

Gender And Teaching Proficiency: A Study

Minakshy Sharma^{1*}, Prof. Rajeev Rattan Sharma²

^{1*}Lecturer, Department of Education, University of Jammu, E-mail: sharmaminakshy@gmail.com, Contact- 9906022366

²Professor, Head of Department, Department of education, University of Jammu E-mail: rajeevrattanjmuuni@gmail.com

Abstract

The main purpose of the current study was to assess the effect of gender on the proficiency of teaching. To achieve this objective, the researcher used descriptive survey design. All the teacher trainees of colleges of education in Jammu province constituted the population for this the random sampling technique was used to select the sample of the study. 120 teacher trainees from 5 districts of Jammu province were taken for the final sample. The researched employed Mean, Standard Deviation and T-test to analyze the data. From the findings of the data analysis it is concluded that effect of gender on the proficiency in teaching stands neutral. Furthermore in various dimensions of proficiency in teaching there is also insignificance difference in proficiency in teaching as far as the effect of gender is concerned. The study also reveals that the proficiency in teaching is high in both the genders among the teacher trainees of Jammu province.

Keywords: Proficiency, Dimensions of proficiency in teaching, Gender

Introduction

The quality of education to a large extent depends upon the Teachers who are imparting education. The concept and context delivered by the teacher in the classroom, decides the quality of the learning among the student. But the most prominent thing in this teaching mechanism is; how content is delivered in the classroom. The process of delivering the content in the classroom is very crucial step for the teacher to be followed and this is the skill that differentiates teachers among themselves. If this is the question how these skills are mastered? The answer is through teacher's training through professional degrees. The skills imparted by teacher educators in the teacher training programmes provide teacher trainees set of skills, expertise and strategies that pave a way towards proficiency in teaching. Paul (2016) Proficient teachers facilitate effective teaching and learning enriched experiences for their students. They are aware of the unique backgrounds and potentialities of their students and adjust their teaching methods accordingly to ensure that their individual needs and diverse cultural, social and linguistic characteristics are fully enriched through their teaching. Goldhaber and Brewer (2000) in their study suggested that specialized or professional qualification is required to become a good teacher. Sowunmi, et, al. (2024). For adaptive reasoning and productive disposition, no significant differences were observed across genders, indicating similar proficiency levels in these subscales.

Proficiency

Proficiency refers to the competence, expertise and skill required to excel in any field. In the present study the word proficiency is used in context of the teaching. However, teaching proficiency in the present context are those skills, expertise and competence of the teacher to successfully conduct teaching in the classroom with good impact.

Dimensions of proficiency in teaching

It refers to set of skills, expertise and methodologies as well as interactional activities necessary for ensuring proficiency in teaching. In the present study the researcher worked on 12 dimensions of proficiency in teaching.

Gender

Gender refers to Male and female teacher trainees of different colleges of education in Jammu province pursuing B.Ed. programme through regular mode.

Rationale of the study

Teachers are an integral part of a society. Teachers act as the major agent of knowledge transmission in the society. This knowledge transmission is ensured through an institution where they impart education to students. The teacher training colleges prepare the teacher to conduct better teaching in the classroom. Islahi and Nasreen (2013) revealed that training has a positive impact on effectiveness of teaching among male and female. These institutes' trains the teachers in specific skills essential for performing efficient and effective learning among the students. Similar observation has also been made by Goldhaber and Brewer (2000) have concluded that teachers with high degrees are more effective than those without such degrees. The quality of instruction provided by the teacher has an impact on the learning of the students as supported Lardizabal (1999). Since ages in India, females are considered as an epitome of imparting knowledge ; prominent teachers in Indian history were Gargi, Rajsui, Anusuya, Rani Lakshmi Bai, Savitribai Phule, etc. They all happen to our role model in historical educational field. Then in our present context, the mother, Sarojini Naidu, all serve in educational fields and

regarded prominent teachers in educational field. The male teacher's contribution to education and as an effective teacher is undeniable. Male teachers namely Sarvepalli Radhakrishnan, Chanakya, Jyotiba phule, Rabindranath Tagore, Swami Dayanand Saraswati, Madam Mohan Malviya, Ishwar Chandra Vidyasagar, Swami Vivekanand and Dr. A P J Abdul Kalam also remain the unforgettable educationists. As today number of female teachers are more in teaching profession and are regarded as more efficient in teaching than male teacher as supported by Hargreaves and Fullan (2000). On the other hand, Kulkarni (2000) found that male teachers were effective whereas female teachers were average. The present study tries to assess the proficiency in teaching of the teacher trainees to understand whether proficiency in teaching is gender neutral or there exist any difference in proficiency in teaching among male and female teacher trainees as proficiency in any context is expertise in the said field and is learned and practiced applied.

Objectives of the study

1. To study the difference in Proficiency in teaching of teacher trainees based on gender.
2. To study the difference in Dimensions of Proficiency in teaching of teacher trainees based on gender.

Hypothesis of the study

1. There is no significant difference in Proficiency in teaching of male and female teacher trainees of teacher training colleges.
2. There is no significant difference in Dimensions of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Methodology

The present study selects the sample of 120 teacher trainees from government and private teacher training colleges of Jammu province. The researcher randomly selected five districts from Jammu province: Jammu district, Kathua district, Samba district, Udhampur district and Reasi district. The sample is distributed into two categories of male and female. Self constructed 'Rating scale for Teacher Trainee's Proficiency in Teaching' was administer on the sample to assess their proficiency. The scale is a nine point scale has twelve dimensions of proficiency in teaching; with 1 rating showing low rating to end with 9 having highest rating on the proficiency scale. The split-half approach was used to calculate the Proficiency in teaching. The test-retest coefficient came to be 0.89 showing scale's high reliability. The descriptive survey approach was employed to determine the mean, standard deviation and t-test in this study for the Analysis.

Results and Discussions

Objective: 1. To study the difference in Proficiency in teaching of teacher trainees based on gender.

The first objective of the study was to analyze the difference in Proficiency in teaching of teacher trainees based on gender. To achieve this objective, the Proficiency in teaching of male and female teacher trainees of Jammu province was compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 1

Hypothesis: 1. There is no significant difference in Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Table 1 Difference in Proficiency in teaching of Male and Female Teacher trainees.

Variable	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Teaching	Male	60	70.88333	9.672767	0.007357	Not-significant
	Female	60	77.36667	13.98179		

The table 1 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 70.88 and the mean of Female teacher trainees of B.Ed. colleges was 77.36 it means, both are high proficient in teaching as supported by (Paul, 2016) in his study found that the level of teacher proficiency of teacher educator is average. And standard deviation of Male teacher trainees was 9.67 and that of Female teacher trainees was 13.98 respectively. The t-value was found to be 0.0073 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges as supported by Paul (2016) concluded that the male and female teacher educators do not differ significantly in their teacher proficiency, Islahi and Nasreen (2013) revealed that training has a positive impact on effectiveness irrespective of gender. Sundara and Bhaskara (2009) also investigated teacher effectiveness as an observational study by using a sample of 90 teaching staff and found that gender had no significant influence on teacher effectiveness. Islahi & Nasrin (2013) male and female teachers exhibited insignificantly different effectiveness however variations were noticed with respect to different demographic factors. Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

Objective: 2. To study the difference in Dimensions of Proficiency in teaching of teacher trainees based on gender.

The second objective of the study was to analyze the difference in the difference in Dimensions of Proficiency in teaching of teacher trainees based on gender. For this objective the scores of different dimensions of Proficiency in teaching of male and female teacher trainees of Jammu province were compared using t-test. To achieve this objective, the various dimensions Proficiency in teaching of male and female teacher trainees of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 1. The different dimensions of Proficiency in teaching are as under:

1. Proficiency in Language (Dimension I)
2. Proficiency in Communication (Dimension II)
3. Proficiency in Content Mastery (Dimension III)
4. Proficiency in Methodology (Dimension IV)
5. Proficiency in Skills (Dimension V)
6. Proficiency in Oratory practices (Dimension VI)
7. Proficiency in Time usage (Dimension VII)
8. Proficiency in using Teaching Aids (Dimension VIII)
9. Proficiency in Use of Blackboard (Dimension IX)
10. Proficiency in Explanation (Dimension X)
11. Proficiency in using Technology with Traditional Teaching (Dimension XI)
12. Proficiency in Interacting with the students (Dimension XII)

Hypothesis: 2. There is no significant difference in Dimensions of Proficiency in teaching of male and female teacher trainees of teacher training colleges.**2.1 There is no significant difference in Dimensions I of Proficiency in teaching of male and female teacher trainees of teacher training colleges.**

Further the researcher studied the difference in Dimension I of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension I of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 2

Table 2 Difference in Dimension I of Proficiency in teaching of male and female teacher trainees

Dimension I	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Language	Male	60	5.016667	1.34658	0.011496	Not-significant
	Female	60	5.75	1.590491		

The table 2 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in language as Dimension I, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 5.01 and the mean of Female teacher trainees of B.Ed. colleges was 5.75 it means, both are average proficient in language usage in teaching as supported by (Paul, 2016) and standard deviation of Male teacher trainees was 1.34 and that of Female teacher trainees was 1.59 respectively. The t-value was found to be 0.114 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension I of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Islahi & Nasrin (2013), Paul (2016) .

2.2 There is no significant difference in Dimensions II of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension II of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension II of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 3

Table 3 Difference in Dimension II of Proficiency in teaching of male and female teacher trainees

Dimension II	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Communication	Male	60	5.383333	1.059128	0.001692	Not-significant
	Female	60	6.05	1.466288		

The table 3 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in Communication as Dimension II, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 5.38 and the mean of Female teacher trainees of B.Ed. colleges was 6.05 it means, both are average proficient in communicating while teaching and standard deviation of Male teacher trainees was 1.05 and that of Female teacher trainees was 1.46 respectively. The t-value was found to be 0.001 which was not significant

at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension II of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016).

2.3 There is no significant difference in Dimensions III of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension III of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension III of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 4

Table 4 Difference in Dimension III of Proficiency in teaching of male and female teacher trainees

Dimension III	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Content Mastery	Male	60	5.716667	1.263459	0.051999	Not-significant
	Female	60	6.216667	1.378917		

The table 4 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in content mastery as Dimension III, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 5.71 and the mean of Female teacher trainees of B.Ed. colleges was 6.21 it means, both are above average proficient in content mastery while performing teaching as supported by Maende (2012) and standard deviation of Male teacher trainees was 1.26 and that of Female teacher trainees was 1.37 respectively. The t-value was found to be 0.051 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension III of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016). Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

2.4 There is no significant difference in Dimensions IV of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension IV of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension IV of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 5

Table 5 Difference in Dimension IV of Proficiency in teaching of male and female teacher trainees

Dimension IV	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Methodology	Male	60	5.65	1.338162	0.032964	Not-significant
	Female	60	6.233333	1.369977		

The table 5 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in methodology as Dimension IV, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 5.65 and the mean of Female teacher trainees of B.Ed. colleges was 6.23 it means, both are average proficient in adopting suitable methodology in teaching as supported by (Paul, 2016) and Pritchard and Woollard (2010) and standard deviation of Male teacher trainees was 1.33 and that of Female teacher trainees was 1.36 respectively. The t-value was found to be 0.032 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension IV of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016). Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

2.5 There is no significant difference in Dimensions V of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension V of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension V of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 6

Table 6 Difference in Dimension V of Proficiency in teaching of male and female teacher trainees

Dimension V	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Skills	Male	60	6	1.495757	0.127051	Not-significant
	Female	60	6.416667	1.453128		

The table 6 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in Skills as Dimension V, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.00 and the mean of Female teacher trainees of B.Ed. colleges was 6.41 it means, both are above average proficient in various skills of teaching as supported by (Paul, 2016), Pritchard and Woollard (2010) and standard deviation of Male teacher trainees was 1.49 and that of Female teacher trainees was 1.45 respectively. The t-value was found to be 0.127 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension V of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016). Das & Gnanadevan (2025) the study revealed that the male and female teacher educators do not differ significantly in dimensions of teacher effectiveness in teacher characteristics and classroom management. Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

2.6 There is no significant difference in Dimensions VI of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension VI of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension VI of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 7

Table 7 Difference in Dimension VI of Proficiency in teaching of male and female teacher trainees

Dimension VI	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Oratory practices	Male	60	6.05	1.28122	0.643155	Not-significant
	Female	60	6.166667	1.342483		

The table 7 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in Oratory practices as Dimension VI, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.05 and the mean of Female teacher trainees of B.Ed. colleges was 6.16 it means, both are above average proficient in oratory practices in teaching and standard deviation of Male teacher trainees was 1.28 and that of Female teacher trainees was 1.34 respectively. The t-value was found to be 0.643 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension VI of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016).

2.7 There is no significant difference in Dimensions VII of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension VII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension VII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 8

Table 8 Difference in Dimension VII of Proficiency in teaching of male and female teacher trainees

Dimension VII	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Time usage	Male	60	6.033333	1.314414	0.110375	Not-significant
	Female	60	6.483333	1.501318		

The table 8 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency Time usage as Dimension VII, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.03 and the mean of Female teacher trainees of B.Ed. colleges was 6.48 it means, both are above average proficient in time management in teaching and standard deviation of Male teacher trainees was 1.31 and that of Female teacher trainees was 1.50 respectively. The t-value was found to be 0.110 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension VII of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009)

and Paul (2016). Das & Gnanadevan (2025) the study revealed that the male and female teacher educators do not differ significantly in dimensions of teacher effectiveness in teacher characteristics and classroom management.

2.8 There is no significant difference in Dimensions VIII of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension VIII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension VIII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 9

Table 9 Difference in Dimension VIII of Proficiency in teaching of male and female teacher trainees

Dimension VIII	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in using Teaching Aids	Male	60	6.183333	1.523729	0.185745	Not-significant
	Female	60	6.566667	1.522338		

The table 9 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in using teaching aids as Dimension VIII, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.18 and the mean of Female teacher trainees of B.Ed. colleges was 6.56 it means, both are above average proficient in using teaching aids in teaching as supported by (Paul, 2016) and standard deviation of Male teacher trainees was 1.52 and that of Female teacher trainees was 1.52 respectively. The t-value was found to be 0.185 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension VIII of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016). Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

2.9 There is no significant difference in Dimensions IX of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension IX of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension IX of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 10

Table 10 Difference in Dimension IX of Proficiency in teaching of male and female teacher trainees

Dimension IX	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Use of Blackboard	Male	60	6.083333	1.565428	0.012884	Not-significant
	Female	60	6.866667	1.609997		

The table 10 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in use of blackboard as Dimension IX, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.08 and the mean of Female teacher trainees of B.Ed. colleges was 6.86 it means, both are above average proficient in using blackboard in teaching as supported by (Paul, 2016) and Pritchard and Woollard (2010) and standard deviation of Male teacher trainees was 1.56 and that of Female teacher trainees was 1.60 respectively. The t-value was found to be 0.012 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension IX of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016).

2.10 There is no significant difference in Dimensions X of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension X of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension X of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 11

Table 11 Difference in Dimension X of Proficiency in teaching of male and female teacher trainees

Dimension X	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Explanation	Male	60	6.416667	1.42961	0.206667	Not-significant
	Female	60	6.783333	1.403285		

The table 11 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in Explanation as Dimension X, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.41 and the mean of Female teacher trainees of B.Ed. colleges was 6.78 it means, both are average proficient in explanation in teaching as supported by (Paul, 2016) and Pritchard and Woollard (2010) and standard deviation of Male teacher trainees was 1.42 and that of Female teacher trainees was 1.40 respectively. The t-value was found to be 0.206 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension X of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016).

2.11 There is no significant difference in Dimensions XI of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension XI of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension XI of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 12

Table 12 Difference in Dimension XI of Proficiency in teaching of male and female teacher trainees

Dimension XI	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in using Technology with Traditional Teaching	Male	60	6.116667	1.519274	0.38229	Not-significant
	Female	60	6.35	1.325436		

The table 12 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in using technology with traditional teaching as Dimension XI, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.11 and the mean of Female teacher trainees of B.Ed. colleges was 6.35 it means, both are above average proficient in using technology with traditional methods in teaching as supported by (Paul, 2016) and standard deviation of Male teacher trainees was 1.51 and that of Female teacher trainees was 1.32 respectively. The t-value was found to be 0.382 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension XI of Proficiency in Teaching of male and female teacher trainees as supported by Sundara and Bhaskara (2009) and Paul (2016).

2.12 There is no significant difference in Dimensions XII of Proficiency in teaching of male and female teacher trainees of teacher training colleges.

Further the researcher studied the difference in Dimension XII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province. For this, the scores of Dimension XII of Proficiency in teaching of male and female teacher trainees of training colleges of Jammu province were compared using t-test. Means, Standard deviation and Summary of t-test have been presented in the table 13

Table 12 Difference in Dimension XII of Proficiency in teaching of male and female teacher trainees

Dimension XII	Gender	N	Mean	SD	t-Value	Sig.
Proficiency in Interacting with the students	Male	60	6.45	1.577651	0.031904	Not-significant
	Female	60	7.1	1.548099		

The table 13 showed the mean difference between Male and Female teacher trainees of B.Ed. colleges of Jammu province in proficiency in interacting with the students as Dimension XII, of proficiency in teaching scores. The table shows that the mean score of Male teacher trainees of B.Ed. colleges was 6.45 and the mean of Female teacher trainees of B.Ed. colleges was 7.1 it means, both are average proficient in interacting with the students in teaching as supported by (Paul, 2016) and Pritchard and Woollard (2010) and standard deviation of Male teacher trainees was 1.57 and that of Female teacher trainees was 1.54 respectively. The t-value was found to be 0.031 which was not significant at 0.05 level of significance. This means that there was an insignificant difference in Proficiency in Teaching of male and female teacher trainees of B.Ed. colleges. The hypothesis stands rejected. So, this study revealed that there is no difference in Dimension XII of Proficiency in Teaching of male and female teacher trainees as supported by Paul (2016) concluded that the male and female teacher educators do not differ significantly in their teacher proficiency, Sundara and Bhaskara (2009) investigated teacher effectiveness as an observational study by using a sample of 90 teaching staff and found that gender had no significant influence on teacher effectiveness. Das & Gnanadevan (2025) the study revealed that the male and female teacher educators do not differ significantly in dimensions of teacher effectiveness in teacher characteristics and classroom management. Imran et, al. (2024) the study revealed no significant difference between the male and female teachers about pedagogical practices and their factors such as lesson plan, teaching methods, teacher behavior, instructional materials, etc.

Major findings

The present research indicates that there is no significant difference in the proficiency in teacher among male and female teacher trainees. It indicates the after the professional training in teacher education male and female become almost equal competent and proficient in teaching. It clearly indicates that the teacher education programme imparts gender neutral skills to the teacher trainees that facilitate learning among the students despite of the fact that the trained teacher is male or female. The research also reveals that there is no significant difference in various dimensions of proficiency in teaching between male and female teacher trainees. It elaborates upon the fact the male and female teacher trainees are equally trained in all the dimensions of proficiency in teaching and exhibit almost equal proficiency in all these dimensions; ensuring all the necessary skills of prospective teachers are internalized and practiced.

Discussion of results

Researches on effect of gender on proficiency in teaching suggests a complex picture, with studies showing similarities and differences in proficiency in teaching between male and female teachers. Shah and Udgaonkar (2018) revealed that most of the students did not feel gender or age as a barrier in teaching until the teacher is active and interested in teaching and they felt, experience has a positive influence on teaching. Islahi and Nasreen (2013) also suggests that effective teachers cannot be judged by the location or medium of instruction. Shah and Udgaonkar (2018) found in their study that the observed difference between preference for ladies and gents teachers was statistically not significant. But still many students preferred ladies as teacher and the reasons attributed were, their sincerity, hard work, efforts taken in preparing lectures, politeness and high pitch audible voice quality. In one of the recent study by Bodhe et al., students do not find sex of the teacher worth discrimination (Bodhe et al., 2015). Islahi and Nasreen (2013) revealed that there were no significant differences in the effectiveness of the groups: rural male, urban male, rural female and urban female teachers. Kierstead et al., (1988) found that male professors earned better student evaluations if they demonstrated competence but female professors had to demonstrate both competence and warmth to obtain the same high ratings. The present study finds that the effect of gender is neutral on the proficiency in teaching as well as on all the dimensions of teaching.

Conclusion

Proficient teachers develop constructive and productive learning environments where all students willingly participate as group members. These teachers work collaboratively and are responsive to advice about educational issues affecting their teaching as well as behave professionally and ethically in all forums. The teachers need teaching skills as a part of their repertoire of effectiveness and pre-service training of school teachers should be stressed. Islahi and Nasreen (2013) as observed in the study could not produce gender-specific variations in overall Teaching Effectiveness. It may be concluded that if different demographic factors are not given individual consideration then gender does not seem to influence the effectiveness of teachers. Therefore the study hopes that it will give clear picture to the society to clear their misconceptions about the proficiency that male teachers are better than female or vice-versa. Both are equally competent and proficient as teachers. Additionally, proficiency in teacher is to large extent related with expertise gained through teacher training programme wherein teacher trainees encounter with set of skills and methodologies essential to be a proficient in teaching.

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