

ABSTRACT

Teacher effectiveness is the quality competence and ability of the teacher to teach effectively. It is the single most important school based aspect in student success. Effective teachers have a great influence on student achievement. Through the present study, an attempt has been made to study the influencing factors of teacher effectiveness of Catholic Missionary Schools in the State of Nagaland. Teacher effectiveness was assessed on the basis of five factors such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations. Judged on the basis of variables such as age of teachers, qualification, length of service, gender, locality, attitude of teachers towards computer education and new technology in education, mode of appointment, academic discipline and computer knowledge of teachers, the teacher effectiveness have been measured with reference to aforesaid criteria.

The investigator used descriptive survey method for the present study. Population consisted of all the 2587 teachers teaching in all the 120 Catholic Missionary schools in the state of Nagaland. Purposive and Stratified Random Sampling Technique was used for the selection of the sample. Sample consisted of 600 effective teachers who were chosen on the basis of principals' rating and students' performance of the schools under study. The investigator used Kulsum Teacher Effectiveness Scale developed and standardized by Dr. Umme Kulsum, Attitude of Teachers towards Using New Technology Scale developed and standardized by Dr. S. Rajasekar, Attitude of Teachers towards Computer Education Scale developed and standardized by the researcher, and Interview Schedule as tools for the collecting the data. Data was analysed with Simple Averages, Percentages, Mean, Standard Deviation and 't'-test.

The objectives of the study are; (i) to study the influencing factors of teacher effectiveness of Catholic Missionary Schools as perceived by teachers themselves and students, (ii) to study the influencing factors of teacher effectiveness in terms of (a)

age, (b) qualification, (c) length of service, (d) gender and (e) locality, (iii) to find out whether the attitude of teachers towards computer education determine influencing factors of teacher effectiveness, (iv) to find out whether attitude of teachers towards using new technology in education determine influencing factors of teacher effectiveness, (v) to study the relationship between mode of appointment of teachers in influencing factors of teacher effectiveness, (vi) to study the relationship between academic discipline of teachers in influencing factors of teacher effectiveness and (vii) to study the relationship between computer knowledge of teachers in influencing factors of teacher effectiveness.

The result of the study explored the following; (i) the factors such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations strongly influenced teacher effectiveness, (ii) the influencing factors of teacher effectiveness of teachers between the age limit of 31-58 are comparatively better than that of teachers between the age limit of 19-30, (iii) the influencing factors of teacher effectiveness of trained teachers are more sound than that of untrained teachers, (iv) the influencing factors of teacher effectiveness of teachers having length of service from 11 to 35 years are higher than that of teachers having length of service from 6 months to 10 years, (v) the influencing factors of teacher effectiveness of male teachers are slightly higher than that of female teachers, (vi) the influencing factors of teacher effectiveness of urban teachers are better than that of rural teachers, (vii) favourable attitude of teachers towards computer education increased influencing factors of teacher effectiveness, (viii) favourable attitude of teachers towards using new technology in education increased influencing factors of teacher effectiveness, (ix) influencing factors of teacher effectiveness of permanent teachers are higher than that of temporary teachers, (x) the influencing factors of teacher effectiveness of science teachers are better than that of arts teachers and (xi) teachers with computer knowledge are better in the influencing factors of teacher effectiveness than the teachers without computer knowledge.