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## **Teaching Effectiveness of Secondary School Teachers in Relation to their Gender and Location**

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### **ABSTRACT**

This study investigates the effectiveness of secondary school teachers in the Mysuru district of Karnataka, focusing on gender and location. A survey approach was employed using the Teacher Effectiveness Scale (78 items) developed by Yogesha K A and Prof. N. Lakshmi. Data were collected from 70 secondary school teachers, and statistical techniques such as mean, standard deviation (SD), and t-test were used for analysis. Findings suggest variations in instructional approaches based on gender and disparities in resource allocation across locations. Understanding these dynamics can inform policies and teacher training.

**Keywords:** Teaching Effectiveness, Secondary School Teachers, Gender, Location

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### **Introduction**

In the current educational landscape, teaching effectiveness plays a pivotal role in shaping students' learning experiences and preparing them to navigate the complexities of the modern world. Teaching effectiveness extends beyond mere content delivery; it encompasses pedagogical expertise, communication skills, adaptability, student engagement, and the ability to foster critical thinking (Stronge, 2018). An effective teacher not only imparts knowledge but also inspires, motivates, and nurtures students, enabling them to develop problem-solving skills, creativity, and resilience (Darling-Hammond, 2000).

The effectiveness of teaching is influenced by several factors, including teachers' professional competencies, gender dynamics, and geographical location (Borko, 2004). Studies suggest that teaching strategies and student interactions may vary based on gender, with some research indicating differences in instructional approaches, classroom management styles, and student-teacher relationships (Sadker & Zittleman, 2016). Similarly, location – urban or rural – plays a significant role in shaping teaching effectiveness due to differences in resource availability, infrastructure, and student demographics (Lewin & Stuart, 2003).

This study aims to examine the teaching effectiveness of secondary school teachers concerning gender and location, analyzing how these factors influence instructional quality and student learning

outcomes. By understanding these dynamics, educational policymakers and institutions can develop targeted interventions to enhance teaching practices and ensure equitable, high-quality education across diverse settings.

### **Literature Review**

Dhillon and Navdeep (2010) examined the relationship between teacher productivity and demographic factors such as gender and school type. Their study found no significant association between teacher efficacy and these demographic variables.

In contrast, Sawhney and Kaur (2011) explored the self-conception of elementary school teachers and its impact on teacher efficacy. Although they observed no significant difference in effectiveness between male and female teachers, they reported notable differences in self-conception, suggesting a potential link between self-perception and teaching effectiveness.

Ritu and Singh (2012) investigated teaching effectiveness among secondary school teachers with reference to gender, school type, and location. Their findings showed no substantial differences in teacher efficacy across these variables.

Chowdhary (2015) studied the correlation between teaching performance, job satisfaction, and various demographic variables among secondary school teachers. The study revealed average levels of work satisfaction and teaching effectiveness among both male and female teachers but found a significant positive correlation between job satisfaction and teacher effectiveness, particularly with respect to ethnicity, age, and experience.

Johal and Singh (2016) focused on the relationship between spiritual intelligence and teacher efficacy. Their study found a strong positive association between spiritual intelligence and teaching effectiveness, especially among teachers working in government schools.

### **Objectives**

- To examine the effectiveness of female and male secondary school teachers.
- To assess the effectiveness of urban and rural secondary school teachers.

### **Hypotheses**

1. No significant mean difference in teacher effectiveness between male and female teachers.
2. No significant variance in teacher effectiveness between urban and rural teachers.

### **Method and Procedure**

The present paper follows the descriptive method of educational analysis. This study employed a survey approach and utilized the Teaching Effectiveness Scale, which consists of 78 items developed by Yogesha K A and Prof. N Lakshmi. Data collection involved 70 secondary school teachers in the Mysuru district of Karnataka. Statistical techniques, including mean, standard deviation (SD), and t-test, were used for data analysis.

### **Sample**

Samples of 70 secondary school teachers were chosen for the present analysis, evenly distributed across various demographics: 35 male teachers, 35 female teachers, 35 rural teachers, and 35 urban teachers.

### **Tools for Data Collection**

The Teaching Effectiveness Scale, developed by Yogesha K A and Prof. N. Lakshmi, was administered to 70 randomly selected secondary school teachers in the Mysuru district for data collection.

### Statistical Techniques

Mean, standard deviation (SD), and t-test were utilized for data analysis.

### Results and Discussion

The teaching effectiveness scale was applied to the sample teachers, and t-values were computed to assess teacher effectiveness concerning gender, location, and type of institution. The analysis was conducted in accordance with the stated hypotheses.

#### Hypothesis 1

There is no significant mean difference of teaching effectiveness among male and female teachers.

Table 1: Teaching effectiveness of female and male secondary school teachers

Gender	N	Mean	SD	t-value	Significance
Female	35	242.03	35.87	0.884	Not Significant
Male	35	234.05	39.51		

The t-value (0.884) is less than 2.58 (0.01 level) and 1.96 (0.05 level), indicating no significant difference. The hypothesis is accepted.

**Hypothesis 2:** There is no significant variance in teaching effectiveness between urban and rural teachers.

Table No. 2: Teaching Effectiveness of urban and rural secondary school teachers

Location	N	Mean	SD	t-value	Significance
Urban	35	248.03	36.87	3.748	Significant
Rural	35	216.05	34.51		

The computed t-value (3.748) is higher than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of significance in Table No. 2. This indicates a significant difference in the effectiveness of urban and rural school teachers. Therefore, the null hypothesis is rejected at all levels of significance..

### Conclusion

Teaching effectiveness is the cornerstone of quality education. As Mahatma Gandhi famously stated, "The future of any nation depends on the quality of its teachers." Effective teaching is crucial in shaping students' learning experiences and overall educational outcomes. In today's rapidly evolving educational landscape, teachers face numerous challenges in maintaining balance and adapting to change. As India strives for progress, enhancing teaching effectiveness becomes essential in preparing students to contribute meaningfully to national development. By investing in teacher training, pedagogical innovations, and supportive learning environments, educational systems can improve teaching effectiveness, ensuring that education remains dynamic, inclusive, and impactful. Strengthening teaching effectiveness is not just a step toward improving individual learning experiences but a vital strategy for fostering national growth and societal advancement.

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