




## COMPARISON OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS WITH RESPECT TO TEACHING EFFECTIVENESS AND ORGANIZATIONAL CLIMATE

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Abstract

The purpose of the study is to Comparison of Male and Female Secondary School Teachers with respect to Teaching Effectiveness and Organizational Climate. For the present study a total number of 160 secondary school teachers were selected by using random sampling technique. The findings revealed that; Male and female teachers do not differ significantly in respect of their Teaching Effectiveness. Male teachers having more effective teaching than female teachers. Male and female teachers do not differ significantly in respect of their perception towards organizational climate. Male teachers have better perception towards organizational climate than female teachers.

**Keywords:** *Gender Teaching, Secondary Teachers, Effectiveness, Organizational Climate.*



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## 1. INTRODUCTION

### 1.1. Teaching Effectiveness

Teacher effectiveness is an old concept to us. We have been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, and mastery over the subject matter, teacher characteristics and their interpersonal relations. Also these teacher excel in their other personality characteristics. They are said to be the best teachers/effective teachers. Some teachers who are least effective are inferior in respect of their roles, functions and their personality characteristics. Most effective and least effective teachers being the ends of continuum, is between these two ends meditatively effective teacher lie.

As per the dictionary of education (**Good and Market 1959**) definition of teacher efficiency is "The

degree of success of a teacher in promoting instructional and other duties specified in his contract and demand by the nature of his position".

It can also be defined as "Effective teaching is that which contributes to the growth of pupil's education is designed to develop in the pupils certain knowledge, skills, attitudes and appreciations". **Beck (2005)** identifies "twelve potential sources of evidence of teaching effectiveness. " These include

- Students rating (such as Student Evaluations of Teaching)
- Peer reviews;
- Self-reviews;
- Videos of practice;
- Interviews with student;
- Alumni, employer and administrator ratings;
- Teaching awards and scholarship;
- Learning outcome measures; and
- Maintenance of teaching portfolios.



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## RESEARCH ARTICLE

# A STUDY OF THE EFFECTIVENESS OF CO-OPERATIVE LEARNING STRATEGIES ON PROFESSIONAL SKILLS OF B.ED STUDENTS

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#### \*Corresponding author:

Prof Sunil S Patil

### ABSTRACT

Education is a lifelong process. It starts at the birth and continue till the death. India has seen various era of education right from Vedic education system up to the post independent period. In the start the education system was totally teacher centered. Whatever teachers taught was considered as an ultimate truth and reality. Teacher centered learning is not sufficient to fulfil the requirement of education hence there is a need of strategies based on the student centered approach. Cooperative learning is one of the teaching techniques where student's involvement in teaching learning process has given importance. Cooperative learning strategies are based on social constructivism which is one of the main stream of constructivism. In this concept students works in a small group and collectively for better learning. Students get the chance for the active participation than the passive listener like in traditional teaching methods. If teachers are developed allroundly in their life directly it would help the students to develop their personality and help them in their future careers. Right from the ancient education system more stress was given on the cognitive development of the students and emotional development has been totally ignored as our curriculum is mainly based on intellectual development of the child. Hence it is a need of today to strengthen the emotional intelligence of the students and it would be possible if we introduce new strategies of cooperative learning the curriculum. The success of teaching is depends upon the required professional skills. Cooperative learning can help the teacher training students to improve their professional skills.

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## INTRODUCTION

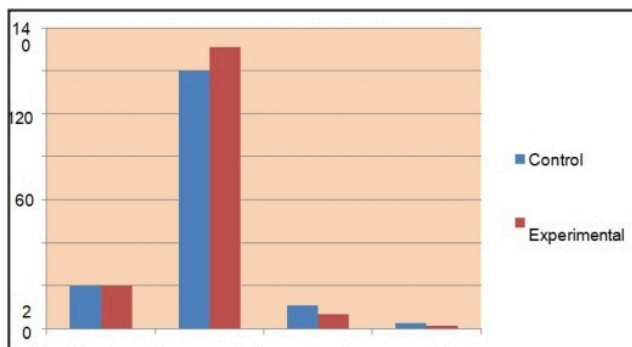
Education is a lifelong process. It starts at the birth and continue till the death. India has seen various era of education right from Vedic education system up to the post independent period. In the start the education system was totally teacher centered. Whatever teachers taught was considered as an ultimate truth and reality. Student's involvement was less in the teaching learning process. As period changed involvement of students and their active participation was appreciated by the various educationist of our country, Teacher and students are two inseparable poles of education system of our country and lots of efforts were made to introduce the curricula where student's participation had given importance. The great educationists of our country had stated the importance of education for the development of overall personality.

If we observed the today's scenario of the education. We can say the teacher centred teaching is still practiced in the majority of educational institute and spoon feeding type of learning is going on. Only intellectual level of the students is being strengthened and instead of overall development of personality education has become the medium to earn the bread and butter. There is no scope for the development of emotional intelligence and required professional skills in the students. Free and compulsory education for all children up to 14 age of 14 years is the constitutional commitment in our country and to achieve this number of teachers both at the primary and secondary level of education overtime has increased many folds. Kothari commission (1964) stated that "Nothing is more important than securing a sufficient supply of high quality of recruits of the teaching profession providing them with the best possible profession preparation and creating satisfactory conditions of work in which they can be fully effective"



Statistical comparison of mean, S.D. and S.E of scores of professional skills of control and experimental group B.Ed. students of area after teaching by using lecture method and co-operative learning strategies. Graphical comparison of mean, S.D. and S.E. of scores of control and experimental group B.Ed. students of area in the study of effectiveness of lecture method and co-operative learning strategies on the development of their professional skills

Particulars	Control	Experimental
No. of students (N)	40	40
Mean (M)	119.60	125.75
Standard Deviation ( $\sigma$ )	10.36	10.05
S.E.( $\sigma_M$ )	1.64	1.59



**Graph 4.2. Showing the difference in the effectiveness of lecture method on the development of Emotional Intelligence of B.Ed students**

Statistical comparison of mean, S.D. and S.E. of scores of professional skills of control and experimental B.Ed. students after teaching by using lecture method and co-operative learning strategies. Graphical comparison of mean, S.D. and S.E. of scores of control and experimental group B.Ed. students the study of effectiveness of lecture method and co-operative learning strategies on the development of their professional skills.

\*\*\*\*\*

## CONCLUSION

Cooperative learning also provides the same condition for learning where students interact with each other and observe behaviour of each other. Previous researchers have found that, cooperative learning was seen more effective on social skills of individuals. Cooperative learning has significantly positive effect on social skills. Shekarey (2012) had also discussed the effects of cooperative learning on development of social skills and found the same results as found by Ebrahim.

The present research study supported some of the past studies and contradicted with some. The result of the present study shows that, co-operative learning has benefits at three levels i.e. professional, psychological and social. These conclusions are consistent with the inferences of Johnson. According to him, cooperation enhances considerably greater effort to achieve than does competitive or individualistic efforts

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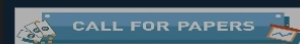
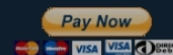
## A study of the effectiveness of co-operative learning strategies on professional skills of B.Ed students

Author: Prof. Sunil S Patil

Subject Area: Physical Sciences and Engineering

**Abstract:**

Education is a lifelong process. It starts at the birth and continue till the death. India has seen various era of education right from Vedic education system up to the post independent period. In the start the education system was totally teacher centered. Whatever teachers taught was considered as an ultimate truth and reality. Teacher centered learning is not sufficient to fulfil the requirement of education hence there is a need of strategies based on the student centered approach. Cooperative learning is one of the teaching techniques where student's involvement in teaching learning process has given importance. Cooperative learning strategies are based on social constructivism which is one of the main stream of constructivism. In this concept students works in a small group and collectively for better learning. Students get the chance for the active participation than the passive listener like in traditional teaching methods. If teachers are developed allroundly in their life directly it would help the students to develop their personality and help them in their future careers. Right from the ancient education system more stress was given on the cognitive development of the students and emotional development has been totally ignored as our curriculum is mainly based on intellectual development of the child. Hence it is a need of today to strengthen the emotional intelligence of the students and it would be possible if we introduce new strategies of cooperative learning the curriculum. The success of teaching is depends upon the required professional skills. Cooperative learning can help the teacher training students to improve their professional skills.

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**“THE EFFECT OF BLENDED LEARNING MODEL ON STUDENT TEACHERS’  
ACADEMIC ACHIEVEMENT”**

**Shri. P. D. Multani**

(Assistant Professor)

B.L.D.E.A’s

JSS College of Education, PG Studies in Education and Research Centre, Vijayapur

**Abstract.** The purpose of this research was to determine the effect of blended learning model on student teachers academic achievement. This study used experimental research method with randomized control group pretest-posttest design. The study was carried out with 63 student teachers’ attending educational technology course, where 31 of whom were in the experimental group and 32 of whom were in the control group. In the experimental group, teacher used blended learning as instructional model, while in the control group, the course was taught based on traditional teaching model. Data collected from the result of learning objective test with 35 questions. The research showed that the learning result of experimental group is higher than the learning result of control group. Based on the result of this research, it can be concluded that the blended learning model contributed more to the student teachers’ academic achievement.

**Keywords:** blended learning, instructional model, academic achievement

## **1 Introduction**

Instructional model is an important component that can affect the effectiveness and efficiency of teaching and learning process. An instructional model serves a good master plan for teaching. Besides, it is also a conceptual framework which describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for the teachers in planning and implementing learning activities. To implement an instructional model, the teachers provide various learning aspects to achieve learning objectives. Furthermore, instructional model encourages student teachers’ to get involve in teaching and learning process. By doing that, student centered learning can be realized.

The rapid development of Information and Communication Technology (ICT) gives different views in the learning process. Conventional or traditional learning is no longer used by the teacher. The teachers are required to use a variety of methods that provide more opportunities to learn by utilizing various

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The aim of recent study was to determine the effect of blended learning model on student teachers' academic achievement. The scores obtained from the learning objective test that applied to the experimental and control group were compared. There is a difference to the learning outcomes of students, where the average learning results of experimental group is higher than control group. The other finding was found that there is a significant increment in student teachers' learning outcomes on Educational technology subjects after using blended learning. Based on the research finding, revealed that the blended learning model contributed more to students' academic achievement than traditional learning model. Blended learning can be used as an alternative learning model for teachers in order to support students' learning achievement. To implement this model, teachers should develop their computer and internet literacy rate. College has the important rule to provide training or workshop for the teacher educators in applying this model. This research is still limited to Educational Technology subject, it is hoped that further research will be conducted for other courses and also it is suggested to give a concern about how to blend professionally between face to face and online instruction.

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Page | 5

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PP - 376-383

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PAGE NO:- 1-16

DOI:- 10.36896/CMJ2024.V9I2.24.21346

2.TITLE:- SMART SHOES FOR BLIND PERSON

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PAGE NO:- 17-20

DOI:- 10.36896/CMJ2024.V9I2.24.21347

3.TITLE:- OPTIMIZATION OF QUEUE CLEARANCE FOR DUDHESHWAR 3-LEG AND DAFNALA 4-LEG INTERSECTION

AUTHOR:- Harshaketukumar M. Bodar, Mr. V.J. Chitaria

## Comparison of Male and Female Secondary School Teachers with respect to Teaching Effectiveness and Organizational Climate

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### ABSTRACT

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Dr. Bharati Y. Khasnis

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AUTHOR:- Harshaketukumar M. Bodar, Mr. V.J. Chitaria

## **“Development of Environment Awareness Ability Among Student Teachers”**

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### **ABSTRACT**

Teachers can play a significant role in making our environment pollution free by changing the attitude of students and society towards the environment. The Student teachers are the prospective teachers of the nation. So it is the time for the great concern for protection and preservation of natural resources which can only be possible if we have a right type of attitude towards proper awareness in the related matters. Teachers can bring awareness and attitude which can be possible through environmental education. The goal of environmental education in schools and colleges is to acquaint and sensitize the students towards environmental problems and concerns, to inculcate in them healthy personal and social attitude and behaviour towards environment. Hence, it is necessary to know how far the Student Teachers are aware about environment and environmental problems. A pilot study was carried out selecting 120 pupil teachers studying in teacher education colleges located at Vijayapur district. “Environmental pollution Attitude Scale” developed by Dr. M. Rajamanickam and “Environmental awareness ability measures (EAAM)” developed by Praveen Jha were used for the collection of data. The findings show that the female Student teachers were found to be more positive in their attitude towards environmental awareness than the Male pupil teachers.

**KEY TERMS:** Environmental Attitude, Environmental Awareness, Student Teachers.

### **INTRODUCTION**

Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism. Environment is a term that comprises all living and non-living things that occur on earth including all plants, animals, rocks, etc. and natural phenomena that occur within their boundaries. It further includes universal natural resources and physical phenomena that lack clear-cut boundaries, such as air, water and climate as well as energy, radiation, electric charge and magnetism, not originating from human activity. According to Boring, *“A person's environment consists of the sum total of the stimulation which he receives from his conception until his death.”* According to Paul Brooks, *“Environment is the combination of external physical conditions that affect and influence the growth, development and survival of organism.* The population explosion has worsened this situation. The people started exhausting the natural resources on one side and on the other creating pollution on the earth affecting the ecological balance in the ecosystem. Lack of environmental awareness regarding the preservation of the species and conservation of the forests are responsible for degradation of the environmental procurement at gross root level. If it continues, the human civilization will face disastrous



The study was conducted with the following delimitation:

1. The present study was delimited to Vijayapur district only.
2. The present study was delimited to Student teachers of teacher education colleges only.

### MAJOR FINDINGS OF THE STUDY

1. Majority of the Student teachers of the teacher education colleges were found to be aware about environmental pollution.
2. A significant difference was found between the male and female Student teachers with reference to the environmental awareness.
3. The female Student teachers" were found to be more aware than the male Student teachers" towards environmental problems.
4. The male pupil teachers" were found to be significantly more positive than female Student teachers" towards environmental pollution.

### CONCLUSIONS

There is no significance difference between the mean scores of environmental awareness of male and female Student teachers. Environment Education has great importance as our lives to a large extent depend on our response to emerging problems related to the environment. Male and female Student teachers have no similar environmental awareness ability. Female Student teachers" were found to be more aware towards the environmental issues than the male Student teachers.

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