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**Manoj Roy**  
Research Scholar, Department  
of Education Desh Bhagat  
University Amloh Road,  
Mandi Gobindgarh, Fatehgarh  
Sahib, Punjab, India

## Teaching efficacy of government and private school teachers

**Manoj Roy**

### Abstract

The present study aims to examine and compare the teaching efficacy of government and private college educators in the West Tripura district of Tripura, India. Teaching efficacy, defined as a teacher's belief in their ability to promote student learning and manage classroom processes effectively, is considered a crucial determinant of instructional success. Employing a descriptive survey design, the study was conducted on a sample of 400 college educators—200 each from government and private institutions—selected through stratified random sampling. A standardized Teaching Efficacy Scale was used to collect data, which was then subjected to statistical analysis using descriptive and inferential methods, including mean, standard deviation, and independent sample *t*-test. The findings reveal that there is no statistically significant difference in the teaching efficacy of government and private college educators, as evidenced by the negligible mean difference and a *t*-value of 0.297. This suggests that the type of institution does not significantly influence educators perceived efficacy, and both groups demonstrate comparable levels of confidence in their teaching abilities. The study concludes that teaching efficacy is more likely shaped by personal and professional factors than by institutional affiliation. Based on these findings, the study offers relevant suggestions to enhance teacher performance and recommends further research exploring additional variables that may influence teaching efficacy.

**Keywords:** Teaching efficacy, government educators, private educators, higher education, institutional comparison, teacher beliefs, Tripura

### Introduction

Education serves as the cornerstone for societal progress and individual development. Within this framework, the teacher holds a pivotal role, not merely as a transmitter of knowledge, but as a facilitator of learning, a role model, and an agent of change. Among the many factors influencing student achievement and school effectiveness, teaching efficacy has emerged as a critical determinant of both instructional quality and student outcomes. Teaching efficacy refers to a teacher's belief in their ability to organize and execute actions required to bring about desired educational outcomes, especially among students who may be unmotivated or difficult to teach. It encompasses confidence in content delivery, classroom management, student engagement, and the ability to foster academic growth. In India, the school education system operates primarily under two broad categories: government schools and private schools. Government schools are funded and managed by state or central authorities, whereas private schools are operated by individuals, trusts, or organizations. The dichotomy between these two sectors often reflects disparities in infrastructure, teacher recruitment policies, training, remuneration, monitoring, and pedagogical practices. Consequently, there is growing interest in evaluating how these institutional contexts shape the teaching efficacy of teachers employed in these schools. Government school teachers often face multiple challenges including large class sizes, inadequate infrastructure, limited access to in-service training, bureaucratic constraints, and low levels of community involvement. In contrast, private school teachers, while generally working in better physical environments, may deal with issues like job insecurity, high workload, pressure to perform, and performance-based retention policies. These contextual factors can significantly influence a teacher's sense of efficacy and their approach to classroom instruction. Numerous studies globally and in India have emphasized the influence of teaching efficacy on learner outcomes, classroom management, motivation strategies, and adaptability to innovative pedagogies. However,

**Corresponding Author:**  
**Manoj Roy**  
Research Scholar, Department  
of Education Desh Bhagat  
University Amloh Road,  
Mandi Gobindgarh, Fatehgarh  
Sahib, Punjab, India

limited empirical research exists comparing the teaching efficacy between government and private school teachers, especially in the Indian context. This comparison becomes crucial given the increasing privatization of school education and ongoing efforts by the government to revamp the public education system through initiatives like the National Education Policy (NEP) 2020. Furthermore, teacher efficacy is not a static trait; it evolves with experience, feedback, professional development, and institutional support. Therefore, assessing the comparative levels of teaching efficacy and the underlying contributing factors among government and private school teachers can provide actionable insights for policymakers, school administrators, and teacher educators. Teaching performance in different studies may mean both effective and ineffective characteristics. Keeping in view, the statement of the research problem is given as under:

**Statement of the Problem:** The statement of the research problem is reported as under:

**“Teaching Efficacy of Government and Private School Teachers”**

**Objectives of the study:** The purpose of the study is indicated as under:

1. To assess the level of teaching efficacy among government and private school teachers.
2. To compare the teaching efficacy of government and private school teachers with respect to institutional affiliation.

**Hypothesis:** Based on richness background of the knowledge the investigator speculated the research problem as under:

**H<sub>0</sub>:** There is no significant difference in the teaching efficacy between government and private school teachers.

**Methodology and procedure:** The methodology and procedure of the study is as under:

- **Method:** The present study aimed to explore and compare the teaching efficacy of government and private school teachers in the West Tripura district of Tripura, India. A descriptive research design was

adopted to systematically assess, analyse, and describe the current levels of teaching efficacy among the target population. This design was considered most suitable, as it facilitates the examination of existing phenomena in a naturalistic setting without manipulation of variables.

- **Sample:** The total sample for this study consists of 400 respondents with below mentioned representation: The entire sample was drawn from schools in the West Tripura district of Tripura, India, ensuring regional relevance.

**Table 1.1:** Showing the sample selection of study.

GTE		PTE	
Male	Female	Male	Female
100	100	100	100
Total= 400			

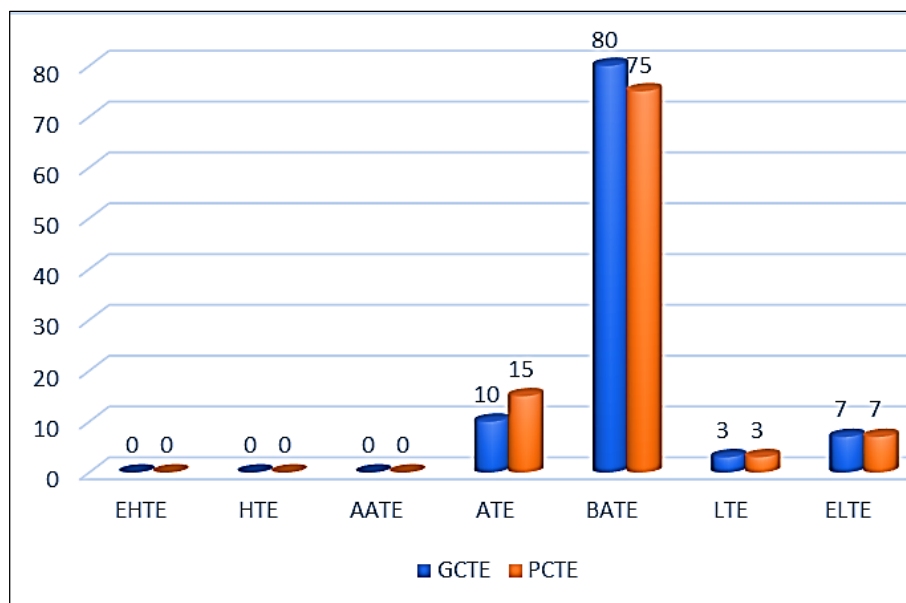
- **Tools used:** The researcher employed the teaching efficacy scale developed by Murat, K., Orhan, K. (2009) <sup>[15]</sup> for collecting the required data.
- **Sampling process:** Whole sample has been carried out with the help of random sampling technique.
- **Statistical treatment:** The collected data were subjected to appropriate statistical treatment using both descriptive and comparative techniques to ensure meaningful analysis and interpretation. Descriptive statistics such as frequency distribution and percentage were used to summarize the demographic characteristics and response patterns, while measures like mean and standard deviation helped in understanding the central tendency and variability of teaching efficacy scores among the respondents. To compare the levels of teaching efficacy between government and private school teachers, an independent sample 't'-test was employed, which enabled the researcher to examine whether the differences observed between the two groups were statistically significant. All analyses were carried out using SPSS, ensuring the application of robust and standardized statistical procedures. The detailed analysis and interpretation is reported as under:

**Table 1.2:** Designating the teaching efficacy among government and private college teacher's educators. (N=400).

Ratings	GCTE		PCTE	
	Frequency	Percentage	Frequency	Percentage
Extreme High	0.00	0.00	0.00	0.00
High	0.00	0.00	0.00	0.00
Above average	0.00	0.00	0.00	0.00
Average	20.00	10.00	30.00	15.00
Below average	160.00	80.00	150.00	75.00
Low	6.00	3.00	6.00	3.00
Extreme low	14.00	7.00	14.00	7.00
Total	200	100	200	100

**Index:**

- GCTE= Government B. Ed college teacher educators
- PBCTE= Private B. Ed college teacher educators



**Index:**

- GCTE= Government B. Ed college teacher educators
- PCTE= Private B. Ed college teacher educators

**Fig 1:** Showing the graphical representation on prevalence of teaching efficacy among government and private college teacher's educators. (N=400).

While clarifying the prevalence of teaching efficacy among government and private teacher educators on the basis of the norms of the scale, it has been revealed that among government teacher educators 0.00% (F=0.00) were seen with low extreme high level, 0.00% (F=0.00) were found with high teaching efficacy, 0.00% (F=0.00) were found with above average, 10.00% (F=20.00) were seen with average level, 80.00% (F=160.00) were seen with below average, 7.00% (F=14.00) government teacher educators

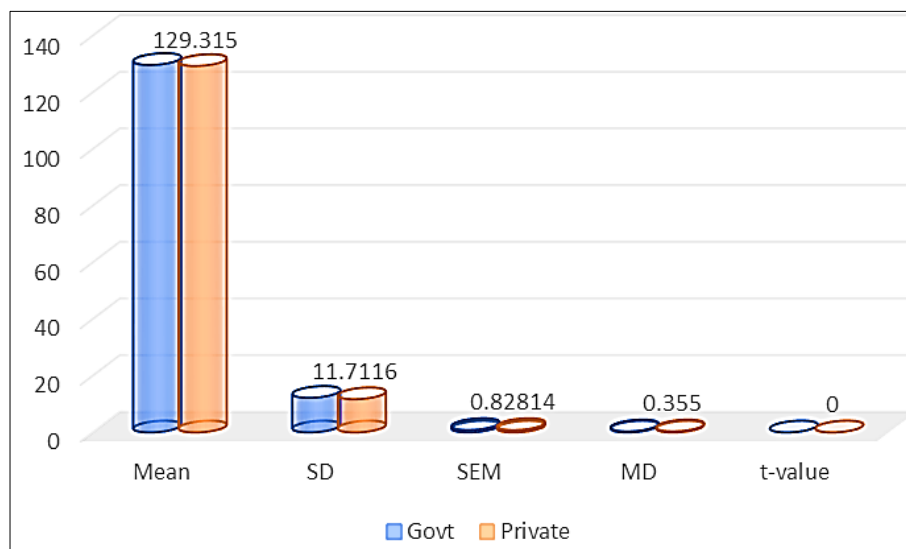
were detected with extreme low level of teaching efficacy. Among private college teacher educators, 0.00% (F=0.00) were seen with low extreme high teaching efficacy 0.00% (F=0.00) were found with above average, 15.00% (F=30.00) were seen with average level, 75.00% (F=160.00) were seen with below average and 3.00% (F=6.00) private teacher educators were detected with extreme low level of teaching efficacy.

**Table 1.3:** Showing the mean significant difference between government and private college educators on various factors of teaching efficacy. (N=200 each).

Variable	C	N	Mean	SD	SEM	MD	t-value
Teaching Efficacy	Govt	200	129.6800	12.21709	.86388	.35500	.297**
	Private	200	129.3250	11.71160	.82814	.35500	.297**

**Index:**

\*\*= Not significant to 0.1 level of confidence.



**Fig 2:** Showing the graphical representation on mean significant difference between government and private college educators on various factors of teaching efficacy. (N=200 each).

Table 1.3 presents a comparative analysis of teaching efficacy between government and private college educators, each group comprising 200 respondents. The mean score of teaching efficacy for government college educators is 129.68, while that of private college educators is 129.33, showing a mean difference (MD) of only 0.355. The standard deviations (SD) for government and private educators are 12.22 and 11.71, respectively, indicating a relatively similar spread of scores around the mean for both groups. The standard error of the mean (SEM) values are also quite close—0.86 for government and 0.83 for private educators—demonstrating consistency in the sampling process. The t-value calculated is 0.297, which is not statistically significant at any conventional level (e.g.,  $p < .05$ ). This implies that the difference in teaching efficacy between government and private college educators is not significant, and the small variation observed in the mean scores may be due to chance rather than any real difference in efficacy. Therefore, the analysis confirms that both government and private college educators hold nearly identical perceptions of their teaching efficacy, and institutional type does not appear to influence their self-reported teaching competence. These findings support the conclusion that teaching efficacy is more likely influenced by individual factors—such as experience, training, and motivation—than by the institutional affiliation of educators.

### Conclusion

The findings of the study indicate that there is no significant difference in teaching efficacy between government and private college teacher educators. This suggests that the type of educational institution whether government or private does not have a significant impact on the self-perceived teaching efficacy of educators. Both groups of teacher educators exhibit similar levels of confidence in their instructional abilities, classroom management, and engagement strategies. The results reflect that regardless of institutional affiliation, teacher educators share a common belief in their professional competence and teaching capabilities. This outcome underscores the importance of individual professional commitment and pedagogical proficiency over institutional categorization in determining teaching efficacy.

### Suggestions of the study

The suggestions of the study are as under:

- 1) Teachers should be punctual, sincere, and disciplined, setting a positive example and creating a structured learning environment for students.
- 2) A teacher's demeanour such as a soft voice and polite manners plays a crucial role in making the classroom atmosphere pleasant and conducive to learning.
- 3) Mastery over the subject matter is essential for teachers to deliver content confidently and accurately.
- 4) Systematic lesson planning aligned with teaching-learning objectives should be practiced regularly to enhance instructional effectiveness.
- 5) Motivating students before introducing a new topic, including linking prior knowledge and asking sequential, relevant questions, can significantly improve engagement and comprehension.

- 1) Use of appropriate and sufficient teaching aids should be encouraged to clarify concepts and make abstract ideas more tangible for students.
- 2) Encouraging self-learning and collaborative activities helps students develop independent thinking, problem-solving skills, and deeper understanding.
- 3) Interactive teaching methods should be integrated to ensure active student participation and enhance knowledge retention.
- 4) Teachers must guide students in developing creative ideas and skills, fostering innovation and personal growth.
- 5) Presentation of lessons and materials should be sequential, well-timed, and aligned with learning goals, ensuring clarity, engagement, and efficient classroom management.

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