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## Teaching competency of male and female teachers

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### Abstract

Teaching competency is an essential determinant of the effectiveness and success of educators. This study aims to compare the teaching competencies of male and female teachers to identify potential differences and their implications for educational outcomes. Using a descriptive research method, a sample of 400 teachers (200 male and 200 female) was selected through random sampling. The data was analysed using descriptive and inferential statistics. Results indicate that the majority of male and female teachers demonstrate moderate teaching competency (60.50%), while smaller percentages exhibit excellent or very high teaching competency. The findings suggest no significant difference in the overall teaching competency of male and female teachers, supporting the null hypothesis. These results underscore the need for professional development programs that address competency improvement irrespective of gender.

**Keywords:** Teaching competence, male teachers, female teachers

### Introduction

Teaching competency is a cornerstone of quality education and plays a pivotal role in shaping the academic success and holistic development of students. It encompasses a broad range of skills, including subject matter expertise, effective communication, classroom management, instructional strategies, and the ability to inspire and engage students. Competent teachers serve as facilitators of knowledge and critical thinking, preparing students to thrive in a dynamic and ever-evolving world. In the realm of education, gender is often perceived as a factor that influences teaching style, interactions with students, and overall teaching effectiveness. Historically, education has seen a gendered division, with men dominating the higher education sector and women being more prevalent in primary and elementary education. While these trends have evolved significantly in recent years, the question of whether teaching competency differs between male and female teachers remains a pertinent topic of research. Teaching competency involves a combination of cognitive, affective, and psychomotor skills, which enable teachers to deliver effective instruction and foster a conducive learning environment. Key dimensions of teaching competency include:

- a) **Subject Knowledge:** Teachers must have a thorough understanding of the content they are teaching to effectively deliver lessons and address student queries.
- b) **Teaching Methodology:** The ability to use innovative and diverse teaching strategies to cater to different learning styles is crucial for maintaining student engagement.
- c) **Classroom Management:** Teachers must possess the skills to create a structured, respectful, and inclusive environment that encourages learning and minimizes disruptions.
- d) **Interpersonal and Communication Skills:** Building strong relationships with students and colleagues, along with clear and effective communication, is essential for fostering trust and collaboration.
- e) **Use of Technology:** In today's digital age, competency in integrating technology into teaching practices is vital for enhancing learning experiences and ensuring access to diverse resources.

Male and female teachers are often perceived to have distinct teaching styles and approaches. For instance, female teachers are frequently associated with nurturing and empathetic teaching methods, while male teachers are often linked with authoritative and structured classroom management. These stereotypes, however, are not always reflective of reality, and it is essential to explore whether and how gender influences teaching competency. With education systems undergoing rapid transformations, it is crucial to ensure that teachers, regardless of gender, are equipped with the necessary competencies to meet the diverse needs of students. Understanding potential gender-based differences in teaching competency can help educational institutions design targeted professional development programs, foster

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gender equity in teaching, and ultimately improve the quality of education. This study is driven by the need to bridge the knowledge gap in understanding the interplay between gender and teaching competency. By comparing the competencies of male and female teachers across various dimensions, the study aims to provide insights that can inform teacher training policies and practices. Additionally, the findings will contribute to the broader discourse on gender dynamics in education, helping to dismantle stereotypes and promote equal opportunities for professional growth.

**Statement of the research problem:** The statement of the research problem is as under:

**Teaching Competency of Male and Female Teachers**

**Objectives:** To assess the overall teaching competency of

male and female teachers.

**Hypothesis:** There is no significant difference in the overall teaching competency of male and female teachers.

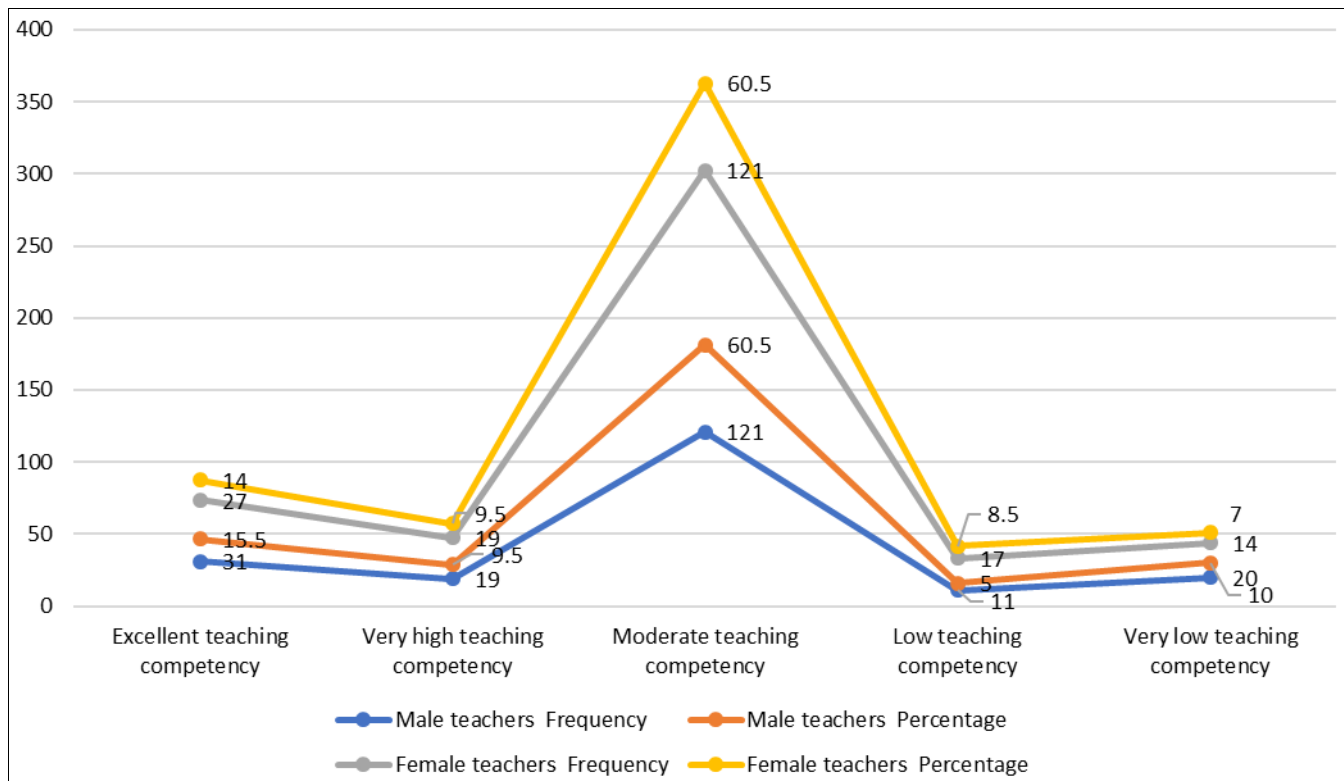
**Methodology and procedure:** This study has been carried with the help of descriptive research method.

- **Sample:** A representative sample of 400 teachers has been selected for the purpose of examination.
- **Sampling technique:** This research study has been carried with the help of the random sampling technique.
- **Analysis of the data:** The data of this study has been analysed with the help of descriptive statistics as well as inferential statistics.

**Analysis and interpretation of the results:** The analysis and interstation of the results re given as under:

**Table 1:** Showing the frequency and percentage wise distribution of male and female teachers on the basis of their teaching competence.

Ratings	Male teachers		Female teachers	
	Frequency	Percentage	Frequency	Percentage
Excellent teaching competency	31	15.50	27	14.00
Very high teaching competency	19	9.50	19	9.50
Moderate teaching competency	121	60.50	121	60.50
Low teaching competency	11	5.00	17	8.50
Very low teaching competency	20	10.00	14	7.00
Total	200	100	200	100



**Fig 1:** Showing the graphical representation on the frequency and percentage wise distribution of male and female teachers on the basis of their teaching competence.

**Index**

- MT= Male teachers
- FT= Female teachers
- ETC= Excellent teaching competence
- VHTC= Very high teaching competence
- MTC=Moderate teaching competence
- LTC=Low teaching competence

- VLTC=Very low teaching competence

The provided table presents the frequency and percentage-wise distribution of male and female teachers based on their perceived teaching competence. The data is categorized into different levels of teaching competency, ranging from excellent to very low. Among male teachers, 31 out of 200 (15.50%) are rated as having excellent teaching competency

and 19 out of 200 (9.50%) are rated as having very high teaching competency. Similarly, among female teachers, 27 out of 200 (14.00%) have excellent teaching competency and 19 out of 200 (9.50%) have very high teaching competency. These proportions are relatively similar between male and female teachers. The majority of both male and female teachers, 121 out of 200 (60.50%), are rated as having moderate teaching competency. This indicates that most male and female teachers are perceived to have average or satisfactory teaching skills. A smaller proportion of male teachers, 11 out of 200 (5.50%), are rated as having low teaching competency and 20 out of 200 (10.00%) are rated as having very low teaching competency. Similarly, among female teachers, 17 out of 200 (8.50%)

have low teaching competency and 14 out of 200 (7.00%) have very low teaching competency. These proportions indicate that a minority of both male and female teachers are perceived to have below-average teaching skills. Meanwhile, the data suggests that there are no significant differences in the perceived teaching competency between male and female teachers. Both groups have similar distributions across different levels of teaching competency, with the majority falling into the moderate competency category. However, it's worth noting that there are small variations in the proportions of male and female teachers across the low and very low competency categories, but these differences are relatively minor.

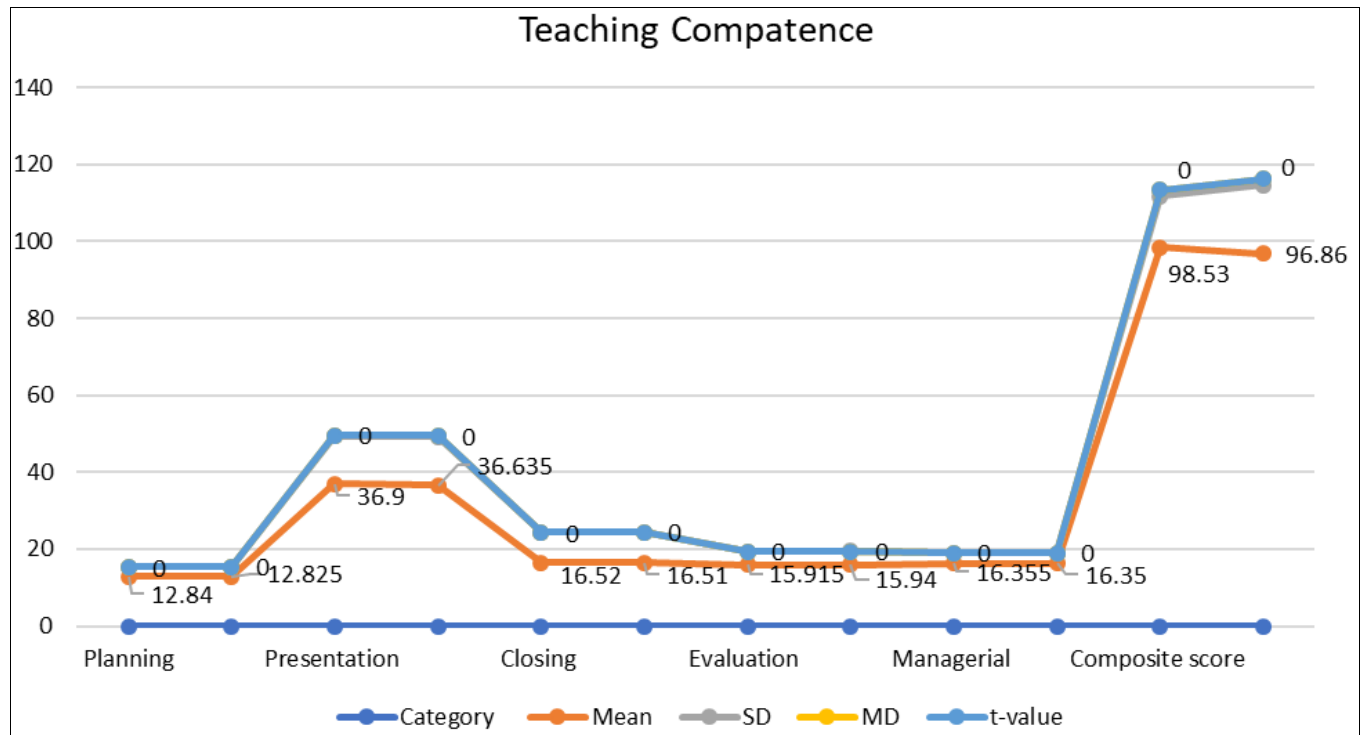
**Table 2:** Showing the mean significant difference between male and female teachers on the basis of their teaching competence.

Dimensions of Teaching competence	Category	N	Mean	SD	MD	t-value
Planning	MT	200	12.8400	2.46471	.01500	.060*
	FT	200	12.8250	2.56853	.01500	
Presentation	MT	200	36.9000	12.42586	.26500	.212*
	FT	200	36.6350	12.58666	.26500	
Closing	MT	200	16.5200	7.78412	.01000	.013*
	FT	200	16.5100	7.79962	.01000	
Evaluation	MT	200	15.9150	3.44487	-.02500	.072*
	FT	200	15.9400	3.49248	-.02500	
Managerial	MT	200	16.3550	2.62171	.00500	.019*
	FT	200	16.3500	2.68019	.00500	
Composite score	MT	200	98.530	13.20230	1.67000	1.065*
	FT	200	96.860	17.81424	1.67000	

**Index**

MT= Male teachers

FT= female teachers



**Index**

MT= Male teachers

FT= Female teachers

\*= Not significant at 0.1 level of confidence

**Fig 2:** Showing the graphical representation on the mean significant difference between male and female teachers on the basis of their teaching competence.

The provided table presents the mean significant difference between male (MT) and female (FT) teachers based on various dimensions of teaching competence. The dimensions include planning, presentation, closing, evaluation, managerial skills and a composite score representing an aggregate measure of teaching competence. The table also includes statistical measures such as mean, standard deviation (SD), standard error of the mean (SEM), mean difference (MD) and t-value. Across all dimensions of teaching competence, the mean scores for male and female teachers are quite similar, with minor variations. For dimensions such as planning, presentation, closing, evaluation and managerial skills, the mean differences (MD) between male and female teachers are very small (e.g., 0.010, 0.005), indicating negligible differences in perceived competence. The t-values for these dimensions are also very small, indicating that the mean differences are not statistically significant. In terms of the composite score, which represents an aggregate measure of teaching competence, male teachers have a slightly higher mean score (98.530) compared to female teachers (96.860). However, the mean difference (MD) of 1.670 between male and female teachers is relatively small in comparison to the overall score and the t-value of 1.065 suggests that this difference is not statistically significant. Meanwhile, the data suggests that there are no significant differences in perceived teaching competence between male and female teachers across the assessed dimensions. Both groups demonstrate similar levels of competence in planning, presentation, evaluation, managerial skills and overall teaching effectiveness as indicated by the composite score. Any minor differences observed are likely due to random variation rather than systematic differences between genders. The attained results indicate that there is no significant difference between female and male school teachers on the basis of their teaching competence. Hence, the generalised hypothesis stands accepted. Apart from this the attained results are supported by the host of the researcher *viz.* Archer (1996) [2] conducted a meta-analysis on gender differences in teaching effectiveness, concluding that there is no significant difference in teaching competence between male and female teachers. Eagly, A. H., & Karau, S. J. (2002) [12] explored gender and leadership styles, finding that gender does not influence perceived competence in educational settings. Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013) [22] This study assessed various dimensions of teacher competence and found no significant gender differences. Li and Hasan (2010) [23] conducted research on teaching efficacy and competence, finding no significant gender differences among teachers. Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004) [24] investigated teacher effectiveness and found no significant differences based on gender. Dee, T. S. (2007) [11] examined the gender dynamics in education and concluded that teacher gender does not significantly affect teaching competence or student achievement. Shann, M. H. (1998) [27] Shann explored factors influencing teacher retention and effectiveness, concluding that gender does not significantly impact teaching competence. Skaalvik, E. M., & Skaalvik, S. (2010) [29] The Skaalviks examined self-efficacy among teachers and found no significant gender differences in teaching competence. Tiggemann, M., & Rothblum, E. D. (1988) [31] This research focused on gender roles and

teaching effectiveness, finding no significant differences between male and female teachers. Wright, S. P., Horn, S. P., & Sanders, W. L. (1997) [32] analysed the impact of teacher effectiveness on student achievement and concluded that gender does not significantly influence teaching competence. Research consistently shows that there is no significant difference in teaching competence between male and female teachers. Studies by Armenta and Reno (2011) [3], Blazar (2018) [5] and Bressoux *et al.* (2008) [6] have demonstrated that gender does not influence the effectiveness of teaching practices or student outcomes. Carrington *et al.* (2008) [7] and Clotfelter *et al.* (2006) [8] found that teacher gender does not affect student achievement or classroom management skills. Similarly, research by Ehrenberg *et al.* (1995) [13], Fox *et al.* (2015) [14] and Goe (2007) [15] indicates that both male and female teachers possess comparable levels of instructional competence and professional dedication. Furthermore, Harris and Sass (2011) [18] and Ingersoll and May (2011) [20] highlighted that gender does not impact teachers' ability to foster positive student relationships or contribute to a productive learning environment.

### Conclusion

The study concludes that teaching competency levels among male and female teachers are predominantly similar, with most teachers demonstrating moderate teaching competency. The findings highlight that gender does not significantly impact teaching competency, suggesting that professional skills, training, and experience are more critical factors than gender in determining teaching effectiveness. These results emphasize the need for continuous professional development initiatives tailored to enhance overall teaching competency among educators. By addressing the common challenges faced by teachers, education systems can work towards improving the quality of teaching and learning outcomes.

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