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The Gender Differences in Attitude Towards Skill-Based Teaching Among B.Ed. Trainees

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Abstract:

This paper examines the attitude of B.Ed. trainees towards the skill-based teaching approach in the context of teacher-education colleges in Chikkamagaluru district, Karnataka. The study is descriptive in nature and follows the normative survey method. A total of 120 B.Ed. trainees (60 males and 60 female) were administered a self-constructed 20-item Likert-type Attitude towards Skill-Based Teaching Scale (Cronbach's $\alpha=.57$). Since the male sub-group's scores departed from normality (Shapiro-Wilk $p=.005$) while the female sub-group's scores were normally distributed ($p=.408$), data were analyzed using the non-parametric Mann-Whitney U test with respect to gender. The results indicate that attitude towards skill-based teaching differed significantly by Gender ($U=1357.50$, $p=.020$), with female trainees reporting a significantly more favorable attitude than male trainees. Implications for skill-based curriculum implementation in teacher-education colleges are discussed.

Key Words: Skill-Based Teaching, B.Ed. Trainees, Attitude, Teacher Education.

I. INTRODUCTION:

Skill-based teaching is an instructional approach centered on the development of practical, transferable competencies - communication, problem-solving, digital literacy, critical thinking, and subject-specific pedagogical skills - rather than the transmission of content alone. In teacher education specifically, skill-based approaches are intended to prepare trainees not merely to know their subject but to teach it effectively, using activity-based, experiential, and learner-centered methods (Sharma & Jain, 2025).

The National Education Policy (NEP) 2020 explicitly calls for a shift towards experiential and skill-based learning across the Indian education system, with teacher-education institutions expected to model these very practices in how they train future teachers (Ministry of Education, 2020). Since B.Ed. trainees will themselves be responsible for implementing skill-based pedagogy in schools, their own attitude towards this approach - whether they view it as valuable, feasible, and central to good teaching, or as an additional burden - has direct implications for how effectively such reforms will be translated into classroom practice.

Research on B.Ed. trainees' professional attitudes has consistently used standardized instruments such as the Teacher Attitude Inventory (Ahluwalia) to assess attitudes towards teaching more broadly, generally finding that trainee attitudes are shaped by a combination of institutional environment and individual demographic characteristics. Sharma and Jain (2025), in their study on NEP 2020 and skill-based experiential learning, argue that a fundamental transformation in teacher-training pedagogy is required to align B.Ed. programmes with the policy's emphasis on competency-based, hands-on learning,

and highlight trainees' own attitude towards experiential methods as a key enabling factor in this transformation. Separately, studies of creative-teaching attitude among B.Ed. trainees using purpose-built attitude scales (Shukla, 2021) have found demographic variation in how favorably trainees view non-traditional, skill-oriented teaching methods, underscoring the value of examining such attitudes with respect to variables such as gender rather than assuming uniformity across the trainee population.

Microteaching and related skill-based training components have long been part of B.Ed. curricula, with research suggesting that structured skill-practice builds trainees' confidence and is generally well received across demographic groups (Sarsani & Ananthula, 2008). However, attitude towards skill-based teaching as a broader pedagogical philosophy - rather than any one specific skill-training exercise - has received comparatively less empirical attention, particularly in Karnataka's teacher-education institutions. The present study addresses this gap by examining B.Ed. trainees' attitude towards the skill-based teaching approach in Chikkamagaluru district.

1.1 Statement of the Problem:

The topic selected for the present investigation is “**The Gender Differences in Attitude Towards Skill-Based Teaching Among B.Ed. Trainees.**”

1.2 Objectives of the Study:

1. To assess the attitude of B.Ed. trainees towards the skill-based teaching approach.
2. To study the difference in attitude towards skill-based teaching approach between male and female B.Ed. trainees.

1.3 Hypotheses of the Study:

1. B.Ed. trainees possess a favorable attitude towards the skill-based teaching approach.
2. There is no significant difference in attitude towards skill-based teaching approach between male and female B.Ed. trainees.

II. METHODOLOGY:

2.1 Research Method:

The investigator employed the **Survey Method**, a method of collecting and analyzing data obtained from a representative sample of respondents through a structured and detailed questionnaire.

2.2 Population and Sample:

The population comprised B.Ed. trainees enrolled in NCTE-approved B.Ed. colleges affiliated to the concerned university within **Chikkamagaluru District**, Karnataka, including M.L.M.N College of Teacher Education and A.V.S. College of Education, Tarikere. **A sample of 120 B.Ed. trainees** (60 males and 60 female) was drawn for the present study.

2.3 Tool Used for Data Collection:

A **Self-Constructed 20-Item Attitude Towards Skill-Based Teaching Scale**, developed by the Investigator, was used to measure trainees' attitude towards the skill-based teaching approach. Responses were obtained on a five-point Likert scale (Strongly Disagree to Strongly Agree), yielding a possible total score range of 20 to 100, with a higher score indicating a more favorable attitude. The internal consistency reliability of the scale, computed using Cronbach's alpha on the present sample, was .57, indicating moderate reliability for a newly developed instrument.

2.4 Statistical Techniques:

The collected data were analyzed using the non-parametric Mann-Whitney U test, following normality testing (Shapiro-Wilk). The level of significance was fixed at the 0.05 level of confidence.

III. ANALYSIS AND INTERPRETATION OF DATA:

The data are analyzed by computing the overall mean and standard deviation to test Hypothesis 1, followed by the mean, standard deviation, and Mann-Whitney U test for the Gender-wise comparison to test Hypothesis 2, presented below along with graphical representation.

Table-1: Overall level of attitude towards Skill-Based Teaching among B.Ed. trainees

N	Mean	SD	Scale Midpoint	Possible Range
120	78.18	7.06	60.00	20-100

Table-1 shows that the overall mean attitude score of B.Ed. trainees towards the skill-based teaching approach is 78.18 (SD = 7.06), which is well above the scale midpoint of 60 on a possible range of 20 to 100. This indicates that B.Ed. trainees, on the whole, possess a favorable attitude towards the skill-based teaching approach. Hence, Hypothesis 1 is supported.

Table-2: Mann-Whitney test results - Attitude towards Skill-Based Teaching by Gender

Variable	Groups	N	Mean	SD	'U' value
Gender	Male	60	76.50	6.75	1357.50*
	Female	60	79.85	7.02	

Table-2 shows the number, mean, standard deviation, and Mann-Whitney U value of attitude towards skill-based teaching perceived by male and female B.Ed. trainees. The obtained U value of 1357.50 ($p = .020$) is significant at the 0.05 level of significance. Hence, the stated null hypothesis (Hypothesis 2) is rejected and an alternative **Hypothesis Is Accepted:** male and female B.Ed. trainees differ significantly in their attitude towards the skill-based teaching approach, with female trainees ($M = 79.85$) reporting a significantly more favorable attitude than male trainees ($M = 76.50$). This is a valuable finding in its own right, as it identifies a specific, actionable target for teacher-education institutions seeking to strengthen skill-based pedagogy adoption across their entire trainee population.

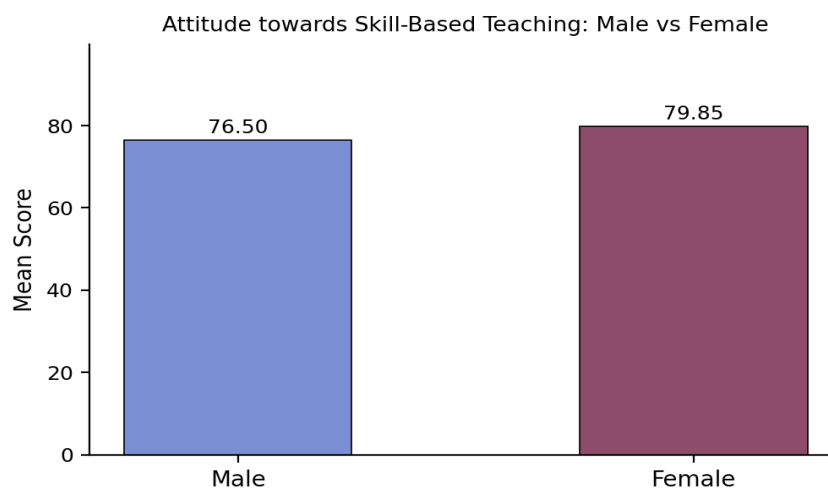


Fig.1: Bar graph showing comparison of mean attitude scores of male and female B.Ed. trainees towards skill-based teaching.

IV. DISCUSSION

The overall finding that B.Ed. trainees hold a favorable attitude towards skill-based teaching - well above the scale midpoint for both Genders - is a genuinely encouraging indicator for institutions implementing NEP 2020-aligned curricular reforms in Chikkamagaluru district. It suggests that the foundational groundwork for skill-based pedagogy adoption is already in place among the trainee population, rather than something that needs to be built from scratch.

The presence of a significant Gender difference adds a further, constructive layer of insight to this overall positive picture: while both male and female B.Ed. trainees are favorably disposed towards skill-based teaching, female trainees show a significantly stronger orientation towards it. This finding is consistent with the broader attitudinal literature on B.Ed. trainees, where female trainees have been found to report more favorable attitudes towards non-traditional or reflective pedagogical approaches (Shukla, 2021), and with research on gendered patterns of engagement with experiential and activity-based learning methods more generally. It also aligns with Sharma and Jain (2025), who note that the success of NEP 2020's skill-based, experiential learning agenda depends substantially on trainee-level receptiveness.

Rather than being a cause for concern, this significant difference is valuable precisely because it is actionable: it identifies male trainees as a specific, well-defined group who would benefit most from additional encouragement, modelling, or mentorship in skill-based methods. Institutions can use this finding to design targeted, efficient interventions rather than generic, undifferentiated training programmes - a more effective use of institutional resources than treating the trainee population as uniform.

V. CONCLUSION

The present study set out to assess B.Ed. trainees' attitude towards the skill-based teaching approach and to examine whether this attitude differs by Gender. The findings are encouraging overall: B.Ed. trainees, on the whole, hold a favorable attitude towards skill-based teaching, scoring well above the scale midpoint, confirming that the foundation for NEP 2020-aligned pedagogical reform is already present among this trainee population. The Mann-Whitney U test further revealed a statistically significant difference between male and female B.Ed. trainees, with female trainees reporting a significantly more favorable attitude than their male counterparts. Far from undermining the overall positive picture, this finding sharpens it: it gives teacher-education institutions in Chikkamagaluru district a clear, actionable target - designing focused training and mentorship support to help male trainees develop an equally strong orientation towards skill-based methods, thereby strengthening skill-based teaching adoption across the entire trainee population. Future research extending this line of enquiry to locality (urban and rural colleges) and to other districts would help establish how far these findings generalize across the wider population of B.Ed. trainees in Karnataka.

VI. REFERENCES

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