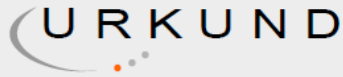


# ANTI-PLAGIARISM CERTIFICATE



## Urkund Analysis Result

Analysed Document: A STUDY ON THE INFLUENCING FACTORS OF TEACHER EFFECTIVENESS OF CATHOLIC MISSIONARY.doc (D34267169)  
Submitted: 1/2/2018 6:40:00 AM  
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### Sources included in the report:

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#### ABSTRACT

Teacher effectiveness is the quality competence and ability of the teacher to teach effectively. It is the single most important school based aspect in student success. Effective teachers have a great influence on student achievement. Through the present study an attempt has been made to study the influencing factors of teacher effectiveness of Catholic Missionary Schools in the State of Nagaland. Teacher effectiveness was assessed on the basis of five factors such as

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preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics

gender and (e) locality, (iii) to find out whether the attitude of teachers towards computer education determine influencing factors of teacher effectiveness, (iv) to find out whether attitude of teachers towards using new technology in education determine influencing factors of teacher effectiveness, (v) to study the relationship between mode of appointment of teachers in influencing factors of teacher effectiveness, (vi) to study the relationship between subject streams of teachers in influencing factors of teacher effectiveness and (vii) to study the relationship between teachers with computer knowledge and teachers without computer knowledge towards influencing factors of teacher effectiveness.

The result of the study explored the following; (i) the factors such as

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preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics

and interpersonal relations strongly influenced teacher effectiveness, (ii) the influencing factors of teacher effectiveness of teachers having age between 31-58 were comparatively better than that of teachers having age between 19-30, (iii) the influencing factors of teacher effectiveness of trained teachers were more sound than that of untrained teachers, (iv) the influencing factors of teacher effectiveness of teachers having length of service from 11 to 35 years were higher than that of teachers having length of service from 6 months to 10 years, (v) the influencing factors of teacher effectiveness of male teachers were slightly higher than that of female teachers, (vi) the influencing factors of teacher effectiveness of urban teachers were better than that of rural teachers, (vii) favourable attitude of teachers towards computer education increased influencing factors of teacher effectiveness, (viii) favourable attitude of teachers towards using new technology in education increased influencing factors of teacher effectiveness, (ix) influencing factors of teacher effectiveness of permanent teachers were

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