

# International Journal of Engineering, Science and Humanities

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## **Teaching Effectiveness among Government and Private Secondary School Teachers: A Comparative Study**

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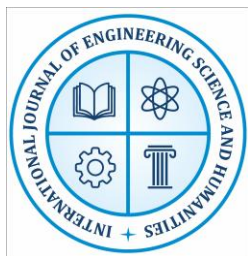
### **ABSTRACT**

Teaching effectiveness is one of the most important determinants of educational quality and students' academic success. Effective teachers facilitate meaningful learning by employing appropriate instructional strategies, maintaining positive classroom environments, motivating students, and continuously improving their professional competencies. The quality of teaching is influenced by several factors, including professional qualifications, teaching experience, institutional support, classroom resources, and school management. The present study aimed to compare the teaching effectiveness of government and private secondary school teachers. A descriptive survey method with a quantitative research design was adopted for the study. A sample of 100 secondary school teachers, comprising 50 government school teachers and 50 private school teachers, was selected through simple random sampling. Data were collected using a standardized Teaching Effectiveness Scale and analyzed using frequency, percentage, mean, standard deviation, and independent sample t-test. The findings indicated that private school teachers obtained comparatively higher mean scores on teaching effectiveness than government school teachers. Significant differences were observed in instructional planning, classroom management, student engagement, and teaching innovation. The study emphasizes the need for continuous professional development, institutional support, technology integration, and competency-based teaching practices to enhance teaching effectiveness. The findings provide useful insights for school administrators, teacher educators, policymakers, and curriculum planners in improving the quality of secondary education.

**Keywords:** Teaching Effectiveness, Government School Teachers, Private School Teachers, Secondary Education, Comparative Study, Teacher Performance.

### **1. INTRODUCTION**

Teachers play a vital role in the education system by influencing students' academic achievement, personality development, values, and lifelong learning. The quality of education largely depends on teaching effectiveness, which encompasses subject knowledge, classroom management, communication skills, instructional planning, assessment, learner engagement, motivation, and the ability to create meaningful learning experiences. Effective teachers facilitate



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students' cognitive, emotional, and social development by adopting appropriate teaching strategies and fostering supportive classroom environments.

Contemporary education has shifted from traditional teacher-centered instruction to learner-centered and competency-based approaches. The National Education Policy (NEP) 2020 advocates experiential learning, critical thinking, competency development, technology integration, and holistic education. These educational reforms require teachers to continuously enhance their professional knowledge, pedagogical skills, and instructional practices, making the assessment of teaching effectiveness increasingly important.

Government and private secondary schools differ in administration, infrastructure, resource availability, professional development opportunities, and accountability systems, which may influence teachers' instructional performance. Government schools often provide greater job security and structured training programmes, whereas private schools generally emphasize innovation, performance monitoring, and technology-supported teaching. Such institutional differences may affect teaching effectiveness.

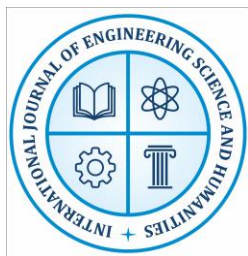
Various factors, including professional qualifications, teaching experience, classroom environment, school leadership, instructional resources, and institutional support, contribute to effective teaching. Therefore, comparing the teaching effectiveness of government and private secondary school teachers provides valuable insights into their strengths, challenges, and professional development needs. The findings of the present study are expected to assist teachers, school administrators, teacher educators, curriculum planners, and policymakers in enhancing instructional quality and promoting excellence in secondary education.

## **2. CONCEPT OF TEACHING EFFECTIVENESS**

Teaching effectiveness refers to the degree to which teachers successfully facilitate students' learning and overall development through appropriate instructional planning, classroom management, communication, assessment, and professional behaviour. It reflects the teacher's ability to achieve educational objectives while creating an engaging, supportive, and learner-centered classroom environment.

Teaching effectiveness extends beyond subject expertise. It includes the effective organization of learning experiences, use of suitable teaching methods, motivation of learners, management of classroom activities, continuous assessment, use of educational technology, and promotion of critical thinking and creativity.

An effective teacher demonstrates professional competence by planning lessons systematically, encouraging student participation, addressing individual learning needs, providing constructive feedback, maintaining discipline, and creating opportunities for collaborative learning. Such teachers continuously improve their professional knowledge through training, reflection, and innovation.



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Teaching effectiveness contributes directly to students' academic achievement, critical thinking, confidence, social development, and lifelong learning. Therefore, it remains one of the most important indicators of educational quality.

### 3. NEED OF THE STUDY

Teaching effectiveness has become increasingly important in the context of educational reforms, competency-based education, and twenty-first-century learning. Schools are expected to produce learners who possess critical thinking, creativity, communication, collaboration, and problem-solving skills. Achieving these educational goals depends largely upon the quality of classroom teaching.

Government and private secondary schools differ in terms of administration, infrastructure, teacher accountability, resource availability, professional development opportunities, and instructional practices. These differences may influence teachers' effectiveness and classroom performance. Therefore, comparing the teaching effectiveness of teachers working in these two educational settings is important for understanding their strengths and identifying areas requiring improvement.

The implementation of the National Education Policy (NEP) 2020 further emphasizes learner-centered pedagogy, competency-based education, experiential learning, and technology integration. These reforms demand highly effective teachers who can adapt to changing educational expectations. The present study therefore attempts to examine teaching effectiveness among government and private secondary school teachers and provide evidence-based recommendations for improving instructional quality.

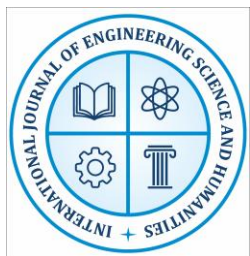
### 4. REVIEW OF LITERATURE

A review of related literature provides a theoretical and empirical foundation for understanding teaching effectiveness and its determinants.

**Medley (1977)** defined teaching effectiveness as the extent to which teachers achieve desired educational objectives through appropriate instructional practices and classroom management. He emphasized that effective teaching significantly influences students' academic performance and classroom behaviour.

**Rosenshine and Stevens (1986)** reported that systematic lesson planning, clear instruction, active student participation, and continuous feedback contribute significantly to effective classroom teaching.

**Stronge (2007)** identified professional knowledge, instructional planning, classroom management, assessment practices, communication skills, and professional responsibilities as the major characteristics of effective teachers.



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**Darling-Hammond (2010)** concluded that teacher quality is one of the strongest school-related factors influencing students' academic achievement. Continuous professional development and instructional support improve teaching effectiveness significantly.

**Sharma (2018)** conducted a comparative study of government and private school teachers and found that private school teachers demonstrated comparatively higher instructional innovation and classroom interaction, whereas government school teachers exhibited stronger professional stability and experience.

**Patil and Kulkarni (2021)** reported that teacher effectiveness is positively associated with institutional support, professional training, technology integration, and continuous performance evaluation. Their findings indicated that effective leadership and regular professional development programmes significantly improve classroom teaching.

## 5. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To study the level of teaching effectiveness among government secondary school teachers.
2. To study the level of teaching effectiveness among private secondary school teachers.
3. To compare the teaching effectiveness of government and private secondary school teachers.
4. To identify the major dimensions influencing teaching effectiveness among government and private secondary school teachers.
5. To suggest measures for enhancing teaching effectiveness at the secondary school level.

## 6. HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study:

### Null Hypothesis ( $H_0$ )

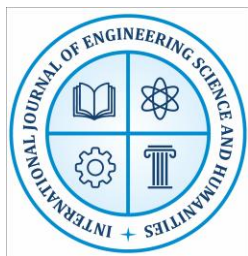
**$H_{01}$ :** There is no significant difference between government and private secondary school teachers with respect to their teaching effectiveness.

### Alternative Hypothesis ( $H_1$ )

**$H_{11}$ :** There is a significant difference between government and private secondary school teachers with respect to their teaching effectiveness.

## 7. SIGNIFICANCE OF THE STUDY

The present study is significant because teaching effectiveness is one of the most important indicators of educational quality and students' academic achievement. Effective teachers facilitate meaningful learning, promote critical thinking, encourage learner participation, and contribute to the holistic development of students. In the changing educational scenario, particularly with the implementation of the National Education Policy (NEP) 2020, teachers are expected to adopt competency-based, learner-centered, and technology-supported teaching practices.



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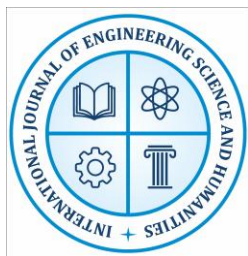
The findings of this study will help teachers understand the strengths and areas requiring improvement in their instructional practices. The study will also assist school principals and administrators in designing professional development programmes, improving classroom practices, and creating supportive teaching environments.

The results will provide valuable information to curriculum developers, educational planners, and policymakers for strengthening teacher education programmes, enhancing teacher competency, and improving instructional quality. Furthermore, the study contributes to educational research by providing empirical evidence on the comparative teaching effectiveness of government and private secondary school teachers, thereby serving as a useful reference for future researchers.

## 8. RESEARCH METHODOLOGY

Research methodology provides a systematic framework for conducting scientific investigation and obtaining reliable conclusions. The present study employed a quantitative approach to compare the teaching effectiveness of government and private secondary school teachers. Data were collected through a standardized Teaching Effectiveness Scale and analyzed using appropriate statistical techniques to examine the differences between the two groups.

| Particular         | Description                                                                                                                                                                                                                                                                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research Method    | The study adopted the Descriptive Survey Method, which is appropriate for collecting information regarding the existing level of teaching effectiveness among government and private secondary school teachers. This method enabled the researcher to study teachers' instructional practices and professional competencies without manipulating any variables. |
| Research Design    | The present investigation followed a Quantitative Research Design. Quantitative data collected through a standardized Teaching Effectiveness Scale were statistically analyzed to compare the teaching effectiveness of government and private secondary school teachers objectively and systematically.                                                        |
| Population         | The population of the study consisted of all government and private secondary school teachers working in recognized secondary schools within the selected study area. Teachers from both school management systems formed the target population of the study.                                                                                                   |
| Sample             | A sample of 100 secondary school teachers was selected for the study, comprising 50 government school teachers and 50 private school teachers. Equal representation of both groups ensured meaningful comparison of teaching effectiveness.                                                                                                                     |
| Sampling Technique | The Simple Random Sampling Technique was employed to select respondents from government and private secondary schools. This technique provided equal                                                                                                                                                                                                            |



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|                        |                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | opportunity to every teacher to participate in the study and minimized sampling bias.                                                                                                                                                                                                                                                                              |
| Research Tool          | Data were collected using a Standardized Teaching Effectiveness Scale. The scale measured various dimensions of teaching effectiveness, including lesson planning, subject knowledge, classroom management, communication skills, teaching methodology, assessment practices, use of teaching-learning resources, student motivation, and professional competence. |
| Statistical Techniques | The collected data were analyzed using Frequency, Percentage, Mean Score, Standard Deviation, and Independent Sample t-test. These statistical techniques were used to summarize the data, compare the teaching effectiveness of government and private school teachers, and test the significance of differences between the two groups.                          |

## 9. DATA ANALYSIS AND INTERPRETATION

The data collected from 100 secondary school teachers through the standardized Teaching Effectiveness Scale were systematically classified, tabulated, and analyzed using appropriate statistical techniques. Frequency, percentage, mean score, standard deviation, and independent sample t-test were employed to compare the teaching effectiveness of government and private secondary school teachers. The findings are presented in the following statistical tables along with their interpretations.

**Table 1: Level of Teaching Effectiveness among Government Secondary School Teachers (N = 50)**

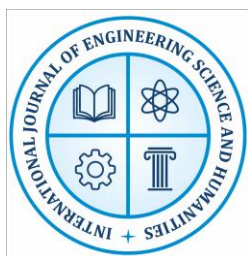
| Level of Teaching Effectiveness | Frequency | Percentage  |
|---------------------------------|-----------|-------------|
| High                            | 14        | 28%         |
| Moderate                        | 27        | 54%         |
| Low                             | 9         | 18%         |
| <b>Total</b>                    | <b>50</b> | <b>100%</b> |

### Interpretation

The table indicates that the majority (54%) of government secondary school teachers possess a moderate level of teaching effectiveness. About 28% demonstrate a high level of teaching effectiveness, whereas 18% exhibit a low level. This suggests that most government teachers perform satisfactorily, although further professional development can enhance instructional quality.

**Table 2: Level of Teaching Effectiveness among Private Secondary School Teachers (N = 50)**

| Level of Teaching Effectiveness | Frequency | Percentage |
|---------------------------------|-----------|------------|
|---------------------------------|-----------|------------|



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|              |           |             |
|--------------|-----------|-------------|
| High         | 22        | 44%         |
| Moderate     | 23        | 46%         |
| Low          | 5         | 10%         |
| <b>Total</b> | <b>50</b> | <b>100%</b> |

## Interpretation

The table reveals that 46% of private school teachers possess a moderate level of teaching effectiveness, while 44% demonstrate a high level. Only 10% fall into the low category. These findings indicate comparatively better teaching effectiveness among private school teachers.

**Table 3: Dimension-wise Comparison of Teaching Effectiveness**

| Dimension            | Government Teachers (Mean) | Private Teachers (Mean) |
|----------------------|----------------------------|-------------------------|
| Lesson Planning      | 15.26                      | 16.84                   |
| Subject Knowledge    | 16.48                      | 17.21                   |
| Classroom Management | 15.14                      | 16.52                   |
| Communication Skills | 15.02                      | 16.76                   |
| Assessment Practices | 16.52                      | 16.35                   |

## Interpretation

The table shows that private school teachers obtained higher mean scores in lesson planning, classroom management, and communication skills. Government teachers performed comparatively well in assessment practices. Overall, private teachers demonstrated slightly superior teaching effectiveness across most instructional dimensions.

**Table 4: Factors Influencing Teaching Effectiveness**

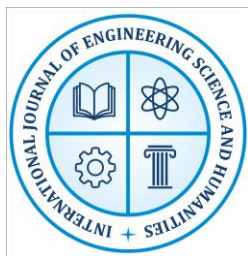
| Factor                    | Frequency | Percentage |
|---------------------------|-----------|------------|
| Professional Training     | 46        | 92%        |
| Institutional Support     | 42        | 84%        |
| Availability of Resources | 39        | 78%        |
| Classroom Environment     | 37        | 74%        |
| Teaching Experience       | 41        | 82%        |

## Interpretation

The findings indicate that professional training (92%) is the most influential factor affecting teaching effectiveness, followed by institutional support (84%) and teaching experience (82%). These results emphasize the importance of continuous professional development and supportive school environments.

**Table 5: Comparison of Mean Scores of Teaching Effectiveness**

| Group | N | Mean | Standard Deviation |
|-------|---|------|--------------------|
|-------|---|------|--------------------|



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|                     |    |       |      |
|---------------------|----|-------|------|
| Government Teachers | 50 | 78.42 | 7.38 |
| Private Teachers    | 50 | 83.68 | 6.41 |

## Interpretation

The table shows that private secondary school teachers obtained a higher mean teaching effectiveness score (83.68) than government secondary school teachers (78.42). This indicates comparatively better teaching effectiveness among private school teachers.

**Table 6: Independent Sample t-Test for Teaching Effectiveness**

| Variable               | Government Mean | Private Mean | t-value | Level of Significance     |
|------------------------|-----------------|--------------|---------|---------------------------|
| Teaching Effectiveness | 78.42           | 83.68        | 3.94    | Significant at 0.05 level |

## Interpretation

The obtained t-value (3.94) is significant at the 0.05 level, indicating a statistically significant difference between government and private secondary school teachers with respect to teaching effectiveness.

## Hypothesis Testing

**Null Hypothesis ( $H_0$ ):** There is no significant difference between government and private secondary school teachers with respect to teaching effectiveness.

**Decision:** Since the calculated t-value (3.94) is significant at the 0.05 level, the **null hypothesis is rejected** and the **alternative hypothesis is accepted**.

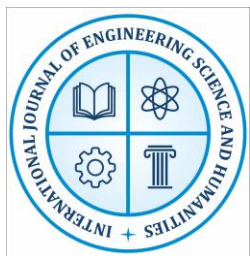
## Hypothesis Analysis (50 words)

The statistical analysis revealed that the obtained t-value (3.94) is statistically significant at the 0.05 level. Therefore, the null hypothesis is rejected, indicating a significant difference in teaching effectiveness between government and private secondary school teachers. Private school teachers demonstrated comparatively higher teaching effectiveness than government school teachers.

## 10. RESULTS AND DISCUSSION

The findings reveal that both government and private secondary school teachers demonstrate satisfactory levels of teaching effectiveness. However, private school teachers obtained higher mean scores than government school teachers across most dimensions of teaching effectiveness. The independent sample t-test confirmed that this difference is statistically significant.

Private school teachers performed better in lesson planning, classroom management, communication skills, and learner engagement, which may be attributed to continuous supervision, performance monitoring, institutional accountability, and greater emphasis on innovative teaching practices. Government school teachers showed strengths in assessment practices and subject knowledge, reflecting their professional experience and formal training.



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Professional training, institutional support, and availability of instructional resources emerged as the most important factors influencing teaching effectiveness. These findings suggest that regular professional development programmes, supportive school leadership, adequate infrastructure, and competency-based instructional approaches are essential for improving teaching quality in both government and private secondary schools.

## 11. MAJOR FINDINGS

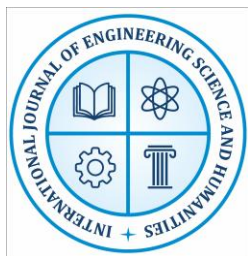
1. Most government secondary school teachers possess a moderate level of teaching effectiveness.
2. Private secondary school teachers demonstrate comparatively higher teaching effectiveness than government school teachers.
3. Private school teachers obtained higher mean scores in lesson planning, classroom management, and communication skills.
4. Government teachers showed relatively stronger performance in assessment practices.
5. Professional training is the most influential factor affecting teaching effectiveness.
6. Institutional support, teaching experience, and instructional resources significantly influence classroom teaching.
7. A statistically significant difference exists between government and private secondary school teachers with respect to teaching effectiveness.

## 12. EDUCATIONAL IMPLICATIONS

1. Regular in-service training programmes should be organized to strengthen teachers' instructional competencies.
2. Schools should encourage learner-centered and competency-based teaching practices in accordance with NEP 2020.
3. School management should provide adequate teaching-learning resources and technological support.
4. Professional mentoring and peer observation should be promoted to improve classroom practices.
5. Teacher performance appraisal should focus on continuous improvement rather than only administrative evaluation.
6. Government and private schools should exchange best teaching practices through collaborative professional learning programmes.
7. Teacher education institutions should emphasize classroom management, communication skills, and innovative pedagogy in pre-service training.

## 13. CONCLUSION

Teaching effectiveness is a critical determinant of educational quality and student achievement. The present study concludes that although both government and private secondary school



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teachers demonstrate satisfactory teaching effectiveness, private school teachers exhibit comparatively higher effectiveness across several instructional dimensions. The significant difference identified through statistical analysis highlights the influence of institutional support, professional training, accountability, and resource availability on teaching performance. Strengthening continuous professional development, providing supportive learning environments, integrating technology, and implementing competency-based instructional practices will enhance teaching effectiveness across all secondary schools and contribute to achieving the goals of quality education envisioned in the National Education Policy 2020.

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