



A STUDY ON TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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Abstract:

The aim of the empirical research is to determine secondary school teacher's attitude. A primary school teacher is the role model for his/her pupils, so in the context of the theory of hidden curriculum, From the total population of 210, a sample of 92 male and 118 from female secondary school teachers were drawn. All the secondary school teachers of Perambalur district of Tamilnadu constituted the population of the study. For the present paper a sample of 210 secondary school teachers were selected randomly. Teacher Effectiveness Scale by Umme Dixit (1993). The results of the study indicated that there is no significant difference towards gender, area of school, medium of teaching, board of school, teaching subject, teaching experience and marital status towards teacher effectiveness of secondary school teachers.

Introduction:

Education is widely recognized as a powerful tool for national development, and at the heart of this process lies the effectiveness of teachers. In the context of secondary education, teacher effectiveness plays a critical role in shaping students' academic outcomes, personal growth, and readiness for higher education and future careers. A teacher's ability to manage classrooms, deliver content effectively, motivate learners, and address diverse needs significantly determines the quality of education delivered. Teacher effectiveness is a multidimensional construct that includes not only subject knowledge and pedagogical skills but also classroom management, assessment practices, interpersonal skills, emotional intelligence, and a commitment to continuous professional development. In the era of learner-centered pedagogy and outcome-based education, the expectations from secondary school teachers have expanded beyond traditional instruction to include mentorship, innovation, and holistic student development.

Teacher Effectiveness:

"Teacher effectiveness is the ability and interaction between the physical, intellectual and psychological interests of the scholars, content potency of the lecturers and social needs". Furthermore, effective teachers have been reported to provide their students with sufficient feedback about their socio-affective and academic achievements while implementing flexible assessment techniques in order to ensure student metacognitive awareness and performance improvement (Harlen, 2006; Heneman et al., 2006; Mayer & Alexander, 2011). In a similar way, effective teachers are not afraid of being evaluated by their own students; students' remarks and recommendations, when developed on the basis of mutual respect and acceptance, have been reported to improve both teachers' professional profile and students' ability to construct and express sufficiently justified judgments (Gardner, 2006; Stiggins, 2001). Teacher Effectiveness is a set of experiences, traits, behaviors and dispositions that are typically evident in effective teacher. Teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher. The teacher's impact on pupil's personality development is tremendous and so it is essential that our schools should have effective teachers who are able to cope-up with the stress of their work and adjust with their environment and are able to give quality results in terms of student's achievement and learning outcomes.

Need and Significance of the Study:

In recent years, there has been increasing attention on the quality of education delivered at the secondary level, as it plays a pivotal role in preparing students for higher education, employment, and responsible citizenship. Among the various factors influencing student achievement, teacher effectiveness stands out as one of the most significant and research-supported determinants (Darling-Hammond, 2000; Hattie, 2009). Effective teachers contribute not only to academic performance but also to students' motivation, self-efficacy, and social development. Despite multiple reforms in curriculum, pedagogy, and assessment, learning outcomes among secondary school students remain uneven, especially in developing countries like India. National Achievement Survey (NAS, NCERT, 2021) reports have shown persistent performance gaps in key subjects such as mathematics, science, and languages. These outcomes highlight the pressing need to investigate the teaching practices, planning abilities, classroom behavior, and professional traits of secondary school teachers to identify gaps and promote more impactful teaching strategies.

Method of the Study:

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect of the independent variables namely, gender, area of school, medium of teaching, board of school, teaching subject, teaching experience and marital status towards teacher effectiveness of secondary school teachers. Normative survey method is

concerned with existing condition or prevailing practices, beliefs, attitudes, ongoing process and the emerging trends. Its scope is very vast. It is used to study, describe and interpret what exists at present.

Sample of the Study:

The present investigation has been confined to a representative sample of 210 secondary school teachers. The sample has been taken from twenty one higher secondary schools located in Perambalur District of Tamilnadu State. Stratified random sampling technique has been employed for the selection of the sample so as to obtain an adequate sample with randomness and representativeness.

Objectives of the Study:

- To find out whether there is significant difference exists in the mean scores of teacher effectiveness between Male and Female towards secondary school teachers.
- To find out whether there is significant difference exists in the mean scores of teacher effectiveness between Rural and Urban towards secondary school teachers towards primary school teachers.
- To find out whether there is significant difference exists in the mean scores of teacher effectiveness between English and Tamil towards secondary school teachers.
- To find out whether there is significant difference exists among sub samples of board of school with respect to their teacher effectiveness towards secondary school teachers.
- To find out whether there is significant difference exists among sub samples of type of Teaching subject with respect to their teacher effectiveness towards secondary school teachers
- To find out whether there is significant difference exists among sub samples of Teaching Experience with respect to their teacher effectiveness towards secondary school teachers.
- To find out whether there is significant difference exists in the mean scores of teacher effectiveness between married and unmarried towards secondary school teachers.

Hypotheses of the Study:

- There is no significant difference exists in the mean scores of teacher effectiveness between Male and Female towards secondary school teachers.
- There is no significant difference exists in the mean scores of teacher effectiveness between Rural and Urban towards secondary school teachers towards primary school teachers.
- There is no significant difference exists in the mean scores of teacher effectiveness between English and Tamil towards secondary school teachers.
- There is no significant difference exists among sub samples of board of school with respect to their teacher effectiveness towards secondary school teachers.
- There is no significant difference exists among sub samples of type of Teaching subject with respect to their teacher effectiveness towards secondary school teachers
- There is no significant difference exists among sub samples of Teaching Experience with respect to their teacher effectiveness towards secondary school teachers.
- There is no significant difference exists in the mean scores of teacher effectiveness between married and unmarried towards secondary school teachers.

Tools Used For the Present Study:

- Teacher Effectiveness Scale by Umme Dixit (1993).

Differential Analysis -Teacher Effectiveness:

Gender and Teacher Effectiveness:

Table 1: 't' test between Mean Scores of Male and Female Secondary School Teachers towards Teacher Effectiveness

Gender	N	Mean	SD	't' Value	Level of Significance
Male	92	145.36	46.11	1.002	NS
Female	118	152.05	49.32		

It is evident from the Table: 1 the calculated 't' value is 1.002, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female secondary school teachers with respect to their teacher effectiveness.

Area of School and Teacher Effectiveness:

Table 2: 't' test between Mean Scores of Rural and urban secondary School Teachers towards Teacher Effectiveness

Area of School	N	Mean	SD	't' Value	Level of Significance
Rural	103	148.72	47.32	0.117	NS
Urban	107	149.50	48.76		

It is evident from the table 2 the calculated 't' value is 0.117, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban secondary school teachers with respect to their teacher effectiveness.

Medium of teaching and Teacher Effectiveness:

Table 3: 't' test between Mean Scores of English and Tamil Secondary School Teachers towards Teacher Effectiveness

Medium of Teaching	N	Mean	SD	't' Value	Level of Significance
English	103	148.72	47.32	0.465	NS
Tamil	107	149.50	48.76		

It is evident from the Table: 3 the calculated 't' value is 0.465, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between English and Tamil medium of secondary school teachers with respect to their teacher effectiveness.

Board of school and Teacher Effectiveness:

Table 4: 'F' test among the Sub- samples of Board of school with Respect To Their Teacher Effectiveness

Type of School	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	1390.371	695.185	2	0.300	NS
Within Groups	479134.410	2314.659	207		
Total	480524.781		209		

It is evident from the Table: 4 the calculated 'F' value is 0.300, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of board of school with respect to their teacher effectiveness of secondary school teachers.

Teaching Subject and Teacher Effectiveness:

Table 5: 'F' test among the Sub- samples of Teaching Subject with Respect To Their Teacher Effectiveness

Teaching Subject	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	6715.073	3357.537	2	1.467	NS
Within Groups	473809.708	2288.936	207		
Total	480524.781		209		

It is evident from the Table: 5 the calculated 'F' value is 1.467, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of teaching subjects with respect to their teacher effectiveness of secondary school teachers.

Teaching Experience and Teacher Effectiveness:

Table 6: 't' test between Mean Scores of Teaching Experience of Secondary School Teachers towards Teacher Effectiveness

Teaching Experience	N	Mean	SD	't' Value	Level of Significance
Less than 10 years	99	144.86	47.84	1.216	NS
Above 10 years	111	152.91	47.93		

It is evident from the Table: 6 the calculated 't' value is 1.216, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found between less than 10 years and above 10 years of secondary school teachers with respect to their teacher effectiveness.

Marital Status and Teacher Effectiveness:

Table 7: 't' test between Mean Scores of Married and Unmarried Secondary School Teachers towards Teacher Effectiveness

Marital Status	N	Mean	SD	't' Value	Level of Significance
Married	102	150.62	49.64	0.441	NS
Unmarried	108	147.70	46.48		

It is evident from the Table: 7 the calculated 't' value is 0.441, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between married and unmarried of secondary school teachers with respect to their teacher effectiveness.

Major Findings of the Study:

- It is inferred that there is no significant difference found out between male and female secondary school teachers with respect to their teacher effectiveness.
- It is inferred that there is no significant difference found out between rural and urban secondary school teachers with respect to their teacher effectiveness.
- It is inferred that there is no significant difference found out between English and Tamil medium of secondary school teachers with respect to their teacher effectiveness.
- It is inferred that there is no significant difference among sub samples of board of school with respect to their teacher effectiveness of secondary school teachers.
- It is inferred that there is no significant difference among sub samples of teaching subjects with respect to their teacher effectiveness of secondary school teachers.
- It is inferred that there is no significant difference found between less than 10 years and above 10 years of secondary school teachers with respect to their teacher effectiveness.
- It is inferred that there is no significant difference found out between married and unmarried of secondary school teachers with respect to their teacher effectiveness.

Education Implications:

Management has influence on the teacher effectiveness of secondary school teachers. The secondary school teachers performed better than the high school teachers. Government should take necessary steps to establish sophisticated facilities at and to monitoring in Private schools as well as intellectual infrastructure. Heads of the schools must take initiative steps to improve their teaching staff and teaching learning experiences. The administrators of the schools must identify the requirement both physical and intellectual infrastructure in comparing with other schools.

Suggestions for Further Study:

- It should be ensured by the principals that the teachers are provided ample opportunities to listen to experienced speakers and training programmes should be regularly organized for them.
- Teachers should try to maintain harmonious relationship with their colleagues and should offer helping hand to their fellow staff as and when need arises.

Conclusion:

The present study highlights the there is no significant influence of gender, area of school, medium of teaching, board of school, teaching subject, teaching experience and marital status on the teacher effectiveness of secondary school teachers. Teachers demonstrated higher effectiveness, suggesting that personal and environmental factors play a critical role in shaping teaching performance. These findings emphasize the need for targeted professional development programs, particularly for rural and unmarried teachers, to bridge the effectiveness gap. The results also indicate that beyond academic qualifications, continuous training in pedagogical practices and classroom management is essential to enhance overall teacher effectiveness at the secondary school level.

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