

Study Habits and Academic Achievement: A Case Study of Mon District of Nagaland

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ABSTRACT

Mon district is the home of Konyak Naga, one of the biggest tribe of Nagaland. The district is economically and educationally backward and lagging behind in comparison with other counterpart districts of the state. Central and state govt. have put much effort to remove the backward tag however, the progress is slow. As per 2011 Census the literacy rate is 52.54% against the state literacy rate of 88.11%. Over the years, there were nil pass percentages at High school leaving certificate examination in many Govt. schools; this obtrusive data prompted the study. The main objective was to study the role of stakeholders such as; parents, teachers, school management, and community based public leaders, and intellectuals. The study results revealed that in the education sector, the support system from stakeholders was negligible towards an academic excellence. Here it is imperative to state that only quality education can unlock all doors for progress as state advances in proportion to education and intelligence spread among masses and hope to shoulder responsibility in nation-building.

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INTRODUCTION

Modern era is the era of democracy. In fact democracy cannot be thought in isolation with education as it lays sound foundation of democracy in all walks of life. According to Swami Vivekananda, " we want education by which character is formed, strenght of mind is increased, intellect is expanded and by which one can stand on one's own feet. According to Aristolle, Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists of". Education is a process of learning and progress in an individual right from schools and higher educational institutions. Thus, all learning centres should be equipped to facilitate effective learning as education moulds the personality of an individual. NCERT(2014) Educational institution is an organ of civilization and intellectual pioneers of culture and it expect to match socio-cultural, political, economic needs of society which mutually benefit and its effectiveness is reflected in the quality life. Education is a concerted effort involving the teacher, pupil and the parents for a process of continuous learning. However, talents and the potentialities of the of the pupil are hindered when the aforementioned agencies neglect their responsibilities, and problems such as school drop-outs, academic failures, delinquency, student's indiscipline, etc. posed as challenges causing a grave concern to all sensible individuals in the society (Dewey, 2001; Karagoz & Ruzgar, 2020).

Study habit

It refers to an individual's budgeting of time, physical conditions for study, reading ability, note taking and factor in learning motivating, memory, and taking examination. It also involves a maximum participation from parents through encouragement towards reading, assignment, creating cordial atmosphere for study and checking defective study habits at home (Tus, 2020).

Academic achievement

Academic achievement is the knowledge attained or skills developed in schools, usually designated by the scores or marks assigned by teachers (Good,1973). Academic achievement is an actualization of the mental potentialities of the student at the school level through the process of schooling (Bist, 1993) .The recognition of the importance of study habits in relation to academic stimulated a wide variety of investigations (Sharma ,1985), held that study habits not only plays part in scholarship, which effects students' interest and motivation. Improvement of study habits not only helps in promoting better work but

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also influence students' morale and sense of satisfaction. Sharma (1985) found inadequate study habits to result in poor scholarship which in turn affected students' interest and motivation.

Role of the teacher

The scholastic achievement and all-round development of a student depend upon the teacher's effectiveness and school environment. Students academic success is also attributed to auditory language learning style makes a difference on how a teachers teach. (King, Dennies Kevin,1999)² The teacher has to teach both the subject and the students and to do that the latter must reconcile respect for the child and respect for what he is being taught (Srivastava, 2005). According to Wells, "The teacher is a real maker of history." He is a torch-bearer of the human race and the future of humankind depends upon him. Teacher is a key facilitator of learning and agent of social change. He is a guide, friend and a role-model of the students.

Role of the School

Scholastic is important for learning and personality development of the students. Acquiring skills in scholastic matter is an significant means to attend complete realization of pupil innate talents by imparting quality education and schools are endowed with the responsibilities. Ken Reid and David Hopkins views on effective school administration maintain; conducive learning school atmosphere, the teacher's motivational skills, enabling pupils to develop socially and academically, self-evaluation and school's evaluation on a professional level, suitable well-taught and balanced curriculum, consistent discipline and good managerial practice (Gupta,1997) the school administration set certain goals in principle and visualized in practical framework, such as; to organize school life in a way to provide social life to the students and enable them to learn to live together and develop outstanding characteristics of citizen, to make school a place of community centre, to make an effective use of the school machinery, to provide initiatives and freedom to the students and teachers, organize co-curricular activities, to help each pupil in the unfolding and blossoming of their personality, to prepare children for vocation in life according to their abilities and aptitudes, to develop ethical judgment and aesthetic appreciation based on a correct philosophy of life and to train them in scientific attitude towards life and its problems. A high academic achievement of the pupil is the ultimate aim of any educational institution.

Role of the Parents

In the educational process the education of the child and various aspects of children's development cannot implicitly and explicitly be shifted to the teacher alone. The student spends 5-6 hours a day in classroom and remaining of the hours of the day with parents and guardians. Therefore, parents have responsibility in all aspect of child's development. Parents are a first teacher for a child; the teaching learning starts immediately after birth and goes on till the end of life. The importance of early years of child's life cannot be overlooked. Hamilton w. Mabie³ told parents in one of the Parents Teachers Association (PTA) "No greater fortune can befall a child to be born into a home where the best books are read, the best music interpreted and the best talk enjoyed, for in these privileges the richest educational opportunities are supplied." Does it not then, become parent foremost duty to make children feel that they are most fortunate one while making their surroundings stimulating helping your child when he really needs your sincere services has its own reward Rascrink, George Vernon (2001), Smith, Sennie Goiner (2001), Duran, David (1998). Girdano Bruno remarked "If the first button of a man's coat is wrongly buttoned, all the rest are certain to be crooked, while warning the wrong education at home. However, if the home enviroment is stimulating one with rich and varied experiences in listenning and expressing ideas, the child can gets an invaluable foundation for school. To go a step further, no good teacher or school can take the place of a loving father and mother of a child. If the child can have a healthy beginning at home rest of his career will be brighter.

Statement of the Problem

Mon District of Nagaland is the home of the Konyak Naga, one of the biggest Naga tribe. According to 2011 census literacy rate was 52.54% against the state literacy rate of 88.11%. But many Govt. schools results revealed nil pass percentages over the years in their High School Leaving Certificate Examination (HSLCE). Mon district scholastic performance in 2017 was 11% in Public schools and 68% in Private schools, in 2018

Public Schools 11% and private schools 66% and in 2019 Public schools pass percentage was 19% and Private schools 72% .The data showed poor academic performance by Public Schools in the result of HSLCE under Nagaland Board of School Education(NBSE). The district is economically and educationally backwardas compared to other district counterparts of Nagaland state. The status of education is poor.

Objectives

- i. To study the role played by parents, teachers, school administrators, and community stakeholders, in study habits and scholastic achievement of high school students in Mon district
- ii. To find out the causal factors of poor study habits and scholastic performance of high school students.
- iii. Differences of study habits and academic achievement in rural and urban schools as well as Public and Private schools.

Methodology

The survey and descriptive methods were adopted in the study. The investigator design and developed an interview scheduledfor the stakeholders who were served questionnaire; 50 parents from diverse background, 50 respondents comprised public leaders, administrators and intellectual, 12 headmaster and 24 teachers from 12 schools out of which 6 were Govt. schools and 6 private schools. The investigator interviewed personally and collected data accordingly.

Table-1.a: Profile of the headmasters

Types of School	Sample	Male	Female	Post Graduate	Graduate	Trained	Untrained
Govt.	6	4 (100%)	-	1(25%)	3(75%)	4(100%)	-
Private	6	8 (100%)	-	2(25%)	6(75%)	1(12.5%)	7(87.5%)
Total	12	12(100%)	-	3(25%)	9(75%)	5(41.66%)	7(58.33%)

The sample comprised 12 schools (6 Govt. & 6 Private) management schools. The table shows that all the head of the institution were male; 3 post graduates and 9 graduates out of which 5 (41.66%) were trained and 7(58.33%) were untrained teachers. 87% were untrained from private management schools.

Table-1.b: Academic status of the Schools

Satisfaction over the last HSLC results	Yes 1(8.33%)	No 9(75%)	To some extent
Conduct of monthly/weekly class tests	Yes 12(100%)	No Nil	Sometimes Nil
Medium of teaching	English 11(92%)	Nagamese & English mixed 1(8%)	Konyak Nil
Students performed better in urban than in rural schools	Yes 9(75%)	No Nil	To some extent 3(25%)
Satisfaction on over-all status of HSLC results in Mon district.	Yes Nil	No 12(100%)	
Encouragement on private tuition	Yes 4(33%)	No 3(25%)	Sometimes 5(42%)
Students facing difficulty on English as medium of teaching	Yes 5(42%)	No 4(33%)	Sometimes 3(25%)

The table presents an overall academic status of the schools with special reference to High School Leaving Certificate Examination results in Mon district. On the first question over the satisfaction of the last HSLC results, only 1(8.33%) school affirmatively responded, 2 schools (16.66%) to some extent and the remaining 9(75%) schools negatively responded to the statement. All the schools (100%) usually conducted the monthly/weekly class tests. In regards to medium of teaching following results were obtained; English 11(92%), conglomeration of Nagamese and English 1(8%) and nil response to the option of Konyak. 75% respondents were of the views that there were differences in scholastic performance between urban and rural students. 25% of them agreed to some extent.

Table- 1.c: Extra-curricular activities

Organized Parents Teachers Meeting (PTM)	Yes 6(50%)	No 6(50%)
Co-curricular activities	12 (100%)	Nil
Interest of the students in	Academic 4(33.33%)	Non-academic 6(66.66%)
Support from civil societies	2(16.6%)	10(83.3%)

Out of 12 schools 6 (50%) Parents Teachers Meeting (PTM) was usually conducted by the private schools and 6(50%) Govt. schools did not conduct PTM. On School organizing co-curricular activities the responded was 100% and on the student's area of interest the respondent responded that students were more inclined toward non-academic 8 (66.33%) such as sports, social activities than academic 4(33.33%). The headmasters 19 (83.3%) lamented on the lack of support from civil societies.

Table- 1.d: Infrastructural facilities

Schools having hostel facilities	Yes 5(41.66%)	No 7(58.33%)
School library with study room facilities	3(25%)	9(75%)
Ventilated classrooms with toilets facilities	2(16.66%)	10(83.33%)
Play ground for games & sports	4(33.33%)	8(66.66%)
Sufficient teaching faculty	4(33.33%)	8(66.66%)

The above table revealed that 41.66% of the private schools have hostel facilities. However, it was poorly managed and 58.33% schools do not provide hostel facilities. Through the investigative study it noted that none of the Govt. schools extend hostel service and the reasons were negligence of the state Government due to financial constraints thereby students coming from rural area had to stay and managed on their own in the rented house without proper guardian. Only 25% have library with proper study room and 75% do not have library. Keeping in mind the health and hygiene of the students' proper ventilated rooms and toilet facilities are important. It was deplorable to see that only 16.6% have proper ventilated rooms and toilet. On having play ground for games and sports for students 66.6% responded negatively and on the statement of sufficient teaching faculty in at schools 33.33% responded affirmatively, while 66.66% expressed their helplessness in management of their schools.

Teachers Profile: The sample of the teachers

Table- 2.a: Profile of the teachers:

Male	Female	Post Graduate	Graduate	Under Graduate	Trained	Untrained
16(66.6%)	8(33.3%)	3(12.5%)	19(79%)	2(8.3%)	3(12.5%)	2(87.5%)
Teaching experience	0-10 years 18(75%)	11-20 years 3(12.5%)	21years above 3(12.5%)	-	-	-

Altogether there were 24 teachers respondents out of which 67% male and 12.35% female teachers. 12.5% post graduate, 79% graduate and 8.3% under graduate. The trained teachers were only 12.5% with 87.5% mostly untrained which was an area of great concern. On teachers teaching experience 75% of teachers had worked for an average of 10 years and 12.5% had worked for more than 11-20 years.

Table- 2.b: Classroom environment

Students attention and motivated in the class.	Yes 14(58.3%)	No 1(4.16%)	To some extent 9(37.5%)
Students seeking clarify doubts in the class.	3(12.5%)	4(16.6%)	17(70.83%)
Method of teaching	Chalk & Talk 22(91.6%)	Use of ICT	ICT, chalk & talk 2(8.33%)
Language problem in the classroom teaching	Yes 20(83.33%)	No Nil	To some extent 4(16.66%)
Students equipped with text books	8(33%)	5(21%)	11(46%)
Teachers conducting class test & home work	24%	Nil	Nil

The table indicates that 58.33% the students remained attentive and motivated in the classroom teaching, while 37.5% agreed to some extent that they managed to keep the students attentive and motivated, however, 4.16% responded negatively. Only 12.5% students cleared their doubts and 70.83% to some extent. The teaching tools were chalk and talk with 91.6% and some few teachers of 16.66% used both ICT & chalk and talk. It was observed that dismal number of teachers had practical session i.e. poster presentation, group discussion, public speaking after the lesson were over. Further, 83.33% majority students faced language problem in lecture delivery in English and the teachers had to explain mostly in Nagamese. On the question of students equipped with text book only 33% respondent responded that the students have full text books whereas 21% responded negatively citing the poor economic conditions and 46% responded to some extent the students try to have study material. The teachers responded 100% on conducting class tests and home assignment indicating that they discharged their duties.

Table-2.c: Challenges, problems& opinion of the teachers

Over burdened workload	Yes 13(54.6%)	No 11(45.83)	
Moral responsibility of the teacher	24(100%)	Nil	
Parent Teacher Meeting	17(71%)	7(29%)	
Remedial class	16(62.5%)	9(37.5%)	
Private tuition necessary	17(70.83%)	7(29.16%)	
High school leaving certificate examination consistently very low in Mon District	22(92%)	2(8%)	
Job satisfaction of the teachers	14(58.33%)	8(33.33%)	To some extent 6(25%)
Teachers in general do justice to the students	11(46%)	Nil	13(54%)
Difference between urban & rural schools academic achievement	23(96%)	Nil	1(4%)

On the statement of teachers were over burdened with workload, 54.6% respondents expressed that they were burdened with workload and 45.83% responded negatively. 100% teachers positively responded owning moral responsibility to the students' academic career. 71% conducts parent teacher meeting while 29% responded negatively attributing to school authority failure to organize it. It was pointed out that many parents failed to turn up for the meeting. 62.5% of the teachers take initiatives in conducting remedial and tutorial classes for the weak students and 37.5% responded negatively. 71% responses felt that private tuition was necessary while 29% differed on it. Teachers expressed various reasons in support of private tuition that it helps in formation of study habit, it extend support to average and weak students, necessary for working parents, personal attention given to the student, to score good marks in exams and to engage the students in reading. The teachers (92%) agreed on the consistent poor academic performance over the years in Mon District. On the job satisfaction, 58.33% respondents had job satisfaction, 8.33% were indecisive and 33.33% were negative. It was observed that most of the govt. school teachers were on contractual basis and in many private schools teachers were paid meager salary. On the follow up item on teachers doing justice to the students 46% gave an affirmative response and 54% agreed to certain extent. The question on difference between urban and rural students on academic achievement at high school leaving certificate examinations HSLCE 96% were of the opinion that in rural areas results picture were poor and urban schools excel in scholastic achievement.

Table- 3.a: Parents Profile

Gender	Qualification			Occupation	
		Graduate	Under graduate	Govt. employee	Others
Male	29(58%)	9(18%)	20(40%)	14(28%)	15(20%)
Female	21(42%)	3(6%)	18(36%)	7(14%)	14(28%)
Total	50(100%)	12(24%)	38(76%)	21(42%)	29(58%)

The table shows 58% males and 42% females respondents out of which 12(24%) were graduates and 38(76%) were under-graduates. Similarly, out of 21% parents were govt. employees, others 29(58%) which include social workers, business and house wives.

Table.3.b: Role of the parents

Motivate your children to have better study habit	Yes	No	Sometimes
		15(30%)	35(70%)
Assist in studies	18(36%)	32(64%)	
Basic facilities like light, furniture, study room.	33(66%)	17(34%)	0
Checked the progress report of the child	17(34%)	26(52%)	7(14%)
Preference of your study hour	Morning	Afternoon	Night
	10(20%)	7(14%)	33(66%)

The data indicated that only 30% of the parents took interest in their children's studies whereas 70% of the parents shift the responsibility to school and teachers, and failed to motivate, inspire and devote time for their children studies. Factors such as unhealthy home environment, mothers were given sole responsibility of taking care of their children's education besides attending the other domestic chores. The question on provision of basic facilities like study room, furniture, light etc. 66% parents provided facilities and 34% had in no response. The next item on assisting their children on study time with lessons and assignment only 36% helps their children, the rest 64% responded negatively. 34% of parents checked the progress report of their children, 52% do not and 14% checked sometimes. On preference of study hour by the children, the parents responded 20% in the morning, 14% in the afternoon and 66% at night time.

Table- 3.c. Opinions, suggestions and measures

Academic achievement of the students were teachers responsibility	Yes 31(62%)	No 19(38%)	
Children confide their problems; peer pressure, studies & social activities	24(48%)	26(52%)	
Parents less concerned on children's education	Agreed 31(62%)	Disagreed 14(28%)	Not sure 5(10%)
Illiteracy and poverty responsible for poor academic performance	34(68%)	12(24%)	4(8%)

Education is a tri-polar process involving the teacher, pupil and the parent. However, a statement on academic achievement of the students were teachers responsibility, surprisingly 62% responded on the teachers responsibility for the students' academic achievement. 48% of the wards confide their problem to the parents and 38% gave in no response. On parents were less concerned on children's education 62% agreed and 28% disagreed to it. 68% opined that illiteracy and poverty were responsible for poor academic achievement.

Table- 4a. Profile on Prominent members and intellectuals in society

Occupation of Respondents		Post-Graduate	Graduate	Under-Graduate	Male	Female
Public leaders & social worker	31(62%)	2(4%)	17(34%)	12(24%)	21(42%)	10(20%)
Govt. Officials	19(38%)	6(12%)	10(20%)	3(6%)	(28%)	5(10%)
Total	50	8(16%)	27(54%)	15(30%)	35(70%)	15(30%)

The sample consisted of 50 respondents including both 70% male and 30% female comprised different occupation i.e. 62% public leaders and social worker over-all of which 4% post graduates, 34% graduates and 24% under-graduates. Govt. officials were 38% out of which 16% post-graduates, 54% graduates and 30% under-graduates.

Table -4b. Educational status, opinions and suggestions

Late beginning of education in Mon district.	Yes	No	Not sure
Satisfied with educational status of the districts.	31(62%)	16(32%)	3(6%)
Satisfied on HSCLE results over the past years.	1(2%)	36(72%)	13(26%)
Sufficient man-power and irregular conduct of classes in rural schools.	13(26%)	33(66%)	6(12%)
Lack intellectual and social base support to students.	36(72%)	3(6%)	11(22%)
Rampant transfer of teachers from rural to urban schools.	26(52%)	18(36%)	-

The table portrayed that 62% of the community leaders were of the opinion that education started late in Mon as compared to other counterparts districts of Nagaland state and 72% felt unsatisfied with the district educational status also 68% responded not satisfied with the HSLCE results over the past years. On the next item of shortages of man-power to an irregular conduct of classes in rural schools 26% agreed to it while 66% disagreed and 12% were indecisive. On the follow up statement 72% agreed that there was lack of intellectual and social support from public leaders and civil society.

Findings

Academic performance differences between rural and urban schools: 75% respondent stated that students from urban areas were having better scholastic achievement than the rural schools. The investigator also found that in rural areas schools lacked basic amenities.

Lack of study habits: Study Habits is an important variable that determines the academic achievement of a pupil. One should never toss-up the coin to get good marks without studying lessons. Study is a hard work and no easy substitute is available for achieving good scholastic results. The students seldom have study habits which is the main cause of poor academic success. They tend to burn the midnight oil only when they have exams.

Lack of motivation and determination: Poor study habits and lack of study motivation to study seemed to be a common phenomenon among the students. In order to be a successful, a student must have determination and conviction. As an old saying, an aimless student is like a 'ship without radar'. "Ask a student the purpose of his studies and you get surprising answer that he studies for the sake of it". This attitude of the students could be corrected by the teachers and the parents. They should encourage and motivate their children to set goals and instill the study habits and competitive spirit for academic excellence.

Poor attendance of the students: Poor attendance of the students was an area of concern for school administrators in rural areas especially in Govt. High Schools attributing to socio-economic conditions. Admission enrollment of students in secondary schools is good; however absenteeism prevails during academic sessions with thin attendance. It is pertinent to note that mediocre student gains improvement in her/his study by attending regular class. Unless some correctivemeasures are adopted on poor attendance by concern school authority, the pathetic condition of nil pass percentage in Govt. schools will remain status quo.

Lack of infrastructural facilities: Poor infrastructural facilities were visible with over- crowded classroom, no (library facilities, toilet, playground school, furniture, etc) school buildings in poor shape without repair and maintenance with fund constraint. The objective of Operation Blackboard of the Govt. remains unfulfilled in many primary schools depriving the children in receiving basic education.

*Poor foundation of students at elementary level:*The constitutional provision of education such as UEE, ECCE and compulsory education to all children till they reached the age of 14 years showed dismal progress, as proper classes could not be conducted with imbalance teacher-students ratio at primary schools. The policy of Non-detention of children at elementary level of education is a landmark in the field of education. However, the policy had been misconstrued as the child is promoted to higher class even if he failed to learn. A teacher narrates that 80% of the secondary students hailing from rural area could not write a proper sentence in English resulting to the poor academic performance in HSLC exams. The schools must

be revamped by proper implementation of the mentioned program. The curriculum must be strengthened and restructured keeping in mind the needs and interests of the child.

Poverty and illiteracy of the parents: Poverty coupled with illiteracy of the parents was one of the main causal factors of poor results in HSLC exams as well as educational backwardness of Mon district. Parents could not afford to send their children to good schools due to poverty. With some exceptions in town only 20% of the parents in rural areas took interests and show concerns in their children's education. They are of the opinion that the education of the children is the sole responsibility of the teachers and the schools.

Shortage of teachers in Govt. schools: With the exception of Govt. Higher Secondary School Mon, the rest of Govt. higher secondary schools expressed acute shortage of teachers. Such as up-gradation of schools without post creation, frequent changes of jobs among teachers, rampant practice of proxy teachers, teachers were transferred with post from rural to urban area schools on political ground jeopardizing the academic career of the students, thereby only handful of teachers manned the school, irrespective of their subject specialization resulting in poor scholastic performance of the students.

Language problem: Language is a primary factor of education; the process of education will miserably failed when there is no proper communication between the teacher and the taught. Language was a major issue in Mon district. Both the headmaster and the teachers admitted that 75% of the students have language problem in classrooms. Some of the teachers admitted that they sometimes have to teach in 'Nagamese'⁴, which has done irreparable damage to the students. To do away with this problem, the following suggestions are given; appointment of trained qualified English teachers, developing Konyak literature and its wide application should be encouraged.

Proxy and irregularity of teachers in Govt. schools: It was observed that most of the teachers were politically appointed and keeping proxy teachers especially in rural areas was a major concern. There were lack of trained teachers in Private schools as well as Govt. schools, once appointed the teachers had to hammer out his/her own teaching techniques. Hence poor teaching method resulted in poor performance of the students.

Support from public leaders and civil society: 83% were not satisfied over the apathy attitude of community public leaders and intellectuals towards the progress and development of education in the district.

Action-Plan for improvement of study habits

Activity-Centered Programmes: Seminars, workshop, exhibition, literary, practical activities and exposure trip are to be encouraged and sponsored by the Govt. in order to make the pupil inquisitive and participative. Besides incentives and awards may be initiated through various programmes to make the students more competitive in their studies.

Counseling & Career Guidance Cell: Career talks by teachers and experts should be arranged from time to time on various occupation and subjects to provide career guidance to students. Similarly, some students including parents may require counseling for various reasons. In this regard a special cell at the District Education Office may encourage with adequate funds from the Govt.

Over hauling of Primary education: The present curriculum for the children needs to be restructured with child-centered activity and joyful learning method. Besides community and parents involvement in the development of school curriculum relating to scholastic achievement of the pupil needs to be initiated. To this effect, awareness must be created to the parents and the society at large.

Enrichment of knowledge and skills: Teaching is a skill and technique, quality education is tenable through skilled teacher. The nodal department must initiate workshop, seminars on special objectives such as the structure and of concepts and generalization, the usages in which the pupil learn, characteristic and development cycles of the children, modes of inquiry, models of integrating knowledge in various academic disciplines, methods of teaching- cognitive, affective and psychomotor learning objectives, values and attitudes conducive to learning and satisfy human relationships, skills of communication, conflict management, human relations and decision, use of ICT.

Improvement of infrastructural facilities: Many schools in the district are functioning without basic facilities like toilet hostel, library, and quarters for teachers. Therefore priority must be given priority on provision of infrastructural facilities by the state govt. to raise the standard of education.

District level coordination committee: The district level coordination committee in collaboration with district administration and civil societies may be constituted to monitor and supervise the progress and development of education in the district. The committee may be empowered to work out mechanism to check proxy and irregularity of teachers.

Quality Education: The school authorities should work out their own set of modalities as to make the school environment pleasant learning place for the taught to honed their skills, talents and overall personality development, motivate the staff and faculty to provide service for academic excellence by way of recognition, awards and incentives.

Conclusion

Mon district has the lowest literacy rate with 52.54% as compared with other counterpart districts against the state literacy rate of 88.11%. The scholastic performance of the students at the High school leaving certificate examinations was not satisfactory especially in the Government schools as there were nil pass percentages consecutively over the past years which prompted to undertake this study. Moreover, there were several constraint that must be considered before drawing conclusions from the results of this study, i) Poor maintenance of road connectivity and absence of lodging facilities for data collection specially in rural areas. ii) Lukewarm support from institution and community leaders and iii) The bulk of the data reported was assumed that their responses reflected their honest views of what they were being asked by the survey. The study shows that urban schools performed better than rural schools, similarly private schools outshines Govt. schools in scholastic achievement, it revealed that the students in Mon district are no less than any other students of the state in terms of caliber. However, they were not given required support from stakeholders and observed that the teachers, school management, parents and the community shift blame to each other on poor scholastic performance of the district. Unless positive measures in educational system are taken up with collective effort or the maladies that exist will never be eliminated.

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