



A Study of Teaching Attitude and Classroom Effectiveness Among Higher Secondary School Teachers

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ORIGINAL ARTICLE



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Received on : 02/05/2026
Revised on : 03/07/2026
Accepted on : 12/07/2026
Overall Similarity : 00% on 04/07/2026



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ABSTRACT

This study investigates the relationship between teaching attitudes and classroom effectiveness among higher secondary school teachers. A sample of 150 teachers (75 male and 75 female) from Government and private schools in urban and rural areas of Aligarh district was selected using stratified random sampling. Teaching attitude was measured using a standardized Likert-scale questionnaire, while classroom effectiveness was assessed through a combination of self-reported measures, student feedback, and observational checklists. Results indicate a significant positive correlation ($r = 0.68$, $p < 0.01$) between positive teaching attitudes and classroom effectiveness. Teachers with more progressive and student-centered attitudes demonstrated higher effectiveness in student engagement, classroom management, and academic outcomes. Differences were observed based on gender, teaching experience, and school type. Implications for teacher training and professional development are discussed.

KEYWORDS

Teaching Attitude, Classroom Effectiveness, Higher Secondary Teachers, Teacher Education, Student Engagement.

INTRODUCTION

Teaching attitude refers to the beliefs, values, feelings, and perceptions that teachers hold toward their profession, students, curriculum, and teaching methods. A positive teaching attitude reflects enthusiasm, commitment, and dedication to the teaching-learning process, while a negative attitude may hinder effective instruction and student learning.

Classroom effectiveness refers to a teacher's ability to create a conducive learning environment, manage classroom activities efficiently, engage students actively and achieve desired educational outcomes.

Effective teachers facilitate both academic achievement and the overall development of students.

At the higher secondary level (Classes XI and XII), teacher effectiveness becomes particularly important as students prepare for higher education, competitive examinations, and future careers. Teachers with positive attitudes are more likely to motivate students, encourage participation, maintain discipline, and improve academic performance. In contrast, negative attitudes may lead to reduced student engagement and lower learning outcomes.

Therefore, understanding the relationship between teaching attitude and classroom effectiveness is essential for improving the quality of higher secondary education and promoting student success.

Rationale of the Study

Education is one of the most important instruments for social and economic development, and teachers play a crucial role in determining the quality of education. At the higher secondary level, students face important academic and career-related decisions, making effective teaching essential for their success. The attitude of teachers toward their profession significantly influences their teaching behavior, classroom management, instructional practices, and interactions with students.

A positive teaching attitude helps create a supportive and motivating learning environment, enhances student engagement, and improves academic achievement. Conversely, negative attitudes may reduce teaching effectiveness and hinder student learning. Although several studies have examined teacher effectiveness, limited research has focused specifically on the relationship between teaching attitude and classroom effectiveness among higher secondary school teachers in the Indian context.

Therefore, the present study was undertaken to examine the relationship between teaching attitude and classroom effectiveness and to identify the influence of demographic variables such as gender, teaching experience, and school type. The findings are expected to provide valuable insights for teacher education institutions, school administrators, and policymakers in developing strategies to improve teacher effectiveness and educational quality.

Statement of the Problem

In view of the above considerations, the researcher felt the need to investigate the relationship between teaching attitude and classroom effectiveness among higher secondary school teachers. Hence, the problem selected for the present study is stated as:

“A Study of Teaching Attitude and Classroom Effectiveness among Higher Secondary School Teachers”.

Review of Related Literature

Research consistently indicates that teachers' attitudes significantly influence classroom practices, student engagement, and educational outcomes. Positive teaching attitudes are associated with greater commitment, effective instructional strategies, improved classroom management, and higher student motivation. Teachers who view teaching as a meaningful profession tend to create supportive and productive learning environments.

Classroom effectiveness is commonly measured through student achievement, engagement, classroom observations, and teacher performance. Studies suggest that effectiveness is influenced not only by subject knowledge but also by factors such as professional commitment, teaching experience, training, institutional support, and resource availability. Student-centered teaching approaches generally result in better participation, critical thinking, and classroom behavior than traditional authoritarian methods.

Philosophers' and Educationists' Perspectives

John Dewey (1916) emphasized experiential and student-centered learning, stating that “*Education is not preparation for life; education is life itself.*” He believed that teachers with democratic attitudes create meaningful learning experiences.

Rabindranath Tagore viewed education as the harmonious development of the individual and emphasized that teachers should inspire rather than dominate learners.

Mahatma Gandhi regarded teachers as role models whose attitudes shape students' character, values, and overall development.

Swami Vivekananda stated that “*Education is the manifestation of the perfection already in man,*” highlighting the teacher’s role in encouraging students to realize their potential.

Paulo Freire (1970) advocated student-centered and dialogic education, arguing that effective learning occurs through collaboration between teachers and students.

Empirical Evidence

Studies by **Blazar and Kraft (2017)** found that teachers’ attitudes significantly affect student achievement and social-emotional development. **Zee and Koomen (2016)** reported that positive teacher attitudes and self-efficacy improve classroom climate and instructional quality. In India, **Kaushik (2018)** and **Singh (2019)** observed a positive relationship between teaching attitude and teaching effectiveness.

Research Gap

Despite extensive research, limited studies have focused specifically on higher secondary school teachers in diverse Indian contexts, including urban-rural and Government-private school settings. Moreover, many previous studies relied on a single measure of effectiveness. The present study addresses these gaps by examining higher secondary teachers across different school types and using multiple indicators of classroom effectiveness to provide a more comprehensive understanding of the relationship between teaching attitude and classroom effectiveness.

Objectives of the Study

The present study was conducted with the following objectives:

1. To examine the relationship between teaching attitude and classroom effectiveness.
2. To analyse differences in teaching attitude and classroom effectiveness with respect to selected demographic variables such as gender, teaching experience, and school type (Government and private schools).
3. To provide recommendations for enhancing positive teaching attitudes through professional development programmes, training workshops, mentoring, and institutional support.

Research Questions

1. Is there a significant relationship between teaching attitude and classroom effectiveness?
2. Do teaching attitudes and effectiveness differ significantly by gender, teaching experience, and school management?

Hypothesis of the Study

H₁: There is a positive correlation between teaching attitude and classroom effectiveness.

H₂: Significant differences exist across demographic variables.

Methodology

Research Design: Descriptive correlational survey design with quantitative analysis.

Population and Sample: Population: Higher secondary school teachers in selected districts. Sample: 150 teachers (stratified by gender, experience: <10 years / ≥10 years; school type: Government/private).

Tools

- **Teaching Attitude Scale:** Adapted 5-point Likert scale (30 items) covering dimensions like attitude toward students, profession, innovation, and evaluation (reliability Cronbach’s $\alpha = 0.87$).
- **Classroom Effectiveness Scale:** 25-item tool including student engagement, management, instructional delivery, and assessment ($\alpha = 0.82$). Observational data from 20% sample supplemented self-reports.
- Demographic questionnaire.

Data Collection and Analysis: Data collected via Google Forms and in-person visits (with permissions). Analysed using SPSS: Pearson correlation, t-tests, ANOVA, and regression.

Ethical Considerations: Informed consent, anonymity, voluntary participation.

Results

Descriptive Statistics

- Overall mean teaching attitude score: 3.85 (SD = 0.62) on a 5-point scale (moderately positive).
- Mean classroom effectiveness: 3.92 (SD = 0.58).

Correlation Pearson correlation between teaching attitude and classroom effectiveness: $r = 0.68$ ($p < 0.01$), supporting H1. Positive attitudes strongly predict effectiveness, particularly in student engagement ($r = 0.72$) and management ($r = 0.65$).

Group Differences

- **Gender:** Female teachers showed slightly higher attitude scores ($M = 3.92$ vs. 3.78 for males), but no significant difference in effectiveness ($t = 1.12$, $p > 0.05$).
- **Experience:** Teachers with e"10 years experience had higher effectiveness ($M = 4.15$ vs. 3.65 , $t = 3.45$, $p < 0.01$).
- **School Type:** Private school teachers reported higher attitudes and effectiveness than Government school teachers ($F = 4.82$, $p < 0.05$), possibly due to better resources.

Regression Analysis: Teaching attitude explained 46% of variance in classroom effectiveness ($R^2 = 0.46$, $p < 0.001$), with experience as a significant moderator.

Demographic Profile of Respondents

Table 1: Demographic Characteristics of the Sample (N=150)

Variable	Category	Frequency	Percentage (%)
Gender	Male	75	50.0
	Female	75	50.0
School Type	Government	80	53.3
	Private	70	46.7
Teaching Experience	Less than 10 years	65	43.3
	10 years and above	85	56.7
Locality	Urban	90	60.0
	Rural	60	40.0

(Source: Primary Data)

Descriptive Statistics

Table 2: Descriptive Statistics for Teaching Attitude and Classroom Effectiveness

Variable	Mean	SD	Minimum	Maximum
Teaching Attitude (Overall)	3.85	0.62	2.10	4.95
Classroom Effectiveness (Overall)	3.92	0.58	2.40	4.90
Attitude - Student-centered	3.92	0.55	-	-
Effectiveness - Engagement	4.05	0.60	-	-

Correlation Analysis

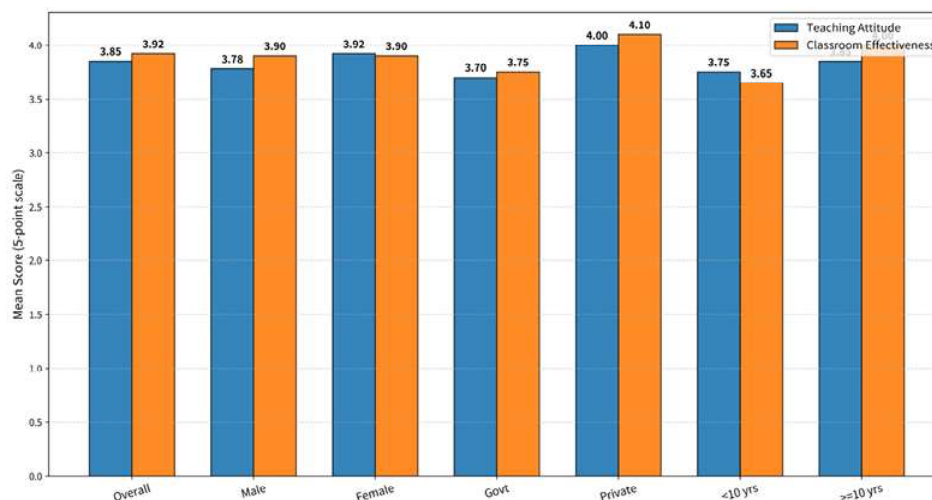
Table 3: Pearson Correlation Matrix

Variables	Teaching Attitude	Classroom Effectiveness	Student Engagement	Classroom Management
Teaching Attitude	1.00	0.68	0.72	0.65
Classroom Effectiveness	0.68	1.00	0.81	0.78
Student Engagement	0.72	0.81	1.00	0.62
Classroom Management	0.65	0.78	0.62	1.00

Note: All correlations are significant at $p < 0.01$.

Group Differences

Figure 1: Comparison of Mean Scores of Teaching Attitude and Classroom Effectiveness across Groups



Interpretation of Figure 1:

- Private school teachers and experienced teachers (≥ 10 years) scored higher on both variables.
- Female teachers showed marginally higher attitude scores.

Regression Analysis

Teaching attitude significantly predicted classroom effectiveness ($\alpha = 0.65$, $p < 0.001$), explaining 46% of the variance ($R^2 = 0.46$). Teaching experience emerged as a significant moderator.

Discussion

The strong positive correlation ($r = 0.68$) confirms that positive teaching attitudes are strongly associated with better classroom outcomes. The tables and figure highlight the influence of school type and experience, suggesting systemic factors play a key role.

Limitations of the Study

Despite its contributions, this study has several limitations:

- **Sample and Generalizability:** The sample was drawn from selected districts in India, limiting the generalizability of findings to other states or national levels. Urban-rural representation, while balanced, may not capture extreme regional variations.
- **Measurement Issues:** Reliance on self-reported data for both teaching attitude and classroom effectiveness may introduce social desirability bias and common method variance. Although multi-source measures (peer and student feedback) were used, observational data was collected only from a 25% subsample due to logistical constraints.
- **Cross-Sectional Design:** The study employed a cross-sectional design, which prevents establishing causal relationships between teaching attitude and classroom effectiveness.
- **External Factors:** Variables such as school infrastructure, student socioeconomic background, and administrative support were not fully controlled, which may influence the observed relationships.
- **COVID-19 Aftermath:** Data collection occurred in a post-pandemic context, which might have affected teacher attitudes and reported effectiveness levels.

Educational Implications of the Study

The findings of the present study have important implications for teacher education, school administration, and educational policy. Since teaching attitude was found to be positively related to classroom effectiveness, efforts should be made to develop positive professional attitudes among teachers through pre-service and in-service training programmes.

Teacher education institutions should include courses on professional ethics, emotional intelligence, classroom management, and student-centered pedagogy to strengthen teaching attitudes. School administrators should provide supportive working environments, mentoring opportunities, and adequate teaching resources to enhance teacher effectiveness.

The study also suggests that special attention should be given to novice teachers and teachers working in resource-constrained schools through continuous professional development programmes. Regular workshops, seminars, and reflective teaching practices can help teachers improve both their attitudes and classroom performance.

Furthermore, policymakers should recognize the importance of teacher attitude in achieving educational quality and incorporate attitude development as an essential component of teacher recruitment, evaluation, and professional growth. Strengthening teachers' attitudes can ultimately lead to improved student learning outcomes and overall educational excellence.

CONCLUSION

The study concludes that teaching attitude is a significant determinant of classroom effectiveness among higher secondary school teachers. The positive correlation ($r = 0.68$, $p < 0.01$) indicates that teachers with favorable attitudes toward teaching are more effective in classroom management, instructional delivery, and student engagement. The findings also reveal that teaching experience and school type significantly influence classroom effectiveness, while gender differences are minimal. Therefore, developing positive teaching attitudes is essential for improving the quality of higher secondary education.

Recommendations

1. Incorporate attitude assessment tools in teacher recruitment and training programmes.
2. Organize regular professional development workshops on student-centered teaching, classroom management, and stress management.
3. Establish mentoring and support systems for novice teachers.
4. Provide better resources and infrastructure, especially in Government schools.
5. Encourage reflective teaching practices and innovative instructional methods.
6. Promote teacher wellness programmes to reduce stress and enhance professional commitment.

Implementation of these recommendations will help improve teachers' attitudes, strengthen classroom effectiveness, and enhance the overall quality of higher secondary education.

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