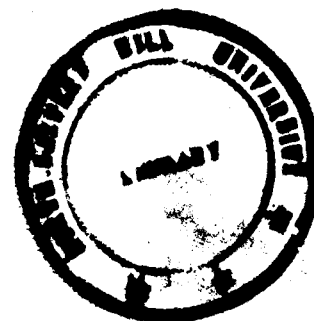


**A STUDY OF THE PROBLEMS FACED BY HIGH SCHOOL TEACHERS
AND THEIR ATTITUDE TOWARDS TEACHING PROFESSION
IN NAGALAND**

RONGSENRENLA TALL
DEPARTMENT OF EDUCATION

THESIS SUBMITTED FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY



To



THE NORTH-EASTERN HILL UNIVERSITY
SHILLONG (MEGHALAYA) INDIA

JANUARY, 1984

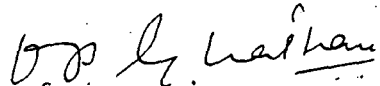
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Certified that the thesis entitled 'A STUDY OF THE PROBLEMS FACED BY HIGH SCHOOL TEACHERS AND THEIR ATTITUDE TOWARDS TEACHING PROFESSION IN NAGALAND' submitted by Mrs. Rongsenrenla Tali, incorporates her bonafide researches and that these have not been submitted in support of an application for another Degree or qualification of this or any other University or Institute of learning.

January, 1984.



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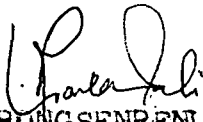
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(RUNGSENRENLA TALI)
21/1/84

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CHAPTER I

INTRODUCTION

1.1. Importance of Teacher Efficiency in Relation to Quality of Education:

Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

(Report of the Indian Education Commission, 1964-1966).

In today's world of science and technology, dynamic forces are working with incredible speed bringing changes into every sphere of human life. Both developed and developing countries are advancing so rapidly that explosion of knowledge and technology confronts them before they have fully understood past achievements. Keeping abreast of such developments is the only answer to this state of explosion. Probably, nowhere else do these rapid changes present greater problems than in the field of education. This is exactly so because a nation's realisation of its aspirations depends on the quality of its education. According to the Report of Education Commission (1964-66), "change on a grand scale is to be achieved without violent revolution (and even for that it

would be necessary) there is one instrument, and one instrument only, that can be used: EDUCATION^o.

Judged from this point of view, it is evident that qualitative change in any area, particularly the quality of a nation, depends upon the quality of education. This fact poses an important question, that is, "who is responsible for bringing about quality in education?" The most logical answer to this is, the 'teacher'. With the bases of education adequately secured, the greatest challenge to a pupil's education lies in the quality of his teachers. Teachers spark the challenge for learning. If education, as Mayer (1960) stated, is a process leading to the enlightenment of mankind, then the responsibility of the one involved in imparting education becomes very great. Education that aims at exploitation of potentialities and resources, preparation for efficient living and enlightenment of mankind requires dynamic teachers.

Teachers' most important task is teaching which is complex and many sided and demands a variety of skills, knowledge and abilities. It is most complex because it involves helping the learners to exploit their potentialities and acquire knowledge and facts from culture and assist them in understanding themselves. Howard and Nichols (1975) have stated thus:

A teacher's work is of a highly complex nature which requires considerable knowledge, a wide

variety of skills and positive attitudes. He should have a wide knowledge of the basic discipline of education in order to analyse his situation, select appropriate aims and objectives, devise related learning opportunities, and assess his pupil's progress. He needs knowledge and expertise to guide him through a whole range of decisions he has to make, whether these are concerned with grouping, use of aids, forms of organisation or ways to implement his new curriculum.

It is therefore an obligation of education to obtain capable and efficient teachers. Education based on the most appropriate objectives and an efficient organisation of schools and facilities may fail or be ineffective and largely wasted if the teachers are inefficient, incompetent or are indifferent to their responsibilities. It is often cited that the schools are only as good as their teachers, for nothing can make the school and its pupils better than their teachers who influence the pupils for good. Thus Ryans (1969) stated that "the identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns".

Having realised the need for devoted, skilled and efficient teachers, their preparation is becoming a matter of great national and social concern all over the world. Every nation depends greatly on the quality of its teachers for its progress and hence, gigantic steps and measures have been taken in recent years to improve efficiency of teachers. Micro-Teaching, Competency-Based Programme and development of various

teaching skills have been brought to the forefront of teachers' education programmes.

It is truism to say that the quality of education and classroom effectiveness depends to a large extent on the quality of the teacher education programme and also on reducing the constraints teachers face in their professional work. No education system can be dynamic unless it has at its disposal, the services of a highly educated, intelligent, trained, powerfully motivated and enthusiastic teachers. In the light of this fact, it may not be overemphasised to state, that proper selection followed by continuous and intensive efforts at qualitative improvement of teachers and motivating them become indispensable.

- X -

1.2. Teacher Behaviour and Pupils' Performance:

By W. G. S.

The quality of an educational system depends, first and foremost, on what happens inside the classroom, in particular, on the behavioural skill of the teachers themselves, their relationships with both individuals and with classes, their ability to motivate pupils, and their overall management of classroom activity. The teaching-learning process has been viewed in various ways by the teachers, educational philosophers and psychologists. However, it can rightly be viewed as an interaction in the trinity of the teacher, the students and the content. Here the main focus is on the teacher, the

instructional agent, who has two important functions: (1) to create a positive socio-emotional climate in which the learner will feel comfortable, and learning will be facilitated, and (2) to manipulate and control the content in ways that will facilitate learning to achieve the learning objectives. These functions call for a competent teacher. A competent teacher, according to Vasishtha (1979), is

One who possesses a large repertory of strategies and tactics which he can use at will vis-a-vis his pupil in the classroom, and thus has acquired an awareness of and control over his own behaviour.

Teacher behaviour is a function of situational (environmental influence) factors and characteristics of the individual teachers. Thus, teacher behaviour, as defined by Ryans (1969), is "the behaviour, or activities, of persons as they go about doing whatever is required of teachers, particularly which are concerned with the guidance or direction of the learning of others". Hence, it can be inferred that teacher behaviour is an important factor responsible for the socio-emotional climate of the classroom required for conducive teaching-learning atmosphere. Evidently, the socio-cultural homogeneity and the socio-economic characteristics of the pupil population and teaching personnel influence the behaviour of both the teachers and the pupils. The school organisation, no doubt, plays an important part in the development of the children's motivation to perform well in school. More vital than this is the teacher's behaviour which is directly related

to activities and pupils' attitude towards their education and school. School administrators and other supportive personnel play vital roles in a school and school system, but the critical point in the enactment of the educational programme is the point of direct contact with the pupils namely, the classroom teacher.

Anderson et al (1946) stated that "the behaviour of the teacher, more than that of any other individual, sets the climate of the class." It is true that teacher plays a major role in influencing the school climate and the classroom interaction in a more positive manner, and thus results in better pupil's performance. The study of Kaul (1977) indicated that the classroom behaviour of popular teacher has a good indirect influence on his and the school's effectiveness, and thereby makes the school environment more pleasing for the children and caters to their needs. Teachers' behaviour has a positive role in the development of certain effective as well as cognitive abilities of the pupils. On the other hand, teachers' behaviour is capable of either maximising or minimising the learning situation. The behaviours of teachers are stimuli which elicit responses from students, while other teachers' behaviours do cause students to be either active or passive, and thus largely determine both overt and covert involvement, that is, interaction with stimuli. However, teachers' behaviours, on occasions, are said to be aversive stimuli which evoke respondent type of

behaviour in students, and thus interferes with verbal learning. Pressure put on pupils by teachers in relation to their achievement behaviour, may form a source of achievement related anxiety in pupils. Teachers' behaviours are also said to influence pupils' perception of education and its objectives, their awareness of the steps involved for achieving the objectives and interest and satisfaction in working towards the objectives.

The presence of the pressure of various professional problems faced by teachers, lead to behavioural influence of anxiety in teachers, which in turn are capable of affecting pupils' aspiration and achievement in school. It is also presumed that teachers' behaviours are influenced and changed by their attitude towards teaching and pupils etc. Marrison and McIntyre (1973) have stated thus:

A teacher's behaviour is also, however, dependent upon the social and organisational framework within which he works. Formal and informal relationships with headmasters, colleagues, pupils, parents and others concerned with the work of a school are not only in themselves important features of a teacher's life, but may also have a considerable influence on his classroom behaviour.

Other factors that are capable of influencing teacher's behaviour are, self concept, personal characteristics and situation in which teaching takes place, the extent to which the teacher exercises his control over the classroom conditions, class size, physical plant, academic programme, teaching

techniques adapted, facilities available, incentives and motivation etc. have obvious influence on teachers' behaviour. More powerful than these are believed to be the attitude of the administration and supervisory personnel responsible for rating teachers. It is further stated that teachers' age, recency of training and experience, marital status, subject taught etc. influence their behaviour. ✓

In the light of what has been discussed in the preceding paragraphs, it is relevant to study the problems faced by teachers and their attitude towards their job which are capable of influencing their classroom behaviours and thus can determine pupils' academic performance. Such study has more relevance in today's fast changing society where the value system of society and educational programme keep changing and hence, make teaching more complex. ✕

1.3. Special Role of High School Education in the Socio-Economic Development of Nagaland:

The education of a child cannot be rigidly compartmentalised; rather it is an undivided whole. However, the educational ladder consists of three principal divisions, somewhat clearly defined in major outlines: they are the elementary (5-11 years); secondary (12-19 years) and higher education (20 and above). The demarcation between these divisions are not so sharply determined. These divisions though commonly accepted in educational theory,

do not represent the accepted mode of practice. This is generally recognised in our country that the period of secondary education covers the age-group of 11-17 years. In this context High School Education includes education imparted to pupils studying from classes VII-X.

Education given at all levels is equally important as foundation, preparation for life and for future specialisation. Yet, if education aims at complete and efficient living, the stage to prepare for specialisation in a particular area is the High School stage. However, it cannot be denied that education at this stage is a complete unit in itself and not merely a preparatory stage. Thus education at this stage, is concerned with the continued development of the competence partially acquired in the elementary school and orientation of the individual into the world constantly unfolding with new meanings and new problems of adjustment. Pupils' entry into secondary or High School also means exposure to an enlarged social horizon and intimate contact. Pupils' education at this stage, has to widen its scope and cater to the entire range of the pupils' interest and capacities including intellectual, physical, emotional, aesthetic and social aspects of his life. This clearly indicates the necessity of a broadly conceived curriculum, which can provide free room for the development of different types of innate potentialities of the pupils through studies and activities congenial to such development. However, such dynamic educational programme

can be safely and efficiently manipulated only by efficient and competent teachers. Taking this fact into consideration, the Secondary Education Commission (1953), besides emphasising the importance of teachers' personal qualities, qualification and training, further stated that "priority of consideration must, therefore, be given to the various problems connected with the improvement of their status". This is quite true because all other problems, connected with teaching profession are either a result of failure to accord status or related factors that might, if looked into, improve their status and thus ultimately bring about efficiency, competence and effectiveness of teachers all of which contribute towards making the profession a noble one, and preparing a promising future for the learners.

High School Education, as a complete unit in itself and not merely a preparatory stage, has more relevance in the context of school going population in Nagaland. It may not be overemphasized to state that, High School Education in Nagaland, does not seem to act either as a preparatory stage or a complete unit in itself, which means preparation of the learners for active participation in the socio-economic development of the State. This statement may be supported by the findings of the present investigator in her study 'Vocational Aspirations of Class X Boys and Girls in some Schools at Mokokchung Town, Nagaland' (Arenla, 1977). The findings revealed, non-participation of

teachers and school in the vocational preparation of the pupils and thus their aspirations after few vocations, though indicated, were found unrealistic. There was no link found between the vocational choice of pupils and the subjects offered in school. It further revealed absence of certainty on the part of the pupils about the type of work they would be doing as a means of livelihood. They were further found to have failed to find the link between education and their actual life activities. Thus school education, given to pupils in Nagaland may be said to give no hope for the school leavers while considered in terms of education as a complete unit in itself as well as a preparatory stage. This may be due to lack of proper planning of pupils' academic programme, based on necessity and lack of insight on the part of the educationists in the State.

It is observed that majority of the school going pupils in Nagaland, leave the system after acquiring High School Education. This is commonly due to factors like poor economic status, poor academic achievement and failure to find any link between their education and actual life activities particularly, among the pupils coming from villages (illiterate parents). These school leavers, naturally have to join the main stream of social life and participate as adult citizens. However, their meagre academic qualification leave them with a very dim hope for getting employment in the service sector in the State. As such, they either remain unemployed or go back to their traditional life style and become cultivators, while few are likely to become delinquents.

The economic condition in Nagaland is still at its infancy stage. One of the factors for such a state of affairs may be, failure to link education with the actual activities of the people, lack of proper planning on the basis of natural resources available, and the needs and demands of the changing society. Since High School Education, given in the State as stated earlier, is not a unit in itself, it cannot prepare the High school going population for a complete living which includes earning their livelihood. Hence, actual and meaningful participation, in the economic development of the State becomes very difficult on the part of these High School leavers. This is the present feature prevailing in a developing state, Nagaland, where every individual is expected to play his role efficiently towards developing it.

In the light of the review made, it is evident, that High School Education in Nagaland calls for immediate attention of those who are directly involved in the system. The State now needs man-power in different departments, which means, preparation of pupils for specialisation in particular area as well as training for self-employment which has more relevance in the Naga society. Unless the economic condition of the parents is improved, for the majority school going children, High School Education will remain as a terminal point in Nagaland. Hence, education given at this level has to cater to the needs of those leavers as well as those who can prepare for specialisation in

an area. If this is to be implemented, teaching at this stage should be of high quality which could be given only by a team of efficient and competent teachers. To make teachers competent and efficient the first and foremost duty on the part of the department is to look into their problems and remedy them.

1.4. Present Situation of Education in Nagaland with Special Reference to High School, in the Context of Quality Teaching and Education:

Though formal education is a recent phenomenon in Nagaland, there has been a rapid increase in the literacy rate making a leap from 27.33 percent in 1971 to 41.99 percent in 1981. Table 1.1 is self-explanatory of the expansion of education in Nagaland, particularly, High School education.

TABLE 1.1.

LEVELWISE NUMBER OF SCHOOL INSTITUTIONS WITH TEACHERS AND PUPILS DURING THE YEAR 1963-1979

Level	Institutions		Teachers		Pupils	
	1963-64*	1978-79**	1963-64*	1978-79**	1963-64*	1978-79**
Primary	650	1,114	1,578	5,018	38,468	1,04,976
Middle	89	285	641	2,465	16,746	41,088
High School	22	99	299	1,503	7,492	31,863
Total	761	1,498	2,518	8,976	62,706	1,77,927

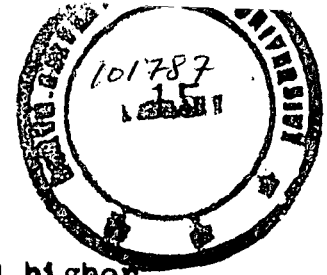
Source:

- * (Administrative Staff College of India (ASCI), Hyderabad, "Discriptive Cum Analytical Study of Nagaland Education System". Hyderabad 500 475, 1977, Appendix 1, Table 5, p. 214.
- ** Ministry of Education and Social Welfare (MESW) Department of Education, Government of India, "Selected Educational Statistics (1978-79)", New Delhi, 1979).

However, the rapid expansion of education has, according to the report of the ASCI (1977), posed a serious challenge to the State Education Administration:

How to cope with increasing complexity of functions, how to retain educational values and genius of the Naga people; and above all, how to improve the academic standard in the existing educational system.

Now the State concentrates on some of the major areas like supply of physical facilities, training of teachers, revision of school curriculum and syllabi, etc. Yet, these measures seem to differ in area, scale, quality, quantity and speed, resulting in great educational disparity even within the State. The ASCI (1977) further stated the existence of sporadic and imbalanced educational improvement in Nagaland. However, more serious than this, is the improvement made on non-human components which appear to have further deteriorated the standard of education, particularly, at High School level. High School Education in Nagaland, is a crucial stage, as it is the deciding stage for majority of school-going pupils. On leaving this stage, a larger proportion of the pupils seek employment while



few drop out of the system as they cannot afford higher education. The reasons, in respect of many drop outs are considered to be due to poor achievement and lack of motivation. However, poor quality of teachers and poor teaching have often been cited as responsible factors for this misfortune. Thus, identification of teacher-related problems in Nagaland becomes an essential step towards improvement of the quality of High School Education in the State.

Teacher Related Problems in Nagaland vis-a-vis Development of High School Education in the State:

Poor quality teaching appears to have resulted in poor academic achievement of the pupils, wastage and stagnation. This wastage and stagnation can be seen in the trend of enrolment at different levels. Thus, while the enrolment in Class VII was 3,874 in 1971-72, the enrolment in Class X in 1974-75 was only 1,524 as reported by the ASCI (1977). It indicates that 56% left school before completing High School Education. Again, the ASCI (1977) reported that the percentage of pass in High School Leaving Certificate Examination (HSLCE) during the year 1975, 1976 and 1977 were 32, 37, 38 respectively. Slight improvement in pass percentage was shown in recent years with 40 percent in 1980 and 45 percent in 1981, according to the abstract of the results of the HSLC (High School Leaving Certificate) Examination prepared by the Nagaland Board of School Education (NBSE, 1980 and 1981). However, the level of

achievement was poor as reported by the NBSE. Thus, only 1 percent was placed in first division; 22 percent in second division; 73 percent in third division (1980). While, for the year 1981, it was 5 percent, 32 percent and 63 percent respectively. Many reasons may be cited for such malady where teachers are considered as one.

Majority of the High School pupils (respondents) in Nagaland were also found to have developed poor self-concept. However, the high achievers showed slightly higher self-concept (Chakraborty, 1977). This may be inferred to have a link with pupils' achievement and teachers' classroom behaviour. In addition, High School pupils, as found by the investigator in her study of pupils' vocational aspiration (1977) were unaware of the link between their education and their future vocation. This indicates failure on the part of the teacher in guiding the pupils at school. Education, if aims at helping pupils to discover themselves and at drawing out their potentiality, the type and quality of education given in Nagaland may be said to have failed to do justice to the learners. Here too, teachers are held responsible.

High School institutions in Nagaland are mostly under Government management, which are considered to be better equipped in every aspect. Yet, the performance of pupils coming from Private schools are often observed to be much better. Such disparity in the level of achievement, is liable

to bring about educational imbalance in quality as well as in quantity which are fast appearing in Nagaland. Besides other factors, teachers may also be responsible for this.

While reviewing the academic achievement of the Naga youth in general, it is still more disheartening, particularly while comparing with that of students of other States in the country. This may be due to poor standard of High School Education in the State.

Teachers in Nagaland are often held responsible for poor academic achievement of pupils and poor standard of education whereas, they are placed to work in a very peculiar situation. Realising the glaring disparity between the educational development of the advanced States and backward classes, particularly of the tribals, the State Government as well as the Central Government have been making intensive efforts to bridge the gap. However, in Nagaland it resulted in an unplanned growth of educational institutions with hardly any trained local man-power to fill in the teaching job. Hence, the State had to depend on teachers coming from absolutely different socio-cultural background, who are as well left to deal with the pupils and the majority of illiterate parents.

It is further thought that during the rapid quantitative expansion of education in Nagaland, appointment of

teachers on the basis of merit, training and interest could not be strictly maintained. It is also felt that the Education Department, could not attract the talented local qualified people to the teaching profession due to meagre salary given to the teachers. Such factors are often referred to as some of the reasons that resulted in the deterioration of the standard of education and further damaged the education of the pupils. Further, there seems to be a feeling of being discriminated against, among the non-Naga teachers (ASCI, 1977). Existence of such psychological insecurity among teachers will surely affect their morale, attitude and commitment to provide quality teaching, which appear to affect the performance of the pupils as discussed already. Uncertainty of jobs and feeling of being discriminated against, coupled with failure to get their work recognised by the Department officials and the society, are very much detrimental to the performance of the out-of State teachers who constitute the majority teaching force in High School, in Nagaland. To be more precise, teachers are often compelled to teach over and under-sized classes, to struggle for recognition, freedom and status, under heavy pressure of load, administrative hurdles as well as handle the emotionally toned activities of the first generation learners. All these are likely to interfere with their mental health and work efficiency.

High School teachers in Nagaland are often subjected to all kinds of political manipulation and pressure. Circumstantial involvement, either directly or indirectly, of teachers in

politics, particularly in rural areas where teachers are used as a link between the voters and the politicians, subsequently leads to various problems like transfer, delay in promotion and even termination etc. Development of the negative attitude and undue tension among teachers due to such problems, may dampen the academic atmosphere at school affecting teacher efficiency.

Teachers in Nagaland, particularly at the High School level, appear to deal with pupils of heterogeneous group. High Schools in Nagaland are located mostly in urban and semi urban areas where pupils of both urban and rural origins are enrolled. However, leaving home to prosecute higher education (High School) for majority school-going children in rural areas becomes difficult, which is often due to limited financial resources. This has resulted in heavy wastage and stagnation. Over and above, pupils of such background coming to town to study, when put together with urban children in a classroom, creates various problems for teachers. Problems that appear more glaring are: differences in age, mental make up, interest, attitude, academic ability, facilities enjoyed and complexes etc., all of which, have a direct bearing on teachers' performance. Such problems, as may be expected, result in poor academic standard of education while the overall influence of education on the learners remains questionable. This is due to failure to establish High Schools in the State based on enrolment potential for expansion in a

particular area. This statement may be supported by the findings of the present investigator in her 'Case Study of School Enrolment in Longkum Village, Nagaland (Arenla, 1980). The study also revealed wastage and stagnation which may be due to poor academic performance, poor economic condition of the parents and absence of educational facilities (High School Education). However, all these factors may be safely inferred to have affected teachers' classroom performance which is reflected in pupils' academic performance.

1.5. Statement and Scope of the Problem:

The process of educational reconstruction and change is thought of in two dimensions - qualitative and quantitative. This change includes both human (teacher, students, etc.) and non-human (building, teaching materials, curriculum, etc.) components. Each of these components has its own importance; for it is in their inter-relationship that the quantity, nature and most of all, the quality of education depends.

However, no system of education is better than its teachers. The quality of education and the standard of achievement are inseparably inter-related with the quality and efficiency of teachers. A teacher's performance in the profession is the result of the interaction of several factors. In addition to supply of adequate facilities, teachers' professional, technical and observational skills are pre-requisites of efficient teaching. Yet, more important than these is

his disposition to do the job. This is, no doubt, influenced by the social status he enjoys and economic benefits he derives from the profession. Other factors like his interaction, personality, attitude, self-concept, professional outlook etc. also have a far reaching influence on the efficiency of teacher. Innovations and improvement made in educational system and on teachers neglecting the 'effective domain (characteristics involving emotions like interest, attitude, values, personality, etc.) and 'personal skill' (temperament, interaction, belief and behaviour, etc.) of teachers appear to have killed the true purpose of education. Hence, factors influencing teacher efficiency have to be studied before embarking upon any plan of action to improve teachers' performance. The purpose of the present investigation is thus "A STUDY OF THE PROBLEMS FACED BY HIGH SCHOOL TEACHERS AND THEIR ATTITUDE TOWARDS TEACHING PROFESSION IN NAGALAND".

The development in the social and behavioural sciences, as well as in educational technology in recent years have no doubt offered a potential for more effective instructional methodology. Researches done on teaching have also contributed a lot towards the improvement of teaching skill. However, inspite of all these educational innovations and changes, the quality of teachers and education, on the whole, remain far from satisfactory. It may be stated that

this problem related to the quality of education and of teachers in the country is somewhat different from those in other professions on account of the peculiar characteristics of the teaching profession like, failure to attract qualified and talented people to teaching, and low socio-economic status of teachers etc.

It is evident that change in the human component particularly change in teachers' mental outlook, interest, attitude etc. is a pre-requisite for qualitative improvement of teachers' performance in particular and education in general. The human component which is vital in the pupil's education, need special attention, particularly with regard to their personality and other factors that affect their performance as teachers. Hence, it is evident in this context, that any attempt on the quality improvement of education, should find its foundation in the quality improvement of teaching personnel; who control the teaching-learning process. This can be done, first by peeping into the present conditions of teachers and then identifying the problems they face. The Secondary Education Commission (1953) stated that "priority of consideration must, therefore, be given to the various problems connected with the improvement of their status". Similar view was expressed by the Education Commission (1964-66) that nothing is more important than creating satisfactory conditions of work in

which teachers can be fully effective.

Effective learning, is believed to be motivated by teachers who possess dynamic personality and reflects in his own attitudes and interest, the influence of a broad and rich experience. Hence, teachers need to be motivated first, for unmotivated teachers can never motivate a learner. In the absence of proper incentives in the form of social recognition, security, promotion, etc. no teacher can get mental satisfaction, that can enable him to do his best. The Indian Education Commission (1964+66) stated thus:

If the teachers' present mood of discontentment and frustration is to be removed and education is to become a genuine nation building activity, it is absolutely necessary to improve their status and their conditions of service.

While highlighting the efficiency of teacher, in the context of quality education and academic performance of the learners, it is also necessary to mention the factors that are likely to influence teachers' performance either positively or negatively. One of the most important factors that needs attention, is the teachers' affective domain, which includes, attitude, personality, emotions and values. It has been found that the attitude of teachers is significantly related to teacher-pupil relations found in teachers' classroom (Cook, Leeds and Callis, 1951). It is further stated by Cattell and Eber (1962), that a teacher with favourable attitude towards teaching tends to be emotionally expressive, ready to

co-operate, warm hearted, adaptable, generous in personal relations, socially bold, ready to try new things, spontaneous and abundant in emotional responses. Kaul (1974) also concluded that teachers with favourable attitude towards teaching, seem to be on an average, more flexible, sober, placid and relaxed than their counterpart with unfavourable attitude towards teaching. It is also said that teachers having unfavourable attitude towards teaching and pupils were low in their effectiveness (Ryans, 1969). Thus, it is evident that the study of teachers' attitude towards teaching and factors affecting their attitude becomes indispensable for quality improvement of teachers' performance and education. However, attitude of school teachers are the result of the interaction of numerous factors like, academic, social skills, personality traits and values and teaching techniques (Cook et al., 1951).

Some of the other important factors that influence teachers' performance, are teachers adjustment of teaching to the social needs of the place from where the pupils are drawn, emotional adjustment, self-concept, motivation, mutual confidence and trust among colleagues, qualification, service conditions, working and living conditions, interaction (within and outside school), academic programme and economic benefit etc.

Keeping all the important factors that influence teacher efficiency and the review of the background of High School Education, teachers and their teaching work in Nagaland highlighted in this chapter (1.4), the researcher attempted to study the problems, that are likely to affect professional efficiency of High School teachers and their attitude towards their profession. The study further attempted to see, whether there is a link between problems faced and their attitude towards teaching and the possibility of its influence on teachers' performance, if at all it does.

The findings of this study are expected to throw light on the present condition of High School Education in Nagaland. In the light of the findings, practical suggestions to the State Education Department and its officials can be made. This may also help the teacher population realise and look objectively, at the actual situation under which they work and of the impact they make on the learners. This study is expected to bring to surface the many commonly unnoticed problems faced by teachers in their daily work, which are capable of affecting teachers' efficiency. The question, as to 'who is responsible and what are the reasons for poor standard of education in the State?' may be answered, to some extent, through the findings of the present study. Last, but not the least, this study may open up many more relevant areas that may be feasible for further study.

1.6. Definition of the Terms Used:

High School:

The term 'High School' is defined in terms of the existing educational ladder in Nagaland. It means the level covering from classes VII to X.

High School Teachers:

Assistant teachers teaching in classes VII - X. It includes teachers teaching in both Government and Private High Schools in Nagaland.

Teaching:

Teaching, in its generic sense, is a system of action intended to induce learning. In spite of being such a common term, 'teaching' has been defined quite differently by various people. However, teaching in the present context is defined as managing the teaching-learning situations in and outside a classroom which includes direct interaction between the teacher and the learner, decision making, process of planning, designing and preparing the materials for teaching-learning and evaluation etc. and thus helping the taught to develop a zest for learning.

Profession:

Profession means an occupation usually involving relatively long and specialized preparation on the level of higher education and governed by its own code of ethics (Good,

1973). Teaching in Nagaland as in many parts of the country, does not fulfill the requirements as defined above. However, since teaching has been recognised as a profession in the country, teaching in classes VII - X (High School Teaching) in Nagaland is considered as a professional activity in the present context and all those who are engaged in teaching at that stage belong to the teaching profession.

Problem:

Problem is defined as any challenging and perplexing situation involving doubt, uncertainty or difficulty in teachers' work. High School teachers are prone to various professional problems. However, some of the most pressing problems faced by teachers are problems pertaining to, within and outside school interaction, economic, academic, job conditions (service, working and living), personal, political influence, extra-curricular activities. Hence, problems pertaining to those areas are considered as problems faced by teachers in their teaching profession in Nagaland.

Attitude:

Thurstone (1936) defines attitude as "a generalised reaction for or against a specific psychological object". According to him, attitude is primarily concerned with what may be called re-action to stereotypes. Thus, attitude, being an effect for or against a psychological object, decides potential

action, and is the sum of a man's inclination and feelings, prejudices and biases, ideas, fears, threats and convictions. The effects of expressed opinions, whether strong or weak, constitute a linear continuum, one being positive while the other being negative.

According to Freedman (1974) "an attitude towards any given subject, idea or person, is an enduring system with a cognitive component, a feeling component and an action tendency." Cognitive component refers to how the attitude object is perceived, its conceptual connotation, while affective component (feeling or emotional component) deals with the person's feeling of liking or disliking at the object of the attitude. The conative component (action or behavioural component) refers to the person's gross behavioural tendencies regarding the object. When certain stimulus events occur, they arouse attitude, consisting of three categories of internal responses. These are the cognitive (thought, perceptual reactions, judgements) the affective (emotional reaction) and action tendencies which are motives to do particular things.

The term 'attitude' in this study is thus defined as teachers' internal reaction to teaching profession which involves their perception and judgement (cognitive), liking or disliking (affective domain), followed by either negative or positive reaction (action tendency) that influence teaching

performance. Teachers' attitude towards teaching profession in the present study includes three important dimensions viz., 'teaching job', 'service conditions' and 'working climate and incentives'.

1.7. Objectives of the Study

The points discussed so far, emphasised the importance of teachers' efficiency in raising the standard and improving the quality of education in any system. It is also evident that various factors influence the teachers' professional efficiency. One fact that emerges out of the discussion of the quality and standard of High School Education and pupils' achievement in Nagaland is the need to improve the professional performance of the teachers. In this context, teachers' professional efficiency is viewed in terms of overall standard and quality of education imparted and the academic performance of High School pupils. Hence, the first step, considered vital in improving the teachers' professional efficiency, is to study their background characteristics. The next is to identify constraints, if any, that may undermine their performance as teachers. Also a study of attitude of teachers towards their profession was considered important since attitude towards one's work greatly determines the effort which one may make to do the work efficiently.

Keeping all the above points within focus the

investigator formulated the following major objectives:

- (1) To study the socio-economic, academic and professional background characteristics of the High School Teachers in Nagaland.
- (2) To identify the actual problems faced pertaining to teaching performance and job conditions affecting teachers' professional efficiency.
- (3) To find out their attitude towards teaching profession.
- (4) To make suggestions for the improvement of Teachers' performance at High School level in Nagaland.

1.8. Limitations:

The present study was conducted under the following limitations:

- (1) The study was confined to teachers teaching at High School level (Classes VII-X) in Nagaland.
- (2) For administering the attitude scale only representative sample from the population was taken.
- (3) Administration of the questionnaire personally and personal interview of the respondents could not be done due to time limit and lack of transportation facilities.
- (4) Information given on the missionary efforts in the development of education in Nagaland are based on secondary sources, even though attempt was made to interview those few old people, belonging to the villages in the neighbourhood of the Mission Centres, and those who had studied and worked in

the Missionary institutions run by the Missionaries. This was done only in few districts due to language difficulty.

(5) Review of documents and service books (teachers') in the State Education Directorate was not found feasible. Hence, information was collected from the teachers themselves through questionnaire.

(6) As may well be expected, some teachers did not respond to the repeated request to return filled in questionnaire. Hence the number of respondents did not include all the teachers working in all the High Schools in Nagaland.

CHAPTER II

REVIEW OF RELATED LITERATURE

The investigator attempted to review the available literature on different aspects related to teachers, teaching profession and teaching. The review has been arranged in the following broad categories:

- 1) Studies related to the problems faced by teachers and factors influencing professional choice of teachers.
- 2) Correlates of job satisfaction and teacher effectiveness.
- 3) Teachers' attitude and teaching.

No attempt was made to arrange the studies countrywise since it was felt that a thematic arrangement would be more useful and appropriate.

2.1. Studies Related to the Problems Faced by Teachers:

Teachers like any other group of professional workers often face various problems related to their profession like socio-economic status, working and living conditions, workload, service conditions, interaction, academic work and extra-curricular activities, professional outlook and incentives, etc. Research findings pertaining to problems are reviewed in this section.

Problems Related to Socio-Economic Status of Teachers:

NCERT (1972) in its study "Secondary School teachers in India," found 23 percent of the teachers in debt due to low pay. Nair (1971) also found 16 percent of the secondary teachers in debt due to the same reason. It was also found that teachers suffered on account of low economic status as reported by Pal and Ghosh (1967); Ramaswamy and Pramesan (1973); Singh (1974); Bajwa and Phutela (1972) and Ganju (1973).

The findings of Singh (1960) revealed teachers' feelings of inferiority in society, rejection by society and dissatisfaction mainly due to their low economic status and low social prestige attached to their profession.

Singh and Bhatnagar (1966) in their studies on the status of "Elementary School Teachers" in Balandshahar district of Uttar Pradesh, found the following: (1) about 50 percent of the teachers did not have any source of additional income to compensate their low salaries, whereas the remaining had additional sources like agriculture, tuition, business, etc. 2) teachers were found dissatisfied with their income which was similar to the findings of Arora and Chopra (1969). Dasgupta (1965) found financial difficulties as one of the sources of frustration among teachers.

Varma (1972) found teachers to be more concerned with their status and power and less with knowledge and social virtue.

Thus, teachers' dissatisfaction was found to be due to lack of status of the profession and recognition by the public as revealed in the studies of Rudd and Wiseman (1962); Johnson (1967); Merrill (1969); Hansen and Stanley (1969); Eckert (1959) and Rettig and Pasamanick (1959).

Working and Living Conditions:

Teachers dissatisfaction due to poor school organisation like lack of physical facilities, heavy unequal distribution of workload, oversized class, pupils' indiscipline etc. were reported by Pal and Ghosh (1967); Singh (1960); Kaplan (1952); Paranjape (1970); Kishanpuri (1977); Ramaswamy and Paramesan (1973); NCERT (1972); Barnard and Kulandaivel (1974); McLaughlin and Shea (1960); Rudd and Wiseman (1962); Cherry (1976); Cruickshank, Kennedy and Myers (1973).

Problems of poor and lack of residential accommodation for teachers were reported by Singh and Singh (1970); Ramaswamy and Paramesan (1973) and NCERT (1972).

Other problems faced by teachers were lack of transport facilities (Nagpal, 1972), lack of medical facilities (Singh and Singh, 1970), supervision of extra-curricular activities after school hours and other office work (Pal and Ghosh, 1967). All these problems were reported to have affected teachers' work and further caused emotional difficulties among

secondary school teachers.

Arora and Chopra (1969) reported unjust and unfair administration, use of political pressure and heavy workload as some of the sources of dissatisfaction among teacher educators.

Rajagopalan (1975) concluded in his study that the teachers were, on the whole, only mildly satisfied with their environment. He further stated that married teachers were more satisfied with their environment than the unmarried teachers.

Lack of time for preparation of lesson and interaction with pupils due to heavy workload and nature of work were reported by Eckert et al. (1959); Hunter (1955); Hansen and Stanley (1969).

Absence of encouragement to try new ideas and absence of recognition of their work were also expressed by the teachers as reported by Thakur (1973); Bernard and Kulandaivel (1974).

Service Conditions:

Teachers are found to have problems pertaining to their service conditions as reported by some researchers. Ramaswamy and Paramesan (1973) in their study found that there was lack of chance for professional advancement of secondary

school teachers. The findings of NCERT (1972) in their study 'Secondary School Teachers in India' also revealed the absence of provision for deputing teachers for higher studies in more than half of the schools (total sample) while little less than half of the total schools had no provision for deputing teachers for in-service training.

One of the reasons for the annoyance of teachers in the classroom was posting at different places against their wish. (Kishanpuri, 1977; Nagpal, 1972). Bernard and Kulandaivel (1977) found teachers to have identified problems like lack of security and promotion, transfer, etc.

School policy and administration were also found to be the principal sources of dissatisfaction among teachers as identified by Hansan and Stanley (1969); Butler (1961); Beever (1969); Johnson (1967); Bidwell (1959); Sommers (1969); Merrill (1969) and Redefer (a,b, 1964).

Jackson (1978) stated that the teachers in communist China are carefully watched by the political elite and have been subjected to extensive purging which has resulted in the falling of teachers' status to a low level, monotony and inadequate remuneration. Pal and Ghosh (1967) found that the unwholesome service conditions had a great impact on the physical and mental life of the teachers. The service conditions of Government and Private school teachers did differ

greatly. Service conditions of teachers like, removal of teachers from their job without showing any cause, withholding of increments of probationary teachers after confirmation on inadequate grounds, dependance of security of service on the pleasure of the management rather than professional efficiency, low scale of pay, etc. were some of the problems faced by the teachers as reported in the study of Singh and Singh (1970).

Dasgupta (1965) identified lack of vision for good setting and proper motivation for the teachers towards teaching profession, insecurity of job particularly in Private schools, etc., as some of the causes of the frustration among the teachers.

Professional Interaction:

Teachers were found to face problems related to their interaction with public due to lack of proper media (Ramaswamy and Paramesan, 1973). They were also found to be dissatisfied due to lack of encouragement and lack of interest on the part of the authorities on one hand, and less contact with students due to lack of time and large size of the class by teachers on the other (Sinha, 1969). Osmon (1959) also found negative change among the secondary student-teachers as a result of problems relating to pupils' indiscipline and lack of co-operation, etc. Negative attitude towards teachers and lack

of co-operation and criticism by pupils were found to be the source of annoyance to teachers as reported by Thakur (1973); Kaplan (1952); Gottfried and Jones (1963); Hansen and Stanley (1969); Eckert (1959) and McLaughlin and Shea (1960).

Lack of group spirit for carrying out new experiment coupled with criticism from fellow teachers and poor human relationship among the teachers were reported by Thakur (1973); Rudd and Wiseman (1962); Eckert (1959) and Hansen and Stanley (1969). Thakkar (1977) reported good rapport to have positive correlation with job satisfaction.

It may also be noted that teachers' views and rating of pupils have a relation with their job satisfaction (Anjaneyulu, 1968). Bernard and Kulandaivel (1974) also found teachers to have identified problems of interference by headmaster and outsiders, indiscipline among students and lack of appreciation. Kishanpuri (1977) also reported behaviour of children inside the classroom and their negative attitude towards work to have created problems in teachers' interaction with children.

Arora and Chopra (1969) reported teachers' problem in dealing with authority due to interference by politicians in administration and examination work. The attitude of management towards teachers, non-involvement of parents in the activity of the school, misunderstanding between the teaching

and non-teaching staff, etc. were reported by Sudha, Satyanarayana and Shivananda (1980). Sharma (1968) reported absence of harmony between the formal and the informal status of headmaster as a source of misunderstanding and conflict between headmaster and the members of the staff.

Studies of the problems faced by a teacher have shown that the teacher is beset with a number of professional problems. This is reported by Winick (1965); Purunal (1969), Ramegowda (1973); Kulandaivelu (1969); Gangappa (1969); Shivarudrappa (1968) and Matheswar (1967). They further reported that teachers face significantly more problems of administration, and interpersonal matters. They found no significant difference between the problems faced by urban and rural teachers. Sudha and Satyanarayana (1980) found no difference in the problems faced by teachers working in Private and Government schools.

Anand (1972) found the personal relationship between teachers and pupils to be poor. Naidu (1974) also reported deterioration of the relationship between teachers and pupils. John Pratt (1978) found children coming from poor family to have resulted in a tendency towards increasing non-cooperation with teachers. Dasgupta (1965) and Kishanpuri (1977) too, identified poor relationship between teacher and pupils due to annoying behaviour of children. Welsh (1979) reported 56 percent of teacher respondents in Chicago to have physical and

mental illness as a result of their teaching job, particularly, on matters relating to interaction. The causes of teachers leaving job (burn out) were found to be due to harassment by the administrator, assaults by students and isolation which resulted in anger, fear and frustration, absentees, alcoholism, abandonment of the profession and variety of physical ailments. Welsh (1979) further quoted the findings of Block (1978) and Maslach (1977) who identified a number of conditions, characteristics of teacher burn out or of its effects due to loss of concern and detachment from those with whom they work and due to cynical and dehumanised perception of students.

Personal Problems:

Teachers were found to have some personal problems too, which appear to have an influence on teaching performance. According to the findings of Sukhwai (1977), 'personal' accounted for the maximum number of problems faced by teachers. The role of career and home making were found to have created role conflict among female teachers thereby giving rise to problem of professional adjustment. Similar finding was reported by Parnajape (1970) and Samant(1976).

Kishanpuri (1977) in his study of the emotional problems of the teachers in classroom, found criticism, lack of appreciation and praise of teachers' work, low status, and nervous strain as some of the sources of problems pertaining to

personal health of teachers that affected their performance.

Aaron et al. (1969) also found urban teachers to have problems centered round themselves, meaning, personal.

Academic Work and Extra-Curricular Activities:

Academic work, as reported in some research studies, is another area in which teachers face problems. The findings of Ramaswamy and Paramesan (1973) in their study 'The Professional Problems of Secondary School Teachers in Coimbatore' revealed the absence of encouragement to adopt new methods and techniques of teaching, monotony of teaching the same subject for several years, absence of special programme for the academically backward and superior children and lack of subject wise library as some of the problems pertaining to academic work as expressed by the teachers.

The studies of Kishanpuri (1977); Das Gupta (1965) and Bernard and Kulandaivel (1974), showed pupils' poor academic performance, and lack of interest in their academic work as some of the sources of annoyance for teachers.

Thakur (1973) in his study found inadequate facilities for academic work like, lack of reference material and other teaching aids, curriculum unsuited to individual needs and progressive values of education, lack of counselling and guidance service, defective inspection system, lack of economic

assistance for attending national seminars or workshops, poorly chosen text books, unfair promotions of pupils, as some of the problems expressed by the secondary school teachers. Osmon (1959) also found inadequate supervision to have been associated with problems of secondary student teachers.

Sudha et al. (1980) found teachers to be facing problems related to academic work like difficulty in managing large number of classes, need for better examination, skills to make their teaching more effective, lack of academic and professional programmes, non-availability of equipments like laboratory, library and visual aids, etc. their concern about the type of education given.

Singh and Singh (1970) also reported teachers' problem pertaining to academic work like, courses of study, presentation of lesson, home-work and its correction, home examination, libraries, etc.

Professional Choice of Teachers:

Various factors influence teachers' choice of profession as revealed in the findings of some researchers. Anderson (1974) and Rao and Kulandaivel (1965) reported in their studies the influence of family, teachers and friends on the choice of profession of teachers. The findings of

Levin, Hilton and Leiderman (1957) also showed the influence of family approval on teachers' choice of profession though lack of permissive attitude towards pupils' and interest in book and subject matter among the teachers was found.

Anderson (1974) stated the influence of professional orientation which is comprised of satisfaction intrinsic to the job, the subject-matter, service to the community and interest in working with pupils. Singh and Bhatnagar (1966) and Adaval (1952) also reported reasons like love for teaching, love for public service and love for pupils as the chief motives for undertaking the profession as expressed by the teachers.

Some other attraction, intrinsic to the profession, like social prestige, financial rewards, independence, opportunity to move upward were also found to have influenced the teachers' career choice (Singh and Bhatnagar, 1966; Levin, Hilton and Laiderman, 1957; Beamer and Ledbetter, 1957). But the findings of Mason et al. (1959) showed teaching as a ladder to other aspects of education or to other vocations and their career commitment as teachers was correspondingly limited.

On the other hand, Naidu (1974) reported the reason of suitability to their temperament and nature on the part of the women teachers for taking up teaching. Kohli (1969) and Ahluwalia (1969) found lady teachers to have joined the profession, because it provided them prosperity, respect,

satisfaction and opportunity for higher study. Mohanty (1979) has also studied environmental, economic, academic, employment and individual factors influential in choosing school teaching as a career. Anand (1980) in his study "School Teaching Profession - Reason for joining and Job Satisfaction", found that more perspective teachers are backed by favourable reasons and motives at the threshold of their entering the teaching profession than their counterpart - the practising teacher.

Sinha (1969) in his survey revealed that almost half of the teachers joined the profession on their own choice with an expectation to receive opportunities for higher studies; and also thought the profession to be independent, ideal, honest and peaceful; while half of them joined the profession without liking. However, Marr and Subharwal (1968) and Paranjape (1970), found teachers to have joined the profession, money being the first consideration though the pay was low, to earn money. Marr and Subharwal (1968) further reported that teachers, at large, chose the profession voluntarily and also for prestige.

Anderson (1974) in his study reported the change of attitude and development of intellectual interest, as indicated by the teachers, as some of the reasons for joining the teaching.

Jarnal Singh and Om Adhar (1972) in their study found female teachers to have joined the profession due to circumstances.

However, Adaval (1952) in his study found women teacher trainees to have greater aptitude for teaching than men. He found intelligence as an important factor in determining one's aptitude for teaching.

Mason et al. (1959) reported that women teachers showed greater tendency to return to teaching, though the sex role as a home maker is dominant over the occupational role as a teacher.

The study of Sukhwal (1977) revealed various factors to have operated in selecting teaching as a profession by the teacher respondents like personal, social, educational, financial, professional, family and other miscellaneous factors.

It is also found that teachers joined teaching profession to escape from a tradition of manual and rural occupations especially those who were upwardly mobile through the social strata (Anderson, 1974).

Singh and Bhatnagar (1966) found lack of interest and low salaries in their earlier jobs and inadequacy of the economic conditions to support further education as some of the reasons given by teachers for joining teaching profession.

Joshi (1980) in his study on 'Analysis of factors influencing the decision to become teachers' found teaching profession to have not accepted as a useful one by teachers. Singh (1980) also found 59 percent of teachers to have unfavourable opinion about teaching though they were in the teaching profession.

2.2. Correlates of Job Satisfaction and Teacher Efficiency:

Various research studies have shown that sociological factors do have an influence on teaching and teachers. Teachers' parental socio-economic and educational background, teachers' economic position, qualification, experience, age, personal qualities, values, social class and status, religion etc. influence teachers and teaching. Other factors like material facilities, locality of the school, teachers' interaction with community, parents and pupils are also found to have either positive or negative influence on teaching. Findings of researches related to this area have been summed up and presented under this category.

Nair (1974) in his study of the impact of certain sociological factors on teaching ability in the classroom revealed teachers' parental socio-economic status, age and sex to have an influence on teaching ability but not intelligence religion and caste. He found teachers to have come from families which had some education, either secular or

religious. The same educational background of the teachers was found by Gore, Desai and Chitnis (1970). The findings of Rao (1976) and Nair (1971) showed that a large proportion of teachers were from middle class family. Rao further added that student-teacher coming from middle income family perceived authority significantly different from those who came from low income family.

Teachers' academic qualification was also found to be an important correlates of good teaching performance as shown in the study of Debnath (1971) and Sharma (1971). They also concluded that academic achievement, mastery of the subject and academic grade are sound predictor of teaching effectiveness. Malhotra (1976), on the other hand, found teachers with bachelor degree and science teachers to be more indirect in their classroom behaviour than teachers with master degree.

Various research findings revealed teachers' professional training to have positive influence on teacher behaviour (Mitra, 1976; Singh, 1974) to have positive influence on teachers exposed to micro-teaching thus resulting in higher score on competence and skill than those taught through traditional technique (Das, Passi and Singh, 1976; Sharma, 1973; Joshi, 1977; Singh, 1974) and to have modified teachers' indirect behaviour (Raijiwala, 1976; Singh, 1974). Teachers' professional training experience as

a significant determinant of teaching efficiency was also reported by Jayamma (1962), Debnath (1971). However, Saikia (1971) found Secondary teacher education in Assam to have made no satisfactory influence on teacher and teaching due to irrelevant training programme, poor conditions of school and higher percentage of untrained teachers in the school where they worked, limited duration of study, strained relationship between training institution and practice teaching school.

Hoyt (1969) reported class size to have relationship to instructional efficiency when measured by student ratings. However, Mishra (1979) found class size to have no effect on student ratings of teaching efficiency. He further added the influence of teachers' orientation on teaching effectiveness.

Leeds (1956) concluded that teachers who got along well with pupils tended to be co-operative, friendly, emotionally stable and objective, while teachers who did not have high rapport with pupils tended to be critical and intolerant, hostile, hypersensitive, depressed and emotionally unstable. Kearney and Rocchio (1955) found more concern for pupils' whole personality on the part of those teachers who have pupils for longer period during the day which means knowledge of the pupils' total background and activities.

Gupta (1976) in his study found that personality factors have a relationship with high effective teaching. Warm hearted, emotionally stable, adventurous, self-controlled,

intelligent, surgent, sentimental and less suspicious teachers having more ego strength, less guilt prone and less radical were found to be more effective in teaching. On the other hand, low effective teachers were less intelligent and were having lower self-control.

Gurbaksh Lal (1974) in his study found anxiety relating to vocation to have inversely related to teaching success. He concluded that interaction effect of vocational anxiety and creative thinking on teaching success was significant. However, the finding of Lakshmi (1977) was not in this line as the low anxiety student-teachers gained more in performance than high anxiety group. Even Mathew George (1976) did not find significant relationship between creative teacher personality, creative teaching process and teachers' self concept and teacher classroom behaviour. Again Bajaj (1978) found anxiety as positively related to job involvement. It was also found that one's commitment to work result in job involvement. (Lodahl and Kejner, 1965).

The studies of Debnath (1971) and Sharma (1971) revealed that sincerity and interest in teaching, sympathetic attitude towards students, intelligence, friendliness, democratic behaviour, ability to judge reactions of others, aptitude for teaching as some of the important correlates and predictors of teaching efficiency and effectiveness.

Banerji (1956a) also found intelligence, clear and quick thinking, ready wit, easy adaptability, humour etc., as necessary for making a good and efficient teacher as well as bright and smart in the class. Grewal (1976) identified emotional and total adjustment, dominance, submission and verbal and nonverbal intelligence as some of the predictors of teacher effectiveness. However, Nair (1974) stated that intelligence was not highly related to teaching ability. Other factors like teachers' self-control (Khatry, 1973), and personality factors, adjustment to various fields of life like home, emotional socio-cultural setting of the community, professional attitude, human relationship, out of school activities assigned to teachers, organisation of teaching-learning process, health, social background of the teachers, dominance and submissiveness etc. to be predictors of teachers' efficiency and effectiveness. (Gupta, 1977; Grewal, 1976).

Jayamma (1962) found sex differences to have no significant influence on teaching ability and professional success. But Lavingia (1974), Katoon and Verma (1982) in their study concluded female teachers to have more job satisfaction than their male counterpart which was positively correlated with job efficiency. It was also found that unmarried teachers showed more job satisfaction than their married counterparts, and were also found more efficient (Lavingia, 1974).

Place of residence, locality and management were found to have an influence on teaching. The findings of Jayamma (1962) and Nair (1974) indicated locality of schools to have no significant influence on teachers' efficiency and teaching ability. Nair (1974) further reported private school teachers to have better teaching ability than Government school teachers. Babu (1976) found group cohesiveness and worries/anxieties related to the job were found to have not linearly related. Schools situated in a particular region, the linguistic affiliations were found to have a relation to group cohesiveness.

Various sociological, economic and interpersonal factors seems to influence teachers' disposition towards their job. Students is one of the sources of problems resulting in job dissatisfaction of teachers as indicated in the findings of Gottfried and Jones (1963), Hansen and Stanley (1969) Eckert (1959) McLaughlin and Shea (1960). Status of the profession in society and public recognition when low, are found to have an influence on teachers' job dissatisfaction as reported by Rudder and Wiseman (1962); Johnson (1967); Merrill (1969); Hansen and Stanley (1969); Eckert (1959) and Rettig and Pasamanick (1959). The mutual liking of students and teachers is positively related to teachers' job satisfaction. Correlation between teachers' salary and job satisfaction, either positive or negative, was revealed in the findings of

Eckert (1959), Rudd and Wiseman (1962), Merrill (1969), McLaughlin and Shea (1960) and Ganju (1973). Teachers' satisfaction or dissatisfaction with their salary were found to have an influence on their performance.

Manuel (1964) stated the influence of increased status of teachers as one of the pre-requisites of quality teaching. He added that factors like material facilities, teaching aids, small classes, satisfactory living conditions, increased status of teachers, academic freedom of headmasters and teachers, free time for teachers, parental co-operation were important pre-requisites of quality teaching. Co-curricular activities were also found to have constituted a criterion for quality teaching.

Brookover (1953) in his study concluded that different teacher types (upper class, established middle class, striving middle class and unranked teachers) varied not only in the behaviour patterns and beliefs they manifest, but such attributes as their capacity to appreciate, understand and communicate with pupils of various social class level and their ability to provide the skills and incentives for upward mobility. Sharma (1971) and Gupta (1977) also found teachers' socio-economic status as a predictor of teacher efficiency and effectiveness.

Teachers' age as an important correlate and predictor of teaching efficiency, effectiveness, ability and teaching behaviour has been found by Malhotra (1976); Debnath (1971); Sharma (1971). Again, the study of Lavingia (1974) also indicated young teachers to have more job satisfaction and to be more efficient. On the contrary, Mathew (1976) found negative relationship between chronological age of teachers and their teaching behaviour (direct/indirect).

Anantharaman and Kaliappan (1982) in their study of job involvement and its correlates found age significantly associated with job involvement which is in line with the findings of Lodhal and Kejner (1965); Schwyhart and Smith (1972); Jones, James and Bruni (1975) and Hall & Mansfield (1975). However, Scholar (1975) and Gurin et al. (1960) found no relationship between age and job involvement.

Teachers teaching experience were found to be a significant determinant of teaching efficiency (Jayamma, 1962; Debnath, 1971; Rajagopalan, 1975) predictors of teachers' effectiveness (Sharma, 1971). However, the findings of Sarason (1971) showed teachers with five years teaching experience to have admitted that they no longer experienced their work with the enthusiasm, excitement and challenge they once did.

Anantharaman and Kaliappan (1982) and Anantharaman (1980) also found length of service to have no positive relationship with job involvement. Similarly, Gupta and

Shamshery (1982) found negative relationship between teaching experience and teaching efficiency. They further reported that the efficiency of a teacher decreases after a certain period of experience.

2.3. Studies on Teacher Attitude:

How a teacher performs his duty as a teacher is dependent to a great extent on his attitude, values and beliefs. A positive and favourable attitude makes the work easier and more satisfying. On the other hand, a negative attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitudes not only affects his behaviour in the classroom, but also influences the behaviour of his students. Above all, effective and productive learning can be achieved to a great extent by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. The important findings of various studies, either directly or indirectly related to this area, are summed up in this section (2.3).

Teachers' training programme has been found to have an influence on their attitude towards various factors like profession, teaching style, interaction and teaching efficiency and values. Srivastava (1966) studied the impact of in-service programme on teachers' attitude towards teaching profession in secondary schools. His finding revealed significant improvement in attitude of teachers towards their profession.

Similar findings were reported by other researchers viz., Mehrotra (1973), Perrodin (1961), Rao and Kulandaivel (1965).

On the other hand, the findings of Ahluwalia (1974) in his study "development of a teacher attitude inventory and a study of change in professional attitude of student-teacher", are not in confirmity with the above findings. He reported that (i) the mean attitude scores, as a general rule, were found to decrease at the end of training programme; (ii) the mean attitude scores changed, either positively or negatively, as a consequence of the nature of training programme provided. Joshi (1977) in his study of the effectiveness of micro-teaching, as a technique in teacher education programme, also found no significant difference in the teachers' attitude of experimental group and control group. This is further supported by Katoon, Tahira and Verma (1982) who also found ineffectiveness of teacher training programme for improvement and development of favourable attitude towards teaching. Watson (1968) did not obtain any significant different in the attitude of student-teacher as a result of some training programmes.

However, Hooda (1976) in his study "relationship of attainments in theory subjects in B.Ed course with attitude as a teacher and teaching efficiency", found the product-moment correlation among different theory papers to be ranging from 0.32 to 0.83, and found the correlation of different

subjects with Minnesota Teacher Attitude Inventory (MTAI, 1951) ranging from 0.07 to 0.32. The biserial 'r' between teaching practice and MTAI was 0.20.

Rao and Sastry (1982) conducted similar study (impact of training on the educational beliefs of secondary teacher trainee) and found differences in the pre-training and post training educational beliefs among teacher trainees of the whole groups and different subject groups. They reported to have found significant difference in the mean score of the whole group obtained in the pre- and post-administrations of the Educational Liberalism Conservative Scale (ELCS) with a CR value of 4.07 which was significant at 0.01 level.

Teachers were found to have changed their attitude towards certain values after undergoing the training programme. Verma (1968) in his study revealed that teachers after the training had lost significantly in economic values (desire for more money) and has also reduced the number of problems concerning self improvement (higher studies) home, family, religion, occupation, health adjustment, etc. However, teachers' attitudes were found to have no significant relationship to their theoretical, economic, aesthetic and religious values.

Again Panchal (1977) reported the significant relationship between in-service training and the attitude of teachers towards innovation, concern with teaching-learning process, teaching resources and school community relationship. Verma (1968) found change of teachers' attitude towards school children and school work as a result of teacher training programme. Mass (1950) also found that relevant field-work programme improved student teachers' attitude towards themselves and towards pupils. However, the findings of Jacob (1968) and Day (1959) showed that the actual practical teaching courses made the student-teachers' attitude more negative, rigid and authoritarian.

Various programmes given to teachers have an influence on their general attitude. Shaw et al. (1952) reported significant improvement in teachers' attitude as a result of a two-week workshop in guidance. Kearney and Rocchio (1956) examined the relationship of teacher attitude inventory scores to the type of teacher-training institution attended by elementary school teachers. He concluded that teachers' attitude seemed to differ according to the type of training institutions they attended. The findings of Callis (1950) also fall in the same line in that he examined the teacher attitude score of education-juniors and seniors where the students were classified into three major curricular groupings, viz., early childhood education, academic field and special field majors. He found significant difference

among the three groups with the early childhood education majors scoring the highest, and the special field majors scoring the lowest, both at the senior and junior levels, that is, at the beginning and at the end of professional training. He also found that the first six months of the professional training produced significant changes in teachers in the desired direction in twenty percent of the attitudes (items), while investigating into the changes that occur during teacher training and early teaching experience. The study of Cook et al (1956) revealed the following data: Secondary school teachers who took their training in liberal arts colleges had a mean MTAI score of twenty seven (27); those in teachers college had a mean MTAI score of twenty six (26); those in a university, a mean score of forty two (42). Sandgren and Schmidt (1956) investigated the change of teacher attitude as a result of a practice teaching and found significant increase in the mean score of MTAI, which was administered once in the beginning and again at the end of the practice teaching experience. It was further found that there was no relationship between the MTAI score and the critic teacher's rating on teaching proficiency.

Other studies like NCERT (1971) and Mehrotra (1973) also indicated the influence of training and education programme on teachers' attitude particularly positive attitude and on the attitude of women which was found to be more

favourable than that of men. Muss (1969) stated that during a period of academic courses in education on the college campus, MTAI score increased significantly among the students in a fifth-year graduate programme. However, their attitudes declined during the internship, which was attributed to their reports of frustration in the internship. Jacobs (1967) also found that in the initial training phase the education students changed away from more rigid and formal types of responses to more informal and personal style. In the student-teaching phase, however, the change was exactly opposite, towards a more rigid and impersonal style of response. Hoy (1967) reported student teachers to have changed significantly from a 'humanistic' approach to a 'custodial' approach which stressed the virtues of bureaucratic order and control. The finding of Callis (1950) on the other hand, showed teacher education to have no influence on the nature of the attitude of student-teacher towards their pupils, while Brim (1966) and Jacobs (1968) observed significant changes towards more positive attitude towards pupils as a result of theory courses in education. Teachers became more favourable, liberal and democratic. Significant positive changes in teachers' attitude with regard to formal discipline, recognition of individual differences and personality development was reported by Remmers, Dodds and Brasch (1942).

Vasishtha (1976) in his experimental study of the change in some characteristics and verbal behaviour of Secondary Science and Mathematics Student-Teachers through the training in verbal Interaction Technique, found that the training in Flanders verbal interaction technique contributed significantly to the attitude towards teaching, self-perception and classroom performance of secondary science and mathematics teachers.

Research findings have revealed various factors that are capable of influencing teachers' attitude towards teaching profession.

Thus, age of teachers is found to have an influence on the attitude towards teaching profession. The degree of favourable attitude was also found to increase with the increase in the age as reported by Sukhwal (1977); Mehrotra (1973) and NCERT (1971). Singh (1974), on the other hand, found age to have no relationship with teacher's attitude towards profession and job satisfaction.

NCERT (1971) reported that marital status seemed to have no influence on teachers' negative attitude. On the contrary, Singh (1974) in his study of 'Teachers' attitude towards teaching profession', found that unmarried teachers were more satisfied than married teachers.

Katoon, Tahira and Verma (1982) in their study of "the influence of personal factors on teachers' attitude towards their job", found experience to have a negative influence on the attitude of teachers towards teaching. On the contrary, teachers' teaching experience has been found to have an influence of teacher positive attitude towards teaching as revealed in the studies of Panchal (1977); Sukhwal (1977); Mehrotra (1973) and the Department of Post-Graduate Studies in Education, Benares (1974). The finding of NCERT (1971) showed that experience had no influence on teachers' negative attitude while Beamer and Ledbetter (1957) in their study found that the experienced education majors had a higher mean score than experienced teachers. They further found that teachers' teaching experience and their attitude differ as a result of the levels they teach. This is so, because elementary teachers with over fifteen years of experience had the highest attitude score (M-81), while in secondary group, teachers with one year experience got higher mean score (M-69) than those with 2-5 years experience who scored the lowest (M-60). Again, Butts and Raun (1968b) found that the longer a teacher had taught, the more value he placed on the curriculum innovation, the greater was its impact on the teacher - the more the teacher saw himself being actively involved in it the more a favourable attitude towards his work, was indicated.

Sex differences are shown to influence the attitude of teachers. Cook et al. (1956) though found no difference in the attitude of those teachers (most liked and disliked) while comparing in terms of sex, other researchers like Singh (1974); Rao and Kulandaivel (1965); Gupta and Shamsbery (1982) and Beamer and Ledbetter (1957) found significant difference in the attitude of male and female teachers. They further reported that female teachers showed more favourable attitude towards teaching profession than their male counterparts. Even the Department of Post-Graduate Studies in Education, Benares (1974) found female teachers to be more favourably disposed towards teaching than male teachers. The findings of Ahluwalia (1974) and Cook et al. (1956) are not in agreement with this. These studies reported that sex was not a determinant or differential of change in professional attitude.

Sinha (1969) found teachers to differ in their attitude according to their places of residence, specially those of urban origin having more favourable attitude than those hailing from rural areas. Tripathi (1978) found that in professional attitudes, the mean difference between teachers of rural and urban colleges was not significant.

Singh (1974a) found teachers' economic and political values to have significantly negative relationship with their

attitude towards their profession and job satisfaction. But Gore, Desai and Chitnis (1970), on the other hand, reported teachers to be of the opinion that esteem should depend on education rather than income. Rao and Kulandaivel (1965) also found no relationship between the attitude score and income or family education score. However, the study of Sudarsanam and Visvesvaran (1967) found attitude score of teachers to be significantly related with the income and educational status of the family.

Panchal (1977) in his study stated that teachers having Masters' degree were more prone to change and also venturesome and concerned with teaching-learning process. The finding of the NCERT (1971) has also revealed the influence of academic qualification on teachers' positive attitude. Again, Cook et al. (1956) stated that the superiority of the MTAI score was directly affected by the increased richness of a full college education. He added that teachers with only two years of college discontinued, having realised the absence of teaching aptitude in them and due to less comprehensive training in child growth and development, etc.

Rao and Kulandaivel (1965) found teacher trainees of high achievers to have shown slightly lower but insignificant attitude score than those of low achievers.

Sudarsanan and Visvesvaran (1967); Sukhwal (1977) and the NCERT (1971), stated in their studies that the favourable attitude of teachers showed a link with increase in their training and level of qualification. However, the finding of Katoon and Verma (1982) did not agree with this.

Kearney and Rocchio (1955) found that teachers of special subjects think in terms of subject matter to be covered. Thus nature of the subject taught influence the attitude of teachers towards their work. Gupta and Kusum (1982) in their study "Predictions of teaching efficiency through teachers' attitude towards professional training", found no difference in the attitude of science and arts teachers. They also found positive relationship between teachers' attitude and teaching efficiency but negative relationship between teaching experience and teacher efficiency. They concluded that prediction of teaching efficiency through teachers' attitude towards professional training was possible.

Kearney and Rocchio (1955) studied the difference in MTAI scores between elementary school teachers who taught all subjects to the same pupils (self-contained classrooms) and teachers who taught different pupils in art home economics, music, etc. (specialist classrooms). The respective MTAI scores for the two groups were forty one (41) and twenty eight (28) differing significantly at the

.01 levels. It indicated that individuals who choose to teach special subjects were basically different in attitude structure from the other teachers.

Pupils' like and dislike of teachers appear to have an influence in the attitude of teachers. Cook et al. (1956) reported the MTAI scores of often liked and disliked teachers to be pronounced, the mean of the liked group being thirty one (31) and the mean of the disliked group being eighteen (18). Della Piana and Gage (1955) also studied the relationship between pupils' rating of teachers and teachers attitude and reported to have found that the teachers' MTAI scores correlated more highly with how much they were liked by the pupils. Teachers, according to them, scoring high on the MTAI would probably be better liked by pupils who have strong affective values concerning teachers, while the MTAI would make less difference if the pupils have strong cognitive values.

Samantary (1971) in his study of "teachers attitude and its relationship with teaching efficiency" found superior teaching efficiency as related to favourable attitude and good adjustment and vice versa of teachers. Teaching efficiency was found to be positively related with job satisfaction even in the study of Lavingia (1974). Dasgupta (1977) found a link between professional competency and teachers' attitude, specially to self-learning. Gupta (1977) also found relation-

ship between success in teaching and attitude of teachers towards teaching. Chhaya (1974) reported effective teachers to have better personality adjustment and more favourable attitude towards teaching than ineffective teachers.

It was also found in the study of reaction of teachers towards teaching profession conducted by the NCERT (1971), that the attitude of teachers differed significantly under different management. Even the study of Bernard and Kulandaivel (1974) showed teachers of aided schools to be better satisfied than the teachers from Municipal and Government schools. They further found significant difference in the attitude of teachers towards their profession while comparing in terms of management. However, the report of Ahluwalia (1974) and Tripathi (1978) indicated no significant difference in the attitude scores of teachers belonging to different institutions.

Sudarsanam and Visvesvaran (1967) found class size to have an influence on teachers' attitude. They found a gradual fall in the attitude score with every rise in the class strength.

Singh (1974b) in his study of the relationship between verbal interaction of teachers' in class room and attitude towards teaching found (a) various teaching behaviour

in a classroom to be significantly related to teachers' attitude towards teaching (b) significant relationship between attitude towards teaching and classroom verbal interaction of student teachers or secondary level (c) the restrictiveness, restrictive feedback and negative authority were found to be negatively associated with attitude towards teaching.

Passi (1977) studied the effect of instructional materials and feedback upon the development of teaching skill of Set Induction and Closure. He found that teachers of different comparing groups did not differ significantly among each other on their attitude towards teaching.

Singh (1974a) in his study found that the professional attitude of teachers were favourable and the scores on attitude and on job satisfaction had positive and significant relationship. He further reported that teachers' attitude towards classroom teaching was satisfactory. Bernard and Kulandaivel (1974) found graduate teachers in Coimbatore to have a slightly higher job satisfaction score with a general mean attitude score of 191.62 with a standard deviation of 31.37.

Silberman (1969) showed in his study the correlations between differential teachers' attitude and differential teacher behaviour. Brophy and Goodby (1970) found that

teachers' feelings of attachment, concern, indifference and rejection about particular children affected their behaviour towards them.

Wandt (1952) found significant difference between the attitude of elementary and secondary teachers. Those from the secondary school were found to have less favourable attitudes towards the administrator, supervisors, pupils, parents, non-teaching employees, democratic classroom and administrative procedures than those of elementary school teachers. No differences were found at various levels or among various experience groups.

Wandt (1954) again studied the attitudes of superior and inferior teachers towards various groups of persons contacted in schools. It was found that the High School teachers were significantly more favourable in their attitude towards pupils and administrator, while no difference was found in their attitudes towards non-teaching group.

It can be noted from the review that the available literature indicates heavy concentration on few variables only. In addition, many researches have been done in the teacher training institute mostly concentrating on the student-teacher. Thus, it lacks study of actual experiences of the teachers exposed to their actual working and living conditions which have more bearing of the total performance of teachers who have

a direct influence on the teaching-learning process.

The present study includes social origins and status of teachers, attitudes and values, teacher roles, needs and problems of teachers, aptitude and occupational choice, selection, prediction of abilities, intellectual abilities, personality characteristics, attitudes and values, and workload. However, it has been found that inspite of the various recommendations made by various Commissions in the country and the slogans of educationists and society, regarding the importance of quality teaching and quality teacher etc. and inspite of the fact that the standard of teaching is poor in the country, particularly at school level, there is dearth of studies pertaining to problems faced by teachers that are likely to affect their teaching performance. A number of studies on the change of teachers' attitudes as a result of various training programmes attended have been done. However, indepth study of the problems faced by teachers in their day to day teaching work and the possible influence of their perception of various problems on their attitude towards their profession and the overall impact of these on teaching efficiency, etc. has not been done as it is revealed in the available literature. Again, factors responsible for affecting teachers' classroom behaviour, sociological factors influencing teacher's teaching performance and factors responsible for psychological

barrier to the work of teaching and various other factors like service, working and living conditions, professional outlook and interaction, political and economic etc. which are likely to influence teacher and teaching are found to be some neglected areas which have been given no proper attention. This may be due to the long standing norm (existence of problems in teaching profession) accepted by the educationist, society and the researchers. However, education is said to be influenced by the socio-cultural pattern of particular society while each profession has its own value pattern based on the value pattern of that society. Hence, the study of education and its teachers in different socio-cultural environment comes in handy. This statement has more relevance while focussing on the problems and attitude of teachers at High School level, which demands comprehensive and systematic study particularly in our country where the majority of teacher population belong to middle socio-economic background.

The review of the researches, already done, further strengthened the feasibility of undertaking the present study in Nagaland where no such study has so far been done at any level. Judging in terms of various factors that are capable of influencing teaching profession, and teachers' performance etc., it appears more relevant and interesting to study the problems and attitude of High

School teachers in Nagaland, majority of whom are from outside the State belonging to different socio-cultural backgrounds. This study is expected to serve as a vista to other researchers in the same area in the country.

CHAPTER III

DEVELOPMENT OF FORMAL EDUCATION IN NAGALAND

The study of the problems faced by High School teachers in Nagaland was considered incomplete without focussing on the land and its people and the different stages of educational development in the State. Thus, this chapter is presented under five different sub-headings:

- 1) Land and its People
- 2) Salient Feature of Naga Culture with Special Reference to Indigenous Education
- 3) Evolution of Formal Education in Nagaland during the Advent of Baptist Missionaries
- 4) Western Education and its Impact on the Nagas
- 5) Development of Education from Pre-Independence Period to the Present with Special Reference to High School Education in Nagaland.

3.1. Land and Its People:

Nagaland, which was known as 'Naga Hills Tuensang Area' became the sixteenth State^{of} the Indian Union on the 1st of December, 1963. The State has seven Administrative Districts - Kohima, Mokokchung, Zunheboto, Wokha, Phek,

Tuensang and Mon.

The State of Nagaland, lies between the longitude, 93° 20E and 95° 15E, with an altitude varying between 194 and 3840 metres. The State is bounded by Assam in the North and West by Burma and Arunachal Pradesh in the East and Manipur in the South.

The topography of Nagaland is said to have rolling characteristics. Except in marginal foothill areas of the West, the climate is temperate with an average temperature varying from 40°F to 70°F and rainfall ranging from 150 to 250 Centimetres. Nagaland covers an area of 16,527 Square Kilometres of thickly wooded and evergreen vegetation and also boasts of a rich variety of flora and fauna. Land slides during monsoon months is a common feature which affects communications.

The total population of Nagaland is 7,73,281 with a density of 47 per sq. km. where only 15.54 percent constitute urban population (Census 1981). The population of Nagaland is almost entirely tribal with sixteen major tribes, each speaking and having its distinctive dialect and cultural features. However, the link language among the various tribes is a Pidgin, i.e. Assamese (Nagamese) while the official language of the State is English. Medium of instruction is English from Class V in all the schools in Nagaland.

Agriculture occupies a dominant place in the economic life of the Nagas. Thus cultivators constitute 70.49 percent of the main workers in Nagaland (Census 1981). However, the total food production is not at all sufficient for local consumption. Besides agriculture, majority of the people engage themselves in weaving, black smithy and handicraft. They rear some domestic animals; but for home consumption only. It has only a few small scale industries and a few small scale manufacturing ~~units even today.~~ These indicate that the State is not self-sufficient economically.

The communication facilities in Nagaland is far from satisfactory. The adverse terrain, accompanied by loose soil and monsoon rains cause havoc to the communication system. Villages in the interior areas have no motorable roads while the state bus service does not touch all the semi-urban areas in the State.

The literacy rate in Nagaland is 41.99 percent against 36.17 percent for the country (Census 1981). It further reported the existence of great disparity between the urban (63%) and rural (38%) literacy rate. The same is the case even between the rural literacy rate of different districts viz. Mokokchung (59%) and Mon (15%). The literacy rates by stages from 1931-81 are shown in ~~Table~~ Table 3.1.

TABLE 3.1LITERACY RATES IN NAGALAND FROM 1931 to 1981 (in Percentage)

Year by Stage	Male %	Female %	Total
1931*	13.61	4.36	8.50
1941*	N.A.	N.A.	N.A.
1951*	15.00	5.74	10.38
1961*	24.03	11.33	17.90
1971*	36.01	18.65	27.40
1981**	50.00	34.00	41.99

Source:

(* ASCI (1977) op cit. p. 21.

** "Census of India 1981, Provisional Population Totals, Series 15. Paper 1 of 1981 Supplement, Nagaland, 1981, p. 24).

The Naga dialects were reduced to writing only after the advent of the Missionaries who put it down in the Roman alphabet. Today, there is a small corpus of written literature in few major dialects in the form of text books, few of which are studied (Vernacular) upto the Matriculation standard (Class X).

The fleeting glance through the physical features, population, occupation, communication literacy and language

background, etc. gives a clear picture of the State economic condition which has a direct influence on the development of education. This also reflects the problems that are likely to interfere with the development of education particularly its qualitative improvement which appears to be a major concern of the State today.

3.2. Salient Features of Naga Culture with Special Reference to Indigenous Education:

Every Naga's life centers round the family, the clan and the village. Elwin (1961) says that "the basic interest of every Naga is in his family, the clan, the khel and the village." He considered the activities and the life round the circle as his culture and disliked any interference. The village acted as a unit in social and economic aspects of life. An individual was for the village and vice versa. Mills (1926) says that "with all the Nagas the real political unit of the tribe is the village". To quote W.C. Smith (1925), "the people of the village are bound together by social, political and religious ties." The life cycle was within the village, to which they were closely attached, and its system of land tenure, its arrangement of government, its organisation of cultivation and administration of justice through the village court or council, gave protection and security to every individual. According to Mills (1933), "on the whole, life of a Naga is incomparably better than that

of a Western city dweller." Each village became solely responsible for its own economic, social, spiritual and political stability for which it had to train the young people strictly in the traditional manner.

In Naga society, due importance was given to practical and informal education which was generally taught and acquired through daily activities, both at home and outside. The main objective of this indigenous education was to enable the young ones understand the environment and its economic potential, and acquire the skills required for exploiting the environment. They learned the history of the tribes merely by listening to the elders and imbibed the values of society as transmitted through the life example of elders. The folklore, folksongs and folkdances were learnt through repetition and every adult was a teacher in the life of every young boy and girl. The major institutions for the indigenous education in Naga society were the family, the morung and the festivals. It was in these institutions that every boy and girl was taught to participate in daily activities of village life.

The Family:

The first and most important institution and social unit that integrated the Naga society was the family or household. The Naga family consisted of the father, mother and their unmarried children only. It was strictly, as it is today,

a patriarchal; and the father, being the head of the family, had to shoulder many important duties and responsibilities, and also exercise a certain amount of power. On the death of the father, his responsibilities remain in the hands of the eldest son in the family. A mother in Naga Society plays a vital role in the smooth running of the family.

Every child in the Naga family was expected to share the responsibility of the mother, right from taking care of their younger brethren to giving a helping hand in daily cultivation. The sense of self-help and self-reliance was encouraged and inculcated in every child, a virtue, in which every Naga took pride. Hence, the mother had to train her children for complete and meaningful participation in economic, cultural, social and political life of the Nagas.

The status of a woman in Naga society deserves mention. It is understood that a Naga woman, enjoyed certain degree of freedom, power and status, as she was delegated some important responsibilities.

According to Professor C. Von Furer Hainnendorf, as mentioned by Horam (1975),

"Many women in more civilized parts of India may well envy the women of the Naga Hills their high status, and free and happy life and if you measure the cultural level of a people by the social

position and personal freedom of its women, you will think twice before looking down on the Nagas as savages.

However, this freedom and status involved great responsibility on the part of the women. Realising the responsibility of a woman in Naga society, every Naga girl had to prepare for the great task ahead of her which would one day fall on her shoulder as mistress of the house. The life of every girl and boy was a period long and exhaustive training. Parents played the role of teachers, especially, the mother at home: -the home being the first learning institution, it was later passed on to society which influenced the youngsters.

The Morung:

The Morung in Naga society was organised on the clan system. It served as a man's club and a sleeping place for unmarried boys. To quote Elwin (1962), "The unmarried men were not allowed to sleep under the parental roof, if female relations dwelt in the same abode." Every boy, at the attainment of puberty, became a member of the Morung and was made to undergo several ordeals testing his bravery, strength and intelligence in order to qualify as a member of the Morung and continued to sleep there till the time of his marriage when he built a house and made a home of his own. After a period of three years, one matured to senior member

and assumed more responsibilities in connection with the administration and running of the Morung. The age-group system formed the natural labour teams for every public work.

The Morung was the center of Naga social and political life which served the purpose of a vital corporate institution of ceremonies, arts, music, dance, folk-songs and a place where young boys were trained, disciplined and given instruction in undertaking duties for the village welfare. Various games at a village feast, religious get together etc., were also organised at the Morung. It was in the Morung that the boys received invaluable lessons in community living, leadership, handicraft, politics, economics, history, culture, folk-lore, songs and dances of the village. The Morung was, according to Horam (1975), "A training school in the art of life and war and a club for entertainment and fun." Discipline was the key word in the running of the Morung and was strictly adhered to. To quote Mills "They were severely disciplined not to say bullied".

A corresponding arrangement was also made for the girls in the form of a dormitory, called, 'Tsuki' among the Aos and 'Kichuki' among the Angamis. Girls, having attained puberty, slept there. The dormitory was usually arranged in the houses of trustworthy old couples or widows where the girls were sent in small groups. Among some tribes, it was usually annexed to

private house or the Chief's house. These were meeting places of the unmarried girls where they received training in spinning and other vocations, discussed their problems and experiences, besides singing, telling folk-lore and acquainting with boys who came to court them.

Festivals:

All festivals of the Nagas were in a context of communal rituals, corresponding to different agricultural seasons based on beliefs in which the whole village participated in various activities. Every individual put on their best dress according to their social status—especially, men, on this day.

Besides the communal feast, the Naga festivals had other important significance too. To quote from Gazette of India, Nagaland, Kohima (1973), "Festivals have both household and khel implications and are connected with fishing trips, sports and games, war dance, hunting, singing, and incantations, house constructions, furtherance of ties of friendliness, corporate undertakings," which to the Nagas are indispensable traditions and a way of life. The spirit of healthy competition and teamwork, aesthetic development, consciousness for physical fitness, etc., were emphasised in all the festival activities of the boys and girls who played the leading part in festivals. Thus the festivals served the

purpose of community education in those days.

Education in indigenous Naga society was thus concrete and non-verbal^o concerned with practical activity rather than abstracting generalization. The primary goals of education were maintenance of traditional values and conforming with the past provision for the necessities of life in descending order. The child learned by imitation and repetition. Besides parents and older siblings at home, every adult was a teacher in the life of the younger people. Development of primary skills right upto the aesthetic sense was done through actual life activities and experiences which was spontaneous in manner-both on the part of the taught and the teacher. Thus the teaching-learning process was not at all complex and mechanical. Education given was very much relevant to the daily life activities. Above all, elders who played the role of teachers, were placed in high esteem by the society, especially by every young learner. They also commanded respect from the youngsters by virtue of their every day sphere of village life.

3.3. Evolution of Formal Education in Nagaland during the Advent of American Baptist Missionaries:

The review of the indigenous Naga education clearly reveals the absence of formal education prior to the coming of the Missionaries from Assam. The American Missionaries felt

it necessary to educate the neighbouring people of Assam so as to achieve their objective of spreading Christianity. Hence, they all attempted to spread formal education side by side with the spread of Christianity in the Naga Hills.

The first American Baptist Missionary, Rev. Bronson moved to the Hills on March 13th 1840, and commenced his work among the Nagas-commonly called Namsanghe, i.e. Nagas living at Namsang in the Tirap Division of the North-Eastern Frontier Agency. This attempt did not succeed due to his ill health. After this, it was only on March 2, 1876, Dr. Clark came to Dekhaimong, a village in the Ao area, at his own risk and began his work by first learning the local dialect and reducing it to the Roman script. Later the activities were shifted to Molungyimsen which became the first Naga village to uphold Christianity and Education.

Again, the centre was shifted to Impur in the Ao area in 1894, and a training centre was started with the help of more missionaries. This training school was attended by young learners from different parts of the Naga Hills. The first Mission School of Kohima was established in 1880 initiated by C.D. King, which benefited the Angamis and the neighbouring Naga Tribes. Gradually, training schools were established in Wokha and Aizuto in the Lotha and Sema areas respectively. Thus the American Baptist Missionaries were

the pioneers of formal education in Nagaland. In spite of the many problems faced by them the Missionaries never lost courage but took it as a challenge.

While reviewing the evolution of formal education during the Missionary period, it is also necessary to peep into the academic programme and the position of teachers - the two important factors that determined the quality of education given by the Missionaries to the Naga people.

Medium of Instruction:

The Missionaries learnt the local dialect and then reduced them to the Roman script. This had enabled them to use local languages in the lower classes. From classes I to VI two more languages were introduced, viz., Assamese (second language) and English (third language). In upper classes English became the medium of instruction.

Curriculum:

Curriculum was the same in all the schools. Writing, reading, and arithmetic were taught in the lower primary level. In the upper primary and middle school levels subjects like English, Arithmetic, Geometry, Grammar, Geography, Assamese, Handwriting, Oral Arithmetic and Scripture were taught. Co-curricular activities like games and sports, music, social work, etc. were also a part of the school programme.

Method of Teaching:

Traditional method of teaching was followed. Thus 'teacher talk' dominated the process of teaching. There seemed to have no importance given to teacher training in those days, -the reason being lack of facilities due to financial and various other problems.

Examination and Enrolment:

All the available children were enrolled and thus institutions were co-educational irrespective of community and age. The pupils paid no fees except for an examination fee of eight annas to two rupees per year. Examinations were held twice a year. Full mark was 100 and the pass mark was 60. Ranking of pupils was not popular.

School Routine:

Daily school routine started at 6.00 A.M. and ended in the afternoon with a short half hour break between 10.00 and 11.00 A.M. These classroom teaching was followed by social work, games and sports, music, etc. Study hour in the evening was strictly observed in the hostel. This was the daily activity of both the teachers and pupils except on holidays. -Saturdays and Sundays.

Teaching Aids:

As teaching aids were not available, due to lack of financial aid, teachers used only blackboard, globes and maps. Text books were arranged mostly from outside except those written in local dialects. There was no library.

Teaching Personnel:

Appointment of teachers was done by the Missionaries themselves. Criterion for selection were - qualification, experience and interest.

There was no approved and specific scale of pay for the teachers, though it was revised from time to time. Teachers were not entitled to any increment or allowances and the payment was not made regularly. However, the salary of the teachers ranged from Rs. 18/- to Rs. 90- per month.

However, Missionaries, inspite of their dedication and interest, failed to recruit qualified teachers. Failure to manage the daily activities of the school due to heavy pressure of other missionary activities resulted in poor supervision of teaching. Local teachers were hardly qualified, Absence of training facilities and poor pay not only failed to motivate the teachers, but also failed to attract better qualified people to teaching. Thus it hampered the quality improvement as well as the progress of Mission Schools in

Nagaland.

3.4. Western Education and Its Impact on the Nagas:

Spread of the Christian religion through education was instrumental in achieving the objective of the missionaries. However, the introduction of Western Education and the teaching of Christianity had far reaching effects on the individuals and social life of the Nagas as well.

To begin with, the spoken dialects of a few Naga tribes were written down for the first time using the Roman script. The indigenous Naga education (informal education) was replaced by formal education. The ethnic cohesion, community feeling, spirit of co-operation and teamwork of the Nagas were strengthened further by bringing the children together to school. It further weakened the superstitious beliefs and taboos that occupied the minds of the illiterate Nagas. The moral standard and value of life was improved. The literate people learned to live a more decent life. Thus Western education brought a new hope to the Nagas like raise in social position, enjoyment of better facilities, economic progress, respect in society and comfort.

However, the influence of western culture and education had also weakened the rich and treasured Naga culture to a great extent. According to Mills (1933), "the loss of ten

genealogies and traditions embedded in the old songs in itself a serious one". He further stated that western education was far too literary and entirely divorced from the natural environment of the Nagas (Mills, 1933). It further made the Nagas hunt for white collar job and made them unfit for village life. This was because the word 'Education' was misinterpreted by the recipient Nagas.

The craze for jobs killed the industriousness, endurance dignity of labour which was a pride among the Nagas. According to Mills (1933), men and boys drifted into picking up odd jobs instead of going to the field to work. Many Nagas began to live without village discipline which bound every individual to his clan and village in the past. The Nagas found the teachers and Missionaries performing no manual works. Hence, they thought that "Education" had a magical power that offered knowledge, comfort and easy life. This inspired them to acquire western education.

The influence of western education and culture still seems to play a vital role in the value judgement of the Nagas. Fascination for material benefit, status and power seem to dominate the value system of the present generation. This appears to have been impressed so upon the Nagas by the missionaries and teachers or otherwise the Nagas might have got such impression from them. This impression, however, touches

every sphere in the life of the Nagas which has both good and bad effects. Most important of all is the life style emulated and the fascination for formal education that is considered in terms of power and higher status in society as it persists among the Nagas today. This presents itself a challenge to the education department and above all, the teachers.

3.5. Development of Education from Pre-Independence Period to Present with Special Reference to High School Education in Nagaland;

Pre-Independence Period

It is interesting to note that it was only "when the efforts of the Missionaries had borne fruits, they were emulated by the Government which started to open school and educational institution. But the school opened at Chumukedima in 1876-77, was attended only by children of officials.) The Industrial School at Chumukedima also failed and closed down. In 1878-79 three more Government schools were started. Thus the progress and development of education was comparatively slower in Kohima area than it was in Ao area. But in course of time the village people extended their co-operation to the mission by way of helping in constructing school buildings, either by furnishing labour or materials needed for it. In the early 1900 quite a number of schools were established in few places of Nagaland. An instance is

exemplified by the fact that in 1911 out of 22 schools, 12 belonged to the Mission while in 1913-1914, 14 schools were managed by the Missionaries against 13 Government schools in Kohima Sadar Sub-Division.

Even during 1940 there were hardly few M.E. Schools in Nagaland. "In 1931 the Mission M.E. School of Kohima had 180 pupils on its roll, while that of Government M.E. School had in 1930, 142 pupils (10 were girls)".

Later, the Missionaries had asked for permission from Government to start High Schools, and with their persistent efforts, the M.E. School was later on upgraded to High School. It was then recognised as High School institution in 1939-40. It was the first High School in Naga Hills. It was only as late as 1941 the Government started another M.E. School at Mokokchung. Few years later, with the initiative of the local people, a Private High School was also opened at Mokokchung. The British Administrators, just on the eve of their departure from India, conceded the idea of granting financial aid to the privately managed High Schools at Kohima and Mokokchung.

Thus the development of formal education in Naga Hills, particularly High Schools, was rather slow, though at the same time there was also a sudden breakthrough that came following the World War II. Verrier Elwin (1961) wrote:

Prior to the war, except in the case of Aos, school-going was still unpopular and looked upon as a necessary evil which had to be put up somehow. Suddenly they found themselves clamouring for more and more schools in which they saw social progress, and where the Government could not build them, they went ahead and built their own. Existing schools were filled to overflowing.

Post Independence Period:

After independence Naga Hills became a district under Assam. During this period, institutions began to grow; but the expansion of Primary school was comparatively faster than those of Middle and High schools. The two High Schools at Kohima and Mokokchung were taken over by the Government. Growth in number of High schools before attaining statehood (1947-62) is seen in Table 3.2.

After the attainment of statehood, Nagaland has made a rapid progress in education. Now there is at least a primary school in almost every Naga village. Even middle schools are expanded to a great extent, and except few, almost every village has at least one. As regards High School, at

least one is found in every Block. Statistics relating to the growth of educational institutions by stages, including teachers, pupils etc. since Independence are given in Tables 3.3; 3.4; 3.5 and 3.6.

TABLE 3.2

GROWTH IN NUMBER OF HIGH SCHOOLS BEFORE STATEHOOD
(NAGALAND)

Year	Government	Private	Total
1947-48	1	-	1
1952-53	2	-	2
1961-62	11	6	17

Source:

(Administrative Staff College of India (ASCI) "Descriptive Cum Analytical Study of Nagaland Educational System," Hyderabad: 1977, pp. 216).

The significant growth started since the attainment of statehood in 1963. The State Government has made rapid progress in the field of education so as to achieve the objective of "free and compulsory education" for all children until they complete the age of fourteen. Simultaneously, High School Education has also been given due attention. Thus within a short span of time the number of High Schools multiplied significantly, that is, in comparison

to the number of institutions before the attainment of Statehood. It is interesting to note that Private High Schools also sprang up as many as the Government institutions. Now, there are almost an equal number of Government and Private Schools in Nagaland.

TABLE 3.3

GROWTH IN NUMBER OF HIGH SCHOOL INSTITUTIONS IN NAGALAND SINCE STATEHOOD

Year	Government	Private	Total
1963-64*	17	5	22
1964-65*	20	10	30
1965-66*	23	7	30
1966-67*	32	8	40
1967-68*	32	13	45
1968-69*	33	13	46
1969-70*	33	13	46
1970-71*	34	15	49
1971-72*	37	24	61
1972-73*	38	26	64
1973-74*	40	28	68
1974-75*	41	29	70
1975-76*	42	45	87
1976-77*	45	45	90
1977-78	-	-	-
1978-79**	-	-	99
1979-80	-	-	-
1980-81	-	-	-
1981-82	-	-	-
1982-83***	53	62	115

Source:

(* Administrative Staff College of India (ASCI) "Descriptive-Cum-Analytical Study of Nagaland Education

System^a. Hyderabad, 1977, pp. 216 and 231.

** Ministry of Education and Social Welfare (MESW),

Department of Education, Government of India,

^aSelected Educational Statistics (1978-79)^a,

Statistics and Information Division, New Delhi 1979.

*** Basic Facts 1982 Nagaland, Published by the Directorate of Information and Publicity, Government of Nagaland, Kohima.

TABLE 3.4

NUMBER OF TRAINED AND UNTRAINED TEACHERS IN HIGH SCHOOLS IN NAGALAND BY SEX (1968-79)

Year	Trained		Untrained		Total		Grand Total
	Male	Female	Male	Female	Male	Female	
1968-69*	95	20	417	97	512	117	629
1969-70*	89	14	306	49	395	63	458
1971-72*	153	29	501	104	654	133	787
1973-73*	161	35	514	149	675	184	859
1973-74*	128	24	455	118	583	142	725
1974-75*	219	52	514	222	733	274	1007
1975-76*	227	42	558	157	785	199	984
1976-77*	263	49	365	79	568	128	696
1978-79**	(28 per- cent)		(72 per- cent)		1088	415	1503

Source:

(* ASCI, 1977, op cit., pp. 232-233.)

**MESW, 1979, op cit.).

TABLE 3.5

ENROLMENT AT HIGH SCHOOL LEVEL IN NAGALAND
(1964-1983)

Year	Class VII	Class VIII	Class IX	Class X	Grand Total
1964-65*	1616	1047	959	551	4173
1965-66*	1971	1364	1179	731	5245
1966-67*	2101	1552	1072	771	5496
1967-68*	2150	1736	1387	1131	6404
1968-69*	2929	2061	1544	1186	7720
1969-70*	2996	1756	1712	2051	8515
1970-71*	3261	2647	1921	1421	9250
1971-72*	3874	3026	2217	1531	10,648
1972-73*	3705	2920	2403	1655	10,683
1973-74*	3364	2916	2231	1633	10,144
1976-77*	-	-	-	-	21,345
1978-79**	-	-	-	-	31,863
1980-81	-	-	-	-	-
1982-83***	-	-	-	-	17,000

Source:

(*ASCI, 1977, op cit., p. 16

**MESW, 1979, op cit.

***Basic Facts 1982, Nagaland, published by the Directorate of Information and Publicity, Government of Nagaland, Kohima).

TABLE 3.6

GROWTH IN NUMBER OF EDUCATIONAL INSTITUTIONS IN NAGALAND AFTER INDEPENDENCE AND STATEHOOD

Type of Institution	Management (Government/Private)	1947-62* Before Statehood	1963-72** After Statehood	1973-83*** After Statehood
PRIMARY SCHOOL	Government	475	947	1072
	Private	36	49	84
	Total	511	996	1156
MIDDLE SCHOOL	Government	60	143	210
	Private	23	57	112
	Total	83	200	322
HIGH SCHOOL	Government	11	37	53
	Private	6	24	62
	Total	17	61	115
COLLEGE	Government	1	2	3
	Private	1	2	5
	Total	2	4	8
PROFESSORIAL (LAW)	Government	x	x	-
	Private	x	x	2
	Total	x	x	2
TECHNICAL INSTITUTE POLYTECHNIC (T.I.)	Government	1	1	2
	Total	1	1	2
TEACHERS' TRAINING INSTITUTE (I.T.I.)	Government	1	3	5
	Total	1	3	5

Source: (* Administrative Staff College of India (ASCI), "Descriptive-Cum-Analytical Study of Nagaland Education System", Hyderabad 500 475, 1977, Appendix 1, Table p.216.
 ** Ministry of Education and Social Welfare (MESW), Department of Education, Government of India, "Selected Educational Statistics (1978-79)", Statistics and Information Division, New Delhi, 1979.
 *** 'Basic Facts-1982-Nagaland', Published by the Directorate of Information and Publicity, Government of Nagaland, Kohima.

The review of the traditional culture and indigenous education of the Nagas and the evolution of formal education and its impact on the inhabitants reveal that there is a far reaching effect on the present trends of the education system in the State. There were imbalances in the literacy rate due to various reasons like, socio-cultural characteristics, economic background, topography, etc. The same appear to have been carried over the years as indicated in this Chapter (3.1).

It may be noted that the quality of education and teaching was far from satisfactory. Improvement of teaching by way of providing training facilities, teaching aids, enhancing salary, proper academic programme and supervision, etc. appear to have been of no great importance in those days. Furthermore, the main objectives of education in those days appear to have been concentrated on enabling the Nagas to read scripture and sing hymns. Later, it aimed at preparing them for low clerical jobs and Government services. Curriculum was also not so relevant to the social life and needs of the Nagas. This type of formal education imparted during pre-and post-independence period in Nagaland seems to have changed the total outlook of the recipients. Education may be said to have been viewed in terms of employment, status, wealth, and comfort. These seem to have been persisting among the educated Nagas till

date. This must have, with the passage of time, resulted in the recruitment of available teachers overlooking the quality, talent interest and other required qualifications. All these factors may be stated to have an impact on the present standard and quality of education and teaching.

CHAPTER IV

METHODOLOGYIntroduction:

The present study attempts to collect information relating to the background characteristics of High School teachers in Nagaland, various problems they face and their attitude towards teaching profession. Hence, this is a 'Descriptive Survey Study which, as the name implies, gathers data regarding the current conditions. This was meant to be a part of explorative research aimed at gathering data with a view to broadening the perspective and understanding of the current and emerging situation as regards teachers and their work at secondary level in Nagaland. Such study is very valuable and relevant to any future planning for development of secondary education in Nagaland.

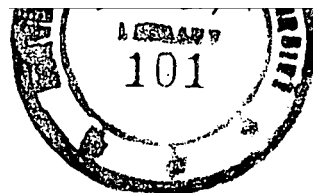
4.1. Population and Sample:

The population of the present study is the High School teachers teaching in classes VII - X in all the High Schools in Nagaland under both Government and Private managements.

One of the objectives of the present study was to collect first hand information about the present strength of

the High School teachers in Nagaland and their background characteristics. Hence, Questionnaire constructed to study the problems faced by them, in which included the Personal Data Blank (PDB), attempted to cover the whole population.

A sampling strategy had to be adopted for the study of attitudes of High School teachers. It may be noted that schools in Nagaland, as elsewhere, are located in rural and urban areas (districts) with problems of their own associated with each type. Schools are established by Government and Private management and voluntary bodies each of whom provide different terms of employment and facilities for work. In Nagaland not all High Schools are with classes from VII to X. Some High Schools start with classes VII and VIII and gradually proceed to Class X level (these are known in official parlance as 'proceeding high schools' while others have classes from VII to X (known as full fledged high schools). In the sample used in this study, proceeding schools were not included. All these factors had to be kept in view while drawing a sample for the attitude part of the study. Essentially, it had to be a stratified random sample with area (district) and type of management forming the strata and random selection applied within the strata to include teachers with different background characteristics like place of origin, sex, training, academic qualification, area of



specialization, teaching experience, place of work and terms of employment. Break-up of schools chosen for attitude study is given in Table 4.1.

TABLE 4.1

BREAK-UP OF SCHOOLS CHOSEN IN TERMS OF AREA (DISTRICTS) AND MANAGEMENT

Area (District)	Management		Total
	Government	Private	
1. Kohima	5	6	11
2. Mokokchung	3	3	6
3. Zunheboto	2	1	3
4. Wokha	2	2	4
5. Tuensang	4	1	5
6. Mon	1	1	2
7. Phek	2	-	2
Total	19	14	33

4.2. Information Needed:

The present study attempts to collect information relating to teachers' background characteristics; teaching background reasons for their choice of teaching as a profession; teachers' perception of their status and professional needs; their views with regard to improvement

of High School Education in Nagaland and their perception of various vocations in terms of utility and status. Information needed, above all, are problems faced by teachers and their attitudes towards teaching profession.

4.3. Tool chosen and Its Construction:

Tools being the most important variable in research, the investigator reviewed and studied the feasibility of various tools that could be employed in such survey type of research. Subsequently, Questionnaire, Attitude Scale and Checklist were identified as most suitable tools to study the probable problems faced by High School teachers in Nagaland, their perception and views as regards various aspects of teaching profession and their attitude towards teaching profession in Nagaland. Selection of tools was done following the review of available related literature and critical study of some available ready-made tools. However, the investigator found it necessary to use self-constructed tools keeping in view its relevance to the place and problems under study.

4.3.1. Construction of Questionnaire:

To begin with, some eminent educationists, teachers, headmasters were interviewed with a view to getting information relating to the nature of problems that are presumed to be prevailing in the teaching profession and among the teachers.

In addition to this, personal experience of the investigator who has herself been in the same profession made the task of identifying the sources and areas of information needed for the study possible. Following this, preliminary Questionnaire was drafted.

The preliminary Questionnaire included Personal Data Blank (PDB), Reason for taking up teaching profession, teaching background of teachers, problem areas, pooling of suggestive measures for the improvement of High School Education in Nagaland and their perception of various professional needs. The draft Questionnaire, thus prepared, was a combination of questions with structured and open ended response modes. This was given to some experts including some faculty members of the Department, Educational Research and Studies, NEHU, Shillong Campus, for criticism and comments. In the light of the criticism and comments received from those different groups mentioned, the questionnaire was revised and modified and given to some faculty members of the aforesaid Department and the guide. Thus, at the approval of the guide and experts, the Questionnaire was given a final touch and was ready for administration. The final Questionnaire is given in Appendix 1. The final Questionnaire consisted of 27 items covering the following areas: -

1) Personal Data Blank (PDB):

This included information relating to management

of school under which they work, place of origin, age, caste/tribe, religion, place of birth and residence, place of work (urban./rural), linguistic background of teachers, teachers' state of health, teachers' marital status, number of children and their schooling, number of dependants, nature of accomodation (place of stay), teachers' academic and professional qualifications, and the years they acquired their degrees and level of achievement, teachers' teaching background like the subject and classes they handle, number of institutions served, length of teaching experience, job experience prior to teaching, terms of employment number of in-service trainings attended, etc. This PDB formed the first part of the Questionnaire.

2) Reasons for choice of teaching as a profession:

Teachers were asked to give reasons for joining the teaching profession.

3) Problems pertaining to teaching profession:

This included listing of eighteen different problem areas. Teachers were asked to identify problems faced by them in each area as specified in the questionnaire. To arrive at totality of inferences, these eighteen problem areas were clustered under nine major headings:

1. School Adjustment: Problems in dealing with pupils, colleagues, non-teaching staff, authority and supervisor.

- ii. Outside School Interaction: Problems in dealing with parents, community and teachers and pupils of other schools.
 - iii. Interaction with Administrative Officers:
Problems in dealing with Department and Government officials.
 - iv. Job condition: Problems pertaining to living, working and service conditions.
 - v. Academic work: Problems pertaining to academic work of teachers.
 - vi. Personal Problems.
 - vii. Financial Problems.
 - viii. Extra-curricular activities: Problems pertaining to extra-curricular activities assigned to teachers.
 - ix. Political Influences: Problems pertaining to political influences on pupils, institutions, teachers and officials thus affecting teachers' work.
- 4) Pool of suggestive measures from the teachers for the improvement of High School Education in Nagaland.
 - 5) Teachers' perception of professional needs and problems.

Rationale for the Problem Areas included in the Questionnaire:

a. School Adjustment:

Dealing with Pupils:

Teaching involves interaction with pupils. The social milieu and economic background from which pupils come

influence the teaching-learning atmosphere to a great extent. Interaction between the teacher and pupils when interfered due to heterogeneity of the group to which they belong, affects the climate of the school. Teachers were asked to identify any problem pertaining to their dealings with pupils, majority of whom are first generation learners belonging to a heterogenous background.

Dealing with Colleagues:

Teaching is a co-operative enterprise. It requires co-operative effort of every teacher and spirit of team work all of which, are capable of exerting significant influence upon the behaviour, attitude and performance of teachers. Problems of any kind relating to dealing with colleagues may subserve the administrative machinery in addition to damaging the academic atmosphere of the school. This would further affect the efficiency of teachers' performance and hamper the intellectual and emotional growth of the learners. Hence, teachers were asked to mention problems they face, if any.

Non-Teaching Staff:

The spirit of co-operation on the part of the non-teaching staff helps teachers in various ways, particularly when it comes to the welfare of the teachers connected to personal as well as professional matters. Taking this point

into consideration, teachers were asked to mention problems pertaining to their dealings with non-teaching staff.

Supervision:

The subordinate's reaction to the supervisor's behaviour always depends on the relationship between the supervisory act as perceived by the subordinate and the expectations, values and inter-personal skill of the subordinates. As majority of the high school teachers in Nagaland are untrained, it is interesting and important to study as to how supervision is perceived by the teachers, if at all it is done. Above all, since the teachers are to depend on the supervisor for the improvement of their performance, whether they have any interaction problems with the supervisors or not is the area of interest in the present study. This also found a place in the Questionnaire.

Authority:

Teachers' relationship with the Headmaster, either individually or collectively, creates an atmosphere of congeniality conducive to substenance of constructive individual or group action. On the other hand, lack of leadership, negligence of teachers' welfare and problems, failure to recognise their work and high handedness etc. on the part of the authority destroy the healthy team work.

Failure to conform to the expectations of subordinates kills the incentives to work to the best of their ability. It was therefore considered necessary to study problems faced by teachers in their interaction with authorities.

b. Outside School Interaction:

Parents and Guardians:

An educational institution cannot be thought of in isolation of parents and guardians. The direct involvement of parents and guardians is indispensable for implementing school programmes successfully. Moreover, the responsibility of bringing up children rests on both parents at home and teachers at school. Hence, a close co-ordination and rapport becomes vital for achieving the set goal of an institution.

However, while viewing the same in the context of the present situation in Nagaland, it appears quite complex. It is seen that majority of the parents and guardians are illiterate and have a typical socio-cultural heritage of its own. Dealing with such group of parents and guardians, may pose problems of its own particularly, to non-Naga teachers. Hence, teachers were asked to identify problems, if any, relating to their interaction with parents and guardians.

Dealing with Community:

Active and sustained interest and conscious support

of the community are essential in the making of school, broad based and integrated with the life outside. In brief, community is an integral part of the school. All activities of school, attuned to the achievement of its objectives, directly involve the community for which it works. However, differences arise between the community and the school due to differences in their views, interests and understanding. Such differences often affect the teaching work. Due recognition given by the society to its teachers also acts as incentives to play their role effectively in and outside the school. As stated above, majority of the populace in Nagaland are illiterate belonging to a different socio-cultural background and different dialect groups. Dealing with such different community groups may pose certain problems to the teachers, particularly the non-Nagas. It is thus felt necessary to ask teachers whether they face any problems in dealing with community.

Dealing with Teachers and Pupils of other Schools:

Teachers, irrespective of institutions and management under which they work need to make a common front so as to achieve the set goal of common interest either professionally or academically. Ample opportunity for free academic discussion and for sharing common problems is an asset to the qualitative improvement of teaching performance and education at large. Lack of proper interaction among

teachers of different institutions may damage the essence of building self image and personality of teachers besides retarding the growth of the profession (teaching). Keeping this fact in view, teachers were also asked to list problems pertaining to their interaction with teachers and pupils of other schools.

c) Interaction with Administrative Officers (Department/ Government Officials):

Education Department Officials:

The machinery of educational administration is very much a matter of human relationships, rather than mechanical application of rules and regulations. It is evident that rigid restriction imposed upon the teachers in the interest of efficiency tends to deprive the system of teacher initiative and participation in decision making. Any activity concerned with the school should arise out of joint discussion between the top officials and those directly involved in the actual activity of teaching. Officials with a positive attitude of helping each school and teacher to grow and develop rather than making them conform to a stereotyped pattern, will tend to evoke better teaching. However, it may be seen that in Nagaland, many of the Department officials are not exposed to any training, particularly, educational administration, which is a pre-requisite for efficient organisation of

educational development in the State. Teachers while working in the same department have to depend on the leadership of department officials for their personal and professional development. Thus it was felt necessary to ask teachers, besides other problems if they faced problems in their interaction with department officials.

Other Government Officials:

Direct contact with the officials in the State Education Directorate is often difficult due to lack of communication facilities. Hence, it is evident that the immediate Government officials in the area particularly in rural and semi-rural areas have a share of responsibility in the development of education in the State. It is important that teachers should work in close partnership with Government officials if the educational objectives are to be achieved. Besides, material and manpower assistance it is on their mutual respect and understanding and co-operation that the popular understanding of the values of education and successful performance of teachers depends. Recognition of teachers by the Government officials would go a long way in making the public aware of teachers' service to society and in accordance with the status. Such co-operation and recognition extended by the Government officials, in turn, will serve as incentives to hard work and efficient teaching

on the part of the teachers. On the other hand, lack of understanding and co-operation between the two groups may hamper the development of education and retard the growth of teachers professionally. Hence, identification of problems faced by teachers in dealing with Government officials in the State was thought necessary.

d. Job Conditions:

Service Conditions:

Job security and other facilities provided are important factors that influence the performance of an employee in any field of work. It is true that good service conditions attached to a job attract qualified and talented employees. Likewise, teachers' service conditions includes, besides financial benefit, promotional prospects, pension, etc., opportunities for training and higher qualifications. Such timely revision and improvement made in teachers' service conditions comparable to other professions have a direct link with their professional progress and advancement on which, in turn, depends their status. However, it is the general view of the public in the country that the High School teacher is a stagnant individual both intellectually and professionally. This has all the more relevance in Nagaland. Teachers working with nothing better to look forward to (career prospects) cannot be expected to be efficient in the absence of any incentives. Hence,

teachers were asked to identify problems, if any, pertaining to their service conditions.

Working Conditions:

If teachers are expected to release the creative force in them, then it can be possible only when they enjoy an adequate measure of academic freedom and autonomy as well as a sound academic atmosphere in the school. The enthusiasm for hard work and efficient teaching can be initiated only when a congenial atmosphere prevails and adequate time and amenities are available for proper organisation of their work. Schools in Nagaland are often observed to differ in such facilities and atmosphere due to lack of proper planning. Teachers were, therefore, asked to identify problems in this area.

Living Conditions:

Adequate and decent residential accommodation and congenial environment are necessary for healthy thinking and intellectual pursuits. In addition, activities besides academic work, either co-curricular or extra-curricular, worth the name, cannot be organised successfully unless teachers live near the school. Above all, an individual's personality, self-image and respect and status, etc. are influenced to a great extent by his living conditions particularly as

perceived by the pupils of today. This value system is very much prevalent in Nagaland. In the absence of decent living conditions teachers seem to find it difficult to command respect and status in and outside school. Hence, teachers were asked to evaluate their living conditions and mention problems pertaining to it.

e. Academic work:

Teachers' main function in a classroom directly concerns organising and initiating pupils to academic work. This involves a well-planned academic programme relevant to the needs and demands of the learners, sufficient academic facilities and a healthy atmosphere. No other changes and improvements made in any area can substitute this, if the teaching-learning process has to be meaningful and teacher's efficiency has to be achieved. Since formal education is a recent phenomenon in Nagaland it is still in its initial stage and thus undergoes a lot of changes which directly affects the teacher. Hence, it was considered very relevant to identify problems of any nature relating to academic work of teachers.

f. Personal Problem:

Problems faced by employees do differ in degree and area from job to job and person to person which may be due to various factors like biological, social, cultural, level of

education and training, work condition and most of all personal. It is often personal problems that are more acute than professional problems that interfere with individual's performance. Teachers who deal with pupils tend to suffer from such psychological problems which are more harmful to the learners whom they influence every moment. It was, therefore, considered important to identify problems in this area too.

g. Financial Problems:

One of the most important incentives for an employee to be an efficient worker is the socio-economic status he enjoys.

Teachers in Nagaland are often considered as low wage earners though it is comparatively higher than the scale of pay of teachers in other States in the country. This is particularly due to poor and unstable economic conditions of the State where the public, particularly in urban areas, have to depend mostly on outside market even for their basic needs. This has undoubtedly resulted in high cost of living. Teachers working under such circumstances with no other sources to supplement their income are likely to find difficulty in making both ends meet. Thus collecting information relating to financial problem, they may face, was thought important.

h. Extra-Curricular Activities:

Pupils' extra-curricular activities form part of the

school curriculum in Nagaland. However, it is often observed to be lacking in proper and systematic organisation, trained personnel and adequate facilities. Failure to fulfil these minimum requirements will not only foil the academic programme of the school but also add additional burden to the teachers. It was, therefore, given a place in the questionnaire.

1. Political Adjustment:

Teachers' role today is no longer merely one of teaching. He is subjected to all kinds of political pulls and pressure either directly or indirectly. However, it is an accepted norm that schools should prevent direct interference of politicians and keep out of party politics. Only a joint effort on the part of educational institutions as a whole, can realise this concept and maintain it. Failure to do this may be injurious to the overall academic atmosphere of the school mostly the interaction among teachers, and between teachers and authority. Hence, teachers were asked to indicate problems of political nature so far experienced, while playing their role as teachers, both in and outside the school.

4.4.4. Construction of the Draft Attitude Scale:

For the present study, the choice was between the Thurstone and the Likert Methods, that is, between the method of Equal Appearing Intervals and the method of Summated Ratings.

To start with, the investigator reviewed the available conceptual as well as research literature related to the attitude measurement. On the basis of the available literature reviewed on the studies of teachers' attitude towards teaching and the attitude scale, prepared and used by other researchers in attitude studies both in and outside the country, it was felt necessary to prepare an attitude scale relevant to the place and the problem under study using the Summated Rating Method.

Subsequently, 300 statements relating to teachers' attitude towards teaching profession were constructed and compiled. This pool of statements represented both favourable and unfavourable ones, covering some important relevant aspects of teaching profession. Since the study attempted to find out whether problems faced by teachers have an influence on their attitude towards teaching or not, problem areas covered by the Questionnaire were also kept in mind while constructing the attitude statements for the Attitude Scale.

This was then given to some of the faculty members for criticism, particularly for content validity of the items. On the basis of the comments of the experts, some items were dropped while some others were modified and retained.

Items, both favourable and unfavourable, were selected for the draft attitude scale. Thus, altogether there were 115

statements constituting the draft attitude scale.

Information with regard to sex, management of schools where they work, qualification, training, community, place of work, area of specialization, teaching experience, terms of employment marital status were also collected with a view to comparing the attitude of different teacher groups, which was given preceding the attitude scale.

4.4.2. Administration of the Draft Attitude Scale:

The Draft Attitude Scale was tried out on a representative sample before they were included in the final version of the Attitude Scale. This try out was done with a view to finding out weak and defective statements, estimate the discriminating power of each item and to determine the critical ratio for each individual item.

The Draft Attitude Scale was administered personally on 105 teachers drawn from schools and those undergoing in-service education in the Nagaland College of Education, Kohima, representing teachers of different background like, community, schools under different managements, etc. To begin with, the investigator impressed upon the respondents the purpose and necessity of this study and gave necessary instructions. Following this the draft Attitude Scale was distributed. The respondents were encouraged to seek further

clarification and were requested to give frank and spontaneous reactions to each and every item given. The time taken was an hour. The copies of the draft Attitude Scale, thus administered were collected on the spot by the investigator personally.

Item Analysis:

Before analysing the items the statements were scored following the score key prepared for this draft scale. Scores of each individual item were added up thus arriving at the total score of each respondent. The highest possible score of an individual was $115 \times 5 = 575$; and the lowest possible score was $115 \times 1 = 115$. In the present case the highest score was 450 and the lowest was 265.

The selection of items for any Attitude Scale is done by applying the statistical procedure of item analysis. This ascertains reliability and validity of the total score. In this study, the item analysis was done for each individual item to find out to what extent it discriminates between the high and low scoring subjects. The internal consistency of each particular item was derived from this discriminating power.

Of those 105 answered copies of draft attitude scale, five were rejected as they were found incomplete. The remaining 100 copies of answered draft attitude scales were scored following the scoring procedure stated. Then it was arranged in descending order on the basis of the magnitude of scores obtained by each individual teacher on the total scale and out of these the first 25 copies were taken from the highest scoring group and the last 25 copies from the lowest scoring group. The scores obtained by every teacher in both the cases of high and the low scoring groups, on each individual item, were separately found out. The main score obtained on each individual item by the high scoring group was computed. The same was done in respect of the low scoring group. Then the difference between the mean scores obtained by each of these two groups on every particular item was also found out. This difference was considered as the 'discriminating power' of that particular item. Thus the discriminating power was found out in respect of each of those 115 items that were included in the draft attitude scale. Only those items having significant discriminating power were listed out of which selection was made for the final attitude scale. The significant discriminating power of each item thus obtained by way of computing the critical ratio, was through the application of the formula given below:

$$C.R. = \frac{fx_1 - fx_2}{\sqrt{Efx_1^2 + Efx_2^2} - N(M_1^2 - M_2^2)}$$

where: fx_1 = the total score of an individual item in high group.

fx_2 = the total score of an individual item in low group.

Efx_1^2 = sum of the score squared of an individual item in high group.

Efx_2^2 = sum of the score squared of an individual item in low group.

N = number chosen from each group.

M_1^2 = sum of the mean squared in high group.

M_2^2 = sum of the mean squared in low group.

The mean score and mean difference of each of the 115 items and the critical ratio thus obtained are listed and presented in Table 4.2.

4.4.3. Construction of Final Attitude Scale:

Forty seven items, having the mean difference of 0.90 and above were selected for computing critical ratio out of which selection of items for final attitude scale was made.

Selection of items for final version of the attitude scale were on the basis of the following criteria:

- 1) Statements having critical ratio above 2 were taken;

- 2) Statements to include both favourable and unfavourable shades of opinion;
- 3) The 'coverage' of the scale to include maximum number of representative items under each of the areas related to the teaching profession.

Thus, basing on the criteria stated above, 20 items were selected for the final attitude scale. These items were clustered under three attitude objects: 1) Teaching job, 2) Service condition, 3) Working climate and incentives. The serial numbers of statements selected for the final attitude scale under each of the groups were: 1) Teaching job: - 4, 26, 39, 41, 69, 86, 87, 96, 107; 2) Service conditions: - 18, 42, 83, 108; 3) Working climate and incentives: - 7, 27, 33, 40, 75, 114, 115. These include both favourable and unfavourable statements.

These twenty items selected for the final version of the attitude scale were first shuffled and then arranged giving a serial number from 1-20. There were five boxes given against each statement, which were numbered serially from 1 to 5, indicating: 1) strongly agree, 2) agree, 3) undecided, 4) disagree, 5) strongly disagree. Here teachers were asked to put a tick mark in one of the boxes in accordance with the degree of his agreement, against each statement listed. The final version of Attitude Scale is given in Appendix 2.

List of those 115 statements included in the draft Attitude Scale is given with mean (M_1) of the low scoring group and mean (M_2) of the high scoring group, mean difference (M.D) of the two scores and its critical ratio (C.R.) worked out in each case (*indicates statements chosen). This is presented in Table 4.2.

TABLE 4.2

MEAN, MEAN DIFFERENCE AND CRITICAL RATIO OF THE STATEMENTS
(115) INCLUDED IN THE DRAFT ATTITUDE SCALE

Statements	M_1	M_2	M.D.	C.R.
1. Teaching is the right job for me	4.61	4.20	0.40	-
2. The working conditions in school satisfy me	3.80	2.92	0.88	-
3. Poor management gives rise to problems in my school	2.92	2.40	0.52	-
4. Teachers enjoy sufficient respect in society	3.76	2.44	1.32	4.55**
5. There is adequate mutual respect among the teachers	4.00	4.08	0.08	-
6. Teaching gives me opportunity to display my talent	4.08	3.96	0.12	-
7. The atmosphere in my school is good for work	4.20	2.48	1.72	4.66**
8. Teachers have no encouragement to attend any innovation	3.32	2.52	0.80	-
9. Teaching is the noblest of all professions	3.92	3.84	0.08	-
10. Teaching is a feminine profession	3.80	2.84	0.96	2.97
11. Teaching ensures me a bright future	3.40	2.96	0.44	-

Statement	M ₁	M ₂	M.D.	C.R.
12. Teachers are subjected to unnecessary criticism	3.00	2.32	0.68	-
13. The School authorities give little importance to teacher's welfare	2.96	1.60	1.36	4.35
14. To be permitted to teach others is the greatest recognition a society can give	4.24	4.08	0.16	4
15. Parents appreciate what teachers do for their children	3.88	3.24	0.64	-
16. To me no work is better than teaching	3.56	2.96	0.60	-
17. Teaching the same subject every year is a very boring work	3.60	2.60	1.00	2.58
18. Teachers are not given enough participation in School management	3.16	1.76	1.40	7.34**
19. Teaching enjoys adequate professional standing	3.60	2.96	0.64	-
20. Parents trust teachers	3.76	3.44	0.32	-
21. I do not regret my decision to become a teacher	4.20	3.56	0.64	-
22. Teachers' work is neither appreciated nor recognised by the community	4.04	2.16	1.88	2.61
23. Teachers' work is not properly assessed	2.96	1.56	1.40	1.55
24. Teachers occupy sufficiently important place in society	3.76	2.96	0.80	-
25. Most pupils are pushed into the School by parents	3.20	2.16	1.04	3.50
26. Teaching profession is the last resort of the incompetent	4.20	3.12	1.08	4.86**
27. Poor working condition is the cause of poor teacher performance	3.00	1.12	1.28	5.00**
28. No competent person supervises teaching	3.08	2.16	0.92	2.90
29. Teaching gives better status	3.60	3.58	0.04	-

Statement	M ₁	M ₂	M.D.	C.R.
30. Pupils are not sincere in their work	3.68	2.04	1.64	5.89
31. I am happy I took up teaching	4.56	3.56	1.00	0.96
32. My ability and skills in teaching are recognised by my superior	4.12	3.12	1.00	4.08
33. Teaching is not properly supervised	3.04	2.12	0.92	2.75**
34. Teachers do not enjoy the facilities which their equivalents in other jobs enjoy	2.20	1.36	0.84	-
35. Most pupils are not interested in studying	3.40	2.08	1.32	4.27
36. I took up teaching because it was the only job available	4.44	3.84	0.60	-
37. Teaching is sufficiently rewarded	3.72	2.28	1.44	1.65
38. Teachers have enough say in the running of the School	3.44	2.72	0.72	-
39. No other profession widens mental horizon as teaching	4.32	3.40	0.92	2.72**
40. Pupils do not show enough respect to teachers	3.80	2.80	1.60	5.90**
41. As soon as I get a better job I will leave teaching	4.24	2.88	1.36	3.92**
42. They pay given is adequate for the work I do	2.56	1.40	1.16	3.74**
43. Decision making process in the School leaves the teacher out	3.56	2.04	1.52	4.78
44. Teaching contributes most to nation building	4.84	4.08	0.76	-
45. Outsiders unnecessarily interfere in the running of schools	3.60	2.32	1.28	4.30
46. Teaching attracts only the mediocre	4.16	2.92	1.24	3.44
47. Good performance of my pupils inspire me to work harder	4.56	4.54	0.12	-
48. Teaching profession offers enough security	3.48	3.04	0.44	-

Statement	M ₁	M ₂	M.D.	C.R.
49. People in other occupations live a much better life than teachers	2.56	1.68	0.88	-
50. Teacher politician disturbs the smooth running of our school	2.28	1.72	0.56	-
51. My work-load is too heavy	3.68	2.64	1.04	3.13
52. With better guidance I could have worked better	1.96	2.16	0.20	-
53. Teachers should be paid according to their qualification	2.24	1.88	0.36	-
54. There is very little intellectual satisfaction in teaching	3.96	3.08	0.88	-
55. Politicians use school children for promoting their interests	2.68	2.12	0.56	-
56. The working hours in school is too long	3.68	3.48	0.20	-
57. There is no incentive to work hard	3.36	2.48	0.88	-
58. Teachers should be paid according to their efficiency	2.64	2.00	0.64	-
59. The company of children makes me happy	4.52	4.20	0.32	-
60. School should have nothing to do with politicians	2.00	1.68	0.32	-
61. I am satisfied that I can do full justice to the subject I teach	3.64	3.90	0.32	-
62. Teacher performance would have improved if there is proper assessment of work	1.72	1.64	0.08	-
63. Distinction between different levels of teaching should be abolished	2.40	2.76	0.36	-
64. Reforms in educational system should not be introduced without consulting teachers	1.64	1.68	0.04	-
65. Parents are difficult to deal with	3.00	2.24	0.76	-

Statement	M ₁	M ₂	M.D.	C.R.
66. Teachers are given too much of other work	3.52	2.60	0.92	3.12
67. Condition in school depresses me	5.76	2.52	3.24	4.33
68. Job security dampens the motivation to improve oneself	2.96	2.20	0.76	-
69. Teachers do possess enough expertise to call themselves a profession	3.28	2.20	1.08	2.02**
70. The constant interaction with children is not an enjoyable experience	4.28	3.24	1.04	2.95
71. Teaching provides opportunity to improve oneself	4.36	4.04	0.32	-
72. Concern for pupils is the strongest motivation for a teacher	4.24	4.48	0.24	-
73. Greater freedom would result in greater efficiency in teaching	2.48	2.12	0.36	-
74. Teaching cannot become a profession	3.88	3.52	0.36	-
75. Teachers receive little co-operation from parents	2.88	1.92	0.96	3.55**
76. A person can develop his best through the work of teaching	4.00	4.16	0.16	-
77. Adjustment problems make it difficult for teachers to do their work properly	2.56	2.04	0.36	-
78. What we need most is reforms in our educational system	1.64	2.00	0.36	-
79. Teacher is just another exploiter in the society	3.76	2.32	1.44	3.84
80. I cannot think of a teacher becoming my best friend	3.92	3.08	0.84	-
81. Money is the best motivator in teaching	4.12	3.00	1.12	3.04
82. Better condition of service would result in better teacher performance	2.88	1.56	0.24	-
83. Transferability is a threat under which teachers have to work	3.82	2.52	1.30	4.49**

Statement	M ₁	M ₂	M.D.	C.R.
84. There should be more of in-service training programmes	1.56	1.44	0.08	-
85. It is difficult to get along with teacher colleagues	4.00	3.56	0.44	-
86. I do not enjoy the work of teaching	4.52	1.16	3.36	11.08**
87. Teachers receive little recognition from society	3.20	1.16	2.04	6.13**
88. Teachers shall not be transferred against their wishes	2.40	1.96	0.44	-
89. In-service training programmes are necessary for maintaining teacher's efficiency	2.08	1.52	0.56	-
90. There is nothing interesting in the company of teachers	4.32	3.84	0.48	-
91. Teaching will never make one realise his potentialities	3.88	3.20	0.68	-
92. Love for the subject one teaches is the best motivation for a teacher	4.20	4.32	0.12	-
93. Transfer of teacher does not effect his performance in any way	2.88	2.84	0.04	-
94. Training makes little difference in teachers	3.56	2.64	0.92	1.59
95. Most teachers are not academic minded	3.04	2.24	0.80	-
96. There is no idealism in the job of teaching	4.24	1.92	2.32	8.35**
97. Teachers face too many problems to devote themselves to their work	2.44	1.92	0.52	-
98. Teachers should be promoted only on the basis of tested efficiency	2.44	2.00	0.44	-
99. No one without training should be permitted to teach	3.52	3.32	0.20	-
100. Teachers are not dedicated to their work	3.44	2.52	0.92	4.40

Statement	M ₁	M ₂	M.D.	C.R.
101. The salary received is the real attraction of the job of teaching	3.48	3.44	0.04	--
102. Teachers meetings serve no useful purpose	4.16	3.44	0.72	-
103. Teachers are made and not born	3.20	3.12	0.08	-
104. Partiality is a common weakness of teachers	2.80	2.80	0.00	-
105. Commercial attitude is the best policy for a teacher here	3.96	3.84	0.12	-
106. Headmaster should be the decision maker in the School	2.44	2.88	0.44	-
107. He who can, does, he who cannot, teaches	3.64	2.68	0.96	2.54**
108. Too many restrictions are imposed on teacher's personal life	4.04	2.64	1.40	6.12**
109. Teaching kills the sense of humour of people	4.32	3.32	1.00	3.13
110. The type of work in the school kills the creativity of teachers	4.04	2.64	1.40	4.82
111. It is very stimulating to be in the company of teacher	3.88	3.76	0.12	-
112. Pupils respect teachers only during school hours	3.96	2.12	1.84	6.40
113. Parents are reluctant to cooperate with teachers	3.00	2.20	0.80	-
114. We do not feel we are wanted in this State	3.84	2.60	1.24	4.83**
115. There is no sympathy in the community for our problems	3.00	1.80	1.20	3.53**

4.4.4. Checklist

It was considered relevant to study teachers' views and perception of some important aspects of teaching profession namely, measures for the improvement of their performance, and status and their perception of their own profession in relation to various occupations particularly in terms of status and utility. Accordingly, a separate Checklist was constructed by first reviewing some available literature. Then, the investigator listed a number of measures considered capable of improving teachers' performance and status. Out of these, ten and eight measures for the improvement of teachers' performance and eight measures for the improvement of teachers' status were selected on the basis of the comments of the critics and the approval of the guide. Regarding the study of teachers' perception of their profession in relation to other occupations, eleven occupations were listed by adopting the list prepared by Madan (1980) with slight modification.

As regards checking the list of measures, teachers were asked to put a tick (✓) mark in one of the three boxes, arranged against each measure, indicating three different degrees of agreement ('effective'; 'undecided' and 'not at all') in accordance with their degree of agreement with each of the measures listed. As regards perception of

their profession, teachers were asked to rank the eleven occupations listed by giving 1 to the occupation that enjoys maximum status and again to the occupation that has the highest utility, as they perceive. They were asked to give the rank of 11 to the occupation they perceive to have minimum status and utility. Thus teachers were asked to rank the same list of occupations once in terms of utility and once in terms of status. In addition, teachers were asked to give three most important reasons if they consider school teaching to have no status. This was included preceding the Checklist.

The Checklist thus prepared was tried out along with the draft Attitude Scale and then finalised for administration after slight modification. The Checklist was attached to the Attitude Scale and was administered at the same time. A copy of the final version of the Checklist is given in Appendix 2.

4.5. Administration of Questionnaire, Attitude Scale and Checklist

4.5.1. Administration of Questionnaire:

Having found the difficulty involved in administering the Questionnaire thus prepared by the investigator for the study of teachers background characteristics and problems faced by them, personally, it was decided to mail the same to all the existing High Schools in Nagaland. This was done with

a request letter written by the investigator as well as one by the Director of Education, Nagaland, so as to facilitate early return of the Questionnaire. The packet containing the Questionnaire was addressed to the Headmasters of respective High Schools. The Headmasters were requested to collect the filled in Questionnaire from the teachers and mail them either to the investigator or to the Education Directorate, Nagaland at the earliest possible time. Teachers were given freedom to mail their copies to the investigator directly which was responded pretty well. The time limit for answering to the Questionnaire was left at the disposal of the Headmasters. The number of Questionnaires enclosed was not less than 40 each except those proceeding High Schools where the number of teachers are comparatively less. As the response was poor at the first attempt, the investigator instituted the means of a follow-up on the missing returns. Accordingly, a reminder along with a new set of Questionnaire were sent to the schools which did not respond to the first request. Since the delay in the receipt of the Questionnaire was partly due to communication problem sending of the same was done by hand post which took quite a long time but resulted in better returns. Thus due to lack of awareness of the importance of such study on the part of the teachers and communication problems the number of filled in Questionnaire received was not as many as expected. However, the total

respondents was above thirty percent. In certain cases the investigator had to collect the filled in Questionnaire personally. Thus collection of information even through mailed Questionnaire itself posed a great problem.

District-wise number of schools available according to the Statistical Cell, Education Directorate (1979) and the number of schools responded to the Questionnaire is presented in Table 4.3.

TABLE 4.3

DISTRICTWISE DISTRIBUTION OF HIGH SCHOOLS IN NAGALAND (1979) AND HIGH SCHOOLS RESPONDING TO THE QUESTIONNAIRE

District	No. of Existing High Schools in Nagaland		No. of Schools Responded to Questionnaire	
	Government	Private	Government	Private
1. Kohima	11	22	9	9
2. Mokokchung	8	12	7	8
3. Tuensang	9	3	6	1
4. Zunheboto	6	3	4	1
5. Wokha	4	3	3	2
6. Phek	6	2	3	-
7. Mon	3	3	3	1
Total	47	48	35	22

It may be noted that the number of Private High Schools responding to the Questionnaire is less than that of the Government High Schools which is due to careless listing of High Schools which was clearly shown by the regret letter received by the investigator from the Headmasters stating that their institution were then only upto middle school level. This had also resulted in wrong total number of teachers at High School level in the State. List of High School teachers teaching from classes IV - X under the category 'High School' is another factor amounting to unreliable statistics maintained in Education Directorate as per the record reviewed by the investigator.

4.5.2. Final Administration of the Attitude Scale and the Checklist

The cyclostyled copies of Attitude Scale and Checklist were administered to those teachers working in the schools selected for the study. Administration of the Attitude Scale and Checklist was done personally following a short interview with the Headmaster and teachers and observation of the schools. Difficulty in understanding the scale was observed and hence the investigator had to be with the teachers explaining how to go about it. Due to time limit only group-interviews was possible which began with highlighting the purpose of the study, followed by informal

exchange of views. Since the number of sample schools selected for this study were less, the investigator succeeded in administering the Attitude Scale and Checklist personally except few schools which were found closed and which could not be visited due to landslide and lack of transportation facilities. In such cases copies of Attitude Scale and Checklist were sent to Headmasters of the respective High Schools with due instruction with regard to its administration and return of the same.

The answered Attitude Scale and Checklist were collected immediately by the investigator herself. Teachers were given more time to check the list of measures for the improvement of teachers' performance and status and ranking occupations. It was further observed that teachers were slow in answering to the Attitude Scale and Checklist which was indicative of their limited exposure to such self evaluation and appraisal of various aspects of their profession. However, group discussion or copying was discouraged. They were further stimulated to give frank answers by emphasising that their responses would be used exclusively for research purpose only. Due to factors stated, no rigid time limit was maintained. Items left unanswered by the teachers were checked on the spot and got it done.

4.6. Collection and Analysis of Data:

This section deals with the collection and analysis of data. Data were collected by scoring and coding the responses given by teachers through Questionnaire, Attitude Scale and Checklist.

4.6.1. Collection of Data through Questionnaire and Checklist and Its Analysis

A separate coding key was prepared. The information given related to problems was categorised on the basis of the responses given by the teachers. The answered Questionnaire thus coded were posted in the master sheets by management and school. The data relating to background characteristics were coded on the basis of the responses given by them. On the other hand, information related to problems were first categorised on the basis of the problems identified by teachers and then coded. The data related to background characteristics were analysed in terms of management and community while data relating to problems identified by teachers were analysed in terms of management of schools, community, sex, place of work and professional training. Percentages were worked out and presented wherever found necessary.

4.6.2. Collection of Data through Attitude Scale and Its Analysis

The data from Attitude Scale was derived by scoring each degree of agreement of the respondents with those 20

statements listed. For favourable statements the scoring was 5, 4, 3, 2, and 1 for the degree of agreement 'strongly agree'; 'agree'; 'undecided'; 'disagree'; and 'strongly disagree' respectively. The score was reversed in the case of unfavourable statement. The scores were then added up so as to arrive at the total attitude score of each respondent. Then analysis was done in terms of the total respondents and different teacher groups.

4.6.3. Collection of Data through Checklist

Teachers' responses with the measures listed were coded. Then frequency of different agreements with each of the measures listed, as marked by the respondents, were counted and percentages were worked out in each case.

4.7. Statistical Technique Used

Analysis of the data and its interpretation was undertaken in an effort to draw logical inferences with a view to estimate what contribution the present study could make in the improvement of High School Education in Nagaland by identifying their problems, if any, in some major areas relating to teaching profession. This was done, also concerning the achievement of the main aims of the study.

Analysis of the data, in the present study, includes the investigation into the background and biographical characteristics of the High School teachers in Nagaland, their service history in Nagaland, problems faced by them, views regarding their status of professional needs, ranking of occupations, study of teachers' attitude of different groups and their significant differences. The study also attempted to find out if there is a link between problems faced by teachers and their attitude towards teaching profession. For this purpose, the following statistical techniques were employed:

- 1) Descriptive statistics like the drawing up of frequency distribution by calculating mean, median standard deviation and percentages.
- 2) 't' test was used to find the significance of the difference in the means between groups in the attitude part of the study wherever feasible.
- 3) Chi Square was used to find the significance of the difference in the identification of problems by teachers of different attitude groups.
- 4) Representation of tables and figures.

CHAPTER V

ANALYSIS OF DATA RELATING TO TEACHERS' PERSONAL DATA
BLANK, PROBLEMS FACED, PERCEPTION AND VIEWS OF
TEACHERS AS REGARDS SOME ASPECTS OF TEACHING
PROFESSION

For the reason of convenience, the present chapter has been divided into three parts. The first part deals with the data relating to biographical information of High School teachers (respondents) in Nagaland. The second part deals with the analysis of problems identified by teachers. The third part of analysis includes data relating to teachers' views as regards measures for the development of High School Education in Nagaland, improvement of teachers' performance, teachers' perception of their own status and measures for its improvement, teachers' perception of various occupations in terms of status and utility, teachers' perception of their professional problems and needs. Information was collected by administering a Questionnaire and Checklist to High School teachers which represented practically all the important characteristics of teachers in Nagaland.

5.1. Background Characteristics of High School Teachers in Nagaland (respondents).

Analysis of data derived from the information collected through questionnaire relating to background characteristics of High School teachers in Nagaland was first analysed in terms of management (Government and Private) and

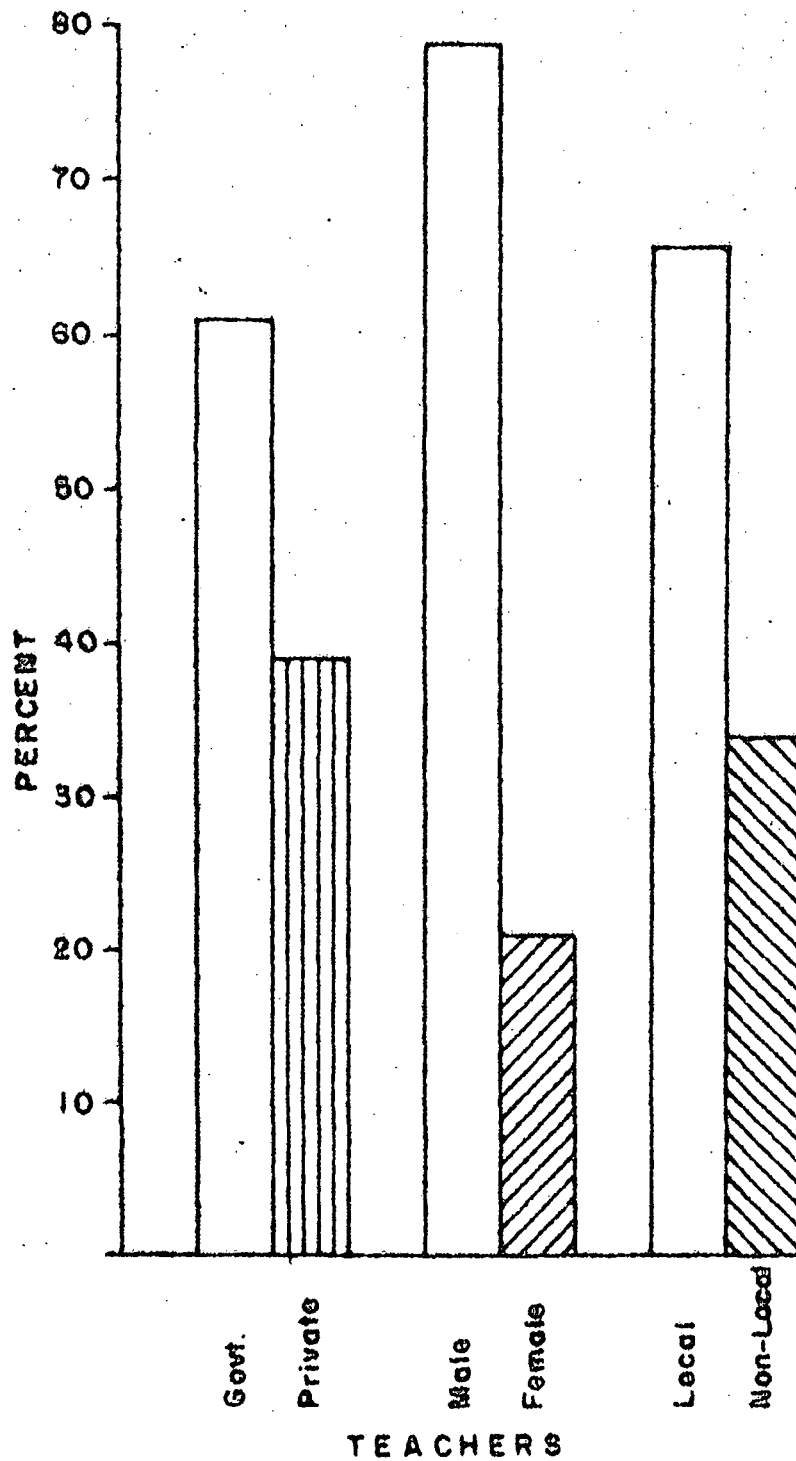


Fig.1. TOTAL NUMBER OF RESPONDED TEACHERS BY MANAGEMENT, SEX AND COMMUNITY

community (local Naga, non-Naga). Then, the result thus arrived at, was presented in terms of percentage wherever found necessary.

5.1.1. High School Teachers (respondents) by Management Community and Sex

High School teachers responding to the Questionnaire was first analysed in terms of management, community and sex, which is presented in Table 5.1. This is also represented in Figure 1.

TABLE 5.1

HIGH SCHOOL TEACHERS (RESPONDENTS) BY MANAGEMENT, COMMUNITY AND SEX

Management	Community and Sex									
	Local Naga				Non-Naga				Grand Total	
	M	F	Total	%	M	F	Total	%	Total	%
Government	65	30	95	26	117	10	127	35	222	61
Private	14	15	29	8	94	21	115	31	144	39

M = Male; F = Female; % = Percentage.

Of the total 366 High School teachers (respondents), 144 were from Private High Schools while 222 were from Government High Schools.

The total number of non-Nagas working as High School teachers was found to be 242 (66%) while the local-Naga teachers were 124 (34%). Thus, on the whole, the proportion of non-Naga teachers was comparatively higher than Naga teachers.

Again, it was noted that the percentage of female teachers was comparatively lower (21%) than that of males (79%).

While comparing the proportion of non-Naga teachers in terms of management, Private Schools were found to have comparatively more non-Naga teachers with a percentage of 80, while it was 57 in the case of Government Schools. Thus, non-Naga teachers were found to outnumber local Naga teachers.

It was also seen that Private schools had more female teachers (25%) than Government Schools (18%), with locals being more (45) than their counter-part non-locals (31).

5.1.2. Teachers' Place of Birth and Community:

Teachers' place of birth was categorised into rural and urban areas. However, both urban and semi-urban areas that have overgrown the status of village but have not come under the category of urban were included under the heading 'urban'. The term community, was categorised into three

groups, viz. Nagas, other-tribals and non-tribals. Analysis of both place of birth and community were done in terms of management and presented in Table 5.2.

TABLE 5.2

TEACHERS BY MANAGEMENT OF SCHOOLS, PLACE OF BIRTH AND COMMUNITY

Management	Place of Birth			Community			
	Rural	Urban	Total	Nagas	Other Tribals	Non-Tribals	Total
Government	132	90	222	95	6	121	222
Private	66	78	144	29	4	111	144
Total	198	168	366	124	10	232	366
Percentage	54	46	-	34	3	63	-

More than half of the respondents (54%) were born in rural areas while 46 percent constituted those born in urban areas.

It was also found that out of 242 teachers from outside Nagaland, 10 were tribals from neighbouring States and Union Territories. The highest percentage was from Assam (40%) followed by Kerala (21%) and West Bengal (9%).

In terms of normal place of residence (including those non-Nagas who are residents of the State by domicile) only

36 percent of High School teachers (respondents) were residents of Nagaland; 31 percent were from the neighbouring states (North-Eastern Region), while 33 percent were from outside the region.

In Private Schools, taken separately, only 33 percent were residents of the State, while it was 59 percent in respect of Government school teachers.

Thus Private schools were found to have more teachers from outside the State

5.1.3. Age of Teachers:

Teachers' age was found to range from 21 to 66 years. Teachers were grouped into three age-groups, viz. young (16-30); middle (31-45); and old age (46 and above) and then analysed in terms of management and sex. The number of teachers belonging to different age-groups was worked out in terms of percentage. The mean age of each of the comparing groups was computed and is presented in Table 5.3.

Teachers belonging to the age-group 16-30 were found to constitute the largest group (50%).

A large proportion of Government school teachers were found belonging to the age-group 31-45 (54%) while, on the other hand, the age group 16-30 dominated the scene in the case of Private School teachers (63%).

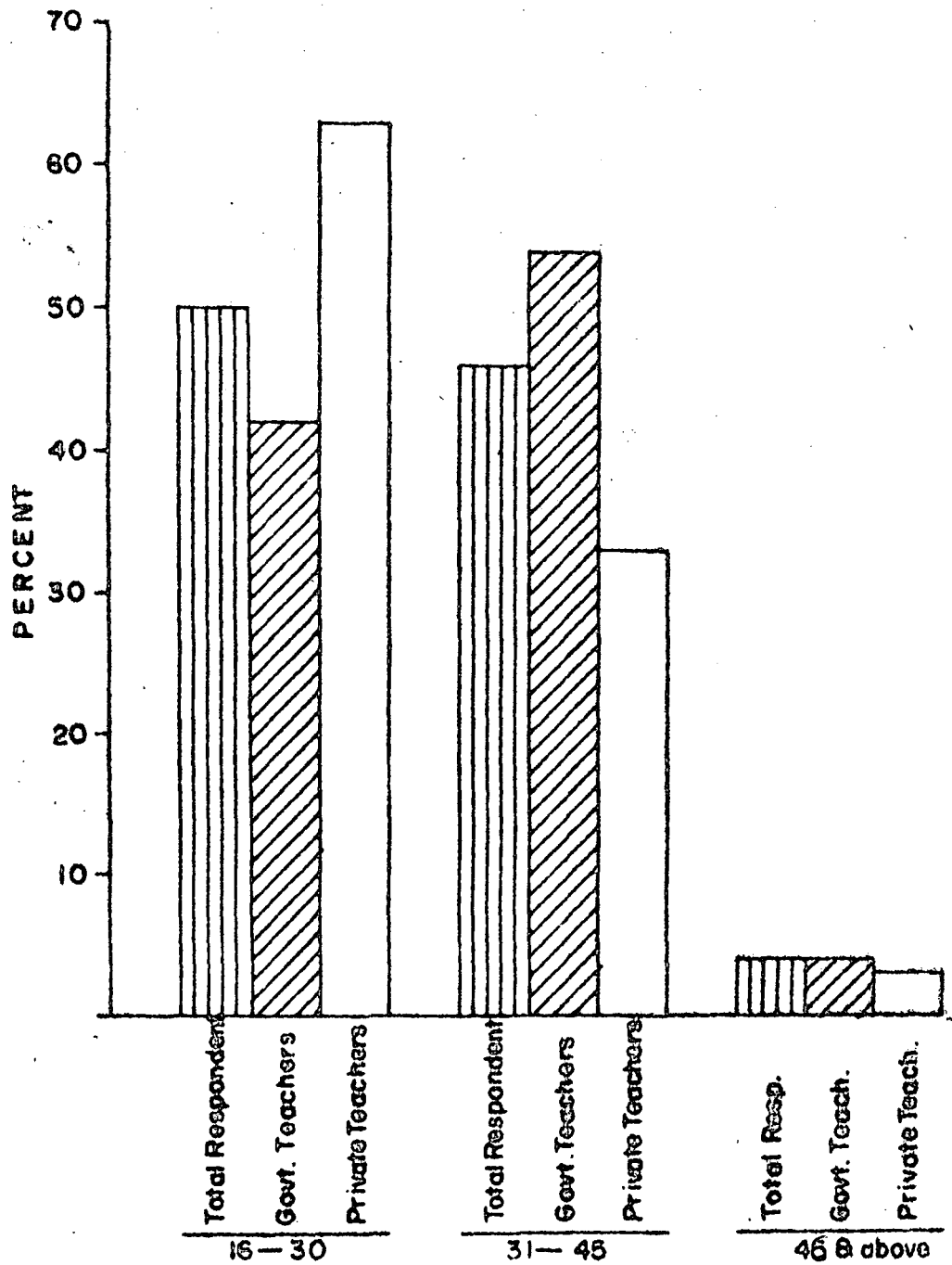


Fig. 2. TEACHERS' AGE BY MANAGEMENT

TABLE 5.3

MANAGEMENT AND SEXWISE DISTRIBUTION OF TEACHERS
OF DIFFERENT AGE GROUPS

Age-group	Government			Private			To- tal	Per- centage
	Male	Female	Percen- tage	Male	Female	Percen- tage		
16 - 30	68	26	42	67	24	63	185	50
31 - 45	106	13	54	37	11	33	167	46
46 and above	8	1	4	4	1	3	14	4
*Average age	34	32		32	29		32	

*(Based on actual age of individual teachers).

Teachers belonging to the age-group 16-30 were found to constitute the largest group (50%).

A large proportion of Government school teachers were found belonging to the age-group 31-45 (54%) while, on the other hand, the age group 16-30 dominated the scene in the case of Private School teachers (63%).

On the whole, average age of male Government school teachers (34) was the highest.

Again, while comparing in terms of management and sex, the average age of male (33) and Government school teachers (34) were found to be higher than their counterparts in Private school and female teachers whose average age was found to be equal (31).

5.1.4. Religion of Teachers:

Respondents of High School teachers were found belonging to four religion-groups, viz. Christians, Hindus, Muslims and Sikhs. This was analysed in terms of management. The percentage of teachers belonging to each religion group was worked out and is presented in Table 5.4.

TABLE 5.4

TEACHERS BY RELIGION AND MANAGEMENT OF SCHOOLS

Religions	Government		Private		Total	%
	No. of teachers	%	No. of teachers	%		
Christians	120	54	81	56	201	55.00
Hindus	94	42	59	41	153	42.00
Muslims	8	4	3	2	11	3.00
Sikhs	-	-	1	-	1	0.27
Total	222		144		366	

Of the 366 High School respondents (teachers), 201 (55%) were Christians followed by the 153 Hindus (42%), while the percentages of Muslims (3%) and Sikhs (0.27%) were found to be very low.

While comparing in terms of management, schools under Government management was found to have a higher

percentage of non-Christian teachers (42%) than that of Private Schools (41%). Most Private Schools are run by Christian agencies, yet the pattern of appointment appears more or less the same.

5.1.5. Linguistic Background of Teachers:

High School teachers in Nagaland (respondents) were found to have come from nineteen different language groups. This was analysed by management of schools where the teachers were then employed. The percentage of teachers of each language group was worked out and given against each language, as it is shown in Table 5.5.

Teacher respondents belonged to 19 different language groups as given in Table 5.5. Besides Naga dialects (34%), most of the teachers were found belonging to three linguistic groups, viz. Bengali (18%), Assamese (15%) and Malayalam (12%).

The languages (mother tongue) spoken by the least percentage of teachers were Telegu, Urdu, Garo, Bhojpuri, Punjabi (0.27% each).

It was noted that teachers speaking Hindi and English, as mother tongue, were only 5 percent and 0.55 percent respectively, though these two languages are taught as compulsory subjects

in Nagaland. It was also found that only 3 percent non-Nagas could speak local dialects.

TABLE 5.5

DISTRIBUTION OF TEACHERS IN GOVERNMENT/PRIVATE SCHOOLS
BY MOTHER TONGUE

Mother Tongue	Government	Private	Total	%
1. Naga dialects (Ao, Sema, Angami etc.)	95	29	124	34
2. Assamese	44	13	57	15
3. Bengali	36	31	67	18
4. Hindi	6	2	8	2
5. Malayalam	19	26	45	12
6. Khasi	2	4	6	2
7. Nepali	8	9	17	5
8. Tamil	2	9	11	3
9. Manipuri	3	3	6	2
10. Telugu	-	1	1	0.27
11. Kon	-	11	11	3
12. English	-	2	2	0.55
13. Mizo	1	2	3	0.82
14. Maithili	2	-	2	0.55
15. Urdu	1	-	1	0.27
16. Garo	1	-	1	0.27
17. Oriya	1	1	2	0.55
18. Bhojpuri	1	-	1	0.27
19. Punjabi	-	1	1	0.27

5.1.6. Teachers' Marital Status:

Information regarding teachers' marital status (married and unmarried) was found out in terms of management, community and sex. This is presented with its percentage worked out in each case and given in Table 5.

TABLE 5.6

TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS BY MARITAL STATUS AND COMMUNITY

Management	Married					Unmarried				
	Nagas		Non-Nagas		Total	Nagas		Non-Nagas		Total
	F	M	F	M		F	M	F	M	
Government	18	57	10	92	177	12	8	-	25	45
Private	7	7	13	40	67	8	7	8	54	77
Total	25	64	23	132	244	20	15	8	79	122
Percentage	56	81	74	63	67	44	19	26	37	33

Of the total 366 teachers who responded, 67 percent were married while 33 percent were unmarried.

Majority of the Naga male teachers (81%) and more than half of the female teachers (56%) were found to be married. The same was the case in respect of non-Naga male (63%) and female (74%) teachers.

Taken in terms of management, the percentages of married teachers in Government schools was higher (78%) than those in Private schools (47%).

Considering Naga and Non-Naga married teachers, it was 72 percent in respect of Nagas, whereas it was only 64 percent in the case of non-Nagas.

5.1.7. Number of Children Teachers Have:

Teachers were grouped according to the number of children they had (1-9). This was analysed in terms of management, community and finally presented as the total number of teachers under each comparing group. The percentage for each was worked out and is given in Table 5.7.

TABLE 5.7

TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS BY NUMBER OF CHILDREN

Teachers	Number of children					Total
	0	1	2	3	4 & above	
<u>Government:</u>						
Nagas	9	7	14	12	33	75
Non-Nagas	11	20	19	28	23	101
<u>Private:</u>						
Nagas	3	1	6	3	1	14
Non-Nagas	11	15	16	4	8	54
Total	34	43	55	47	65	244
Percentage	14	18	23	19	26	

Of the 244 married teachers, 34 were found to have no children, while teachers having 4 and above children constituted the biggest group with a percentage of 26 followed by 2 (23%) and 3 (19%).

It was seen that the largest number of Naga teachers (34) had 4 children and above, followed by 2 (20). In the case of non-Nagas the largest number (35) was shared by teachers having 1 and 2 children followed by those having 3 children (32).

Again, while analysing in terms of management, the largest number of Government school teachers (56) had 4 and above children, while in the case of Private School teachers it was 2 children.

5.1.8. Number of Dependants Teachers Have:

Teachers having dependants other than their children was analysed in terms of community. The number of dependants each teacher had ranged from 1 - 8. The analysis of this is presented in Table 5.8.

The analysis given in Table 5.8 reveals that 201 (55%) teachers have dependants. Teachers having two dependants was the highest (36%) followed by one (30%). It is further shown that 65 percent Naga teachers have dependants, while it is only 41 percent in the case of Non-Nagas. It can be noted that

teachers having dependants above 4 is only 5 percent.

TABLE 5.8

TEACHERS (NAGA, NON-NAGA) BY NUMBER OF
DEPENDANTS THEY HAVE

TEACHERS	Number of Dependants									Total	%
	1	2	3	4	5	6	7	8			
1. Nagas	30	27	12	10	1	1	-	-		81	65
2. Non-Nagas	31	45	22	14	5	1	1	1		120	41
Total	61	72	34	24	6	2	1	1		201	55
Percentage	30	36	17	12	4	.99	.45	.45			

5.1.9. Teachers' State of Health:

Teachers were asked to indicate their state of health by putting a tick mark in one of the five categories listed 'very good', 'good', 'fair', 'not very good' and 'poor'. The state of health, as reported by them, was coded and counted for each category and analysed in terms of different age-groups of teachers. The mean health score of teachers was also worked out by first scoring in order of the state of health (5 - 1) as reported by them and was analysed in terms of age groups (21 - 30, 31 - 40, and 4 and above). This is given in Table 5.9.

TABLE 5.9

TEACHERS' STATE OF HEALTH BY AGE GROUPS

Age Groups	State of Health					Total Teachers
	Very good	Good	Fair	Not very good	Poor	
21 - 30	39	104	41	-	1	185
31 - 40	16	105	18	3	-	142
41 and above	6	29	3	1	-	39
Total	61	238	62	4	1	366
Percentage	16.9	65	17	1.27	.27	

The largest number of teachers (65%) reported their state of health as "good" followed by "fair" (17%) and "very good" (16.9). The largest percentage of teachers (56%) from the age-group 21 - 30, indicated their state of health as "good". The state of health was reported as 'good' by majority of the teachers of the age-group 31 - 40 (74%) and 41 and above (74%).

The largest percentage of teachers reporting their state of health as "very good" were from the age-group 21 - 30 (21%) followed by age group 41 and above (15%). It was also seen that only 5 teachers stated their health as 'not very good' and 'poor'.

It was further found that teachers belonging to the age group 41 and above secured the highest mean health score (M=4.02) followed by the age-group 20 - 30 (M=3.90). On the whole, teachers' mean health score is 3.96 indicating almost good state of health.

5.1.10. Teachers' Knowledge of Local Dialects, Assamese and Hindi:

The most commonly spoken language in Nagaland besides Naga dialects and English are Nagamese (Pidgin Assamese) and Hindi. Teachers' knowledge of languages commonly spoken besides their own mother tongue and English is considered important for interaction with parents and community. Hence teachers fluent in Assamese, Hindi and local dialects (irrespective of their being non-Nagas) was found out separately. This was analysed in terms of teachers working under different managements and of Nagas and non-Nagas and is presented in terms of percentages in Table 5.10.

TABLE 5.10

DISTRIBUTION OF TEACHERS BY LANGUAGES SPOKEN IN ADDITION TO ENGLISH

Management	Local Dialects		Nagamese		Hindi	
	Nagas	Non-Nagas	Nagas	Non-Nagas	Nagas	Non-Nagas
Government	95	5	95	70	40	108
Private	29	2	29	53	20	94
Total	124	7	124	123	60	202
Percentage	100	3	100	55	48	91

Other than English and mother tongue the language spoken by Naga teachers (100%) was Nagamese (Pidgin Assamese) while 55 percent of the non-Naga teachers spoke the same. The other language spoken commonly was Hindi (91%).

It is worth noting that only 3 percent of the non-Naga teachers could speak local dialects.

5.1.11. Teachers' Academic Qualifications

Teachers' level of academic qualifications was analysed in terms of management and community. Figure in brackets indicate the number of teachers with Science qualification. This is presented in Table 5.11 and represented in Figure 3.

TABLE 5.11

ACADEMIC QUALIFICATIONS OF TEACHERS BY MANAGEMENT OF SCHOOL AND COMMUNITY

Teachers by Management & Community	Level of Qualifications				Total
	Matric	I.A/I.Sc. I.Com.	B.A/B.Sc. B.Com.	Post-Graduate and above	
Government:					
Nagas	4	4	82(2)	3	95
Non-Nagas	2	2	82(32)	7(2)	127
Private:					
Nagas	1	3	17(5)	3	29
Non-Nagas	1	8(1)	73(23)	8(1)	115
Total	8	18	316	24	366
Percentage	2.15	5	86.33	6.30	

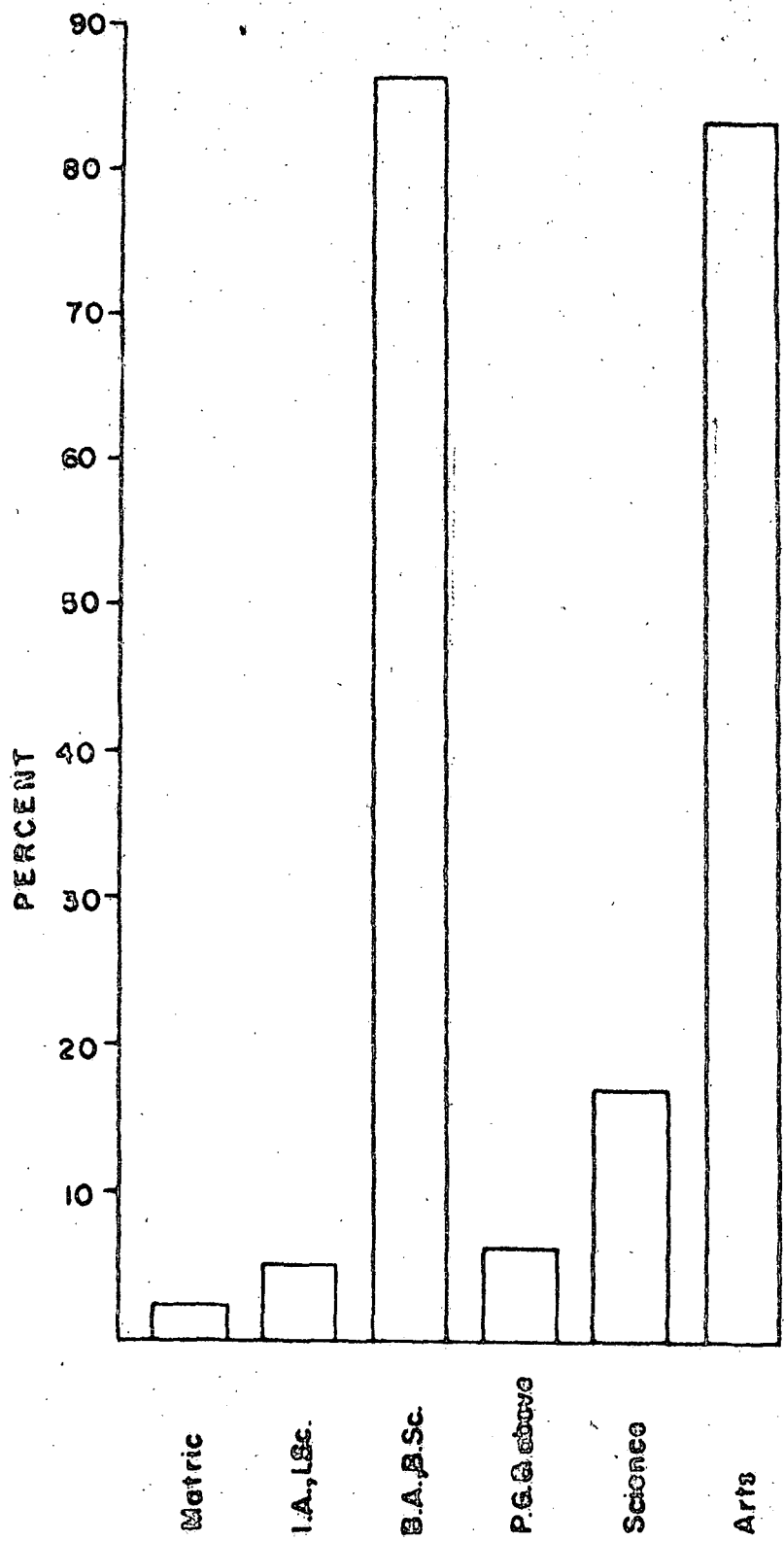


FIG. 3. TEACHERS' ACADEMIC QUALIFICATIONS

As indicated in Table 5.11, graduate and post-graduate teachers constituted the largest group with a percentage of 93. The same was the case with all the groups when analysed in terms of management and community.

Science graduates in Government Schools constituted 15 percent while it was 19 percent in the case of Private schools. Out of 106 Naga graduates, Science graduates were only 7 percent while in the case of those Non-Naga graduates (210) it was 26 percent.

There were 5 commerce graduates and one intermediate commerce passed teacher, all being non-Nagas. There were 8 Hindi trained teachers.

Twenty four teachers were with post-graduate and above degrees, with non-Nagas (18) being more than the Naga (6), while 8 (2%) and 18 (5%) teachers were matriculate and intermediate passed respectively.

It was also found that teachers acquired their academic degree between the year 1941-1980. The highest percentage of teachers (60%) acquired their degree between the year 1971-1980. On the other hand, most of the non-Naga teachers in Government schools were found to have acquired their degree prior to 1941. Majority of the teachers were found to have acquired their degree from two Universities, namely, Gauhati

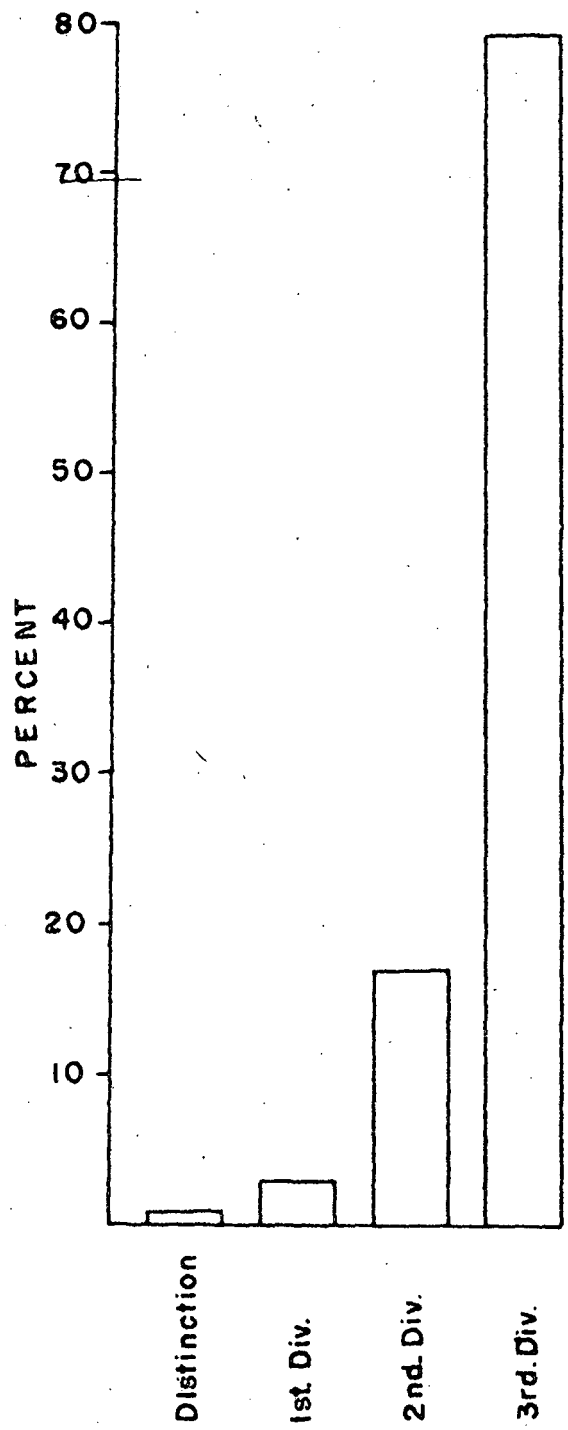


Fig. 4. TEACHERS' LEVEL OF ACHIEVEMENTS

(150) and North-Eastern Hill University (97).

5.1.2. Teachers' Level of Academic Achievement:

Teachers' performance at the last academic examination was taken into account to determine the level of their achievement. The level of achievement was categorised into four: Distinction, First, Second and Third Division or Class. This was then analysed in terms of management and community and is presented in Table 5.12 and Figure 4.

TABLE 5.12

TEACHERS' LEVEL OF ACADEMIC ACHIEVEMENT BY
MANAGEMENT AND COMMUNITY

Division/ Class	Teachers by Management & Community				Total	Percentage
	Government		Private			
	Naga	Non-Naga	Naga	Non-Naga		
Distinction	-	1	-	3	4	1
First	1	1	-	8	10	3
Second	9	25	4	25	63	17
Third	85	100	25	79	289	79
Total	95	127	29	115	366	
Collegiate	78	118	28	107	331	90
Private	1	8	17	9	35	10

The highest percentage of teachers (79) had passed in third division while only one percent received distinction and 3 percent first division.

The level of teachers' achievement was again analysed in terms of community and management. This revealed that out of 124 Naga teachers, 89 percent passed in the third division, while 10 percent secured second division. Only one teacher secured first division while none had distinction. Even among the Naga teachers having distinction and first division was very low, the percentage being 1 and 4 respectively, whereas the majority (74%) had passed in third division or simple pass.

Eighteen (15%) Naga teachers graduated as private candidates, while it was 17 (7%) in respect of the Non-Naga teachers.

It was also seen that the percentage of teachers with distinction, first and second division in Private institutions was higher (28%) than that of Government school teachers (17%). But, as regards, teachers who passed out as private candidates, the percentage was higher (18) in Private schools than in Government schools (4%).

Percentage of Naga teachers passing out as private candidates was 14, while in the case of non-Nagas it was 7 percent only.

On the whole, ninety percent teachers acquired the last degree as a regular candidate (collegiate) while ten

percent acquired as private candidate.

5.1.13. Professional and Other Qualifications of High School Teachers:

Professional and other qualifications of teachers were categorised on the basis of their responses. Teachers having B.T., B.Ed., M.Ed. and T.T.C. were grouped under professional while English training; typing; N.C.C.; vocational guidance and physical education were grouped under other qualifications. This was analysed in terms of management and community. No teacher reported to have acquired more than one training. This is presented in Table 5.13 and represented in Figure 5.

TABLE 5.13

PROFESSIONAL AND OTHER QUALIFICATIONS OF TEACHERS BY MANAGEMENT AND COMMUNITY

Qualifications	Teachers by Management & Community								Total	%
	Government				Private					
	N	NN	Total	%	N	NN	Total	%		
Professional	37	71	108	49	5	23	28	19	136	37
Other Qualifications	2	2	-	-	-	4	-	-	8	2

N = Naga;

NN = Non-Naga.

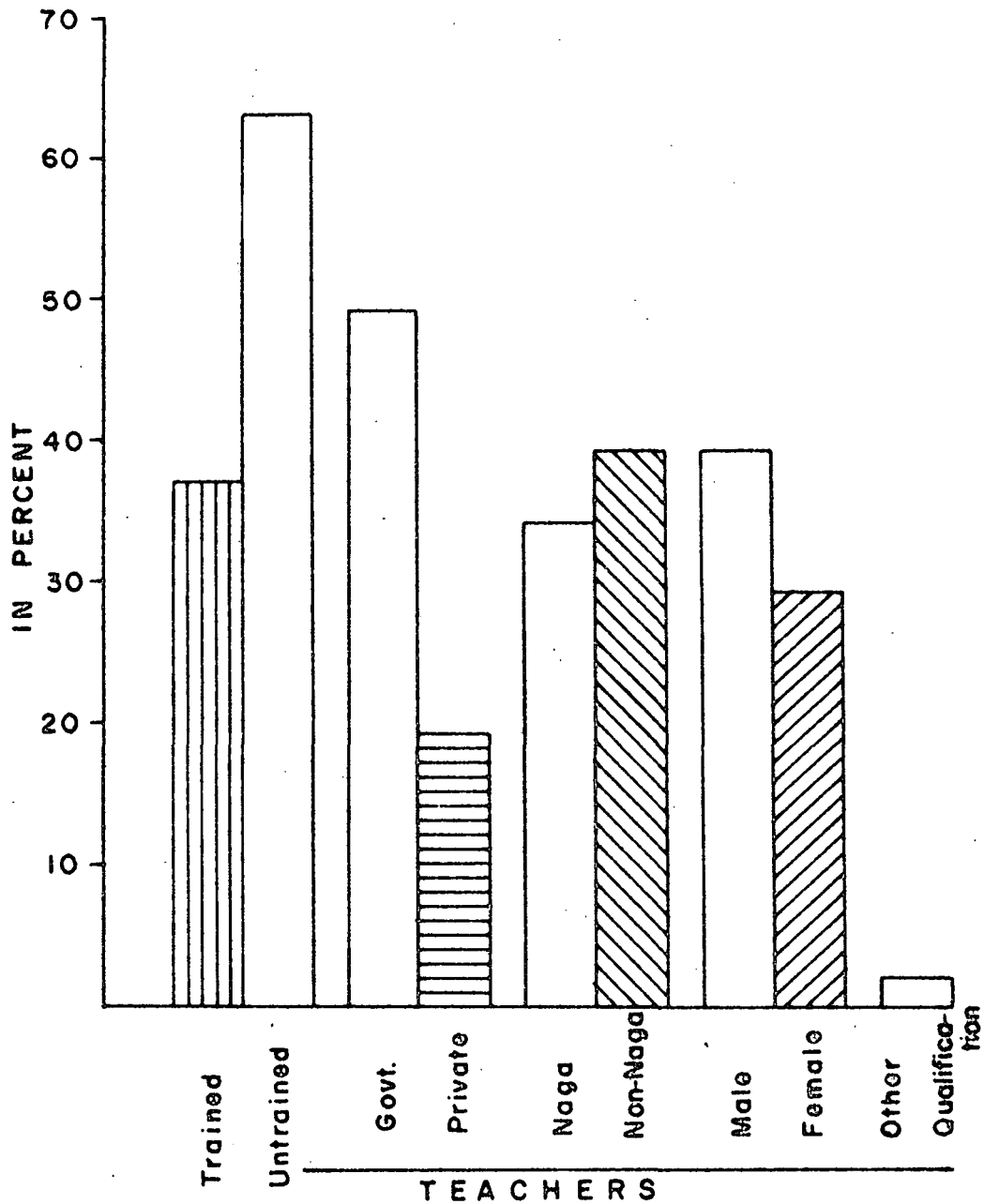


Fig. 5. PROFESSIONAL & OTHER QUALIFICATION OF HIGH SCHOOL TEACHERS (Respondents) IN NAGALAND

Of the 366 High School teachers (respondents) only 136 (37%) were found to have professional training while two percent had other qualifications. The percentage of professionally qualified teachers in Government schools was higher (49%) than that of Private schools (19%).

While comparing in terms of community it was found that the percentage of trained non-Naga teachers was higher (39%) than that of the Naga teachers (34%).

It was also noted that out of 76 female teachers (respondents) only 29 percent was found to have been trained. It was 39 percent in the case of male teachers.

Of those trained teachers 96 percent secured second class while one and three percent secured first and third class respectively.

It was also noted that the highest percentage of trained teachers (63%) acquired their training between the years 1976 and 1980, while 23 percent acquired their training between 1971 and 1975. The remaining teachers were found to have acquired their training between the years 1943 and 1970, with the number of non-Naga teachers being more. It was also found that Naga teachers acquired their degree only between the years 1971 and 1980.

5.1.14. Number of Subjects and Classes Handled by High School Teachers

Teachers handling different number of subjects and classes were analysed on the basis of the responses given by them. Teachers were found to handle 1 to 5 and 1 to 9 subjects and classes respectively. This was analysed in terms of management and given in Table 5.14 with percentage worked out in each case.

TABLE 5.14

TEACHERS IN GOVERNMENT/PRIVATE SCHOOLS BY NUMBER OF SUBJECTS AND CLASSES HANDLED

Management	Teachers by Number of Subjects Handled						Teachers by Number of Classes Handled									
	1	2	3	4	5	Total	1	2	3	4	5	6	7	8	9	Total
Government Teachers	36	121	51	11	3	222	11	64	34	71	21	12	3	6	-	222
Private Teachers	29	63	37	15	-	144	3	24	27	35	19	24	4	6	2	144
Total	65	184	88	26	3	366	14	88	61	106	40	36	7	12	2	366
Percentage	18	50	24	7	1		4	24	17	29	11	10	2	3	1	

It was found that highest percentage of teachers (50%) handled 2 subjects. Fifty four percent of teachers in Government schools were found teaching two subjects, while it was 44 percent in respect of teachers in Private schools. It can be seen that the percentage of teachers teaching 4 and 5 subjects was higher in respect of Private school teachers (10%) than that of Government school teachers (6%). On the whole as shown in Table 5.4, 50 percent of teachers taught 2 subjects while 24 percent taught 3 subjects.

High school teachers (respondents) in Nagaland were found to handle even 9 different classes. The highest percentage of teachers (29%) were teaching 4 classes while 24 percent taught two classes. On the whole, 85 percent of the teachers were teaching classes ranging from 1 to 5 while 6 percent taught classes 7 to 9. It is interesting to note that 4 percent taught only one class, whereas 16 percent taught 6 to 9 different classes.

5.1.15. Job Experience Prior to Teaching in and Outside Nagaland and Scale of Pay

The data pertaining to teachers who had been in other services before taking up the teaching job is presented in Table 5.15. The type of work is classified into the viz., academic and other jobs. The scale of pay is also grouped into 6, as given in the table. ~~below~~

TABLE 5.15

TEACHERS BY JOB EXPERIENCE PRIOR TO TEACHING IN AND OUTSIDE NAGALAND AND SCALE OF PAY

Management & Community	Academic	Other	In Nagaland	Outside Nagaland	Scale of Pay					
					100 to 200	201 to 300	301 to 400	401 to 500	501 to 600	601 to 800
Government:										
Naga	7	16	20	3	7	10	5	1	-	-
Non-Naga	3	10	5	8	2	6	2	2	1	-
Private:										
Naga	-	3	2	1	-	1	1	-	1	-
Non-Naga	-	11	2	9	-	3	3	3	-	2
Total	10	40	29	21	9	20	11	6	2	2

Analysis of this table indicates that 50 (14%) teachers were employed prior to joining the present job of teaching. Of this, only 10 teachers were in academic jobs.

Of those 50 who had been in other jobs, 29 were employed in Nagaland, while the other 21 were employed outside the state. It further indicates that more Naga teachers (16%), specially in Government schools, were employed in jobs other than academic.

Out of 50 teachers formerly employed, 20 were on a scale of pay between Rs. 201 - 300/- p.m. followed by 11 with Rs. 301 - 400/- p.m. It is interesting to note that 9 (18%) teachers had only Rs. 100 - 200 p.m. as their scale of pay, while 2 had Rs. 701 - 800/- p.m.

Though not presented in the table, the length of such service of teachers, prior to their teaching in Nagaland, is noted to be ranging from 1 to 15 years. Of those 50 teachers, 14 teachers were found to have 1 year experience of service of any kind, followed by 2 (11 teachers) and 3 years (10 teachers), while the remaining teachers (15) had 4 to 15 years.

5.1.16. Teachers' Teaching Experience in the Institution then Employed:

Table 5.16 indicates the number of years each teacher had taught in the institution where he or she was then employed. The period of teaching in the institutions where

the teachers were working ranged from 1 to 30 years. This was analysed in terms of management and community.

TABLE 5.16

TEACHERS' TEACHING EXPERIENCE IN THE INSTITUTION THEN EMPLOYED BY MANAGEMENT AND COMMUNITY

Years of Teaching Experience	Management and Community				Total	%
	Government		Private			
	Naga	Non-Naga	Naga	Non-Naga		
1 - 5	52 (42%)	75 (31%)	22 (18%)	81 (33%)	230	63
6 - 10	29 (23%)	37 (15%)	6 (5%)	20 (8%)	92	25
11 - 15	11 (9%)	12 (5%)	1 (.8%)	11	35	9
16 - 20	1 (.9%)	2 (.8%)	-	3 (1%)	6	2
21 - 25	1 (.9%)	-	-	-	1	.02
26 - 30	2 (1.6)	-	-	-	2	.05
Total					366	

It was revealed that the largest number (63%) of the respondents were working in the institutions where they were employed at the time of this survey for a period of 1 - 5 years. Number of teachers working about 15 years was comparatively low (9).

Of the total 124 non-Naga teachers, 64 percent were teaching in the same institutions for 1- 5 years, which was higher than that of the Naga teachers (60%). It was also seen that teachers teaching in the same institutions for 1 - 5 years was higher in respect of Private school teachers (71%) than that of their counterparts in the Government schools (57%).

It was also noted that teachers having more than 5 years of teaching experience in the institution then employed were found to be more ~~among Nagas~~ (41%) and Government school teachers (43%) than their counterparts non-Nagas (35%) and Private school teachers (29%).

It was further seen that 173 (47%) teachers had so far taught in only one institution. Of this, 68 percent were Nagas with a larger proportion clustering round 1 - 15 years.

This finding indicates that Private schools have more teachers with less experience in the same school indicating more mobility than in Government schools. Naga teachers are less mobile than the non-Naga teachers.

5.1.17. Length of Teaching Experience of Teachers:

The teaching experience of teachers ranged from 1 to 40 years. This was categorised into eight groups with an

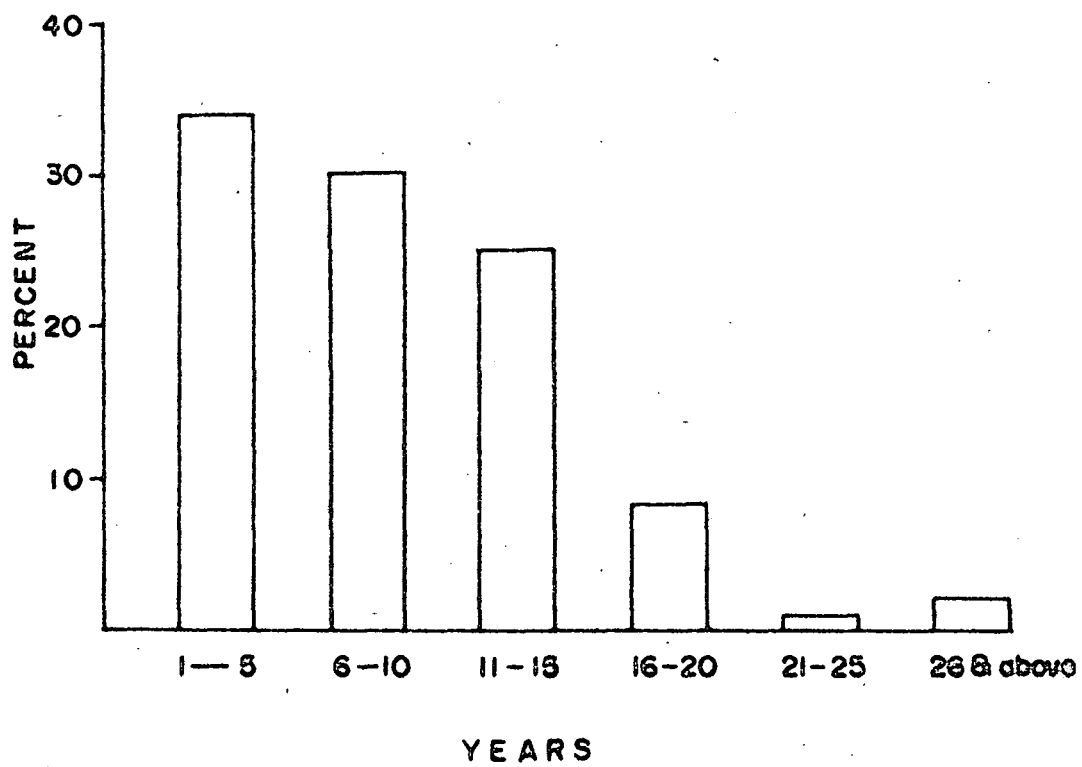


Fig. 6. TEACHERS' YEAR OF TEACHING EXPERIENCE

interval of 5 years. Analysis of this was done in terms of management and community, and presented in terms of percentage worked out for each experience group as given in Table 5.17. It is represented in Figure. 6.

TABLE 5.17

TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS BY LENGTH OF TEACHING EXPERIENCE

Years of Teaching Experience	Management and Community				Total	%
	Government		Private			
	Naga	Non-Naga	Naga	Non-Naga		
1 - 5	35	20	18	52	125	34
6 - 10	31	36	9	34	110	30
11 - 15	22	51	1	19	93	25
16 - 20	5	17	-	7	29	8
21 - 25	-	1	-	1	2	1
26 & above	2	2	1	2	7	2
Total	95	127	29	115	366	

Teachers having 15 years experience constituted the highest percentage (34%) followed by those having 6 - 10 years (30%). It can be noted that majority of the teachers (89%) had 1 - 10 years experience, in teaching.

While comparing in terms of management and community, Government and non-Naga teachers seemed to have

longer teaching experience than their counter-parts Naga and Private School teachers.

It was noted that more teachers having more than 20 years teaching experience were among the non-Nagas.

5.1.18. High School Teachers Teaching in Schools Located in Urban and Rural Areas:

Teachers teaching in schools located in urban as well as rural areas at the time of the present survey were analysed separately. All the district headquarters are officially recognised as urban areas except Phek. Dimapur (sub-divisional headquarters in Kohima district) has also been recognised as urban. However, schools located in all the district headquarters (Mokokchung, Kohima, Tuensang, Mon, Wokha, Zunheboto, Phek) and Dimapur were included under urban category. One sub-divisional headquarters (Changtongya in Mokokchung districts) has also been counted as urban area by virtue of its facilities judged in terms of urban towns in Nagaland.

Of those 366 teachers (respondents) 71 percent teachers were found to be working in schools located in urban areas while the remaining teachers were working in rural areas at the time of the administration of this questionnaire. Analysis of this is given in Table 5, 18.

TABLE 5.18TEACHERS BY MANAGEMENT OF SCHOOL AND BY PLACE (URBAN/
RURAL) OF WORK

Place of work	Government			Private			Total
	Male	Female	Total	Male	Female	Total	
Urban	92	35	127 (57%)	101	33	134 (93%)	261
Rural	90	5	95 (43%)	7	3	10 (71%)	105

It can be seen that the highest percentage (93%) of Private School respondents were teaching in urban schools while it was 57 percent in the case of those respondents from Government schools.

It can be noted that only a small percentage of female respondents were found to be working in rural schools under Government (12%) and Private (8%) managements.

5.1.19. Number of Institutions served by Teachers under Different Managements in Nagaland

The number of teachers, who had taught outside Nagaland, and who are now teaching in Nagaland were analysed in terms of the number of institutions served so far. The figure in brackets indicate the number of teachers who had teaching experience outside Nagaland.

TABLE 5.19

TEACHERS BY NUMBER OF INSTITUTIONS SERVED UNDER
DIFFERENT MANAGERMENTS IN NAGALAND

Management	Number of Institutions served									
	Government					Private				
	1	2	3	4	5	1	2	3	4	5
Government:										
Naga	63	24	5	1	2	3	1	-	-	-
Non-Naga	31 (5)	52 (1)	35	8	1	13 (10)	1	-	-	-
Total	94	76	40	9	3	16	2	-	-	-
Private:										
Naga	3	-	-	-	-	21	4	3	1	-
Non-Naga	3 (3)	-	-	-	-	57 (10)	47 (10)	10	-	1
Total	6					78	51	13	1	1

Eighteen Government school teachers were found to have taught in Private schools, while on the other hand, only 6 Private school teachers had taught in Government schools.

Two hundred and ninety nine (82%) teachers had taught in one or two institutions, while 67 (18%) teachers had taught in more than two institutions.

Non-Naga teachers (Government) who had worked in 3 - 5 different institutions were more than the Naga teachers.

It was noted that one non-Naga teacher in Private school was found to have served in 9 different schools.

It was noted that 39 non-Naga teachers (23 Private school teachers, and 16 Government school teachers) had taught outside Nagaland; 9 in Government and 30 in Private schools.

5.1.20. Circumstances under which Teachers Happened to take up Teaching Job:

Table 5.20 shows the reasons given by the respondents for taking up their job. The reasons stated by teachers are classified into 11 categories - (1) Interest and own choice; (2) Good pay; (3) Non-availability of other job; (4) Liking for the place; (5) Marriage (to/with a Naga); (6) Livelihood (means for earning); (7) Availability of teaching job in Nagaland (8) Own state; (9) Social obligation; (10) Husband/relations working in Nagaland; (11) Owns the institution. Number of teachers are counted in terms of reasons given and presented against each of the reasons listed.

The highest percentage of respondents (28) gave 'means of livelihood' as the reason for joining teaching profession, while 24 percent mentioned 'interest' and 'own choice' followed by non availability of other job (17%) and 'Social obligations' (14%). The trend was same when considered in terms of teachers teaching in Government and Private Schools.

TABLE 5.20

REASONS FOR TAKING UP TEACHING JOB

Teachers	Reasons										
	1	2	3	4	5	6	7	8	9	10	11
Government:											
Naga	37	1	10	-	-	29	-	2	20	1	-
Non-Naga	26	4	26	10	5	36	20	2	5	3	-
Private:											
Naga	8	1	4	-	-	7	-	2	7	-	1
Non-Naga	18	1	22	10	1	32	14	-	18	4	-
Total	89	7	62	20	6	104	34	6	50	8	1
Percentage	24	2	17	5	2	28	9	2	14	2	.27

Thirty six percent of Naga teachers took up the job on their own choice and interest, while 29 percent took up the teaching job as a 'means of livelihood', followed by the reason of 'social obligation' (21%). On the other hand, 28 percent of non-Naga teachers took up teaching in Nagaland as a 'means of livelihood', while 19 percent joined due to 'non-availability of other job', followed by the reason of 'interest' (18%) and lastly 'availability of job' (14%) in Nagaland.

It was noted that teachers were in teaching job due to 'non-availability of other jobs' (10%), 'easy availability of job in Nagaland' (9%) and also happened to note that only 2

percent had joined teaching, because of good pay.

5.1.21. In-Service Training Attended by Teachers:

Teachers were asked to state in-service training they had attended indicating the area of subject and number of time such training attended. The subject areas of training attended were categorised into three - (a) Social Science (b) Life Science and (c) General. Then it was analysed in terms of management and community. This is represented in Figure 7.

TABLE 5.21

IN-SERVICE TRAINING TEACHERS ATTENDED BY SUBJECT AREA, NUMBER OF TIMES ATTENDED, SEX, MANAGEMENT AND COMMUNITY

Subject Area	No. of times attended			Sex		Management		Community		Total
	1	2	3 & above	M	F	G	P	N	NN	
1. Social Science	19	5	5	27	2	20	9	10	19	29
2. Life Science	22	3	8	31	2	30	3	1	32	33
3. General	43	7	5	51	4	48	7	23	32	55
Total	84	15	18	109	8	98	19	34	83	117
Percentage	72	13	15	37	10	44	11	27	34	32

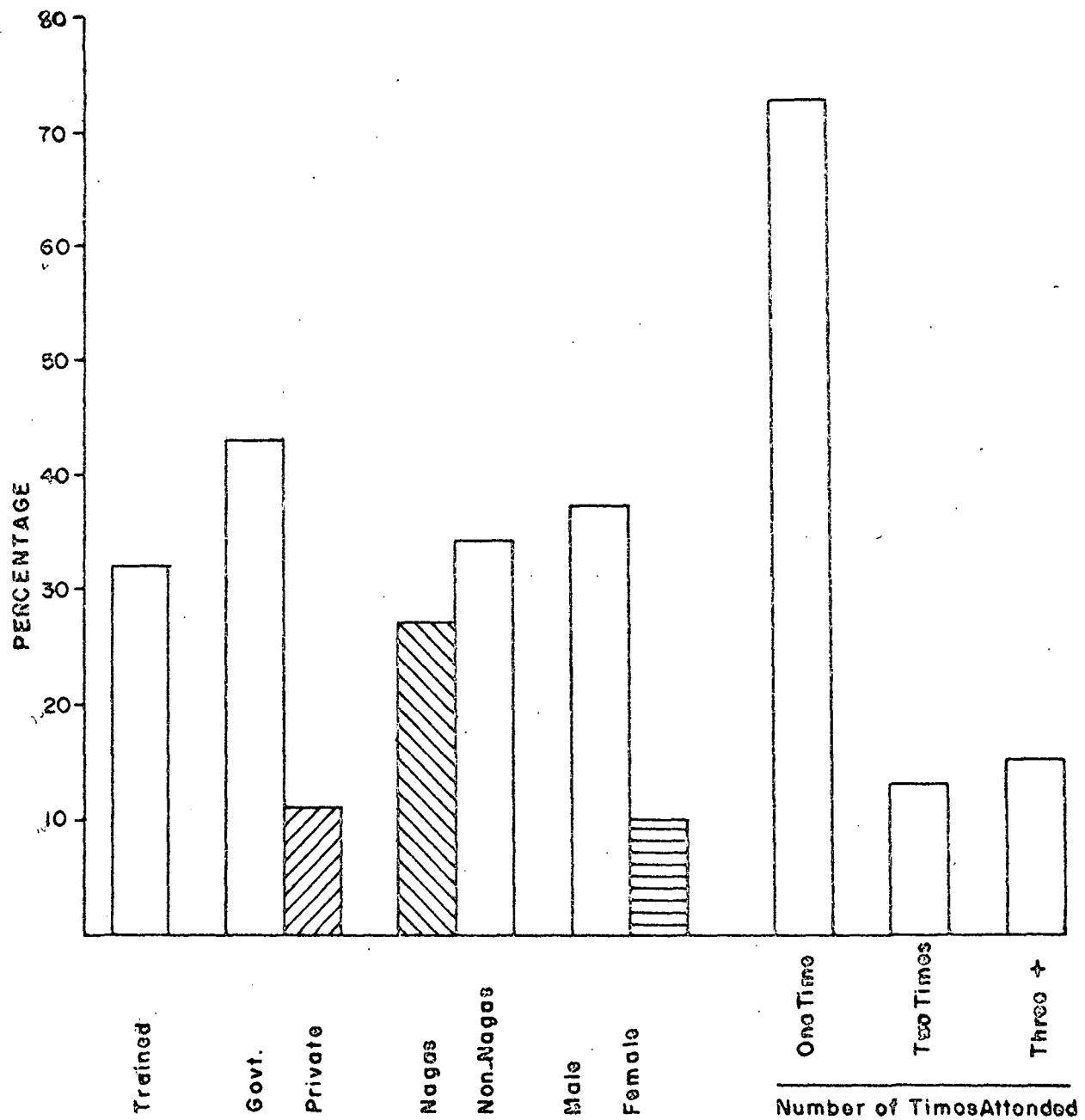


Fig. 7. IN SERVICE TRAINING ATTENDED BY TEACHERS

The analysis of in-service training attended, revealed that out of 366 High School teachers (respondents) only 117 (32%) had attended in-service training.

Of those 222 Government school teachers, only 44 percent were found to have attended in-service training, while it was only 11 percent in respect of Private school teachers.

Again, while analysing in terms of community, only 27 percent Naga teachers were found to have attended while it was slightly higher in respect of non-Nagas (34%).

Of those 117 teachers, twenty nine had attended in-service training in Social Science, thirty three in Life Science, while the remaining fifty five had attended general course of training.

It can be noted that 72 percent had attended only once, 13 percent two times, and 15 percent attended more than twice.

5.1.22. Year, Duration and Organising Agency of In-Service Training Attended by High School Teachers:

The year of in-service training attended by teachers was categorised into three groups - 66-70, 71-75, and 76-80, with an interval of five years. The duration of the training

and the organising agency was categorised on the basis of responses given by the teachers. Thus duration comes under one category only i.e. less than a month and organising agency under 2 categories, viz., State and Outside Agencies, organised within and outside the State, respectively. This was analysed in terms of management and community and is presented in Table 5.22

TABLE 5.22

MANAGEMENT, DURATION AND ORGANISING AGENCY OF IN-SERVICE TRAINING ATTENDED BY DIFFERENT CATEGORIES OF TEACHERS

Management	Years of Training Attended			Duration less than a month	Organising Agency		
	66-70	71-75	76-80		State Within State	Outside State	
Government:				Total			
Nagas	2	14	16	32	32	32	-
Non-Nagas	7	14	45	66	66	62	4
Private:							
Nagas	2	-	-	2	2	2	-
Non-Nagas	2	4	11	17	17	17	-
Total	13	32	72	117	117	113	4
Percentage	11	26	62	32	32	97	3

The table indicates that out of 366 High school teachers (respondents) only 117 (32%) had attended in-service training organised by both local and outside agencies.

Of those who have attended in-service training, 62 percent attended between the years 1976-1980; 26 percent of teachers during 1971-75, and 11 percent during 1965-70. The duration of all the trainings was for less than a month.

It can be noted that teachers attending in-service training organised outside the State was very negligible (3%).

5.3.23. Teachers Place of Stay (Residential Accomodation):

Teachers' place of stay was categorised into four (a) government quarters (b) rented house (c) private quarters, (d) institution. This was analysed by management and community and is presented in Table 5.23. Only 306 teachers responded to this question. It is represented in Figure 8.

The highest percentage of Government (42) and (33) Private (56) school teachers were found to stay in rented (48) houses, while the second highest percentage of teachers were staying in private quarters, (25%).

Teachers staying in Government quarters were only 31 in the case of Government school teachers.

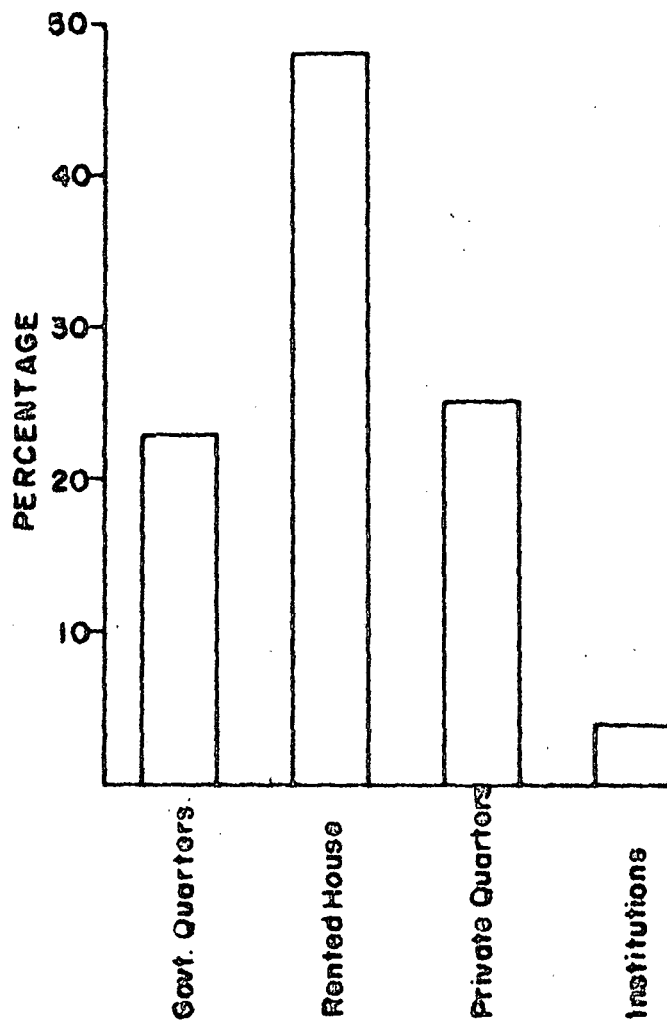


Fig. 8. TEACHERS' PLACE OF STAY

TABLE 5.23TEACHERS' PLACE OF STAY IN NAGALAND BY MANAGEMENT AND COMMUNITY

Place of stay	Management				Grand Total	%
	Government		Private			
	Nagas	Non-Nagas	Nagas	Non-Nagas		
Government Quarters	17	42	2	10	71	23
Rented House	31	49	11	55	146	48
Private Quarters	43	7	16	11	77	25
Institutions	-	-	-	12	12	4

It was also noted that non-Naga teachers staying in rented houses were comparatively more (56%) than their counterparts (22%).

5.1.24. Teachers' Terms of Employment

The terms of employment or manner of employment of teachers was classified as permanent, temporary, contract and substitute. The number of teachers under each category was analysed, in terms of management and community and presented in Table 5.24. This is represented in Figure 9.

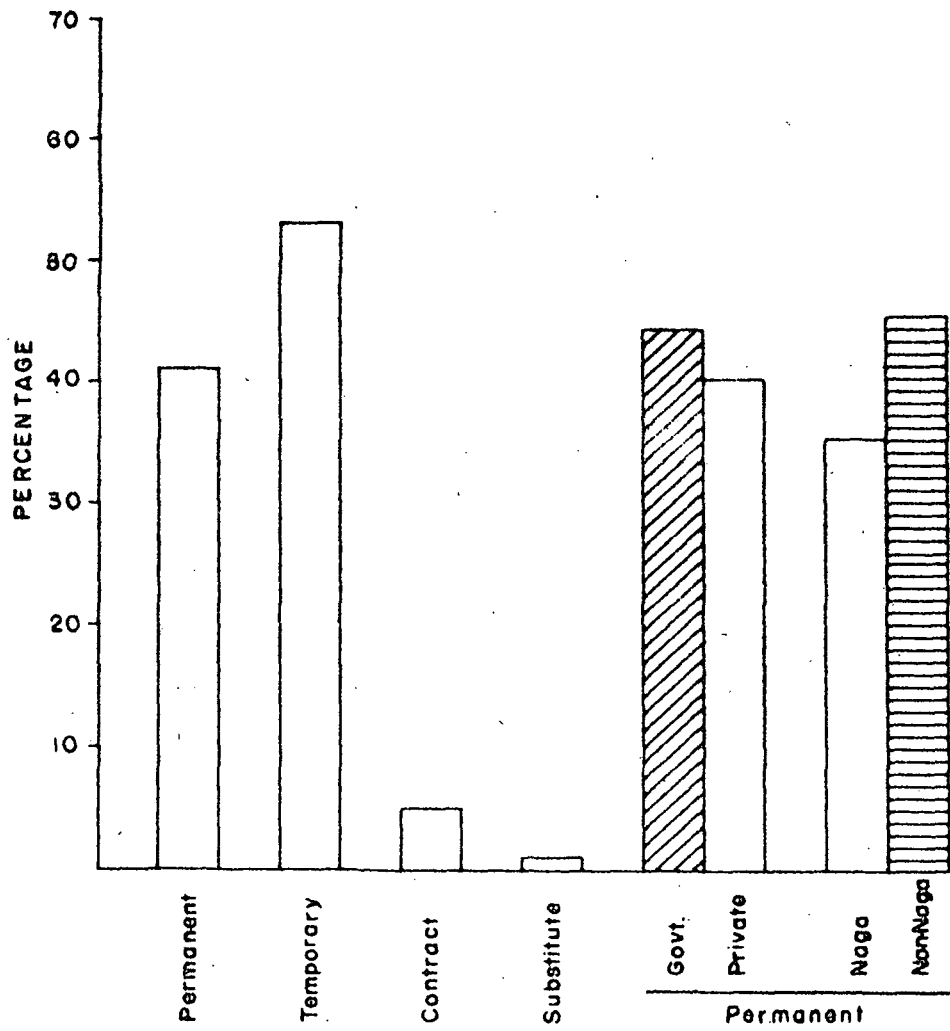


Fig.9. TEACHERS' TERMS OF EMPLOYMENT

TABLE 5.24

DISTRIBUTION OF TEACHERS BY TERMS OF EMPLOYMENT

Terms of Employment	Government		Private		Grand Total	%
	Naga	Non-Naga	Naga	Non-Naga		
Permanent	39	46	2	38	125	41
Temporary	50	41	24	46	161	53
Contract	-	11	3	3	17	5
Substitute	2	-	-	1	3	1

Of those 305 teachers responding to this question, 125 (41%) were permanent employees, while 161 (53%) were working on temporary basis. The remaining 17 (5%) teachers were employed on contract basis, whereas the other 3 (1%) were substitute teachers.

The percentage of permanent employees was higher (44%) among Government school teachers, while on the other hand, the percentage of temporary employees was higher (60%) in Private school.

On the whole, more non-Naga teachers (45%) were working as permanent employees, while Nagas were only 35 per cent.

It was noted that 62 percent of Naga teachers were teaching as temporary employees.

The percentage of teachers working on contract basis was higher (7) in Government High Schools than in Private Schools (4).

5.2. Analysis of Problem Areas:

A Questionnaire was administered to the High School teachers in Nagaland. The Questionnaire covered eighteen problem areas pertaining to teaching profession which were grouped under nine major headings namely, Inside School Interaction; Outside School Interaction; Interaction with Administrative Officers; Job Conditions; Academic; Personal; Financial; Extra-curricular Activities and Political. In the analysis that follows, the number of teachers identifying different aspects of problem listed under each particular area was worked out first, and then the total number of teachers.

Analysis of each problem area was done in terms of management (Government = 222; Private = 144); place of work (Urban = 261; Rural = 105); community (Naga = 124; Non-Naga = 242); sex (Male = 290; Female = 76) and professional training (Trained = 136; Untrained = 230). The abbreviation used in the proceeding tables are as follows: G=Government; P=Private; N=Naga; NN=Non-Naga; M=Male; F=Female; U=Urban; R=Rural; T=Trained; UnT=Untrained and %=Percentage.

INSIDE SCHOOL INTERACTION (ADJUSTMENTS):

5.2.1. Dealing with Pupils

Problems identified by teachers in dealing with pupils were grouped under five headings. The frequency of teachers identifying each problem was worked out first and then analysed in terms of management (1), community (2), sex (3), professional training (4) and location (5). This is presented in Table 5.25.

TABLE 5.25

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS IN DEALING WITH PUPILS

Problems	Teacher Groups										To- tal	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
Indiscipline	41	19	33	27	51	9	25	35	47	13	60	18
Lack of Interest	117	82	56	143	175	24	66	133	141	58	199	54
Lack of Guidance	27	18	14	31	38	7	4	41	33	12	45	12
Communication Difficulty	2	4	2	4	4	2	0	6	4	2	6	2
Non-Cooperation	14	14	9	19	24	4	14	14	16	12	28	8
Total											338	

A large number of teachers (54%) were found to have identified the problem 'lack of interest' followed by 'indiscipline' (16%). The same was found while analysing in terms of different

~~teacher~~ teacher-groups, except the non-Nagas and untrained teachers who identified "lack of guidance" more frequently than the problems of indiscipline.

It was found that problem of 'indiscipline' had been mentioned more frequently by teachers in government schools (18%) while the remaining problems listed were identified more frequently by their counterpart in private schools.

Naga teachers were found to have identified only one problem "indiscipline" (26%) more frequently than their counterpart, while the rest identified more frequently by the non-Nagas.

It was also found, while comparing in terms of sex, that except "communication difficulty" all other problems listed were more frequently identified by male teachers than the females.

Trained teachers were found to have identified the problems of 'indiscipline' (18%) and non-cooperation' (10%) more frequently by untrained teachers.

Again, while comparing in terms of teachers working in rural, and urban areas, it was found that urban High School teachers identified problems of 'indiscipline' (18%) and

"lack of guidance" (14%) more frequently than their counterpart working in rural High Schools who identified the problems of "lack of interest" (55%) and "non-cooperation" (11%) more frequently than urban teachers.

On the whole, it can be inferred that Private School teachers, non-Nagas, males, untrained and urban school teachers identified problems in dealing with pupils more frequently than their counterparts.

Report of some researches done on problems faced by teachers in dealing with pupils showed similar findings (Kaplan, 1952; Osmon, 1959; Das Gupta, 1965; Aaron et al., 1969; Ramaswamy and Paramesan, 1973; and Kishanpuri, 1977). It appears that teachers have problems in dealing with pupils though there may be variations in areas and magnitude due to differences in environmental, academic, economic and socio-cultural background of both teachers and pupils.

5.2.2. Dealing with Colleagues

Problems identified in dealing with colleagues were categorised under three headings on the basis of the responses made by teachers. This was analysed in terms of management (1), sex (2), community (3), professional qualification (4) and location (5). This is presented in terms of percentage in Table 5.26.

TABLE 5.26

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS IN DEALING WITH COLLEAGUES

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	M	F	N	NN	T	UnT	U	R		
Selfish and Insincere	20	19	35	4	9	30	17	22	19	20	39	11
Difficult to Adjust	24	14	37	1	14	24	11	27	27	11	38	10
Lack of co-operation	25	17	38	3	13	29	25	17	20	22	42	11
Total											119	

A small number of teachers identified the problems of "lack of co-operation" and "selfish and insincere" on the part of their colleagues with a percentage of eleven in each case. Difficult to adjust also identified by 10 percent of teachers.

Teachers in Government schools identified the problems of "lack of co-operation" (11%) more frequently while Private School teachers identified the problem "selfish and insincere" (13%) more frequently than their Government School counterpart.

Problem identified more frequently by female teachers was "selfish and insincere" (5%) while it were "difficult to adjust" and "lack of co-operation" in respect of male teachers with a percentage of thirteen in each case.

Problems identified more frequently by Naga teachers was "difficult to adjust" (11%) while it was "selfish and insincere" (12%) in respect of non-Naga teachers.

More teachers of rural schools found their colleagues as "selfish and insincere" (19%) and "non-cooperative" (20%). Both urban and rural teachers found their colleagues 'difficult to adjust' with a percentage of ten in each case.

It was also seen that trained teachers identified the problems of "selfish and insincere" (12%) and "lack of co-operation" (18%) more frequently while untrained teachers identified the problems "difficult to adjust" (11%) more frequently than the trained teachers.

It can be inferred that High School teachers face less problems in dealing with colleagues. However, Private School teachers, non-Nagas, male, rural and trained teachers appeared to have identified problems more frequently than their counterparts in dealing with their colleagues.

This result is found to be in agreement with Thakur (1973); Eckert (1959); Rudd and Wiseman (1962); Hansen and Stanley (1969); who also reported, in their studies, problem of interaction with their teacher colleagues on the part of the teacher respondents under study.

5.2.3. Dealing with Supervisor:

Teachers identified four problems in dealing with supervisor. These were analysed in terms of management (1), community (2), Sex (3), professional training (4) and location (5) and is presented in Table 5.27.

TABLE 5.27

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
IN DEALING WITH SUPERVISOR

PROBLEMS	Teacher Groups										Total	%
	G	P	N	NN	M	F	T	UnT	U	R		
1. Negative attitude towards teachers	19	5	8	16	21	3	21	3	12	12	24	7
2. Absence of supervision	65	50	30	85	97	18	41	74	74	41	115	31
3. Inadequate supervision	14	6	6	14	18	2	11	9	13	7	20	5
4. Lack of proper feedback	4	-	2	2	4	-	4	-	2	2	4	1
Total											163	

A large number of respondents (31%) stated "absence of supervision", particularly those in Private schools, which

indicates that most of the school work goes unsupervised and that there is absence of contact between teachers and supervisors. A negligible number of teachers identified the problems "negative attitude towards teachers" (7%) and "inadequate supervision" (5%).

Excepting the problem of "absence of supervision" which was identified more frequently by Private School teachers (35%), the other problems listed under this area were identified more frequently by Government school teachers.

Non-Naga teachers were found to have identified problems in all the areas more frequently than the Naga teachers except the problem "lack of proper feedback" (2%).

While comparing the problems identified by teachers in terms of sex, it was found that male teachers identified problems in all the areas more frequently than female teachers. However, both the groups identified the problem of "absence of supervision" more frequently than the remaining problems, with a percentage of 23 (female) and 33 (male).

It was also found that trained teachers identified problems in this area, more frequently than their counterpart. On the other hand, "absence of supervision" was mentioned more frequently by untrained teachers with a percentage of 32.

Again, while comparing in terms of location, rural teachers were found to have identified problems more frequently than their urban counterparts in all the areas, excepting the problem 'absence of supervision' which was identified by both the groups more often than other problems listed.

On the whole, problems in this area were found to have been identified more frequently by Private, non-Naga, male, trained and rural teachers than their counterparts.

This result appears to be in accordance with the findings of Osmon (1959) and Thakur (1973) who reported inadequate supervision and defective inspection system as some of the problems faced by secondary school teachers.

5.2.4. Dealing with Authorities:

Problems identified in dealing with authorities were first grouped into five on the basis of the responses given by the teachers. These were analysed in terms of management (1), sex (2), professional training (3), location (4), and community (5). It is presented in Table 5.28.

TABLE 5.28

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
IN DEALING WITH AUTHORITIES

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	M	F	T	UnT	U	R	N	NN		
1. Lack of interaction	22	35	45	12	10	47	50	7	19	38	57	16
2. Partiality in treatment	24	13	34	3	19	18	27	10	14	23	37	11
3. Delay in action and decision making	24	7	27	4	9	22	18	13	8	23	31	8
4. Non-recognition of teachers' ability	17	8	22	3	20	5	18	7	10	15	25	7
5. Lack of sympathy for teacher	17	14	29	2	12	19	22	9	10	21	31	8
Total											181	

On the whole problems that received more mention were 'lack of interaction (15%) followed by 'partiality in treatment' (10%).

While comparing problems as identified by teachers, in terms of management, 'partiality in treatment'; "delay in action and decision making"; and 'non-recognition of teachers' ability' were found to have been mentioned more frequently by teachers in Government schools than their counterpart in Private schools.

Both male and female teachers identified the problem "lack of interaction" more frequently with a percentage of 15 and 16 respectively. The remaining problems were identified more frequently by male teachers.

Untrained teachers identified 'Lack of interaction' (20%) more often, while it was, non-recognition of teachers' ability in the case of trained teachers (15%).

The problem 'delay in action and decision making' was the only problem identified more frequently by rural teachers (12%) than their urban counterparts, while it was "lack of interaction" (19%) and "partiality in treatment" (10%) in the case of urban teachers.

It was also found that both Naga (15%) and non-Naga (16%) teachers identified the problem of lack of interaction more frequently than the other problems listed. Two other problems identified more frequently by the non-Naga teachers

were "partiality in treatment" (10%), and 'delay in action and decision making" (10%). The Naga teachers were found to have identified 'partiality in treatment' (11%) as the second major problem in dealing with authority. Other problems identified by the Naga teachers were 'non-recognition of teachers' ability' (8%) and 'lack of sympathy for teachers' (8%).

It can be seen that different problems faced in dealing with authority, were mentioned more frequently by non-Nagas, Private school, male, trained and urban teachers than their respective counterparts. However, on the whole, teachers identified problems less frequently in this area.

This finding is found to be in line with that of Sinha (1969) who reported 'lack of encouragement and interest' and 'favarourtism' as some of the sources of dissatisfaction among the teachers.

5.2.5. Dealing with non-Teaching Staff

Teachers identified only three problems in dealing with non-teaching staff. These were analysed in terms of management (1), sex (2), locations (3), professional qualification (4) and community (5). This is presented in Table 5.29.

TABLE 5.29

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS IN
DEALING WITH NON-TEACHING STAFF

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	M	F	U	R	T	UnT	N	NN		
Non-cooperation	42	15	9	48	26	21	22	35	21	36	57	15
Inefficiency	21	14	3	32	18	17	20	15	10	25	35	10
Communication	4	1	5	-	4	1	-	5	2	3	5	1
Total											97	

The problem identified more frequently by teachers of all groups was 'non-cooperation' (15%).

Government teachers identified 'non-cooperation' more frequently (19%) than their counterpart, while it was 'inefficiency' in the case of Private school teachers (10%).

Except 'communication', which was identified by male teachers alone, female teachers identified both 'non-cooperation' (63%) and 'in-efficiency' (42%) more frequently. Rural and trained teachers mentioned problems more frequently than their respective counterparts except 'communication' which neither of them identified.

Both the Naga (11%) and non-Naga (15%) teachers were found to have identified 'non-cooperation' as one of the problems in dealing with non-teaching staff, more frequently than the other two problems listed. 'Inefficiency' on the part of non-teaching staff was the only problem identified more frequently by the non-Naga (10%) teachers. However, Naga teachers identified problems more frequently in this area.

On the whole, very few teachers identified problems in dealing with non-teaching staff.

OUTSIDE SCHOOL INTERACTION

5.2.6. Dealing with Parents and Guardians

Teachers appeared to have identified various problems in dealing with parents and guardians of pupils. The problems identified were grouped into eight on the basis of the responses made by teachers. These were analysed in terms of management (1), community (2), sex (3), professional qualification (4) and location (5). This is presented in Table 5.30.

TABLE 5.30

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
IN DEALING WITH PARENTS AND GUARDIANS

Problems	Teacher Groups										Total	%
	G	P	N	NN'	M	F	T	UnT	U	R		
1. No interaction	8	7	2	13	13	2	2	13	11	4	15	4
2. Not willing to co-operate with teachers	42	21	25	38	49	14	25	38	45	18	63	17
3. Blame teachers for failure of their children	18	17	14	21	29	6	28	7	27	8	35	9
4. Not interested in teachers' welfare	51	33	30	54	64	20	9	75	78	6	84	22
5. Fail to guide their children	70	34	40	64	87	17	42	52	37	67	104	28
6. Find it difficult to communicate	11	15	1	25	22	4	6	20	17	9	26	7
7. Do not appreciate teachers' work	4	11	3	12	14	1	3	12	2	13	15	4
8. Lack sense of responsibility	36	30	24	42	53	13	27	39	48	18	66	19
Total											408	

The problem of 'parents' and guardians' failure to guide their children' (28%) was identified more frequently by almost all the teacher groups than the other problems listed. Other problems

that got more mention were 'not interested in teachers' welfare' (22%) and 'not willing to co-operate with teachers' (17%).

Problems mentioned more frequently by teachers in Government schools than their counterpart were 'not willing to co-operate with teachers' (19%) and 'failure to guide their children' (31.5%) while the problem 'interest of parents in their children's progress but not interested in teachers' welfare' appears to have been identified equally by teachers under both the managements (23%).

Problems identified more frequently by the Naga teachers than their counterparts were 'not willing to co-operate with teachers' (20%) 'not interested in teachers' welfare' (24%); 'blame teacher for the failure of their children' (11%); and 'failure to guide their children' (32%). In the case of the non-Naga teachers 'difficult to communicate' and 'do not appreciate teachers' work' were problems identified more frequently than their Naga counterpart.

Except 'not interested in teachers' welfare' (26%), all other problems were mentioned more frequently (30%) than other problems, while, in the case of the untrained teachers it was 'not interested in teachers' welfare' (53%). The most pressing problem identified more frequently by the trained

teachers than their counterpart, was "parents' failure to guide their children" (31%), while in the case of the untrained teachers it was "not interested in teachers' welfare" (33%).

The problem "not interested in teachers' welfare" was again identified more frequently by urban teachers (30%) than the rural teachers (6%) while "do not appreciate teachers' work" was identified by rural teachers alone (12%). Problem of "fail to guide their children" (35%) was mentioned more frequently than the other problems by rural teachers.

It can be inferred that untrained, urban, male and Private School teachers identified problems dealing with parents and guardians more frequently than their counterparts.

This finding is in line with Samant (1976) who also reported "absence of parents' co-operation" as a source of teachers' problems.

5.2.7. Dealing with Community

Problems identified by respondents in dealing with community were grouped into five. The analysis of these problems was done in terms of management (1), community (2), sex (3), professional training (4) and location (5). This is presented in Table 5.31.

TABLE 5.31PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS IN DEALING WITH COMMUNITY

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
1. Non-cooperation	27	17	13	31	38	6	17	27	33	11	44	12
2. Communication difficulty	13	6	1	18	17	2	3	17	15	4	19	5
3. Lack of sense of responsibility	22	5	12	15	25	2	18	9	17	10	27	7
4. Absence of respect & concern for teachers	9	18	9	18	22	5	25	2	20	7	27	7
5. Ignorance	10	7	4	13	16	1	3	14	14	3	17	5
Total											134	

The problems more frequently identified by teachers were "non-cooperation" (12%), "absence of respect and concern for teachers" (7%) and "lack of sense of responsibility" (7%).

Problems of "communication difficulty" and "lack of sense of responsibility" were mentioned more frequently by teachers in Government schools than their counterpart in Private schools. Government school teachers identified problems of "non-cooperation"

and "lack of sense of responsibility" more frequently than the other problems while in the case of Private school teachers they were "absence of respect and concern for teachers" and "non-cooperation".

It has been revealed that except the problem of "lack of sense of responsibility", other problems listed had been more frequently identified by the non-Naga teachers.

Male and urban teachers were found to have identified problems more frequently than their counterparts in each area listed excepting the problem "lack of sense of responsibility" which was more frequently identified by the rural teachers (9%) than their counterpart in urban schools. Problem of "non-cooperation" was mentioned by all the four groups more frequently than the remaining problems.

It is also noted that problems of "communication difficulty" and "ignorance" (6%) were more frequently mentioned by untrained teachers (7%), while problems particularly "absence of respect and concern for teachers" (18%) and "lack of sense of responsibility" (13%) were much more frequently identified by trained teachers than their counterpart.

Problems in "dealing with community" was found to be more in respect of Private school, non-Naga, male, urban and trained teachers than their counterparts.

The problem of "absence of respect and concern for teachers" on the part of the parents as found in the present study appears similar to the findings of Thakur (1973) who also reported in his study the absence of social recognition of the teaching profession as expressed by the secondary teachers.

5.2.8. Dealing with Teachers and Pupils of Other Schools:

Teachers identified only four different problems in dealing with teachers and pupils of other schools. This was analysed in terms of management (1), sex (2), location (3), professional qualification (4) and community (5). This is presented in Table 5.32.

TABLE 5.32

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS IN DEALING WITH TEACHERS AND PUPILS OF OTHER SCHOOLS

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	M	F	U	R	T	UnT	N	NN		
1. No opportunity	42	34	60	16	50	26	29	47	24	52	76	21
2. Non-cooperation	4	5	6	3	8	1	3	6	4	5	9	2
3. Negative attitude	15	7	20	2	18	4	9	13	11	11	22	6
4. Complexes (superior/ inferior)	13	16	25	4	23	6	8	21	7	22	29	8
Total											136	

It can be seen that the largest percentage of respondents (21) indicated "no opportunity" to interact with teachers and pupils of other schools.

While comparing in terms of management, problem of "no opportunity" was found to be identified by both the groups more frequently than other problems followed by "negative attitude" in the case of Government teachers and "complexes" in the case of Private school teachers.

Both male and female teachers identified "lack of opportunity" and "complexes" more often than other problems listed in dealing with pupils and teachers of other schools.

The problem of 'no opportunity' was identified more frequently by both rural (24%) and urban (19%) school teachers with higher percentage in the case of rural teachers.

Both trained and untrained teachers identified more frequently the problem "no opportunity" to interact with teachers and pupils of other schools. The other problem was more frequently identified by untrained teachers than their counterpart was "complexes" (9%). All other problems were found to have been identified more frequently by untrained teachers.

Greater percentage of the Naga (19%) as well as non-Naga (21%) teachers were found to have identified the

problem of "no opportunity" to interact with teachers and pupils of other schools. The problem of "negative attitude" was identified more frequently by Naga teachers (9%) as compared with their counterpart, while it was "complexes" in the case of non-Nagas.

The analysis of this problem indicates that Government school teachers, male, urban, untrained and non-Naga teachers identified the problems listed more frequently than their counterparts.

This finding is similar to the report of Thakur (1973), Gottfried and Jones (1963) and McLaughlin and Shea (1960), Welsh (1979) who found pupils as one of the sources of teachers' annoyance.

INTERACTION WITH ADMINISTRATIVE OFFICERS:

5.2.9. Dealing with Department Officials:

Problems identified by teachers in dealing with Department officials were clustered under six different statements. This was again analysed in terms of management (1), community (2), sex (3), professional training (4) and location (5). This is presented in Table 5.33.

TABLE 5.33

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
IN DEALING WITH STATE EDUCATION DEPARTMENT
OFFICIALS

Problems	Teacher Groups										Total	%
	G	P	N	NN	M	F	T	UnT	U	R		
1. Lack of genuine interest in teachers' problem	13	2	4	11	11	4	9	6	7	8	15	4
2. Strict formality	41	16	21	36	49	8	14	43	57	-	57	16
3. Slowness in action	12	9	7	14	17	4	15	6	14	7	21	6
4. Political orientation and corruption	6	4	5	5	10	-	10	-	2	8	10	3
5. Superiority complex	6	23	8	21	27	2	6	23	23	6	29	8
6. Favouritism	11	3	1	13	13	1	-	14	14	-	14	4
Total											146	

The largest number of respondents (16%) expressed "strict formality" followed by "superiority complex" (8%) as problems in dealing with department officials.

The problem identified more frequently by Government teachers was "strict formality" (18%) while it was "superiority complex" in the case of Private school teachers (16%). Problems

of "strict formality"; "lack of genuine interest in teachers' problems" and "favouritism" were more frequently identified by teachers in Government schools than their counterpart with a percentage of 18, 6, and 5 respectively.

Naga teachers were found to have identified the problems "slowness in action" and "political orientation and corruption" more frequently than their counterpart. On the other hand, "favouritism", "strict formality" and "superiority complex" were much more frequently identified by non-Naga teachers.

Again, while comparing in terms of sex, the only problem more frequently identified by female teachers than the male counterpart was "lack of genuine interest in teachers' problem" (5%). Both the groups identified "strict formality" more frequently than other problems listed.

Problems of "strict formality" (21%) and "favouritism" (5%) were found to have been identified exclusively by urban teachers. On the other hand, "slowness in action" (13%), "political orientation and corruption" (7%) and "lack of genuine interest in teachers' problems" (7%) were the other problems more frequently identified by rural teachers than their counterpart.

It was also found that the problem "political orientation and corruption" was identified exclusively by

trained teachers while on the other hand, the problem of "favouritism" was identified by untrained teachers alone. Other problems more frequently identified by untrained teachers than their counterpart were "strict formality" (18%) and "superiority complex" (10%).

On the whole, different teacher-groups identifying problems more frequently than their counterparts in dealing with department officials were Government school teachers, non-Nagas, males and urban teachers.

This finding is quite similar to the report of Hansan and Stanley (1969); Butler (1961); Bevar (1969); Sommers (1969); Merrill (1969) who found administration as the principal source of dissatisfaction among teachers.

5.2.10. Dealing with other Government Officials:

The problems identified by teachers under this area were grouped under six statements which were analysed in terms of management (1), community (2), location (3), professional training (4). This analysis is presented in Table 5.34.

TABLE 5.34

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
IN DEALING WITH OTHER GOVERNMENT OFFICIALS

Problems	Teacher Groups								Total	%
	G	P	N	NN	U	R	T	UnT		
1. Superiority complex	22	14	14	22	28	8	13	23	36	10
2. Favourtism	46	25	25	46	60	11	21	50	71	19
3. Corruption	2	6	2	6	2	6	4	4	8	2
4. Inefficiency	10	1	4	7	3	8	4	7	11	3
5. Involvement in party politics	28	33	19	42	47	14	2	59	61	17
6. Negligence	8	1	2	7	8	1	2	7	9	2
Total									196	

The analysis of this problem clearly indicates that teachers found Government officials easily given to "favourtism" (19%) while 17 percent stated their involvement in party politics and thereby creating difficulty in dealing with them. Other problems identified by a small percentage of teachers were "superiority complex", "inefficiency", "corruption" and "negligence."

Teachers in Government schools identified the problem "favourtism" (21%) more frequently while it was "involvement in party politics" in the case of Private school teachers

(30%). Both the groups, identified these two problems more frequently than the other problems listed, while "superiority complex" is identified equally (10%).

"Favouritism" (20%) and "superiority complex" (11%) were more frequently identified by Naga teachers than their counterpart while "involvement in party politics" and "negligence" were more frequently identified by non-Naga teachers.

Again, while analysing in terms of location and training, the problem of "favouritism" was found to have been identified more frequently than other problems by urban (22%) and trained (19%) teachers. Rural and untrained teachers, on the other hand, identified "involvement in party politics" more frequently than other problems with a percentage of 13 and 22 respectively. It was further seen that rural teachers identified problems of "corruption" and "inefficiency" more frequently than urban teachers. Untrained teachers identified problems more frequently than trained teachers.

Teacher groups identifying more problems in this area were urban, untrained, and Private school teachers.

JOB CONDITIONS

5.2.11. Service Conditions:

Problems identified under this heading were classified into six, basing on the responses given by teachers.

This was analysed in terms of management (1), community (2), sex (3), location (4) and training (5). This is presented in Table 5.35.

TABLE 5.35

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
RELATING TO SERVICE CONDITIONS

Problems	Teacher Groups										Total	%
	G	P	N	NN	M	F	U	R	T	UnT		
1. Does not provide adequate facilities	18	8	10	16	26	-	19	7	5	21	26	7
2. Job insecurity	68	92	49	111	125	35	117	43	16	144	160	44
3. Poor pay scale	47	34	33	48	72	9	60	21	18	63	81	22
4. Lack of chances for promotion	20	4	8	16	22	2	17	7	10	14	24	7
5. Frequent transfer	6	-	-	6	6	-	2	4	4	2	6	2
6. Disparity in the service conditions (Govt. & Private schools)	6	13	3	16	17	2	15	4	4	15	19	5
Total											316	

Of those six problems stated by the respondents, the most frequently expressed was "job insecurity" (44%), followed by "poor pay scales" (22%). Teachers of all the comparing groups identified "job insecurity" more frequently followed by "poor pay

scale" than the other problems listed under this heading. "Lack of facilities" and "lack of chances for promotion" were also identified with a percentage of 7 in each case.

"Poor pay scale" (24%), "job insecurity" (64%) were more frequently identified by Private school teachers than their counterpart in Government schools. On the other hand, problems of "inadequate facilities" (8%), "lack of chances for promotion" (9%) and "frequent transfer" (3%) were more frequently identified by Government school teachers than their counterpart.

The local Naga teachers identified "poor scale of pay" (27%) more frequently than the non-Nagas while it was "job insecurity" (46%), "lack of chances for promotion" (7%) and disparity in the service conditions (7%) in the case of non-Naga teachers in this area.

All other problems, listed, were identified more frequently by male teachers excepting the problem of "job insecurity" which was mentioned more often by female teachers with a percentage of 46.

Urban and untrained teachers identified problems more frequently. However, "frequent transfer" was identified more frequently by rural teachers, while it was "lack of chances for promotion" and "frequent transfer" in the case of trained teachers.

Private school teachers, non-Nagas, male, urban and untrained teachers identified problems in each area more frequently than their counterparts.

It can also be noted that "frequent transfer" was exclusively expressed by non-Naga male teachers in Government school while "inadequate facilities" was identified only by male teachers (7%).

A part of this finding is found to be in agreement with Ramaswamy and Paramesan (1973), Bernard and Kulandaivel (1977), Nagpal (1972), Dasgupta (1965) who reported lack of chances for professional advancement, frequent transfer, job insecurity, lack of other facilities and low salaries as identified by secondary school teachers.

5.2.12. Conditions of Work

High school teachers identified various problems relating to the conditions of work. These problems were classified into four. This was then analysed in terms of management (1), community (2), sex (3), professional training (3) and location (4). This is presented in Table 5.36.

TABLE 5.36

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
RELATING TO CONDITIONS OF WORK

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
1. Lack of proper physical facilities	66	39	29	76	87	18	28	77	86	19	105	29
2. Heavy and unequal distribution	70	59	39	90	109	20	35	94	97	32	129	35
3. Lack of academic facilities like teaching aids, library, laboratory etc.	12	16	8	20	25	3	8	20	21	7	28	8
4. Lack of transportation and facilities	3	1	-	4	4	-	1	3	4	-	4	
Total											266	

"Heavy and unequal distribution of work load" (35%) was felt by a large number of respondents followed by "lack of physical facilities" (29%).

While comparing in terms of management, problems of "heavy and unequal distribution of workload" (41%) was more

~~Government~~ frequently identified by Private school teachers than their counterpart. On the other hand, "Lack of physical facilities" was more frequently identified by teachers in Government schools (30%).

It is also seen that non-Naga and male teachers identified problems more frequently than their counterparts. "Lack of transportation facilities" was identified only by non-Naga and male teachers.

It is further found that untrained and urban teachers identified problems under each statement more frequently than their counterparts.

It can be seen that all the different teacher groups identified the problem "heavy and unequal distribution of workload" more frequently than other problems listed.

The finding is found to be in agreement with Paranjape (1970), Ramaswamy and Paramesan (1973), Nagpal (1972), Pal and Ghosh (1967), Singh (1960), Kishanpuri (1977), Dasgupta (1965);, Arora and Chopra (1969) and Thakkar (1977), who had reported in their studies the same problems as identified by teachers.

5.2.13. Living Conditions:

Teachers identified only three problems relating to living conditions. Analysis of the same is done in terms of management (1), community (2), sex (3), professional training

(4) and location (5). This is presented in Table 5.37.

TABLE 5.37

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS
RELATING TO LIVING CONDITIONS

Problems	Teacher Groups										Total	%
	G	P	N	NN	M	F	T	UnT	U	R		
1. Poor living conditions	63	58	35	86	107	14	19	102	85	36	121	33
2. Lack of residential accomodation	74	49	23	90	101	12	49	64	71	42	113	31
3. Poor transport facilities	29	20	8	41	45	4	10	39	29	20	49	13
Total											283	

As indicated in the table, the largest number of respondents have mentioned the problems "poor living conditions (33%) followed "lack of residential accomodation" (31%).

Government school teachers identified the problem "lack of residential accommodation" (33%) more frequently while it was "poor living conditions" in the case of Private school teachers (40%).

Poor living conditions (28%) was more frequently identified by Naga teachers while the non-Naga teachers mentioned "lack of residential accommodation" more frequently" (37%). The

problem "poor transport facilities" was much more frequently identified by the non-local teachers.

Again, it was found that male, rural and untrained teachers identified problems more frequently than their counterparts except the trained teachers who identified the problem "lack of residential accommodation" more frequently (36%) than untrained teachers (27%). The problem "lack of residential accommodation" was more frequently identified by male, rural and trained teachers, while female, urban and untrained teachers identified the problem "poor living conditions" more frequently than the other problems listed.

It can be seen that problems relating to living conditions were more frequently identified by non-Naga, male, untrained, rural and private school teachers.

This finding conforms with NCERT (1972); Singh and Singh (1970), Ramaswamy and Paramesan (1973) who reported poor living conditions and lack of accommodation facilities as problems faced by secondary teachers, though the places of study conducted was different.

ACADEMIC

5.2.14. Academic work:

Teachers' identification of problems relating to academic work was classified into eight and listed, which were

analysed in terms of management (1), location (2), sex (3) and professional training (4) and community (5). This is presented in Table 5.38.

TABLE 5.38

PROBLEMS IDENTIFIED BY DIFFERENT TEACHER GROUPS CONNECTED WITH ACADEMIC WORK

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	U	R	M	F	T	UnT	N	NN		
1. Unsuitable and constant change of syllabus and books	97	59	124	32	130	26	56	100	50	106	156	43
2. Absence of adequate teaching aids	122	68	134	56	152	38	51	139	71	119	190	52
3. Inadequate library	111	71	126	56	146	36	57	125	64	118	182	50
4. Improper allocation of work	18	8	19	7	16	10	9	17	11	15	26	7
5. Inadequate laboratory	6	9	10	5	14	1	7	8	5	10	15	4
6. Ineffective method of teaching & evaluation	6	2	5	3	7	1	5	3	4	4	8	2
7. Unsatisfactory school routine	2	3	4	1	3	2	1	4	-	5	5	1
8. Overcrowded classroom	2	-	1	1	-	-	2	-	-	2	2	1
Total											584	

The analysis of academic problem reveals that the area of problem that got more mention was "absence of adequate teaching aids" (52%) followed by "inadequate and library" (50%) and "unsuitable and constant change of syllabus and books" (43%).

The problem identified most frequently by Government school teachers was "absence of adequate teaching aids (55%) while it was "inadequate library" (49%) in the case of Private school teachers. As for the rest, both the groups identified problems relating to syllabus, teaching aids and library more frequently than those other problems listed.

The only item that was more frequently mentioned by urban teachers is "unsuitable and constant change of syllabus" (47%). A very small percentage of urban teachers identified the problem "unsatisfactory school routine" (7%). Both the groups identified more frequently - the problems relating to syllabus, teaching aids and library.

Identification of problems by both male and female teachers were found to be more frequent in the areas of syllabus, teaching aids and library though the problem "improper allocation of work" (14%) was mentioned more frequently by female teachers than their counterpart.

It was further found that a small percentage of trained teachers identified "ineffective method of teaching and evaluation" (3%). All other problems listed were mentioned more frequently by untrained teachers except the problem of "inadequate laboratory" which was identified more frequently by trained teachers (5%).

On the whole Government, Non-Naga, rural and untrained teachers identified problems in this area more frequently than their counterparts.

Problems that were identified more frequently by both non-Naga and Naga teachers were "absence of adequate teaching aids" and "unsuitable and constant change of syllabus and books" with a percentage of 52 and 57 (Naga) and 49 (non-Naga) in each item. Problems that was more frequently identified by non-Nagas than their counterpart was "unsuitable and constant change of syllabus and books (43%).

This finding is quite similar to the findings of Ramaswamy and Paramesan (1973), Thakur (1973), Sudha et al. (1980) and Singh and Singh (1970) who reported lack of library facilities and teaching aids.

PERSONAL:

5.2.15. Personal Problems:

High school teachers identified nine different personal problems. This was analysed in terms of management (1),

community (2), sex (3), professional training (4) and location (5). This is presented in Table 5.39.

TABLE 5.39

PROBLEMS RELATING TO PERSONAL LIFE AS IDENTIFIED BY DIFFERENT TEACHER GROUPS.

Problems	Teacher Groups										Total	%	
	(1)		N	(2)		(3)		(4)		(5)			
	G	P		NN	M	F	T	UnT	U	R			
1. Children's education	21	6	7	20	23	4	17	10	19	8	27	7	
2. Children's employment	6	6	5	7	8	4	2	10	9	3	12	3	
3. Inadequate income	55	41	37	59	73	23	22	74	75	21	96	26	
4. Feeling of insecurity	17	14	10	21	23	8	6	25	20	11	31	8	
5. No career prospects	28	17	16	29	34	11	9	36	33	12	45	12	
6. Difficulty to adjust	3	11	1	13	12	2	8	6	9	5	14	4	
7. Lack of Residential accomodation	62	20	18	64	74	8	28	54	59	23	82	22	
8. Separation from family due to frequent transfer	8	3	3	8	10	1	2	9	10	1	11	3	
9. Frustration	13	11	8	16	18	6	8	16	17	7	24	7	
											342		

"Inadequate income" was mentioned by a large number of teachers (26%) as personal problems with "poor residential accommodation" (22%) coming next. "No career prospects" (12%) was also identified.

The problem of "inadequate income" was more frequently identified by Private teachers (28%). Problems identified by Government teachers more frequently than their counterpart in Private schools were "children's education" (9%), "no career prospects" (13%), "residential accommodation" (28%) and "separation from family due to frequent transfer (4%).

It was also found that female teachers identified the problem "inadequate income" more frequently (30%) than other problems. The same was found in the case of untrained (32%), urban (27%) and Naga (30%) teachers. Male teachers identified "inadequate income" (25%) and "residential accommodation" (25%) more frequently.

All other problems except "children's employment" (4%) and "inadequate income" (25%) were more frequently identified by non-Naga teachers. Again, two problems more frequently identified by rural teachers than their counterpart were "feeling of insecurity" (10%) and "difficulty to adjust" (5%). Problems identified by trained teachers more frequently than untrained teachers were "children's education" (12%) and "no career prospects" (7%).

It was seen that male, untrained, urban, non-Naga and Private school teachers identified more problems relating to personal life.

This finding appears to be in the line of the findings of Nagpal (1972) and Kulandaivelu(1969) who reported transfer of teachers to places against their wish as a source of annoyance of teachers. Aaron et al. (1969) and Sukhwal (1977) too reported existence of personal problems as faced by teachers.

FINANCIAL:

5.2.16. Financial Problems:

Teachers identified four different problems relating to their financial position which was analysed in terms of management (1), community (2), sex (3), and professional training (4), and location (5). This is presented in Table 5.40.

TABLE 5.40

PROBLEMS RELATING TO FINANCIAL POSITION AS IDENTIFIED
BY DIFFERENT TEACHER GROUPS

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
1. Absence of any supplementary income	18	12	5	25	28	2	10	20	27	3	30	8
2. Lack of financial help from Government	15	19	7	27	29	5	7	27	22	12	34	9
3. Low pay	148	101	80	169	195	54	76	173	184	65	249	68
4. High cost of living	31	11	12	30	33	9	23	19	30	12	42	11
Total											355	

A large number (68%) of the respondents were found to have mentioned the problem of "low pay" followed by "high cost of living" (11%).

Teachers of all the comparing groups mentioned the problem "low pay" more frequently than other problems listed, though difference was found in frequency.

Teacher groups identifying problems more frequently than their counterparts in almost all the areas of problem were non-Naga, Private, untrained, urban and male teachers excepting the problem of "high cost of living" which was identified more frequently by the

trained (7%) and Government school teachers (14%) than their counterparts. The only item identified more frequently by rural teachers than the urban counterpart was "lack of financial help from Government (11.7%)". "Low scale of pay" and "high cost of living" were mentioned by female teachers more frequently than male teachers with a percentage of 71 and 12 respectively.

Problem of "absence of supplementary income" was identified by both Government and Private school teachers equally (8%), while "high cost of living" was identified equally (11%) by both urban and rural teachers.

This finding is observed to be similar to what is indicated in the findings of Singh and Bhatnagar (1966), Pal and Ghosh (1967), Arora and Chopra (1969), NCERT (1972) and Ramaswamy and Paramesan (1973) who reported poor pay as a source of problem as identified by teachers.

EXTRA CURRICULAR ACTIVITIES:

5.2.17. Extra-curricular Activities:

Perception of problems relating to extra curricular activities as mentioned by teachers, were categorised into seven and presented in Table 5.41.

TABLE 5.41

PROBLEMS RELATING TO EXTRA-CURRICULAR
ACTIVITIES

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
1. Absence of proper organization	59	39	33	65	83	15	31	67	72	26	98	27
2. Lack of facilities	56	41	39	58	81	16	33	64	59	38	97	27
3. Lack of interest among pupils	17	5	7	15	17	5	12	10	9	13	22	6
4. Dearth of trained teachers	24	11	15	20	29	6	13	22	20	15	35	10
5. Lack of interest among teachers	4	2	2	4	4	2	5	1	4	2	6	2
6. Lack of co-operation from parents	1	2	-	3	3	-	3	2	2	1	3	1
7. Absence of vocation oriented activities	-	5	-	5	3	2	-	5	3	2	5	1
Total											266	

Problems that got more mention in this area were "absence of proper organisation" (27%) and "lack of facilities" (27%) with

"dearth of trained teachers" (10%) being the second.

While comparing management wise, Private school teachers were found to have made more mention of the problems listed, except the problems of "lack of interest among pupils" (8%) and "dearth of trained teachers" (11%) and "lack of interest among teachers" (2%), which were mentioned more frequently by teachers in Government schools. Both the groups identified the problem "absence of proper organisation" equally (27%).

Naga teachers identified the problem "lack of facilities" (31%) and "dearth of trained teachers" (12%) more frequently than their counterpart. Problem of "lack of co-operation" and "absence of vocation oriented activities" were mentioned only by non-Naga teachers with a small percentage of 1 and 2. Absence of proper organisation was identified by both the groups equally (27%).

It was found that both male and female teachers identified the problems of "no proper organisation" and "lack of facilities" with a percentage of 29, 27 (male) and 20 and 21 (female) respectively.

Trained teachers identified the problems of "lack of interest among the pupils" and "lack of interest among the teachers" more frequently than untrained teachers with a percentage of 9 and 4. The problem of "dearth of trained

teachers" was identified by both the groups equally (9%).

Problems more frequently mentioned by rural teachers than their counterpart were "lack of facilities" (36%), "lack of interest among pupils" (12%) and "dearth of trained teachers" (14%) while it was "absence of proper organisation" (25%) in the case of urban teachers. The remaining other problems were identified equally by both the groups.

It was seen that Naga, male, untrained, rural and Private school teachers identified problems in extra-curricular activities more frequently than their counterparts.

This finding agrees with the report made by Singh (1960) and Samant (1976) who also found lack of facilities and interest among the participants.

POLITICAL:

5.2.18. Problems of Political Nature:

Problems of political nature as expressed by High School teachers were also grouped into four, which were analysed in terms of management, community, sex, professional training and location. It is then presented in Table 5.42.

TABLE 5.42

PROBLEMS OF POLITICAL NATURE

Problems	Teacher Groups										Total	%
	(1)		(2)		(3)		(4)		(5)			
	G	P	N	NN	M	F	T	UnT	U	R		
1. Political appointment of teachers	27	25	21	31	45	7	18	34	36	16	52	14
2. Interference in work by politicians	41	14	31	24	48	7	28	27	28	27	55	15
3. Misuse of pupils by politicians	-	16	2	14	12	4	3	13	12	4	16	4
4. Restrictions imposed for political reasons	23	36	19	40	48	11	20	39	33	26	59	16
Total											182	

The analysis indicates that the largest number of respondents (16%) identified the problem "misuse of pupils, by politicians" hampering their academic work. "Interference by politicians in professional work" like transfer, demotion and partial promotion were also mentioned by 15 percent of teachers. Problem of "political appointment of unqualified teachers degrading the professional status was also mentioned by 14 percent of teachers, particularly by Naga, Private and rural teachers.

Teacher groups identifying the problems of "interference in work by politicians" more frequently than their counterparts were Naga (25%), rural (20%), trained (20%) and Government school (19%) teachers. Again, Private school, non-Naga, untrained, male and female teachers identified "misuse of pupils by politicians" more frequently than those other problems listed. It was also seen that the problem "restriction imposed for political reasons" (25%) was mentioned only by Private school teachers.

Naga, rural, male and teachers of Private schools identified problems more frequently than their counterparts.

Such problems of political nature was reported by Jackson (1978) who stated falling of teachers' status as a result of interference of politicians in communist China. It also agrees with Arora and Chopra (1969) who reported teachers' interaction problem with authority due to interference by politicians in school administration and examination work.

5.3.1. Measures for the Improvement of High School Education in Nagaland as Suggested by High School Teachers:

Considering the important role that the teachers play in the development of education in the State, teachers were asked to give suggestions for the improvement of High School Education in Nagaland. The suggestions thus made were

grouped under eleven major headings. Detailed areas of suggestions made under each major heading are listed as follows:

i) Improvement of Primary Education:

Appointing qualified teachers and giving proper training and introduction of school complex.

ii) Enrolment Control:

Strict maintenance of teacher-pupil ratio; admission of pupils on the basis of merit and discouraging frequent transfer of schools by the pupils.

iii) Curriculum Improvement:

Construction of curriculum relevant to life; uniform syllabus and timely distribution of text books; more emphasis on teaching of Science and Mathematics and introduction of English as a medium of instruction at primary level.

iv) Provision of Facilities:

Adequate accommodation arrangement; well equipped library and laboratories with trained hands; medical care for both pupils and teachers and proper utilisation of school properties and funds.

v) Measures of Pupils' Welfare:

Proper guidance and organisation of extra-curricular activities; organisation of exhibition on academic subjects,

viz., Science, Geography, etc. and hostel facilities.

vi) Institutional Improvement:

Establishment of schools on the basis of proper survey and planning; restriction on the growth of Private schools and its recognition and financial aids in the form of grants.

vii) Better System of Evaluation:

Better tools for evaluation; regular evaluation of pupils' work; stricter promotion; question setting and evaluation of external examination to be done by regular teachers.

viii) Better Administration and Supervision:

Delegation of powers; systematic and regular supervision by trained personnel and proper feedback.

ix) Effective Play of Teachers' Role:

Teachers' interaction in and outside school and non-involvement in political party activities.

x) Stricter Appointment of Teachers and Training:

The major suggestions received in this area were appointment of qualified; trained and talented teachers with genuine interest and good moral character, selection of teachers on the basis of merit and actual needs; avoidance of

appointment on political reasons and ample opportunity for professional training.

xi) Better Service Conditions:

Job security with better pay; provisions for selection grade; promotion on seniority basis; abolition of transfer and appointment of teachers on political reason; accordance of status; due recognition of teachers' ability and work.

The analysis of the measures suggested by High School teachers for the improvement of High School Education was done by finding out the total frequency of teachers under each major heading listed. This is then presented in terms of percentage in each case and given in Table 5.43.

TABLE 5.43

MEASURES FOR THE IMPROVEMENT OF HIGH SCHOOL EDUCATION
IN NAGALAND AS SUGGESTED BY HIGH SCHOOL TEACHERS

Suggestions	Total	Percentage
Improvement of Primary Education	66	18
Enrolment Control	47	13
Curriculum Improvement	103	28
Provision of Facilities	138	38
Measures of Pupils' welfare	119	33
Institutional Improvement	30	8
Better System of Evaluation	153	42
Better Administration and Supervision	97	27
Effective Play of Teachers' Role	110	30
Stricter appointment of Teachers and Training	296	81
Better Service Conditions	154	42

High School teachers in Nagaland (366) mentioned "stricter appointment of teachers and training them" (81%) as the most important measure in improving High School Education in Nagaland. The other suggestions made by a larger number of teachers were "better service conditions (42%), "better system of evaluation" (42%), adequate facilities" (38%) and "measures for pupils' welfare" (33%).

"Institutional improvement" and "enrolment control" were mentioned only by a small number of teachers, the percentages being 8 and 13 respectively.

It may be noted that High School teachers in Nagaland seem to consider factors that are directly related to them particularly their service conditions and ~~their~~ professional training^{to} have an influence on the improvement of High School education in Nagaland.

5.3.2. Analysis of Teachers' Agreement with the Measures Listed for the Improvement of Teachers' Performance:

This part deals with the analysis of teachers' degree of agreement with the ten measures listed for the improvement of teachers' performance. Analysis of this was done in terms of the total respondent, management of schools; community, sex, location of schools and professional training. Thus, there were altogether six different analyses

with percentages worked out for each degree of agreement with each measure as indicated by each comparing group. These are presented in their own respective tables.

It is to be noted that the teacher respondents to this were those covered by Attitude Scale (N = 306). The checklist was administered along with the Attitude Scale to those Sample Schools Selected. Hence, the analyses of the different teacher groups were done on the basis of 306 respondents. The total frequency of teachers in each different degree of agreement was counted and presented with percentage worked out in each case.

5.3.2.1. Agreement of the Total Respondents with the Measures Listed for the Improvement of Teachers' Performance:

Teachers' agreement with the ten measures listed for the improvement of teachers' performance was done in respect of the total respondents. The number of teachers indicating different degrees of agreement with each measure was worked out in each case. This was done for each measure listed and presented in terms of percentage in Table 5.44.

TABLE 5.44

DEGREE OF AGREEMENT OF TOTAL RESPONDENTS WITH THE
MEASURES LISTED FOR THE IMPROVEMENT OF TEACHERS'
PERFORMANCE

Measures	Effective	Undecided	Not at all
1. Adequate teaching aids	286 93%	5 2%	15 5%
2. Better supervision of teaching	271 89%	19 6%	16 5%
3. Lighter workload	280 91%	9 3%	17 5%
4. Better mastery of the subject	293 95%	11 3%	2 1%
5. Teaching the subject of interest	297 97%	5 2%	4 1%
6. Knowledge of psychology	296 97%	8 3%	2 1%
7. Proper assessment of work	293 95%	10 3%	3 1%
8. In-service Training	286 93%	10 3%	10 3%
9. Proper Feed-back	274 89%	18 6%	14 5%
10. Better professional preparation	290 95%	12 4%	4 1%

On the whole, more than 80 percent teachers considered each of the ten measures listed as effective for the improvement of teachers' performance. However, the measures that were considered effective by the highest percentage of teachers were "teaching the subject of interest" (97%) and "knowledge of psychology" (97%).

Only a negligible percentage of teachers perceived the measures listed as 'not at all effective' while a very small percentage of teachers were found undecided.

5.3.2.2. Degree of Agreement of the Government and Private School Teachers:

Teachers' agreement (effective, undecided and not at all) with each of the ten measures listed were analysed in terms of management and presented in terms of percentage in each case. This is shown in Table 5.45.

TABLE 5.45

DEGREE OF AGREEMENT OF THE GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Measures	Degree of Agreement					
	Government			Private		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Adequate teaching aids	179 95%	3 1%	7 4%	107 91%	2 2%	8 7%
2. Better supervision of teaching	168 89%	9 5%	12 6%	103 88%	10 8%	4 3%
3. Lighter workload	177 94%	5 3%	7 4%	103 88%	4 3%	10 8%
4. Better mastery of the subject	182 96%	7 4%	- -	111 95%	4 3%	2 2%
5. Teaching the subject of interest	183 97%	3 1%	3 1%	114 97%	2 2%	1 1%
6. Knowledge of psychology	185 98%	4 2%	- -	111 95%	4 3%	2 2%
7. Proper Assessment of work	185 98%	2 1%	2 1%	108 92%	8 7%	1 1%
8. In-service Training	181 96%	3 1%	5 3%	105 90%	7 6%	5 4%
9. Proper Feedback	170 90%	12 6%	7 4%	104 89%	6 5%	7 6%
10. Better Professional preparation	183 97%	5 3%	1 -	107 91%	7 6%	3 3%

It can be seen that teachers of Government schools consider "proper assessment of work" and "knowledge of psychology" as the most effective measures for the improvement of teachers' performance with an equal percentage of 98. Almost the same percentage of teachers (97) consider "teaching the subject of interest" and "better professional preparation" as effective measures. The highest percentage of Government school teachers (6%) were 'undecided' as regards the measure "proper feed-back", while 'better supervision of teaching' was considered by the same percentage of teachers as not at all effective for the improvement of teachers' performance.

As regards Private school teachers, the highest percentage (97) considered "teaching the subject of interest" as effective for the improvement of teachers' performance followed by "knowledge of psychology" (95%) and "better mastery of the subject" (95%). Highest percentage of Private school teachers were undecided as regards "better supervision of teaching" (8%) as an effective measure for the improvement of teachers' teaching performance closely followed by "proper assessment of work" (7%), "in-service training" (6%) and proper professional preparation" (6%). Measures considered not at all effective by the largest number of Private school teachers were "lighter work-load" (8%), "adequate teaching aids" (7%) and "proper feed-back" (6%).

5.3.2.3. Degree of Agreement of Male and Female Teachers with regard to Measures for the Improvement of Teachers' Performance:

Agreement of the respondents with all the measures listed for the improvement of teachers' performance was analysed in terms of sex and the of agreement. This is presented in terms of percentage in Table 5.46.

TABLE 5.46

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE IMPROVEMENT OF TEACHERS' PERFORMANCE BY SEX

Measures	Degree of Agreement					
	Male			Female		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Adequate teaching aids	207 93%	4 2%	11 5%	79 94%	1 1%	4 5%
2. Better supervision of teaching	196 88%	14 6%	12 5%	75 89%	5 6%	4 5%
3. Lighter workload	205 92%	6 3%	11 5%	75 89%	3 4%	6 7%
4. Better mastery of the subject	212 95%	8 4%	2 1%	81 96%	3 4%	- -
5. Teaching the subject of interest	214 96%	5 2%	3 1%	83 99%	- -	1 1%
6. Knowledge of psychology	215 97%	6 3%	1 1%	81 96%	2 2%	1 1%
7. Proper assessment of work	215 97%	5 2%	2 1%	78 93%	5 6%	1 1%
8. In-service training	203 91%	10 5%	9 4%	83 99%	- -	1 1%
9. Proper feed-back	196 88%	17 16%	9 4%	78 93%	1 1%	5 6%
10. Better professionalisation	211 95%	8 4%	3 1%	79 94%	4 5%	1 1%

The analysis of teachers agreement with the measures listed for the improvement of teachers' performance clearly showed that the highest percentage of male teachers were in agreement with the measures "knowledge of psychology" and "proper assessment of work" as effective for the improvement of teachers' performance. On the other hand, 99 percent of the female teachers considered "teaching the subject of interest" and "in-service training" as effective measures for the improvement of teachers' performance.

As regards the degree of agreement 'undecided', the highest number of male teachers (12%) indicated this degree in the measure "proper feed-back", while in the case of female teachers the measures indicated were "better supervision" and "proper assessment of work" with a percentage of 6 in each.

All the measures were perceived "not at all effective" by a small percentage (5%) in each case by male teachers, while the highest number (7%) of female teachers indicated "proper assessment of work" as being not at all effective towards the improvement of teachers' performance.

It can be inferred that more than 80% percent of both sexes agreed with the measures listed as effective for the improvement of teachers' performance.

5.3.2.4. Degree of Agreement of Trained and Untrained Teachers with regard to Measures for the Improvement of Teachers' Performance:

Teachers' degree of agreement with the ten measures listed for the improvement of teachers' performance was analysed in terms of professional training. This is expressed in terms of percentage and presented in Table 5.47.

TABLE 5.47

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE IMPROVEMENT OF TEACHERS' PERFORMANCE BY PROFESSIONAL TRAINING

Measures	Degree of Agreement					
	Effective	Trained Undecided	Not at all	Effective	Untrained Undecided	Not at all
1. Adequate teaching aids	98 95%	- -	5 5%	188 93%	5 2%	10 5%
2. Better supervision of teaching	95% 92%	3 3%	5 5%	176 87%	16 78%	11 5%
3. Lighter work-load	94 91%	5 5%	4 4%	186 92%	4 2%	13 6%
4. Better mastery of the subject	101 98%	2 2%	- -	192 95%	9 4%	2 1%
5. Teaching the subject of interest	101 98%	1 1%	1 1%	196 97%	4 2%	3 1%
6. Knowledge of psychology	100 97%	2 2%	1 1%	196 97%	6 3%	1 -
7. Proper assessment of work	101 98%	2 2%	- -	192 95%	8 4%	3 1%
8. In-service Training	99 96%	1 1%	3 3%	187 92%	9 4%	7 3%
9. Proper feed-back	93 90%	5 5%	5 5%	171 84%	23 11%	9 4%
10. Better Professionalisation	101 98%	2 2%	- -	189 93%	10 5%	4 2%

The largest number of trained teachers agreed with the measures "better mastery of the subject", "teaching the subject of interest", "proper assessment of work" and "better professionalisation" as effective measures for the improvement of teachers' performance, with the percentage of 98 in each case. On the other hand, it was "teaching the subject of interest" and "knowledge of psychology" in respect of untrained teachers with a percentage of 97 which is highest.

A very small percentage of trained teachers were undecided about the effectiveness of the ten measures listed with not more than five percent in each case. The same was seen with the degree of agreement "not at all". It was slightly more in respect of untrained teachers, who were undecided about the measures "proper feed-back" (11%) and "better supervision" (8%), while six percent considered "lighter work-load" not at all effective for the improvement of teachers' performance.

Taking both trained and untrained teachers together, the highest percentage (97%) of teachers considered the measure "teaching the subject of interest" and "knowledge of psychology" as effective, closely followed by the measures "better mastery of the subject" (96%), and proper assessment of work" (96%), for the improvement of teachers' performance. The measures that received the degree of agreement "undecided" more

than the rest were "proper feed-back" (9%) and "better supervision" (6%). The largest number of teachers indicating "not at all" was for the measures "proper feed-back" (5%), "adequate teaching aids" (5%), "better supervision" and "lighter work load" (6%).

5.3.2.5. Degree of Agreement of Naga and Non-Naga Teachers with regard to Measures for the Improvement of Teachers' Performance:

Teachers' degree of agreement with the ten measures listed for the improvement of teachers' performance was analysed communitywise (Naga, Non-Naga) and presented in Table 5.48.

TABLE 5.48:

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE IMPROVEMENT OF TEACHERS' PERFORMANCE BY MANAGEMENT

Measures	Degree of Agreement					
	Naga			Non-Naga		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Adequate teaching aids	110 92%	- -	10 8%	176 95%	5 3%	5 3%
2. Better supervision of teaching	101 84%	11 9%	8 7%	170 91%	8 4%	8 5%
3. Lighter workload	103 86%	6 5%	11 9%	177 95%	3 2%	6 3%
4. Better mastery of the subject	115 96%	5 4%	- -	178 96%	6 3%	2 1%
5. Teaching the subject of interest	116 97%	1 1%	3 2%	181 97%	4 2%	1 1%
6. Knowledge of psychology	117 97%	3 3%	- -	179 96%	5 3%	2 1%
7. Proper assessment of work	115 96%	2 2%	3 2%	178 96%	8 4%	- -
8. In-service training	113 94%	3 3%	4 3%	173 93%	7 4%	6 3%
9. Proper feed-back	110 92%	4 3%	6 5%	154 83%	24 13%	8 4%
10. Better Professionalisation	115 96%	5 4%	- -	175 94%	7 4%	4 2%

"Knowledge of psychology" and "teaching the subject of interest" were agreed upon as effective measures for the improvement of Teachers' performance by the highest percentage of Naga teachers (97%). Equal percentage of non-Naga teachers (97%) considered "teaching the subject of interest" as an effective measure.

It can also be seen that the largest number of Naga teachers were 'undecided' about the measure "better supervision of teaching" (9%), while "lighter workload" (9%) was considered "not at all effective" for the improvement of teachers' performance.

The highest percentage of non-Naga teachers (13%) were undecided on the measure "proper feed-back" as being effective, while a small percentage of the same group considered all the measures listed as not at all effective for the improvement of teachers' performance except "proper feed-back".

5.3.2.6. Degree of Agreement of Urban and Rural Teachers with Measures for the Improvement of Teachers' Performance:

Teachers' agreement with the ten measures listed for the improvement of teachers' performance was analysed in terms of locality of school (that is, teachers teaching in schools located in urban and rural areas) and the degree of agreement. This analysis is presented in terms of percentage in both the cases, and is shown in Table 5.4⁹.

TABLE 5.49

DEGREE OF AGREEMENT WITH THE MEASURES FOR THE IMPROVEMENT OF
TEACHERS' PERFORMANCE BY LOCALITY OF SCHOOL

Measures	Degree of Agreement					
	Urban			Rural		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Adequate teaching aids.	222 93%	5 2%	13 5%	64 97%	-	2 3%
2. Better supervision of teaching	210 88%	16 7%	14 6%	61 92%	3 5%	2 3%
3. Lighter workload	220 91%	6 3%	14 6%	60 91%	3 5%	3 5%
4. Better mastery of the subject	228 95%	10 4%	2 1%	65 98%	1 2%	-
5. Teaching the subject of interest	233 97%	4 2%	3 1%	64 97%	1 2%	1 2%
6. Knowledge of psychology	231 96%	7 3%	2 1%	65 98%	1 2%	-
7. Proper assessment of work	228 95%	9 4%	3 1%	65 98%	1 2%	-
8. In-service training	223 93%	10 4%	7 3%	63 95%	-	3 5%
9. Proper Feed-back	205 85%	23 9%	12 5%	59 89%	5 8%	2 3%
10. Better Professionalisation	226 94%	10 4%	4 2%	64 97%	2 3%	-

Highest percentage of urban teachers (96), considered "teaching the subject of interest" as an effective measure for the improvement of teachers' performance, closely followed by "knowledge of psychology" (96). On the other hand, measures such as "better mastery of the subject", "knowledge of psychology" and proper

assessment" were considered effective by the rural teachers with the highest percentage of 98 in each case. The second largest number of teachers (97%) considered the measures "adequate teaching aids", "teaching the subject of interest" and "better professionalisation" effective for the improvement of teachers' performance.

The largest number of urban teachers (9%) indicating 'undecided' was for the measure "proper feed-back" with "better supervision of teaching" being the next (7%), while it was "proper feed-back" in respect of rural teachers (8%).

A small percentage of urban teachers as well as rural teachers considered measures such as "adequate teaching aids", "better supervision of teaching", "lighter workload", "in-service training" and "proper feed-back" as not at all effective for the improvement of teachers' performance.

5.3.3. Analysis of Teachers' Degree of Agreement with the Measures listed for the Improvement of Teachers' Status:

High School teachers were again asked to indicate their degree of agreement with the eight measures listed for the improvement of teachers' status. Teachers degree of agreement ('effective', 'undecided', 'not at all') with each measure listed was first counted and analysed in terms of the total respondents, management, community, sex, location of school and professional training. Analysis of each

comparing group in each degree of agreement and measure was done separately for the reason of clarity and presented in respective percentage.

It may be noted that percentage in respect of each teacher group under each degree of agreement was done on the basis of the total number of teachers in each comparing group.

5.3.3.1. Degree of Agreement of the total Respondents with the measures listed for the Improvement of Teachers' Status:

Analysis of teachers' degree of agreement with the eight measures listed for the improvement of teachers' status was done in respect of the total respondent (306). The result is worked out in terms of percentage in each case and presented in Table 5.50

TABLE 5.50

DEGREE OF AGREEMENT OF TOTAL RESPONDENTS WITH THE MEASURES LISTED FOR THE IMPROVEMENT OF TEACHERS' STATUS

Measures	Total Respondents		
	Effective	Undecided	Not at all
1. Improvement of emoluments	286 (93%)	13 (4%)	7 (2%)
2. Raising the academic qualification	290 (95%)	4 (1%)	12 (4%)
3. Greater Professionalisation	258 (84%)	34 (11%)	14 (5%)
4. Improving the Service Conditions	290 (95%)	12 (4%)	4 (1%)
5. Stricter Selection of Teachers	285 (93%)	9 (3%)	12 (4%)
6. Providing better facilities for life and work	293 (96%)	5 (2%)	8 (3%)
7. Accordance of status to teachers	268 (88%)	26 (8%)	12 (4%)
8. Greater freedom in work	264 (86%)	22 (7%)	20 (6%)

The highest percentage of teacher respondents (96) perceived "providing better facilities for life and work" as an effective measure for the improvement of teachers' performance followed by "raising the academic qualification" and "improving the service conditions" with a percentage of ninety five (95) in each case.

The measure that was perceived "not at all effective" by the highest percentage of the respondents was "greater freedom of work (6%), while 11 percent was undecided about the measure "greater professionalisation".

It can be noted that all the measures listed for the improvement of teachers' status were perceived as effective by more than 80 percent of the teacher respondents.

5.3.2.2. Degree of Agreement of Government and Private School Teachers with the Measures listed for the Improvement of Teachers' Status:

Teachers' degree of agreement with the measures listed for the improvement of their status was analysed in terms of community. This is presented in Table 5.51.

TABLE 5.51

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE
IMPROVEMENT OF TEACHERS' STATUS BY MANAGEMENT

Measures	Degree of Agreement					
	Government			Private		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Improvement of emoluments	178 (94%)	7 (4%)	4 (2%)	108 (92%)	6 (5%)	3 (3%)
2. Raising the academic qualification	181 (96%)	1 -	7 (4%)	109 (93%)	3 (3%)	5 (4%)
3. Greater Professionalisation	169 (89%)	17 (9%)	3 (2%)	89 (76%)	17 (14%)	11 (9%)
4. Improving the Service Conditions	183 (97%)	2 (1%)	4 (2%)	107 (91%)	10 (8%)	- -
5. Stricter selection of teachers	177 (94%)	4 (2%)	8 (4%)	108 (92%)	5 (4%)	4 (3%)
6. Providing better facilities for life and work	180 (95%)	3 (2%)	6 (3%)	113 (97%)	2 (1.70%)	2 (1.70%)
7. Accordance of status to teachers	170 (90%)	11 (6%)	8 (4%)	98 (84%)	15 (13%)	4 (3%)
8. Greater freedom in work	162 (86%)	17 (9%)	10 (5%)	102 (87%)	5 (4%)	10 (8%)

Measures considered effective by higher percentage of Government teachers were "improving the service condition" (97%) and "raising the academic qualification" (96%). Highest percentage of Private School (97%) agreed with "providing better facilities for life and work" as effective for improvement of teachers' status with the measure "raising the academic standard" being the next (93%). "Greater professionalisation" was considered effective by the lowest percentage of Private teachers (76%), while it was "greater freedom

in work" in respect of Government school teachers (86%).

Measures considered not at all effective by the highest percentage of Private school teachers are "greater professionalisation" (9%) and "greater freedom in work" (9%). In the case of the Government high school teachers it is "greater freedom in work" (5%).

5.3.3.3. Degree of Agreement of Naga and Non-Naga Teachers with the Measures listed for the Improvement of Teachers' Status

Measures listed for the improvement of teachers' status which have been marked by the teachers in accordance with their degree of agreement was analysed in terms of community. This is presented in Table 5.52 with frequency and percentage of teachers worked out for each measure listed, communitywise (Naga, Non-Naga).

TABLE 5.52

DEGREE OF AGREEMENT WITH THE MEASURE LISTED FOR THE
IMPROVEMENT OF TEACHERS' STATUS BY COMMUNITY

Measures	Degree of Agreement					
	NAGA			NON-NAGA		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Improvement of emoluments	114 (95%)	3 (2.5%)	3 (2.5%)	172 (92%)	10 (5%)	4 (3%)
2. Raising the academic qualification	119 (99%)	-	1 (1%)	171 (92%)	4 (2%)	11 (6%)
3. Greater Professionalisation	107 (89%)	11 (9%)	2 (2%)	151 (81%)	23 (12%)	12 (6%)
4. Improving the Service conditions	115 (96%)	3 (2%)	2 (2%)	175 (94%)	9 (5%)	2 (1%)
5. Stricter selection of teachers	108 (90%)	3 (2%)	9 (7.5%)	177 (95%)	6 (3%)	3 (2%)
6. Providing better facilities for life and work	114 (95%)	2 (2%)	4 (3%)	179 (96%)	3 (2%)	4 (2%)
7. Accordance of status to teachers.	104 (87%)	10 (8%)	6 (5%)	164 (88%)	16 (9%)	6 (3%)
8. Greater freedom in work	105 (87%)	7 (6%)	8 (7%)	159 (85%)	15 (8%)	12 (6%)

The highest percentage (99%) of Naga teachers considered "raising the academic qualification" as effective for the improvement of teachers' status, while it was "providing better facilities" for life and work in respect of non-Naga (96%). Other measures considered effective by larger number of local teachers were "improvement of emoluments" (95%), "improving the service condition" (96%) and "providing better facilities for life and work" (95%).

Highest percentage of ^{Naga} teachers marking 'undecided' was for the measures "greater freedom of work" (9%) and "accordance of status to teachers" (8%), while it was "greater professionalisation" (12%) and "accordance of status to teachers" (9%) in the case of non-Naga teachers.

Measures considered "not at all effective" for the improvement of teachers' status by Naga teachers were "stricter selection of teachers" (8%) and "greater freedom of work" (7%). On the otherhand, non-Naga teachers considered "greater freedom in work", and "greater professionalisation", as not at all effective for the improvement of teachers' status with a percentage of seven (7%) in each case which is highest.

5.3.3.4. Degree of Agreement of Male and Female Teachers with the Measures listed for the Improvement of Teachers' Status

Responses given by teachers with regards to measures listed for the improvement of teachers' status have been analysed in terms of sex. This is presented in terms of frequency and percentage of teachers for each statement and each degree of agreement as shown in Table 5.53.

TABLE 5.53

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE
IMPROVEMENT OF TEACHERS' STATUS BY SEX

Measures	Degree of Agreement					
	Male			Female		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Improvement of emoluments	206 (93%)	11 (5%)	5 (2%)	80 (95%)	2 (2%)	2 (2%)
2. Raising the academic qualification	209 (94%)	4 (2%)	9 (4%)	81 (96%)	-	3 (3%)
3. Greater professionalisation	180 (81%)	31 (14%)	11 (5%)	78 (93%)	3 (3%)	3 (3%)
4. Improving the service condition	211 (95%)	10 (5%)	1 -	79 (94%)	2 (2%)	3 (3%)
5. Stricter selection of teachers	211 (95%)	7 (3%)	4 (2%)	74 (88%)	2 (2%)	8 (10%)
6. Providing better facilities for life and work	214 (96%)	4 (2%)	4 (2%)	79 (94%)	1 (1%)	4 (5%)
7. Accordance of status to teachers	195 (88%)	18 (8%)	9 (4%)	73 (87%)	8 (10%)	3 (3%)
8. Greater freedom in work	188 (85%)	17 (8%)	17 (8%)	76 (90%)	5 (6%)	3 (3%)

It was seen that the highest percentage of male teachers agreeing with the measure as effective was "providing better facilities for work and life" (96%) closely followed by measures "improving the service conditions" (95%) and "stricter selection of work" (95%). "Greater professionalisation" was considered effective by lowest percentage (81%). On the other hand higher percentage of female teachers (95%) considered "raising the academic qualification" as effective measure with "improvement of emoluments" (95%) being the next highest.

It can be inferred that both male and female teachers agreed with all the measures listed as equally effective for the improvement of teachers' status. This is indicated by the percentage of teachers agreeing with the degree of agreement 'effective' which was found to be above seventy percent in each case (male and female) and for each measure listed. Only a negligible percentage of both male and female teachers expressed 'undecided' and 'not at all' effective.

5.3.3.5. Degree of Agreement of Trained and Untrained Teachers with the Measures listed for the Improvement of Teachers' Status

Degree of agreement with the eight measures listed for the improvement of teachers' status as marked by the teachers was analysed in terms of professional training (trained and untrained). Analysis of this was done in terms of the number of teachers appearing under each degree of agreement which is again expressed in percentages for each statement and presented in Table 5.54.

TABLE 5.54

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE
IMPROVEMENT OF TEACHERS' STATUS BY PROFESSIONAL TRAINING

Measures	Degree of Agreement					
	Trained			Untrained		
	Effec- tive	Undeci- ded	Not at all	Effec- tive	Undeci- ded	Not at all
1. Improvement of emoluments	96 (93%)	5 (5%)	2 (2%)	190 (94%)	8 (4%)	5 (2%)
2. Raising the academic qualification	97 (94%)	1 (1%)	5 (5%)	193 (95%)	3 (1%)	7 (3%)
3. Greater Professionalisation	90 (87%)	10 (10%)	3 (3%)	168 (83%)	24 (12%)	11 (5%)
4. Improving the service condition	101 (98%)	2 (2%)	-	189 (93%)	10 (5%)	4 (2%)
5. Stricter selection of teachers	92 (89%)	5 (5%)	6 (6%)	193 (95%)	4 (2%)	6 (3%)
6. Providing better facilities for life and work	90 (87%)	6 (6%)	7 (7%)	178 (83%)	20 (10%)	5 (2%)
7. Accordance of status to teachers	94 (91%)	5 (5%)	4 (4%)	170 (84%)	17 (8%)	16 (8%)
8. Greater freedom in work	100 (97%)	1 (1%)	2 (2%)	193 (95%)	4 (2%)	6 (3%)

The table above indicates that the highest percentage of trained teachers (98%) considered "improving the service condition" as an effective measure followed by "providing better facilities for life and work" (97%) for the improvement of teachers' status. On the other hand untrained teachers considered measures such as "raising the academic qualification, stricter selection of teachers" and providing better facilities for life and work as effective measures

for the improvement of teachers' status with equal percentage of 95. Trained teachers were undecided about the measure "greater professionalisation" with a percentage of 10 which is the highest. Untrained teachers were also undecided about the same measure with a percentage of 12, with the next being "accordance of status to teachers" (10%).

Measures considered not at all effective by the largest number of trained and untrained teachers were "accordance of status to teachers" (7%) and "greater freedom of work" (8%) respectively.

5.3.3.6 Degree of Agreement of Urban and Rural Teachers with the Measures listed for the Improvement of Teachers' Status

Degree of agreement of High School teachers with the eight measures listed was analysed in terms of locality that is, number of teachers teaching in schools located in urban areas on one hand and those teaching in schools located in rural areas.

Number of teachers under each degree of agreement for each measure listed was worked out and presented with its percentage. This is presented in Table 5.55.

TABLE 5.55

DEGREE OF AGREEMENT WITH THE MEASURES LISTED FOR THE
IMPROVEMENT OF TEACHERS' STATUS BY LOCATION

Measures	Degree of Agreement					
	Effective	Urban Undecided	Not at all	Effective	Rural Undecided	Not at all
1. Improvement of emoluments	221 (92%)	13 (5%)	6 (3%)	65 (98%)	-	1 (1%)
2. Raising the academic qualification	226 (94%)	4 (2%)	10 (4%)	64 (97%)	-	2 (3%)
3. Greater Professionalisation	200 (83%)	27 (11%)	13 (5%)	58 (88%)	7 (11%)	1 (1%)
4. Improving the Service condition	224 (73%)	12 (5%)	4 (2%)	66 (100%)	-	-
5. Stricter selection of teachers	223 (93%)	6 (2%)	11 (5%)	62 (94%)	3 (5%)	1 (1%)
6. Providing better facilities for life and work	229 (95%)	3 (1%)	8 (4%)	64 (97%)	2 (3%)	-
7. Accordance of status to teachers	210 (88%)	20 (8%)	10 (4%)	58 (88%)	6 (9%)	2 (3%)
8. Greater freedom in work	208 (87%)	18 (7%)	14 (6%)	56 (85%)	4 (6%)	6 (9%)

Table 5.55 shows that the highest percentage (95) of urban teachers agreed with the statement "providing better facilities for life and work" as an effective measure for the improvement of teachers' status. Other measures considered effective by a larger proportion of urban teachers were "raising the academic qualification", "improving the service condition" and stricter selection of teachers" with a percentage of 94, 93 and 93

respectively. On the other hand, cent per cent of rural teachers (100) agreed "improvement of service conditions" as an effective measure for the improvement of teachers' status closely followed by the measures "improvement of emoluments" (98%) and "providing better facilities" for life and work" (97%).

The highest percentage of both urban (11%) and rural (11%) teachers were undecided about the measure of "greater professionalisation" as effective for the improvement of teachers' status. Again, six per cent urban teachers and nine percent rural teachers considered "greater freedom of work" not at all effective for the improvement of teachers' status.

5.3.4. Reasons for Low Status of Teaching Profession

Teachers were asked to indicate the three most important reasons why they thought that school teaching did not enjoy good status.

The reasons given by teachers were identified and categorised as follows:

- i) lack of recognition by society,
- ii) low scale of pay,
- iii) absence of professional status,
- iv) appointment of unqualified teachers,

- v) lack of opportunity for professional training,
- vi) lack of co-operation among teachers.

The frequency of mention in respect of every reason as given by the teachers, had been found out. Then percentage in each case was worked out and presented in Table 5.56.

TABLE 5.56

REASONS FOR LOW STATUS OF TEACHING PROFESSION AS PERCEIVED BY HIGH SCHOOL TEACHERS

S. No.	Reasons	Frequency of mention made by teachers	%
1.	Lack of recognition by society	100	33
2.	Low scale of pay	159	52
3.	Absence of professional status	111	36
4.	Appointment of unqualified teachers	56	18
5.	Lack of opportunity for professional training	6	2
6.	Lack of co-operation among teachers	15	5

Of all the reasons given by the teachers for the low status of teaching profession, 'low scale of pay' was mentioned more frequently (52%), followed by 'absence of professional status' (36%) and lack of recognition by society (33%).

It appears that reasons like "appointment of unqualified teachers" and "lack of opportunity for professional

training" of teachers were felt less important as deciding factors for teachers' status by them.

5.3.5. Professional Needs and Problems

Teachers were asked to indicate five of their most important and pressing professional needs and problems. The responses covering various areas have been grouped under seven major headings as given below:

1) Adequate Housing and other Facilities

Construction of school building, staff quarters within the school area, conveyance facilities and supply of adequate facilities for extra-curricular activities.

2) Better Academic Programme with Adequate Facilities

Better management of library and laboratory with trained hands and supply of sufficient teaching aid, making curriculum relevant to life so as to avoid frequent change of syllabus and textbooks and better system of evaluation, teaching the subject of interest and specialization, and systematic and regular supervision by trained personnel.

3) Lighter work-load

Equal distribution and lighter work-load, more leisure time for assessing children's work, shorter working hours and reduction of proxy classes.

4) More opportunity for interaction

More facilities for interaction with parents, teachers of other schools and public; healthy atmosphere for successful teaching, non-involvement in political parties, and teacher association.

5) Pupils' Indiscipline

Over enrolment of pupils causing indiscipline; irresponsibility and unawareness of the value of education on the part of the pupils; distance between teacher and pupil due to lack of time and lack of guidance given to the pupils.

6) Better Service Conditions

Chances for training and higher studies, prospects for promotion, proper maintenance of selection grade and service book, impartial treatment in recognising teachers' efficiency and accordance of status, proper allocation of place (Urban, Rural) at the time of transfer and avoidance of constant transfer, job security and higher pay.

7) Stricter Appointment of teachers

Appointment of qualified and talented teachers having genuine interest in the job, on the basis of merit and their professional training, refresher courses, constitution of Educational Commission for appointing teachers and appointment of trained teachers for extra-curricular activities.

The responses given by the teachers had been coded (1, 2, 3, etc.) and counted (the frequency) for each, areawise. In order to find the grand total, the total frequency of responses in all areas have been added together and given against each major heading. The analysis of this is presented in Table 5.57.

TABLE 5.57

PROFESSIONAL NEEDS AND PROBLEMS AS IDENTIFIED
BY HIGH SCHOOL TEACHERS

Needs and Problems	Total	%
1. Adequate Housing and other Facilities	160	52
2. Better Academic Programme with Adequate Facilities	168	55
3. Lighter work-load	54	18
4. More opportunity for interaction	44	14
5. Pupils Indiscipline	26	8
6. Better Service Conditions	235	77
7. Stricter Appointment of Teachers and Training	121	40

As shown in the table, the largest number of respondents have mentioned the need for "better service conditions" with a percentage of 77. Other needs felt by the teachers are "better academic programme" (55%); "adequate housing and other facilities" (52%) and stricter appointment and training of teachers" (40%).

High School teachers are found to have less problem in dealing with pupils as it is indicated by the responses made by the teachers (8%).

5.3.6. Ranking of Occupations in order of Status and Utility

The notion of self-concept is central to the understanding of personality ... and extremely important aspect of dimension of the self-concept is self-esteem, the degree to which one considers of himself as worthy or unworthy, good or bad. Individual's concept of himself, together with his particular perception of his environment, that is the primary determinant of his behaviour.

James W. Hall. (1970)

The way an individual conceives of himself is the most important factor in his personality structure. The degree of self-esteem one possesses determines his behaviour under various circumstances and the level of aspiration and degree of happiness and contentment he will be attaining in the course of his life. It is generally assumed that the way a person thinks of himself determines the general intent and direction of person's behaviour. Storm Robert (1966) emphasised the statement in other words that "persons who think negatively of themselves will behave in self-defeating ways". Again, according to MacDonald (1959), "an individual's self-concept is the set of inferences drawn from self observation in many different situations. These inferences

are descriptions of his characteristics behaviour pattern". Similarly, teachers' self-concept in terms of his profession particularly, in relation to his place in society (status) and his contribution to society (utility) have a far-reaching effect on his behaviour in and outside the classroom and his total personality structure. It is also established that the self-concept becomes a powerful motivating force for all dimensions of behaviour. The significance of self-concept in relation to academic learning has also been recognised. Thus, a teacher with a strong self-concept may not only influence the learners in the classroom but also influence society at large so that the society tends to rate him as he rates himself which is a powerful motivating force for his professional behaviour.

Failure to produce an equilibrium between 'me' and 'ego' and his social role and recognition of his role by society, may result in distortion of teachers' psychological identity. This often creates dissatisfaction in his impulses, wishes and aspirations and further develops a self-concept contrary to his self-ideal. This creates a feeling of being incompetent and a failure in coping up with the demands of the society. Finally, problems like intolerable anxiety, failure in important activities of life, social disapproval and above all, self-blame are caused as a result of the development of such negative self-concept. Today's world of

Science and technology has brought in a new outlook and a competitive spirit in terms of economic position and status. Teachers' image at this stage wavers, ultimately giving rise to awareness of their image in the eye of the public. Along with the change of social structure, the outlook of the teacher as well as the society have been markedly changed. It is stated by Kulshrestha (1979) that

the 'old' values are disappearing. The new ways of feeling, thinking, reasoning and doing, in every phase of human endeavour are emerging..... this change is affecting the educational scene in general and the teacher in particular to a great extent. The teachers' outlook, their philosophy, their approach towards problems all are under-going changes.

It is true that teachers' perception of the profession in such fast changing world of today is affected by the general outlook and their socio-economic status. Teachers' perception of the profession in terms of status and utility in a society where money and power are the dominant values, as it exists today in Nagaland, is considered capable of reflecting their job satisfaction as a teacher, their perception of problems, and also their attitude towards their profession. Hence, they were asked to rank eleven different occupations listed, in terms of status as well as utility.

The prestige accorded to teaching may operate not only as a selective force, by attracting certain people and driving out other people, but as a force affecting directly the performance of incumbents. It is also observed that the incumbent's motivation for fulfilling the functions of teachers in the classroom and school is depressed by low prestige. Independence of thought and freedom of action in the teaching situation is lower for those without esteem. Where prestige of teaching is low, the teacher lacks the influence necessary for the success of teaching-learning process. Grambs (1949) offered a speculative sociological analysis in which she proposed that the low esteem of teaching leads to personal problems of adjustment. It interferes with the teacher's ability to cope with the normal frustrations he encounters in his personal and work situations. Grambs (1949) further stated that teacher is likely to belittle the accomplishments of education and to take a cynical attitude towards his work, the school system and educational ideas and ideals. Rettig and Pasamanick (1959) also demonstrated that the greater the discrepancy between the standing which the teacher thinks is accorded him and that which he feels ought to be accorded him, the lower his job satisfaction.

Counts (1925) studied the prestige associated with teaching by asking a number of people to rank 45 occupations according to their general social standing, which included

high school teaching too. Similar studies were conducted by various researchers like Hartmand (1934). Deeg and Paterson (1947), National Opinion Research Centre (1953), Bauler and Paterson (1948) and Davies (1952).

The listing of occupations in the present study was done by adopting the list prepared by Madan (1980) with slight modification. The ranks given by each teacher for each occupation was converted into a rank score value by use of the formula: $N+1-r$; where N is the number of occupations ranked, r is the rank given for each item. Thus the rank score value of each occupation given by each teacher was added together and then the mean rank score value for each occupations was found out. This is again converted into a consolidated rank score. The occupation, having the largest mean rank score value is considered to have the highest consolidated rank. This is done for each occupation in both the terms of ranking (status and utility).

It can be noted that only 306 teachers responded to this part of the Questionnaire which may be due to failure to understand as to how to go about it. Hence analysis of this is done out of the total respondents. The result of the computed rank score of the eleven occupations as adjusted by the teachers is given in the Table 5.58.

TABLE 5.58

MEAN RANK SCORE AND THE CONSOLIDATED RANK SCORE
OF THE ELEVEN OCCUPATIONS IN TERMS OF STATUS
AND UTILITY AS GIVEN BY HIGH SCHOOL TEACHERS

List of Occupations	Score				Discrepancy Score
	Mean Rank Score		Consolidated Rank Score		
	Status	Utility	Status	Utility	
1. Civil service	7.92	5.75	1	5	4
2. Medicine	7.57	7.85	2	2	0
3. Engineering	7.52	5.55	3	6	3
4. Defence Service	6.77	6.39	4	4	0
5. College/Univ. Teaching	6.34	7.73	5	3	2
6. Law	5.84	5.21	6	8	2
7. Industry	5.69	5.44	7	7	0
8. Business	5.00	3.46	8	11	3
9. School Teaching	4.66	9.11	9	1	8
10. Management	4.63	3.86	10	10	0
11. Clergy	4.33	5.17	11	9	2

Of the eleven occupations listed above, high school teachers have given the highest rank to "civil service" in terms of status with a mean rank score value of 7.92. On the other hand, "School Teaching" has been given the highest rank in terms of utility, with a mean rank score of 9.11. Medicine gets the second rank in order of status as well as utility, with a mean

rank score value of 7.57 and 7.39 respectively. High School teachers in Nagaland perceive 'Clergy' as having the lowest rank in terms of status. Even in terms of utility, 'Clergy' gets the 9th rank with a mean rank score value of 5.17. The occupation that gets the lowest rank in terms of utility is 'Business' (M-3. 46).

The occupations that get the same rank in terms of utility as well as status are 'medicine' (2), 'defence service' (4), 'industry' (7) and 'management' (10). It is interesting to note that occupation that has the largest discrepancy rank score between status and utility is 'high school teaching' (8). It can be inferred that teachers perceive 'school teaching' as having the highest utility, while, at the same time, they rank 'school teaching' as having a low status in society (9th rank).

Teachers' ranking of occupations, particularly 'high school teaching' is indicative of their perception of the esteem they hold in society. This may colour their behaviour within and outside classroom. On the other hand, the rank that teaching receives on utility indicates the degree of their satisfaction that they are engaged in a "socially useful vocation". The discrepancy in the rankings on these two important aspects is likely to cause mental conflict in them and may affect negatively their work efficiency.

This finding is found to support their view that they do not enjoy a deserving status in society due to low pay and absence of professional status.

CHAPTER VI

ANALYSIS OF ATTITUDE SCALE AND ITS INTERPRETATIONIntroduction:

This chapter deals with the analysis of data collected through Likert type attitude scale prepared by the investigator for studying the attitude of High School Teachers in Nagaland towards teaching profession. It contains 20 items measuring attitude towards three specific attitude objects and also the overall attitude towards teaching profession. Analysis of teachers' attitude towards the three different attitude objects, namely, 'teaching job', 'service conditions', and 'working climate and incentives' was done in terms of management (government, private) of schools where the sample of teachers work, sex (male, female), place of work (schools located in urban and rural areas) marital status (married and unmarried), professional qualifications (trained, untrained), academic qualifications (under-graduate, graduate, post-graduate), the terms of employment of the teachers (permanent, temporary), area of specialisation of the teachers (science and arts), and teaching experience of teachers (1-5, low experienced groups; 6-15, middle experienced group; and 16 and above, high experienced group). The mean attitude score of the different comparing groups towards the three different attitude objects and teaching profession was computed and presented in this

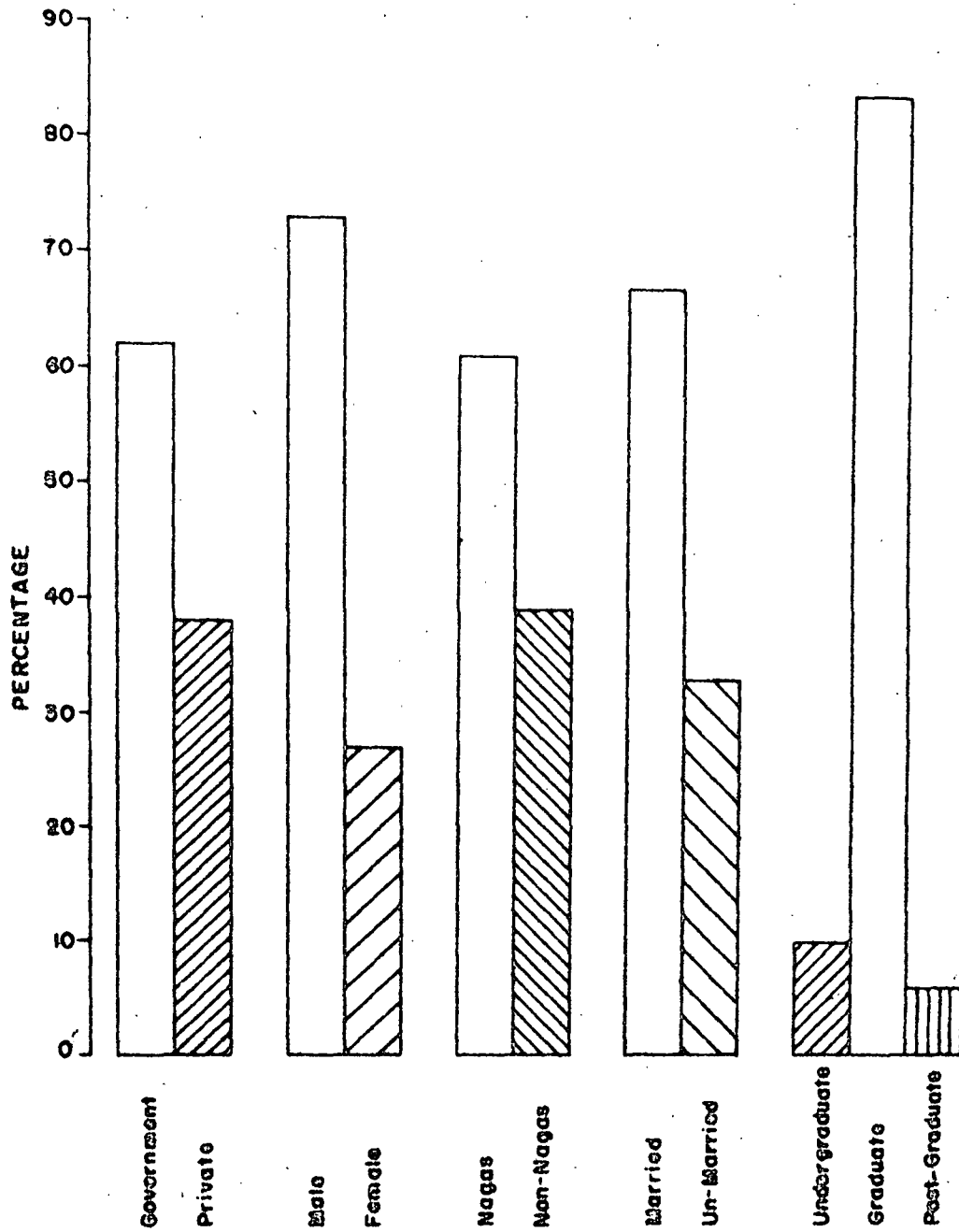


Fig. 6 A. Characteristics of Teachers (306) covered by Attitude Scale

chapter. Following this, significance of the difference, between the means of different comparing groups was tested by employing the 't' test.

6.1. The Characteristics of the Sample covered by Attitude Scale:

The total number of teachers covered by Attitude Scale was 306 out of which 189 were from Government schools while 117 were from Private schools. Of them, male teachers were 222 and female teachers were 84 while Naga teachers were 186 and non-Naga teachers were 120. It was also found that 240 were teaching in urban schools while 66 teachers were found to be working in rural schools. Of the total 306 teachers, 205 were married.

Again, 30 teachers were undergraduates while 257 and 19 were found to be graduates and post-graduates respectively. The total number of trained teachers was only 103 while 203 were untrained. The number of teachers working under permanent terms of employment (125) was found to be less than those teachers under temporary terms of employment (181). Teachers were found belonging to three different teaching-experience groups, low experience (1-5 years), mid-experience (6-15) and high experience (16 and above) with a total number of 136, 130 and 40 teachers in each group respectively. The area of specialisation of these teachers

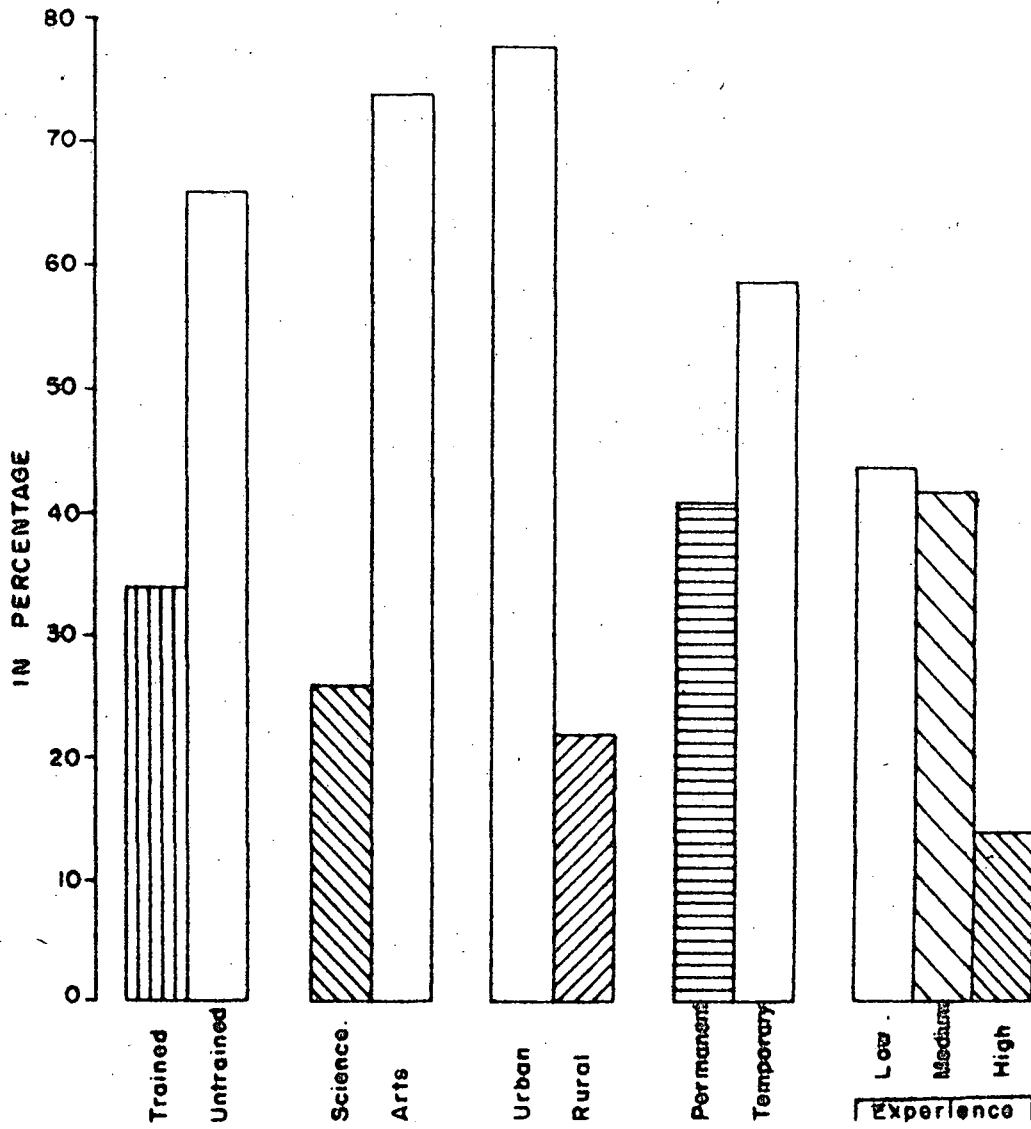


Fig. 10B. CHARACTERISTICS OF ATTITUDE SAMPLE (306)

were Science (79) and Arts (227). The characteristics of the attitude sample is represented in Figure 10(a) and (b).

6.2.1. Attitude of the Sample of High School Teachers towards Teaching Profession and towards the three Different Attitude Objects

There were in all, 306 High school teachers covered for studying teachers' attitude towards the teaching profession. The highest and the lowest attitude scores of those teachers were found to be 92 and 31 respectively thereby covering a wide range.

The total attitude scores obtained by the total sample was used to compute the Mean and Standard Deviation. Teachers' attitude scores towards the attitude objects of Teaching job, Service conditions, and Working climate and incentives, were analysed separately. The values of Mean and Standard Deviation in each case was worked out and presented in Table 6.1. The attitude objects - 'teaching job', 'service conditions' and 'working climate and incentives' consisted of nine, four and seven statements, with a score range of 1-45; 1-20; and 1-30 respectively.

TABLE 6.1MEAN AND STANDARD DEVIATION OF TOTAL ATTITUDE SCORES AND DIFFERENT ATTITUDE OBJECTS OF HIGH SCHOOL TEACHERS

Attitude objects	N	Mean	SD
Towards Teaching Profession	306	60.03	8.74
i. Teaching job	306	30.63	5.21
ii. Service Conditions	306	10.96	2.73
iii. Working Climate and Incentives	306	18.73	3.90

The computed values of the Mean and Standard Deviation (S.D) of the overall attitude of the total samples (N=306) towards teaching profession in general are 60.03 and 8.74 respectively. The mean value (M=60.03) reveals that the over-all attitude of the teachers towards teaching profession is on the favourable side of the continuum of the attitude scale.

The analysis of teachers' attitude towards the three different attitude objects shows that the computed mean values of teachers' attitude scores towards teaching job, service conditions, and working climate and incentives are 30.63; 10.96; 18.73 respectively. The SDs of the three attitude objects are 5.21; 2.73; and 3.90 respectively.

Again, while computing the mean score of the three different attitude objects in terms of the number of statements in each object, it is found to be higher for 'teaching

job' (M=3.43). The mean scores for the attitude objects 'service conditions' and 'working climate and incentives' are M=2.74 and M=2.67 respectively. It indicates more favourable attitude towards 'teaching job' from the part of High School teachers.

6.2.2. Comparison of the Attitude Scores of Government and Private High School Teachers towards Teaching Profession and Different Attitude Objects

The system of management including recruitment and selection, service conditions, working and living conditions of teachers are different in Government and Private schools. Hence, it was found necessary to compare the mean attitude scores of teachers working in Private and Government High Schools towards teaching profession as well as towards different attitude objects.

TABLE 6.2

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF PRIVATE (N=117) AND GOVERNMENT (N=189) HIGH SCHOOL TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude	Groups	N	Mean	S.D.	't'	P
Teaching Profession	Govt.	189	59.11	8.60	2.55	S
	Priv.	117	61.96	8.99		
i. Teaching job	Govt.	189	29.93	4.88	2.88	*S
	Priv.	117	31.62	5.12		
ii. Service conditions	Govt.	189	10.68	2.66	2.31	S
	Priv.	117	11.42	2.79		
iii. Working climate and incentive	Govt.	189	18.52	3.82	1.71	N.S.
	Priv.	117	19.06	4.03		

S= significant at 0.05 level; *S= significant at 0.01 level; N.S= not significant.

The data in Table 6.2 shows that the Mean (61.96) attitude scores of Private High School teachers is higher than that (M=59.11) of their counterparts in Government High Schools, with a mean difference of 1.85. The SDs of Private and Government School teachers are seen to be 8.60 and 8.99 respectively. The obtained 't' value (2.55) was found significant at .05 level, which means that Private School teachers showed significantly more favourable attitude towards teaching profession than their counterparts in Government Schools.

This result supports the finding reported by NCERT (1971) which concluded that the attitude of teachers differed significantly under different managements.

It is also seen that the mean score of the Private High School teachers on their attitude towards the "work of teaching" is higher (M=31.62) than that of Government High School Teachers (M=29.93). The 't' value ('t'=2.88) of these two groups is found to be statistically significant at .01 level indicating more favourable attitude towards teaching work in the case of Private High School teachers.

Comparison of the mean attitude scores of the two groups towards the attitude object 'service conditions' shows that the mean attitude score of the Private High School Teachers (M=11.42) is higher than that of the Government High

School Teachers ($M=10.68$) with the SDs of 2.79 and 2.66 respectively. The obtained 't' value (2.31) is found to be significant at .01 level, thus indicating Private High School teachers having a more favourable attitude towards the attitude object "service conditions" than their counterparts in Government High Schools.

Again, in the attitude object 'working conditions and incentives' Private High School Teachers are found to have a higher Mean value ($M=19.06$) than their counterparts in Government High School ($M=13.52$). The obtained 't' value of 1.71 is found to be insignificant, which indicates that attitude of teachers in Government Schools is not significantly different from that of Private School teachers.

6.2.3. Comparison of the Mean Attitude Scores of Male and Female High School Teachers towards Teaching Profession

Differences in the personality of male and female teachers have an influence on their ability to deal with people and on their handling of different situations and their performance as teachers. It was, therefore, thought worthwhile to compare the attitude scores of male and female teachers towards teaching.

TABLE 6.3

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN
ATTITUDE SCORES OF MALE AND FEMALE HIGH SCHOOL
TEACHERS TOWARDS TEACHING PROFESSION AND DIFFE-
RENT ATTITUDE OBJECTS

Attitude Objects	Groups	N	Mean	SD	Mean Diffe- rence	't'	P
Teaching Profession	Male	222	60.00	8.73	.57	0.50	NS
	Female	84	60.57	9.22			
i. Teaching Job	Male	222	30.59	5.01	.08	0.12	NS
	Female	84	30.67	4.96			
ii. Service conditions	Male	222	10.95	2.76	.06	0.17	NS
	Female	84	11.01	2.86			
iii. Working climate and incentives	Male	222	18.65	3.80	.30	0.60	NS
	Female	84	18.95	4.17			

NS = not significant.

Table 6.3 shows that the Mean Scores and SDs of male and female teachers on attitude towards teaching profession are 60.00, 8.73, 60.57 and 9.22 respectively. The mean differences is found to be only .57 resulting in 't' values of 0.50 which is found to be insignificant.

This finding reveals that there is no significant difference between the attitude of male and female high school teachers towards their teaching profession. The same trend is also found in the mean scores on the three different attitude objects obtained by the male and female high school teachers, which are found to be very close to each other resulting in 't' values and hence found insignificant.

This finding does not appear to be in agreement with that reported by Cook et al. (1951), Beaver and Ledbetter (1957), the Department of Post-Graduate Studies in Education, Bangalore (1974), and Singh (1974).

The comparison of the mean attitude scores of male and female teachers towards teaching profession as a whole as well as their attitude towards the three different attitude objects are found statistically insignificant. Sex does not appear to have any significant influence on the attitude of High School teachers in Nagaland towards the teaching profession.

6.2.4. Comparison of the Mean Attitude Scores of Naga and Non-Naga Teachers Towards Teaching Profession

The socio-cultural background of teachers is an important factor that determines their adjustment to the environment where they work and their interaction with pupils, parents and community, etc. Teachers' value judgement, perception and attitude have also been found to be influenced by the place of origin (Sinha, 1969). Hence, comparison of the attitude scores of Naga teachers and non-Naga teachers was found relevant in this study. Comparison of the mean attitude scores of these two groups was done in terms of the total attitude as well as the three attitude objects. This is given in Table 6.4.

TABLE 6.4

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN
ATTITUDE SCORES OF NAGA AND NON-NAGA TEACHERS
TOWARDS TEACHING PROFESSION AND DIFFERENT
ATTITUDE OBJECTS

Attitude Objects	Groups	N	Mean	SD	Mean Diffe- rence	't'	P
Teaching Profession	Nagas	120	59.15	8.68	2.22	2.10	S
	Non- Nagas	186	61.37	9.17			
i. Teaching job	Nagas	120	29.89	4.92	1.20	2.04	S
	Non- Nagas	186	31.09	5.01			
ii. Service condi- tions	Nagas	120	10.59	2.64	0.61	2.15	S
	Non- Nagas	186	11.20	2.76			
iii. Working climate and incentives	Nagas	120	18.58	3.78	0.25	0.05	NS
	Non- Nagas	186	18.83	2.99			

S = Significant at 0.05 level; NS = Not significant.

Table 6.4 indicates that the mean attitude scores and SDs of non-Naga teachers are 61.37 and 9.17 while that of the Naga teachers are 59.15 and 8.68 respectively. The obtained 't' value 2.10 is found significant at 0.05 level which shows that the non-Naga teachers have significantly more favourable attitude towards teaching profession than their Naga counterparts.

The 't' values obtained from the comparisons of the mean attitude scores of Naga and non-Naga teachers in the attitude objects 'teaching job' ('t'=2.04) and 'service conditions' ('t'=2.15) are found significant at 0.05 level favouring non-Naga teachers. These 't' values indicate significantly more favourable attitude of non-Naga teachers than the Nagas towards the two attitude objects. It can be seen that non-Naga teachers are better disposed towards teaching job and satisfied with their service conditions while both showed same attitude towards 'working climate and incentives'.

The reason for this finding may be many. More of non-Naga teachers are working on permanent terms of employment as compared to Naga teachers. Again, a large proportion of non-Naga teachers are teaching in urban school (Private) where working and living conditions are considered to be comparatively better. These factors could have produced a salutary effect on non-Naga teachers contributing to the formation of a favourable attitude towards 'teaching job' and their 'service conditions'.

The other probable reason for this finding may be linked to the reasons given by non-Naga teachers for taking up teaching job in Nagaland as already stated in the preceding chapter (5.1.20). It was found that the highest percentage of non-Naga teachers stated 'means of livelihood' (28%) followed by 'non-availability of other job' (19%),

'interest in teaching' (18%). Hence, it is quite likely that they are contended with what job they hold.

6.2.5. Comparison of the Mean Attitude Scores of Urban and Rural High School Teachers towards Teaching Profession

Teachers' place of work is considered an important factor in influencing his teaching performance, interaction in and outside schools, living conditions and most of all his adjustment to environment etc. All these are considered important elements in the development of teachers' attitude towards teaching. Differences in the facilities available in schools located in urban and rural areas are likely to influence teachers' academic work as well as personal life. Such factors are cited as determinants of teachers' efficiency in their attitude towards their work in many ways. Hence comparison of the mean attitude scores of teachers working in rural and urban areas was thought relevant. The rural-urban groups of teachers are compared in terms of their attitudes in Table 6.5.

TABLE 6.5.

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF URBAN AND RURAL HIGH SCHOOL TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude objects	Groups	N	Mean	S.D.	Mean Dif- ference	't'	P
Teaching Profession	Rural	66	60.57	8.18	0.98	0.74	NS
	Urban	240	59.59	9.87			
i. Teaching job	Rural	66	30.44	5.60	0.06	0.08	NS
	Urban	240	30.38	5.14			
ii. Service Conditions	Rural	66	11.22	2.84	0.19	0.49	NS
	Urban	240	11.03	2.74			
iii. Working cli- mate & Incentives	Rural	66	19.04	3.90	0.65	1.21	NS
	Urban	240	18.39	3.84			

NS = Not significant.

Table 6.5 shows that the mean attitude score of rural teachers is slightly higher (M=60.57) than that of the urban teachers (M=59.59). However, the difference is statistically insignificant in their attitude towards teaching profession. From the mean attitude scores of both groups it may be inferred that both Urban as well as Rural teachers have a slightly favourable attitude towards the teaching profession. While comparing in terms of attitude objects it is seen that the Rural teachers have a slightly higher mean attitude score in each attitude object - 30.44 (teaching job), 11.22 (service

conditions) and 19.04 (working climate and incentives). On the other hand the mean attitude scores of the Urban teachers for the attitude objects in the same order are - 30.38; 11.03 and 18.39. Subsequently the obtained 't' values of - 0.08; 0.49; and 1.21 are statistically insignificant indicating no significant difference in the attitude of urban and rural teachers towards the three attitude objects.

In the absence of details regarding linkages between various problem areas and attitudinal dispositions, a definite explanation cannot be given for the similarities in attitudes found among Urban and Rural teachers in this study. The difficulties of working in rural areas probably do not dampen the attitude of teachers towards the teaching profession and various aspects connected with it. This may anchor well for the future of the State. This may also be due to the fact that majority of the rural teachers were found to be non-Naga, whose attitude was found to be significantly more favourable (Table 6.4.) than their tribal counterparts.

6.2.6 Comparison of the Mean Attitude Scores of Married and Unmarried High School Teachers towards Teaching Profession and Attitude Objects

Marriage has financial and personality implications which may be stated to have an influence on the perception of problems and also on one's attitudes. Taking this into account, comparison of the attitude scores of married and unmarried was

also done in terms of attitude objects as well as attitude towards the teaching profession in general.

TABLE 6.6

SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN ATTITUDE SCORES OF MARRIED AND UNMARRIED HIGH SCHOOL TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude objects	Groups	N	Mean	S.D.	Mean Difference	't'	P
Teaching Profession	Unmarried	101	60.15	9.02	0.26	0.02	NS
	Married	205	59.89	8.72			
Teaching job	Unmarried	101	30.95	5.35	0.39	0.06	NS
	Married	205	30.56	4.97			
Service conditions	Unmarried	101	11.00	2.72	0.05	0.01	NS
	Married	205	10.95	2.75			
Working climate & incentives	Unmarried	101	18.74	3.93	0.01	0.008	NS
	Married	205	18.73	3.76			

NS = Not significant.

Table 6.6 shows that the Means and SDs of the attitude scores of the Married and Unmarried teachers towards teaching profession in general are 59.89; 8.72 and 60.15; 9.02 respectively. The mean difference was found to be only 0.26. The obtained 't' value of 0.02 was found not significant. This means that there is no significant difference between the attitude of married and unmarried high school teachers towards teaching profession.

This finding is in agreement with the report of the NCERT (1971) but contrary to the findings of Singh (1974).

Again the mean attitude scores of unmarried teachers towards the three attitude objects are found to be 30.95 (teaching job), 11.00 (service conditions) and 18.74 (working climate and incentives) which are almost equal to that of the married teachers whose mean scores are 30.56; 10.95 and 18.73 respectively. The obtained 't' values are 0.06; 0.01 and 0.008 respectively none of which are found significant. This indicates that the attitude of married and unmarried high school teachers do not differ significantly towards the three attitude objects.

It may be that marital status per se does not have any influence on attitude towards one's profession. It may also be that the two groups did not show significant difference in their attitude towards the profession as the sample contained only few female teachers, for the marital status of the working woman is often found to have a considerable influence on her attitude towards the job due to the dual role they have to play at home and at the place of work.

6.2.7. Comparison of the Mean Attitude Scores of Trained and Untrained High School Teachers towards Teaching Profession

Acquisition of professional skill is a pre-requisite of the teaching profession. His knowledge of pedagogy gives confidence and competence and the skill of the 'know-how' to manipulate and organise teaching-learning process. Professional qualification of a teacher is thus an important correlate of teaching ability and efficiency which is also an important factor that influences his attitude towards his work. It was, therefore, thought necessary to compare the attitude scores of trained and untrained teachers towards teaching profession as well as the three attitude objects.

TABLE 6.7

SIGNIFICANCE OF THE DIFFERENCE OF THE ATTITUDE SCORES OF TRAINED AND UNTRAINED HIGH SCHOOL TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude Objects	Groups	N	Mean	S.D.	Mean Difference	't' P
Teaching profession	Trained	103	59.54	7.69	0.98	0.92 NS
	Untrained	203	60.52	9.22		
i. Teaching job	Trained	103	30.41	4.94	0.26	0.42 NS
	Untrained	203	30.67	5.10		
ii. Service conditions	Trained	103	10.81	2.58	0.23	0.69 NS
	Untrained	203	11.04	2.80		
iii. Working climate and incentives	Trained	103	18.33	3.36	1.61	3.41 **
	Untrained	203	19.94	4.14		

N.S. = Not significant; ** Significant at .01 level.

It could be seen in Table 6.7 that the Means and SDs of Untrained and Trained teachers are 60.52; 9.22 and 59.54; 7.69 respectively. The mean difference of these two means is 0.98. The obtained 't' value of 0.92 is thus found not significant, which means that there is no significant difference between the attitude of trained and untrained teachers towards teaching. However, the trend that untrained teachers show a slightly more favourable attitude towards their profession supports the report of Ahluwalia (1974) who stated that the mean attitude score were found to decrease at end of training programme.

While analysing in terms of attitude object it is found that the mean attitude scores of untrained teachers for 'teaching job' (30.67), 'service conditions' (M=11.04) and 'working climate and incentives' (19.94) are found to be more than that of trained teachers. The 't' values obtained are found insignificant excepting in the attitude object 'working climate and incentives' ('t' = 3.41) which is found significant at 0.01 level. It means that untrained teachers have more favourable attitude towards working climate and incentives than their trained teacher counterparts. This may be due to higher proportion of untrained teachers working in private schools and are again mostly non-locals (who have shown significantly more favourable attitude towards teaching).

This may also be due to absence of mental conflict and confusion which are likely to be prevailing among the trained teachers who have undergone training but are unable to utilize what they have learned in the actual working conditions in which they are placed to work. Such factors are quite likely to create dissatisfaction particularly when they try to implement and try out what they have learnt but are not recognised and encouraged. This may ultimately generate complexes among the teachers and also with the authority. On the other hand, untrained teachers may be said to be satisfied with what they try to do under the prevailing working conditions.

6.2.8. Comparison of the Mean Attitude Scores of Arts and Science Teachers towards Teaching Profession

Teachers' area of study, like Arts and Science, is thought to have an influence on their reasoning and thinking power, mental outlook and ability to manipulate different teaching-learning situations. The subject a teacher teaches at school may also be said to have an influence on teacher-pupil relationship and perception of problems. For instance, subjects like Mathematics and Science are very often observed as feared by pupils in Nagaland and thus result in poor performance. Such psychological fear on the part of the pupils may lead to disliking the subject and the teacher

as well, further resulting in negative attitude towards each other (Teacher and Pupil). Hence, comparison of attitude scores of Arts graduates teaching Arts subjects and Science graduates teaching Science was attempted.

TABLE 6.8

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF ARTS AND SCIENCE TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude Object	Groups	N	Mean	S.D.	't' P
Teaching Profession	Science	79	61.49	7.99	2.74 **
	Arts	227	58.54	8.17	
i. Teaching job	Science	79	31.21	4.72	1.28 NS
	Arts	227	30.37	5.15	
ii. Service Conditions	Science	79	10.82	2.67	0.05 NS
	Arts	227	11.02	2.75	
iii. Working condition & incentives	Science	79	19.39	3.48	1.74 NS
	Arts	227	18.50	4.02	

** Significant at .01 level, NS= Not significant.

It is seen that the Mean attitude scores (M=61.49) of Science teachers towards teaching profession in general and the attitude objects 'teaching job' (M=31.21), and 'working conditions and incentives' (M=19.39) are slightly higher than that of Arts teachers (M=58.54; M=30.37; M=18.50). Arts teachers are found to have slightly higher mean attitude score (M=11.02) in the attitude object 'service conditions'.

The 't' value of 2.74 obtained in the comparison of the attitudes of the two groups towards teaching profession in general indicates significantly more favourable attitude on the part of the Science teachers. However, while comparing them in terms of attitude objects none of the 't' values (1.28; 0.05; 1.74) are found to be significant, indicating no significant difference in the attitude of Arts and Science teachers towards the three different attitude objects. It may be interpreted that subjects handled and area of study of the teachers have significant influence on the attitude of teachers towards teaching profession in general though it was not significantly shown when compared in terms of different attitude objects.

This finding is in agreement with Kearury and Rocchio (1955) who reported that teachers differ in their attitude as a result of differences in the subjects studied.

An interpretation seems to emerge if viewed in terms of teachers place of origin. Thus the reason for significantly more favourable attitude of Science teachers towards teaching profession may be due to almost cent per cent of Science teachers being non-Nagas who showed significantly more favourable attitude towards teaching profession ('t' = 2.10). It may be inferred that reason for joining the profession and the background characteristics like qualification, training and

teaching experience etc. of the non-Naga teachers have a link with the attitude of science teachers.

Contrary to what has been presumed, Science teachers in Nagaland are found to have significantly more favourable attitude towards teaching profession.

On the basis of the problems related to working efficiency, as identified by teachers in Nagaland one would have expected a relatively less favourable attitude towards the profession on their part. But this is not borne out by the findings reported here.

6.2.9. Comparison of the Mean Attitude Scores of High School Teachers Under Different Terms of Employment

Terms of employment under which teachers work, may affect their performance in different ways. This is because teachers working with permanent tenure may have greater job security. On the other hand, teachers who have no job security are prone to anxiety and discontentment. Hence, comparison of the attitude scores of these two groups (temporary=181; permanent=125) was attempted.

TABLE 6.9

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF TEACHERS WORKING ON PERMANENT AND TEMPORARY TERMS OF EMPLOYMENT TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude objects	Groups	N	Mean	S.D.	Mean Difference	't'	P
Teaching Profession	Permanent	125	60.46	8.87	0.29	0.27	NS
	Temporary	181	60.17	8.90			
i. Teaching job	Permanent	125	30.57	4.98	0.03	0.03	NS
	Temporary	181	30.59	5.09			
ii. Service Conditions	Permanent	125	10.94	2.74	0.04	0.12	NS
	Temporary	181	10.98	2.75			
iii. Working climate & incentives	Permanent	125	18.92	3.71	0.29	0.64	NS
	Temporary	181	18.63	4.04			

N.S. = Not significant.

It is seen that the Mean Attitude Score (M=60.46) of teachers working under permanent terms of employment is slightly higher than that (M=60.17) of teachers working on a temporary basis. The SDs of these two groups are found to be 8.87 and 8.90 respectively, with a Mean Difference of only 0.29. The computed 't' ratio ('t'=0.27) is found to be insignificant which means that there is no significant difference in the attitudes of teachers working on different terms of employment.

The mean attitude scores of teachers working on temporary and permanent terms of employment, towards the attitude

objects 'teaching job', 'service conditions' and 'working climate and incentives' are found to be almost the same. The 't' values obtained in all the three attitude objects (0.03; 0.12 and 0.64) are found insignificant. Hence, it can be inferred that teachers belonging to temporary and permanent terms of employment do not differ significantly in their attitude towards the three different attitude objects.

6.2.10. COMPARISON OF THE MEAN ATTITUDE SCORES OF DIFFERENT TEACHER GROUPS WITH DIFFERENT TEACHING EXPERIENCE TOWARDS TEACHING PROFESSION

Length of teaching experience is often considered to give teachers a chance to develop, better acquaintance with their pupils' art and skill in teaching, mastery of one's subject. Above all, it helps teachers develop confidence, in dealing with pupils, parents and public, in creating and controlling teaching - learning situations and atmosphere, and enables them to adjust to their working environment. Such factors are stated to have an impact on the attitude of teachers towards their job. Hence, it is thought important to compare the attitude scores of teachers with different length of teaching experience towards teaching profession in general and in attitude objects. Classification of teachers into different teaching experience groups was done by adopting the method used by Kulshrestha (1979), with slight modification. Thus it was grouped as 'low experienced teachers' (1-5 years);

mid experienced teachers' (6-15 years) and 'high experienced teachers' (16 years and above).

TABLE 6.10

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF DIFFERENT GROUPS OF TEACHERS WITH DIFFERENT TEACHING EXPERIENCE TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude	Groups	N	Mean	S. D.	Mean Difference	't'	P
Teaching Profession	Low Exp.	136	61.08	9.21	1.68	1.49	NS
	Mid Exp.	130	59.40	8.96			
	Low Exp.	136	61.08	9.21	1.26	0.79	NS
	High Exp.	40	59.82	6.91			
	Mid Exp.	130	59.40	8.96	0.42	0.27	NS
	High exp.	40	59.82	6.91			
i. Teaching job	Low Exp.	136	30.29	5.30	0.53	0.79	NS
	Mid Exp.	130	29.76	5.76			
	Low Exp.	136	30.29	5.30	1.03	1.11	NS
	High Exp.	40	31.32	4.54			
	Mid Exp.	130	29.76	5.76	1.56	1.57	NS
	High Exp.	40	31.32	4.54			
ii. Service conditions	Low Exp.	136	11.09	2.87	0.11	0.61	NS
	Mid Exp.	130	10.88	2.70			
	Low Exp.	136	11.09	2.87	0.29	0.59	NS
	High Exp.	40	10.08	2.32			
	Mid Exp.	130	10.88	2.70	0.08	0.17	NS
	High Exp.	40	10.08	2.32			
iii. Working climate & incentives	Low Exp.	136	19.34	4.17	1.01	2.07	*
	Mid Exp.	130	18.33	3.80			
	Low Exp.	136	19.34	4.17	1.37	1.93	NS
	High Exp.	40	17.97	2.97			
	Mid Exp.	130	18.33	3.80	0.36	0.54	NS
	High Exp.	40	17.97	2.97			

* Significant at .05 level; N.S. = Not significant.

Attitude scores of teachers with different lengths of teaching experience are compared. The mean attitude score of 'low experienced teachers' (M=61.08) towards teaching profession is found to be slightly higher than that of 'mid experienced teachers' (M=59.40) and high experienced teachers (M=59.82). However, the differences in the mean scores of these comparing groups are found statistically insignificant as indicated by the obtained 't' values of 1.49 (Low vs. Mid Experienced), 0.79 (Low vs. High Experienced) and 0.27 (Mid vs. High Experienced). Hence, it can be inferred that teaching experience does not have any significant influence on the attitude of teachers towards teaching profession.

High experienced teachers have mean score of 31.32 in the attitude object 'teaching job' which is higher than the mean scores of mid (M=29.76) and low (M=30.29) experienced groups. Again, the mean attitude scores of low experienced teachers towards the attitude object 'service conditions' (M=11.09) and 'working climate and incentives' (M=19.34) are slightly higher than their counterparts. However, no significant difference is found when tested statistically as it is shown by the obtained 't' values except the difference between the mean attitude scores of low experienced and mid experienced teachers in the attitude object 'working climate and incentives' with a 't' value of 2.07 which is significant at 0.05 level. There is a slight tendency for low

experienced teachers to have more favourable attitude towards the working climate and incentives as compared to their two other experienced groups counterparts.

This finding is in agreement with Wandt. (1952) who reported, in his study, to have found no significant differences in the attitude of teachers of different teaching experienced groups towards teaching.

6.2.11. Comparison of the Mean Attitude Scores of Teachers of Different qualification Groups towards Teaching Profession and Different Attitude Objects.

Academic qualification of a certain level is a pre-requisite for teaching. It is also cited as an asset to the competency and efficiency of a teacher. The investigator wanted to find out whether higher academic qualification has any bearing on teachers' attitude or not. So comparison of the attitude scores of teachers of different qualification groups was also done. Teachers qualification was categorised into three - Undergraduates, Graduates and Post-Graduates.

TABLE 6.11

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF GRADUATE, UNDER-GRADUATE AND POST-GRADUATE TEACHERS TOWARDS TEACHING PROFESSION AND DIFFERENT ATTITUDE OBJECTS

Attitude	Groups	N	Mean	S.D.	Mean Difference	't'	P
Teaching Profession	Undergraduates	27	61.22	8.46	1.51	0.63	NS
	Postgraduates	19	62.73	7.01			
	Graduates	260	59.91	8.99	1.31	0.72	NS
	Undergraduates	27	61.22	8.46			
	Graduates	260	59.91	8.99	2.82	1.33	NS
	Postgraduates	19	62.73	7.01			
i. Teaching Job	Undergraduates	27	30.92	5.17	0.02	0.01	NS
	Postgraduates	19	30.94	4.58			
	Undergraduates	27	30.92	5.17	0.31	0.29	NS
	Postgraduates	260	30.61	5.07			
	Postgraduates	19	30.94	5.17	0.33	0.34	NS
	Graduates	260	30.61	5.07			
ii. Service conditions	Undergraduates	27	11.59	2.42	0.67	0.92	NS
	Postgraduates	19	12.26	2.40			
	Undergraduates	27	11.59	2.42	0.78	0.14	NS
	Graduates	260	10.81	2.75			
	Postgraduates	19	12.26	2.40	1.75	2.21	*
	Graduates	260	10.81	2.75			
iii. Working climate & incentives	Undergraduates	27	18.70	4.15	1.19	1.06	NS
	Postgraduates	19	19.89	3.01			
	Undergraduates	27	18.70	4.15	0.16	0.04	NS
	Graduates	260	18.66	3.97			
	Postgraduates	19	19.89	3.01	1.26	1.31	NS
	Graduates	260	18.66	3.97			

* Significant at .05 level; N.S.=Not significant.

Table 6.11 shows that the mean attitude scores of post-graduates (M=62.73) towards teaching profession, in general, is higher than that of under-graduates (M=61.22) and graduates (M=59.91). However, the obtained 't' values of 0.63; 0.72 and 1.33 indicate that teachers of different qualification groups do not show statistically any significant differences in their attitude towards teaching profession.

This result is not in line with the findings of Cook et al. (1956), NCERT (1971), Panchal (1977) etc. who reported influence of academic qualifications (higher) on forming a more favourable attitude towards teaching profession.

As regards the attitudes of these teacher groups towards the attitude objects 'teaching job' and 'service conditions', no significant differences are found as revealed by the obtained 't' values of the comparing groups. However, the mean attitude scores of post-graduates in all the attitude objects are slightly higher than that of the attitude scores of their counterparts, but found to show no significant difference while tested statistically. Hence, it can be inferred that the qualification of teachers is found to have no definite and significant influence on the attitude of High School teachers towards their teaching profession and also towards the different

attitude objects except in the case of post-graduates towards the attitude object 'service conditions'. Post-graduate teachers show significantly more favourable attitude toward the attitude object 'service conditions' than their graduate counterpart as shown by the 't' value of 2.21 which was significant at 0.05 level.

6.3. Comparison of the Frequency of Problems Identified under Nine Major Headings of Problems by Different Teacher Attitude Groups

Various reserarchers have revealed in their studies the influence of sociological factors like age, sex, marital status, place of residence, etc., academic qualification, training, teaching experience, management of schools, class size etc. on teachers' attitude towards teaching and job satisfaction. However, there is dearth of study on the problems faced by Secondary School teachers and its influence on teachers' attitude towards teaching.

Accordingly, seventyfive teachers, responding to both Questionnaire and Attitude Scale, were sorted out at random who represented different teacher groups - Government (43) and Private (32); Naga (27) and non-Naga (48); Male (53) and Female (22); Married (52) and Unmarried (23); Arts (55) and Science (20); teachers working under Permanent (36) and Temporary (38) terms of employment; Trained (20) and Untrained (55).

Total attitude score of each individual teacher was taken as the basis for grouping them into three different attitude groups. Thus, Teachers (75) attitude scores ranging from 37 to 74 were listed in ascending order and then categorised into three, where the lowest scoring group (25 teachers) formed the low attitude group (37-56), while the other 25 teachers having the highest attitude scores formed the high attitude group (64-74). The remaining 25 teachers with attitude scores ranging between 57 and 63 formed the middle attitude group.

Following this, the total frequency of problems identified by these three groups in each of the nine major problem areas (specified in the questionnaire) were worked out separately in each case. The frequency of problems identified in each area by each teacher was counted up thus arriving at the total frequency of problems identified by a particular group. The Chi Square (Garret, 1979, p. 254) was used in establishing the difference on the frequency of problems identified by the three different attitude groups of teachers (low, middle and high) in each of the problem areas. The actual frequency of problems identified by each of the three groups in each area were considered as the observed frequency. It was considered that the average frequency of problems identified by the three attitude groups in each area, was to be the expected frequency in

respect of each attitude group in each test if there was no significant difference among the different teacher groups. The null hypothesis formulated for this test was "there is no significant difference in the frequency of problems identified by teachers belonging to different attitude groups". Thus the Chi Square test was employed for all the problem areas clustered under nine major headings and the obtained values were listed against each area and presented in Table 6.12.

TABLE 6.12

SIGNIFICANCE OF THE DIFFERENCE IN THE FREQUENCY OF PROBLEMS IDENTIFIED BY TEACHERS OF DIFFERENT ATTITUDE GROUPS

Problem Areas	Teacher groups and frequency of problems			Chi Square Value	P
	Low	Middle	High		
1. School Interaction	43	40	27	0.87	NS
2. Outside School Interaction	35	20	35	4.99	NS
3. Interaction with Administrative Officials	9	4	8	1.99	NS
4. Job Conditions	43	45	35	1.37	NS
5. Academic	32	26	29	0.62	NS
6. Personal	27	28	17	3.07	NS
7. Financial	19	22	19	0.30	NS
8. Extra-curricular Activities	14	10	12	0.66	NS
9. Political	11	13	3	6.24	S

S = Significant; N.S. = Not Significant.

As shown in the Table 6.12 none of the obtained values is significant, except in the area of 'Political' problem which was found significant at 0.05 level with a Chi Square value of 6.24. The degree of freedom in this test being 2, the significant Chi Square values are 9.21 and 5.00 at the 0.01 and 0.05 levels. The null hypothesis "there is no significant difference in the frequency of problems identified by teachers belonging to different attitude groups" was thus rejected in this case while it was retained in the remaining eight cases.

The Chi Square values revealed that teachers belonging to low, middle and high attitude groups did not differ significantly in their identification of problems except in the area 'political'. It further suggests that problems faced by teachers pertaining to teaching profession did not seem to have significant influence on their attitude towards teaching. Teachers' degree of attitude and problems they identify do not seem to have much link as the present findings indicate. On the basis of the obtained Chi Square values, it may be inferred that teachers' slightly favourable attitude ($M=60.03$) towards teaching profession is, probably, due to the influence of some other factors like teachers' perception of teaching as 'low status job', while in respect of those who showed significantly more favourable attitude,

(non-Naga, Science and Private School teachers) it may be the circumstances under which they happened to take up teaching profession.

In support of the above statement, it may be noted that, on the whole, Science and Private School (constituted by majority of non-Nagas) and non-Naga teachers were the only teacher-groups who showed significantly more favourable attitude towards teaching, who, at the same time, identified problems more often than their counterparts in almost all the areas. Thus this statement is further strengthened by the obtained Chi Square values, which indicate that there is no link between the frequency of problems identified and the attitude of teachers.

The significant difference shown in the area 'political', on the other hand, may be linked with the Naga and Government School teachers who identified problems like "interference by politicians" in professional work, personal life, promotion, transfer and appointment, and who showed significantly less favourable attitude towards teaching profession than their counterparts. Hence, it may be inferred that problems of political nature faced by these teachers are some of the factors that influence their attitude in a less favourable manner.

In addition, the obtained Chi Square value ($\chi^2=4.99$) in the area 'outside school interaction', though not statistically significant found to be comparatively higher than the rest, which may also be attributed to the overall attitude of teachers. Whatever the probable reason one may assume as factors that influence teachers' attitude, teachers of both low and high attitude groups appeared to face problems almost equally. This calls for immediate attention of those concerned. More serious than this is identification of factors that affect teachers' behaviours followed by remedial measures that can influence teachers' attitude in a positive manner towards teaching profession, if meaningful education is to be given and teachers' efficiency are to be achieved.

C H A P T E R VII
DISCUSSION OF THE FINDINGS

No system of education can rise above the level of the teachers who serve it and on whose quality depends, to a great extent, the quality of the system. Teachers' quality, on the other hand, is determined by various factors like background characteristics, professional qualities, academic and professional qualifications and the place they occupy in the school and the community. In addition, external factors like, social, economic and political exert pressure on the educational system and its teachers. Hence, problems of various kinds faced by teachers and the schools will affect the quality of teachers' performance.

The major objective of the present study was to find out, whether or not the High School teachers in Nagaland face serious problems pertaining to the teaching profession, and also to find out teachers' attitude towards the teaching profession in its different dimensions. The findings of the study have been reported in the two preceding chapters. An attempt is made here to discuss the possible significance of those findings for the future development of High School Education in Nagaland.

Analysis of data revealed that teachers in Nagaland face various problems pertaining to different aspects of their profession. Teachers identified 20 different problems in the area of 'inside school interaction' (dealing with pupils, colleagues, non-teaching staff, authority and supervisors). The most frequently identified problems by the respondents are: 'lack of interest' (54%) and 'indiscipline' (18%) on the part of the pupils; absence of supervision (31%), lack of interaction (16%), with authorities; lack of co-operation (11%), selfishness (11%) among colleagues; non-cooperation (15%) on the part of non-teaching staff. All these are indicative of adjustment and interaction problems. It was also found that teachers differ in their perception of problems which may be due to heterogeneity of the backgrounds of teachers. It is also seen that teachers handling more than three classes (56%), teaching more than two subjects (32%), serving in one institution for a period of 1-5 years (63%) and burdened with heavy workload appear to have less time to interact with and know their pupils intimately which, otherwise, could have reduced the extent of indiscipline. Such lack of interaction and rapport with pupils appear to have further resulted in lack of guidance and a consequent lack of interest of pupils in their work all of which may be safely inferred to have an impact on the performance of the pupils in Nagaland.

Absence of supervision and lack of interaction with authority, may be stated to have resulted in teachers' stagnating in their work. In the absence of healthy interaction among teachers, pupils, authority and co-workers, school teachers in Nagaland cannot possibly be efficient in their teaching.

Problems faced by teachers in their inside school interaction may be said to have affected their performance to certain extents. Newly recruited teachers in the profession seem to get along with the pupils and get adjusted with the environment better than those middle and high experienced teachers. Various professional problems faced by experienced teachers seem to dominate their long acquaintance with their work, thus resulting in slightly favourable attitude towards their work. However, in the light of the discussion, it may be inferred that High School teachers in Nagaland are poorly disposed towards teaching work as a result of the restricted nature of interactions existing in the institutions they work in. Moreover, High School pupils in Nagaland are first generation learners who lack guidance at home. This has further added to the problem faced in dealing with pupils as reported by the teachers. All these might have affected teachers' teaching performance.

The above finding is similar with the findings reported by Thakur (1973), Kaplan (1952), Kishanpuri (1977), Paranjape (1970), Gottfried and Jones (1963), Hansen and Stanley (1969), McLaughlin and Shea (1960) to mention a few, who also found negative attitude of pupils towards routine work, lack of co-operation, motivation and indiscipline to have created annoyance for teachers.

School teachers in Nagaland were also found to have identified altogether twenty four different problems pertaining to dealing with parents, community and teachers and pupils of other schools, with an average of 39 teachers reporting each of the problems. Teachers' perception of parents' failure to guide their children (28%), lack of sense of responsibility (19%), non-cooperation (17%), lack of interest in teachers' welfare (22%) on the part of both parents and community are enough constraints to hinder teachers' teaching work. Direct involvement support and co-operation of both parents and community as a whole which are pre-requisites of successful teaching were found lacking. However, such seemingly uninterested attitude on the part of the parents and community appear to have affected teachers' enthusiasm and the spirit of giving their best to the younger generation of the community they serve. Subsequently, this appears to have added to the teachers' problem of involving the illiterate and semi-literate parents and community in

their venture to develop and raise the standards of High School Education in Nagaland.

Problems faced by teachers in their outside school interaction may be stated to have an influence on teachers' performance and the quality of education. However, quality improvement of education rests partly on the joint effort of all the teachers irrespective of the institutions in which they work and partly on the understanding, co-operation, interest and active participation of the parents and community whom the school serves. Since majority of the population is illiterate and semi-literate in Nagaland, active participation of the clients cannot be expected till the adults are educated. Above all, under such circumstances where society as a whole fails to recognise the contribution of teachers and work together for the welfare of teachers who teach the younger generation, teachers appear to have failed to work whole heartedly. Hence it may not be an exaggeration to state that it has resulted in Teachers' inefficiency and lack of strong positive attitude towards their work (M=60.03).

Lack of proper interaction between teacher and parents and community (society) has not only resulted in poor quality teaching but may be stated to have also affected teachers' image in society. This is very much revealed in teachers' perception of reasons for their low status in

society (5.3.4). Teachers were also found to have perceived their work as having high utility for society but as having no proper place in society (status) as indicated in their ranking of occupation (5.3.6). Teachers were also found to have perceived 'accordance of status' to teachers as a measure to improve their status (5.3.3). All these are indicative of non-recognition of and negative attitude of parents and community towards teachers and their work. No job efficiency can be expected of the teachers without motivation provided and factors satisfied that can help develop positive attitude towards their job.

It can be inferred that absence of a recognised teacher association in Nagaland for a long time may be due to lack of interaction among teachers of different institutions. In such circumstances, teachers appear to have failed to voice their professional needs and problems. Hence, the task of building up teachers' image in society for the improvement of their status and professional growth etc. appear to have faced a set back. This statement may be supported by the perception of their own status as 'low' (5.3.6). This factor may be noted as one of the factors that influenced teachers' attitude towards teaching profession which was found slightly favourable ($M=60.03$).

High School teachers in Nagaland were found to have identified twelve different problems in dealing with Departmental Heads and other Government officials. However, a large proportion of the respondents avoided responding to questions in this area. This may also be inferred as indicative of the absence of freedom to express or fear of being brought to book which further suggests strained relationship among them. However, teachers' perception of problems like favouritism (19%), involvement in party politics (17%), superiority complex (10%), strict formality (16%) maintained by the Department and Government officials, are indicative of the distance and mistrust existing between officials and teachers. Hence, it can be inferred that there exists a mechanical imposition of rules by higher authority, particularly in Government schools, as identified by teachers. Absence of opportunity to interact between the ground level workers and the top officials appear to have rendered improvement of education difficult.

Failure to look into the welfare of teachers and sharing their views and responsibility in matters relating to teaching work and various aspects of the profession, appear to have an influence on the total performance of teachers, particularly those working in Government Schools where such close interaction with the Department and Government officials are

expected. This may explain the significant difference in the attitude between Private and Government school teachers. Private school teachers were found to have significantly more favourable attitude towards the profession (Table 6.2) as compared to Government school teachers.

Teachers' identification of professional problems and needs, suggestions and views pooled for the improvement of High School Education, teachers' performance and status, centred round better service conditions, stricter appointments, provisions for training, better academic programmes, financial benefits, physical facilities, etc. All these indicate indifference or negligence on the part of Department and Government officials. High per capita expenditure on education in Nagaland does not seem to solve the problem of the basic needs of the system as expected. However, the present condition, as expressed by the teachers, indicate officials' seemingly not so concerned with teachers' welfare. Further, teachers' perception of teaching job as having high social utility but as low status is enough to indicate the absence of genuine effort made to raise the status of teachers and, as may well be expected, failure to make any substantial changes in the standard of education in Nagaland on the part of Government officials.

It is, therefore, evident that High School teachers in Nagaland are hardly motivated to work efficiently, and are not well disposed towards teaching profession which is partly due to the type of relationship between teachers and officials. Above all, it reveals sheer negligence of Department officials, on whose initiative depends the strength and success of education as well as the incentives to accelerate the ground level work.

Of all the important steps needed to be taken towards the improvement of standard and quality education required for the balanced development of the learners, improving the job conditions (living, working and service conditions) of teachers is more vital. However, High School Teachers in Nagaland were found to have been facing various problems (13 sub-problems) pertaining to job conditions. Problems such as 'job insecurity' (44%), 'poor pay scale' (22%), 'heavy and unequal distribution of workload' (35%), 'lack of physical facilities' (29%), 'poor living conditions' (31%), and 'lack of residential accommodation' (31%) etc. were found to be more dominant. Problems of such nature can contribute to teachers' job dissatisfaction, anxiety, emotional insecurity and instability, mental discontentment, lack of enthusiasm mental and physical exhaustion, poor self-image, monotony in work and self pity among the teachers.

Teachers' perception of problems pertaining to job conditions was found to be genuine. Teachers' agreement with the measures of 'adequate teaching aids' (93%), better supervision (89%), lighter workload (91%) as effective for the improvement of teachers' performance (5.3.2); teachers' agreement with the measures of 'improving the service conditions' (95%), providing better facilities (96%) for the 'improvement of teachers' status (5.3.3); teachers' suggestion of 'better service conditions' (42%) for the development of High School Education in Nagaland (5.3.1) and their identification of professional problems like 'better service conditions' (77%) 'adequate housing and other factors' (52%) 'lighter workload' (18%) etc. (5.3.5) are all indicative of their dissatisfaction with their job conditions. It can also be noted that a large number of teachers (49%) stay in rented houses, particularly non-Nagas (56%). Only 31 percent of the Government school teachers were found to have government quarters allotted to them. Such lack of residential accommodation accompanied by job insecurity and lack of working facilities and heavy workload, are sufficient to hamper teachers' teaching performance. Teachers working under such circumstances cannot be expected to be efficient.

Teachers in Private schools, non-Nagas, urban, and untrained teachers were found to be more dissatisfied with working and service conditions, while teachers of all groups

were found to be facing problems relating to living conditions. Such dissatisfaction among the teachers may be due to lack of facilities, job insecurity, frequent transfer in respect of non-Naga teachers, lack of facilities for professional training limiting their professional prospects etc. as identified by them.

Low percentage of trained teachers (37%), large number of teachers working under temporary terms of employment, imbalances in the number of arts and science teachers (6.2), differences in the level of academic qualification of teachers etc. are indicative of no proper pattern of employment and no uniform service conditions, all of which, are found to have affected quality performance and standard of teachers and education in Nagaland.

In the light of the discussion, it can be inferred that High School teachers in Nagaland work under acute problems of poor job conditions. This clearly indicates that teachers are not properly motivated to work. Hence, it can also be inferred that in the absence of proper incentives, it is only natural that teachers may remain inefficient in their performance.

Teachers' role as a leader, guide and organiser of pupils' academic work involves manifold functions and

require ample facilities if the work has to be done meaningfully, efficiently and effectively. Unfortunately a very large number of teachers were found to have identified eight different problems pertaining to academic work with an average of seventy three (73) teachers under each area which are clear indicators of teachers' failure to do justice to their job. In the absence of adequate teaching aids (52%), library facilities (50%) and suitable curriculum and syllabus (43%), in addition to lack of proper interaction in and outside school and with Department and Government officials and at the same time work under poor working, living and service conditions, etc., no high school teacher in Nagaland, irrespective of talents, can be expected to be efficient. These problems identified by teachers are indicative of no proper organisation of academic programme in the State, which might have resulted in poor standard of education as it prevails today.

Teachers' identification of problems in academic work which appeared more pressing was further made very genuine by their suggestions forwarded for the development of High School Education in Nagaland (5.3.1), agreement with the measures listed for the improvement of teachers' performance (5.3.2), and their perception of better academic programme and facilities as one of the professional needs (5.3.5).

High School teachers, majority of whom, are low achievers and untrained and who face various problems pertaining

to academic work, cannot possibly do justice to their activities in a classroom. Lack of facilities required for academic work identified by teachers, Government teachers in particular, may be inferred as one of the factors affecting teachers' performance ultimately resulting in pupils' poor academic achievement. High School teachers in Nagaland, having been placed to teach in poor working conditions with minimum facilities provided, appear to remain incompetent and inefficient in the system.

High schools teachers were found to have personal problems too in addition to other problems. They identified nin different problems with an average of thirty eight teachers identifying each. However, teachers identified problems similar to what were already mentioned under different headings except a few who identified 'feeling of insecurity' (8%), separation from family due to frequent transfer (3%), frustration' (7%), children's education and employment (10%). Here too, teachers mentioned inadequate income (26%) and poor residential accomodation (22%). Such personal problems are

often more pressing than other problems directly connected with their profession. Hence, it may be right to infer that teachers personal problems have a bearing on their efficiency.

It is often stated that teachers' salary is low as compared to those paid in other profession. Teachers' salary in Nagaland is comparatively better than many other States in the country. Yet, majority of the respondents (68%) expressed dissatisfaction over the existing scale of pay. High school teachers identified four different problems pertaining to their financial position. On an average 89 teachers identified problem in each subarea. Teachers thus appear dissatisfied with their financial status. By expressing their agreement with the suggested measures 'improvement of emoluments' the teachers were identifying 'low scale of pay which was also identified as one of the reasons for low status in society. This stand may be due to the high cost of living in Nagaland and teachers' perception of salary as inadequate to attain the general life style prevailing in Nagaland.

It may be noted that such perception of teaching as low paid and 'lower status' job may have contributed to the failure to attract talented and educated Nagas to the teaching profession as it is clearly shown in the analysis of teachers background characteristics (5.1.11 and 5.1.12). Another reason to strengthen this statement can be drawn from the reason given by

teachers for joining the profession where only 2 percent had stated to have joined the profession because of 'good pay'. On the other hand, the highest percentage of teachers (28%) stated 'means of livelihood' while 17 percent stated 'non-availability of other job'. All these indicate nothing more than 'teaching as a refuge for those helpless who could not get better job with higher status, power and money. This problem of low pay is seen to be one of the factors why teachers perceive themselves as being looked down upon by parents and community and above all, cannot command respect from their own pupils whose value judgement appears to base on money and authority. This being the case, teachers seem to suffer from a kind of inferiority complex which is liable to cause inefficiency. Such dissatisfaction with their earnings might have influenced the teachers in their total attitude towards teaching profession ($M=60.03$) particularly towards the attitude object 'working climate and incentives' which is found to be somewhat favourable.

High School teachers in Nagaland were again found to perceive 'higher pay scale' as instrumental for improving their status which they considered capable of developing their self-image and thus help develop High School Education in Nagaland.

High School teachers face problems even in organising extra-curricular activities. Problems of no 'proper

organisation (27%), lack of facilities (27%) and lack of trained teachers (10%) and interest on the part of teachers as well as pupils are indicative of this. It is seen that private schools face more problems in this area which may be due to lack of financial facilities. Extra-curricular activities in the schools are a recent phenomena in Nagaland. However, it is observed that some schools do not even have minimum required facilities, not to speak of trained and talented teachers. Teachers with no proper facilities to work with (in one hand), and poor interaction with pupils and non-cooperation from parents, community and colleagues on the other, might naturally find it very difficult to organise any activities in addition to their academic work which is also perceived by them to be poorly organised. This may further overburden only a few teachers who are compelled to take the responsibility. Any activity organised in such manner will bear no fruit. Poor performance of the Naga youth in sports particularly at higher level, is indicative of failure on the part of the institutions to catch the pupils young and train them. Failure to develop keen interest in the pupils at the right time is found to have resulted in frustration among pupils even in sports field. Thus, it is further seen that teachers fail to guide pupils even in cultivating the spirit of group work in school and channelising their talent in various befitting manner, due to lack of proper organisation and facilities.

High School teachers in Nagaland were found to face problems of political nature. Interference by politicians in school affairs (15%) and personal lives of teachers (14%) and in matters related to appointment, transfer and promotion of teachers were some of the problems identified, particularly by the teachers in Government Schools. Restriction imposed for political reasons was also mentioned particularly by non-Naga teachers in Private Schools. Furthermore, the obtained Chi-Square value ($X^2=6.24$) in the area of 'Political' revealed significant difference amongst the different teacher attitude-groups in their identification of problems related to political influence. This revealed that teachers having less favourable attitude (low and middle groups) towards teaching profession identified problems pertaining to influence of politicians in school administration and interference of politicians in personal lives of teachers ^{more} often than those high attitude group: which was found significant at 0.05 level. It is, therefore, safe to infer that problems pertaining to influence of politics and politicians as faced by teachers have either a negative or positive influence on the attitude of teachers towards teaching profession.

In the light of the discussion made on the basis of the finding, it can be inferred that teachers in

Nagaland are prone to various problems and are suppressed and disappointed wage earners. This is because they do not enjoy complete freedom and have no say in the running of the institutions and the system as a whole. Teachers working in such circumstances can neither be efficient nor play their role effectively as agents of social change. All these factors, have a direct bearing on the quality of High School Education in Nagaland which is considered as poor. The quality of teaching personnel in the system, as it was revealed in the background characteristics, is quite far from satisfactory. There is practically no motivational pattern that can develop in teachers' skill and technique, good professional outlook, positive attitudes towards their job, self-esteem and actualisation. Further, there appear to be no proper pattern of employment of High School teachers in the State. Teachers, thus drawn, basing on no strict criteria and working under such circumstances, seem to contradict with the opinion of what they feel about themselves. Teachers' positive attitude towards "teaching work as an agent for widening mental horizon" and "has enough expertise to be called a profession" does not conform with their self-concept. They seem to be, on the other hand, dissatisfied with their old stock of knowledge with limited opportunity to keep abreast of the latest innovations in their field and also their status in society.

All these factors on the whole may be stated to have deteriorated the quality of education in Nagaland, high school in particular.

It is also noted that problems perceived by teachers under different managements differ slightly in nature and magnitude. Teachers in Government schools identified problems more frequently in certain areas relating to academic work, service conditions, dealing with Department and Government officials and politicians indicate lack of proper academic programme and facilities, low pay, lack of academic freedom, lack of appreciation and impartial treatment, low teachers' morale, non-participation in decision making interference in professional and personal life etc. Such lack of motivation, freedom, facilities and poor interaction identified by them give no place for Government teachers to generate enthusiasm in work. On the other hand, teachers in Private schools, though identified problems more frequently than their counterparts in Government schools, face less interaction problems with Department and Government officials and politicians as they do not have direct link with them in their teaching work. These can be said to have given them more academic freedom and less problems in dealing with the officials etc., which may be stated to have influenced teachers' performance. This has contributed towards better academic achievement of pupils in

Private schools, particularly managed by missionaries.

Difference in perception of problems between Naga and non-Naga teachers was also found which is worth noting. Naga teachers, since working in their own State appear to be more demanding and to have higher expectation for career prospects, and monetary benefit though it was less than their counterparts. Non-Naga teachers though identified problems more often than Naga teachers somewhat appear to be more satisfied with their job than expected. This may be said to have influenced their attitude which was found to be significantly more favourable ($M=61.37$) than their counterpart Naga teachers.

It is also revealed in the present study that problems faced by teachers have no significant influence on teachers' attitude except political problems. This can also be seen in the significantly more favourable attitudes of Private School, non-Naga and Science teachers who were also found to have identified problems more frequently than their counterparts in almost all the major problem areas. This reveals that there exist other factors that are more capable of influencing teachers' attitude towards teaching profession which was found to be somewhat favourable. This result calls for further identification of the factors that influence teachers' attitude towards their work.

Teachers were found to differ in their attitudes towards different attitude objects. Private school teachers and non-Naga teachers showed significantly more favourable attitude towards the attitude objects 'teaching job' and 'service conditions'. On the other hand, untrained and low experienced groups significantly differ in their attitude towards the attitude object 'working climate and incentives' while post-graduate teachers were found more satisfied with their service conditions. On the whole, teachers showed to have more favourable attitude towards the teaching job and less satisfied with the service conditions and working climate and incentives provided. This appear to conform with job insecurity, poor scale of pay, poor career prospect, lack of proper interaction and lack of recognition as mentioned by them. Teachers' dissatisfaction with service conditions, working climate and incentives may be inferred to affect their performance which may be seen in the poor academic performance of pupils in Nagaland.

It can be concluded that unless attempts are made to reduce the prevailing problems as identified by high school teachers in Nagaland, and measures taken to influence their attitude in a more favourable way, the performance of these teachers will remain far from satisfactory as it appears today. This state of affairs, if left unattended, might further deteriorate the standard of education and academic performance of the learners at High School level in the State.

CHAPTER VIII

SUMMARY OF THE FINDINGSIntroduction

The present study entitled "A STUDY OF THE PROBLEMS FACED BY HIGH SCHOOL TEACHERS AND THEIR ATTITUDE TOWARDS TEACHING PROFESSION IN NAGALAND" included all the teachers teaching from Classes VII to X in all the schools in Nagaland under Government as well as Private managements.

Data relating to background information of High School teachers, their perception of problems pertaining to and attitude towards teaching profession were collected employing Questionnaire, Attitude Scale and Checklist prepared by the investigator.

The findings thus emerged from the analysis of the data collected through the tools mentioned were summarised and presented in this chapter.

Suggestions based on the findings were also attempted followed by suggestions for further study both of which are included in this chapter.

8.1. Background Characteristics of High School Teachers in Nagaland

8.1.1. Management of Schools, Community, Sex and Place of Birth

Of the total respondents, 222 (61%) were Government School teachers and 144 (39%) were from Private Schools. Sixty six percent of the respondents were non-Nagas, with a higher proportion in Private Schools (80%) than in Government (57%). Female teachers were comparatively few (21%). Fifty four percent of the teachers were found to be from rural areas. Teachers were from seventeen different States and Union Territories, the highest being from Assam (40%) and Kerala (21%). Thirty six percent of the respondents were from Nagaland, 31 percent from neighbouring States (North-Eastern Region), and 33 percent were from outside the region.

8.1.2. Age, Marital Status and State of Health:

Teachers' age covered a wide range (16-66) with fifty percent between 16-30 years. The highest average age of 34 years was in respect of the Government school teachers followed by the male teachers (33 years). Married teachers were 67 percent with a larger proportion in Government schools. Teachers having 4 children and above constituted the biggest group (26%) particularly the Naga teachers. Teachers perceived

their state of health as good (65%) with the highest percentage belonging to age-group 21-30.

8.1.3. Religion

The distribution of teachers in terms of religion was as follows:


Christians 55 percent, Hindus 42 percent, Muslim and Sikhs 3 percent. Private schools had a larger proportion of Christian teachers than the Government Schools.

8.1.4. Linguistic Background

High School teachers were found belonging to 19 different language groups, with Bengali, Assamese and Malayalam being the largest. Only 3 percent of the non-Naga teachers were found to speak local languages while 55 percent could speak Assamese, 91 percent of the teachers were found to speak Hindi.

8.1.5. Qualifications (Academic and Professional)

Eighty six percent were graduates, the rest being undergraduates (2%) and Post-graduate (6%). Out of the 24 percent, that constituted Science graduates, a very small percentage (7) were Nagas. Sixty percent of the teachers were found to have acquired their degree between 1971 and 1981. Majority of the teachers (79%) were third divisioners. Only 37 percent of the respondents were found to have acquired

professional training, mostly during the last ten years (1971-81). The highest percentage of trained are the non-Nagas and the male teachers with percentages of 49 and 41 respectively.

8.1.6. Work Load:

The highest percentage of teachers (50) were found to handle 2 subjects while 29 percent handled four different classes. Private School teachers were found to handle more subjects and classes.

8.1.7. Job Experience Prior to Teaching

Only 14 percent of the teachers had been employed prior to teaching. The majority had a very low income (Rs. 100-400/- per month). Only 4 percent of the teachers were working in the academic field.

8.1.8. Teaching Experience, Place of Work and Number of Institutions Served

The highest percentage of teachers (34) had 1-5 years teaching experience followed by 6-10 years (30%). Again sixty three percent were found to be teaching in the institution where they were then working for 1-5 years. Private and non-Naga teachers were found to be more mobile. Again 47 percent, mostly Nagas were found to be teaching in

the same institutions whereas most of the non-Nagas were reported to have shifted from one school to another. Seventy one percent of the teachers were working in Urban areas with a larger proportion in respect of Private school (93%) teachers than those in Government schools (57%).

8.1.9. In-Service Training

Only 32 percent of the teachers were reported to have attended in-service training with a higher proportion from Government schools and male teacher groups. The training thus attended was organised by the State as well as outside agencies. The duration of the training was less than one month with 62 percent of teachers attended between the year 1976-80.

8.1.10 Reasons for Joining the Teaching Profession

The highest percentage of respondents (28) stated 'means of livelihood' as the reason for joining teaching profession, while 24 percent stated 'interested' and 'own choice'. Reason of 'non-availability of other job' (17%) and availability of job in Nagaland (9%) were also mentioned. Only 2 percent joined the profession for the reason of 'good pay'.

8.1.11. Teachers' Place of Stay (Residential Accommodation)

The highest percentage of teachers (Government 42%,

Private 56%) were found to stay in rented house particularly among the non-Nagas (56%). Only 31 percent reported to be staying in Government quarters.

8.1.12. Terms of Employment

Teachers working on permanent terms of employment were found to be only 41 percent while 53 percent were working on temporary basis. Few teachers were on contract basis (5%) and substitute (1%). Non-Nagas constitute the largest teacher-group working on permanent terms of employment (45%) while it was 35 percent in respect of the Nagas.

8.2. Problems Identified by the Teachers

Problems pertaining to teaching profession as identified by High School teachers in Nagaland were summed up under the major heading wherever found necessary.

8.2.1. School Adjustment

Teachers were found to identify twenty different problems pertaining to 'within the school adjustment' which includes dealing with pupils, colleagues, supervisors, authorities and non-teaching staff. Problems more frequently identified were - 'lack of interest' (54%) on the part of pupils, 'lack of interaction with (16%) and no supervision (31%)', 'non-cooperation on the part of non-teaching staff' (15%),

particularly, by Government school teachers. Problems identified by a small number of teachers were 'pupils indiscipline' due to 'lack of guidance' given to pupils, 'selfish and insincere' and 'lack of co-operation' on the part of colleagues, 'partiality in treatment' on the part of authority, etc.

On the whole, Private School, non-Naga, male and untrained teachers identified problems more frequently than their counterparts.

8.2.2. Outside School Interaction

Teachers identified 24 different problems in their outside school interaction, with parents, guardians, community and pupils and teachers of other schools. Parents were reported to have failed to guide their children (28%), 'no interest in teachers' welfare' (22%) while both parents and community were stated to have shown 'non co-operation' with teachers (17% and 12%). Highest percentage of teachers stated to have 'no opportunity to interact' (21%) with teachers and pupils of other schools. Sense of responsibility was also reported to be lacking on the part of both parents (19%) and community (7%). However, on the whole, Private school, urban, and male teachers identified problems more frequently in dealing with parents and community. Non-Naga and trained teachers were also found to have identified problems more

frequently in dealing with community, while in the case of untrained teachers it was with parents.

8.2.3. Interaction with Department and Government Officials

Teachers reported to have interaction problems with Department as well as Government officials. The highest percentage of teachers identified 'strict formality' (16%) maintained by the Department officials and 'favouritism' (19%) and 'involvement in party politics' (17%) on the part of Government officials. However, Government school and non-Naga teachers were found to identify more problems in dealing with department officials than their counterparts, while in the case of Private and untrained teachers, it was in dealing with Government officials. Urban and male teachers identified problems in dealing with both Department and Government officials more frequently than their counterparts.

8.2.4. Job Conditions

8.2.4.1. Service Conditions

A larger proportion of teachers identified different problems pertaining to their service conditions. The highest percentage of teachers mentioned 'job insecurity' (44%) followed by 'poor pay scale' (22%). A very small percentage of the teachers identified 'inadequate facilities' (7%), 'lack of chance for promotion' (7%).

It was noted that the problems of 'job insecurity' and 'poor pay scale' were identified mostly by Private school and non-Naga teachers. 'Lack of chance for promotion' was identified more frequently by Government, non-Naga, trained and rural teachers. However, non-Naga, male, urban, untrained teachers and teachers in Private schools were found to have identified problems more frequently than their counterparts.

8.2.4.2. Conditions of Work

Highest percentage of High School teachers in Nagaland identified 'heavy and unequal distribution of workload' (35%) followed by 'lack of proper physical facilities' (29%). A small percentage of teachers identified the problem 'lack of academic facilities' (8%).

Private school teachers were found to have identified the problem of 'unequal and heavy distribution of workload' (41%) more frequently, while it was 'lack of physical facilities' (30%) in the case of Government school teachers. However, Private school teachers, non-Nagas, male, untrained and urban teachers identified problems pertaining to conditions of work more frequently than their counterparts.

8.2.4.3. Living Conditions

The highest percentage of teachers identified 'poor living conditions' (33%), with 'Lack of residential accomodation' (31%) being the next. A small percentage of teachers identified 'poor transport facilities' (13%).

Problem of 'poor living conditions' was more frequently mentioned by Private school teachers (58%), while it was 'lack of residential accomodation' in respect of Government school teachers (74%) and non-Nagas (90%). On the whole, non-Nagas, male, untrained, rural and Private School teachers identified problems in living conditions more frequently than their counterparts.

8.2.5. Academic Work

The highest percentage of teachers identified 'absence of adequate teaching aids' (52%) followed by 'inadequate library facilities' (50%) and 'unsuitable and constant change of syllabus and books' (43%). More teachers working in Government schools (55%) were found to feel the 'lack of adequate teaching aids', while it was 'inadequate library facilities' (49%) in the case of Private school teachers. On the whole, non-Naga, rural, untrained and Government school teachers were found to identify problems more frequently than their counterparts.

8.2.6. Personal Problem

Highest percentage of teachers identified the problems of 'inadequate income' (26%) and 'poor residential accomodation' (22%) and 'career prospectus' (12%) as some of their personal problems. Other problems identified were 'feeling of insecurity' (8%), 'children education' (7%), and 'frustration' (7%).

It was also noted that Government school teachers identified 'residential accomodation' (28%), while Private school (28%), female (30%), Naga (30%) and Urban (27%) teachers identified 'inadequate income' more frequently than other problems listed. However, male, untrained, urban, non-Naga and Private school teachers identified problems more frequently than their counterparts.

8.2.7. Financial

Teachers identified 4 different problems pertaining to financial condition with an average of 88 teachers in each case. Of all the problems identified, in the study, the highest percentage of High School teachers perceived their pay as low(68%). Few felt that the cost of living was high (11%) when they had no supplementary income (8%). 'Lack of financial help from the Government' (9%) was also mentioned.

8.2.8. Extra-Curricular Activities

Altogether, teachers identified seven different problems pertaining to extra-curricular activities. The highest percentage of teachers identified the problems of 'absence of proper organisation' (27%) and 'lack of facilities' (27%). Other problems identified were 'dearth of trained teachers' (10%) and 'lack of interest among pupils (6%).

8.2.9. Political Influences

The highest percentage of teachers identified the problems of 'restrictions imposed for political reasons' (16%) followed by 'interference in work by politicians' (15%) 'political appointments of teachers' (14%). However, a small number of teachers identified four different problems pertaining to politics.

Problems of 'interference in work by politicians' were more frequently identified by local (25%), rural (26%) and Government school teachers (18%).

8.3. Teachers' Perceptions and Views with regard to Improvement of High School Education and various Aspects of the Teaching Profession

8.3.1. Suggestions given by High School Teachers (respondents) for the Improvement of High School Education in Nagaland

The largest number of High School teachers suggested 'stricter appointment of teachers and training' (81%) followed by 'better system of evaluation' (42%) and 'better service conditions' (42%). Other important measures suggested were 'provision of facilities' (38%), 'measures of pupils' welfare' (33%), effective play of teachers' role' (30%), 'curriculum improvement' (28%), and 'better administration and supervision' (27%). A low percentage of teachers suggested 'improvement of primary education' (18%), 'enrolment control' (13%) and 'institutional improvement' (8%).

8.3.2. Teachers' Agreement with the Ten Measures listed for the Improvement of Teachers' Performance

8.3.2.1. Agreement of the Total Respondents with the Measures Listed

The highest percentage of High School teachers (respondents) perceived 'teaching the subjects of interest' and 'knowledge of psychology' as effective measures for the improvement of teachers' performance in Nagaland, with a percentage of 97 in each case. Other measures considered effective with almost equal percentage were 'better mastery of

subjects (96%).

8.3.2.2. Agreement of the Different Teacher-Groups with the Measures listed

Teacher-groups perceiving the measure 'teaching the subjects of interest' with higher percentage were female (99%); Private School (97%); trained (98%); untrained (97%); Naga (97%) non-Naga (97%) and urban (97%) teachers. The measure 'knowledge of psychology' was considered effective by higher percentage of Government (98%); male (97%); untrained (97%) rural (98%) and Naga (97%) teachers.

However, teachers did agree with all the ten measures listed as 'effective' with a minimum percentage of 80 in each case.

8.3.3. Teachers' Agreement with the Eight Measures listed for the Improvement of Teachers' Status

8.3.3.1. Agreement of the Total Respondents with the Measures listed

Findings revealed that the highest percentage of High School teachers (96%) in Nagaland, perceived 'providing better facilities for life and work' as an effective measure for the improvement of teachers' status, followed by the measures improving the service conditions (95%) and raising the academic qualifications (95%).

8.3.3.2. Agreement of the Different Teacher-Groups with the Measures listed

The measure 'providing better facilities for life and work' was perceived as effective mostly by Private School (97%); non-Naga (96%); male (96%); urban (95%) teachers. On the other hand, the highest percentage of Government School (97%); trained (98%); and rural (100%) teachers perceived 'improving the service conditions' as an effective measure for the improvement of teachers' status. Only a negligible percentage of teachers were found 'undecided' and to have considered the measures 'not at all effective'.

8.3.4. Reasons for low Status as perceived by Teachers

High School teachers (respondents) in Nagaland perceived 'low scale of pay' (52%), absence of professional status (36%), lack of recognition by society (33%) as some of the reasons for low status of High School teaching.

8.3.5. Teachers' Perception of Professional Needs

High School teachers stated better service conditions (77%), better academic programme and facilities (55%), adequate housing and other facilities (52%), stricter appointments of teachers and training (40%) as some of the important professional needs.

8.3.6. Teachers' Perception of their Profession in relation to other Occupations in terms of Status and Utility

Teachers perceived High School teaching as having a very high social value (1st rank) but considered as 'low status' job. They perceived 'Civil Service' as having the highest status in society. 'Medicine' was perceived as a profession having both social status (2nd rank) and utility (2nd rank)

8.4. Teachers' Attitude towards Teaching Profession and the Three Different Attitude Objects

Findings on teachers' attitude towards teaching profession have been summed up under four sections. Attitude of total respondents and different teacher groups towards -

- (a) Teaching Profession (20 statements with a range score of 1 - 100),
- (b) Attitude object 'Teaching Job' (9 statements with a range score of 1 - 45),
- (c) Attitude object 'Service Conditions' (4 statements with a range score of 1 - 20),
- (d) Attitude object 'Working Climate and Incentives' (7 statements with a range score of 1- 35).

8.4.1. Attitude of the Total Respondents and Different Teacher-Groups towards Teaching Profession

8.4.1.1. Attitude of the teachers as a group towards teaching profession was slightly favourable with a mean score of 60.03 in a range score of 1 - 100.

8.4.1.2. Private School teachers (M-61.96), non-Naga (M-61.37) and Science teachers (M-61.49), were found to show significantly more favourable attitude towards teaching profession than their counterparts Government school (M-59.11), Naga (M-59.15), and Arts (M-58.54) teachers.

8.4.1.3. No significant difference in the attitude towards teaching profession was found between the remaining teacher groups (male and female; urban and rural; trained and untrained; under-graduates, graduates, post-graduates and teachers working under permanent and temporary terms of employment groups). However, all the teacher groups showed a slightly favourable attitude towards their profession.

Teachers from Private school, non-Naga teachers and Science teachers showing significantly more favourable attitude towards their profession than their counterparts may be due to more academic freedom enjoyed by private school teachers, circumstances under which non-Naga teachers joined the teaching profession'.

8.4.2. Attitude of the Total Respondents and different Teacher Groups towards the Attitude Object - 'Teaching Job'

8.4.2.1. Attitude of total respondents towards the attitude object 'Teaching Job' was slightly favourable with a mean score of 30.63 in a score range of 1 - 45.

8.4.2.2. Attitude of Private school (M=31.62) and non-Naga (M=31.09) teachers towards 'teaching job' were found significantly more favourable than their counterparts Government school (M=59.11) Naga (M=29.89) teachers. However, no significant difference was found in the attitude of the remaining teacher-groups towards teaching job.

8.4.3. Attitude of the Total Respondents and the Different Teacher Groups Towards the Attitude Object - 'Service Conditions'

8.4.3.1. The total respondents of teachers showed only a slightly favourable attitude towards the attitude object 'service conditions' with a mean of 10.96 in a range score of 1 - 20.

8.4.3.2. Non-Naga (M=11.20), Private school (M=11.42) and post-graduate (M=12.25) teachers were found to have significantly more favourable attitude towards the attitude object 'service conditions' than their counterparts. This may be indicative of contentment with the service conditions and satisfaction of getting job, and the extra allowances and better careers.

prospect in respect of those teacher groups respectively.

As regards the attitude of the remaining groups no significant difference was shown.

8.4.4. Attitude of the Total Respondents and the different Teacher-Groups toward the Attitude Object 'Working Climate and Incentives'

8.4.4.1. Teachers' attitude towards this attitude object was found to be slightly favourable with a mean of 18.73 in a score range of 1-35.

8.4.4.2. No significant difference was found between the attitude of different teacher-groups towards this object except between non-Naga (M-19.94) and Naga (M-18.33) and low experienced group (M-19.34) and middle experienced teachers (M-18.33) indicating more favourable attitude on the part of the untrained and low experienced teachers.

This may be due to a large proportion of non-Naga teachers teaching in Private school where they enjoy more academic freedom and also adjustability of the low experienced group, majority of whom are young graduates.

8.5. Problems Identified by Different Teacher-Attitude Groups

No significant difference in the frequency of problems identified by the three attitude groups of teachers (low, middle and high) was found except in the area 'political' with a Chi-Square value of 6.24, significant at 0.05 level.

8.6 SUGGESTIONS:

- 1) Establishment of High School institutions on the basis of the actual educational needs of an area with adequate and equal supply of physical and academic facilities, basing on the nature of the educational programme.
- 2) Involvement of parents and community in school programme and educating them.
- 3) Laying out school programme (academic and non-academic) relevant to the needs of the learner and society by trained and competent personnel involving the ground level workers (teachers).
- 4) Uniform pattern of employment (teachers) on the basis of requirement, talent, interest and merit. A separate Education Service Commission for selection of teachers and conducting various examinations related to High School teaching.
- 5) Adequate provisions for professional training, in-service training and making the same compulsory for all. To make the training programme relevant to the educational programme, needs of the teachers and pupils based on socio-cultural background of the learners. Regular supervision, follow up programme and feedback need to be emphasised.

- 6) Revision of service conditions from time to time keeping in view parity with other jobs in the State, with special reference to pay, promotion, facilities, etc.
- 7) Involvement of teachers in institutional and higher level planning and decision making. Non-interference of politicians and other administrative officials in academic work and personal life of teachers (academic freedom).
- 8) Recognition of teachers' outstanding quality and service to society by way of according status in society and giving meritorious award.
- 9) Proper organisation and distribution of academic work and workload in school on the basis of teachers' specialization of subject.

8.7. SUGGESTIONS FOR FURTHER STUDY:

- 1) A study of job satisfaction among High School teachers in Nagaland in relation to quality teaching.
- 2) Micro-teaching as a technique in improving teachers' classroom behaviour.
- 3) A study of the influence of Training College Programme on the classroom behaviour of High School teachers in Nagaland.
- 4) Attitude of parents and pupils towards school programme and its influence on teachers' attitude towards teaching profession and on their teaching performance.

- 5) A case study of the Organisational Climate and teachers' morale of an institution (High School) and its relationship with quality teaching and performance of pupils.
- 6) A comparative study of teachers' performance in terms of pupils' achievement in an institution having regular supervision programme.
- 7) A comparative study of the problems faced by High School teachers in the Tribal States and Union Territories of North-Eastern Region and their impact on the quality of education.
- 8) Impact of certain sociological factors on teaching ability of High School teachers in Nagaland.
- 9) Indepth study of factors influencing teachers' attitude towards High School teaching in Nagaland.

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APPENDIX I

Department of Educational
Research and Studies,
NEHU, Shillong

Dear Sir/Madam,

The enclosed questionnaire is for collecting information needed for a study of background characteristics of High School Teachers in Nagaland and problems faced by them pertaining to teaching profession. This is part of my doctoral research work. It is earnestly hoped that the result of this study will help in some measure the efforts to improve High School education in Nagaland.

May I request you to spare a little bit of your valuable time to fill in the enclosed questionnaire and mail it/hand it on to the headmaster for onward transmission to me?

Yours faithfully,

Dated Shillong
20.11.78

Sd/-
RONGSENRENLA
Research Fellow

QUESTIONNAIRE TO HIGH SCHOOL TEACHERS IN NAGALAND

PERSONAL DATA:

1. Name (if you don't mind) _____
2. Designation _____
3. School _____
4. Sex _____ 5. Age _____
6. Caste/Tribe _____ 7. Community _____
8. Religion _____ 9. Place of birth:
 - City/Town/Village _____
 - District _____
 - State _____
10. Mother Tongue _____ 11. Knowledge of
 - languages other than mother tongue: 1. _____
 - 2. _____ 3. _____
12. Marital status _____ Married/Unmarried
 - If married, number of children (if any) _____
13. Number of dependants (other than own children) _____
14. What do you think your state of health is? (Put a tick
 - ✓ mark): very good _____ good _____ fair _____
 - not very good _____
15. For how many years have you
 - been working in the present Institution? _____

16. Academic qualifications:

Subjects studied	Class	% of Marks	Private/Collegiate	Year of Passing	University/Institution
1. Matric					
2. Intermediate					
3. B.A./B.Sc.					
4. M.A./M.Sc.					
5. Any other (Please specify)					

17. Professional qualifications:

1. B.T./B.Ed. _____
2. M.Ed. _____
3. Teacher Training (Certificate - TTC) _____
4. Any other
(Please specify) _____

18. Subjects now taught: Subjects Classes

19. Before you took to teaching as a career were you in any other service?

Employer	Designation	Period	Place	Scale of pay
1. _____				
2. _____				
3. _____				

20. How many years have you been in teaching? _____

Name of Institution and place	Govt/ Private	Scale of pay	Period (From-To)
-------------------------------	---------------	--------------	------------------

- 1. High School _____
- 2. Middle _____
- 3. Primary _____
- 4. Any other _____

21. Have you undergone any In-Service training? If yes, specify the following: (Courses undergone after 1970)

Name of course	Organising agency	Place	Year	Duration

22. Please indicate briefly the circumstances in which you happened to take up this job in Nagaland.

23. Place of stay (put a tick 1/ mark):

- a) Government Quarters _____
- b) Rented House _____
- c) Private _____
- d) Institution _____

24. Terms of employment (put a tick 1/ mark):

- 1) Permanent _____
- 2) Temporary _____

25. While in the Teaching Profession you must have faced various problems. Please indicate the most important of them in each of the following areas:-

1) Dealing with Parents/Guardians:

- 1) _____
- 2) _____
- 3) _____

2) Dealing with Community:

- 1) _____
- 2) _____
- 3) _____

3) Dealing with Public:

- 1) _____
- 2) _____
- 3) _____

4) Dealing with Pupils:

- 1) _____
- 2) _____
- 3) _____

5) Dealing with Colleagues:

1) _____

2) _____

3) _____

6) Dealing with non-Teaching Staff:

1) _____

2) _____

3) _____

7) Dealing with Authorities:

1) _____

- 2) _____
- 3) _____

8) Dealing with Supervisors:

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

9) Dealing with Administrative officials (Deptt.):

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

10) Dealing with Govt. officials:

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

11) Dealing with Teachers and Pupils of other schools:

(Inter school relationship)

1) _____

2) _____

3) _____

12) Conditions of Service:

1) _____

2) _____

3) _____

13) Conditions of Work:

1) _____

2) _____

3) _____

14) Living Conditions:

- 1) _____
- 2) _____
- 3) _____

15) Problems of Political nature:

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

16) Personal problems:

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

17) Financial problems:

- 1) _____
- _____
- 2) _____
- _____
- 3) _____
- _____

18) Academic problem areas like Syllabus, Teaching, Subject taught, Teaching aids, Library, etc.

- 1) _____

- 2) _____

- 3) _____

19) Extra-curricular activities:

- 1) _____

- 2) _____

- 3) _____

26. Please indicate five of your most important professional needs and problems:

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

27. Please suggest a few measures that may improve High School Education in Nagaland:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
8. _____

APPENDIX II

Department of Educational
Research and Studies
North-Eastern Hill University
SHILLONG 793 014

Dear Sir/Madam,

The enclosed forms are on Attitude Scale and Checklist. These are meant for assessing teachers' attitude towards their profession and studying teachers' views and perception of some important aspects of teaching profession (High School level) in Nagaland. It is earnestly hoped that the findings of this study will help in some measure the efforts to improve High School education in Nagaland. The form returned by you will be treated highly confidential.

May I, therefore, request you kindly to spare a little bit of your valuable time to fill in the forms.

Yours faithfully,

Sd/-
RONGSENRENLA
Research Associate

A. Personal Data

1. Name (if you don't mind) _____
2. School (Private) _____ (Govt.) _____
3. Sex _____ 4. Caste/Tribe _____
5. Marital status - Married/Unmarried
6. Is your service Permanent/Temporary? _____
7. Qualifications (Please mention Degree and Diploma)
 - a) General (I.A., B.A., M.A.) _____
 - b) Professional (B.T., B.Ed., etc.) _____
8. Teaching experience:

	<u>No. of years</u>	<u>Place</u>
a)	_____	_____
b)	_____	_____

B. Attitude Scale

Please indicate your reaction by putting a tick (1/) mark in one of the five boxes numbering from 1 to 5 which indicates:

1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree.

1	2	3	4	5
---	---	---	---	---

1. Teaching profession is the last resort of the incompetent

--	--	--	--	--

2. The atmosphere in my school is good for work

--	--	--	--	--

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | Teachers are not given enough participation in school management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Teachers enjoy sufficient respect in society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Pupils do not show enough respect to teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | As soon as I get a better job I will leave teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Poor working condition is the cause of poor teacher performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Teaching is not properly supervised | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | No other profession widens mental horizon as teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Teachers receive little co-operation from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | I do not enjoy the work of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The pay given is adequate for the work I do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Transferability is a threat under which teacher have to work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Teachers do possess enough expertise to call themselves a profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | We do not feel we are wanted in this state | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | There is no idealism in the work of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Teachers receive little recognition from society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. Too many restrictions are imposed on personal life
19. He who can, does, he who cannot, teaches
20. There is no sympathy in the community for our problems

Checklist

- A. Some measures for improving teacher status are given below. To what extent do you consider each of them effective? Please mark them by putting a tick (✓) mark in one of the boxes namely - Effective, Undecided, Not at all.

	Effect- tive	Undeci- ded	Not at all
1. Improvement of emoluments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Raising the academic qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Greater professionalisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Improving the service condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Stricter selection of appointments of teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Providing better facilities for life and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Accordance of status to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Greater freedom in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Any other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B. Some measures for improving teacher performance are given below. To what extent do you consider these effective? Please indicate by giving a tick (✓) mark against each point in one of the boxes given - Effective, Undecided, Not at all.

Effect- tive	Undeci- ded	Not at all
-----------------	----------------	---------------

- | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Adequate teaching aids | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Better supervision of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lighter work-load | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Better mastery of the subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Teaching subject of interest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Knowledge of psychology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Proper assessment of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In-service training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Proper feed-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Better professional preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Following is a list of occupations arranged in an arbitrary order. Please rank them in terms of status and social utility of work, as you perceive, by marking 1 - 11 (in descending order) against each occupation.

Sl. No.	Name of Occupation	Status enjoyed	Social utility of work
1.	Clergy	- - - - -	- - - - -
2.	Business	- - - - -	- - - - -
3.	Civil Service	- - - - -	- - - - -
4.	Defence Service	- - - - -	- - - - -
5.	Engineering	- - - - -	- - - - -
6.	Industry	- - - - -	- - - - -
7.	Law	- - - - -	- - - - -
8.	Medicine	- - - - -	- - - - -
9.	Management	- - - - -	- - - - -
10.	College/University Teaching	- - - - -	- - - - -
11.	School Teaching	- - - - -	- - - - -

D. If you think school teaching does not enjoy enough status give three most important reasons for the same:

1. _____
2. _____
3. _____

APPENDIX III

LIST OF HIGH SCHOOLS COVERED BY THE STUDY(NAGALAND)GOVERNMENT

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| 1. Mokokchung Govt. High School | 5. Impur High School |
| 2. Ongpangkong " " " | 6. Nevukhu " " Mokokchung |
| 3. Changtongya " " " | 7. Edith Douglas High School " |
| 4. Kubolong " " " | 8. Venture High School " |
| 5. Mangkolemba " " " | 9. Baptist English School, Wokha |
| 6. Chuchuyimlang " " " | 10. Don Bosco, Wokha |
| 7. Alungkima " " " | 11. St. John, Tuensang |
| 8. Sekhose " " " | 12. National High School, Kohima |
| 9. Kohima " " " | 13. English " " " |
| 10. Molvum " " " | 14. Don Bosco " " " |
| 11. Pughoboto " " " | 15. Loyala " " " |
| 12. T.M. Government " " " | 16. Minister Hill " " " |
| 13. Dimapur " " " | 17. Baptist English School, " |
| 14. Peren " " " | 18. Holy Cross, Dimapur |
| 15. Viswema " " " | 19. Railway High School, Dimapur |
| 16. Tsemenyu " " " | 20. Christian English School " |
| 17. Phek " " " | 21. St. Paul, Zunheboto |
| 18. Chazauba " " " | 22. Modern High School, Mon |
| 19. Pfutsero " " " | |
| 20. Wokha " " " | |
| 21. Sungro " " " | |
| 22. Attepyong " " " | |
| 23. Zunheboto " " " | |
| 24. Atoizu " " " | |
| 25. Akuloto " " " | |
| 26. Surhoto " " " | |
| 27. Mon " " " | |
| 28. Wakching " " " | |
| 29. Champang " " " | |
| 30. Tuensang " " " | |
| 31. Chare " " " | |
| 32. Longkhim " " " | |
| 33. Longleng " " " | |
| 34. Kiphire " " " | |
| 35. Chizame " " " | |

PRIVATE

1. Baptist English School, Mokokchung
2. Changki High School
3. Ungma " "
4. Longsa " "

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