



ISSN 2278-0197

International Journal Of Advanced Research
www.journalijar.com

A CrossRef Indexed Journal

Impact Factor: 6.118
CrossRef DOI
10.21474/IJAR01

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This is Certify that

Prof./Dr./Mr./Miss Anjali Kumari, Dr. Sambit Kumar Padhi has contributed a paper as author / Co-author to title A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO CERTAIN DEMOGRAPHIC VARIABLES and has got published in Vol 2, Issue 12, December 2014. The Editor in chief and the Editorial Board appreciate the intellectual contribution of the author / Co-author.



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International Journal of Advanced Research
(IJAR)

ISSN 2320-5407 A CrossRef Indexed Journal



ISSN NO. 2320-5407

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Paper Submission: 10 June 2019

Author Notification: 7 to 10 days

Journal Publication: 30 June 2019

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ISSN NO. 2320-5407

Journal homepage: <http://www.journalijar.com>INTERNATIONAL JOURNAL
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RESEARCH ARTICLE

A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL
TEACHERS WITH REFERENCE TO CERTAIN DEMOGRAPHIC VARIABLESAnjali Kumari¹, Dr. Sambit Kumar Padhi²

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Manuscript Info

Manuscript History:

Received: xxxxxxxx
 Final Accepted: xxxxxxxxxxxxxxxx
 Published Online: xxxxxxxxxxxxxx

Key words:
 Teacher effectiveness, Gender, Types
 of habitation.

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Abstract

The present study was undertaken to find out the effectiveness of secondary school teachers. The study also aimed to find out whether gender and types of habitation influenced their effectiveness. Descriptive survey method was adopted for the study. A total of 200 secondary school teachers were included in the study. Stratified random sampling technique was used for sample selection. 100 teachers working in schools of rural area and 100 teachers working in schools of urban area were selected. Care has been taken to select equal number of male and female teachers i.e. 100 from each. Teacher effectiveness scale was used for data collection. The collected data were analyzed by employing statistical techniques like mean, standard deviation, t-test and ANOVA. Result revealed that there was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender, however significant difference was found with respect to their habitation. It was also found that gender does not put significant effect but types of habitation puts significant effects on teacher effectiveness as per as interaction effect of gender and types of habitation is concerned it puts significant effect on the teacher effectiveness.

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Introduction

It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. According to American Commission on Teacher Education (1974), "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers." Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure, library and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misinformed and indifferent to their responsibilities. "No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers" (S. Mathews). Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another.

A teacher is not only a custodian of a nation's values but is also an architect par excellence of new values. S. Radhakrishnan has remarked, "Teacher's place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning." The Secondary Education Commission (1952-53) has rightly said, "We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community." Teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. 'Successful' and 'Effective' are