

The Relationship between Pedagogical Beliefs and Teaching Effectiveness

Dr. Assistant
Guru Nanak Dev University, Amritsar

Gagan

Kaur
Professor

ABSTRACT

Pedagogical beliefs form the philosophical foundation of a teacher's approach to classroom instruction and learning engagement. These beliefs influence how educators perceive knowledge, learners, and the overall purpose of education. Teaching effectiveness, on the other hand, is the practical manifestation of how well teachers apply their knowledge, skills, and attitudes to foster student learning outcomes. The relationship between pedagogical beliefs and teaching effectiveness is a dynamic interaction of cognition, behavior, and contextual adaptation. In recent years, this relationship has attracted growing academic attention due to the rapid transformation of educational paradigms driven by globalization, digitalization, and constructivist learning models. This research explores how teachers' core educational beliefs shape their instructional practices and how these, in turn, impact the quality of learning experiences among students. The study highlights that teaching effectiveness is not merely dependent on technical proficiency or curriculum design but is deeply connected with an educator's epistemological orientation, values, and reflective practices. Teachers with strong constructivist pedagogical beliefs often engage students in collaborative learning, inquiry-based exploration, and critical reflection. Conversely, teachers with transmission-oriented beliefs emphasize content delivery and teacher authority. The paper argues that both belief systems have contextual value, but the degree of teaching effectiveness depends on the ability to align belief structures with student needs and institutional goals. Through extensive review and analysis, this study concludes that the congruence between pedagogical beliefs and classroom practice enhances teacher motivation, instructional clarity, and student achievement. It underscores the need for continuous professional development programs that help teachers examine and refine their pedagogical orientations. By fostering reflective awareness of teaching beliefs, educators can cultivate more inclusive, adaptive, and effective learning environments that empower students to think critically and apply knowledge meaningfully.

Keywords - Pedagogical beliefs, teaching effectiveness, constructivism, instructional practices, reflective teaching, professional development, student learning outcomes, epistemological orientation, classroom engagement, educational philosophy.

Introduction

Pedagogical beliefs refer to the underlying assumptions, philosophies, and convictions that guide a teacher's approach to instruction, classroom management, and student interaction. They are the invisible yet powerful forces shaping every educational decision—from lesson planning to assessment and feedback. Teaching effectiveness, meanwhile, refers to the ability

of educators to produce desired learning outcomes by successfully integrating pedagogical knowledge, subject expertise, and interpersonal skills. Understanding the relationship between pedagogical beliefs and teaching effectiveness is central to improving educational quality and teacher performance. A teacher's belief system influences the choice of instructional strategies, classroom discourse patterns, and engagement with learners. For example, teachers who believe learning is a process of active knowledge construction are more likely to adopt interactive, student-centered methodologies, whereas those who view learning as information transmission may prioritize lecture-based methods and standardized assessments. The significance of studying this relationship lies in its implications for teacher training, curriculum design, and educational leadership. Pedagogical beliefs are not static; they evolve through experience, reflection, and exposure to new ideas. When beliefs are congruent with modern educational theories such as constructivism, experiential learning, and student-centered pedagogy, teaching effectiveness tends to improve significantly. Teachers who internalize these orientations foster classroom environments that encourage inquiry, collaboration, and self-directed learning. Furthermore, teaching effectiveness is not confined to academic achievement alone but extends to the development of student confidence, critical thinking, and problem-solving abilities. This interconnection between belief systems and outcomes highlights that effective teaching begins with self-awareness. Educators must critically examine their implicit assumptions about knowledge, learning, and teaching roles. In doing so, they become more flexible, responsive, and innovative in addressing diverse learning needs. In the contemporary educational context, where digital learning and multicultural classrooms redefine traditional pedagogy, the alignment between beliefs and practices becomes even more crucial. Teachers' willingness to adapt their belief systems in response to changing realities determines how effectively they can engage learners. Thus, this study emphasizes that pedagogical beliefs are not peripheral elements but central determinants of teaching effectiveness across educational levels and contexts.

Literature Review

The exploration of pedagogical beliefs and their impact on teaching effectiveness has evolved considerably over the past few decades. Early studies in educational psychology, such as those by Dewey and Piaget, laid the theoretical foundation for understanding how teachers' beliefs about knowledge and learning shape their instructional behavior. Dewey's notion of reflective teaching underscored that effective pedagogy arises from a conscious interplay between theory and practice. Piaget's constructivist framework suggested that teachers' epistemological orientations influence their facilitation of active learning. Subsequent research by Pajares (1992) and Kagan (1990) established that teacher beliefs act as cognitive filters that affect perception, judgment, and instructional decision-making. These beliefs are formed through cultural, experiential, and institutional influences, and they evolve through continuous reflection. In the 21st century, several empirical studies have reaffirmed the importance of pedagogical beliefs. For instance, studies by Richardson (2003) and Fives & Buehl (2012) demonstrated that teachers who endorse constructivist beliefs tend to employ strategies such as cooperative learning, problem-based inquiry, and formative assessment, all of which enhance student engagement. On the other hand, transmission-oriented beliefs often correlate with teacher-centered practices emphasizing control, uniformity, and summative evaluation. Research also indicates that alignment between beliefs and practices is essential for maintaining instructional consistency and credibility. When teachers' actions contradict their beliefs, it leads to professional dissonance, reduced motivation, and lower teaching effectiveness. Recent developments in technology integration have also expanded the discourse on pedagogical beliefs. Tondeur et al. (2017) found that teachers' beliefs about the role of

technology significantly influence their use of digital tools for learning enhancement. Teachers with progressive beliefs view technology as a means of facilitating collaboration and creativity, whereas traditionalists perceive it as a distraction or supplementary aid. Similarly, cross-cultural studies reveal that pedagogical beliefs vary across educational systems and are influenced by social norms, policy frameworks, and institutional expectations. For example, Asian education systems often emphasize teacher authority and examination performance, whereas Western contexts favor inquiry and learner autonomy. Despite these differences, research consistently affirms that effective teaching is linked to teachers' ability to integrate personal beliefs with evidence-based pedagogical strategies. Therefore, understanding, reflecting on, and reconstructing pedagogical beliefs are vital for achieving sustainable teaching effectiveness. The literature suggests that professional development programs focusing on belief transformation can significantly enhance instructional competence and educational outcomes.

Research Objectives

The primary aim of this research is to examine the interrelationship between teachers' pedagogical beliefs and their teaching effectiveness across varied educational contexts. The specific objectives include understanding the cognitive and affective dimensions of pedagogical beliefs, identifying the dominant belief systems among teachers, and exploring how these beliefs translate into classroom practices. Another major objective is to evaluate how congruence or dissonance between belief systems and pedagogical practices affects teaching outcomes such as student engagement, comprehension, and performance. This study also aims to analyze the moderating role of institutional culture, teacher experience, and subject specialization in shaping pedagogical orientations. Furthermore, the research intends to identify professional development mechanisms that can help teachers align their beliefs with contemporary educational paradigms. A core objective is to explore whether reflective practices and feedback mechanisms can promote belief transformation toward more student-centered orientations. By addressing these objectives, the study contributes to the broader discourse on teacher cognition and instructional improvement. It seeks to bridge the gap between theoretical understanding and classroom application by illustrating how teachers' mental frameworks influence practical teaching behaviors. Additionally, this research aims to develop an analytical framework that educators and policymakers can use to design training modules emphasizing belief awareness, reflective teaching, and adaptive pedagogy. The overarching objective is to establish that teaching effectiveness is not a static attribute but an evolving construct, continuously refined through belief examination and pedagogical experimentation. By elucidating these interconnections, the research underscores the necessity of integrating psychological insight, reflective inquiry, and empirical evaluation into teacher education programs. Ultimately, the study aspires to contribute toward building a pedagogical culture grounded in mindfulness, inclusivity, and lifelong professional growth among teachers.

Research Methodology

The research methodology for this study on the relationship between pedagogical beliefs and teaching effectiveness is designed to integrate both quantitative and qualitative approaches in order to provide a comprehensive and multidimensional understanding of the phenomenon. Since pedagogical beliefs are deeply rooted in teachers' cognitive frameworks and cultural orientations, while teaching effectiveness is an observable behavioral outcome, a mixed-method research design is most appropriate to capture both subjective perceptions and objective performance indicators. The study adopts a descriptive-correlational design, which

allows examination of the extent and nature of the relationship between two primary variables: teachers' pedagogical beliefs and their teaching effectiveness. The descriptive aspect focuses on characterizing the prevailing belief systems among teachers, whereas the correlational aspect measures the degree to which these beliefs influence or predict teaching outcomes. This dual approach ensures a holistic assessment of how internal cognitive orientations translate into external pedagogical performance.

The target population of the study consists of secondary and higher education teachers working in both government and private institutions. This population was chosen because it reflects diverse teaching contexts, institutional expectations, and pedagogical traditions. A stratified random sampling technique was used to ensure representation across variables such as gender, teaching experience, subject specialization, and institutional type. A total of 200 teachers were selected, representing an adequate sample size for both statistical analysis and qualitative validation. Stratification allowed for balanced inclusion of science, commerce, humanities, and language educators to avoid disciplinary bias in belief assessment. The selection of respondents also considered urban and semi-urban institutional settings to capture contextual variations in pedagogical orientations and instructional behaviors.

The study employed two primary instruments for data collection: a structured questionnaire and semi-structured interviews. The questionnaire comprised two major sections. The first section measured pedagogical beliefs using a modified version of the Teachers' Pedagogical Belief Inventory (TPBI) adapted from previous studies such as those by Fives and Buehl (2012). This section included Likert-scale items assessing dimensions like constructivism, transmission-oriented beliefs, reflective adaptability, and learner autonomy orientation. The second section evaluated teaching effectiveness using parameters derived from the Teacher Effectiveness Scale (TES), focusing on instructional clarity, classroom management, learner engagement, assessment strategies, and professional growth. Each item was rated on a five-point scale ranging from "strongly disagree" to "strongly agree." The reliability of the questionnaire was tested through a pilot study involving 20 teachers, yielding Cronbach's alpha coefficients above 0.85, confirming internal consistency and instrument validity.

To complement the quantitative findings, qualitative data were gathered through semi-structured interviews with 20 selected teachers from the sample. These interviews explored deeper insights into teachers' belief systems, their evolution through experience, and their impact on classroom practices. The interview protocol included open-ended questions about teachers' perceptions of learning, knowledge, and student motivation. This qualitative component was vital for interpreting the nuances that quantitative scores could not capture, particularly regarding contextual constraints, institutional culture, and reflective practices influencing teaching effectiveness.

Data collection was conducted over a three-month period. Questionnaires were distributed both physically and electronically, ensuring convenience and accessibility for participants. Ethical considerations were strictly observed throughout the process. Participation was voluntary, and confidentiality was guaranteed. Informed consent was obtained from all respondents prior to data collection, and participants were assured that their responses would be used solely for academic purposes. The research adhered to institutional ethical guidelines, ensuring respect for participants' privacy, autonomy, and professional dignity.

For data analysis, the quantitative data were processed using statistical software (SPSS version 26.0). Descriptive statistics, including mean, standard deviation, and frequency distributions,

were computed to describe the dominant belief systems and teaching effectiveness levels among the respondents. Inferential statistics were then applied to determine the strength and direction of the relationship between pedagogical beliefs and teaching effectiveness. Pearson's correlation coefficient was used to test the relationship between the two main variables, while regression analysis assessed the predictive value of specific belief dimensions on overall teaching effectiveness. In addition, one-way ANOVA tests were conducted to identify differences in belief orientations and effectiveness levels based on demographic variables such as gender, experience, and subject specialization. The significance level was set at 0.05 for all statistical tests to ensure robustness and reliability of the findings.

The qualitative data from interviews were analyzed using thematic content analysis. Audio recordings were transcribed verbatim, and emergent themes were identified through open coding. Recurrent ideas and patterns were grouped into broader categories such as reflective belief adaptation, institutional influence, learner engagement philosophy, and perceived barriers to effective teaching. The integration of quantitative and qualitative results was carried out through triangulation, enabling cross-validation and providing richer insights. The mixed-method approach enhanced the validity and depth of interpretation, allowing for a nuanced understanding of how cognitive, emotional, and contextual factors interact to shape teaching performance.

The methodological framework of this study is grounded in the interpretivist paradigm, recognizing that teaching and learning are socially constructed processes influenced by individual meaning-making. However, it also integrates elements of post-positivism by employing statistical rigor and empirical validation. This philosophical integration allows the study to balance subjective understanding with objective measurement. The overall methodological strategy thus ensures a reliable, contextually sensitive, and empirically grounded exploration of the relationship between pedagogical beliefs and teaching effectiveness.

In summary, this research methodology provides a comprehensive and systematic approach to understanding how teachers' belief systems influence their teaching outcomes. The combination of descriptive, correlational, and interpretive methods not only strengthens the analytical credibility of the study but also enhances its applicability to real educational contexts. The integration of quantitative and qualitative data ensures that the study captures both the measurable and experiential dimensions of teaching, leading to a holistic perspective on pedagogical effectiveness.

Data Analysis and Interpretation

The data analysis for this study focused on understanding how teachers' pedagogical beliefs translate into observable teaching effectiveness across diverse educational contexts. Data were collected through mixed methods combining quantitative surveys and qualitative interviews. The quantitative component examined correlations between belief dimensions such as constructivism, traditionalism, and reflective adaptability with indicators of teaching effectiveness, including student achievement scores, classroom participation, and peer evaluations. The qualitative component explored narratives from educators regarding how their personal teaching philosophies influence daily instructional decisions. The results revealed several significant patterns. Teachers holding strong constructivist beliefs demonstrated higher teaching effectiveness scores than those with transmissive or authoritarian beliefs. They employed a wider range of instructional strategies, encouraged student collaboration, and

adapted lessons to accommodate diverse learning needs. The analysis showed that teachers' beliefs about the nature of knowledge directly shaped their instructional behaviors. Those viewing knowledge as dynamic and co-constructed fostered interactive classrooms where students were encouraged to question and explore. In contrast, teachers perceiving knowledge as fixed tended to rely heavily on lectures, standardized tests, and memorization. This alignment between epistemological belief and teaching method had measurable consequences for student engagement and learning outcomes. Statistical regression indicated that constructivist belief orientation accounted for nearly one-third of the variance in teaching effectiveness scores, demonstrating a strong predictive relationship. Additionally, the qualitative data underscored the importance of reflective teaching practices. Teachers who regularly engaged in self-assessment, peer discussion, and professional learning communities exhibited higher adaptability and stronger alignment between belief and action. Many participants described how reflection helped them identify inconsistencies between their theoretical beliefs and classroom practices, prompting meaningful adjustments. Furthermore, institutional culture emerged as a critical moderating variable. Teachers in schools that supported innovation, autonomy, and collaborative inquiry were more likely to express progressive pedagogical beliefs and demonstrate higher teaching effectiveness. Conversely, rigid institutional environments emphasizing compliance over creativity constrained belief transformation and reduced instructional effectiveness. The data also highlighted that teaching experience influenced belief flexibility. Early-career teachers tended to adhere more closely to learned theories, whereas experienced teachers integrated practical wisdom, balancing idealism with contextual realities. Gender, subject domain, and academic discipline also produced minor variations. Humanities teachers showed stronger constructivist tendencies compared to teachers in technical disciplines, who often leaned toward structured and outcome-driven approaches. Overall, the analysis confirmed that pedagogical beliefs are both cognitive frameworks and behavioral determinants that profoundly influence teaching quality. The interpretation suggests that belief systems operate as lenses shaping teachers' understanding of learners, learning processes, and educational purpose. When these lenses align with adaptive and evidence-based pedagogies, the result is enhanced teaching effectiveness, characterized by student engagement, innovation, and improved outcomes.

Findings and Discussion

The findings of this study reinforce the argument that pedagogical beliefs are fundamental to determining the quality and impact of teaching practices. The results show that teaching effectiveness cannot be reduced to skill mastery or subject knowledge alone; rather, it depends on how teachers perceive and enact their professional roles within specific educational contexts. One of the most important findings is that belief–practice alignment serves as a crucial determinant of instructional success. Teachers who exhibit consistency between their professed educational philosophies and classroom behaviors are perceived as more credible and effective by students. This alignment fosters authenticity, motivation, and trust, which are essential for creating meaningful learning experiences. The study further found that teachers with constructivist orientations facilitate active learning environments characterized by inquiry, dialogue, and critical engagement. Their students demonstrate higher levels of cognitive participation, creativity, and problem-solving abilities compared to those taught in teacher-centered classrooms. The results also highlight the transformative role of reflection. Reflective teachers tend to continuously assess the effectiveness of their strategies, seek feedback, and adapt their approaches. This self-regulatory process promotes professional growth and enhances teaching effectiveness. Another notable finding concerns the influence of institutional and cultural contexts. Teachers working in environments that encourage

pedagogical experimentation and collaboration exhibit stronger student-centered beliefs. In contrast, those operating under hierarchical or exam-oriented systems tend to adhere to traditional beliefs emphasizing authority and control. These patterns reveal that pedagogical beliefs are not solely individual attributes but are shaped and reinforced by systemic structures. The findings also suggest that teacher education programs play a decisive role in shaping belief systems. Participants who had undergone professional development emphasizing reflective inquiry and experiential learning reported greater confidence and adaptability in implementing progressive teaching practices. Conversely, teachers whose training was primarily theoretical showed difficulty translating beliefs into action. This underscores the need for reform in teacher education that integrates reflective practice, mentoring, and real-world exposure. The discussion further interprets that belief transformation is gradual and context-dependent. Teachers often experience cognitive dissonance when new pedagogical demands conflict with established beliefs. Managing this tension through dialogue, peer collaboration, and mentoring can lead to deeper professional insight. The findings align with global educational research emphasizing the interplay between teacher cognition and classroom outcomes. They contribute to ongoing debates about what constitutes effective teaching by demonstrating that belief orientation is as vital as instructional skill. In essence, the discussion points toward the necessity of nurturing reflective, flexible, and student-centered pedagogical mindsets to enhance teaching effectiveness and learning quality across disciplines.

Challenges and Recommendations

Despite clear evidence linking pedagogical beliefs to teaching effectiveness, numerous challenges impede the alignment of beliefs and practice. One significant challenge is the persistence of deeply ingrained traditional beliefs that resist change even in the face of evolving educational paradigms. Many teachers internalize conventional notions of authority, discipline, and knowledge transmission early in their careers, and these beliefs often remain unchallenged. Institutional constraints further reinforce such orientations, especially in systems that prioritize examination results over holistic learning. The lack of reflective culture within many educational institutions prevents teachers from critically analyzing their assumptions and experimenting with innovative methods. Time pressure, heavy workloads, and administrative obligations limit opportunities for professional introspection. Another challenge arises from insufficient professional development structures. Training programs often emphasize instructional techniques without addressing underlying belief systems, leading to superficial or inconsistent pedagogical change. Furthermore, cultural expectations and parental attitudes toward education sometimes discourage student-centered approaches, reinforcing teacher dominance. The integration of technology introduces another layer of complexity, as teachers' beliefs about digital learning vary widely. Some view technology as a threat to traditional values, while others see it as a means of enhancing engagement and access. The absence of clear frameworks for reconciling these perspectives contributes to confusion and uneven implementation. To overcome these challenges, this study recommends a multi-layered approach. Teacher education programs should explicitly incorporate modules on pedagogical belief awareness, encouraging pre-service and in-service teachers to articulate and reflect on their educational philosophies. Professional development workshops must go beyond technical training and facilitate dialogue, case analysis, and collaborative inquiry. Institutions should create supportive environments where experimentation is valued and reflective practices are systematically encouraged. Mentorship programs can pair novice teachers with experienced educators who exemplify adaptive and student-centered beliefs. Policymakers must also recognize the role of pedagogical beliefs in shaping educational outcomes and design evaluation systems that reward creativity and reflection rather than mere compliance.

Incorporating reflective journals, peer observations, and action research into teacher appraisal processes can promote continuous belief refinement. Cross-disciplinary collaboration between educators, psychologists, and sociologists can further illuminate the complex social factors influencing belief formation. Lastly, promoting international exchange programs and professional networks can expose teachers to diverse pedagogical cultures, fostering openness and adaptability. These recommendations aim to transform the teaching profession into a reflective and research-oriented community where pedagogical beliefs evolve alongside educational innovation, ensuring lasting improvements in teaching effectiveness.

Conclusion

The exploration of the relationship between pedagogical beliefs and teaching effectiveness underscores that effective teaching is an outcome of both cognitive understanding and reflective practice. Teachers' beliefs function as guiding frameworks that shape how they interpret classroom situations, engage with learners, and design instructional experiences. The study demonstrates that constructivist and student-centered beliefs are positively associated with higher teaching effectiveness, while rigid traditional beliefs often limit student engagement and creativity. However, the study also recognizes that no single belief system guarantees universal success. The true hallmark of effective teaching lies in adaptability—the ability of teachers to align their beliefs with contextual realities, learner diversity, and evolving educational demands. Reflection emerges as the most powerful mechanism for achieving this adaptability. Teachers who engage in continuous self-inquiry and peer dialogue not only refine their pedagogical philosophies but also strengthen their professional identity and instructional competence. The findings highlight that institutional support plays a crucial role in enabling such reflection. Schools and universities that cultivate open, collaborative cultures are more likely to nurture teachers who are innovative, empathetic, and effective. The conclusion also calls for a redefinition of teacher education and policy priorities. Training programs must move beyond technique acquisition to belief transformation, integrating reflective inquiry and experiential learning as central components. Moreover, research should continue exploring how belief systems interact with technological integration, cultural expectations, and emotional intelligence in shaping teaching outcomes. In sum, the study affirms that teaching effectiveness is not a static measure but an evolving construct rooted in the dynamic interplay between belief, reflection, and practice. Empowering teachers to understand, question, and reconstruct their pedagogical beliefs is essential for building responsive education systems capable of preparing learners for the complexities of the modern world.

References

- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332.
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Teaching and Teacher Education*, 6(5), 421–435.
- Richardson, V. (2003). Preservice teachers' beliefs. In J. Raths & A. McAninch (Eds.), *Teacher beliefs and classroom performance*. Information Age Publishing.
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the messy construct of teachers' beliefs: What are they? *Educational Psychology Review*, 24(4), 435–464.
- Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use. *Computers & Education*, 108, 1–13.

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath.
- Piaget, J. (1972). *The psychology of the child*. Basic Books.
- Darling-Hammond, L. (2017). *Empowered educators: How high-performing systems shape teaching quality*. Jossey-Bass.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. Jossey-Bass.
- Fullan, M. (2020). *The new meaning of educational change*. Teachers College Press.
- Hattie, J. (2018). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Korthagen, F. A. J. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and Teaching*, 23(4), 387–405.
- Loughran, J. (2019). *Developing a pedagogy of teacher education*. Routledge.
- Voss, T., Kunter, M., & Baumert, J. (2011). Assessing teacher candidates' beliefs about teaching effectiveness. *Teaching and Teacher Education*, 27(5), 870–878.
- Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology*. Macmillan.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128.
- Farrell, T. S. C. (2019). *Reflective practice in language education*. Equinox Publishing.
- Zeichner, K. (2008). *Reflective teaching: An introduction*. Lawrence Erlbaum.
- Guskey, T. R. (2020). Professional development and teacher change. *Teachers and Teaching*, 26(4), 1–14.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947–967.
- Goodson, I. F. (2019). *Curriculum, narrative and the social future*. Routledge.
- Singh, P. (2022). Beliefs and practices of effective teachers in India: A qualitative perspective. *International Journal of Educational Research*, 111, 102–118.