



An Analysis of Secondary School Teachers Effectiveness in Teaching Life Skills: Influence of Gender, School Location and Institutional Type

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Abstract

This study examines the teaching effectiveness of secondary school teachers in the Mysuru district of Karnataka, with particular attention to the variables of gender, school location (urban/rural), and type of institution (government/private). A descriptive survey method was adopted, employing the Teacher Effectiveness Scale- a standardized tool consisting of 78 items—developed by Yogesha K. A and Dr. N. Lakshmi. The sample comprised 80 secondary school teachers, and data were analyzed using statistical techniques including mean, standard deviation (SD), and the t-test. Findings reveal no significant gender-based differences in teacher effectiveness, while significant disparities were observed based on location and institutional type, with urban and private school teachers demonstrating higher effectiveness. These variations may be attributed to differences in access to resources, professional development opportunities, and institutional support. The results have important implications for policy formulation, teacher training, and the equitable implementation of life skills education, which is essential for preparing students to navigate real-world challenges and succeed in both personal and professional spheres.

Keywords: Teacher Effectiveness, Secondary School Teachers, Gender, Location, School Type, Life Skills Education

Introduction

In today's dynamic and evolving educational landscape, teacher effectiveness plays a pivotal role in shaping student outcomes and preparing learners to meet the complexities of the modern world. Effective teaching is not limited to subject knowledge; it spans multiple dimensions including content mastery, communication skills, classroom management, adaptability, and interpersonal competence. These qualities are especially critical in the context of life skills education, which aims to equip students with the abilities to make informed decisions, solve problems, think critically, communicate effectively, and navigate emotional and social situations with confidence.

As life skills become an essential part of holistic education, the role of the teacher becomes even more central in facilitating these outcomes. The ability of educators to integrate life skills into their teaching practices is influenced by various contextual factors, including gender, school location (urban or rural), and the type of institution (government or private). This study seeks to explore how these variables affect the teaching effectiveness of secondary school teachers, specifically in the domain of life skills education.

Literature Review

Several researchers have explored the multifaceted aspects of teacher effectiveness in relation to demographic and psychological variables. Dhillon and Navdeep (2010) investigated the association between teacher productivity and demographic factors such as gender and school type, concluding that there was no significant relationship between these variables and teacher efficacy. Similarly, Sawhney and Kaur (2011) examined self-conception among elementary school teachers, highlighting its influence on teaching performance. Although their study noted differences in self-perception between male and female teachers, it reported no significant gender-based differences in overall teacher effectiveness.

In another study, Ritu and Singh (2012) assessed the impact of gender, school location, and school type on secondary school teacher effectiveness. Their findings suggested that these demographic variables had no statistically significant effect on teaching efficacy. In contrast, Chowdhury (2015) found a significant positive correlation between job satisfaction and teacher effectiveness, with demographic characteristics such as ethnicity, age, and teaching experience contributing to varying levels of job satisfaction and performance. Lastly, Johal and Singh (2016) emphasized the role of spiritual intelligence as a crucial factor in enhancing teacher efficacy. Their research revealed a notable positive association, particularly among government school teachers, indicating that internal psychological attributes could complement external demographic influences in shaping teaching effectiveness.

Objectives

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

Hypotheses

1. There is no significant mean difference in teacher effectiveness among male and female secondary school teachers.
2. There is no significant variance in teacher effectiveness between urban and rural secondary school teachers.
3. There is no notable discrepancy in teacher effectiveness between private and government secondary school teachers.

Methodology

➤ Method and Procedure

A **descriptive survey method** was employed for this study. The **Teacher Effectiveness Scale** developed by Yogesha K. A and Dr. N. Lakshmi (78 items) was used to gather data related to various dimensions of effective teaching, with particular attention to life skills instruction.

➤ Sample

A sample of **80 secondary school teachers** from the Mysuru district was selected using random sampling:

- Gender: 40 male and 40 female teachers
- Location: 40 rural and 40 urban teachers
- School Type: 40 government and 40 private teachers.

Tool Used

Teacher Effectiveness Scale (78 items) – assesses key areas like planning, classroom management, instructional delivery, and integration of life skills education.

➤ Statistical Techniques

- Mean
- Standard Deviation (SD)
- t-test (for comparing group means)

Results and Discussion

Hypothesis 1: There is no significant mean difference in teacher effectiveness among male and female secondary school teachers.

Table No. 1: Teacher effectiveness of female and male secondary school teachers

Gender	N	Mean	S.D	t-value	Level of Significance
Female	40	242.03	35.87	0.884	Not significant at 0.01 & 0.05 level
Male	40	234.05	39.51		

Result: No statistically significant difference.

Interpretation: Both male and female teachers demonstrate similar effectiveness in delivering life skills education. Gender does not impact teaching performance significantly in this context.

Hypothesis 2: There is no significant variance in teacher effectiveness between urban and rural secondary school teachers.

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

Location	N	Mean	S.D	t-value	Level of Significance
Urban	40	248.03	36.87	3.748	3.748 Significant at 0.01 & 0.05 level
Rural	40	216.05	34.51		

Result: Statistically significant difference.

Interpretation: Urban teachers tend to be more effective than rural counterparts, possibly due to better training access, infrastructure, and resource availability that support life skills instruction.

Hypothesis 3: There is no notable discrepancy in teacher effectiveness between private and government secondary school teachers.

Table No. 3: Teacher Effectiveness of private and government secondary school teachers

Type of school	N	Mean	S.D.	t-value	Level of Significance
Private	40	258.09	35.28	4.979	4.979 Significant at 0.01 & 0.05 level
Government	40	218.05	31.88		

Result: Statistically significant difference.

Interpretation: Private school teachers showed higher effectiveness than government teachers. This could stem from performance incentives, monitoring, and professional development that are often emphasized more in private institutions.

Discussion and Findings

Key Findings:

- **No gender-based differences** in teacher effectiveness, aligning with prior research indicating that teacher performance is not inherently tied to gender.
- **Significant difference based on location**, with urban teachers demonstrating greater effectiveness. This may reflect disparities in infrastructure, access to training, and teaching conditions.
- **Significant difference between school types**, with private school teachers outperforming government school teachers in effectiveness, possibly due to accountability systems, competition, and institutional support.

Discussion

The findings of the study suggest that systemic and contextual factors, particularly the geographical location of the school (urban vs. rural) and the type of institution (private vs. public), exert a more profound influence on teacher effectiveness than individual demographic variables such as gender. Teachers working in urban and private school settings tend to have greater access to educational resources, professional development opportunities, and administrative support, all of which contribute to enhanced teaching effectiveness. These environments are often more conducive to the integration of life skills education into the regular curriculum due to factors such as smaller class sizes, better infrastructure, and more progressive institutional policies.

In contrast, teachers in rural and government-run schools frequently encounter challenges such as limited infrastructure, larger class sizes, scarcity of teaching-learning materials, and fewer opportunities for ongoing training in innovative pedagogical strategies. These disparities can hinder the effective delivery of life skills education, which is crucial for preparing students to navigate complex real-life situations with confidence, resilience, and ethical judgment.

The results highlight a critical need for policymakers and educational stakeholders to address the existing inequities between urban and rural schools, as well as between public and private institutions. Efforts must be made to ensure that all students, regardless of their background or the type of school they attend, receive high-quality life skills education. This could include targeted interventions such as increased funding for rural and government schools, capacity-building programs for teachers, and curriculum reforms that emphasize the importance of life skills across all educational settings. By narrowing these systemic gaps, it becomes possible to promote a more inclusive and equitable education system that supports the holistic development of every learner.

Educational Implications

- ✓ **Professional Development:** Rural and government school teachers should be provided with more targeted training in life skills pedagogy, classroom management, and student engagement strategies.
- ✓ **Infrastructure Improvement:** Efforts should be made to improve the learning environment in rural and government schools to support effective life skills instruction.
- ✓ **Policy Intervention:** Education policymakers should address disparities in teacher training, supervision, and motivation between school types and locations.

- ✓ **Support Systems:** Schools should implement mentorship and peer learning programs to share best practices across different school environments.
- ✓ **Incorporation of Life Skills:** Life skills education should be systematically embedded in teacher training curricula and daily teaching practices, with periodic assessments to track progress.

Conclusion

Teachers are the foundation of quality education, playing a vital role in shaping the intellectual and emotional development of students. As Mahatma Gandhi rightly stated, “*The future of any nation depends on the quality of its teachers.*” In today’s fast-changing world, educators are expected not only to deliver academic content but also to foster essential life skills, such as critical thinking, emotional intelligence, decision-making, and effective communication, that prepare students to meet the demands of real life.

The findings of this study reveal that gender does not significantly influence teaching effectiveness. However, notable differences emerge based on school location and institutional type with urban and private school teachers demonstrating greater effectiveness. These results suggest that environmental factors, including access to resources, professional development, and administrative support, play a significant role in shaping teaching performance.

To bridge these gaps, targeted interventions such as continuous professional development, equitable resource allocation, and supportive policies must be implemented, particularly in rural and government schools. Such reforms are crucial for enhancing teacher competence and ensuring the consistent delivery of life skills education, ultimately contributing to improved student outcomes and national development.

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