

**Students' Perception of Teacher Effectiveness, Attitude towards  
the Study of English and Achievement in English among Students  
at the Higher Secondary Level**

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**Abstract**

The present study investigates the relationship between students' perception of teacher effectiveness, attitude towards the study of English and achievement in English. Survey method is used to select a sample of 240 students at the higher secondary level. Two tools are developed for the present study. The Perception of Teacher Effectiveness Scale which intends to measure the students' perception of teacher effectiveness, consists of 35 items on a three-point scale. The Attitude towards the Study of English Scale developed to assess the attitude towards the study of English consists of 50 items on a five-point scale. Achievement marks scored by students in their quarterly examination are taken for achievement scores. The results of the statistical analyses show a significant correlation between teacher effectiveness, attitude and academic achievement of students in English. A significant difference is found among boys and girls at the higher secondary level in different categories of schools pertaining to their perception of teacher effectiveness, attitude and academic achievement in English.

**Keywords: *Teacher Effectiveness, Attitude towards Study of English and Achievement in English***

## 1. Introduction

*To give up English would mean cutting ourselves off from the rest of the world and destroying the many links which have already been forged*

-Munshi Premchand

Munshi leaves no doubt in our minds that English is a world language and its knowledge would certainly put a student in a position where learning of English would mean a better future. The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. English language is spoken or read by the largest number of people in the world for historical, political and economic reasons. For the millions of immigrants who travel the world from non-English-speaking countries every year, learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can create many opportunities in international markets and regions. There are various factors that influence the study of English and some factors like student's perception of teacher effectiveness and their attitude towards the study of English are found to be very significant for the learning of English, especially at the higher secondary level.

### 1.1 Perception of Teacher Effectiveness

Teaching, a purposeful activity is considered as an art, a science and a skill can be studied objectively and scientifically. Effective teaching is a complex term to understand. Effective teaching means teaching that produces maximum learning outcome. Teacher effectiveness concerns with those outcomes that reflect the teaching process and the objectives of education. It reflects on the effects of a teacher in a classroom situation. An effective teacher is one who brings about desirable changes in students and can apply teaching methods that are easier, quicker, better, safer, more rewarding, and more appropriate, from the student's view point.

Perception refers to the complex process that begins with the stimulation of a sense organ and ends with an interpretation of the resulting neural activity by the organism. According to Allport (1935), perception is a mental or neural state of readiness organized through experience exerting directive or dynamic influence upon the individuals' response to all objects and situations with which it is related. As the pupil's performance is the most relevant criterion for teacher effectiveness, the students' perception of teacher effectiveness becomes very significant for their academic performance.

**1.2 Attitude towards the Study of English** Like interests, attitudes are gained in the course of life's experience, which makes the individual behave in his/her characteristic ways towards persons, objects or issues to which they are related. Attitudes are tinged with emotions, and are personal and complex in character. Some of our attitudes are the result of our personal experience, while some others are due to the interaction of personalities. They differ from individual to individual, group to group and culture to culture. According to Allport, the main conditions for formation of attitudes are integration, trauma, differentiation and adoption of emotions and experiences. Attitudes are not static, rigid entities. They change radically under certain conditions or even breakdown entirely. Gardner proposed that attitude is an important element in language learning (Gardner 1985). As depending upon the nature of one's attitudes, he/she reacts favourably or unfavourably and thus attitude towards the study of English becomes very important for the learning of the English language.

### **1.3 Academic Achievement**

The knowledge attained or skills developed in the school subjects, measured usually by the test scores or marks obtained by the student. The concept of achievement refers to the fact that the subject is not merely executing a task without assistance, but it is an attempt to perform well with the aim of eliciting positive reinforcement for a student's demonstrated competence in the task. Academic performance of students is based on a number of personal and environmental factors. In the present study, variables such as perception of teacher effectiveness and attitude of the students towards the study of English have been considered.

## **2. Need for the Present Study**

English is the dominant international language in Communications, Science, Aviation, Entertainment, Radio and Diplomacy. English is an important tool for operating on the world stage. The ability to speak and understand English is mandatory in certain fields, professions, and occupations. In fact, English is so widely spoken, it is referred to as, the "lingua franca" of the modern era. With the global spread of English, serious economic and political disadvantages will probably come to those not having a reasonable command of the language. The Kothari Commission Report (1964-66) has emphasized that English should be the most useful literary language in higher education and our most significant window of the world. Hence the need for the study of English as a language has become very essential. In these circumstances, students' perceptions and their attitudes towards the study of the English language have received much attention in education and a need is felt to investigate the

students' perception of teacher effectiveness, their attitude towards the study of English and academic achievement in English.

### **3 Review of Related Works**

Studies pertaining to academic achievement in English have been compiled and presented hereunder.

Bhatt (1986), who attempted a cross-cultural study of self-disclosure and obedience tendency as determinants of students' perception of science teachers, found significant main effects and interaction effects, with obedient students showing a better perception of teachers. Khan (1988) found a significant relationship among educational level, school background of students and students' perception of teachers. Misra (1989) found institutional styles to be rated very high for an effective teacher by the students and rapport with students was rated least. Gupta (1998) found teacher effectiveness to be the maximum in the age group of 30-39 years. Jayappa (1991) found a significant relationship between student-perception of teachers and teacher effectiveness.

Lee (2010) investigated the distinctive characteristics of EFL (English as Foreign Language) teachers, and identified three areas which distinguish language teaching from the teaching of other subjects. These were the nature of the subject-matter, the teaching approach and the teacher's personality. The first area was perceived by Japanese EFL college students as unique to EFL teachers as the latter was expected to use the target language as the medium of instruction.

Gömleksiz (2010) investigated learners attitudes towards language learning in association with gender, grade level, and department variables. The results showed that there were significant differences between the attitudes in terms of gender, grade level, and department variables.

Balch (2012), in developing a student perception survey for a pilot program in Georgia, found that high survey ratings correlated with high academic achievement, engagement, and self-efficacy.

### **4. Statement of the Problem**

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found.

Thus the problem is stated as here under:

*Students' Perception of Teacher Effectiveness, Attitude towards the Study of English and Achievement in English among Students at the Higher Secondary Level*

**5. Objectives of the Study**

- (i) To investigate if there is any significant relationship between the select variables of students in government, government-aided and matriculation schools at the higher secondary level;
- (ii) To investigate if there is a significant relationship between the perceptions of teacher effectiveness, attitude towards the study of English and achievement in English among students in government, government-aided and matriculation schools at the higher secondary level.
- (iii) To investigate if there is any significant difference in perception of teacher effectiveness among boys and girls in government, government-aided and matriculation schools at the higher secondary level;
- (iv) To investigate if there is any significant difference in attitude towards the study of English among boys and girls in government, government-aided and matriculation schools at the higher secondary level;
- (v) To investigate if there is any significant difference in achievement in English among boys and girls in government, government-aided and matriculation schools at the higher secondary level; and

**6. Hypotheses**

From the above discussion on the studies by eminent scholars in the field of education, it is evident that research work to investigate the students' perception of teacher effectiveness and attitude towards the study of English in relation to achievement in English at the higher secondary level is worthy enough to be undertaken. The review of literature has helped the investigator to design this study, in terms of formulating the following hypotheses.

- (i) There is a significant relationship between the perceptions of teacher effectiveness, attitude towards the study of English and achievement in English among students in government, government-aided and matriculation schools at the higher secondary level;
- (ii) There is no significant difference in perceptions of teacher effectiveness, attitude towards the study of English and the achievement in English among students in

- government, government-aided and matriculation schools at the higher secondary level;
- (iii) There is no significant difference in perception of teacher effectiveness among boys and girls in government, government-aided and matriculation schools at the secondary level;
  - (iv) There is no significant difference between the attitude towards the study of English among boys and girls in government, government-aided and matriculation schools at the higher secondary level; and
  - (v) There is no significant difference between the achievement in English among boys and girls in government, government-aided and matriculation schools at the higher secondary level.

## **7 Method of Investigation**

As the method of investigation is designed on the basis of the problem, objectives and hypotheses formulated, it warrants a psychometrically sound design, procedure, tools and execution. The investigation is planned to verify hypotheses using suitable tools and appropriate statistics for data processing.

### **7.1 Sample**

A sample of 240 students (120 boys and 120 girls) is randomly selected from matriculation, government-aided and government schools. While selecting the schools, care was taken to select one boy and one girl from each school.

### **7.2 Tools Employed**

Two tools have been developed in the present study. First tool is intended to measure the students' perception of teacher effectiveness, consisting of 35 items on a three-point scale. These items are perceived by students to contribute to effective teaching. The second tool is on attitude towards the study of English consisting of 50 items on a five-point scale. For the achievement test score, students' performance i.e. marks in English in the quarterly examination have been considered.

### **7.3 Pilot Study**

A pilot study has been conducted with 30 students to eliminate, difficulty, if any, in responding to the questionnaire. After the pilot study, the final questionnaire's reliability and

validity have been established. The reliability of the first tool is found to be 0.49, which is significant at 0.01 level. The reliability of the second tool is found to be 0.54, which is significant at 0.01 level. Experts have established the face validity of both the tools.

## 8. Analyses and Interpretation

**Table-1: Statistical analysis of correlation of perception of teacher effectiveness, attitude towards the study of English and achievement in English among students at the higher secondary level in different types of schools**

Variable	Teacher Effectiveness	Attitude towards the Study of English	Achievement in English
Teacher Effectiveness	1	0.97*	0.22
Attitude towards the study of English		1	0.12
Achievement in English			1

\*significant at 0.05 level

From Table-1, it is evident that there is a significant relationship between the perception of teacher effectiveness, attitude towards the study of English, and achievement in English among students at the higher secondary level in different types of schools.

**Table-2: Analysis of variance of Teacher Effectiveness among Students at the Higher Secondary Level in different Categories of Schools**

Source of variation	df	Sum of squares	Mean of sum of squares	F-ratio
Between groups	2	140.70	70.35	0.99 <sup>NS</sup>
Within groups	237	16766.96	70.75	
Total	239	16907.66	-	

NS-not significant

In Table-2, in the analysis of variance, different types of schools i.e. government-aided, government and matriculation schools are taken as different groups. The *F*-ratio is

0.99, which is not significant. Thus it appears that there is no significant difference between the perceptions of teacher effectiveness among students at the higher secondary level in different types of schools.

**Table-3: Analysis of variance of attitude towards the study of English among students at the higher secondary level in different types of schools namely government-aided, government and matriculation schools**

Source of variation	df	Sum of squares	Mean of sum of squares	F-ratio
Between groups	2	825.6	412.8	0.82
Within groups	237	119100.1	505.532	
Total	239	119925.7	-	

In Table-3, in the analysis of variance different types of schools are considered as different groups. The *F*-ratio is 0.82, which is not significant. Thus there is no significant difference between the attitude towards the study of English among students at the higher secondary level in different types of schools, namely, government aided, government and matriculation schools.

**Table-4: Analysis of variance of total scores of achievement in English among students at the higher secondary level in different types of schools**

Source of variation	df	Sum of squares	Mean of sum of squares	F-ratio
Between groups	2	2640.558	1345.27	8.08**
Within groups	237	39436.24	166.39	
Total	239	42076.8	-	

\*\*significant at 0.01 level

In Table-4, for the analysis of variance different types of schools are considered as different groups. The *F*-ratio is 8.08, which is significant 0.01 level. Thus there is a significant difference between the achievement in English among students at the higher secondary level in different types of schools.

**Table-5: Statistical analysis of means of total scores of achievement in English among students at the higher secondary level in different types of schools**

Variable	Sample size	Mean	SD	SEM	SED	CR
Government	80	47.12	12.42	1.39	2.26	0.71 <sup>NS</sup>
Government-aided	80	45.50	16.01	1.79		
Government	80	47.12	12.42	1.39	1.73	4.65 <sup>**</sup>
Matriculation	80	55.25	9.45	1.06		
Government-aided	80	45.50	16.01	1.79	2.06	4.71 <sup>**</sup>
Matriculation	80	55.25	9.45	1.06		

\*\*Significant at 0.01 level

\*Not significant at 0.05 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

The mean and standard deviation of scores of achievement in English are 47.12 and 12.42 respectively for government, 45.50 and 16.01 respectively for government-aided and 55.25 and 9.45 respectively for matriculation school students at the higher secondary level. From the critical ratio values, it is evident that there is no significant difference between the achievement in English among government and government-aided school students, while there is a significant difference between the government and matriculation; government-aided and matriculation school students at the higher secondary level.

**Table-6: Statistical analysis of means of total scores of attitude towards the study of English among boys and girls at the higher secondary level in different types of schools**

Variable	Sample size	Mean	SD	SEM	SED	CR
Boys	120	198.41	22.07	2.02	2.98	1.43 <sup>NS</sup>
Girls	120	202.66	23.97	2.19		

NS – Not Significant

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

The mean and standard deviation of attitude towards the study of English are 198.41 and 22.07 respectively for boys and 202.66 and 23.97 respectively for girls at the higher secondary level in different types of schools. The critical ratio is 1.43, which is not significant. Thus it appears that there is no significant difference between the attitude towards the study of English among boys and girls at the higher secondary level in different types of schools.

**Table-7: Statistical analysis of means of perception of teacher effectiveness, among boys and girls at the higher secondary level in different types of schools**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Boys	120	86.66	8.67	0.79	1.11	1.80 <sup>NS</sup>
Girls	120	88.66	8.52	0.78		

NS – Not Significant

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

The mean and standard deviation of scores of perceptions of teacher effectiveness are 86.66 and 8.67 for boys and 88.66 and 8.52 for girls at the higher secondary level in different types of schools. The critical ratio is 1.80, which is not significant. Thus it appears there is no significant difference between the perceptions of teacher effectiveness among boys and girls at the higher secondary level in different types of schools.

**Table-8: Statistical analysis of means of achievement in English among boys and girls at the higher secondary level in different types of schools**

Variable	Sample size	Mean	SD	SEM	SED	CR
Boys	120	47.50	10.61	0.97	1.61	6.37**
Girls	120	57.75	14.09	1.29		

\*\*Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

The mean and standard deviation of scores of achievement in English are 47.50 and 10.61 respectively for boys and 57.75 and 14.09 respectively for girls at the higher secondary level in different types of schools. The critical ratio is 6.37, which is significant at 0.01 level. Thus girls are better in achievement in English than boys at the higher secondary level in different types of schools.

## 9. Discussion

In the present investigation, it is evident that there is a significant relationship between the perception of teacher effectiveness, attitude towards the study of English and achievement in English among students at the higher secondary level in different types of schools. Further, it is seen that there is no significant difference in the attitude towards the study of English among students at the higher secondary level in different types of schools.

From the statistical analysis, it is revealed that there is no significant difference in achievement in English among Government and Government-aided students and a significant difference is seen between Government and Matriculation and between Government-aided and Matriculation students at the higher secondary level respectively. It also appears that there is no significant difference in the attitude towards the study of English as well as in the perceptions of teacher effectiveness among boys and girls at the higher secondary level.

The findings of the study clearly demonstrate that students have positive attitudes towards English language learning with reference to teacher effectiveness. This may be attributed to the highly competitive nature of the present education. English gives them more confidence while expressing themselves in any forum. As there is a changing trend in present day education, both boys and girls are becoming more competitive, venturesome, bold, open-minded, outgoing and independent. All the groups are equally participating in all activities. Attitude about the study of English learning has now changed as English has acquired the status of a global language.

The girls were having better performance on academic achievement when compared to the boys. This might be because the home environment for girls is more congenial. This ultimately might have contributed to better planning of work. The girls had significantly better reading and writing of English when compared to boys. Girls are usually more home bound due to cultural factors. Hence, they spend more time at home than boys. This would have influenced them to excel in their academic achievement.

#### **10. Conclusion**

It is the responsibility of the school to develop the intellectual, social and emotional qualities of students, and the teacher plays a vital role in this development. There is no doubt about the fact that the close and extensive association between teachers and pupils in the classroom would help the teacher to shape the personality of students. The attitudinal reaction of pupils towards the teacher and the classroom behaviour is of great significance in pupil achievement and pupil adjustment. A teacher should be well adjusted and should be characterized by a sincere liking for students, a kind and pleasant disposition and a balanced outlook on life. In the prevailing procedures in the educational system, if the teacher is effective and the students have positive attitude towards the study of English, then the learning can be made more effective and the teacher can attain their expected goal satisfactorily. It is therefore essential to evaluate this particular outcome among learners. The present work is thus attempted to measure the students' perception of teacher effectiveness, their attitude towards the study of English and achievement in English at the higher secondary level.

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