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## Innovative Methods for the Formation of Attitude of Teachers in Schools of 21st Century

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### ABSTRACT

This study explores innovative methods for shaping the attitudes of teachers in the 21st-century educational landscape, with a specific focus on the role of the Educational Block Resource Centre (EBRC) in Longleng district, Nagaland. Teacher attitude is a key determinant of classroom effectiveness, student engagement, and the successful implementation of educational reforms. However, in rural and remote areas, institutional support mechanisms for professional development often remain limited. This research adopts a descriptive and exploratory design, combining both qualitative and quantitative approaches. Data were collected from 54 respondents, including EBRC coordinators, support staff, school heads, and teachers through interviews, questionnaires, and observations. The study examines the staffing pattern, organizational structure, inspection practices, and challenges faced by EBRC Longleng in fostering positive teacher attitudes. Findings reveal structural limitations, inadequate staffing, and insufficient training as major constraints. Nonetheless, innovative practices such as localized mentoring and reflective training show promise in enhancing teacher motivation. The study concludes with recommendations for strengthening EBRC operations and integrating



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context-responsive, innovative strategies into teacher support systems. These insights can inform education policymakers and practitioners aiming to improve teaching quality in underserved regions.

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## **Introduction**

### **1.1 Background of the Study**

In the evolving landscape of 21st-century education, the role of teachers extends beyond instructional delivery to fostering innovation, critical thinking, and adaptability among learners. A teacher's attitude significantly impacts student learning outcomes and school effectiveness. The Educational Block Resource Centre (EBRC) plays a crucial role in shaping teacher attitudes through training, supervision, and support. This study focuses on EBRC Longleng in Nagaland, analyzing its functions and challenges in enhancing teacher attitudes through innovative methods.

### **1.2 Statement of the Problem**

Despite efforts to improve educational quality, many teachers in rural areas still face limitations in professional growth, often due to ineffective support systems. In Longleng district, the EBRC is responsible for guiding and monitoring school-level teaching practices, yet little is known about its actual impact on teacher attitude formation. This research addresses the need to understand and improve EBRC's approach in line with 21st-century educational demands.

### **1.3 Significance of the Study**

This study contributes to understanding how institutional mechanisms like EBRC influence teacher development. It highlights the importance of innovative strategies in fostering positive attitudes among teachers, especially in remote and underserved regions. The findings aim to support education policymakers, administrators, and teacher trainers in designing more effective support systems for professional growth.

### **1.4 Scope and Delimitation of the Study**

The study is confined to the EBRC of Longleng district and its associated schools. It focuses specifically on teacher attitude formation, excluding student performance or curriculum analysis. The research is limited to institutional practices, staffing, inspection, and challenges, and does not extend to comparative studies with other districts.

### **1.5 Objectives of the Study**



- To study the profile of EBRC in Longleng district.
- To examine the staffing pattern and organizational structure of EBRC.
- To evaluate the status of inspection and supervision practices under EBRC.
- To identify the challenges faced by EBRC in shaping teacher attitudes.

## 1.6 Research Questions

- What is the existing profile of EBRC in Longleng district?
- How is the EBRC organized in terms of staffing and structure?
- What is the current status of inspection and monitoring mechanisms?
- What challenges does EBRC face in promoting positive teacher attitudes?

## Chapter-2

### Review of Literature

**NCERT (2005)** emphasized the need for child-centric and activity-based learning, highlighting how teacher attitudes play a critical role in implementing innovative classroom practices. It also supported decentralized systems like EBRCs to strengthen local educational support.

**Korthagen (2010)** explored how teacher education programs can shape professional identity and attitudes through reflective and experiential learning, reinforcing the need for innovation in teacher training approaches.

**Govinda & Josephine (2004)** examined the structure and staffing challenges of decentralized education systems in India, noting how resource centers like EBRCs often face human resource gaps that impact their effectiveness in supporting teachers.

**UNESCO (2015)** called for a transformation in education to meet 21st-century needs, asserting that teacher attitudes must evolve through innovative training and institutional backing, especially in underserved areas.

**Right to Education Forum (2020)** provided data and insights into the status of school education in India, highlighting challenges in inspection, teacher support systems, and the limitations faced by local bodies like EBRCs in ensuring quality education.

### Research Gap

Although EBRCs were established to decentralize and strengthen educational support, there is limited research on their actual impact in rural districts like Longleng, especially concerning teacher attitude formation and innovation. Existing studies often focus on curriculum or infrastructure, overlooking the organizational and human resource aspects that influence teacher mindset and adaptability in the 21st-century learning environment.



## Chapter-3

### Research Methodology

#### 3.1 Research Design

This study follows a **descriptive and exploratory research design**. It aims to investigate the structural functioning of EBRC Longleng, analyze existing practices, and explore the challenges in shaping teacher attitudes through institutional support. Both qualitative and quantitative approaches are integrated to provide a comprehensive understanding.

#### 3.2 Data Collection

##### Primary Data

Primary data will be collected through **structured interviews, questionnaires, and field observations**. Respondents will include EBRC officials, school heads, and teachers under the Longleng block.

##### Secondary Data

Secondary data will be gathered from **government reports, EBRC records, education department publications, academic journals, NCERT and UNESCO documents**, and other relevant literature related to teacher training and institutional frameworks.

#### 3.3 Sampling Size

The sample will consist of **54 respondents**, including:

- 2 EBRC coordinator
- 5 support staff
- 32 school heads
- 15 school teachers from different schools under EBRC Longleng district.

#### 3.4 Sampling Technique

The study will use **purposive sampling** to select participants who are directly involved with or impacted by the EBRC's functioning, ensuring relevance and depth of data.

#### 3.5 Data Analysis

Data will be analyzed using **descriptive statistics (percentages, frequencies, charts)** for quantitative data, and **thematic analysis** for qualitative responses. Patterns related to staffing, inspection, challenges, and innovative practices will be identified and discussed in relation to the research objectives.

## Chapter-4

### Data Analysis and Interpretation

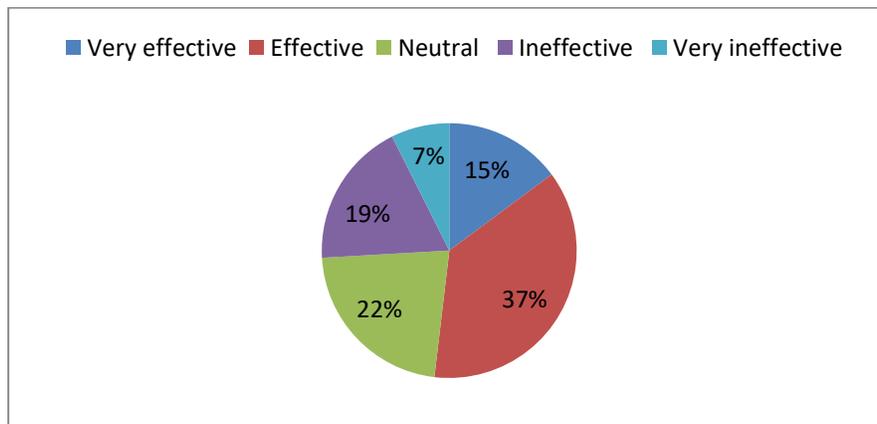
The data collected from school teachers, EBRC officials, and headmasters in Longleng district was analyzed to understand the current practices, challenges, and the effectiveness of EBRC in shaping teacher attitudes through innovative methods.

#### 4.1 Survey Questionnaire and Analysis:

**Table: 1-Effectiveness of EBRC in Teacher Development**

Effectiveness of EBRC in Teachers development.	No of Respondents	Percentage
Very effective	8	47.8%
Effective	20	37.0%
Neutral	12	22.2%
Ineffective	10	18.5%
Very ineffective	4	7.4%
Total	54	100%

**Figure: 1- Effectiveness of EBRC in Teacher Development.**



**Interpretation:** Most respondents (37%) find EBRC effective, but only 14.8% rate it as very effective. A quarter finds it ineffective, showing a need for stronger impact.

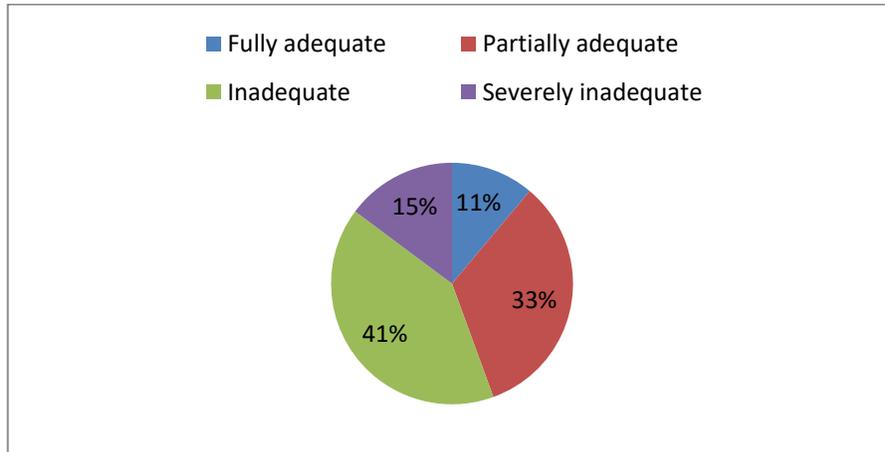
**Table: 2-Adequacy of EBRC Staffing Pattern.**

Adequacy of EBRC staffing pattern.	No of Respondents	Percentage
Fully adequate	6	11.1%
Partially adequate	18	33.3%



Inadequate	22	40.7%
Severely inadequate	8	14.8%
Total	54	100%

Figure: 2-Adequacy of EBRC Staffing Pattern.

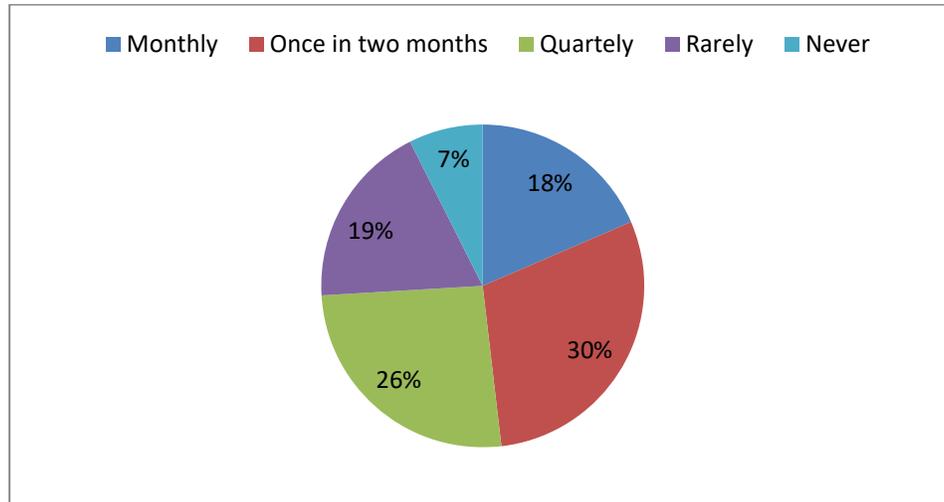


**Interpretation:** Over half (55.5%) say staffing is inadequate. Only 11.1% feel it is fully adequate, indicating a serious need for more or better-qualified staff.

Table: 3-EBRC School Inspections.

EBRC School Inspection	No of Respondents	Percentage
Monthly	10	18.5%
Once in two months	16	29.6%
Quartely	14	25.9%
Rarely	10	18.5%
Never	4	7.4%
Total	54	100%

Figure:3- EBRC School Inspections.

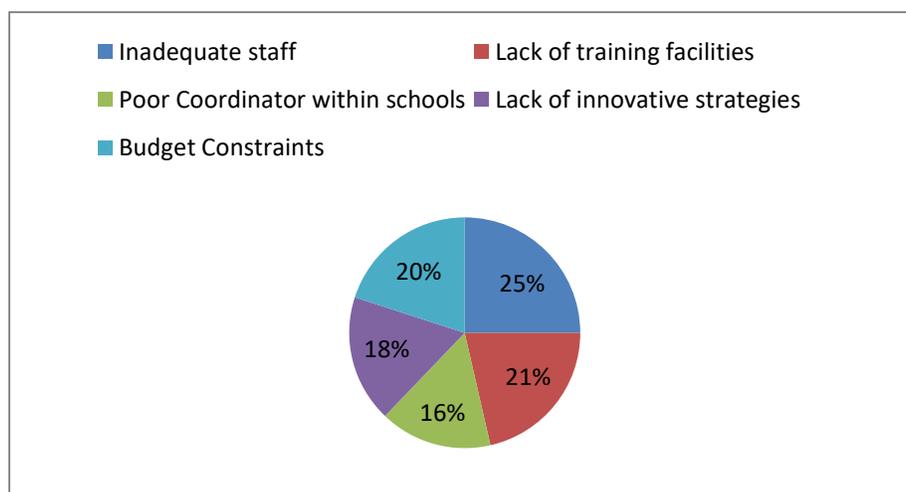


**Interpretation:** Most schools are inspected quarterly or every two months. Only 18.5% report monthly visits, showing inspection frequency needs improvement.

**Table: 4-Challenges faced by EBRC.**

Challenges faced by ERBC	No of Respondents	Percentage
Inadequate staff	35	64.8%
Lack of training facilities	30	55.6%
Poor Coordinator within schools	22	40.7%
Lack of innovative strategies	25	46.3%
Budget Constraints	28	51.9%
<b>Total</b>	<b>54</b>	<b>100%</b>

**Figure:4-Challenges faced by EBRC.**

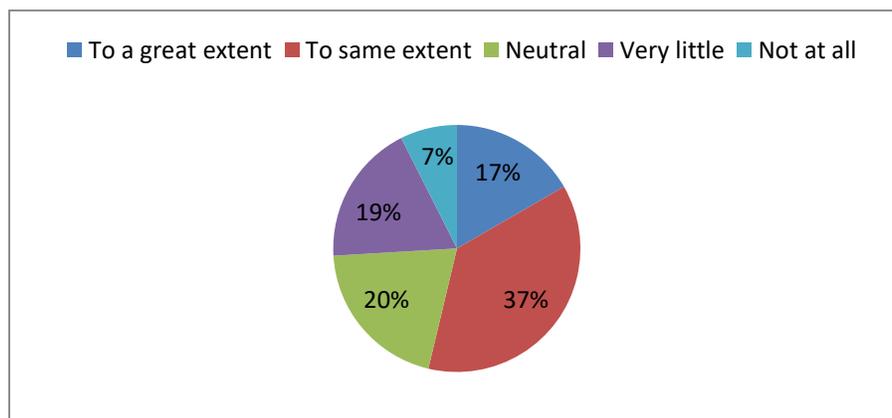


**Interpretation:** Key issues are inadequate staff (64.8%), poor training facilities (55.6%), and budget issues (51.9%), indicating systemic and resource-based challenges.

**Table: 5-Extent of promotion of innovative practices by EBRC.**

Innovative practices by EBRC.	No of Respondent	Percentage
To a great extent	9	16.7%
To same extent	20	37.0%
Neutral	11	20.4%
Very little	10	18.5%
Not at all	4	7.40%
Total	54	100%

**Figure: 5- Extent of promotion of innovative practices by EBRC.**



**Interpretation:** Only 16.7% say EBRC promotes innovation to a great extent, while 25.9% say it promotes little or none, showing the need for more innovation-focused efforts.

### Findings:

- While a majority of respondents see the EBRC as effective, very few find it *highly* effective in developing teacher attitudes, revealing room for improvement.
- Over 55% of respondents report that staffing within EBRC is inadequate, this directly impacts its ability to deliver effective support and training.
- Most inspections occur quarterly or bi-monthly, but very few schools are monitored monthly. This irregularity weakens consistent teacher support.
- Major issues include insufficient staff, limited training infrastructure, and financial constraints, all of which hinder the EBRC's efficiency and reach.
- Only a small percentage of respondents feel that the EBRC actively promotes innovative teaching methods, which are essential for 21st-century education.



## Conclusion

The EBRC Longleng plays a pivotal role in teacher development at the grassroots level, but its potential is limited by inadequate staffing, irregular supervision, and lack of innovation-driven initiatives. While efforts exist, they fall short of the expectations needed to shape dynamic and positive teacher attitudes aligned with 21st-century educational goals. Strengthening the institutional framework is crucial for meaningful change.

## Suggestions:

- Recruit additional trained personnel and provide ongoing professional development to improve support services.
- Ensure monthly school inspections and follow-ups to maintain accountability and encourage continuous teacher improvement.
- Introduce workshops on digital tools, experiential learning, and reflective teaching methods to encourage creativity in classrooms.
- Allocate better financial and logistical resources to the EBRC to overcome operational barriers and reach remote areas more effectively.
- Develop district-specific education policies that reinforce EBRC roles in leadership training and attitude-building among teachers.

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