

# Comparative Analysis of Teaching Effectiveness Among Secondary School Teachers in Namsai

Dr. Priya Dehingia

Assistant Professor in Education, Arunachal University of Studies Namsai

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## ABSTRACT

This study aims to access and compared the level of teaching effectiveness between government and private secondary school teachers in Namsai. A descriptive survey method was employed using a sample of 100 teachers (50 government and 50 private). Data analysis revealed that government teachers ( $M=4.75$ ,  $SD=.157$ ) and private teachers ( $M=4.74$ ,  $SD=.149$ ) exhibit nearly identical levels of effectiveness. The independent sample t-test results ( $t=.133$ ,  $p=.820$ ) indicated no statistically significant difference between the two groups. Consequently, the null hypothesis was accepted. These findings suggest that regardless of the management type, secondary school teachers in Namsai maintain a consistently high standard of teaching performance.

**Keywords:** Teaching Effectiveness, Secondary School, Government vs. Private, Namsai, And Comparative Study.

## INTRODUCTION

Education is the primary engine of national development, and the teacher is its most critical driver. Teaching effectiveness is not merely the act of instruction but a multi-dimensional construct involving classroom management, pedagogical skills, and the ability to inspire student learning. In the Indian educational landscape, the secondary stage is a pivotal transition point, yet it faces a persistent divide between Governments –managed and privately –managed institutions. In the state of Arunachal Pradesh, the educational infrastructure has seen significant expansion.

However, district like Namsai present a unique socio-geographic context where both government and private schools operate side-by-side. While government schools often boast highly qualified, TET-qualified staff and better job security, private schools are frequently perceived to have higher accountability and rigorous monitoring system. Despite the shared goal of quality education, the professional environment, motivational factors, and infrastructural support vary significantly between these two sectors. There is a growing debate regarding whether the stability of government service or the competitive nature of private service leads to greater teaching effectiveness. In Namsai, empirical data comparing these two groups remains scarce, leaving a group in our understanding quality. To address this gap, the present study seeks to evaluate the current pedagogical standards in the district. It specifically aims to assess the existing levels of teaching effectiveness among secondary teachers and provide a comparative analysis of overall performance between the government and private sectors in Namsai. This research will offer insights for policymakers to bridge the performance gap and enhance the secondary education framework in the region.

## Objective

1. To assess the existing level of teaching effectiveness among government and private secondary school teachers in Namsai.
2. To compare the overall teaching effectiveness of secondary school teachers between government and private secondary schools' teachers in Namsai.

## Hypothesis

H<sub>0</sub>: There is no significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai District.

H<sub>1</sub>: There is a significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai District.

## REVIEW

A study by **(Raju,Z.D., &Vardhini, S.V. (2022))** investigated teacher effectiveness among secondary school educators in Kurnool district. Utilizing a purposive sample and the UmmeKulsum (2012) scale, the findings indicated that demographic factors such as community, residential area, marital status, and years of experience significantly influence teacher effectiveness. Notably, the school type was not found to be a significant predictor of effectiveness in this specific population.

Based on the study by **Gupta and Verma (2021)**, teaching effectiveness is defined by the relationship between teacher dispositions, teaching acts, and classroom environment. It encompasses cognitive mastery, emotional warmth, and behavioral competence to maximize student learning. Measuring this effectiveness through feedback helps identify gaps and improve pedagogical quality, linking professional competence to school success.

In his 2023 study, **Ganai,A.A.(2023)** explores the multidimensional nature of teacher effectiveness, arguing that a teacher's success is measured by the "Sum total influences" they exert on students rather than classroom instruction alone. Ganai identifies that while content knowledge is vital, factors such as a teacher's personality, their attitude toward work, and their ability to foster a conducive learning environment are the primary drivers of student behavioral change and natural development.

In a comparative study of 850 secondary school teachers in Punjab, **Toor (2014)** investigated the interplay between teacher effectiveness, intelligence, and creativity. While the results indicated no significant disparity in effectiveness between male and female teachers, a notable "main effect" was found for school type; specifically, government school teachers maintained high effectiveness regardless of gender. Interestingly, the study highlighted a gender gap in cognitive traits, with female teachers outperforming males in general intelligence across both sectors. Creativity profiles were more nuanced, showing that while males led in private schools, female creativity was significantly higher in government settings. Ultimately, Toor (2014) established that teacher effectiveness is positively correlated with both intelligence and creativity, suggesting these traits are critical drivers of professional performance.

**Devamma (2018)** conducted a study to examine the relationship between teaching effectiveness and morale among secondary school teachers in the Tumkur Educational District. Utilizing a sample of 200 teachers selected through quota sampling, the researcher employed the Teachers 'Morale Inventory and Teaching Effectiveness scale (Sudha&Satyanarayana).The findings indicated a significant positive correlation, revealing that teachers with higher morale demonstrated superior teaching effectiveness.Interestingly,the study found that teachers in government schools performed significantly better in terms of effectiveness compared to their counterparts.Furthermore,the results suggested that gender does not exert a significant influence on the teaching effectiveness of secondary school teachers.

**Munna and Kalam (2021)** argue that teaching effectiveness in higher education is maximized through an active learning environment, specifically highlighting how role-play and formative feedback boost student self-esteem and promote inclusivity.

**Singh and Tripathi (2014)** conducted a descriptive survey to examine the teaching effectiveness of elementary teacher educators in Himachal Pradesh in relation to their job satisfaction and teaching experience. Using a self-development tool for effectiveness and Kumar and Mutha's scale for job satisfaction, the researchers found a

significant positive relationship between teaching effectiveness and job satisfaction. However, the study revealed that teaching experience does not significantly influence the teaching effectiveness of these educators.

**Perez-Estebanez and Pastor –Estebanez (2025)** demonstrate that cooperative learning is more effective than traditional methods for university students. Their comparative study found that students using collaborative strategies showed significantly higher levels of motivation, personal skills, and self-assessment accuracy, suggesting these methods better prepare students for the demands of a sustainable, globalized society.

Recent research by **Maulana et al. (2025)** emphasizes that improving teaching quality remains the cornerstone of educational reform. By applying the ICALT framework to video-recorded lessons in Norway, the authors demonstrated that generic observation instruments can effectively capture nuanced differences in teaching behaviors across subjects like mathematics and language arts, providing a robust framework for assessing classroom effectiveness.

**Singh and Ahmad (2025)** investigated the teaching effectiveness of secondary school teachers in Madhya Pradesh, India, using a sample of 468 educators. Utilizing the Dr.Subhash Sarkar and Abhijit Deb effectiveness scale, the study employed a descriptive survey method. The findings indicated a generally high level of effectiveness across the region, with 34.2% of teachers scoring in the high category. Notably the researchers found a significant difference in effectiveness based on gender, thought factors such as locale (urban\rural) and professional training showed no significant impact at the 0.05 level.

**Dumandan and Guillena(2025)** investigated the interplay between teacher efficacy, classroom management, student engagement, and academic performance in physical education among 184 high school students in Valencia City, Philippines .Using a descriptive-correlational and causal-comparative design, the study revealed that while teachers demonstrated high efficacy across various domains (e.g., content knowledge, technology integration), only teaching and classroom management skills significantly correlated with student performance. Furthermore, regression analysis identified assessment, technology integration and teaching skills as the primary predictors of academic success. The authors conclude that continuous professional development is essential for fostering effective physical education environment.

## METHODOLOGY

### Research Method

This study adopts a descriptive survey research method to assess and compare the teaching effectiveness of secondary school teachers in Namsai.This method allows for collecting data from a sample to describe exiting phenomena without manipulating the environment.

### Population and Sample

**Population:** All secondary school teachers (both government and Private) teaching in Namsai District, Arunachal Pradesh.

**Sample:** A total of 100 secondary school teachers (N=100) was selected.

**Sample Technique:** Stratified Random Sampling was used to ensure proportionate representation from both types of school management.

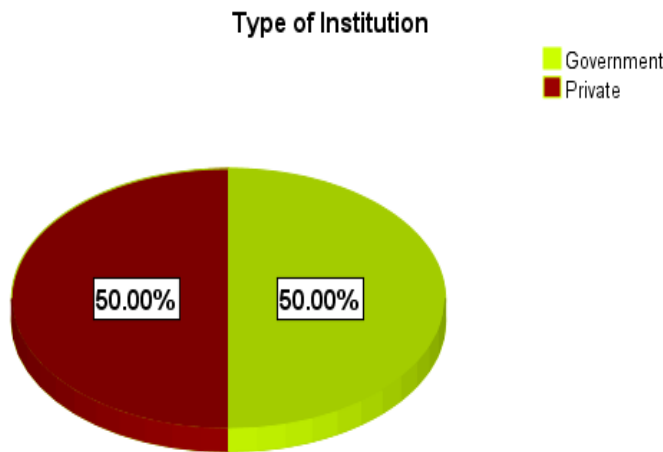
### Distribution

Table 1.1and 1.2 and figure 1.1 shows that the sample consists of 100 secondary school teachers from Namsai, comprising 50% from government schools and 50% from private schools (N=100). The equal, balanced distribution between the two types of institutions enables a precise comparative analysis of teaching effectiveness.

**Table 0.1 Distribution of Educational institutions by sector (N=100)**

Type of Institution		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	50	50.0	50.0	50.0
	Private	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

**Figure 0.1 Distribution of Government and Private Institutions**



**Table 0.2 Frequency and Distribution of Institutional Types (N=100)**

<i>Descriptive Statistics</i>							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Type of Institution	100	1	2	150	1.50	.050	.503
Valid N (listwise)	100						

Table 1.2 show the descriptive analysis of the institutional distribution reveals a balanced sample of secondary Oschool teachers in Namsai (N=100). The “Type of Institution” variable, coded as 1 Government and 2 for Private schools, yielded a mean score of 1.50 with a standard deviation of 0. 503.

This indicates an equal representation of both sectors, with 50% of respondents (n=50) belonging to government institutions and 50% (n=50%) to private institutions. This balanced distribution provided a robust basis for the subsequent comparative analysis of teaching effectiveness between the two groups.

**Table 0.3 Descriptive Statistics of Teacher Performance across Pedagogical Dimensions (n=100)**

<i>Descriptive Statistics</i>							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Planning of The Lesson	100	4	5	487	4.87	.029	.292
Execution (A) Explanation	100	4	5	489	4.89	.026	.265

(B)Use of Chalkboard and Others	100	4.00	5.00	491.43	4.9143	.02288	.22882
(C) Classroom Interaction	100	4.00	5.00	496.80	4.9680	.01651	.16507
Classroom Management	100	4.00	5.00	495.50	4.9550	.01305	.13052
Professional & Personal Competence of Teacher	100	4	5	494	4.94	.021	.212
Closing the Lesson	100	4	5	495	4.95	.017	.166
Total Score	100	4	5	474	4.74	.015	.153
Valid N (listwise)	100						

Table 1.3 shows the descriptive statistics reveal an outstanding level of pedagogical competence among the sampled teachers. With mean scores across all dimensions exceeding 4.70, the data suggests a ceiling effect where teaching quality is consistently rated as excellent. Specifically, Classroom Interaction and the Use of Chalkboard emerged as primary strengths (M=4.97). The low standard deviations across all variables indicate a high degree of uniformity in these teaching standards within the Namsai context.

**Tools Used for Data Collection**

The primary tool for data collection is the Teaching Effectiveness Observation Scale (TEOS) developed by Prof. Dr. Madhu Gupta and Ms. Gunjan Verma. This scale measures various components of teaching effectiveness.

In this study, teaching effectiveness was measured using the Teaching Effectiveness Observation Scale (TEOS) developed and standardized by Gupta and Verma (2022). The scale consists of 56 items spanning five dimensions: Lesson Planning, Execution, Classroom management, teacher competence, and lesson closure. The tools' reliability was confirmed with a split-half coefficient of 0.970, and its validity was established through expert consensus and item analysis. Results were interpreted using standardized z-score norms as provided in the tools manual.

**Data Collection Procedure**

Permission will be obtained from the school authorities of selected schools in Namsai. The teacher effectiveness observation scale was applied to the teachers during normal teaching hours.

The teachers will be assured that the information gathered was kept confidential and used solely for academic purpose.

**Statistical Analysis**

Table 1.4 & 1.5 show the normality of the data was assessed using both graphical methods and numerical tests. Skewness and Kurtosis values were 0.106 (SE=0.241) and 0.115 (SE=0.478) respectively, indicating a fairly symmetric distribution within the acceptable range of ±2. The Shapiro-Wilk test indicated no significant departure from normality (W=-0.989, p=.572). Furthermore, the Kolmogorov – Smirnov test was non-significant (D=0.080, p=.115). Therefore, we can assume normal distribution for this variable, validating the use of parametric statistical analysis.

**Table 0.4 Descriptive Statistics of Study Variables.**

<i>Descriptive</i>			
		Statistic	Std. Error
	Mean	4.74	.015

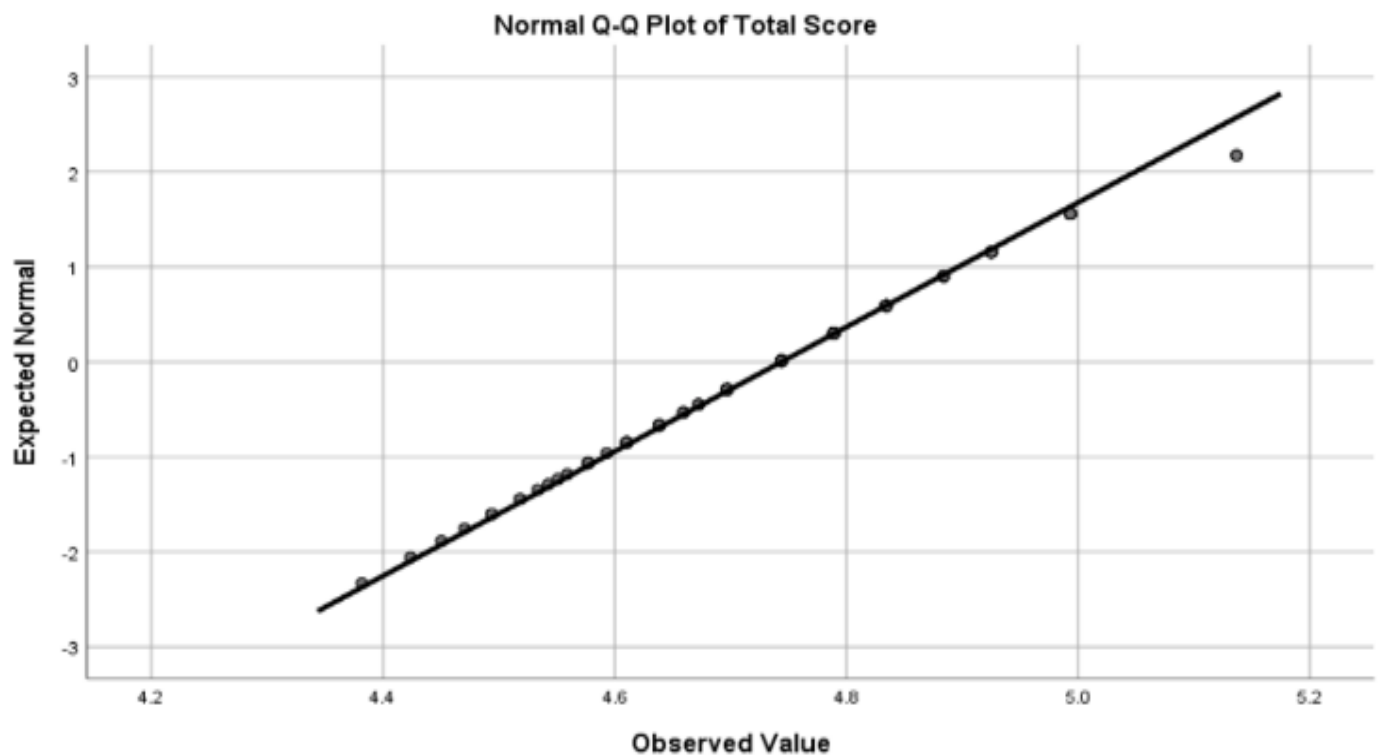
Total Score	95% Confidence Interval for Mean	Lower Bound	4.71	
		Upper Bound	4.77	
	5% Trimmed Mean		4.74	
	Median		4.74	
	Variance		.023	
	Std. Deviation		.153	
	Minimum		4	
	Maximum		5	
	Range		1	
	Interquartile Range		0	
	Skewness		.106	.241
	Kurtosis		-.115	.478

**Table 0.5** Results of Kolmogorov –Smirnov and Shapiro-Wilk Tests for Normality.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Score	.080	100	.115	.989	100	.572

a. Lilliefors Significance Correction

**Figure 0.2** Quantile-Quantile Plot for Assessing Normality of Teaching Effectiveness Scores



**Figure 0.3 Histogram of Mean Teaching Effectiveness Scores**

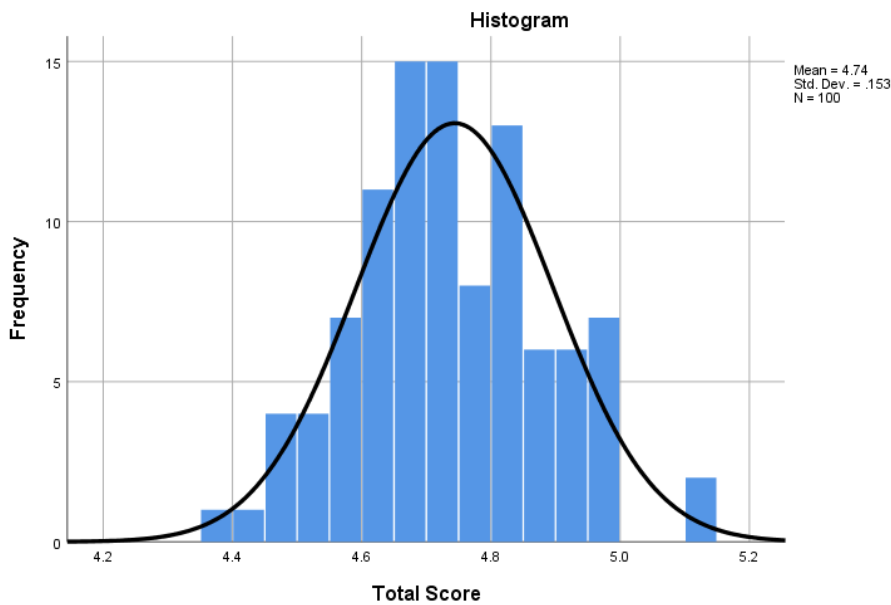


Figure 1.2 & 1.3 show to ensure the suitability of the data for parametric analysis; normality was assessed using a histogram and a normal q-q plot. The histogram revealed a symmetric, bell-shaped distribution centered at a mean of 4.74 (SD = 0.153). Further the Normal Q-Q plot demonstrated that the observed quintiles closely followed the theoretical diagonal line, confirming that the teaching effectiveness scores for the 100 teachers in Namsai are normally distributed. This visual evidence supports the validity of the subsequent t-test used to compare government and private school sectors.

Objective 1. To assess the existing level of teaching effectiveness among government and private secondary school teachers in Namsai.

**Table 0.6 Descriptive Statistics for Teaching Effectiveness Scores of Secondary School Teachers in Namsai**

<i>Report</i>									
Type of Institution		Planning of The Lesson	Execution (A) Explanation	(B) Use of Chalkboard and Others	(C) Classroom Interaction	Classroom Management	Professional & Personal Competence of Teacher	Closing the Lesson	Total Score
Government	Mean	4.92	4.92	4.9086	4.9720	4.9600	4.94	4.96	4.75
	N	50	50	50	50	50	50	50	50
	Std. Deviation	.252	.253	.24106	.15124	.11198	.227	.155	.157
Private	Mean	4.82	4.86	4.9200	4.9640	4.9500	4.93	4.94	4.74
	N	50	50	50	50	50	50	50	50
	Std. Deviation	.321	.276	.21821	.17930	.14773	.199	.177	.149
Total	Mean	4.87	4.89	4.9143	4.9680	4.9550	4.94	4.95	4.74
	N	100	100	100	100	100	100	100	100
	Std. Deviation	.292	.265	.22882	.16507	.13052	.212	.166	.153

Table 1.6 show the both government and private sectors show exceptionally high mean scores mostly between 4.8 and 4.9 on a 5-point scale), suggesting a high level of self-perceived or observed competence.

## High Uniformity in Teaching Standards

The data shows almost no difference between government (4.75) and private (4.74) teachers. In Namsai, this suggests that training programs (like DIET Namsai) or state-level educational initiatives have successfully standardized pedagogical expectations across different school types.

## Strength in Classroom Management & Interaction

The highest scores appear in Classroom Interaction (4.96) and Management (4.95)

In the cultural context of Namsai, there is traditionally a high degree of respect for teachers. This social fabric often translates to better classroom discipline and easier management compared to urban centers.

## The Planning vs. Execution Gap

Government teachers scored slightly higher in Planning (4.92) compared to Private teachers (4.82).

Government teachers in Arunachal Pradesh often undergo more rigorous formal training and are required to maintain strict lesson diaries/registers. Private schools in Namsai might be more focused on spontaneous delivery or lack the same level of administrative oversight for lesson planning.

## Professional & Personal Competence

Both sectors scored equally high (4.94). This indicates that teachers in Namsai, regardless of their employer, view themselves as highly committed and competent. It suggests a strong professional identity within the local teaching community.

## Findings: Level of Teaching Effectiveness in Namsai

Based on the statistical analysis of secondary school teachers in Namsai, the following findings are observed regarding Objective 1:

### Exemplary Overall Effectiveness

Both government and private secondary school teachers in Namsai exhibit an exceptionally high level of teaching effectiveness. The total mean scores for Government (4.75) and Private (4.74) institutions are nearly identical, suggesting a uniform standard of quality across the district.

### Superior Lesson Planning in Government Schools

Government School teachers demonstrated a higher proficiency in the Planning of the Lesson (Mean=4.92, SD=.252) compared to their private school counterparts (Mean=4.82, SD=.321).

### Strengths in Execution

**Explanation:** Government teacher's scores slightly higher in explanation skills (4.92) than private teachers (4.86).

**Resource Utilization:** Private School teachers showed a marginal lead in the use of chalkboard and other aids (Mean =4.92) compared to government teachers (Mean =4.90).

### Classroom Dynamics

Private school teachers slightly outperformed in Classroom Interaction (Mean=4.96) and maintained high standards in Classroom Management (Mean=4.95), though government teachers were marginally higher in management (Mean=4.96).

### Professional Competence

Both sectors showed equal and high levels of Professional and Personal Competence, with a combined mean of 4.94, indicating that teachers in Namsai are well-prepared and maintain high professional standards regardless of the institution type.

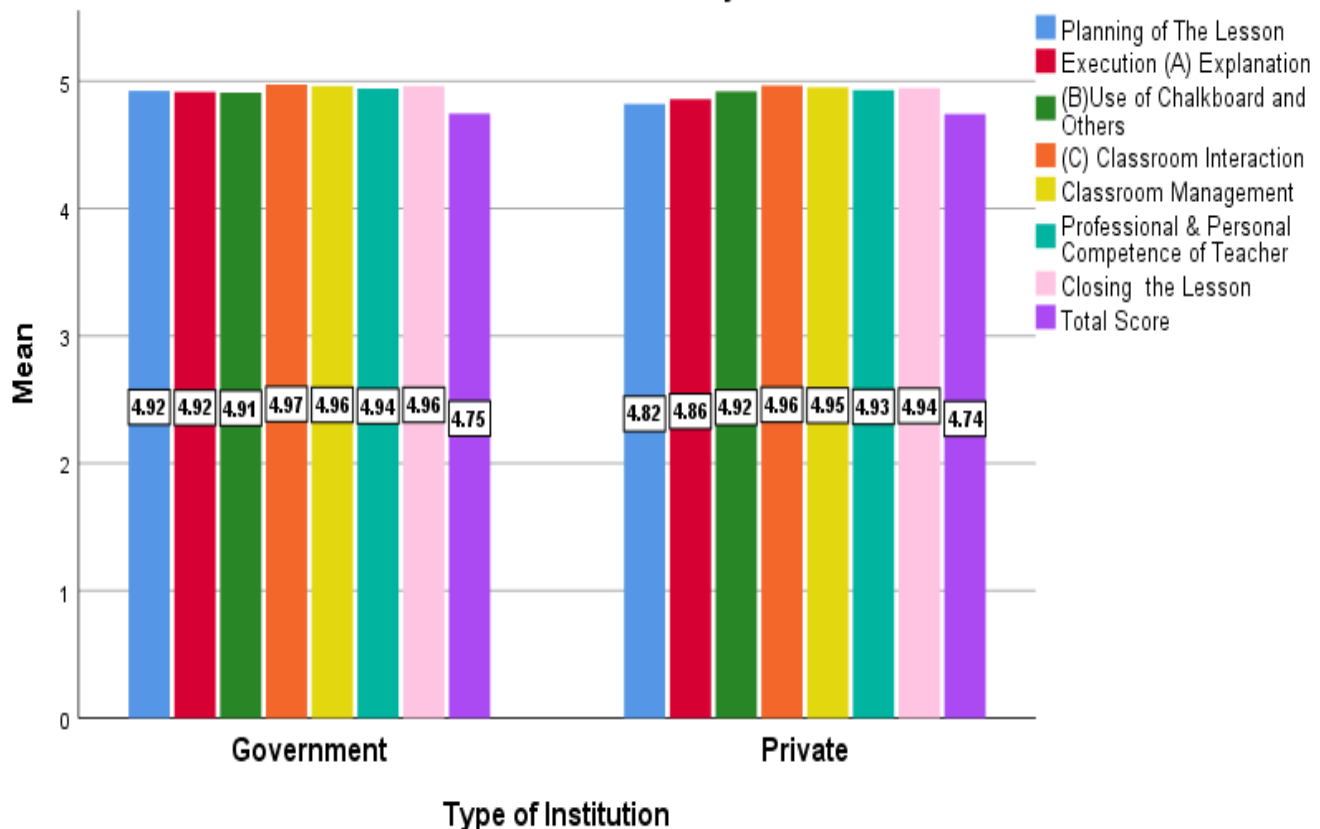
### Consistency in Lesson Closure

There is a high level of consistency in how lessons are concluded, with government teachers (4.96) and private teachers (4.94) both scoring near the maximum possible mean.

The secondary education landscape in Namsai is characterized by highly competent teachers who are equally effective regardless of their institutional affiliation. The high scores across all dimensions –from planning to execution reflect a robust teaching force capable of maintaining rigorous academic standards. Figure 1.4 show the comparison of mean teaching effectiveness scores between Government and Private Secondary School Teachers in Namsai .

**Figure 0.4 Comparison of Mean Teaching Effectiveness Scores Between Government and Private Secondary School Teachers in Namsai**

Simple Bar Mean of Planning of The Lesson , Mean of Execution (A) Explanation , Mean of (B)Use of Chalkboard and Others, Mean of (C) Classroom Interaction, Mean of Classroom Management, Mean of Professional & Personal Competence of Teacher, Mean of Closing the Lesson , Mean of Total Score by Type of Institution by INDEX



**Objective 2.** To compare the overall teaching effectiveness of secondary school teachers between government and private secondary schools’ teachers in Namsai.

### Hypothesis

H<sub>0</sub>: There is no significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai District.

H<sub>1</sub>: There is a significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai District.

**Table 0.7 Comparison of Teaching Effectiveness between Government and Private Secondary School Teachers in Namsai**

Group Statistics					
	Type of Institution	N	Mean	Std. Deviation	Std. Error Mean
Planning of The Lesson	Government	50	4.92	.252	.036
	Private	50	4.82	.321	.045
Execution (A) Explanation	Government	50	4.92	.253	.036
	Private	50	4.86	.276	.039
(B)Use of Chalkboard and Others	Government	50	4.9086	.24106	.03409
	Private	50	4.9200	.21821	.03086
(C) Classroom Interaction	Government	50	4.9720	.15124	.02139
	Private	50	4.9640	.17930	.02536
Classroom Management	Government	50	4.9600	.11198	.01584
	Private	50	4.9500	.14773	.02089
Professional & Personal Competence of Teacher	Government	50	4.94	.227	.032
	Private	50	4.93	.199	.028
Closing the Lesson	Government	50	4.96	.155	.022
	Private	50	4.95	.177	.025
Total Score	Government	50	4.75	.157	.022
	Private	50	4.74	.149	.021

Table 1.7 show the total score of Government (Mean =4.75, SD =.157) vs. Private (Mean =4.74, SD =.149). The difference between the overall mean scores of governments and private secondary school teachers is extremely minimal (0.01).

**The study accepts the Null Hypothesis (H<sub>0</sub>)** that there is no significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai, as the mean scores are nearly identical (Government 4.75; Private 4.74).

In Namsai District, both government and private secondary school teachers are equally effective in developing lessons, managing classrooms, and ensuring students understand the material. Despite the common perception that private schools have better management, the actual instructional effectiveness in the classroom is similar.

The analysis of teaching effectiveness among secondary school teachers in Namsai District revealed no significant difference between government and private management. While government teachers showcased marginally better skills in lesson planning and execution, private teachers showed higher engagement with teaching aids. The high mean scores in classroom management and interaction indicate that regardless of the institutional type, teachers in Namsai are effectively conducting their classroom activities. Where institutional differences did not correlate to significant pedagogical differences, suggesting that teacher effort is high across both sectors.

**Dimension –wise Analysis**

**Planning of the Lesson and Execution:**

Government teachers slightly outperform private teachers in planning (4.92 vs. 4.82) and execution (4.92 vs. 4.86).

Government teachers often have formal, pre-service training (B.Ed./D.El.Ed) and are required to maintain strict lesson plans, leading to higher scores in structural planning.

**Use of Chalkboard and Others:**

Private teachers (4.92) slightly edge out government teachers (4.90).

Private schools in the region tend to enforce the use of modern teaching aids, charts, and smart boards to justify higher fees.

**Classroom Interaction & Management:**

Both shows exceptionally high scores (4.90+range).

Both types of schools in Namsai are likely working towards standardizing classroom discipline to align with CBSE requirements.

**Professional and Personal Competence:**

Nearly equal (Govt 4.94 vs. Private 4.93)

The professional competence is high in both due to the availability of trained teachers in the district.

Research indicates that in many areas of Arunachal Pradesh, while private schools may have better physical infrastructure, government teachers often have higher qualifications and job security. These two factors better infrastructure in private and higher teacher qualifications in government balance each other out, leading to similar effectiveness scores.

As a rapidly developing district in Arunachal Pradesh, Namsai has seen increased government investment in teacher training (in-service training). This reduces the effectiveness gap between private and government staff.

The study proves that teacher professionalism in Namsai is not dependent on whether the school is government or privately managed, suggesting that both sectors are performing equally well.

**RECOMMENDATION**

**Policy Focus:** Instead of treating government and private schools differently, the district administration should focus on continuous professional development for both to maintain high standard.

**Sharing Best Practices:** Government schools should share their structured lesson planning techniques with private schools, while private schools can share interactive, creative board teaching methods with government schools.

**Table 0.8 Comparison of Teaching Effectiveness between Government and Private Secondary School Teachers in Namsai District**

		<i>Independent Samples Test</i>									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Planning of The Lesson	Equal variances assumed	8.008	.006	1.801	98	.075	.104	.058	-.011	.219	
	Equal variances not assumed			1.801	92.726	.075	.104	.058	-.011	.219	

Execution (A) Explanation	Equal variances assumed	.972	.326	1.084	98	.281	.057	.053	-.048	.162
	Equal variances not assumed			1.084	97.268	.281	.057	.053	-.048	.162
(B) Use of Chalkboard and Others	Equal variances assumed	.038	.846	-.249	98	.804	-.01143	.04598	-.10268	.07982
	Equal variances not assumed			-.249	97.044	.804	-.01143	.04598	-.10269	.07983
(C) Classroom Interaction	Equal variances assumed	.250	.618	.241	98	.810	.00800	.03317	-.05783	.07383
	Equal variances not assumed			.241	95.293	.810	.00800	.03317	-.05785	.07385
Classroom Management	Equal variances assumed	.114	.737	.381	98	.704	.01000	.02622	-.04203	.06203
	Equal variances not assumed			.381	91.332	.704	.01000	.02622	-.04207	.06207
Professional & Personal Competence of Teacher	Equal variances assumed	.002	.967	.234	98	.815	.010	.043	-.075	.095
	Equal variances not assumed			.234	96.455	.815	.010	.043	-.075	.095
Closing the Lesson	Equal variances assumed	.762	.385	.451	98	.653	.015	.033	-.051	.081
	Equal variances not assumed			.451	96.237	.653	.015	.033	-.051	.081
Total Score	Equal variances assumed	.052	.820	.133	98	.894	.004	.031	-.057	.065
	Equal variances not assumed			.133	97.742	.894	.004	.031	-.057	.065

Table 1.8 show the study compared the teaching effectiveness of 100 secondary school teachers) (DF=98) in Namsai. Table 0.8 shows that while private schools may differ in infrastructure, the pedagogical effectiveness of teachers, as evaluated, did not show significant variations across management types.

A significant difference was found only in Planning of the Lesson ( $p=0.006 < 0.05$ ), with private school teachers showing a higher frequency of structured planning. However, no significant difference was observed in Execution ( $p=0.326$ ), Classroom management ( $p=0.737$ ), or Overall teacher effectiveness ( $p=0.820$ ).

This study accepts the null hypothesis that there is no significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai. This implies that the professional competency of teachers in Namsai is uniform, regardless of the sector. The findings echo previous studies that

suggest teaching quality is more influenced by personal dedication and training than by the nature of school management.

### **Highlight the Equalizer Effect**

In Arunachal Pradesh, and specifically a developing district like Namsai, many government teachers are highly qualified and trained. Private schools, while having better infrastructure, often have younger, less experienced, or untrained staff. These two factors likely cancel each other out, leading to similar effectiveness.

### **Contextualize lesson Planning (0.006)**

Explain that the significant difference in planning is likely due to the administrative pressure in private schools rather than a lack of ability in government schools.

### **Infrastructure Similarity**

While private schools often have better buildings, the pedagogical tools (Chalkboard, Simple AV) used in daily teaching often remain similar across both sectors in remote areas, explaining the lack of difference in Use of Chalkboard (0.846).

### **Findings**

The results indicate that the Null Hypothesis ( $H_0$ ) is accepted, meaning there is no significant difference in the overall teaching effectiveness between government and private secondary school teachers in Namsai district, as shown by the total score (Sig = 0.820,  $t=0.133$ ,  $df=98$ ). Both groups are performing at statistically comparable level despite differences in school management and infrastructure.

### **Total Effectiveness (Sig=0.820)**

In the context of Namsai, this suggests that the efforts of government teachers (often more qualified/trained) and private teachers (often under more pressure to perform) balance out to a similar level of overall effectiveness.

### **Planning of the Lesson (Sig=0.006)**

This is the only area that shows a significant difference. A Sig of 0.006 is well below 0.05. This often means private school teachers in Namsai may be mandated to submit daily or weekly lesson plans, whereas government teachers might have more autonomy. Private schools emphasize documentation as part of their accountability to parents.

### **Execution, Classroom Management, and Professional Competence (Sig>0.05)**

All other indicators (0.326, 0.846, 0.618, 0.737, 0.967, and 0.385) show no significant difference. This implies that once in the classroom, both government and private teachers in Namsai utilize similar pedagogical methods, whether it is traditional lecturing or limited use of interactive technology.

### **Use of Chalkboard /Others (Sig = 0.846)**

This high significance level indicates that both sets of teachers rely similarly on traditional teaching aids, likely due to a shared limitation in advanced ICT infrastructure in many schools, or a similar proficiency level in using available tools.

## **CONCLUSION**

The study concludes that secondary school teachers in Namsai District, across both government and private sectors, demonstrate a high and uniform level of teaching effectiveness. With a non-significant t-value of .133 ( $p=.820$ ), the null hypothesis is accepted, indicating that the type of school management does not dictate

pedagogical quality in this region. While Namsai faces unique challenges regarding formal training ratios (20.9%) and infrastructural disparities, the teachers exhibit exceptional competence in classroom interaction and management. These findings suggest that the human capital in Namsai's education sector is strong, and future improvements in student's outcomes should perhaps focus on upgrading physical resources and formulating teachers training rather than addressing perceived differences in teaching quality.

## REFERENCES

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