



Teacher Effectiveness Among Secondary School Teachers

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Abstract

The present study investigates the teacher effectiveness of secondary school teachers in Guntur district, Andhra Pradesh, with a focus on demographic variables such as gender, marital status, locality, and educational qualification. A total of 300 teachers were selected using stratified random sampling. The Teacher Effectiveness Scale (KTES) developed by Umme Kulsum (2000) was employed to measure teacher effectiveness across five domains: preparation and planning, classroom management, subject knowledge and delivery, teacher characteristics, and interpersonal relations. The data were analyzed using Mean, Standard Deviation, and t-tests. The results revealed that female teachers, married teachers, and urban teachers had significantly higher levels of teacher effectiveness compared to their counterparts. However, no significant difference was found between graduate and post-graduate teachers. These findings highlight the role of demographic and contextual factors in influencing teaching effectiveness and underscore the importance of supportive environments and continuous professional development to enhance educational quality at the secondary level.

Keywords: Teacher Effectiveness, Secondary School Teachers, Preparation and Planning, Classroom Management, Subject Knowledge and Delivery, Teacher Characteristics, And Interpersonal Relations.

1.1. Introduction

Education is widely recognized as a powerful tool for national development, and at the heart of this process lies the effectiveness of teachers. In the context of secondary education, teacher effectiveness plays a critical role in shaping students' academic outcomes, personal growth, and readiness for higher education and future careers. A teacher's ability to manage classrooms, deliver content effectively, motivate learners, and address diverse needs significantly determines the quality of education delivered.

Teacher effectiveness is a multidimensional construct that includes not only subject knowledge and pedagogical skills but also classroom management, assessment practices, interpersonal skills, emotional intelligence, and a commitment to continuous professional development. In the era of learner-centered pedagogy and outcome-based education, the expectations from secondary school teachers have expanded beyond traditional instruction to include mentorship, innovation, and holistic student development.

Despite numerous reforms and investments in the education sector, disparities in learning outcomes continue to persist, raising concerns about the quality and effectiveness of teaching practices. This has prompted researchers and policymakers to closely examine teacher effectiveness as a key variable influencing student achievement and overall school performance. In particular, the secondary school stage is crucial as it bridges foundational education with higher academic pursuits and career pathways, thereby intensifying the need for effective teaching practices at this level.

This research paper seeks to explore the concept of teacher effectiveness among secondary school teachers, investigating its various dimensions, influencing factors, and implications for student learning. By analyzing teacher competencies, instructional practices, and student perceptions, the study aims to contribute valuable insights for enhancing the quality of teaching and learning in secondary schools.

1.2. Conceptual Background

Teacher effectiveness is a pivotal concept in educational research and practice, broadly defined as the extent to which a teacher facilitates learning and contributes positively to student achievement and holistic development. Over the decades, educational theorists and researchers have attempted to conceptualize and measure teacher effectiveness through various lenses, encompassing instructional strategies, classroom management, assessment practices, emotional support, and student engagement.

The traditional view of teacher effectiveness focused largely on content knowledge and instructional delivery. However, modern perspectives have broadened this scope to include affective dimensions such as the teacher's attitude, values, interpersonal communication, reflective thinking, and professional ethics. Danielson (1996), for instance, proposed a comprehensive framework that includes four key domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Similarly, the framework of "Effective Teaching" as promoted by the National Council for Teacher Education (NCTE) and NEP 2020 in India emphasizes learner-centered pedagogy, inclusive education, and competence-based learning outcomes.

At the secondary school level, teacher effectiveness becomes particularly significant due to the complexity of learners' needs, academic rigor, and the transitional nature of adolescence. Secondary school teachers are expected to not only possess subject expertise but also demonstrate flexibility in instructional approaches, sensitivity to socio-emotional needs, and the ability to foster critical thinking and collaboration among students. Research has consistently shown that effective teachers can significantly reduce learning gaps and positively impact students from diverse backgrounds.

In addition, teacher effectiveness is influenced by several contextual and systemic factors, such as school leadership, infrastructure, policy support, teacher training, workload, and community involvement. Therefore, it is essential to view teacher effectiveness not merely as an individual attribute but as a dynamic outcome shaped by both personal competencies and environmental conditions.

This conceptual framework forms the foundation of the present study, which aims to assess the effectiveness of secondary school teachers across multiple dimensions, including teaching competence, student engagement, classroom practices, and professional behavior. By grounding the study in both theoretical models and practical realities, the research aspires to provide actionable insights for policy, teacher development programs, and educational improvement.

1.3. Teacher Effectiveness

The effectiveness of secondary school teachers is a multidimensional construct that encompasses a wide range of competencies, behaviors, and practices essential for promoting student learning and holistic development. In educational research, several frameworks have been proposed to conceptualize and measure teacher effectiveness, highlighting both instructional and interpersonal domains (Stronge, 2018). For the purposes of this study, teacher effectiveness is examined with respect to five critical dimensions:

a. Preparation for Teaching and Planning

Effective teaching begins with well-structured planning and preparation. This includes the ability to design lesson plans, align learning objectives with curriculum standards, select appropriate teaching methods, and anticipate student needs. Teachers who engage in thorough instructional planning are better equipped to deliver coherent, goal-oriented lessons (Danielson, 2007). Research by Marzano (2003) also emphasized that intentional lesson design, informed by prior assessment data and learning goals, leads to higher student achievement.

b. Classroom Management

Classroom management refers to the strategies teachers use to maintain a productive learning environment, including establishing rules, managing student behavior, organizing classroom space, and ensuring time-on-task. According to Emmer and Evertson (2016), effective classroom management significantly correlates with

student engagement and academic outcomes. A well-managed classroom minimizes disruptions and promotes a positive climate conducive to learning (Wang, Haertel, & Walberg, 1993).

c. Knowledge of Subject Matter

Subject matter expertise is foundational to teacher effectiveness. Teachers must possess both deep content knowledge and pedagogical content knowledge (Shulman, 1986), enabling them to present concepts clearly, anticipate misconceptions, and adapt explanations to varied student levels. Studies have shown that teachers with strong subject mastery are more confident and effective in facilitating learning (Ball, Thames, & Phelps, 2008). Especially at the secondary level, where content becomes more specialized, subject knowledge is a key determinant of instructional quality.

d. Teacher Characteristics

Personal and professional characteristics such as enthusiasm, empathy, self-efficacy, ethical conduct, and reflective practice greatly influence a teacher's effectiveness. Hattie (2009) noted that teacher beliefs and expectations have substantial effects on student outcomes. Effective teachers exhibit a growth mindset, resilience, and commitment to continuous improvement (Tschannen-Moran & Hoy, 2001). These intrinsic qualities enhance their ability to connect with students and adapt to classroom challenges.

e. Interpersonal Relations

Strong interpersonal relationships—both with students and colleagues—are integral to teaching effectiveness. Teachers who build trust, demonstrate respect, and communicate effectively create an inclusive and supportive classroom climate. According to Pianta (1999), positive teacher-student relationships contribute to improved academic motivation, behavior, and emotional well-being. Moreover, collaborative relationships with peers, parents, and administrators enhance a teacher's ability to share practices and participate in school-wide improvement efforts.

1.4. Importance of Teacher Effectiveness in Secondary Schools

Teacher effectiveness is widely acknowledged as one of the most crucial determinants of student success, especially at the secondary school level. Secondary education serves as a bridge between foundational learning and advanced academic or vocational pursuits. It is a stage where students develop critical cognitive, emotional, and social skills that shape their future academic choices, career paths, and personal development. In this context, the effectiveness of secondary school teachers becomes not just relevant, but essential.

Effective teachers have the ability to inspire learning, foster independent thinking, and support the diverse academic and personal needs of adolescents. They serve not only as knowledge providers but also as mentors, role models, and facilitators of a supportive and inclusive learning environment. According to research by Hattie (2009), teacher effectiveness has a greater impact on student achievement than many other school-level factors, including class size and school resources.

At the secondary level, where the curriculum becomes more complex and students face increased academic pressure, effective teachers can help reduce dropout rates, enhance motivation, and promote deeper understanding of subject matter. They also play a pivotal role in identifying and addressing learning gaps, particularly among students from disadvantaged backgrounds. Studies have shown that sustained exposure to effective teaching during secondary education improves students' long-term academic outcomes, including college readiness and career competence (Stronge, 2018).

Moreover, secondary school teachers influence students' attitudes toward learning, discipline, and character. Their interpersonal relationships, communication skills, and classroom management strategies directly impact the psychological safety and motivation of adolescents during a formative period of their lives. Effective teachers not only build academic competencies but also instill values such as responsibility, collaboration, critical thinking, and resilience.

In light of these roles and responsibilities, enhancing teacher effectiveness is essential for ensuring quality secondary education. This includes continuous professional development, mentorship programs, and institutional support to help teachers grow and adapt to evolving educational demands. Strengthening teacher effectiveness ultimately leads to improved student learning outcomes, better school performance, and a stronger, more equitable education system.

1.5. Need and Significance of the Study

In recent years, there has been increasing attention on the quality of education delivered at the secondary level, as it plays a pivotal role in preparing students for higher education, employment, and responsible citizenship. Among the various factors influencing student achievement, teacher effectiveness stands out as one of the most significant and research-supported determinants (Darling-Hammond, 2000; Hattie, 2009). Effective teachers contribute not only to academic performance but also to students' motivation, self-efficacy, and social development.

Despite multiple reforms in curriculum, pedagogy, and assessment, learning outcomes among secondary school students remain uneven, especially in developing countries like India. National Achievement Survey (NAS, NCERT, 2021) reports have shown persistent performance gaps in key subjects such as mathematics, science, and languages. These outcomes highlight the pressing need to investigate the teaching practices, planning abilities, classroom behavior, and professional traits of secondary school teachers to identify gaps and promote more impactful teaching strategies.

Furthermore, the National Education Policy 2020 (NEP 2020) emphasizes transforming teaching into a more professional, well-supported, and accountable practice. It calls for redefining teacher roles with a focus on learner-centric approaches, subject expertise, digital integration, and holistic development. Understanding and evaluating teacher effectiveness under these evolving expectations is essential for aligning school practices with national goals and global standards.

This study is especially relevant as it focuses on five critical dimensions of teacher effectiveness: (a) Preparation for Teaching and Planning, (b) Classroom Management, (c) Knowledge of Subject Matter, (d) Teacher Characteristics, and (e) Interpersonal Relations. Examining teacher performance across these domains provides a multidimensional understanding of how teacher behavior impacts student learning environments and outcomes. The findings of this research can offer actionable insights for policymakers, school administrators, and teacher training institutions.

Moreover, there is a limited number of empirical studies in the Indian context that holistically assess secondary school teacher effectiveness across both instructional and interpersonal dimensions. This study aims to fill that gap by offering evidence-based recommendations to improve teaching quality, thereby enhancing student learning experiences and achievement levels.

1.6. Review of Related Literature

The effectiveness of teachers at the secondary school level has been extensively studied in recent years, with research highlighting a variety of influencing factors including digital competence, self-efficacy, job satisfaction, teaching experience, gender, and institutional background. Karan Kuma and Shaveta Sharma (2024) explored the relationship between digital competence, self-efficacy, and teacher effectiveness among 200 secondary school teachers from both government and private schools. Using standardized tools such as the Teacher Effectiveness Scale by Umme Kulsum and the Digital Competence Scale by Shrivastava and Dangwal, the study found a positive correlation between teacher effectiveness and digital competence, with digital competence emerging as a stronger predictor than self-efficacy. Similarly, Subodh Kumar, Shelly Rana, and Poonam Thapliyal (2024) compared the teaching effectiveness of secondary school teachers in private and government institutions using the Teacher Effectiveness Scale by Kumar and Mutha. The results indicated a significant difference favoring government school teachers, and also revealed that gender significantly influenced teaching effectiveness, suggesting that demographic factors must be considered when analyzing teaching quality.

The association between teacher effectiveness and job satisfaction was examined by Poonam Thapliyal and Ajay Joshi (2023), who used validated scales by Kumar & Mutha and Meera Dixit. Their findings established a significant positive relationship between the two variables, suggesting that higher job satisfaction contributes to improved teaching performance. In a regional context, Sanjay Kumar Naik and Purnachandra Behera (2023) conducted a study in Angul district to examine the relationship between social intelligence and teacher effectiveness. Their findings, based on a gender-wise comparison of 60 teachers, revealed no significant gender-based differences in social intelligence or teaching effectiveness. Dhana Raju and Vijaya Vardhini (2022) utilized Dr. Umme Kulsum's Teacher Effectiveness Inventory in a survey of secondary school teachers in the Kurnool district. Their results revealed significant differences in teacher effectiveness based on community background, marital status, teaching experience, and location (rural vs.

urban). However, no significant difference was found between teachers from private and government schools, underlining the complexity of contextual factors. Yashaswini A.R. (2022), in a study conducted in Mandya district, reported no significant gender difference in teacher effectiveness, supporting the view that gender alone may not be a reliable predictor of teaching performance.

Harichandan and Arul John Bosco (2021) examined flow, creativity, and teacher effectiveness among upper primary school teachers. Their results highlighted that only 15.4% of teachers demonstrated high overall effectiveness, with even lower percentages scoring high in specific dimensions such as preparation, classroom management, and interpersonal skills. Interestingly, no significant differences were found in teacher effectiveness based on gender, type of school board, or teaching experience, although professional qualifications did show some influence, especially in the domain of teacher characteristics. Maikhuri and Sobha (2021) focused on techno-pedagogical competencies and their relationship with teacher effectiveness among senior secondary teachers in Uttarakhand. Using tools such as the Techno-Pedagogical Competency Scale and Teaching Style Scale, the study found that teacher effectiveness was generally average, with no significant differences observed across gender, subject stream, or teaching experience, indicating uniformity across these demographics. Shah and Geelani (2021) studied 400 secondary school teachers to assess teacher effectiveness based on gender and school type. The results showed that female teachers were more effective than their male counterparts, though no significant difference was found between teachers from government and private schools. Lastly, Sehjal, Grewal, and Kumar (2021) investigated the impact of attitudes toward information technology on teacher effectiveness among secondary school teachers in Punjab. The study reported no significant relationship between these variables, and also found no significant gender differences, indicating that attitudinal factors related to technology may not directly influence overall teaching effectiveness.

The reviewed literature collectively indicates that teacher effectiveness is influenced by a combination of psychological (e.g., self-efficacy, job satisfaction), demographic (e.g., gender, marital status), and contextual (e.g., digital competence, school type, experience) variables. However, inconsistencies across findings—especially with regard to gender and school-type differences—suggest a need for further empirical exploration using multi-dimensional frameworks and diverse samples. These studies underscore the relevance of assessing teacher effectiveness across various domains such as planning, classroom management, subject knowledge, interpersonal skills, and professional characteristics to develop a comprehensive understanding of effective teaching practices in secondary education.

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) Marital Status : Married/ Unmarried
 - c) Locality of Teacher : Rural/Urban
 - d) 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 Married and Unmarried Teachers.
3. There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Rural and Urban locality Teachers.
4. 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 ensure a representative distribution of participants across different categories of secondary schools within the Guntur district of Andhra Pradesh, India. Initially, simple random sampling was used to select secondary schools using the lottery method. From these selected schools, a total of 300 secondary school teachers were chosen as the sample for the study. The stratified sampling approach ensured balanced representation based on criteria such as school type, gender, and location, providing a reliable cross-section of the teacher population in the district.

Tool Used in the Study

To measure teacher effectiveness, the study utilized the Teacher Effectiveness Scale (KTES) developed and standardized by Umme Kulsum (2000). The scale assesses various dimensions of a teacher's professional functioning, including: (a) preparation and planning for teaching, (b) classroom management, discipline, and motivation, (c) evaluation practices and instructional interaction, (d) knowledge and delivery of subject matter, and (e) teacher characteristics and interpersonal relationships. The tool consists of 60 statements covering these five comprehensive areas. The reliability of the scale was confirmed through test-retest ($r = 0.63$ over 16 days) and split-half methods ($r = 0.68$), with the final reliability improved to 0.94 using the Spearman-Brown Prophecy formula, indicating high internal consistency and dependability.

Administration of the Tool and Collection of Data

The data collection process was carried out personally by the investigator across various secondary schools in the Guntur district. Prior permission was obtained from the heads of the institutions before the commencement of the study. During each visit, the researcher provided a brief orientation to the teachers, explaining the purpose and significance of the study to ensure their understanding and cooperation. After establishing rapport, the Teacher Effectiveness Scale (KTES) questionnaires were distributed directly to the teachers. The active cooperation of both headmasters and teaching staff facilitated smooth and efficient data collection.

Statistical Techniques Used

To analyze the collected data, the study employed basic descriptive and inferential statistics. Specifically, Mean and Standard Deviation (SD) were used to summarize the central tendency and dispersion of the teacher effectiveness scores. Further, t-tests were applied to examine significant differences in teacher effectiveness across various demographic and institutional variables. These statistical techniques provided insights into patterns and variations in teacher effectiveness among the sampled secondary school teachers.

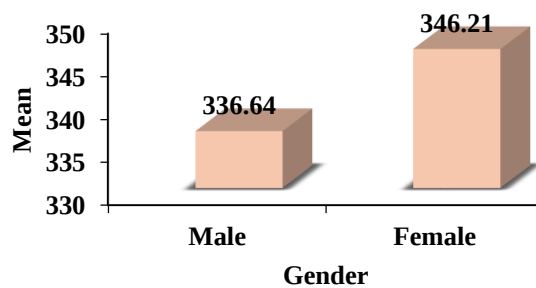
1.10. Data analysis

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
Male	133	336.64	4.24	0.91423	10.467*
Female	167	346.21	9.83		

* Significant at 0.05 and 0.01 levels



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

Interpretation

Table 1 presents the comparison of teacher effectiveness scores between male and female secondary school teachers. The results indicate a statistically significant difference in the mean scores, with female teachers ($M = 346.21$, $SD = 9.83$) scoring higher than male teachers ($M = 336.64$, $SD = 4.24$). The t-test yielded a value of $t(298) = 10.47$, $p < .05$, indicating that the difference is statistically significant at both the levels.

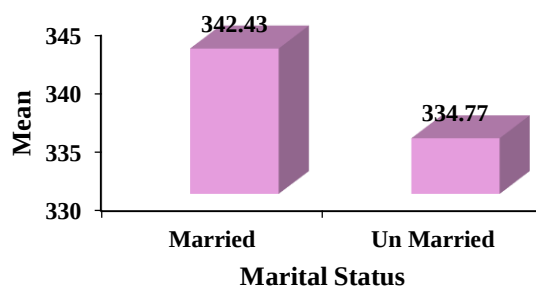
Therefore, the null hypothesis is rejected, suggesting that gender has a significant impact on teacher effectiveness, with female teachers demonstrating higher levels of effectiveness compared to their male counterparts.

Hypothesis-2: There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Married and Unmarried Teachers.

Table 2 Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Married and Un Married teachers.

Variable Marital Status	Sample N	Mean	SD	SED	t-value
Married	282	342.43	9.25	2.192	3.492*
Un Married	18	334.77	3.09		

* Significant at 0.05 level and 0.01 level



Graph 2. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Married and Un Married teachers.

Interpretation

Table 2 shows a comparison of teacher effectiveness scores between married and unmarried secondary school teachers. The results reveal that married teachers ($M = 342.43$, $SD = 9.25$) scored significantly higher on teacher effectiveness than unmarried teachers ($M = 334.77$, $SD = 3.09$). The obtained t-value is 3.49 ($p < .05$), indicating a statistically significant difference at both the levels.

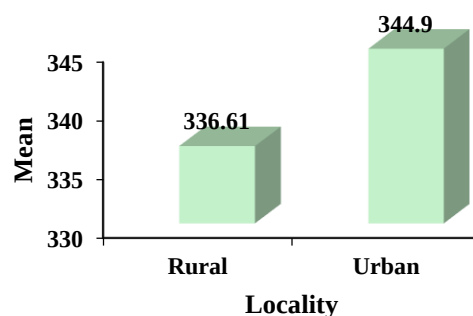
Hence, the null hypothesis is rejected, suggesting that marital status significantly influences teacher effectiveness, with married teachers exhibiting greater effectiveness compared to their unmarried counterparts.

Hypothesis-3: There would be no significant difference in the mean scores of Teacher Effectiveness of Secondary School Rural and Urban locality Teachers.

Table 3 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
Rural	106	336.61	4.16	1.0020	8.272*
Urban	194	344.90	9.83		

* Significant at 0.05 and 0.01 levels



Graph 3. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Rural and Urban locality teachers

Interpretation

Table 3 presents the comparison of teacher effectiveness between rural and urban secondary school teachers. The findings indicate that urban teachers ($M = 344.90$, $SD = 9.83$) had significantly higher mean scores in teacher effectiveness compared to rural teachers ($M = 336.61$, $SD = 4.16$). The calculated t-value is 8.27 ($p < .05$), demonstrating a statistically significant difference at both the levels.

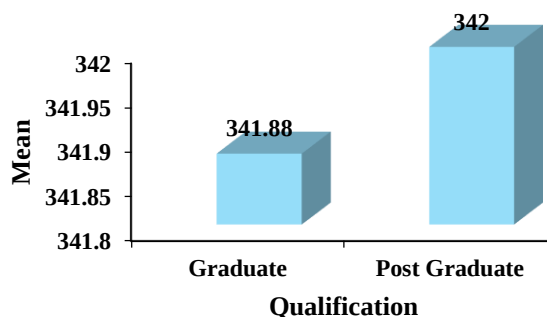
As a result, the null hypothesis is rejected, indicating that teacher locality significantly influences teacher effectiveness, with urban teachers showing greater effectiveness than their rural counterparts.

Hypothesis-4: 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 4 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
Graduate	70	341.88	9.07	1.255	0.91 ^{NS}
Post Graduate	230	342.00	9.23		

NS= Not Significant at 0.05 & 0.01levels



Graph 4. Comparison of the mean scores of the level of Teacher Effectiveness of secondary school Graduate and Post Graduate teachers

Interpretation

Table 4 compares the teacher effectiveness scores of graduate and post-graduate secondary school teachers. The results show that graduate teachers ($M = 341.88$, $SD = 9.07$) and post-graduate teachers ($M = 342.00$, $SD = 9.23$) had nearly identical mean scores. The t-value of 0.91 was found to be not significant ($p > .05$), indicating no statistically meaningful difference in teacher effectiveness based on educational qualification.

Therefore, the null hypothesis is accepted, suggesting that educational qualification (graduate vs. post graduate) does not significantly influence teacher effectiveness among secondary school teachers.

1.11. Major findings of the study

1. Female secondary school teachers were found to have significantly higher teacher effectiveness scores than their male counterparts.
2. Married secondary school teachers were found to have significantly higher teacher effectiveness scores than unmarried teachers.
3. Urban secondary school teachers were found to have significantly higher teacher effectiveness scores than rural teachers.
4. There was no significant difference in teacher effectiveness between graduate and post-graduate secondary school teachers.

1.12. Discussion

The present study aimed to examine teacher effectiveness among secondary school teachers with respect to gender, marital status, 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 finding that female secondary school teachers demonstrated significantly higher levels of teacher effectiveness than male teachers is consistent with the results of Shah and Geelani (2021), who found female teachers to be more effective in classroom engagement and instructional delivery. This may be attributed to greater interpersonal sensitivity, communication skills, and emotional involvement among female teachers, as noted by Stronge (2018). However, it contrasts with the findings of Yashaswini (2022) and Harichandan & Bosco (2021), who reported no significant gender-based differences in teacher effectiveness, suggesting that gender may not be a universally influential factor and could be moderated by cultural and contextual variables.

In terms of marital status, the study revealed that married teachers exhibited significantly higher teacher effectiveness than their unmarried counterparts. This supports the findings of Dhana Raju and Vijaya Vardhini (2022), who also reported a significant difference in favor of married teachers. One possible explanation is that marital status may contribute to emotional maturity, responsibility, and stability, which are beneficial traits in the teaching profession. However, the literature on this variable remains sparse, and more targeted research is necessary to confirm these associations across different educational settings.

Regarding teacher locality, the study found that urban teachers had significantly higher teacher effectiveness scores than rural teachers. This aligns with Dhana Raju and Vijaya Vardhini (2022), who reported location-based differences in effectiveness, favoring urban schools. Urban teachers often benefit

from better infrastructure, access to teaching resources, and professional development opportunities (Darling-Hammond, 2000). Conversely, teachers in rural areas may face challenges such as inadequate facilities, larger student-teacher ratios, and limited access to digital tools, which could impede their overall effectiveness.

Finally, the study found no significant difference in teacher effectiveness between graduate and post-graduate teachers, indicating that higher academic qualifications beyond the basic requirement may not automatically translate into more effective teaching. This finding is supported by the studies of Maikhuri and Sobha (2021), and Harichandan & Bosco (2021), who reported no significant influence of educational qualification on teacher effectiveness. It underscores the idea that pedagogical skills, classroom management, and interpersonal abilities may play a more pivotal role in teacher performance than academic credentials alone.

Overall, the study's findings contribute to existing literature by reaffirming the significance of demographic and contextual factors such as gender, marital status, and locality, while also questioning the assumed impact of higher educational qualifications on teaching effectiveness.

1.13. Conclusion

The present study highlights the significant influence of gender, marital status, and locality on the teacher effectiveness of secondary school teachers, while educational qualification was found to have no significant impact. Female, married, and urban teachers demonstrated higher effectiveness, suggesting that personal and environmental factors play a critical role in shaping teaching performance. These findings emphasize the need for targeted professional development programs, particularly for rural and unmarried teachers, to bridge the effectiveness gap. The results also indicate that beyond academic qualifications, continuous training in pedagogical practices and classroom management is essential to enhance overall teacher effectiveness at the secondary level.

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