

Perception of Teacher Effectiveness Among High School Students

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ABSTRACT— This study investigates high school students' perceptions of teacher effectiveness, an essential yet underexplored indicator of educational quality.

Drawing on a quantitative research design, data were collected via a structured survey administered to 600 students across three urban high schools. The instrument measured five dimensions of teacher effectiveness—subject-matter expertise, instructional clarity, classroom management, interpersonal rapport, and assessment fairness—using a five-point Likert scale. Descriptive statistics revealed that students rated interpersonal rapport highest ($M=4.21$), followed by instructional clarity ($M=4.05$), while assessment fairness received the lowest mean score ($M=3.72$).

Inferential analyses (ANOVA and t-tests) identified statistically significant differences by grade level and gender, indicating that older students and female respondents tended to rate certain dimensions more critically. The findings underscore the multifaceted nature of perceived teacher effectiveness and highlight areas for professional development, particularly in fair assessment practices. Implications for teacher training programs, policy initiatives, and future research directions are discussed, emphasizing the importance of incorporating student voice into evaluations of teaching quality.

KEYWORDS— Teacher Effectiveness; High School Students; Student Perceptions; Educational Quality; Survey Research

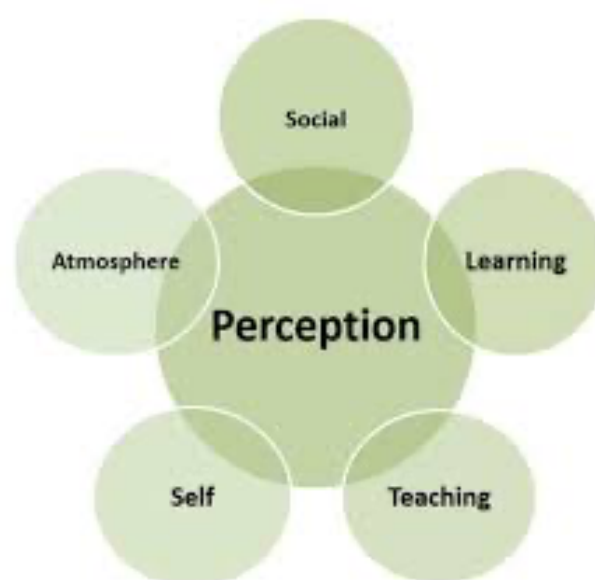


Fig.1 Perception of Teacher Effectiveness, [Source\(\[1\]\)](#)

INTRODUCTION

Teacher effectiveness has long been recognized as a cornerstone of student learning outcomes and school improvement efforts. While objective measures—such as value-added test scores—offer one view of teacher performance, students' perceptions provide a complementary perspective that captures the relational and contextual aspects of teaching. High school students, navigating complex developmental and academic demands, are uniquely positioned to evaluate dimensions of teaching that directly

influence their engagement, motivation, and achievement. Yet, comparatively few large-scale studies have systematically examined how these learners perceive teacher effectiveness in urban secondary settings.

The present research aims to fill this gap by exploring high school students' perceptions across five theoretically grounded dimensions: subject-matter expertise, instructional clarity, classroom management, interpersonal rapport, and assessment fairness. By adopting a cross-sectional survey design, this study addresses three primary research questions:

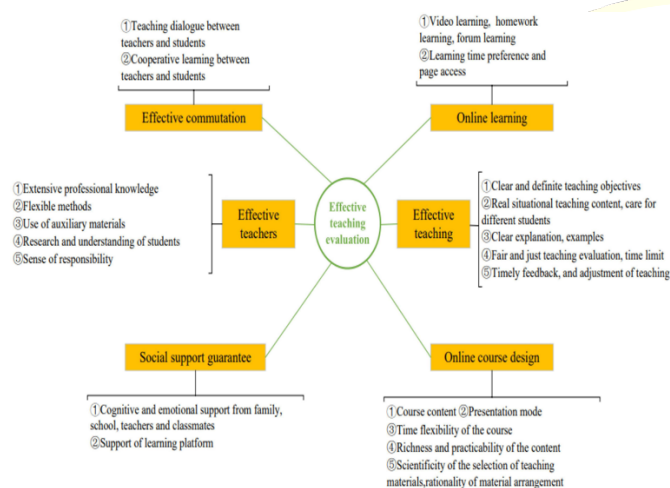


Fig.2 Effectiveness Among High School
Students, [Source\(\[2\]\)](#)

1. How do students rate each dimension of teacher effectiveness?
2. Are there differences in perceptions by grade level and gender?
3. What implications do these perceptions have for teacher professional development?

Through detailed quantitative analyses, the study seeks to provide educators, administrators, and policymakers with actionable insights to enhance teaching quality and, ultimately, student learning.

LITERATURE REVIEW

2.1 Theoretical Frameworks of Teacher Effectiveness

Numerous conceptual models articulate the components of effective teaching. Marzano, Pickering, and Pollock (2001) identify key domains—such as instructional strategies and classroom environment—that align closely with student perceptions. Danielson's Framework for Teaching (2013) emphasizes planning, environment, instruction, and professional responsibilities, offering a multifaceted lens for evaluating practice. Tschannen-Moran and Hoy's work on trust further underscores the relational dimension of teaching, suggesting that positive teacher-student relationships facilitate engagement and self-efficacy.

2.2 Student Perceptions as a Measure of Teaching Quality

While administrative observations and student achievement data remain prevalent, student perception surveys provide direct feedback on how teaching behaviors impact learners. Research by Clotfelter et al. (2006) and Owens et al. (2014) demonstrates that student feedback correlates with academic outcomes and teacher evaluation metrics. Yet, most studies focus on elementary or middle grades, leaving a relative paucity of data on high school contexts.

2.3 Dimensions of Perceived Teacher Effectiveness

- **Subject-Matter Expertise:** Expertise instills confidence and fosters deeper understanding (Kleickmann et al., 2013).
- **Instructional Clarity:** Clear explanations and structured lessons reduce cognitive load and improve retention (Sweller, 1994).
- **Classroom Management:** Effective management supports a safe learning environment, minimizing disruptions (Emmer & Evertson, 2016).
- **Interpersonal Rapport:** Positive teacher-student relationships enhance motivation and sense of belonging (Pianta, Hamre, & Allen, 2012).
- **Assessment Fairness:** Equitable and transparent grading practices build trust and encourage effort (Brookhart, 2013).

2.4 Gaps and Rationale for the Current Study

Although these dimensions are well established theoretically, empirical investigations among high school cohorts—particularly in urban settings—are limited. This study responds to calls for more nuanced, student-centered evaluations of teaching quality and examines demographic differences rarely explored in existing literature.

METHODOLOGY

3.1 Research Design

A quantitative, descriptive survey design was employed to capture student perceptions at a single point in time. This design is appropriate for evaluating attitudes and beliefs across large populations.

3.2 Participants and Sampling

Participants were 600 students (320 female, 280 male) drawn from Grades 9–12 at three urban high schools chosen via stratified random sampling to ensure demographic diversity. Parental consent and student assent were obtained in accordance with ethical guidelines.

3.3 Instrument Development

Based on prior validated instruments (e.g., the Tripod Student Perception Survey), a 25-item questionnaire was developed, with five items per dimension. Items used a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The instrument underwent expert review for content validity and a pilot test ($n = 60$) to assess reliability (Cronbach's α ranged from 0.82 to 0.90 across dimensions).

3.4 Data Collection Procedures

Surveys were administered in classrooms over two weeks in March 2025. Proctors followed standardized instructions to minimize variability. Completed questionnaires were collected and entered into a database for analysis.

3.5 Data Analysis

Data cleaning involved checking for missing values ($<5\%$) and outliers. Descriptive statistics (means, standard deviations) were computed for each dimension. Inferential tests included one-way ANOVA (to compare grades) and independent-samples t -tests (to compare genders). Significance was set at $p < 0.05$.

RESEARCH CONDUCTED AS A SURVEY

4.1 Survey Administration

The final survey instrument comprised 25 items, organized into the five dimensions. Students completed the survey during a designated class period, taking approximately 20 minutes. Instructions emphasized honest responses and confidentiality.

4.2 Sample Demographics

- **Grade Distribution:** Grade 9 (150), Grade 10 (150), Grade 11 (150), Grade 12 (150).
- **Gender:** Female (53%), Male (47%).
- **Socioeconomic Background:** Estimated via self-report: Low (20%), Middle (60%), High (20%).

4.3 Ethical Considerations

Participation was voluntary; data were anonymized. The study received approval from the District Research Ethics Board.

RESULTS

5.1 Descriptive Findings

Dimension	Mean (M)	SD	Rank
Interpersonal Rapport	4.21	0.57	1
Instructional Clarity	4.05	0.63	2
Subject-Matter Expertise	3.98	0.65	3
Classroom Management	3.85	0.71	4

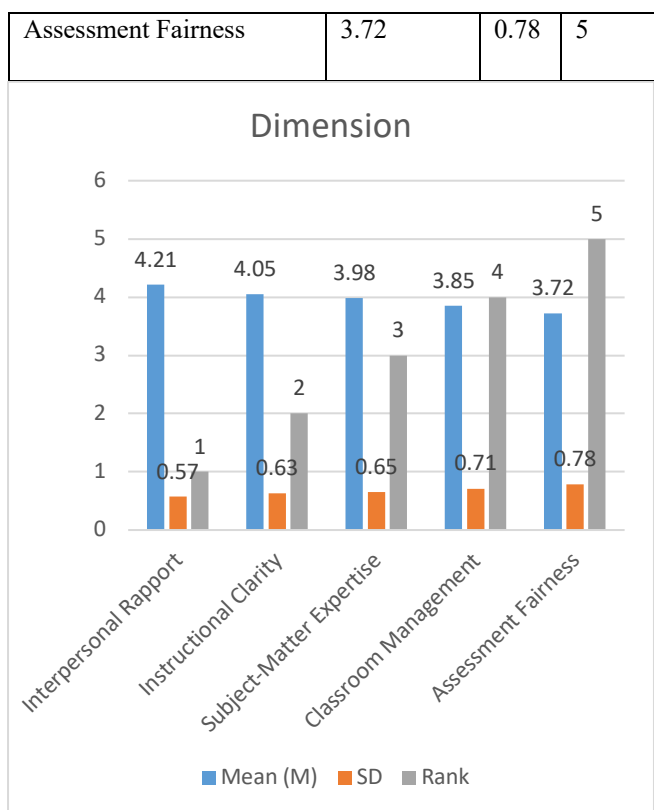


Fig.3

Students rated teachers highest on interpersonal rapport, suggesting the importance of supportive relationships in high school settings. Assessment fairness received the lowest mean, indicating room for improvement in grading transparency.

5.2 Differences by Grade Level

One-way ANOVA revealed significant grade differences for assessment fairness ($F(3,596)=4.32$, $p=0.005$) and classroom management ($F(3,596)=3.87$, $p=0.009$). Post-hoc tests (Tukey's HSD) indicated that Grade 12 students rated assessment fairness lower than Grade 9 ($p=0.004$).

5.3 Gender Comparisons

Independent-samples t-tests showed that female students rated interpersonal rapport higher ($M=4.28$) than male students ($M=4.13$), $t(598)=2.93$, $p=0.003$. No other dimensions exhibited significant gender differences.

5.4 Correlational Analysis

Pearson's correlations indicated moderate positive associations between instructional clarity and subject-matter expertise ($r=0.62$, $p<0.001$), suggesting that clear instruction may be perceived as a function of expertise.

CONCLUSION

This study highlights that high school students perceive teacher effectiveness primarily through the lens of interpersonal rapport and instructional clarity. Lower ratings in assessment fairness underscore a critical area for pedagogical improvement. Grade-level and gender differences reveal that senior students and female learners hold distinct expectations, pointing to the need for differentiated approaches in teacher development programs.

Implications

- **Professional Development:** Training should emphasize equitable assessment practices and relationship-building strategies.
- **Policy:** School leaders should incorporate student feedback mechanisms into teacher evaluations to capture these perceptual dimensions.
- **Practice:** Teachers might adopt transparent grading rubrics and foster open communication channels to address fairness concerns.

LIMITATIONS AND FUTURE RESEARCH

Limitations include reliance on self-report data and cross-sectional design, which precludes causal inference. Future studies could employ longitudinal designs and mixed-methods approaches to explore how perceptions evolve over time and the qualitative drivers behind survey ratings.

In sum, centering student perceptions offers a rich, complementary perspective on teacher effectiveness and presents actionable pathways to enhance teaching quality in high school environments.

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