

CHAPTER – 2

REVIEW OF LITERATURE

2.1 Introduction

Review of literature is an important step and it plays a vital role in all types of research. It helps to identify a problem, to formulate hypothesis and in the selection of tools and methods to be used for the investigation. In this chapter an attempt is made to review briefly the available studies from the past to the present in view of the problem under investigation.

According to Borg (1965), stated that the review of related literature form the foundation stone upon which the future research work will be stated and the study of literature implies locating, recording and evaluating the relevant research. Review directs the research scholar how to proceed with the research, provide research materials, tools to be used in construction of hypotheses, and statistical tools to be used in the analysis. The order of research brings into logical conclusion from which one can take a decision.

Best et al (2014), advocate that practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man is built upon the accumulated and recorded knowledge of the past.

Review of literature assists the researcher to acquaint himself with previous studies conducted in the field in which he is going to carry out the research. It facilitates better understanding of the problem and helps in avoiding unnecessary duplications and provides the understanding and insight for the development of a logical framework of the present problem under investigation. Hence, knowledge of related studies is extremely essential.

Review of the related literature, besides allowing the researcher to acquaint himself/herself with current knowledge in the field or area in which he/she is going to conduct the research, serves the following specific purposes.

- (i) The review of the literature is the basis of most of the research projects in the physical sciences, natural sciences, social sciences and humanities.
- (ii) A review of the related literature gives the scholar an understanding of the previous works that have been done.
- (iii) The result of the review actually provides the data used in research.
- (iv) It enables the researcher to know the means of getting to the frontier in the field of the problem.
- (v) A review of the literature would develop the insight of the investigator.
- (vi) The importance of the review is quite obvious in delimiting the research problem and in defining it better.
- (vii) The review of the literature will give the researcher the insight he/she needs to convert his/her tentative research problem to a specific and concise one.
- (viii) A review of the literature can help the researcher by making him/her alert to research possibilities that have been overlooked.
- (ix) The review of the literature provides researcher with an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers.

The reviews in this chapter are presented chronologically according to the studies done at national and international level.

2.2 Studies Done at National Level

The related studies which were undertaken at the National level are illustrated in the followings:-

Kammati Jayaramanna (2001), made a study on ‘Teacher Effectiveness in Relation to Work Orientations and Academic Achievement of Students’. The study

aimed at finding out teacher effectiveness by giving priority to personal aspect, professional aspects, intellectual aspect, teaching strategies and social aspect of teacher effectiveness. It was found that all the above mentioned factors strongly influenced teacher effectiveness and that teacher effectiveness influenced academic achievement of students. It was also revealed that work orientation and teacher effectiveness were positively correlated.

Bagin and Gallagher (2001), conducted a study on ‘The Art of Effective Teaching’. The study revealed that interaction with students enhances the possibility of effective student achievement. In lesson planning and implementation, effective teachers used the knowledge of their students’ interests as a motivational tool to meet the needs of their students. Students felt comfortable and were willing to be engaged when the atmosphere was positive and respectful.

Kumaran and Selvaraju (2001) conducted a study of ‘Cognitive and Affective Computer Attitudes of Teachers’. The following were the findings; (i) in general, teachers had more favourable computer attitude, (ii) the gender of the teachers had significant influence on affective computer attitude and no significant influence on cognitive computer attitude. Male teachers had more favourable affective computer attitude, (iii) age of teachers had little influence on computer attitude, (iv) younger teachers had more favourable cognitive computer attitude, (v) differences in the designation of the teachers had no significant influence on computer attitude, (vi) teachers with post-graduation qualification had more favourable computer attitude, (vii) the professional qualification of the teachers had no significant influence on computer attitude, (viii) the subject of specialization (faculty) of the teachers had little influence on computer attitude. (ix) teachers belonging to commerce and science faculty had more favourable cognitive and affective computer attitude. (x) different types of management of schools had no significant influence on teachers’ computer attitude. (xi) type of schools (Boys, Girls and Co-education) had little influence on computer attitude and (xii) schools belonging to different boards of education had no significant influence on teachers’ computer attitude.

George (2004), did a research on 'Identification of Certain Factors Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala'. He conducted a detailed study on the factors affecting teacher effectiveness. He classified the factors into four; (i) personal dimensions, (ii) psychological dimensions, (iii) sociological dimensions and (iv) institutional dimensions. The major findings of his study were; (i) identification of factors that help effective teaching was possible, (ii) the highest number of influential factors identified belonged to psychological and institutional dimensions, (iii) the extraneous variables do not influence teachers' professional efficiency and (iv) the study identified the influential factors that help in optimum utilization of teacher effectiveness by factor analysis.

Kumar Raja A (2004) conducted a study on 'Influence of Creativity and Awareness of Information Technology of Higher Secondary School Teachers on Their Teaching Effectiveness'. The purpose of the study was to find out the influence of creativity and awareness of information technology on teaching effectiveness of higher secondary school teachers. The major findings of the study were; (i) twelve percent of the higher secondary school teachers had high level of awareness of information technology. Among the male teachers, thirteen percent had high level of awareness of information technology and among the female teachers, eleven percent had high level of awareness of information technology, (ii) ten percent of the higher secondary school teachers with less than ten years of teaching experience had high level of awareness of information technology and fourteen percent of teachers with ten or more years of teaching experience had high level of awareness of information technology, (iii) there was no significant difference between male and female higher secondary school teachers in their awareness of information technology, (iv) there was significant difference between married and un-married higher secondary school teachers in their awareness of information technology, (v) there was no significant difference between graduate and post graduate higher secondary school teachers in their awareness of information technology, (vi) there was no significant difference between urban area and rural area higher secondary school teachers in their awareness of information technology, (vii) there was no significant difference between higher secondary school

teachers with additional certificates and higher secondary school teachers without additional certificates in their awareness of information technology and (viii) there was no significant difference between higher secondary school teachers with less than ten years of teaching experience and higher secondary school teachers with ten or more years of teaching experience in their awareness of information technology.

Kremer et al. (2005), in their study done in India, found that the contractual status of a teacher was found to have no statistically significant impact on child test scores. Harris and Sass (2007), found in their study that if less effective teachers are more likely to leave the profession, then this may give a mistaken appearance that experience raises teacher effectiveness. They concluded that there is a close relationship between teaching experience and teacher effectiveness.

Muralidharan and Sundararaman (2009), in their experimental study of providing extra contract teachers to schools randomly found that the absence rate of contract teachers was lower than regular teachers, and the difference was significant. They made yet another study on 'Engagement in Teaching Activities' and found that 46% of the contract teachers engaged in teaching activity compared to 39% of the regular teachers and this difference was significant.

Hussain et al. (2011), conducted a study on 'Comparative Effectiveness of Male and Female Teachers as Perceived by Their Students' and found that there is significant difference. Male teachers were more effective than the female teachers. Rahman et al. (2011), assessed 'Training Skills of Female Teachers to Examine the Attitude of Trained Female Teachers towards Teaching and to Determine Effectiveness of Teaching in Terms of Student Achievement'. The findings of the study revealed that the teachers had a positive attitude towards teacher training and this strengthened effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general.

Goel (2013), did research on 'Teacher Effectiveness of School Teachers in Relation to their Job Satisfaction, Personality and Mental Health'. The aim of the study was to identify teacher effectiveness of school teachers in terms of gender and locale. Further attempt was also made to study teacher effectiveness of school teachers having low and high job satisfaction, personality dimensions and mental health and to ascertain the relationship among teacher effectiveness, job satisfaction, personality, and mental health. The findings of the study revealed that majority of the teachers were found highly effective. Nearly half of the teachers in the sample (600 school teachers) had high job satisfaction. Majority of the teachers had high decisiveness, responsibility and hetero sexuality personality. Majority of the teachers had less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self-concept personality. More than half of the teachers in the sample had low mental health. The findings also indicated that teacher effectiveness of female school teachers was significantly more than the male teachers and teacher effectiveness of urban school teachers was significantly more than rural school teachers. Teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction.

Borkar (2013), conducted a study on 'Teacher Effectiveness of Secondary School Teachers in Relation to Teacher Stress'. The purpose of the study was to examine effectiveness of secondary school teachers in relation to teacher stress. The objectives were to study and compare teacher effectiveness of secondary school teachers of Mumbai region and to ascertain relationship between teacher effectiveness of secondary school teachers and teacher stress. Findings of the research indicated that less effective teachers were under a higher level of stress than the highly effective teachers. Teacher stress was negatively correlated with teacher effectiveness. The study also revealed that teacher stress varied in male teachers and female teachers despite the fact that both were equally placed in terms of salary and workload.

Malik and Sharma (2013), made a study on 'Teaching Effectiveness of Secondary School Teachers in Relation to their Professional Commitment'. The objectives of the study were, to find out the status of teaching effectiveness and

professional commitment of teachers of secondary schools and to study the teaching effectiveness based on gender and locality of teachers in relation to all the components of professional commitment scale. The study revealed that gender of teachers did not bear any relationship with their teaching effectiveness and professional commitment. It also revealed that locality of schools did not influence the teaching effectiveness but professional commitment of secondary school teachers. There existed a significant relationship between teaching effectiveness and professional commitment of secondary school teachers. It was also found that professional commitment influenced teaching effectiveness positively.

Tyagi (2013), made a study on 'Teaching Effectiveness of Secondary School Teachers in Relation to Their Demographic Characteristics'. The findings revealed that; a) the social background and school teaching experiences influenced teaching effectiveness of secondary school teachers with reference to their knowledge dimension. Urban teachers had higher level than rural teachers. Secondary school teachers who had school teaching experience of above 3 years had higher level of perception than secondary school teachers who had up to 3 years of school teaching experience, b) marital status and teaching subjects influenced teaching effectiveness of secondary school teachers with reference to their organization dimension. Unmarried teachers had higher level than married teachers. Arts and commerce stream teachers had higher level of teaching effectiveness than science teachers with reference to their organization dimension, c) teaching subjects influenced teaching effectiveness of secondary school teachers with reference to their leadership dimension. Arts and commerce stream teachers had higher level than science stream teachers with reference to their leading, d) social background and qualification influenced teaching effectiveness of secondary school teachers with reference to their professionalism dimension. Urban teachers had higher level of effectiveness than rural teachers. Post graduate teachers had higher level than graduate teachers with reference to their professionalism dimension, e) teaching subjects had an influence on the teaching effectiveness of secondary school teachers with reference to their clarity and presentation dimensions. Arts and commerce stream teachers had higher level than

science stream teachers, and f) teaching subjects and school teaching experience influenced teaching effectiveness of secondary school teachers with reference to their enthusiasm dimensions. Arts and commerce stream teachers had higher level than science stream teachers. Teachers having school teaching experience of above 3 years had higher level than secondary school teachers who had up to 3 years school teaching experience with reference to their enthusiasm.

M. Latha (2013), made a study on, 'Teacher Effectiveness of Secondary School Teachers of Mandya City'. The study aimed to assess the teacher effectiveness of secondary school teachers in relation to gender, types of schools, different experience background and subject of study. The findings revealed that; a) there was no significant difference between male and female secondary school teachers in their teacher effectiveness, b) there was no significant difference between different experience background of secondary school teachers in their level of teacher effectiveness, and c) there was no significant difference between science and arts secondary school teachers in their teacher effectiveness.

Kaur (2014), conducted a study on 'Teachers Effectiveness, General Intelligence and Creativity of Secondary School Teachers' and found that teacher effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers.

Kumari and Padhi (2014), purposed a study on 'Teacher Effectiveness of Secondary School Teachers with Reference to Some Demographic Variables'. The purpose of the study was to find out the effectiveness of secondary school teachers. It also aimed at finding out whether gender and types of habitation influenced their effectiveness. Descriptive survey method was adopted for the study. A total of 200 secondary school teachers were taken for the study. Stratified random sampling technique was used for the selection of the sample. 100 teachers working in schools of rural area and 100 teachers working in schools of urban area were selected as the sample. Equal number of male and female teachers was selected. Result revealed that

there was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender, nevertheless significant difference was found with regard to their habitation. It was also found that gender did not have significant effect but types of habitation had significant effect on teacher effectiveness. As per interaction effect of gender and types of habitation was concerned, there was significant effect on the teacher effectiveness.

Malik and Malik (2014), conducted a study on 'Teaching Effectiveness in Relation to their Gender and Locality'. This study was an attempt to find out the difference among male and female and rural and urban teachers regarding their teaching effectiveness. The findings of the study revealed; (i) both the male and female teachers were equally effective as there was no significant difference in the mean of teacher effectiveness scale scores of the male and female teachers and (ii) both the rural and urban teachers were equally effective as there was no significant difference in the mean teacher effectiveness scale scores of the rural and urban teachers.

Malik and Kapoor (2014), conducted a study to explore the teaching effectiveness of school teachers with different levels of emotional maturity. Teaching effectiveness Scale by Kumar and Mutha (1996) and Emotional Maturity Scale by Singh and Bhargava (1999) were used to assess teaching effectiveness and emotional maturity of secondary school teachers. The study revealed that significant difference found in teaching effectiveness of secondary school male teachers with extreme emotional maturity and extreme emotional immaturity. Similar results were found out for female teachers, urban teachers and rural teachers. Significant difference was found in teaching effectiveness of secondary school female teachers with extreme emotional maturity and moderate emotional maturity. However results were reversed for male teachers, urban teachers and rural teachers with same levels of maturity.

Pachaiyappan and Raj (2014), in their study evaluated the teacher effectiveness of secondary and higher secondary school teachers. The purpose of the study was to assess the teacher effectiveness of secondary and higher secondary school teachers.

The major findings of the study revealed that the male and female school teachers did not differ significantly in their teacher effectiveness. The urban school teachers were more effective in their teaching than rural teachers. The higher secondary school teachers were more effective in their teaching than secondary school teachers. The science teachers were more effective in their teaching than arts teachers. It was found that there was a significant difference in teacher effectiveness among the school teachers with respect to teaching experience. The study further revealed that there was a significant difference in teacher effectiveness among the school teachers with respect to type of school management.

Dash and Barman (2016), made a study on 'Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal'. The study aimed at finding out the level of teaching effectiveness of secondary school teachers in the district of Purba Medinipur and to study the teaching effectiveness on the basis of gender, subject stream, locality, qualification and teaching experience of teachers.

The study revealed that; (i) there existed good level of teaching effectiveness among the Teachers who were working in various secondary schools in the district of Purba Medinipur, West Bengal, (ii) there was no statistically significant difference between male and female school teachers regarding their teaching effectiveness at secondary level, (iii) there was no statistically significant difference between arts and science school teachers regarding their teaching effectiveness at secondary level, (iv) there was statistically significant difference between rural and urban school teachers regarding their teaching effectiveness at secondary level, (v) there was no statistically significant difference between trained and untrained school teachers regarding their teaching effectiveness at secondary level, (vi) there was no statistically significant difference between high and low qualified school teachers regarding their teaching effectiveness at secondary level and (vii) there is no statistically significant difference among the school teachers regarding their level of teaching effectiveness on the basis of their teaching experience at secondary level.

Lata and Sharma (2016), conducted a study on ‘Teacher Effectiveness of Elementary School Teachers in Relation to Gender and Professional Commitment’. The purpose of this study was to investigate the teacher effectiveness of elementary school teachers in relation to gender and professional commitment. The findings of the study revealed that male and female elementary school teachers differed significantly in their teacher effectiveness. There existed a significant difference in teacher effectiveness of elementary school teachers with respect to their level of professional commitment. There was no significant interaction effect of gender and level of professional commitment on teacher effectiveness of elementary school teachers.

Sharma Abha (2016) made a study on, ‘Teacher Effectiveness: Comparison of Secondary School Teachers on the Basis of Type of Schools Academic Stream and Sex’. The aim of the study was to compare the teacher effectiveness of secondary school teachers on the basis of type of schools, academic stream and sex. The study was conducted by applying survey method of research. A sample of 100 male and female teachers of arts and science streams was selected using stratified random sampling technique from 10 higher secondary schools including government, aided and public schools of Lucknow city. The data required for the study was collected using Kulsum Teacher Effectiveness Scale (2000) developed and standardized by Umme Kulsum. The study revealed that the government schools teachers were more effective than aided school teachers on overall teacher effectiveness, but public and aided school teachers, science and arts teachers, male and female teachers were not significantly different from one another on overall teacher effectiveness.

2.3 Studies Done at International Level

Witcher and Onwnegbuzie (2000), made a study on ‘Characteristics of Effective Teachers’. The aim of the study was to find out the most important qualities teachers should have in order to be effective. The study came to the conclusion that student centered practices, enthusiasm, effective classroom management, knowledge

of subject matter and teaching methodology are the most important qualities that effective teachers require.

Cawley and Zimmaro (2000), made a study on 'Student Evaluation of Innovative Teaching and Learning'. The study proposed following six components for measuring teacher effectiveness; (i) well prepared class, (ii) clear objectives, (iii) clarity in communication, (iv) fair student teacher interaction, (v) promoting students' participation and (vi) providing timely feedback. Kian-Sam & Chee-Kiat, (2002), conducted a study which showed that female teachers had a higher degree of anxiety toward use of technology than male teachers. Stronge (2002), describes that the qualities of effective teachers as role of caring, listening understanding and knowing students easily.

Arbuckle and Williams (2003), declared that male teachers performed better than female teachers in areas of asserting authority and using meaningful voice tones during teaching. This finding was not different from that of Martin and Smith (1990) who opined that male teachers were rated higher in their performance than their female counterparts. Vegas and Laat (2003), in their study found that students of regular teachers outperformed those of contract teachers.

Muir-Herzig (2004), found that computer usage for at risk students had no positive impact on their achievement. Furthermore, a research study of TIMSS 2003 assessment showed the use of technology for eighth grade students in mathematics and explored the relationship between teachers' attitude and factors which are related to personal characteristics.

Kremer et al. (2005), found that contract teachers were not likely to be absent than regular teachers. A study done for three countries in Africa; Mali, Togo and Niger and found that contract teachers revealed a positive effect on low ability students in low grades and a negative impact on high ability students in high grades (Froelich, Bourdon and Michaelowa, 2007).

Alcazar et al. (2006), in their study found that contract teachers were 12-13% more likely to be absent than regular teachers; whereas in Togo, contract teachers on an average chose to come only half-a-day less than regular teachers in a year (Vegas and De Laat, 2003).

Levin and Wadmany (2006), did research on teacher beliefs and how they affect teacher practice within a technology rich classroom environment. The purpose of this study was to reveal secondary school teachers' attitude. They carried out a qualitative study of teachers within a school in central Israel that had recently implemented major changes in order to have technology-based teaching and learning. They found that teachers' beliefs regarding teaching and learning changed over three years within a technology-rich environment, and these changes had manifested in modified classroom behaviour. It was found that as teachers' beliefs changed, so did their perceptions of how technology fit into the process of teaching and learning.

Watson (2006), examined whether the use of technology increased teachers' self-efficacy, even several years after getting intensive training in a technology course. The study found that teachers who had positive attitudes toward technology had used technology more effectively.

Brill and Galloway (2007) carried out a study in the United States to examine lecturer use of instructional technology by the teachers and their perceptions of such technology and found that instructors perceived technology to have had beneficial impacts on the instructional setting.

Cheung (2008), attempted a study entitled 'A Comparative Study of Hong Kong and Shanghai Primary In-Service Teachers on Their Teacher Effectiveness'. The study was conducted on a sample of 725 Hong Kong and 575 Shanghai Primary in-service teachers. The study aimed at comparing the efficacy of in-service primary school teachers of Hong Kong and Shanghai. It concluded that Hong Kong in-service primary teachers rated their efficacy lower than did their counterparts in Shanghai. Factors such as; (i) respect and confidence placed in them by students and parents, (ii)

the training they received from universities and (iii) the experience they gained from daily teaching practices were important in contributing to the efficacy of teachers in Shanghai.

Dawson (2008), conducted a research on 'Use of Information and Communication Technology by Early Career Science Teachers in Western Australia to Improve Teaching Efficacy'. The purposes of this research study were to examine the extent to which early-career (less than 3 years of experience) of science teachers prepared them to use ICT in their teaching role, to clarify the nature of their ICT use, and to identify factors that enhance or inhibit their use of ICT. The study revealed that the most frequent uses of ICT were word processing, Internet research, email, and PowerPoint and there was improvement in teaching efficacy.

Duflo, Dupas and Kremer (2008), in their studies found that the academic achievement of the students taught by contract teachers increased considerably. The performance of the students as measured by test scores increased. In most studies, the effects of the contract type on educational outcomes were surprisingly very good. It was due to sorting of candidates by quality across contract type.

Eichenold (2008), found the reasons for teachers' unwillingness to use computer technology were due to lack of time, unavailability and unreliability of technology. The findings of the study conducted by Ertmer (2005) also revealed that teachers showed hesitation when using technology in the classrooms due to lack of time, inadequate training and support from the school administration. Teachers' beliefs in effectiveness of technology were a decisive motivator in integrating it in their classrooms. Gibbone (2009), in a study, which included 616 public school teachers, found that no instructors felt proficient in the use of technology; however, they did not use computers in the classrooms due to other factors such as size of the class, budget, and training.

Ng (2009), found that the use of the pocket computer did not have a positive impact on elementary and secondary teachers, but they found that technology was

motivational and a facilitator in learning concepts. Even though technology use had become popular for the past several years, its implementation has been limited because many teachers were refusing to include them in their classrooms (Rovai & Childress 2003). Researchers have shown that when pre service teachers were trained in the use of technology, based on a set of criteria, teachers were less willing to use technology in a classroom. However, when teachers were trained in general use of technology, they were more willing to use it as an effective tool in the classroom (Scheeler, et al., 2009).

Onderi et al. (2009), conducted a study entitled ‘Teacher Self-Perception of Effectiveness: A study in a District of Kenya’. The study aimed at exploring the existing levels of self-perception of teachers about their effectiveness based on the demographic and professional variables. It was found that the respondents possessed a high self-perception about their effectiveness and there was no significant relationship of their perception about effectiveness with their age, teaching experience or gender.

Lew (2010), did a research on ‘The Use of Constructivist Teaching Practices by Four New Secondary School Science Teachers: A Comparison of New Teachers and Experienced Constructivist Teachers’. The purpose of the study was to examine the use of constructivist teaching practices by four new secondary school science teachers from a preparation program with a focus on constructivism. The study revealed that experienced teachers performed much better than new teachers in most of the sub-categories of constructivist approach. But in some categories the new teachers performed better than experienced teachers and achieved at the level of ‘Student Centered/Early Constructivist’. The findings support the fact that future educators should be taught the theory of constructivism and how to use it for effective teaching-learning process.

Lin et al. (2010), conducted a study on ‘The Relationship between Teacher Quality and Teaching Effectiveness Perceived by Students from Industrial Vocational

High School' and result of the study shows that teachers quality and teaching effectiveness are positively related.

Popoola et al. (2010), conducted a study of teaching effectiveness and attitude to reading of secondary school teachers in Osun State, Nigeria. The primary goal of the study was to determine the relationship between teaching effectiveness and attitude to reading among secondary school teachers on Osun state, Nigeria. Using a sample 235 teachers, an instrument titled 'Reading Habit and Teacher Effectiveness Questionnaire' scale was used for data collection. Results revealed that a significant relationship between the time devoted for reading by the teachers and their teaching effectiveness on the one hand and between the attitude of teachers towards reading and their teacher effectiveness on the other hand. The results also showed that the majority of the teachers devoted less than one hour weekly for reading materials outside their discipline and that a quarter of teachers did not have any plan consistent to engage in reading outside their official working hours. The study concluded that there was an urgent need for a virile post qualification literacy programme for Nigerian teachers with a view to improving teaching effectiveness.

Sang, et al., (2010), in their studies have showed that computer self-efficacy was an important factor in implementing technology in their classes. This investigator discovered teacher's gender to be a significant factor in the use of technology.

Yang and Tsai (2010), found that students scored higher in sixth grade Mathematics classes in understanding number sense when technology was implemented in the classrooms.

Kiadese (2011), made a study on 'An Assessment of The Teaching Effectiveness of Prevocational Subject Teachers in Ogun State Nigeria'. The purpose of this study was to investigate the teaching effectiveness of prevocational subject teachers using descriptive survey research design. Findings from the study revealed a relatively low teaching effectiveness among prevocational subject teachers. It was recommended among others, that government and agency responsible for teacher

development should put in place an action plan to enhance the capacity of teachers in the use of ICT driven pedagogy, modern classroom practices and assessment techniques; while the technical teacher training scheme should be resuscitated. This will position the country towards the realization of vision 2020 through prevocational education.

Moore-Hayes (2011), investigated 'Technology Integration Preparedness and Its Influence on Teacher Efficacy'. The study used survey method and it was conducted on a sample of 350 in-service teachers of province Nova Scotia. The study aimed at understanding how far teachers possessed technology integration preparedness and to assess the effect of technology integration preparedness in their efficacy in teaching. It was found that among the respondents the number of teachers who possessed a high level of technology integration preparedness was very less. Majority of the teachers possessed average technology integration preparedness.

Sorlie & Torsheim (2011), made a 'Multilevel Analysis of the Relationship between Teacher Collective Efficacy and Problem Behaviour in School'. It aimed at studying the relationship between perceived teacher collective efficacy and student problem behaviour in a two-way study. The results revealed that perceived teacher collective efficacy and student misconduct are inversely and reciprocally related. House (2012), made a study and discovered that students in Japan who showed high levels of science achievement also indicated that they used computers at school.

Onyekuru and Ibegbunam (2013), investigated 'A Study of Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria'. This was a descriptive study which investigated teaching effectiveness of secondary school teachers in Emohua Local Government Area. A sample of 80 secondary school teachers from secondary schools in Emohua Local Government Area of Rivers State was involved in the study. The result revealed that; (i) teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average. (ii) of the variables investigated, teaching experience and teachers' qualifications had a significant influence on teaching

effectiveness of the secondary school teachers while gender had no significant influence. Based on these findings, it was recommended that only qualified and experienced teachers should be recruited to teach in secondary schools located in Emohua Local Government Area. Besides, in-service training should be conducted for teachers to improve on their efficiency or effectiveness in discharge of their duties.

Joan & E. Henry (2015), made a study on the ‘Influence of Teachers’ Age, Marital Status and Gender on Students’ Academic Achievement’. The focus of the study was to find out the influence of teachers’ age, marital status and gender on the academic achievement of secondary school students in English Language as a subject. The findings of the study brought to the light that students’ academic achievement was significantly influenced by teachers’ age, marital status whereas, teachers’ gender did not have a significant influence on students’ academic achievement.

2.4 Resume of the Study

The researchers and educationists throughout the world, including the Indian researchers were very much inquisitive about the researches on teacher effectiveness and related characteristics and no studies were found on the related topic from Nagaland, India where the present proposed study was conducted. According to Indian and World scenario, though researchers were very much keen to study teacher effectiveness and related characteristics, no studies were found from the selected topic which investigated about the effectiveness of the Catholic Missionary Schools. Though, the variables identified from teacher related characteristics like gender and subject stream were mostly studied issues to assess teacher effectiveness, according to the recent trend of educational researches, highly conflicting and contradictory results of this kind of study strengthened the need to study the relationships further in Nagaland. From the meticulous survey of the related literature, further need was felt to study on the relationships between teacher effectiveness and the related variables like attitude of teachers towards computer education and using of new technology in education. It is this context that the present study was taken up.