

Preparation and Planning for Teaching type Teachers Effectiveness among School Teachers

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ABSTRACT

Purpose: The role of parents, schools and teachers is very important in the holistic development of children. In this too, teachers are the pillar of education. Therefore, the effectiveness of teacher preparation and planning in conducting studies is a necessity of education. So, the present research has been conducted. The objective of this study is to study the preparation and planning for teaching type teacher effectiveness regarding teachers' experience of teaching, gender and types of school.

Methods: This research was an ex-post-facto type of research. A 2x2x3 factorial design has been used in this study. A purposive sampling method was used to select 360 teachers in central Gujarat. The collection of data was carried out with the help of teacher's effectiveness scale. The data was analyzed using the 'F' test.

Finding: The findings of this study show that there are significant differences in the conditions of preparation and planning for education with the main effect of experience of teaching and type of school. In addition, there was no significant effect of gender. There is also a significant difference in the interaction effect of this study.

Keywords: *Planning and preparation type Teachers Effectiveness, experience of teaching, types of school and Gender*

A teacher is an important character in Indian society, seen as an ideal personality and an ideal profession. It is not only essential but also imperative for such an important teacher to have effective teaching skills. Therefore, teachers have also been criticized many times in Indian society. That is why it is essential for a teacher to be truly effective in effective teaching. "Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes" (Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004).

A teacher benefits his students from many experiences. Through their teaching, the teacher is always constantly imparting something new. As part of this, teachers try to enrich their students with knowledge of a variety of subjects. As a result, we see the emergence of various types of great personalities. Teachers possess many such abilities that benefit students. Thus, when a teacher has such an outstanding personality, his effectiveness in teaching also becomes equally important. Therefore, a study has been conducted here, in which a study has

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been conducted on the role of teacher's gender, types of school and experience of teaching in the effectiveness of study preparation and planning. Here, we are understanding the teacher's experience and effectiveness.

“Teacher experience refers to the number of years that a teacher has worked as a classroom teacher. Many studies show a positive relationship between teacher experiences and student achievement” (Wayne and Youngs 2003).

“Effective teachers emerge out to be effective with students of all achievement levels, in spite of the level of heterogeneity in their classrooms” (Marzano, 2007). A study conducted by Rebba, B.P. A study conducted by (2025) found that “female teachers, married teachers, and urban teachers had significantly higher levels of teacher effectiveness compared to their peers. However, no significant difference was found between graduate and postgraduate teachers”.

Rao, K. G. & Nilam, B. (2025) found that “when teachers plan their lectures in a way that is both comprehensive and deliberate, there is a positive correlation between their self-efficacy and their performance in the classroom where they are teaching. In addition, the study illustrates how lesson preparation may lead to increased student performance, improved teaching approaches, and more trust in the instructor”. Garg and Islam (2018) investigated “teacher effectiveness in relation to emotional intelligence of secondary school teachers in Aligarh district. The result shows that female teachers are more effective than male teachers in secondary schools, and there is no significant difference between the less and more experienced teachers”. Zakkula and Vardhini (2022) studied “the teacher effectiveness among secondary school teachers. The result shows that higher the experience, higher was the teacher effectiveness, and a significant difference was found in social status and marital status”.

Sharma (2021) investigated “work motivation and teachers’ effectiveness of government and private colleges affiliated with Calcutta University. The result shows that no significant relationship was found between work motivation and the effectiveness of the teaching staff and professors of the college, and there was no significant relationship between work motivation and the teacher’s effectiveness of private college professors and teaching staff”. Soni (2017) investigates “the relationship of teacher effectiveness among secondary school teachers of the government and private sector in relation to their type of institution and gender. The result shows that the private secondary school teacher’s effectiveness is greater than that of government secondary school teachers and also shows that teacher effectiveness is more in government. secondary school’s male teachers than private secondary school’s female teachers, and teacher effectiveness is more in private secondary schools’ female teachers than government secondary school’s female teachers”.

In the present study, a study of preparation and planning for teaching as a form of teacher effectiveness among teachers has been conducted. Therefore, keeping this in mind, the objectives of the study are as follows.

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Objectives: -

The objectives of the present study are as follows.

- 1) To study the main effect of teacher experience on preparation and planning for teaching among Teachers.
- 2) To study the main effect of gender on Preparation and planning for teaching among Teachers.
- 3) To study the main effect of Type of School on Preparation and planning for teaching among Teachers.
- 4) To study the interaction effect of Experience of Teacher and Gender on Preparation and planning for teaching among Teachers.
- 5) To study the interaction effect of Experience of Teacher and Type of School on Preparation and planning for teaching among Teachers.
- 6) To study the interaction effect of Gender and Type of School on Preparation and planning for teaching among Teachers.
- 7) To study the interaction effect of Experience of Teacher, Gender and Type of School on Preparation and planning for teaching among Teachers.

Hypotheses:

The following hypotheses will be tested to fulfill the objectives of the study:

- 1) There will be no significant main effect of Experience of Teacher on Preparation and planning for teaching among below 5 years of above 5 years of experience of teachers.
- 2) There will be no significant main effect of Gender on Preparation and planning for teaching among Male and Female Teachers.
- 3) There will be no significant main effect of Type of School on Preparation and planning for teaching among Government, Grant in aid and Self Finance School Teachers.
- 4) There will be no significant interaction effect of Experience of Teacher and Gender on Preparation and planning for teaching of Teachers.
- 5) There will be no significant interaction effect of Experience of Teacher and Type of School on Preparation and planning for teaching of Teachers.
- 6) There will be no significant interaction effect of Gender and Type of School on Preparation and planning for teaching of Teachers.
- 7) There will be no significant interaction effect of Experience of Teacher, Gender and Type of School on Preparation and planning for teaching of Teachers.

Variables:

The following variables are included as independent and dependent variables:

No.	Variables	Nature of Variables	Level	Name of Level
1.	Experience in teaching	Independent Variable	2	(i) Above 5 Years of Teaching Experience (ii) Below 5 Years of Teaching

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				Experience
2.	Gender	Independent Variable	2	(i) Male Teacher (ii) Female Teacher
3.	Type of School	Independent Variable	3	(i) Government (ii) Grant in aid (iii) Self-Finance
4.	Preparation and planning for teaching type Teacher effectiveness	Dependent Variable	1	Preparation and planning for teaching type Teacher effectiveness

Research Design:

To conduct the research a 2x2x3 factorial design was used for collecting and analyzing the data:

Variable		Experience of Teacher (A) ↓				Total
		Below 5 years (A1)		Above 5 years (A2)		
Gender (B) →		Male (B1)	Female (B2)	Male (B1)	Female (B2)	
Type of School (C) →	Government (C1)	30	30	30	30	120
	Grant in Aid (C2)	30	30	30	30	120
	Self-Finance (C3)	30	30	30	30	120
Total		90	90	90	90	360

Sample:

In the presented study, a total of 360 teachers teaching students in schools located in middle Gujarat of Gujarat State have been included as a sample. This selection has been done through the purposive sampling method of non-probability sampling as per the requirement of the research plan, which is as follows.

Tools:

To measure on following standardized tools was used.

Personal Data Sheet: A Personal Data Sheet develop by researcher who used to collect information about name, experience in teaching, type of school, Area, Gender, etc.

Teacher Effectiveness Scale: This scale was developed by Umme Kulsum and it's published by National Psychological Corporation Agra. The test based on self-anchoring scale claims to measure five areas of teacher effectiveness namely, I. preparation and planning for teaching, II. classroom management, III. knowledge of subject matter, IV. teacher characteristics, and V. interpersonal relations all comprising 60 statements. It was standardized on secondary school teachers. It was standardized on secondary school teachers. The reliability of this test is found to be 0.68 by split-half and 0.63 by test-retest. The validity of the presented test is

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found to be 0.79 with the Headmaster Ratings Teacher Effectiveness Test. The split-half reliability of the Gujarati standardized test conducted by A. N. Prajapati and Megha Thakar is found to be 0.77, while its validity has been shown to be high by subject experts.

Result and Discussion:

Table: 01 Showing analysis of variance for preparation and planning for teaching of teachers in relation to gender, experience in teaching and types of school.

Variable	Sum of square	Df	Mean sum of square	F	Sig level
Experience in Teaching (A)	2935.511	1	2935.511	51.61	0.01
Gender (B)	51.378	1	51.378	0.90	NS
Types of School (C)	1104.872	2	552.436	9.71	0.01
Experience in Teaching & Gender (A&B)	405.344	1	405.344	7.13	0.01
Experience in Teaching & Types of School (A&C)	37.606	2	18.803	0.33	NS
Gender & Types of School (B&C)	1214.306	2	607.153	10.68	0.01
Experience in Teaching, Gender & Types of School (AxBxC)	560.839	2	280.419	4.93	0.01
Wss	19792.267	348	56.874		
Tss	26102.122	359			

In the above table no. 1, examining the main effect in terms of preparation and planning for teaching as a type of teacher effectiveness, it is seen that there is a significant difference in terms of teachers' experience and type of school as the main effect. Evaluating the above interaction effect, it is seen that there is a significant difference in terms of teaching experience and their gender, teacher's gender and type of school, gender and school type as well as teaching experience. While other non-significant differences are found.

Main Effects:

Ho₁ There will be no significant main effect of Experience of Teacher on Preparation and planning for teaching among below 5 years of above 5 years of experience of teachers.

Table No. 02 Showing means score on preparation and planning for teaching of teachers with regards to teaching experience (A)

Variable	N	M	F	Sig. level
Below 5 Year (A1)	180	83.57	51.61	0.01
Above 5 Year (A2)	180	89.28		

The mean scores in Table No. 02 reveal that above 5-year teaching experience teacher acquire a higher score (M = 89.28) than the below 5-year experience teacher (M = 83.57) on preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 51.61, which is significant at 0.01 level. It proves that null hypothesis no. 1 is not accepted.

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Ho₂ There will be no significant main effect of Gender on Preparation and planning for teaching among Male and Female Teachers.

Table No. 03 Showing means score on Preparation and planning for teaching of teachers with regards to Gender (B)

Variable	N	M	F	Sig. level
Male (B1)	180	86.05	0.90	NS
Female (B2)	180	86.81		

The mean scores in Table No. 03 reveal that female teachers acquire a slightly higher score (M=86.81) than male teachers (M=86.05) on preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 0.90, which is not significant. It proves that null hypothesis no. 2 is not rejected.

Ho₃ There will be no significant main effect of Type of School on preparation and planning for teaching among Government, Grant in aid and Self Finance School Teachers.

Table No. 04 Showing means score on Preparation and planning for teaching of teachers with regards to Type of School (C)

Variables (C)	N	M	F	Sig.
Government	120	84.11	9.71	0.01
Grant in Aid	120	88.34		
Self-Finance	120	86.83		

The mean scores in Table No. 04 reveal that grant in aid school teachers acquire a higher score (M=88.34) than self-finance and government school teachers (M=86.83, 84.11) on preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 9.71, which is significant at 0.01 level. It proves that null hypothesis no. 3 is not accepted.

Interaction Effects:

Ho₄ There will be no significant interaction effect of Experience of Teacher and Gender on Preparation and planning for teaching of Teachers.

Table No. 05 Showing means score on Preparation and planning for teaching of teachers with regards to Experience of Teacher and Gender (AxB)

Variables	Experience of Teacher (A)		F	Sig.
Gender (B)	Below 5 Year (A1)	Above 5 Year (A2)	7.13	0.01
Male (B1)	84.26	87.84		
Female (B2)	82.89	90.72		

The mean scores in Table No. 05 reveal that above 5-years teaching experience and female teachers acquire a higher score (M=90.72) than below 5-years and female teachers (M=82.89) on Preparation and planning for teaching. For testing hypothesis, an f test has been

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calculated. The f value is 7.13, which is significant at 0.01 level. It proves that null hypothesis no. 4 is not accepted.

Ho5 There will be no significant interaction effect of Experience of Teacher and Type of School on Preparation and planning for teaching of Teachers.

Table No. 06 Showing means score on Preparation and planning for teaching of teachers with regards to Experience of Teacher and type of school (Ax C)

Variables	Experience of Teacher (A)		F	Sig.
	Below 5 Year (A1)	Above 5 Year (A2)		
Types of School (C)			0.33	NS
Government (C1)	81.83	86.68		
Grant in Aid (C2)	85.03	91.65		
Self-Finance (C3)	84.15	89.52		

The mean scores in Table No. 06 reveal that above 5-years teaching experience and grant in aid school teachers acquire a higher score (M=91.65) than below 5-years and government school teachers (M=81.83) on Preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 0.33, which is non-significant. It proves that null hypothesis no. 5 is not rejected.

Ho6 There will be no significant interaction effect of Gender and Type of School on Preparation and planning for teaching of Teachers.

Table No. 07 Showing means score on Preparation and planning for teaching of teachers with regards to Gender and type of school (Bx C)

Variables	Gender (B)		F	Sig.
	Male (B1)	Female (B2)		
Types of School (C)			10.68	0.01
Government (C1)	81.13	87.08		
Grant in Aid (C2)	89.28	87.40		
Self-Finance (C3)	87.73	85.93		

Table No. 07 reveal that the mean score of male teacher and grant in aid school teachers acquire a higher score (M=89.28) than male teacher and government school teachers (M=81.13) on Preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 10.68, which is significant at 0.01 level. It proves that null hypothesis no. 6 is not accepted.

Ho7 There will be no significant interaction effect of Experience of Teacher, Gender and Type of School on Preparation and planning for teaching of Teachers.

Table No. 08 Showing means score on Preparation and planning for teaching of teachers with regards to Experience of Teacher, Gender and type of school (Ax Bx C)

Variables	M				F	Sig. level
	A1 (Below 5 Year)		A2 (Above 5 Year)			
	B1(Male)	B2(Female)	B1(Male)	B2(Female)		
Government (C1)	80.93	82.13	81.33	92.03	4.93	0.05
Grant in Aid (C2)	87.40	82.67	97.17	92.13		
Self-Finance (C3)	84.33	83.87	91.03	88.00		

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Table No. 08 reveal that the mean score of above 5-years teaching experience, male and grant in aid school teachers acquire a higher score ($M=97.17$) than below 5-years teaching experience, male and government school teachers ($M=80.93$) on Preparation and planning for teaching. For testing hypothesis, an f test has been calculated. The f value is 4.93, which is significant at 0.05 level. It proves that null hypothesis no. 7 is not accepted.

CONCLUSION:

- a) The difference between teaching experience on preparation and planning for teaching is found to be significant at 0.01 level; the above 5-years teaching experience teachers have high level of Preparation and planning for teaching than the below 5-years teaching experience teachers. Therefore, pre form hypothesis is not accepted.
- b) No significant difference was found between the male and female teachers of Preparation and planning for teaching. So that it was concluded that gender has no impact on Preparation and planning for teaching in this study. Therefore, the pre formed hypothesis is not rejected.
- c) The difference between type of school on preparation and planning for teaching is found to be significant at 0.01 level; the grant in aid school teachers have high level of Preparation and planning for teaching than the government and self-finance school teachers. Therefore, the pre formed hypothesis is not accepted.
- d) The difference between teaching experience and gender on preparation and planning for teaching is found to be significant at 0.01 level; the above 5-years teaching experience and female teachers have high level of Preparation and planning for teaching than the below 5-years and male teachers. Therefore, the pre formed hypothesis is not accepted.
- e) No significant difference was found between the teaching experience and type of school on preparation and planning for teaching. So that it was concluded that teaching experience and type of School has no impact on preparation and planning for teaching in this research. Therefore, the pre formed hypothesis is not rejected.
- f) The difference between gender and type of school on preparation and planning for teaching is found to be significant at 0.01 level; the male and grant in aid school teachers have high level of preparation and planning for teaching than the male and government school teachers. Therefore, the pre formed hypothesis is not accepted.
- g) The difference between teaching experience, gender and type of school on preparation and planning for teaching is found to be significant at 0.05 level; the above 5-years' experience, male and grant in aid school teachers have high level of preparation and planning for teaching than the below 5 years teaching experience, male and government school teachers. Therefore, the pre formed hypothesis is not accepted.

SUGGESTION

- To develop mature relationships at the school level so that new teachers can easily access teaching and related information from experienced teachers to ensure that teachers get adequate support in the preparation and planning of education.
- The difference in the type of school in the preparation and planning of education has been found to be significant in this study, so that teachers in grant-in-aid schools should be provided with the same facilities, environment and conveniences as teachers in private and government schools.
- This study proves that experience is the best teacher. Therefore, to ensure that new teachers quickly gain experience in all aspects of education, necessary training, orientation, and necessary educational materials should be provided so that new teachers can prepare and plan their content easily and quickly, which will increase their

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teaching effectiveness. Ultimately, the effectiveness of the teacher will be a blessing in the overall development of the students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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