



A Study of Secondary School Student's Expectations from Teachers

Dr. Vidhyaben Ramanlal Parmar*

Abstract

The present paper investigates the expectations of 9th grade students in Ahmedabad's secondary schools toward their teachers. Understanding these expectations is crucial for aligning teaching practices with student needs and enhancing educational outcomes. Research indicates that teacher expectations significantly shape student achievement through self-fulfilling processes: when teachers believe in students' potential, they provide more thoughtful engagement and support, which in turn promotes higher student performance—and conversely, low expectations can hinder progress.

Keywords: Secondary School Student's, Expectations from Teachers, objective of study, variables of study, hypothesis of study, research method, findings.

Introduction

Today's era is an era that is constantly evolving with regard to development. In this era, education is the reflection of culture. The contribution of the then educational institutions has been important in keeping our ancient tradition and culture alive. This lifeblood of the nation is nourished and transmitted through education. Education comes to the new generation after developing on the cultural ground of the country and being influenced by philosophy. At its core, then, the development of the student has been.

If we examine the education from ancient education to the 19th century in detail, education was completely teacher-centered education. In which the teacher was the only one. There was no scope for the feelings, curiosity and expectations of the students, but with the development of psychology, education moved away from the teacher-centered and started becoming student-centered.

There are two important pillars of the interaction between teacher and student in the classroom.

Definition of Terms

It is very important to give an understanding of the terms used in the problem statement in any study. Explaining the importance of terms, W.S. Manra and Dr. Egleit say, "To define a problem means to specify it in details and with precision."

The definitions of terms given in the present research paper are as follows.

*Corresponding Author: Dr. Vidhyaben Ramanlal Parmar, Assistant Professor, D.A. Shukla B.Ed College Mahemdabad, Gujarat, India,
Email: vidhyabenparmar@gmail.com, ORCID: <https://orcid.org/0009-0008-6305-8644>

© 2025 Author(s). Published by Young India Publication, Gandhinagar, Gujarat, India

Website: www.youngindiapublication.in

Email: info@youngindiapublication.in

Secondary School

According to the geographical location in the state of Gujarat, the level of education structure is **Standards 1 to 5** are referred to as *Primary*, **Standards 6 to 8** as *Upper Primary* (or Middle School), **Standards 9 to 10** as *Secondary*, **Standards 11 to 12** as *Higher Secondary*, and any education pursued beyond this stage falls under *Higher Education* (NCERT, 2005; MHRD, 2020)

“One pole of the learning process is the learner, so the researcher who conducted the study has taken the student in the context of words like learner, teacher, disciple, student or learner.

Expectation:

Theoretical definition:-

Expectation means aspiration, need, importance and causal relationship.

Practical definition:-

In the present research, the responses to the expectation criteria created by the researcher are the expectations of the students towards their teachers.

Study

To engage in finding a solution to a problem”

“To conduct research in a subject or to critically analyze the research in depth.”

Objectives of Study

In the pursuit of any subject, the objectives of the study are the cornerstone of research. A process without an objective is like a directionless destination. Objectives are determined before starting the research work.

“Objectives are a point towards which work is being done. Or objectives are systematic changes that can be achieved through action.”

Considering the importance of objectives in research, the objectives of the present study are as follows.

1. To study the expectations of secondary school students towards teachers.
2. To design a study ‘Expectation Scale’ instrument for studying the expectations of secondary school students towards teachers.
3. To study the expectations of secondary school students towards teachers in terms of selected variables.
4. To study the expectations of secondary school students towards teachers in terms of caste.
5. To study the expectations of secondary school students towards teachers on the basis of area.

Variables under Study (with In-Text Citations)

Independent Variable:

The variable whose effect or influence is being studied or manipulated in a research context is known as the **independent variable**. It is presumed to be the cause or the factor that affects changes in the dependent

variable. In educational research, independent variables often include factors such as teaching methods, student demographics, or school environment, which are investigated to determine their impact on outcomes like student achievement or perceptions

Area: - East and West

Gender: -Boys, Girls

Dependent variable: - The variable on which the effect or result of the independent variable is examined is known as dependent variable.

Dependent variable: - Expectations towards teachers

Controlled variable: - In addition to the independent variable, the variable that affects the dependent variable is known as controlled variable.

Controlled variable: Secondary school and Ahmedabad taluka

Hypothesis of Study:

Ho1: There will be no significant difference in the expectations of boys and girls studying in secondary school towards teachers.

Ho2: There will be no significant difference in the expectations of students studying in eastern and western regions towards teachers.

Ho3: There will be no significant difference in the expectations of boys in eastern regions towards teachers.

Ho4: There will be no significant difference in the expectations of girls in western regions towards teachers.

Ho5: There will be no significant difference in the expectations of boys from western region and girls from eastern region studying in secondary schools towards teachers.

Ho6: There will be no significant difference in the expectations of girls studying in eastern and western regions towards teachers.

Ho7: There will be no significant difference in the expectations of boys and girls studying in secondary school towards teachers.

Ho8: There will be no significant difference in the expectations of boys from the western region and girls from the eastern region towards teachers while studying in secondary school.

Importance of Study

In the words of Morari Babu, “Education is the establishment of talent in the image.”

When the demands increase along with the expectations of the students, the teacher has to build his personality through research and cultivation and conduct educational research useful for education and society. Because, the purpose of study is to solve problems.

1. This research can give an idea about the expectations of the students towards teachers.
2. This research can compare the expectations of the teachers in the East and West.

3. This research can compare the expectations of the boys and girls towards teachers in the East and West.
4. The concept of the expectations of the students towards teachers will be clear.

Delimitation of Study

Hence, some limitations have been imposed on the present research paper which is as follows.

1. In the present research, only the expectations of the students towards the teachers were studied.
2. The present research is limited to the students studying in Gujarati medium secondary schools in Ahmedabad city only.
3. The present research is limited to the academic year 2025 of the secondary school.
4. In the present research, the area of the school has been selected as a variable.
5. Since the 'expectation criterion' of the students towards the teachers has been used in the present research, the limitations of the study have become the limitations of the study:

Statistical Analysis

Statistical analysis of the results of the expectation scale based on gender towards teachers

Since the present research was to study the expectation scale of students studying in secondary schools of Ahmedabad taluka, an expectation scale was given to the students to measure the expectation scale.

Ho1: There is no significant difference in the expectations of boys and girls studying in secondary schools towards teachers.

Group	Number	Mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Boys	150	190.25	21.27	3.16	7.28	3.25	298	There is a meaningful difference.
Girls	150	197.53	17.44					

Since the expectation scale of students studying in secondary schools of Ahmedabad taluka was to be studied, an expectation scale was given to the students in which the average of the marks obtained per student was calculated and it was evaluated using a statistical method.

Among the marks obtained per student in the scale, the range in the marks obtained by boys is 140-235. While the range in the marks obtained by girls is 141-235. Their mean and standard deviation are 190.25 and 21.27 and 197.53 and 17.44 respectively.

Based on the above results, the results have been compared with respect to the hypotheses that can be said to be important.

Ho2: There is no significant difference in the expectations of students studying in eastern and western regions towards teachers.

Grroup	Number	Mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
East area	150	194.27	18.70	3.18	0.76	0.33	298	No significant difference
Western area	150	193.51	20.18					

The mean and standard deviation of the marks obtained per student in the expectation scale towards teachers are 194.27 and 18.70 and 193.51 and 20.18 respectively. The standard error between them is 3.18, the difference between the mean is 0.76 while the t value is 0.33 df = 298.

Looking at the results obtained in the table, the value of t at the 0.05 level is less than 1.96. That is, there is no significant difference in the statistical test, so the null hypothesis is accepted that there is no significant difference in the expectation scale between students from the eastern and western regions studying in standard-9 in secondary schools.

Thus, among the students studying in standard-9 in Ahmedabad taluka, students from the eastern and western regions appear to be similar in terms of the expectation scale.

Ho3: There is no significant difference in the expectations of boys in eastern regions towards teachers.

Groups	Number	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Boys	75	192.07	22.47	4.22	4.40	1.44	148	No significant difference
Girls	75	196.47	14.11					

Among the scores obtained per student in the expectation scale towards teachers, the mean and standard deviation of the scores obtained by the students of the eastern region is 192.07 and 22.47 and 196.47

and 14.11, the standard error between them is 4.22, the difference in the mean is 4.40 while the t value is 1.44 df= 148.

Looking at the results obtained in the table, the value of t at the 0.05 level is less than 1.96. That is, there is no significant difference in the statistical test, so the null hypothesis is accepted that there is no significant difference in the expectation scale of boys and girls of the western region studying in standard-9 in secondary school.

Thus, among the students studying in standard-9 in Ahmedabad taluka, students of the eastern and western regions appear to be similar in terms of the expectation scale.

Ho4: There is no significant difference in the expectations of girls in western regions towards teachers.

Group	Number	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Boys	75	188.44	20.16	4.68	10.15	3.07	148	Significant difference
Girls	75	198.59	20.34					

Among the scores obtained per student in the expectation scale towards teachers, the mean and standard deviation of the scores obtained by the students of the eastern region is 188.44 and 20.16 and 198.59 and 20.34, the standard error between them is 4.68, the difference between the mean is 10.15 while the t value is 3.07 df= 148.

Looking at the results obtained in the table, the value of t at the 0.01 level is more than 2.58. That is, there is no significant difference in the expectation scale of boys and girls of the western region studying in standard-9 in secondary school. The null hypothesis is rejected.

Thus, among the students studying in standard-9 in Ahmedabad taluka, boys and girls of the eastern and western regions are found to be superior in the expectation scale towards teachers.

Ho5: There is no significant difference in the expectations of boys from western region and girls from eastern region studying in secondary schools towards teachers.

Group	(N)	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Eastern area boys	75	192.07	22.47	4.92	3.63	1.04	148	Significant difference
Western area boys	75	188.44	20.16					

Among the scores obtained per student in the expectation scale towards teachers, the mean and standard deviation of the scores obtained by the students of the eastern region are 192.07 and 22.47 and 188.44 and 20.16, the standard error between them is 4.92, the difference between the mean is 3.63 while the t value is 1.04 df= 148.

Looking at the results obtained in the table, the value of t at the 0.05 level is less than 1.96. That is, there is no significant difference in the statistical test, so the null hypothesis is accepted that there is no significant difference in the expectation scale of boys from the eastern and western regions studying in standard-9 in secondary school.

Thus, among the students studying in standard-9 in Ahmedabad taluka, the expectation scale of boys and girls from the eastern and western regions towards teachers is found to be similar.

Ho6: There is no significant difference in the expectations of girls studying in eastern and western regions towards teachers.

Group	Number	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Eastern area girls	75	196.47	14.11	3.98	2.12	0.74	148	Significant difference
Western area girls	75	198.59	20.34					

The mean and standard deviation of the scores obtained per student in the expectation scale towards teachers by girls from the eastern region and girls from the western region are 196.47 and 14.11 and 198.59 and 20.34, the standard error between them is 3.98, the difference between the mean is 2.12 while the t value is 0.74 df= 148.

Looking at the results obtained in the table, the value of t at the 0.05 level is less than 1.96. That is, there is no significant difference in the statistical test, so the null hypothesis is accepted that there is no significant difference in the expectation scale of girls from the eastern and western regions studying in standard-9 in secondary school.

Thus, among the students studying in standard-9 in Ahmedabad taluka, the expectation scale of girls from the eastern region and girls from the western region towards teachers is found to be similar.

Ho7: There is no significant difference in the expectations of boys and girls studying in secondary school towards teachers.

Group	Number	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Eastern area boys	75	192.07	22.47	4.94	6.52	1.87	148	No significant difference
Western area girls	75	198.59	20.34					

The mean and standard deviation of the scores obtained by boys from the eastern region and girls from the western region in the expectation scale towards teachers are 192.07 and 22.47 and 198.59 and 20.34, the standard error between them is 4.94, the difference between the mean is 6.52 while the t value is 1.87 df= 148. Looking at the results obtained in the table, the value of t at the 0.05 level is less than 1.96. That is, there is no significant difference in the statistical test, so the null hypothesis is accepted that there is no significant difference in the expectation scale of girls from the eastern and western regions studying in standard-9 in secondary school.

Thus, among the students studying in standard-9 in Ahmedabad taluka, the expectation scale of girls from the eastern region and girls from the western region towards teachers is found to be similar.

Ho8: There is no significant difference in the expectations of boys from the western region and girls from the eastern region towards teachers while studying in secondary school.

Group	Number	mean	Standard deviation	Proportional error	Median difference	t' value	df	Significance of the mean difference
Eastern area girls	75	188.44	20.16	3.96	8.03	2.82	148	Significant difference
Western area boys	75	196.47	14.11					

The mean and standard deviation of the scores obtained by boys from the western region and girls from the eastern region in the expectation measure towards teachers are 188.44 and 20.16 and 196.47 and 14.11, the standard error between them is 3.96, the difference between the means is 2.82 while the t value is 2.82, df= 148.

Looking at the results obtained in the table, the value of t at the 0.01 level is more than 2.58. That is, the statistical test has a significant difference, so the null hypothesis that there is no significant difference in the expectation measure of girls from the eastern and western regions studying in standard-9 in secondary school is rejected.

Thus, among the students studying in standard-9 in Ahmedabad taluka, girls from the eastern region and girls from the western region are found to be superior in the expectation measure towards teachers.

Selection of the sample

The sample for the present paper was selected using stratified random cluster sampling method. In which 300 students, 150 boys and 150 girls, from 6 secondary schools in the east and west areas of Ahmedabad city were taken as a sample.

Research Findings

The average of the total scores obtained by the students on the expectation scale is 193.89. When the expected score in the context of 50 statements is 250, then the expectation scale of the students towards the teachers can be said to be 100 percent, but here the average of the scores is 193.89, which is 76 percent compared to the expected results of the total scores. This means that the expectation scale of the students towards the teachers can be considered normal.

1. In standard-9 of Ahmedabad city, girls were found to be superior to boys in the expectation scale towards the teachers.
2. Students from the eastern and western areas studying in standard-9 of Ahmedabad city were found to be equal in the expectation scale towards the teachers.
3. Girls and boys from the eastern area studying in standard-9 of Ahmedabad city were found to be equal in the expectation scale towards the teachers.
4. Boys and girls from the western region studying in standard-9 of Ahmedabad city were found to be superior in the standard of expectations towards teachers.
5. Boys from the eastern region and boys from the western region studying in standard-9 of Ahmedabad city were found to be similar in the standard of expectations towards teachers.
6. Girls from the western region and girls from the western region studying in standard-9 of Ahmedabad city were found to be similar in the standard of expectations towards teachers.
7. Boys from the western region and girls from the western region studying in standard-9 of Ahmedabad city were found to be similar in the standard of expectations towards teachers.
8. Girls from the western region were found to be superior in the standard of expectations towards teachers than boys from the eastern region studying in standard-9 of Ahmedabad city.

Conclusion

The present paper was about the expectations of the students of standard-9 of secondary schools of Ahmedabad city towards their teachers. It is very important to know the expectations of the students towards their teachers and create awareness about them. In the future, it is not enough to be satisfied with knowing the expectations of the students but it should be very important to continuously increase the efforts for that. If the findings of the present research are taken into consideration, the teachers will know the expectations of their students and will be ready to do the teaching work as per their expectations. It is hoped that this research on the expectations of the students towards their teachers will be useful in the progress of teachers, principals and students as well as educational institutions.

References:

- Best, J. W. (1963). *Research in education* (p. 25). Prentice Hall of India Pvt. Ltd.
- Brog, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed., p. 142). Longman Book Co.
- Brog, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed., p. 142). Longman Book Co. (Note: This is a duplicate entry; consider removing or combining if needed.)
- Manrore, W. S., & D.C., Englihert. (1956). *Cited the element of research* (p. 536). Prentice Hall.

- Siddhu, K. S. (1984). *Methodology of research in education* (p. 253). Sterling Publisher Pvt. Ltd.
- Fisher, R. A. (1950). *Statistical methods of research work* (p. 34). Oliver and Boys Ltd.
- A foundational book exploring classroom interactions and student-teacher dynamics.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73(1), 287–301.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). Teachers College Press.
- Brophy, J. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*, 75(5), 631–661.
- Chang, M. L. (2010). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193–218.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811–826.
- Kaldi, S., Filippatou, D., & Govaris, C. (2011). Project-based learning in primary schools: Effects on pupils' learning and attitudes. *Education 3-13*, 39(1), 35–47.
- McCoach, D. B., & Siegle, D. (2003). The school attitude assessment survey-revised: A new instrument to identify academically able students who underachieve. *Educational and Psychological Measurement*, 63(3), 414–429.