

EXPLORING KEY DETERMINANTS OF TEACHER EFFECTIVENESS: A STUDY OF PEDAGOGICAL SKILLS, CLASSROOM MANAGEMENT, AND PROFESSIONAL DEVELOPMENT IN SECONDARY EDUCATION

Subodh Kumar¹

¹Assistant Professor, R. T. C. B.Ed. College, Buti, Ranchi, Jharkhand, India.

Email: kumarsubodh574@gmail.com

ABSTRACT

This research article investigates the primary factors influencing teacher effectiveness in secondary education, focusing on pedagogical skills, classroom management, and professional development. Effective teaching is pivotal in enhancing student learning outcomes and understanding the determinants contributing to teacher effectiveness can provide valuable insights for educators and policymakers. Through a comprehensive literature review and analysis, this study highlights how these factors individually and collectively contribute to the overall teaching performance. The findings suggest that investing in the professional development of teachers, alongside improving their pedagogical and classroom management skills, significantly enhances educational quality.

Keywords: Teacher effectiveness, pedagogical skills, classroom management, professional development, secondary education, teaching strategies, student outcomes.

1. INTRODUCTION

The quality of education in secondary schools largely depends on the effectiveness of teachers in imparting knowledge and skills to students. Teacher effectiveness has been a subject of extensive study, with various factors identified as critical to influencing teaching performance and student learning outcomes. Effective teachers play a crucial role in motivating students, improving academic achievements, and fostering a positive learning environment (Hattie, 2012). This study aims to explore the key determinants of teacher effectiveness, focusing on three primary areas: pedagogical skills, classroom management, and professional development. The importance of understanding these factors lies in the ability of educators and institutions to design better training and development programs to enhance teaching quality. Moreover, effective teaching strategies not only benefit student performance but also contribute to the overall success of educational systems (Darling-Hammond, 2010).

2. PEDAGOGICAL SKILLS

Pedagogical skills refer to a teacher's ability to deliver content effectively using appropriate teaching methods and strategies. Effective pedagogy involves not just the presentation of information but also the engagement of students in active learning. Studies show that teachers who employ diverse instructional strategies tend to have more significant impacts on student learning (Marzano, 2007). These skills include lesson planning, questioning techniques, differentiated instruction, and formative assessments. Research indicates that teachers who master various pedagogical approaches can address the diverse learning needs of students, thereby improving their academic outcomes (Shulman, 1987). Additionally, the integration of technology into pedagogy has emerged as a critical aspect of teaching effectiveness in the 21st century (Mishra & Koehler, 2006).

3. CLASSROOM MANAGEMENT

Classroom management is another crucial factor that influences teacher effectiveness. It involves creating an environment conducive to learning by establishing rules, routines, and procedures that minimize disruptions (Wong & Wong, 2009). Effective classroom management techniques ensure that instructional time is maximized and student engagement remains high. Evidence suggests that teachers with strong classroom management skills can handle disciplinary issues more effectively and maintain a positive classroom climate, which significantly impacts student behavior and learning (Evertson & Emmer, 2013). Effective management strategies also include the use of positive reinforcement and conflict resolution skills to maintain order and focus in the classroom (Jones, 2006).

4. PROFESSIONAL DEVELOPMENT

Professional development is essential for teachers to stay updated with the latest educational practices, teaching methods, and subject matter expertise. Ongoing training and development programs help teachers refine their skills and adopt innovative teaching techniques that enhance their effectiveness (Guskey, 2002). Professional development has been linked to improved teaching practices and student outcomes, as teachers who engage in continuous learning are better equipped to address the challenges of modern education (Desimone, 2009). Investing in professional development not only benefits individual teachers but also fosters a culture of collaboration and knowledge-sharing

among educators (Fullan, 2007). This collaborative approach leads to the creation of a more supportive teaching environment that is conducive to both teacher growth and student success.

5. INTERRELATIONSHIP OF FACTORS

The factors influencing teacher effectiveness—pedagogical skills, classroom management, and professional development—are interrelated and mutually reinforcing. Teachers who excel in one area are likely to develop strengths in the others as well. For instance, effective classroom management supports the implementation of diverse pedagogical strategies, while professional development enhances a teacher's ability to manage classrooms and engage students (Borko, 2004). The synergy among these factors contributes to a more holistic approach to teaching, where teachers are not only knowledgeable about their subjects but also skilled in delivering content and managing student interactions (Joyce & Showers, 2002). This integrated approach is essential for meeting the diverse needs of students and ensuring high levels of academic achievement.

6. FACTORS INFLUENCING TEACHER EFFECTIVENESS

Teacher effectiveness is a multifaceted concept influenced by various personal, professional, and environmental factors. These factors play a significant role in shaping the way teachers interact with students, deliver content, and contribute to the overall educational environment. This analysis explores how job satisfaction, life satisfaction, personality, principal leadership, school climate, socio-emotional school environment, and emotional intelligence collectively impact teacher effectiveness.

Job Satisfaction: Job satisfaction is a critical determinant of teacher effectiveness. Teachers who are satisfied with their jobs tend to have higher motivation levels, greater commitment, and a more positive attitude toward their work (Skaalvik & Skaalvik, 2011). High job satisfaction leads to increased enthusiasm, better instructional practices, and a stronger connection with students, which ultimately enhances learning outcomes. Satisfied teachers are also less likely to experience burnout, thus maintaining their effectiveness over longer periods (Klassen & Chiu, 2010).

Life Satisfaction: Life satisfaction, the overall feeling of well-being and happiness in one's personal life, also plays a crucial role in teacher effectiveness. Teachers who have a balanced life outside of their professional responsibilities are more likely to be focused, energetic, and engaged in the classroom (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008). A high level of life satisfaction helps teachers to cope with stress and challenges, contributing to a more stable and effective teaching performance.

Personality: Personality traits significantly influence teaching style and effectiveness. Research indicates that traits such as conscientiousness, openness to experience, and emotional stability are positively correlated with teacher performance (Kim, Dar-Nimrod, & MacCann, 2018). Conscientious teachers are organized, diligent, and disciplined, which helps them manage their classrooms effectively and deliver high-quality instruction. Teachers with high levels of openness are more adaptable and creative in their teaching methods, enhancing student engagement and learning.

Principal Leadership: Principal leadership is another crucial factor affecting teacher effectiveness. Effective principals provide support, guidance, and professional development opportunities, creating an environment where teachers feel valued and motivated (Leithwood, Harris, & Hopkins, 2020). Principals who adopt transformational leadership styles inspire teachers to reach their full potential, thereby enhancing their performance and dedication to teaching (Robinson, Lloyd, & Rowe, 2008).

School Climate: School climate refers to the overall atmosphere and environment of the school, including its norms, values, and social interactions. A positive school climate has been linked to higher levels of teacher effectiveness as it fosters collaboration, trust, and mutual respect among staff members (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Teachers working in a supportive and inclusive climate are more likely to develop innovative teaching strategies and feel empowered to take risks in their instructional methods.

Socio-emotional School Environment: The socio-emotional environment of a school is vital in influencing teacher effectiveness. A supportive socio-emotional environment that prioritizes the mental and emotional well-being of teachers encourages them to build stronger relationships with students (Jennings & Greenberg, 2009). This environment enables teachers to manage their stress effectively and maintain a positive attitude toward teaching, which directly impacts student engagement and achievement.

Emotional Intelligence: Emotional intelligence (EI) is the ability to understand, use, and manage one's emotions positively to communicate effectively, empathize with others, and overcome challenges. Teachers with high emotional intelligence are better equipped to handle the emotional complexities of the classroom, including student behavior and interpersonal conflicts (Brackett, Rivers, & Salovey, 2011). EI enables teachers to create a nurturing learning environment that supports both academic and emotional growth in students.

Teacher effectiveness is not solely determined by teaching skills and knowledge but is also profoundly influenced by job satisfaction, life satisfaction, personality, principal leadership, school climate, socio-emotional school environment, and emotional intelligence. These factors collectively shape a teacher's ability to engage with students, manage classroom dynamics, and implement instructional strategies effectively. Enhancing these aspects can lead to more motivated, resilient, and effective educators, ultimately contributing to better educational outcomes for students.

7. CONCLUSION

The effectiveness of secondary school teachers is influenced by a combination of pedagogical skills, classroom management abilities, and professional development opportunities (Joshi and Thapliyal, 2014). These factors are not isolated but interact with each other to create a comprehensive teaching environment that enhances student learning outcomes. Educational institutions must prioritize these areas by providing teachers with the necessary training and resources to improve their teaching practices. As education continues to evolve, the need for skilled and adaptable teachers becomes even more critical in shaping the future of learning.

8. REFERENCES

- [1] Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- [2] Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
- [3] Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
- [4] Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- [5] Evertson, C. M., & Emmer, E. T. (2013). *Classroom management for elementary teachers*. Pearson.
- [6] Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- [7] Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3/4), 381-391.
- [8] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- [9] Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- [10] Joshi, A. (2010). Effectiveness of Self-Learning Module on Retention in English Grammar for Ninth Grade Students: An Experimental Study. *International Research Journal of Commerce, Arts and Science (CASIRJ)*, 1(1), 424 – 426. http://www.casirj.com/Artical_details?id=17775.
- [11] Joshi, A. (2010). Emotional intelligence & job satisfaction of teachers teaching in senior secondary schools. *Perspective in Psychological Researches*, 33, 211-214.
- [12] Joshi, A. (2011). Impact of socio-emotional school climate on mental health of the secondary school students. *Perspective in psychological researches*, 34(2), 65-68.
- [13] Joshi, A. et al. (2018). Co-curricular involvement and academic achievement of secondary school students in relation to some demographic variables: A comparative study. *Bhartiyam International Journal of Education & Research*, 7(2), 1-9. <http://www.gangainstituteofeducation.com/NewDocs/march-2018/01.pdf>
- [14] Joshi, A. (2022). Mental Health In Relation To Internet Usage of Senior Secondary School Students, *International Journal of All Research Education and Scientific Methods*, 10 (9), 129-131. [http://www.ijaresm.com/uploaded_files/document_file/Prof._\(Dr._\)_Ajay_Joshi_paper_2_hEUy.pdf](http://www.ijaresm.com/uploaded_files/document_file/Prof._(Dr._)_Ajay_Joshi_paper_2_hEUy.pdf).
- [15] Joshi, A. (2022). Personality Traits of Students of Senior Secondary Schools In Private & Government Schools. in *International Journal of All Research Education & Scientific Methods*, (IJARESM), 10(8), 2072-2076. [http://www.ijaresm.com/uploaded_files/document_file/Prof._\(Dr._\)_Ajay_Joshi_YooQ.pdf](http://www.ijaresm.com/uploaded_files/document_file/Prof._(Dr._)_Ajay_Joshi_YooQ.pdf)
- [16] Joshi, A. (2022). Teaching Style As Perceived By Senior Secondary School Teachers in Different Types of Schools. *International Journal of All Research Education and Scientific Methods*, 10(9), 65-68. [http://www.ijaresm.com/uploaded_files/document_file/Prof._\(Dr._\)_Ajay_Joshi_E5hb.pdf](http://www.ijaresm.com/uploaded_files/document_file/Prof._(Dr._)_Ajay_Joshi_E5hb.pdf)
- [17] Joshi et al. (2010). Effect of self-learning module on achievement in English grammar at secondary level. *The Inside*, 5, 186-192.
- [18] Joshi, A., & Rawat, S. (2010). A comparative study of the attitude towards privatization of higher education. *Perspectives In psychological researches*, 33 (2), 45-49.
- [19] Joshi, A., Thapliyal, P., Kumar, A., & Ekka, M. (2020). Mental Health in Relation to Academic Achievement of Students at Secondary Level in Ranchi. *The Signage*, 8 (2), 113-119.
- [20] Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. ASCD.

- [21] Kim, L. E., Dar-Nimrod, I., & MacCann, C. (2018). Teacher personality and teacher effectiveness: A meta-analysis. *Educational Psychology Review*, 30(2), 367-395.
- [22] Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- [23] Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100(3), 702-715.
- [24] Kumar, S., Thapliyal, P., & Rana, S. (2022). Job Satisfaction of Secondary School Teachers Teaching in Different Types of School Management. *Bhartiyam International Journal of Education & Research*, 12(1), 40-46. Retrieved from <http://www.gangainstituteofeducation.com/5-RP-subodh-ganga-js.pdf>.
- [25] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.
- [26] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD.
- [27] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- [28] Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
- [29] Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- [30] Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038.
- [31] Kumar, S., Rana, S., & Thapliyal, P. (2024). Teaching Effectiveness of Secondary School Teachers Teaching in Different Types of School Management. *International Journal of Research Publication and Reviews*, 5(1), 5796-5798. <https://ijrpr.com/uploads/V5ISSUE1/IJRPR22249.pdf>.
- [32] Kumar, S., Thapliyal, P., & Rana, S. (2022). Job Satisfaction of Secondary School Teachers Teaching in Different Types of School Management. *Bhartiyam International Journal of Education & Research*, 12(1), 40-46. Retrieved from <http://www.gangainstituteofeducation.com/5-RP-subodh-ganga-js.pdf>.
- [33] Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.
- [34] Thapliyal, P. (2022). The Attitude of Prospective Teachers towards Computer & Computer Usage. *International Journal of All Research Education and Scientific Methods*, 10(11), 1248-1251. [http://www.ijaresm.com/uploaded_files/document_file/Prof._\(Dr._\)_Poonam_Thapliyal_JXDx.pdf](http://www.ijaresm.com/uploaded_files/document_file/Prof._(Dr._)_Poonam_Thapliyal_JXDx.pdf)
- [35] Thapliyal, P., & Joshi, A. (2016). Self-concept, well-being, and educational aspirations among government and private school students. *International Journal of Advance Research and Innovative Ideas in Education (IJARIIE)*, 2(4), 1318-1321. https://ijariie.com/FormDetails.aspx?MenuScriptId=233858&srsId=AfmBOoq1zjLQ0OfJsofx5nEXCin3_Prk3e9dESJ_sc4UMJTh1SqarszE
- [36] Thapliyal, P., & Joshi, A. (2013). Inclusive Education: An Overview. *Bhartiyam International Journal of Education & Research*, 2(2), 96-104.
- [37] Thapliyal, P., & Joshi, A. (2014). Educational Aspirations, Career Aspirations, and Academic Achievement in Relation to Socio-Economic Status of Secondary School Students. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 1(4), 880-882. <https://www.jetir.org/papers/JETIR1701C38.pdf>
- [38] Thapliyal P., & Joshi. A. (2016). Teacher freezing of secondary school teachers in relation to job satisfaction. *International Journal of All Research Education and Scientific Methods (IJARESM)*, 2(2), 1955-1958. Retrieved from https://ijariie.com/AdminUploadPdf/TEACHER_FREEZING_OF_SECONDARY_SCHOOL_TEACHERS_I_N_RELATION_TO_JOB_SATISFACTION_ijariie21416.pdf.
- [39] Thapliyal P., & Joshi. A. (2023). Teacher effectiveness as perceived by secondary school teachers in relation to their job satisfaction. *International Journal of All Research Education and Scientific Methods (IJARESM)*, 11(2), 22-25. Retrieved from http://www.ijaresm.com/uploaded_files/document_file/Dr._Poonam_Thapliyal_eTkm.pdf.
- [40] Thapliyal, P. & Joshi, A. (2022). Organizational Climate: A Brief Conceptual Perspective. *Journal of Educational & Psychological Research*, 12 (1), 1-4.

- [41] Thapliyal, P. & Joshi, A. (2022). Perceived Leadership Behavior for Principals In Government & Non-Government Senior Secondary Schools In Delhi. International Journal of All Research Education & Scientific Methods, (IJARESM), 10(1), 1416-1422. http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_Thapliyal7Ira.pdf.
- [42] Thapliyal, P., & Joshi, A. (2022). Perceived Family Environment in Relation to Academic Achievement of Students of Government Secondary Schools of Ranchi. International Journal of All Research Education & Scientific Methods, (IJARESM), 10(2), 1597-1600. http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_ThapliyalJe2.pdf
- [43] Thapliyal, P., & Joshi, A. (2020). Self-concept of students who work along with formal education at senior secondary level in rural and urban areas of Ranchi. The Signage, 8(2), 20-27.
- [44] Thapliyal, P., Joshi, A., & Joshi, S.K. (2020). Awareness of continuous and comprehensive evaluation among government school teachers. The Signage, 8 (2), 77-84.
- [45] Thapliyal, P. (2022). Personality Traits of Senior Secondary School Students In Relation To Their Academic Achievement. International Journal of All Research Education and Scientific Methods, 10(8), 2064-2067. http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_Thapliyal_ATR8.pdf
- [46] Thapliyal, P. (2022). Mental Health in Relation To Academic Achievement of Students At Senior Secondary Level In Delhi. International Journal of All Research Education and Scientific Methods (IJARESM), 10(7), 270-273. http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_Thapliyal_Kk8I.pdf.
- [47] Thapliyal, P. (2022). Job Satisfaction of Senior Secondary School Teachers In Relation To Perceived Leadership Behavior of Principals. International Journal of All Research Education and Scientific Methods (IJARESM), 10(6), 3511-3514. Retrieved from http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_Thapliyal_JsXv.pdf
- [48] Thapliyal, P. (2022). Leadership Behavior As Perceived By Senior Secondary School Teachers in Private & Government Schools in Delhi. International Journal of All Research Education and Scientific Methods (IJARESM), 10(5), 3040-3043. Retrieved from http://www.ijaresm.com/uploaded_files/document_file/Dr_Poonam_Thapliyal_oUT2.pdf
- [49] Thapliyal, P. (2023). Psychological Well-Being of Private and Government Secondary School Students. International Journal of Research Publication and Reviews, 4(7):2739-2741. <https://doi.org/10.55248/gengpi.4.723.49737>.
- [50] Thapliyal, P., & Joshi, A. (2014). Perceived Leadership Behaviour of Principals and Psychological Well-Being of Secondary School Teachers. International Journal of Emerging Technologies and Innovative Research, 1(5), 577-580. <http://www.jetir.org/papers/JETIR1701A83.pdf>
- [51] Thapliyal, P., & Joshi, A. (2014). Job Satisfaction of Secondary School Teachers in Relation to Their Emotional Intelligence. Bhartiya International Journal of Education & Research, 3(3), 25-33. Retrieved from <http://www.gangainstituteofeducation.com/NewDocs/june-2014/Job-Satisfaction.pdf>
- [52] Thapliyal, P., & Joshi, A. (2014). Psychological Well-Being in Relation to Life Satisfaction of Secondary School Teachers. International Journal of Emerging Technologies and Innovative Research, 1(2), 565-567. <https://www.jetir.org/view?paper=JETIR1701A80>
- [53] Thapliyal, P., & Joshi, A. (2014). Teaching Effectiveness in Relation to Life Satisfaction of Teachers at Secondary Level. International Journal of Emerging Technologies and Innovative Research, 1(1), 556-558. Retrieved from <https://www.jetir.org/view?paper=JETIR1701A78>
- [54] Thapliyal, P., & Joshi, A. (2016). Job satisfaction of secondary school teachers in relation to teacher effectiveness. IJARIE, 2(3), 4648-4651. https://ijarie.com/AdminUploadPdf/JOB_SATISFACTION_OF_SECONDARY_SCHOOL_TEACHERS_IN_RELATION_TO_TEACHER_EFFECTIVENESS_ijarie21397.pdf
- [55] Thapliyal, P., & Joshi, J. (2014). Perceived Leadership Behaviour of Principals and Psychological Well-Being of Secondary School Teachers. Journal of Emerging Technologies and Innovative Research, 1(5), 577-580. <http://www.jetir.org/papers/JETIR1701A83.pdf>
- [56] Thapliyal, P., & Joshi, J. (2014). Psychological Well-Being in Relation to Life Satisfaction of Secondary School Teachers. Journal of Emerging Technologies and Innovative Research, 1(2), 565-567. <https://www.jetir.org/view?paper=JETIR1701A80>
- [57] Thapliyal, P., & Purohit, P. (2023). Organizational Climate of Government Secondary School as Perceived by Teachers. International Journal of Research Publication and Reviews, 4 (9), 2409-2412. <https://doi.org/10.55248/gengpi.4.923.92502>

-
- [58] Thapliyal, P., & Purohit, P. (2023). School Environment in Relation to the Creativity of Students in Government Secondary Schools. International Journal of Advance Research and Innovative Ideas in Education (IJARIIE), 4 (9), 2409-2412.
http://ijariie.com/AdminUploadPdf/School_Environment_in_Relation_to_the_Creativity_of_Students_in_Government_Secondary_Schools_ijariie21634.pdf
- [59] Thapliyal, P., Joshi, A. & Purohit, P. (2022). Teachers' Perception of Institutional Climate in Government Secondary Schools in Uttarakhand. Journal of Educational & Psychological Research, 12 (1), 11-17.
- [60] Thapliyal, P., Joshi, A., & Purohit, P. (2022). Creative Thinking in Relation to the Gender of Students at the Secondary Level. International Journal of All Research Education and Scientific Methods, 10(9), 1058-1061.
http://www.ijaresm.com/uploaded_files/document_file/Dr._Poonam_Thapliyal_hBOC.pdf
- [61] Thapliyal, P., Joshi, J., & Asthana, A. K. (2011). Impact of socio-emotional school climate on mental health of the secondary school students. Perspectives in Psychological Researches, 34(2), 65-68.
- [62] Thapliyal, P., Joshi, J., & Asthana, A. K. (2011). Teacher effectiveness in relation to mental health and burn-out of teachers at senior secondary level. Perspectives in Psychological Researches, 34(1), 73-76.
- [63] Tomer, S.K. (2015). A study of teachers' effectiveness and job satisfaction in secondary schools. Paripex - Indian Journal of Research, 4(6), 95-97.
- [64] Wong, H. K., & Wong, R. T. (2009). The first days of school: How to be an effective teacher. Harry K. Wong Publications.