

# A Study of Classroom Performance of Secondary School Teachers in Relation to Gender and Teaching Subjects

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## Abstract:

This study was designed to study the classroom performance of secondary school teachers in relation to gender and teaching subjects. The sample consists of 900 secondary school teachers of three districts of H.P. For data collection the investigator has used Self-evaluation teacher performance scale by S. Pandya (1996) was adapted and modified by the researcher herself. The results depicted that classroom performance of male and female secondary school teachers was 0.08 which is not significant at 0.05 level of significance. It shows that male and female secondary school teachers do not differ significantly in classroom performance. Result also shows that the t-value came out to be 1.15 which is not significant 0.05 level. This indicates that there is no significant difference between classroom performance of arts and science teachers. further the t-value came out to be 4.62 which is significant 0.01 level. This indicates that there is significant difference between classroom performance of arts and language teachers and the t-value came out to be 3.98 which is significant 0.01 level. This indicates that there is significant difference between classroom performance of science and language teachers.

**Keywords:** Classroom Performance, Secondary School Teachers, Teaching Subjects, Gender

## Introduction

The classroom performance of a teacher reflects how effectively they facilitate learning, manage the environment, and support student development. It is one of the most important factors influencing student engagement and academic achievement. A teacher with strong classroom performance demonstrates clarity in instruction, maintains discipline, and fosters a positive learning atmosphere. This includes delivering lessons in an organized manner, using appropriate teaching aids, and ensuring that all students are involved and attentive. Good classroom performance also involves the ability to adapt lessons to suit different learning needs, encourage student participation, and provide timely feedback. Teachers who use a variety of teaching strategies—such as interactive activities, real-life examples, and critical thinking tasks—tend to create a more dynamic and effective learning environment. Moreover, respectful communication, patience, and the ability to motivate students are key elements of strong classroom performance. Teachers who build a rapport with students often experience better cooperation and improved academic results.

## CLASSROOM PERFORMANCE

“The most reputed word in the world is teacher. He's a model and is purposely imitated. The school teacher plays the part of a pivot of any education system. In fact, preceptors are the strength of a nation. Preceptors develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. Thus, a person is likely to act in a way that maximizes the use of his aptitudes. Also, school teacher's positive station towards tutoring and advanced aspiration position determines his positive perception. It's widely honored that preceptors' educational performance plays a crucial part in scholars' learning and academic achievement”. (Panda and Mohanty, 2003). Performance is directly related to internal status and working conditions of any existent. We can say Performance is commodity, a single person does. Part performance is an implicit towards their duties. It's veritably important for a school teacher to discharge their liabilities with whole heart. The term ‘school teacher performance’ is a veritably nebulous conception. There's no widely respectable description about the performance of school teacher. Numerous times, the terms school teacher performance and school teacher effectiveness are synonymously used. Classroom Performance of the school teacher means what a school teacher does in the classroom and school teacher effectiveness includes both preceptors' performance in the classroom and its goods on the scholars. Obilade (1999) defined “school teacher's job performance as duties performed by a school teacher at a particular period in the academy in achieving organizational pretensions.

## OBJECTIVES OF THE STUDY

1. To study classroom performance among secondary school teachers in relation to gender.
2. To study classroom performance among secondary school teachers in relation to teaching subject

## HYPOTHESES OF THE STUDY

1. There will be no significant difference in classroom performance among secondary school teachers in relation to their gender
2. There will be no significant difference in classroom performance among secondary school teachers in relation to their teaching subject.

## Methodology

In order to find out the significant difference between the two groups based on the gender and Teaching subject, the t-ratio was determined.

## Tool

Self-evaluation teacher performance scale by S. Pandya (1996) was adapted and modified according to the current situation by the researcher herself

## Finding of the study

### 1 Gender difference in classroom performance and its dimensions among Secondary School teachers

The Mean and standard deviation of classroom performance and its dimensions i.e., teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and evaluation score along with

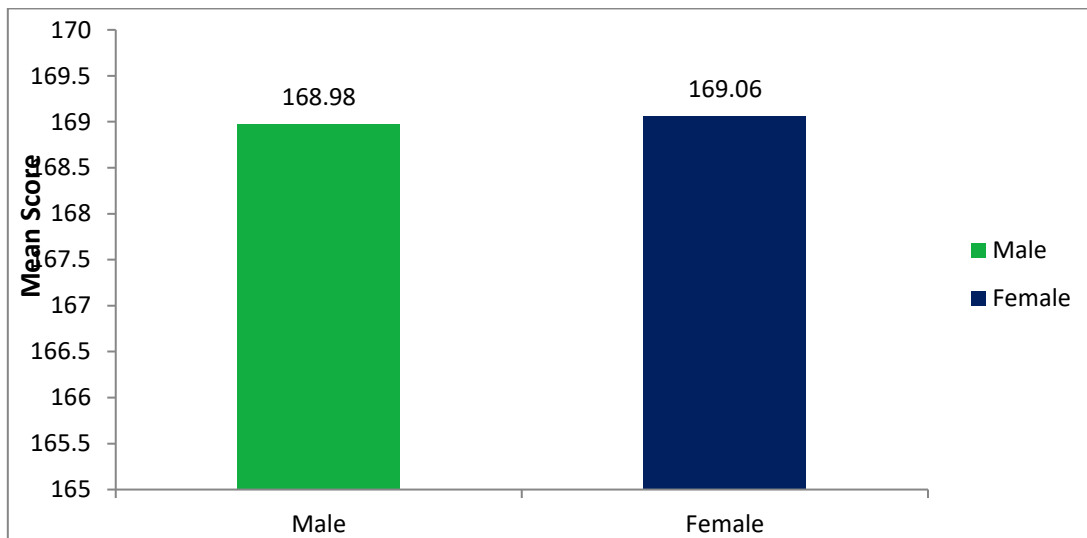
calculated t-value testing for significance of mean difference based on the gender of secondary school teachers has been depicted in table 1 below:

**Table 1**  
**Comparison of Scores on classroom performance among Secondary School teachers in Relation to their Gender**

Variable	Gender	N	Mean	S.D	t-value
Classroom Performance	Male	450	168.98	16.14	<b>0.08</b>
	Female	450	169.06	16.16	

The mean score of classroom performance among male secondary school teachers was found to be 168.98 (SD=6.14) as compared to the mean score of classroom performance among female secondary school teachers was 169.06 (SD= 16.16). The t-value testing the significance of mean difference of classroom performance of male and female secondary school teachers was 0.08 which is not significant at 0.05 level of significance. It shows that male and female secondary school teachers do not differ significantly in classroom performance. Besides this, the mean scores of both the groups have been shown in the bar graph in figure 1.

The fig. 1 depicts that the mean score of female secondary school teachers are higher than mean score of male secondary school teachers. So, it can be said that female secondary school teachers have higher level of classroom performance than male secondary school teachers.



**Figure 1: Mean Scores of classroom performance among secondary school Teachers in Relation to their Gender**

## 2. Teaching Subject-wise difference in classroom performance and its dimensions among Secondary School teachers

The mean and SD scores of Arts, Science and language secondary school teachers along with value of t-test are given in the table 2. The mean scores in classroom performance dimensions of secondary school teachers and standard deviations for t-testing for significance of the difference between teaching subjects (Art, Science and Language) have been tabulated in table 2 as follows

**Table 2**

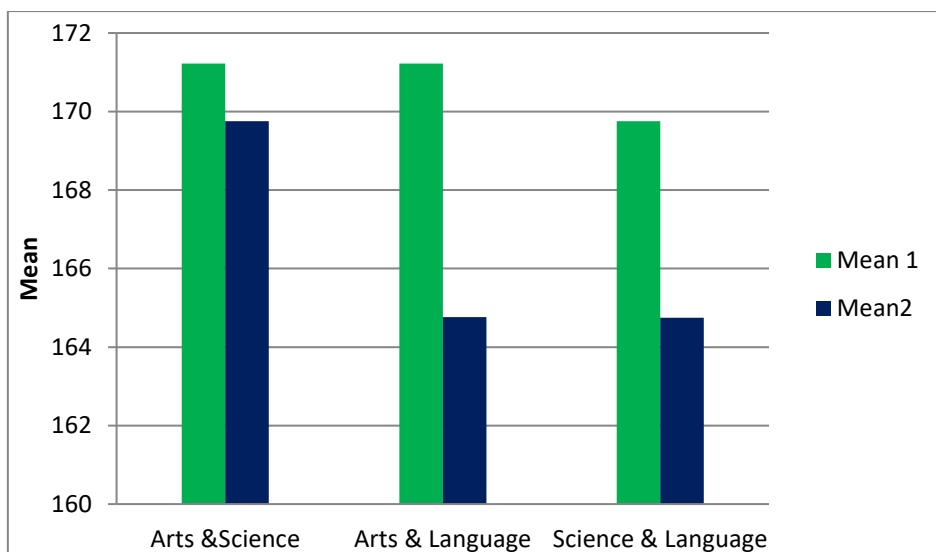
**Comparison of Scores on classroom performance among Secondary School teachers in Relation to their teaching Subject**

Variable	Teaching subject	N	Mean	SD	t-value
Teaching Subject	Arts & Science	354	171.22	17.95	1.15(NS)
		310	169.75	14.56	
	Arts & Language	354	171.22	17.95	4.62**
		236	164.76	14.51	
	Science & Language	310	169.75	14.56	3.98**
		236	164.75	14.51	

\*\*p<0.01

The perusal of table 2 shows that the mean score of classroom performance of Arts secondary school teachers came out to be 171.22 with SD of 17.95 as compare to the respective mean score of 169.75 with SD of 14.56 of science secondary school teachers. The t-value testing the significance of mean difference came out to be 1.15 which is not significant 0.05 level. This indicates that there is no significant difference between classroom performance of arts and science teachers.

Further, it can observed from the table 2 that the mean score of classroom performance of Arts and language secondary school teachers came out to be 171.22 with SD of 17.95 and 164.76 with SD of 14.51 respectively. The t-value testing the significance of mean difference came out to be 4.62 which is significant 0.01 level. This indicates that there is significant difference between classroom performance of arts and language teachers. The table 2 indicates that the mean score of classroom performance of science and language secondary school teachers came out to be 169.75 with SD 14.56 and 164.76 with SD 14.51 respectively. The t-value testing the significance of mean difference came out to be 3.98 which is significant 0.01 level. This indicates that there is significant difference between classroom performance of science and language teachers.



**Figure 2: Comparison of Scores on classroom performance among Secondary School teachers in Relation to their Teaching Subject**

The fig. 2 depicts that the mean score of arts secondary school teachers are higher than mean score of science secondary school teachers and mean score of science secondary school teachers are higher than mean score of language secondary school teachers. So it can be said that arts secondary school teachers have higher level of Science secondary school teachers have moderate and language teachers have low classroom performance.

## Conclusion

### Gender-wise Differences in classroom performance and its Dimensions among secondary teachers

There is no significant gender difference in classroom performance and its dimensions namely teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and Evaluation among secondary teachers.

### Teaching-Subject wise Differences in classroom performance and its Dimensions among secondary teachers

On the basis of teaching- subject differences in classroom performance and its dimensions, it is revealed that secondary teachers in these three groups (arts, science and language) differ significantly in arts & science, science & language but not in arts & science. More specifically the secondary teachers dimension like teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation arts & science teachers do not differ significantly but differ significantly in task orientation and evaluation

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