



# Teaching Competency Of Prospective Teachers In Relation To Gender

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## ABSTRACT

The present investigation aimed to know the effect of Gender on Teaching Competency of perspective teachers. For the purpose a sample of 260 male and 240 female was selected from B.Ed. colleges of Bundelkhand University, Jhansi by using accidental technique of sample selection. In the present study the Ex-post-facto method of research was used. General Teaching Competency Scale constructed by Passi & Lalita was used to collect the data. The data were analyzed by the use of Mean, Standard Deviation and Critical Ratio test. Results revealed that the male and female prospective teachers differ significantly in the teaching competence. The female prospective teachers are found comparatively well in teaching competence than the male prospective teachers.

**Key Words** – Teaching Competency, Prospective Teachers, Gender

## 1. INTRODUCTION

Education plays a pivotal role in shaping the future of societies by nurturing young minds and preparing them to meet the challenges of an ever-evolving world. At the heart of this transformative process are teachers, who serve as the cornerstone of educational systems. The competence of teachers is a critical factor in determining the quality of education, and as such, the preparation and training of prospective teachers are of utmost importance. One of the intriguing dimensions that have garnered attention in recent years is the correlation between a teacher's biographical background and their teaching competency. This correlation examines how an individual's personal experiences, upbringing, cultural influences, and life journey may influence their effectiveness as educators.

Understanding the intricate interplay between biographical correlates and teaching competency is essential for educational institutions, policymakers, and teacher educators. It can lead to more targeted and effective teacher training programs, better recruitment strategies, and ultimately, improved educational outcomes for students. This exploration delves into the multifaceted nature of teaching competency and the myriad biographical factors that may shape it. As we embark on this journey of inquiry, we will unravel the intricate connections between a teacher's life story and their effectiveness in the classroom, shedding light on how biographical correlates can be harnessed to enhance teacher education and, in turn, benefit the learners and societies they serve.

## **2. REVIEW OF THE RELATED LITERATURE**

Chilambarasan (2011) had attempted to study the teaching competency of teacher trainees in Tamilnad, India. Research findings revealed that there is no significantly difference between B.Ed., Teachers trainees in their Teaching competency based on their gender, graduation and parental education. It is also found that maximum number of B.Ed., Teacher Trainees has higher level of teaching competency.

William Dharma Raja and Beulahbel Bency (2012) had investigated the Teaching competency of prospective teachers in relation to their Emotional Intelligence. Findings reveal that no significant correlation existed between emotional intelligence and teaching competency of prospective teachers. There was no significant difference in the teaching competency of prospective teachers with regard to Optional Subject, Type of School and Medium of instruction. There was significant difference in the teaching competency of prospective teachers with regard to educational Qualification-PG had more teaching competency than Educational Qualification-UG.

Vasanthi and Latha (2013) had carried out a study to determine the difference in teaching competency of student-teachers in relation to computer aptitude and their personality type. The result indicates that teaching competency of student-teachers is interrelated with computer aptitude and personality type. It was also found that there is a significant difference in the dimension of teaching competency viz. Planning, Conclusion, Evaluation and Managerial.

Zhu, et al., (2013) made a study on Core Competencies Related to Teachers' Innovative Teaching. The findings indicate that teachers' educational competency, social competency and technological competency were positively related to their innovative teaching performance.

Koksal and Necla (2013) conducted a study on competencies in Teacher Education: Pre-service Teachers' Perceptions about Competencies and Their Attitudes. The results showed a positive and meaningful relationship between general teaching competency perceptions and attitudes towards the profession.

Airworthy and Alsaleem (2014) made a study on the Efficiency of the University Teaching and Learning Training Program on Developing the Teaching Competencies of the Teaching Staff at Imam University. The results revealed that there were statistically significant differences between the performance of the training group before and after training, favoring to the post -observation. The study recommends adopting the UTL training program used to develop the teaching competencies of instructors in Saudi.

Chandrakant Borase (2014) conducted a study on secondary school teachers attitude towards new technology in teaching in relation to their competency of ICT. The conclusions were there was no significant difference in the secondary school teachers' attitude towards using new technology in teaching on the basis of gender. And also there was no significant difference in the secondary school teachers' competency of ICT on the basis of gender. But there was significant relationship between secondary school teachers' attitude towards using new technology in teaching and competency of ICT

Shanmugam, P. N. Lakshmi (2016) studied the differential aptitude and teaching competency of student teachers in Kancheepuram district. The sample consisted of 300 student teachers drawn by questionnaire through quota sampling technique from SRM School of Teacher Education and Research and Muthukumaran College of Education. It was found that student teachers having higher level of differential aptitude possessed greater teaching competency.

Srinivasan and Pugalenti (2019) measured the relationship between emotional maturity and teaching competency of prospective teachers. The findings of the study expose that there is no significant difference in emotional maturity of excepted teachers with regard to gender, there is no significant difference in teaching competency of prospective teachers with respect to gender, there is no significant difference between the mean scores in the emotional wisdom with the type of college and there is no significant difference between the mean scores in the teaching competency with kind of college.

The paper published by Bindusha and Bindu (2020) intended to understand the teaching competency of graduate level teacher trainees of Kerala. The result of the data revealed that there is no significant difference in the teaching competency level of graduate level teacher trainees in terms of locality and qualification of the trainees. In the case of type of management of the institution there is significant difference is seen in the level of teaching competency of graduate level teacher trainees.

### **3. NEED AND EMERGENCE OF THIS STUDY**

The study of teaching competency in relation to biographical correlates has emerged as a compelling area of research in the field of education due to several pressing needs and circumstances:

**Diverse Teaching Contexts:** Modern education systems operate in increasingly diverse and multicultural settings. As classrooms become more heterogeneous, the need to understand how a teacher's background and personal experiences may impact their teaching becomes evident. The emergence of this study is driven by the necessity to equip educators with the tools and insights to effectively navigate these diverse contexts.

**Quality Education:** The quality of education is a global concern. Policymakers and educators worldwide are committed to improving educational outcomes. To achieve this, there is a growing recognition that teacher quality plays a pivotal role. This study is vital in identifying factors that can contribute to better teacher preparation, selection, and development, ultimately leading to improved educational quality.

**Teacher Shortages:** Many regions face shortages of qualified teachers. Understanding the factors that contribute to an individual's teaching competency can help in recruiting and retaining suitable candidates for the teaching profession. By exploring biographical correlates, educational institutions and policymakers can identify potential educators who possess the right qualities to succeed in the classroom.

**Personalized Professional Development:** One-size-fits-all approaches to teacher education and professional development are increasingly seen as insufficient. The emergence of this study responds to the need for more personalized approaches that recognize and harness the unique biographical backgrounds of teachers. By tailoring training and support to individual needs, education systems can foster greater teacher efficacy.

**Teacher Well-Being:** Teaching is a demanding profession, and teacher burnout and attrition rates are significant concerns. Investigating the biographical factors that may contribute to teacher well-being and job satisfaction is a key motivation for this study. Understanding how personal experiences can affect teacher resilience and commitment is essential for teacher retention and long-term success.

**Research Advancements:** Advances in research methodologies and data analysis techniques have made it increasingly feasible to explore the complex relationship between biographical correlates and teaching competency. This emerging field benefits from a more nuanced understanding of human development, psychology, and sociology.

In conclusion, the need for this study is deeply rooted in the evolving landscape of education, which demands a more holistic understanding of teaching competency. By considering biographical correlates, this research seeks to provide valuable insights that can inform teacher preparation, professional development, and policy decisions, ultimately contributing to the enhancement of educational quality and the well-being of both teachers and students.

### **4. OBJECTIVE**

To Study the Teaching Competency of prospective teachers in relation to gender

## **5. HYPOTHESES**

1. The gender difference does not cause significant difference in the mean scores of the teaching competency and its various dimensions of male and female prospective teachers.
2. There is no significant difference in the planning skill of the teaching competency scores of male and female prospective teachers.
3. There is no significant difference in the presentation skills of the teaching competency of male and female prospective teachers.
4. There is no significant difference in the teaching competency pertaining to closing skills of male and female prospective teachers.
5. There is no significant difference in the teaching competency pertaining to evaluation skills of male and female prospective teachers.
6. There is no significant difference in the teaching competency pertaining to managerial skills of male and female prospective teachers.

## **METHODOLOGY**

### **6. SAMPLE**

A sample of 260 male and 240 female was selected from the total cluster of the prospective teachers of B.Ed. colleges of Bundelkhand University, Jhansi by using accidental technique of sample selection.

### **7. METHOD**

In the present study the Ex-post-facto method of research was used.

### **8. TOOLS**

General Teaching Competency Scale constructed by B.K. Passi and M.S. Lalita was used to measure teaching competency of prospective teachers.

### **9. STATISTICAL TECHNIQUES**

The data were analyzed by the use of Mean, Standard Deviation and Critical Ratio test.

### **10. RESULT AND DISCUSSION**

One of the objective of the study was “to study the teaching competency of male and female prospective teachers” the hypothesis in this context was that ‘The gender difference do not cause significant difference in the mean scores of the teaching competency and its various dimensions of male and female prospective teachers.’ To test this hypothesis, CR-test was applied. The difference of mean scores of male and female prospective teachers on various dimensions of teaching competency and as a whole was computed and is shown in the table given below –

**Table-1 : Mean, SD and CR Values of various dimensions of Teaching Competency Scores of male and female prospective teachers**

TEACHING COMPETENCY	GROUPS	N	M	SD	CR	df	P
PLANNING	MALE	260	19.65	4.07	1.10	498	>.05
	FEMALE	240	20.09	4.92			
PRESENTATION	MALE	260	54.73	9.82	2.63	498	<.01
	FEMALE	240	56.96	9.04			
CLOSING	MALE	260	9.86	2.05	1.09	498	>.05
	FEMALE	240	10.05	1.78			
EVALUATION	MALE	260	9.89	1.88	1.81	498	>.05
	FEMALE	240	10.20	1.87			
MANAGERIAL	MALE	260	10.00	2.04	1.36	498	>.05
	FEMALE	240	10.25	1.93			
TOTAL	MALE	260	104.14	17.01	2.29	498	<.05
	FEMALE	240	107.54	16.19			

The above table reveals that mean scores of female prospective teachers on planning skill of teaching competency is higher ( $M = 20.09$ ) than male prospective teachers ( $M = 19.65$ ). The computed 't' value is 1.10, which is not significant at desired level of confidence. Hence, the hypothesis that *"there is no significant difference in the planning skill of the teaching competency (planning skills) scores of male and female prospective teachers"* is accepted. It means both the groups of prospective teachers are equally good in planning skill of the teaching competency. The reason, both the group have got similar curricular and training experiences during their course of study in the teacher training institutions.

It is also evident from the table-1 that female prospective teachers have obtained higher mean score ( $M=56.96$ ) in comparison to male prospective teachers ( $M=54.73$ ) for presentation skills of teaching competency. The calculated 't' value is 2.63, which is significant at .01 level of significance. Thus the hypothesis *"there is no significant difference in the presentation skills of the teaching competency of male and female prospective teachers"* is rejected.

The rejection of null hypothesis in the favour of female prospective teachers indicates that the female teacher's trainees taking more pains in the effective presentation of the contents in the classroom.

It is obvious from table-1 that the 't' value for the difference in scores of the male and female prospective teachers related to the closing skills of teaching competency is 1.09, which is not significant at .05 acceptable level of confidence. Hence, the hypothesis that *"there is no significant difference in the teaching competency pertaining to closing skills of male and female prospective teachers"* is accepted.

It means that prospective teachers of both the sexes have more or less equal teaching competency with regard to closing skills. In other words, male and female prospective teachers have equal mastery over the closing skills. Probably, it may be due to the same training experiences which they have gained during the course of teacher training. Thus, the two groups have shown equal competencies in their teaching skills.



The mean value of the scores for evaluation skill of teaching competency of male and female prospective teachers are more or less same ( $M=9.89$  and  $M=10.10$  respectively). The calculated 't' value is found insignificant at the .05 accepted level of confidence. Hence, the fourth hypothesis that "*there is no significant difference between the teaching competency with regards to evaluation skills of male and female prospective teachers*" is accepted.

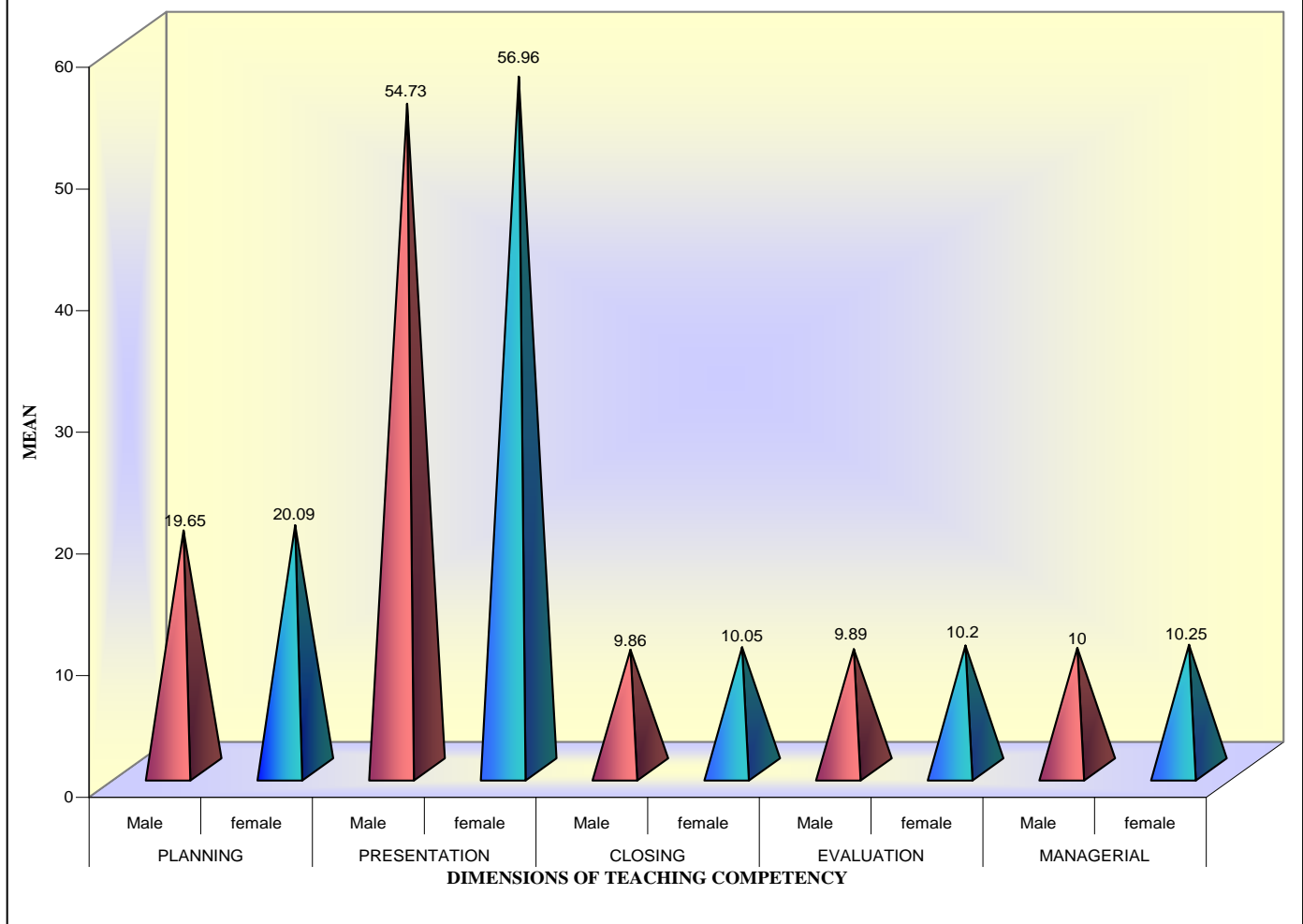
The obtained results indicate that the prospective teachers of both the sexes are equally competent in judging the performance of their students during class teaching. In other words, both male and female prospective teachers attend pupils' behaviour (verbal and non-verbal), ask questions for feedback or give them some text items to be answered in the class in similar fashion.

The female prospective teachers secured comparatively higher mean scores ( $M=10.25$ ) than male prospective teachers ( $M=10.00$ ) for managerial skills (Table 4.3.1.1). But the computed 't' value is 1.32 which is insignificant even at .05 accepted level of confidence. Thus, the hypothesis that "*there is no significant difference between the teaching competency (managerial skills) scores of male and female prospective teachers*" is accepted. This reflects that prospective teachers of both the sexes more or less have equal managerial skills related to teaching competency. It has an indication that the prospective teachers of both the sexes are managing various classroom activities like prompting of questions, use of audiovisual aids, use of more concrete, simple and interesting examples and illustration, etc. in equally effective manner. Therefore, it can be inferred that the male and female prospective teachers have equal command over the instructions and maintaining discipline in the classroom. Thus, the gender difference do not cause in maintaining classroom management.

It is obvious from Table-1 that the female prospective teachers have higher mean scores ( $M=107.54$ ) in comparison to male prospective teachers ( $M=104.14$ ). The computed 't' value is 2.29, which is significant at .05 level of confidence. Hence, the hypothesis that "*there is no significant difference between the teaching competency scores of male and female prospective teachers*" is rejected. Thus, the female prospective teachers are possessing higher teaching competency than their counterparts, i.e. male prospective teachers. The present finding is in support to the finding of **Biswas and Tinku (1995)** that female teachers are comparatively good in teaching effectiveness than the male prospective teachers

In brief, the analysis in relation to their teaching competency of male and female prospective teachers reflects that the two groups i.e. male and female prospective teachers differ significantly in the teaching competence. The female prospective teachers are found comparatively good in teaching competence than the male prospective teachers.

**Fig - 1** Diagram showing comparison between various dimensions of Teaching Competency scores of male and female prospective teachers



The analysis in relation to the different components of teaching competence reveals that female prospective teachers are found good in their presentation of the contents of teaching in the classroom and are quite successful in creating academic climate of the class. In other components of teaching competency i.e. the planning, closing, evaluation and managerial of the class, the two groups have no significant difference. Both male and female prospective teachers are found equally good in these four dimensions of the teaching competence.

## **11. IMPLICATIONS**

Implications of a study on the teaching competency of prospective teachers in relation to gender can provide valuable insights for educational institutions, policymakers, and teacher training programs. Here are some potential implications of the study's results:

**Tailored Teacher Training Programs:** The study's findings can inform teacher training programs to develop more tailored and effective training modules that address the unique needs and challenges faced by prospective male and female teachers. This might involve adjusting the curriculum, teaching methods, or support mechanisms to better align with the strengths and weaknesses identified in the study.

**Gender-Inclusive Pedagogy:** Schools and colleges can use the study's results to encourage the adoption of gender-inclusive pedagogy. This might involve promoting teaching strategies that create an inclusive classroom

environment, where both male and female students benefit from the varied teaching competencies of their instructors.

**Mentorship and Support:** Institutions can provide mentorship and support systems to help prospective teachers overcome any identified gender-specific challenges. For instance, if the study indicates that male teachers struggle with certain classroom management issues, mentorship programs can be designed to provide guidance and strategies for improvement.

**Recruitment Strategies:** Educational authorities can consider the study's findings when recruiting new teachers. If there is an underrepresentation of one gender in teaching, they can implement targeted recruitment efforts to address this imbalance, thereby promoting diversity in the profession.

**Professional Development:** The study's results can guide the development of ongoing professional development opportunities for teachers. These programs can focus on enhancing teaching competencies and addressing any gender-related disparities that emerge in the study.

**Research and Policy Initiatives:** Policymakers may use the study's findings to inform education policies aimed at promoting gender equity in the teaching profession. Research grants and initiatives can be established to explore further the specific challenges and opportunities faced by male and female teachers.

**Awareness and Sensitization:** The study's outcomes can raise awareness among educational stakeholders about the gender-related issues in teaching competency. Sensitization workshops and seminars can be organized to promote understanding and inclusivity within educational communities.

**Parent and Student Perception:** The study can lead to increased awareness among parents and students about the diverse teaching competencies that teachers of different genders bring to the classroom. This awareness can contribute to more positive attitudes and expectations regarding teachers of all genders.

**Monitoring and Evaluation:** Education institutions can implement regular monitoring and evaluation systems to track progress in addressing gender-related disparities in teaching competency. This can help ensure that the implications of the study are acted upon effectively over time.

**Continued Research:** The study can serve as a foundation for further research in the field of gender and teaching competency. Researchers can explore in more depth the factors that contribute to these competency differences and assess the long-term impact of interventions aimed at addressing them.

In conclusion, a study on teaching competency in relation to gender has the potential to influence various aspects of teacher training, educational policies, and practices. By implementing the above implications, educational institutions can work towards creating a more equitable and effective teaching profession that benefits both teachers and students regardless of their gender.



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