustrated charts	46	41.8	64	58.2
Over head projector	73	66.4	37	33.6
CD and DVD player	35	31.8	75	68.2
Teachers used new method of teaching	80	72.7	30	27.3
Involved students in decision related to student's issues	94	85.5	16	14.5

(N=110)

players. Other teaching materials used by teachers are as follows (a) LCD projector (b) laptop (c) models and concrete objects (d) well prepared charts. The Table further shows that 72.7% of the students find their teachers using new methods of teaching. 92.7% of them acknowledge that their teachers use lecture method of teaching. 90% admit that their teachers use dictation of notes. 60% of them state that their teachers use demonstration method of teaching. Other teaching methods used by teachers are (a) discussion method (b) power point presentation (c) interacting method (d) heuristic method (e) lecture cum demonstration method (f) project method (g) audio visual aids.

85.5% of the students acknowledge that the teachers involve students in decisions related to students' issues. 80% of the students are satisfied with the teaching competency of their teachers.

4.9.2. Teachers' Effectiveness as Perceived by Undergraduate Students

Table 4.9.3 presents the information that 97.6% of the students of Undergraduate Colleges admit that their teachers come well prepared for the class. 88.5% of them state that their teachers teach systematically and 93.8% of them agree that the teachers emphasize important points. 63.6% of them find that their teachers summarize what they teach at the end of the class, and 98.1% of them acknowledge that the teachers ask questions during class.

Further the Table shows that 95.7% of the students find that their teachers have a command over English. 78.5% of them say that their teachers have a sense of humour, and 63.6% find that teachers ask constructive feed backs from students.

Table 4.9.3
Systematic teaching, Command of English, Sense of humour and Feed backs

Parameters	Yes	%	No	%
Teachers well prepared for class	204	97.6	5	2.4
Teachers teaches systematically	185	88.5	24	11.5
Teachers emphasized on important points	196	93.8	13	6.2
Summarized what is taught at the end of the class	133	63.6	76	36.4
Teachers have command of English	200	95.7	9	4.3
Teachers have a sense of humor	164	78.5	45	21.5
Teachers asked constructive feed back	133	63.6	76	36.4
Teachers uses creative method of teaching	158	75.6	51	24.4
Teachers were enthusiastic to teach	197	94.3	12	5.7
Teachers pose question during class	205	98.1	4	1.9

(N=209)

Table 4.9.4
Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	148	70.8	61	29.2
Used lecture methods of teaching	205	98.1	4	9.1
Demonstration method of teaching	59	28.2	105	50.2
Dictation of notes	193	92.3	16	7.7
Black Board and Chalk	201	96.2	8	3.8
Illustrated charts	8	3.8	201	96.2
Over head projector	14	6.7	195	93.3
CD and DVD player	66	31.6	143	68.4
Teachers used new method of teaching	96	45.9	113	54.1
Involved students in decision related to student's issues	148	70.8	61	29.2

(N=209)

The Table also depicts that 94.3% of the students find their teachers enthusiastic to teach, and 75.6% of them acknowledge that their teachers use creative methods of teaching.

The information given in Table 4.9.4 shows that 70.8% of the students are satisfied with the teaching competencies of their teachers. 98.1% of them say that teachers use the lecture method and 92.3% of them also state that their teachers use dictation of notes method, while only 28.2% admit that their teachers use the demonstration method. Other methods used by teachers are: (a) assignment method (b) paper presentation (c) group discussion method (d) project method (e) seminars and work shop method.

Table 4.9.4 further shows that 96.2% of the students state that their teachers use Black Board and Chalk as their teaching materials. 31.6% of them say that their teachers use CD and DVD player, while only 3.8% say that teachers use illustrated charts and 6.7% say that teachers use over head projector. Teachers are also using the following teaching materials: (a) printed materials (b) LCD projector (c) microscope and (d) reference books. 45.9% of the students agree that their teachers use new method of teaching. 70.8% of the students acknowledge that their teachers involve students in decision making on issues related to students.

4.9.3. Teachers' Effectiveness Perceived by Students of Higher Sec. Schools

The information given Table 4.9.5 shows that 88.9% of the students of Higher Secondary Schools agree that their teachers come well prepared for the class. 72% of

them acknowledge that their teachers are teaching systematically. 87.3% of them state that their teachers have a command over English. 86.9% of the students find that their teachers emphasize important points. Further, the information found in the Table is that 74.5% of the students admit that their teachers have a sense of humour while teaching. 59.3% agree that teachers summarize what they teach at the end of the class. 91.7% find their teachers posing questions during class, and 82% admit that their teachers are using creative methods of teaching. 80.6% find that their teachers are very enthusiastic to teach and 42.7% agree that teachers ask constructive feedback from their students to be more effective.

Table 4.9.5
Systematic teaching, Command of English, Sense of humour and Feedbacks

Parameters	Yes	%	No	%
Teachers well prepared for class	579	88.9	72	11.1
Teachers teaches systematically	469	72	182	28
Teachers emphasized on important points	566	86.9	85	13.1
Summarized what is taught at the end of the class	386	59.3	265	40.7
Teachers have command of English	568	87.3	83	12.7
Teachers have a sense of humour	485	74.5	166	25.5
Teachers asked constructive feed back	278	42.7	373	57.3
Teachers uses creative method of teaching	534	82	117	18
Teachers were enthusiastic to teach	525	80.6	126	19.4
Teachers pose question during class	597	91.7	54	8.3

(N=651)

Table 4.9.6
Methods of teaching, Teaching materials and Student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	394	60.5	257	39.5
Used lecture methods of teaching	570	87.6	81	12.4
Demonstration method of teaching	183	28.1	468	71.9
Dictation of notes	566	86.9	85	13.1
Black Board and Chalk	636	97.7	15	2.3
Illustrated charts	58	8.9	593	91.1
Over head projector	46	7.1	605	92.9
CD and DVD player	23	3.5	628	96.5
Teachers used new method of teaching	332	51	319	49
Involved students in decision related to student's issues	403	61.9	248	38.1

(N=651)

Table 4.9.6 gives the information that 60.5% of the students of Higher Secondary Schools are satisfied with the teaching competencies of their teachers. 61.9% of them acknowledge that their teachers involve students in decision making

on issues related to students. 87.6% of them agree that teachers are using lecture method, 86.9% say that their teachers are using dictation of notes method, and only 28.1% admit that teachers use demonstration method of teaching. Other methods used by teachers are: (a) reading and explaining method (b) assignment method (c) action story method (d) seminars method (e) debate method (f) testing method and (g) question method.

Further, the information found in Table 4.9.6 shows that 97.7% of the students say that teachers are using Black Board and Chalk as teaching materials. Only 8.9% of the students admit that teachers use illustrated charts, only 7.1% finds that teachers are using over-head projector. It can be seen from the information given in the Table that only 3.5% of the students say that their teachers use CD and DVD player. The Table also shows that 51% of the students agree that their teachers use new methods of teaching. Teachers are also using the following teaching materials: (a) white board and markers, (b) maps and globes (c) text books (d) natural environment (e) magazines and illustrated books (f) lab instruments and (g) prepared projects.

4.9.4. Teachers' Effectiveness as Perceived by Students of High Schools

Information given in Table 4.9.7 shows that 94.1% of the students of High Schools admits that their teachers come well prepared to the class. 87.6% of them

Table 4.9.7
Systematic teaching, Command of English, Sense of humour, and feedbacks

Parameters	Yes	%	No	%
Teachers well prepared for class	643	94.1	40	5.9
Teachers teaches systematically	598	87.6	85	12.4
Teachers emphasized on important points	658	96.3	25	3.7
Summarized what is taught at the end of the class	388	56.8	295	43.2
Teachers have command of English	634	92.8	49	7.2
Teachers have a sense of humour	578	84.6	105	15.4
Teachers asked constructive feed back	282	41.3	401	58.7
Teachers uses creative method of teaching	603	88.3	80	11.7
Teachers were enthusiastic to teach	600	87.8	83	12.2
Teachers pose question during class	642	94	41	6

(N=683)

agree that teachers teach systematically, and 92.8% state that their teachers have a good command over English. Further, the table shows that 96.3% of the students agree that their teachers emphasise important points while teaching. 56.8% of them admit that teachers summarize what they teach at the end of the class. 94% of them

acknowledge that the teachers ask questions during class. Further information found in the table shows that 88.3% of the students agree that teachers are using creative methods of teaching. 87.8% state that teachers are very enthusiastic to teach, and 84.6% admit that teachers have a sense of humour. 41.3% of the students say that their teachers ask constructive feedback from students to be more effective.

Information given in Table 4.9.8 shows that 75.1 % of the students of High Schools are satisfied with the teaching competencies of their teachers. 57.1% of them admit that their teachers involve students in decision making on issues related to students.

Table 4.9.8
Methods of teaching, Teaching materials and student's involvement

Parameters	Yes	%	No	%
Satisfied with the teaching competencies of teachers	513	75.1	170	24.9
Used lecture methods of teaching	487	71.3	196	28.7
Demonstration method of teaching	455	66.6	228	33.4
Dictation of notes	576	84.3	107	15.7
Black Board and Chalk	678	99.3	5	0.7
Illustrated charts	265	38.8	418	61.2
Over head projector	104	15.2	579	84.8
CD and DVD player	49	7.2	634	92.8
Teachers used new method of teaching	449	65.7	234	34.3
Involved students in decision related to student's issues	390	57.1	293	42.9

(N=683)

According to the information found in Table 4.9.8, as many as 84.3% of the students admit that their teachers are using dictation of notes method, and 71.3% of them state that the teachers are using the lecture method, and 66.6% acknowledge that teachers are using demonstration method of teaching. Other methods of teaching used by teachers are: (a) discussion method (b) reading and explanation method (c) question method (d) interaction method and (e) conversational method. The table further indicates that 65.7% of the students say that their teachers are using new methods of teaching.

Nearly all (99.3%) the students agree that teachers use Black Board and Chalk as their teaching materials. But 38.8% admit that the teachers also use illustrated charts. But 61.2% of the students state that the teachers do not use illustrated charts for teaching because they are not available. Only 15.2% of the students state that teachers use over-head projector, and only 7.2% acknowledge that teachers are using

CD and DVD player. Students have listed other teaching material used by teachers such as: (a) models (b) computer science and practical labs (c) laboratory equipment.

It is possible to conclude this Section on Teachers' Effectiveness that the data presented here raises many questions that will be taken up for further discussion in Chapter 5.

Section IV
Teachers' Job-Satisfaction

It has been explained in Chapter 3 that job satisfaction refers to happiness, contentment and fulfilment about one's job. It has three main components: economic, professional and personal. Economic satisfaction refers to the adequate remuneration. Professional satisfaction refers to the feeling of being a good and credible in one's profession. Personal satisfaction refers to one's sense of personal fulfilment. In this Section data on Teachers' Job Satisfaction collected from the Heads of Institutions is presented in Part 1. Data collected from different categories is presented in Part 2.

4.10. Teacher's Job-Satisfaction as Perceived by Heads of Institutions

The Heads of Institutions were asked to give their opinion about the job satisfaction of the teachers working in their institutions. Their opinions are presented here.

4.10.1. Relationships and Leadership

It can be seen from the information given in Table 4.10.1 that all the Heads of Institutions agree that the teachers have a functional relationship with the management, and that all the teachers are given chances to exercise their leadership roles.

Further, according to the information given in Table 4.10.1, as many as 90.9% of the Heads of Institutions admits that teachers are ready to work over time. 97% of them say that they allow the teachers to attend refresher courses. 87.9% agree that the relationship of faculties was cordial. 78.8% heads of institutions involve the teachers in decision making, and 72.7% give incentives to teachers who perform well in their duties. The types of incentives that most of the heads of institutions gives are: (a) public acknowledgement (b) a special increment of salary every year (c) sending for seminars and updating courses (d) awards in cash and kind (e) the best teacher award (f) an extra one month's salary (g) if no casual leave is taken, Rs 2300 is awarded, and

(h) the subject teacher gets cash award when students get letter marks in their concerned subject in the final examinations.

Table 4.10.1

Relationships, Leadership, Readiness, Involvement, Refresher Courses and incentives

Parameters	Yes	%	No	%
Functional relationship with management	33	100	-	-
Relation of faculty is cordial	29	87.9	4	12.1
Chances to exercise leadership role	33	100	-	-
Ready to work over time	30	90.9	3	9.1
Involved teachers in decision making	26	78.8	7	21.2
Allowed teachers to attend refreshers courses	32	97	1	3
Gives incentive to teachers who performed well	24	72.7	9	27.3

(N=33)

4.11. Teacher's Job-Satisfaction as Perceived by Teachers Themselves

The perceptions of the different categories of teachers on their job-satisfaction are presented here.

4.11.1. Teacher's Job-satisfaction as Perceived by College Teachers

According to the information found in Table 4.11.1, all the College Teachers like the teaching profession. 97.4% of them agree that the relationship between teachers and the management is friendly and cordial. Further, the Table shows that 97.4% of the College Teachers enjoy the time they spend in the college. 92.1% of them acknowledge that the college environment is good and friendly. Again 92.1% of the teachers accept the norms and objectives of the management. 89.5% are willing to do over time work, and 84.2% claim that are capable of additional responsibility.

The Table also shows that 57.9% of the College Teachers are satisfied with the present system of functioning and their reasons are: (a) the system is proper and well planned (b) religious truths and beliefs are maintained (c) the system is progressive (d) the system is well coordinated (e) rules and regulation are strictly implemented (f) norms and objectives are satisfactory. There are 42.1% of the College Teachers who are not satisfied with the present system of functioning and their reasons are: (a) the system needs to be more systematic (b) the strong bond between the employer and employee is lacking (c) teachers do not participate in the management and functioning of the college (d) in the system there is no urgency to equip the young mind with new skills and knowledge (e) in the system the management tends to be autocratic and (f)

in the present system student are spoon fed. The above reasons show the different attitudes teachers have towards the present system of functioning.

Further, the information found in the Table 4.11.1 shows that 34.2% of the College Teachers find the work load too much for them. The type of work loads are listed as follows: (a) too many classes per day and it is difficult to prepare and give the best explanation (b) the number of staff is not sufficient and it is difficult to manage two to three courses (c) large classroom make it difficult to give individual attention (d) UGC norms are not followed in the allotment of periods to teachers

Table 4.11.1
Objectives, Relationship, Environment, Responsibility, Programme and Planning

Parameters	Yes	%	No	%
Liked teaching profession	38	100	-	-
Accepts norms and objectives of management	35	92.1	3	7.9
Friendly and cordial with management	37	97.4	1	2.6
Good and friendly environment	35	92.1	3	7.9
Enjoy time spend in the college	37	97.4	1	2.6
Capable of additional responsibility	32	84.2	6	15.8
Consulted in planning programmes	27	71.1	11	28.9
Willing to do over time work	37	89.5	4	10.5
Work load is too much	13	34.2	25	65.8
Satisfied with the present system of functioning	22	57.9	16	42.1

(N = 38)

Table 4.11.2
Assignment, Salary, Facilities and Other Jobs

Parameters	Yes	%	No	%
Given special assignment and duties	33	86.8	5	13.2
Get full and regular salary and on time	38	100	-	-
Satisfied with the salary	15	39.5	23	60.5
Drinking water Facilities	38	100	-	-
Toilets Facilities	38	100	-	-
Staffroom Facilities	36	94.7	2	5.3
Laboratory Facilities	4	10.5	34	89.5
Library Facilities	38	100	-	-
Canteen Facilities	21	55.3	17	44.7
Looking for other job than teaching	8	21.1	30	78.9

(N = 38)

(e) besides teaching other assignments are given to teachers (f) there are too many co-curricular activities.

Information given in Table 4.11.2 shows that all the College Teachers get full and regular salary in time. Again, all the teachers agree that drinking water, proper

toilets and library facilities are made available in all the colleges. Nearly all (94.7%) admit that they have a proper staffroom. But surprisingly, the information found in the Table reveals that only 10.5% of the teachers say that they are getting good laboratory facilities. Further the Table shows that 55.3% of the College Teachers were getting canteen facilities. Teachers have also listed other facilities which were available such as: (a) computer lab (b) book stall (c) health room and (d) counsellor's room for counselling sessions. The table also reveals that 86.8% of the College Teachers say that they are given special assignments and duties besides teaching.

Information given in Table 4.11.2 shows that only 39.5% of the College Teachers say that they are satisfied with their salary, while 60.5% of them say that they are not satisfied with their salary. It is not surprising that 21.1% of them say that they are looking for jobs other than teaching. Their reasons are: (a) better pay and security in other jobs, (b) better prospective and bright future (d) government jobs gives security (e) monotonous and knowledge is limited to the syllabus only (f) teaching in private institutions does not give psychological satisfaction.

4.11.2. Job-Satisfaction as Perceived by Teachers of Higher Secondary Schools

According to the information found in Table 4.11.3, nearly all (98.6%) Higher Secondary Teachers like the teaching profession. 97.8% of them are enjoying the time they spend in the school. 95% of them say that teachers are friendly and cordial with the management, and again 95% of them agree that the school environment is good and friendly. Further, the table shows that 94.2% of the teachers of Higher Secondary Schools say that they willingly accept the norms and objectives of the management. 87.1% of them say that they are ready and willing to do over time work. In fact, 77% of them claim that they are capable of additional responsibility, and 74.1% of them say that were consulted in planning programmes.

The information from Table 4.11.3 further reveals that 63.3% of the teachers are satisfied with the present system of functioning, and their reasons are (a) efficiency and capability of the management (b) the system is very systematic (c) trust and co-operation exist among the staff and the administration (d) good discipline and good method of functioning (e) there are always improvements (f) innovative methods are taken by the management (g) there are internal assessments (h) balanced

Table 4.11.3
Objectives, Relationship, Environment, Responsibility, and Programmes

Parameters	Yes	%	No	%
Like teaching profession	137	98.6	2	1.4
Accepts norms and objectives of management	131	94.2	8	5.8
Friendly and cordial with management	132	95	7	5
Good and friendly environment	132	95	7	5
Enjoy time spend in the school	136	97.8	3	2.2
Capable of additional responsibility	107	77	32	23
Consulted in planning programmes	103	74.1	36	25.9
Willing to do over time work	121	87.1	18	12.9
Work load is too much	37	26.6	102	73.4
Satisfied with the present system of functioning	88	63.3	51	36.7

(N=139)

curriculum (i) no corporal punishment but gentleness and loving kindness, and (j) the management is supportive and approachable.

However, Table 4.11.3 also reveals that 36.7% teachers are not satisfied with the present system of functioning, and their reasons are (a) authorities needs more systematic administration (b) improvement and modification of the system for the betterment of the students (c) the syllabus is too heavy (d) discipline is lacking (e) regular presence of the higher authority is essential (f) rules are not strictly followed (g) the pay scale of teachers is low (h) frequent change of staff (i) over-crowded classroom (j) no systematic functioning (k) no proper updating of courses (l) no proper library books (m) defects of text books and dictation of notes (n) partiality and favouritism.

Table 4.11.3 also gives further information that 26.6% of the teachers admit that the workload is too much for them. The types of workload listed by teachers are: (a) syllabus is too vast and students–teacher ratio is not equal (b) too many periods (c) proxy period are too many (d) over crowded classroom (e) the class teacher hardly gets free time (f) allotment of duties and responsibilities are not equal (g) the expectations of the management are beyond the ability of the teachers (h) allotment of too many subject creates problem for the teachers.

The information from Table 4.11.4 shows that all the teachers say that they get full and regular salary in time. 72.7% of them admit that they are given special assignments and duties besides teaching. The Table further shows that all teachers agree that they are getting proper toilet facilities and 97.8% say that are provided with

Table 4.11.4
Assignment, Facilities, Salary and other Jobs

Parameters	Yes	%	No	%
Given special assignment and duties besides teaching	101	72.7	38	27.3
Get full and regular salary and on time	139	100	-	-
Satisfied with salary	56	40.3	83	59.7
Drinking water Facilities	122	80.6	27	19.4
Toilets Facilities	139	100	-	-
Staffroom Facilities	136	97.8	3	2.2
Laboratories Facilities	106	76.3	33	23.7
Library Facilities	116	83.5	23	16.5
Canteen Facilities	81	58.3	58	41.7
Looking for other job than teaching	37	26.6	102	73.4

(N=139)

good staff-room facilities, 83.5% of them say that are given good library facilities, 80.6% state that they have good drinking water facilities, 76.3% say that they are provided with proper laboratory facilities, and 58.3% say that they have good canteen facilities.

Further information found in Table 4.11.4 shows that only 40.3% of the Higher Secondary School teachers are satisfied with their salary, and the majority (59.7%) of them are not satisfied with their salary. The reasons stated by teachers are (a) salary is very low compared with high price of commodities (b) no proportion between salary and work load (c) family expenditure are more than the salary (d) qualification and experiences are not equivalent to salary (e) no increment as per the service conditions (f) yearly increments are negligible and very low. However, it is surprising to notice that only 26.6% of the teachers say that they are looking for a job other than teaching or in other institutions. The reasons given by them are: (a) the present salary is not sufficient to manage a family (b) better salary for better living (c) to get experience in other fields of work (d) because the work load is too much (e) job security (f) desire to teach in good and famous institutions (g) indiscipline and behaviour of students.

4.11.3. Teachers' Job-satisfaction as perceived by High School Teachers

The information found in Table 4.11.5 indicates that 97% of the High School teachers agree that there exists good and friendly environment in the school. 96.3% of them like the teaching profession. 86.6% of them are willing to do over time work Table 4.11.5 also shows 76.9% of the High School teachers accept the norms and objectives of the management. 79.9% of teachers find the management friendly and

cordial. 73.1% of the teachers admit that they are capable of additional responsibility, and 72.4% of them enjoy time spent in the school.

Table 4.11.5
Objectives, Relationship, Environment, Responsibility and Planning

Parameters	Yes	%	No	%
Like teaching profession	129	96.3	103	76.9
Accepts norms and objectives of management	103	76.9	31	23.1
Friendly and cordial with management	107	79.9	27	20.1
Good and friendly environment	130	97	4	3
Enjoy time spend in the school	97	72.4	37	27.6
Capable of additional responsibility	98	73.1	36	26.9
Consulted in planning programmes	101	75.4	33	24.6
Willing to do over time work	116	86.6	18	13.4
Work load is too much	22	16.4	112	83.6
Satisfied with the present system of functioning	91	67.9	43	32.1

(N=134)

Table 4.11.5 shows that 67.9% of the teachers are satisfied with the present system of functioning and their comments are as follows: (a) The present system is very systematic and well organized, (b) The system gives ample opportunities for students to learn, (c) In the present system teachers gets help, support and co-operation from the management, (d) The management is good and strict with discipline, (e) There exists a good relationship between the staff, students, and management, and (f) The present system of functioning adjusts to the local needs and situations. At the same time, Table 4.11.5 further reveals that 32.1% of the teachers are not satisfied with the present system of functioning and the comments given by them are: (a) The salary is too low, (b) Private tuitions have become a big business, (c) The system is bookish, (d) The system is dominated by examinations, (e) The system has no wider consultation, (f) The present system lacks discipline.

Further information found in Table 4.11.5 shows that 16.4% of the teachers feel that the workload is too much for them. The reasons given by them are as follows: (a) clerical work is included with teaching, (b) too many periods and no time for correction and lesson planning, (c) teaching from lower classes to higher classes becomes a burden with lessons planning, and (d) Proxy periods become a burden besides the allotted periods.

In this Section on Teachers' Job-Satisfaction data collected from different persons has been presented. It will be examined further in Chapter 5.

Chapter 5

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 1 provides a Summary of the present study, but is omitted here in this Abstract. Section II presents the Findings and Analysis and Section III draws the final Conclusions and makes suitable Recommendations.

Section II. The Findings

5.10. 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.

5.10.1. 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.

3. Nearly all (97%) Heads of Institutions feel that teachers are fair and impartial in judgment and evaluation of students' performance.

4. 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.

5.10.2. 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. Nearly

all (94.7%) of them hold regular testes 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 back ground, (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.

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

5.10.3. Accountability as Perceived by Higher Secondary School Teachers.

1. 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.

2. It was satisfying to find that 90.6% of the teachers say that they give special attention to weak students.

3. A great majority (85.6%) of the teachers say that they conduct regular class test. 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.

4. 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.

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.

5.10.4. 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. 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. The vast majority (90.3%) of the teachers claim that they give special attention to weak students.

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.

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.

5.10.5. 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.

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.

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 partial, 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.

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.

5.10.6. 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 in time for their classes. 96.7% of the students say that their teachers encourage them to make a regular use of library.

2. 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.

3. 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.

4. By way of conclusion it can be said that about 75% of the students are satisfied with the teaching of their teachers. 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.

5.10.7 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. 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.

3.   86.5% of the students say that they were called to the principal office for disciplinary measures.

4.   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.

5.10.8. 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. 86.5% of the students appreciate that their teachers promote creative thinking potential of the students.

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 partial 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.

5. It is possible to conclude 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.

5.11. 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 part III. Here they are summarised.

5.11.1 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.

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.

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.

5.11.2 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 teachers claim that they 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. 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. 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.

3. 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 teachers ask questions frequently during the class.

4. 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.

5. 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 teachers use innovative methods of teaching their classes.

6. 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 teachers 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

5.11.3 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 method. 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.

3. 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.

4. 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. 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.

5. 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.

5.11.4 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, 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.

3. 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.

4. 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.

5. 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.

6. 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.

5.11.5 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. 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.

2. 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.

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.

5.11.6 Teachers 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.

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.

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.

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.

5.11.7 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.

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.

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 over head 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.

5.11.8. 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.

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.

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. 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.

5. 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 them feel that their teachers are very enthusiastic to teach.

5.12. 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 8. Here these views are summarised and analysed.

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

4. 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.

5. 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.

6. 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.

5.12.2. Teacher's 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. 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.

6. 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 than teaching because of better pay and better security in the future, though 60.5% of them are not satisfied with their salary.

7. 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.

5.12.3. 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. 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.

5. 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.

6. 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.

5.12.4. Teacher's 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. It is encouraging to notice that 73.1% of the teachers are capable of taking additional responsibility.

5. 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.

6. 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.

7. 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.

Section II

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 Chapter, on the basis of the findings of this study some 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 Chapter will be on recommendations and suggestions.

The findings of this study have been presented in earlier Chapters and especially in Chapter 5 section I. 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 in Chapter 5 section I.

5.13. 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.

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.

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.

5.13.1. 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. 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.

9. 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.

10. 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.

11. 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.

12. 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.

5.14. 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.

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

Heads of Institutions	79.29
Teachers of all Institutions	87.63
Students of all Institutions	70.73

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.

5.14.1. 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 managements 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.

5.15. 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.

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:

Heads of Institutions   66.20

Teachers of all Institutions   72.43

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.

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

5.16. 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.

1. A comparative study of teachers' accountability, effectiveness and job-satisfaction of Private schools and Government schools.

2. A comparative study of teachers' accountability, effectiveness and job-satisfaction in Nagaland and other States in North East.

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

4. A study of the professional development of teachers at the High School, Higher Secondary Schools and College levels in Nagaland.

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.

7. A study on the emerging issues and challenges of school education in the Private and Government educational institutions in Nagaland.

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