

# Teacher Effectiveness Among Secondary School Teachers: A Comparative Study

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## Abstract

This study examines the level of teacher effectiveness among secondary school teachers with respect to selected demographic variables such as gender, locality, and educational qualification. A stratified random sampling technique was employed to select a sample of 590 secondary school teachers from Vizianagaram district of Andhra Pradesh. Data were collected using the Teacher Effectiveness Scale developed by Santosh Dhar and Upinder Dhar (2016), which measures dimensions such as knowledgeable, transparent, learning oriented, helpful, motivator, dependable, and analytical. The collected data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (t-test). The findings of the study revealed significant differences in teacher effectiveness with respect to gender, locality, and educational qualification. Male teachers, rural teachers, and post graduate teachers demonstrated higher levels of teacher effectiveness compared to their counterparts. The study highlights the importance of strengthening teacher competencies and professional development to enhance the quality of teaching and learning at the secondary school level.

**Keywords:** Teacher Effectiveness, Secondary School Teachers, Gender Differences, Rural and Urban Teachers, Educational Qualification, Teaching Competence, Teacher Performance, Secondary Education.

## 1.1. Introduction

Education is widely regarded as a powerful instrument for national development, and the effectiveness of teachers plays a central role in achieving educational goals. In the context of secondary education, teacher effectiveness is particularly important because it directly influences students' academic achievement, personal development, and preparedness for higher education and future careers. The ability of teachers to manage classrooms efficiently, present subject matter clearly, motivate learners, and address the diverse needs of students significantly determines the quality of education provided at this stage.

Teacher effectiveness is considered a multidimensional concept that extends beyond subject knowledge and pedagogical skills. It also includes aspects such as classroom management, assessment strategies, interpersonal relationships, emotional understanding, and a commitment to continuous professional development. In the present era of learner-centered approaches and outcome-based education, the role of secondary school teachers has expanded considerably. Teachers are now expected not only to transmit knowledge but also to act as facilitators, mentors, innovators, and guides who contribute to the overall development of students.

Although many educational reforms and investments have been implemented to improve the education system, variations in students' learning outcomes still persist. These disparities have raised concerns about the quality and effectiveness of teaching practices in schools. As a result, teacher effectiveness has become an important area of focus for researchers and policymakers, as it is closely linked to student achievement and overall school performance. The secondary school stage is particularly significant because it serves as a bridge between basic education and higher studies or career opportunities, making effective teaching practices essential during this period.

The present research paper attempts to examine the concept of teacher effectiveness among secondary school teachers by exploring its various dimensions, influencing factors, and impact on student learning. By analyzing teachers' competencies, instructional practices, and students' perceptions, the study seeks to provide meaningful insights that may contribute to improving the quality of teaching and learning in secondary schools.

## 1.2. Conceptual Background

Teacher effectiveness is a central concept in educational research and practice, generally understood as the ability of a teacher to facilitate meaningful learning and positively influence students' academic achievement and overall development. Over time, researchers and educational theorists have attempted to define and measure teacher effectiveness through different perspectives. These perspectives consider several aspects of teaching, including instructional methods, classroom management, assessment strategies, emotional support for students, and the level of student engagement in the learning process.

Earlier views of teacher effectiveness mainly emphasized mastery of subject content and the ability to deliver instruction effectively. However, contemporary perspectives have expanded this understanding to include affective and professional dimensions such as teachers' attitudes, values, interpersonal communication skills, reflective practices, and professional ethics. For example, Charlotte Danielson (1996) proposed a widely recognized framework for effective teaching that includes four major domains: planning and preparation, classroom environment, instruction, and professional responsibilities. In the Indian context, policy frameworks such as the National Council for Teacher Education (NCTE) guidelines and the National Education Policy 2020 highlight the importance of learner-centered pedagogy, inclusive education, and competency-based learning outcomes.

At the secondary school level, teacher effectiveness becomes especially important because students at this stage experience significant cognitive, emotional, and social development. Secondary school teachers are expected not only to possess strong subject knowledge but also to adopt flexible teaching methods that cater to diverse learning needs. They must be sensitive to the socio-emotional challenges faced by adolescents while also encouraging critical thinking, creativity, and collaborative learning. Studies in educational research consistently show that effective teachers play a key role in reducing learning gaps and improving academic outcomes among students from varied socio-economic and cultural backgrounds.

Furthermore, teacher effectiveness is influenced by several contextual and institutional factors. These include school leadership, availability of infrastructure, supportive educational policies, professional training opportunities, teacher workload, and the level of community participation in school activities. Hence, teacher effectiveness should not be viewed solely as an individual characteristic of teachers but rather as a dynamic outcome shaped by both personal competencies and the broader educational environment.

The conceptual understanding outlined above provides the foundation for the present study, which aims to examine the effectiveness of secondary school teachers across multiple dimensions such as teaching competence, student engagement, classroom practices, and professional behaviour. By integrating theoretical perspectives with practical classroom realities, the study seeks to generate meaningful insights that may support educational policy formulation, teacher professional development, and overall improvement in the quality of teaching and learning.

### 1.3. Teacher Effectiveness

Teacher effectiveness is a multidimensional concept that includes a variety of competencies, behaviours, and professional practices that contribute to meaningful student learning and overall development. In educational research, several scholars have proposed frameworks to understand and assess teacher effectiveness by emphasizing both instructional abilities and interpersonal qualities (Stronge, 2018). Effective teachers not only possess strong subject knowledge but also demonstrate supportive attitudes, reflective thinking, and responsible professional conduct. In the present study, teacher effectiveness is examined through seven key dimensions: knowledgeable, transparent, learning oriented, helpful, motivator, dependable, and analytical.

a. Knowledgeable: A knowledgeable teacher possesses a thorough understanding of the subject matter along with sound pedagogical knowledge. Such teachers are well prepared for their lessons and remain updated with current developments in their respective fields. Their strong subject expertise enables them to present concepts clearly, simplify complex ideas, and respond confidently to students' questions. By linking theoretical concepts with real-life examples, knowledgeable teachers help students develop deeper understanding and strengthen their academic foundation.

b. Transparent: Transparency in teaching refers to openness and clarity in communication between teachers and students. An effective teacher clearly explains learning objectives, classroom expectations, and assessment procedures. They maintain fairness and consistency in their teaching practices and provide honest and constructive feedback to students. Such transparency helps create a supportive and trustworthy classroom environment where students understand the criteria for their evaluation and feel encouraged to participate actively in the learning process.

c. Learning Oriented: A learning-oriented teacher continuously strives to improve both their teaching practices and students' learning experiences. These teachers encourage curiosity, inquiry, and critical thinking among students. They adopt diverse teaching strategies based on students' abilities and learning needs and remain open to new ideas, innovations, and professional development opportunities. By promoting a growth-oriented mindset, learning-oriented teachers foster a culture of lifelong learning among their students.

d. Helpful: Helpfulness is an essential quality that contributes to teacher effectiveness. Helpful teachers are approachable, supportive, and responsive to students' academic needs. They willingly provide clarification, additional guidance, and necessary learning resources to help students overcome difficulties. Through their supportive behaviour and encouragement, they create a positive classroom atmosphere where students feel comfortable seeking help and actively engaging in learning activities.

e. Motivator: An effective teacher also functions as a motivator who inspires students to achieve their academic and personal potential. By using encouraging words, positive reinforcement, and engaging teaching methods, motivating teachers stimulate students' interest in learning. They recognize students' efforts, appreciate their achievements, and guide them to overcome challenges. Such encouragement helps students develop confidence, persistence, and a positive attitude toward learning.

f. Dependable: Dependability reflects the reliability and responsibility of a teacher in performing professional duties. A dependable teacher is punctual, organized, and well prepared for classroom instruction. They consistently fulfill their responsibilities, maintain classroom discipline, and provide timely feedback on students' work. Their responsible and consistent behaviour builds trust among students and colleagues and ensures a stable and effective learning environment.

g. Analytical: An analytical teacher demonstrates the ability to think critically and evaluate teaching-learning situations effectively. Such teachers carefully analyze students' performance, identify areas where students face difficulties, and modify instructional strategies accordingly. They regularly reflect on their own teaching practices and use evidence-based approaches to improve learning outcomes. This analytical and reflective approach helps teachers respond effectively to students' needs and enhances the overall quality of the teaching-learning process.

### 1.4. Importance of Teacher Effectiveness in Secondary Schools

Teacher effectiveness is widely regarded as one of the most important factors influencing student achievement, particularly at the secondary school level. Secondary education represents a crucial stage that connects basic schooling with higher education or vocational opportunities. During this period, students develop important cognitive, emotional, and social abilities that influence their future academic decisions, career aspirations, and overall personal growth. Therefore, the effectiveness of secondary school teachers plays a vital role in shaping students' educational experiences and outcomes.

Effective teachers are capable of motivating students to learn, encouraging independent thinking, and addressing the diverse academic and personal needs of adolescents. They do not merely act as transmitters of knowledge but also function as mentors, guides, and role models who create a supportive and inclusive learning environment. Research conducted by John Hattie (2009) highlights that teacher effectiveness has a stronger influence on student achievement than many other school-related factors, such as class size or availability of school resources.

At the secondary level, where academic content becomes more complex and students often experience increased academic pressure, effective teachers play a significant role in sustaining students' interest in learning. They help reduce dropout rates, strengthen students' motivation, and facilitate deeper understanding of subject matter. In addition, effective teachers are able to identify learning difficulties and provide appropriate support, especially for students from disadvantaged backgrounds. Studies have indicated that continuous exposure to effective teaching during secondary education significantly improves students' long-term outcomes, including readiness for higher education and career success, as noted by James H. Stronge (2018).

Furthermore, secondary school teachers influence students' attitudes toward education, discipline, and personal values. Through positive interpersonal relationships, effective communication, and appropriate classroom management, teachers can create a psychologically safe environment that encourages participation and motivation among adolescents. In addition to developing academic skills, effective teachers also nurture qualities such as responsibility, cooperation, critical thinking, and resilience among students.

Considering these responsibilities, strengthening teacher effectiveness is essential for improving the quality of secondary education. This can be achieved through continuous professional development, mentoring systems, and adequate institutional support that enable teachers to enhance their competencies and adapt to changing educational demands. Ultimately, improving teacher effectiveness contributes to better student learning outcomes, improved school performance, and the development of a more effective and equitable education system.

### 1.5. Need and Significance of the Study

In recent years, considerable attention has been given to improving the quality of education at the secondary school level, as this stage plays a vital role in preparing students for higher education, employment opportunities, and responsible citizenship. Among the many factors that influence student achievement, teacher effectiveness has consistently been identified as one of the most important and research-supported determinants. Studies by Linda Darling-Hammond (2000) and John Hattie (2009) emphasize that effective teachers significantly influence students' academic success, motivation, self-confidence, and overall social development.

Despite several reforms in curriculum design, teaching methods, and assessment systems, learning outcomes among secondary school students remain uneven, particularly in developing countries such as India. Reports from the National Achievement Survey 2021 conducted by National Council of Educational Research and Training highlight persistent gaps in student performance in core subjects such as mathematics, science, and languages. These findings indicate the need to closely examine the teaching practices, planning skills, classroom behaviour, and professional attributes of secondary school teachers in order to identify areas for improvement and promote more effective teaching strategies.

In addition, the National Education Policy 2020 emphasizes transforming teaching into a more professional, accountable, and well-supported practice. The policy advocates learner-centered approaches, strong subject expertise, integration of digital technologies, and a focus on the holistic development of students. Therefore, understanding and evaluating teacher effectiveness within the context of these changing expectations becomes essential for aligning school practices with national educational goals and global standards.

The present study is particularly significant because it examines teacher effectiveness across seven important dimensions: **Knowledgeable, Transparent, Learning Oriented, Helpful, Motivator, Dependable, and Analytical**. Assessing teachers' performance across these dimensions provides a comprehensive understanding of how their professional behaviour, instructional practices, and interpersonal qualities influence the classroom environment and students' learning outcomes. The findings of this study may provide valuable insights for policymakers, school administrators, and teacher education institutions to design effective strategies for improving teaching quality.

Furthermore, there is a limited number of empirical studies in the Indian context that comprehensively evaluate secondary school teacher effectiveness by considering both instructional and interpersonal aspects. This study aims to address this gap by providing evidence-based recommendations that may contribute to improving teaching practices. Ultimately, enhancing teacher effectiveness can lead to better student learning experiences, improved academic achievement, and the overall strengthening of the secondary education system.

### 1.6. Review of Related Literature

Research on teacher effectiveness at the secondary school level has received considerable attention in recent years, with scholars examining a wide range of factors that influence teaching performance. These factors include digital competence, self-efficacy, job

satisfaction, teaching experience, gender, and institutional background. For instance, Karan Kumar and Shaveta Sharma (2024) investigated the relationship between digital competence, self-efficacy, and teacher effectiveness among 200 secondary school teachers from government and private schools. Using standardized instruments such as the Teacher Effectiveness Scale developed by Umme Kulsum and the Digital Competence Scale developed by Shrivastava and Dangwal, the study found a significant positive relationship between teacher effectiveness and digital competence. The findings further indicated that digital competence was a stronger predictor of teacher effectiveness than self-efficacy.

Similarly, Subodh Kumar, Shelly Rana, and Poonam Thapliyal (2024) compared the teaching effectiveness of secondary school teachers working in government and private institutions using the Teacher Effectiveness Scale developed by Kumar and Mutha. The results revealed a significant difference in teaching effectiveness, with government school teachers demonstrating higher effectiveness. The study also highlighted the influence of gender on teaching effectiveness, suggesting that demographic factors should be considered when examining teaching quality.

The relationship between teacher effectiveness and job satisfaction was explored by Poonam Thapliyal and Ajay Joshi (2023). Using standardized tools developed by Kumar and Mutha and Meera Dixit, the researchers found a significant positive association between job satisfaction and teacher effectiveness. This suggests that teachers who experience higher levels of satisfaction with their profession tend to demonstrate better teaching performance. In another regional study, Sanjay Kumar Naik and Purnachandra Behera (2023) examined the relationship between social intelligence and teacher effectiveness among teachers in Angul district. Their findings, based on a gender-wise comparison of 60 teachers, indicated no significant differences between male and female teachers in terms of either social intelligence or teacher effectiveness.

A study conducted by Dhana Raju and Vijaya Vardhini (2022) used the Teacher Effectiveness Inventory developed by Umme Kulsum to assess the effectiveness of secondary school teachers in Kurnool district. The findings revealed significant differences in teacher effectiveness based on community background, teaching experience, and school location (rural and urban). However, no significant difference was observed between teachers working in private and government schools, indicating the influence of multiple contextual factors on teaching effectiveness. Likewise, Yashaswini A. R. (2022), in a study conducted in Mandya district, reported no significant gender difference in teacher effectiveness, suggesting that gender alone may not serve as a reliable predictor of teaching performance.

Further research by Harichandan and Arul John Bosco (2021) examined the relationship between flow, creativity, and teacher effectiveness among upper primary school teachers. The study revealed that only a small proportion of teachers demonstrated high levels of overall effectiveness, with particularly low scores in areas such as lesson preparation, classroom management, and interpersonal skills. The findings also indicated no significant differences in teacher effectiveness based on gender, school board, or teaching experience, although professional qualifications showed some influence, particularly in relation to teacher characteristics.

Similarly, Maikhuri and Sobha (2021) examined techno-pedagogical competencies and their relationship with teacher effectiveness among senior secondary school teachers in Uttarakhand. Using instruments such as the Techno-Pedagogical Competency Scale and Teaching Style Scale, the researchers found that teacher effectiveness was generally at an average level, with no significant differences across gender, subject streams, or teaching experience. This suggested a relatively uniform distribution of teaching effectiveness across these demographic variables. In another study, Shah and Geelani (2021) assessed teacher effectiveness among 400 secondary school teachers and reported that female teachers were more effective than male teachers, although no significant difference was found between government and private school teachers.

Finally, Sehjal, Grewal, and Kumar (2021) examined the relationship between teachers' attitudes toward information technology and teacher effectiveness among secondary school teachers in Punjab. The results indicated no significant relationship between these variables and also revealed no gender differences in teacher effectiveness, suggesting that attitudes toward technology alone may not directly influence overall teaching effectiveness.

Overall, the reviewed literature suggests that teacher effectiveness is influenced by a combination of psychological factors such as self-efficacy and job satisfaction, demographic characteristics including gender and contextual variables such as digital competence, teaching experience, and institutional type. However, the mixed findings reported across different studies—particularly regarding gender and school-type differences—indicate the need for further empirical research using multidimensional frameworks and diverse samples. These studies collectively highlight the importance of examining teacher effectiveness across multiple domains, including lesson planning, classroom management, subject knowledge, interpersonal relationships, and professional characteristics, in order to gain a comprehensive understanding of effective teaching practices at the secondary school level.

### 1.7. Objective of the Study

1. To find out the Teacher Effectiveness of Secondary School Teachers with respect to the following demographic variables.

- a) Gender : Male/ Female
- b) Locality of Teacher : Rural/Urban
- c) Educational Qualification: Graduation/ Post- Graduation

### 1.8. Hypotheses of the Study

1. There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Male and Female Teachers.
2. There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Rural and Urban locality Teachers.
3. There would be no significant difference in the mean scores of Teacher Effectiveness of Graduate and Post Graduate Secondary School Teachers. w.r.t the variable ‘Educational Qualification’.

### 1.9. Method of Investigation

Normative Survey Method was used.

### Sample and Sampling

For the present study, a stratified random sampling technique was employed to obtain a representative sample of secondary school teachers from different categories of schools in Vizianagaram district of Andhra Pradesh, India. Initially, simple random sampling was used to select the secondary schools through the lottery method. Subsequently, teachers from the selected schools were included in the sample.

A total of 590 secondary school teachers constituted the sample for the study. The use of stratified sampling ensured adequate representation of teachers across important categories such as type of school, gender, and location. This approach helped in obtaining a balanced and reliable representation of the secondary school teacher population in the district, thereby enhancing the validity of the study.

### Tool Used in the Study

To assess teacher effectiveness, the present study employed the Teacher Effectiveness Scale (TES) developed and standardized by Santosh Dhar and Upinder Dhar (2016). This scale measures different dimensions of teachers’ professional functioning, including Knowledgeable, Transparent, Learning Oriented, Helpful, Motivator, Dependable, and Analytical.

The instrument consists of 60 statements designed to evaluate these dimensions of teacher effectiveness. The reliability of the scale has been established through both test–retest and split-half reliability methods. The test–retest reliability coefficient was reported as 0.753 over a period of 16 days, while the split-half reliability coefficient was 0.78. Using the Spearman–Brown Prophecy formula, the final reliability coefficient was improved to 0.87, indicating a high level of internal consistency and reliability of the instrument for measuring teacher effectiveness.

### Administration of the Tool and Collection of Data

The data for the present study were collected personally by the investigator from various secondary schools in Vizianagaram district. Before initiating the data collection process, prior permission was obtained from the respective heads of the institutions. During each school visit, the investigator provided a brief explanation to the teachers regarding the purpose and importance of the study in order to ensure their understanding and cooperation.

After establishing rapport with the participants, the **Teacher Effectiveness Scale (TES)** questionnaires were distributed directly to the teachers for their responses. The investigator remained available to clarify any doubts related to the questionnaire. The cooperation and support extended by the headmasters and teaching staff contributed to the smooth and effective completion of the data collection process.

### Statistical Techniques Used

To analyze the data collected for the study, both descriptive and inferential statistical techniques were employed. Descriptive statistics such as Mean and Standard Deviation (SD) were used to summarize the central tendency and variability of the teacher effectiveness scores. These measures helped in understanding the overall distribution and spread of the data.

In addition, t-tests were applied as an inferential statistical technique to determine whether significant differences existed in teacher effectiveness with respect to selected demographic and institutional variables. The use of these statistical methods enabled the researcher to identify patterns, compare groups, and interpret variations in teacher effectiveness among the sampled secondary school teachers.

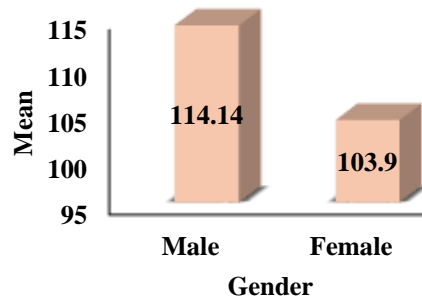
### 1.10. Data analysis

**Hypothesis-1:** There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Male and Female Teachers.

**Table 1. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Male and Female teachers**

Variable Gender	Sample N	Mean	SD	SED	t-value	df	p- value
Male	277	114.14	46.92	3.91	2.62**	588	0.009
Female	313	103.90	47.91				

**\*\* Significant at 0.01 level**



**Graph 1. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Male and Female teachers**

**Interpretation**

An independent samples *t*-test was conducted to examine whether there was a significant difference in teacher effectiveness between male and female secondary school teachers. The results indicated that male teachers ( $M = 114.14, SD = 46.92, n = 277$ ) had higher mean scores on teacher effectiveness compared to female teachers ( $M = 103.90, SD = 47.91, n = 313$ ). The obtained *t* value was statistically significant,  $t = 2.62, p < .01$ .

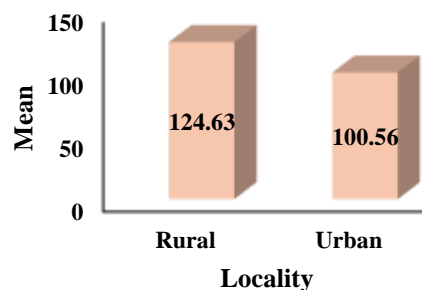
Therefore, the null hypothesis stating that there would be no significant difference in the mean scores of teacher effectiveness between male and female secondary school teachers was rejected. The findings suggest that male teachers demonstrated significantly higher teacher effectiveness scores than female teachers in the present study.

**Hypothesis-2:** There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Rural and Urban locality Teachers.

**Table 2 Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Rural and Urban locality teachers.**

Variable Locality of Teachers	Sample N	Mean	SD	SED	t-value	df	p- value
Rural	354	124.63	44.20	3.83	6.28*	588	0.0001
Urban	236	100.56	46.51				

**\* Significant at 0.05 and 0.01 levels**



**Graph 2. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Rural and Urban locality teachers**

**Interpretation**

An independent samples *t*-test was conducted to determine whether there was a significant difference in teacher effectiveness between rural and urban secondary school teachers. The results revealed that rural teachers ( $M = 124.63, SD = 44.20, n = 354$ ) had higher mean scores on teacher effectiveness compared to urban teachers ( $M = 100.56, SD = 46.51, n = 236$ ). The obtained *t* value was statistically significant,  $t = 6.28, p < .01$ .

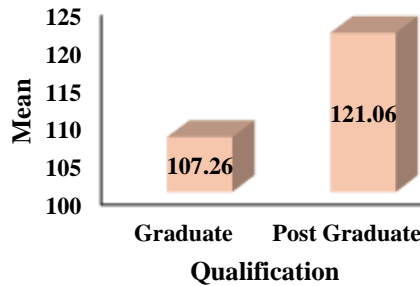
Therefore, the null hypothesis stating that there would be no significant difference in the mean scores of teacher effectiveness between rural and urban secondary school teachers was rejected. The findings indicate that rural secondary school teachers demonstrated significantly higher teacher effectiveness scores than their urban counterparts.

**Hypothesis-3:** There would be no significant difference in the mean scores of Teacher Effectiveness of Graduate and Post Graduate Secondary School Teachers. w.r.t the variable ‘Educational Qualification’.

**Table 3 Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Graduate and Post Graduate teachers.**

Variable Qualification	Sample N	Mean	SD	SED	t-value	df	p- value
Graduate	73	107.26	48.23	6.00	2.30	588	0.021
Post Graduate	517	121.06	46.59				

\* Significant at 0.05 level



**Graph 3. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Graduate and Post Graduate teachers**

### Interpretation

An independent samples *t*-test was conducted to determine whether there was a significant difference in teacher effectiveness between graduate and post graduate secondary school teachers with respect to educational qualification. The results indicated that post graduate teachers ( $M = 121.06$ ,  $SD = 46.59$ ,  $n = 517$ ) had higher mean scores on teacher effectiveness compared to graduate teachers ( $M = 107.26$ ,  $SD = 48.23$ ,  $n = 73$ ). The obtained *t* value was statistically significant,  $t(588) = 2.30$ ,  $p = .021$ , indicating significance at the 0.05 level.

Therefore, the null hypothesis stating that there would be no significant difference in the mean scores of teacher effectiveness between graduate and post graduate secondary school teachers was rejected. The findings suggest that post graduate teachers demonstrated significantly higher teacher effectiveness scores than graduate teachers in the present study.

### 1.11. Major findings of the study

1. Male secondary school teachers were found to have significantly higher teacher effectiveness scores than their Female counterparts.
2. Rural secondary school teachers were found to have significantly higher teacher effectiveness scores than Urban teachers.
3. There is a significant difference in teacher effectiveness between graduate and post graduate secondary school teachers, with post graduate teachers demonstrating higher teacher effectiveness than graduate teachers.

### 1.12. Discussion

The present study aimed to examine teacher effectiveness among secondary school teachers with respect to gender, locality, and educational qualification. The findings offer valuable insights and also align with or diverge from previous research, contributing to the broader discourse on teacher effectiveness in Indian and global contexts.

The present study revealed that male secondary school teachers demonstrated significantly higher levels of teacher effectiveness compared to female teachers. This finding contrasts with the results reported by Shah and Geelani (2021), who found that female teachers were more effective in terms of classroom engagement and instructional delivery. Their results suggested that female teachers may exhibit stronger interpersonal sensitivity, communication abilities, and emotional involvement in teaching, as also discussed by James H. Stronge (2018). However, the present finding is consistent with the studies conducted by Yashaswini A. R. (2022) and Harichandan and Arul John Bosco (2021), who reported no significant gender differences in teacher effectiveness. These mixed findings suggest that gender may not always be a decisive factor in determining teacher effectiveness and that cultural, institutional, and contextual factors may influence such outcomes.

With regard to the locality of teachers, the study found that rural teachers exhibited significantly higher levels of teacher effectiveness compared to their urban counterparts. This finding differs from the results of Dhana Raju and Vijaya Vardhini (2022), who reported differences in teacher effectiveness based on location that favored urban schools. In many cases, urban teachers tend to benefit from better infrastructure, access to instructional resources, and greater opportunities for professional development, as noted by Linda Darling-Hammond (2000). On the other hand, teachers working in rural areas often encounter challenges such as

limited facilities, larger class sizes, and restricted access to digital technologies. Despite these challenges, rural teachers may develop adaptive strategies and stronger community engagement that contribute to effective teaching practices.

Finally, the study indicated a significant difference in teacher effectiveness between graduate and post graduate secondary school teachers, with post graduate teachers demonstrating higher levels of teacher effectiveness. This result contrasts with the findings of Maikhuri and Sobha (2021), as well as Harichandan and Arul John Bosco (2021), who reported that educational qualification did not significantly influence teacher effectiveness. These differing results highlight that while higher academic qualifications may contribute to improved subject knowledge and instructional competence, other factors such as pedagogical skills, classroom management abilities, and interpersonal relationships with students may also play a crucial role in determining overall teacher effectiveness.

### 1.13. Conclusion

The present study highlights that teacher effectiveness among secondary school teachers varies across certain demographic and professional variables. The findings revealed significant differences in teacher effectiveness with respect to gender, locality, and educational qualification. Male teachers, rural teachers, and post graduate teachers were found to demonstrate comparatively higher levels of teacher effectiveness. These results emphasize that teacher effectiveness is influenced by multiple factors and cannot be attributed to a single characteristic. The study underscores the importance of strengthening teacher competencies through continuous professional development, supportive institutional environments, and effective teaching practices to enhance the overall quality of secondary education.

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