



Teaching Competence Of Secondary School Teachers Based On Gender.

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ABSTRACT

Purpose – The study is based on an observational schedule and aims to investigate gender differences in teaching competency.

Design/methodology/approach – The study adopted a descriptive research design. The study was carried out on a sample size of three hundred high school teachers, 150 from each group (male teachers, n = 150, female teachers, n = 150). A total of 300 secondary school teachers were selected for the study. A teaching competency scale validated and standardised by Vimal Vidushy and Nand Kishore (2020) was employed for the collection of data. Quantitative data were collected from 300 respondents and were interpreted through statistical techniques such as mean rank, Mann-Whitney U test, and Spearman correlation method.

Findings—The quantitative findings revealed a significant mean difference in teaching competency between male and female teachers. Male teachers' teaching competency was significantly higher than that of their female counterparts.

Originality/value – The paper highlights key factors influencing teaching Competence and offers recommendations for enhancing teacher effectiveness.

KEYWORDS Teaching Competence, Secondary school teachers, Male, Female, and Gender.

INTRODUCTION

Teaching competency is an essential component in accomplishing the teachers' educational goals. The teacher has always been entrusted with the most vital role in upbringing and education. Richards and Schmidt (2002) defined Competence as "a description of the essential skills, behaviours, and knowledge necessary for the effective execution of a real-world task or activity." This concept includes three main areas: "skills, knowledge, and behaviours," which determine an action's effectiveness. Teaching competencies involve acquiring and demonstrating complex skills (like introducing a lesson, questioning, explaining, understanding child psychology, managing a classroom, and assessing) essential for student teaching. Halls and Jones(1976) defined competencies as "composites of skills, behaviours, or knowledge that a learner can demonstrate and that is achieved from a clear conceptualisation of the desired outcomes of learning." This definition implies that competencies enable teachers to assess student learning by observing their behaviours. Competencies are intended to facilitate the assessment of student learning through direct observation of their behaviour. India faces considerable challenges related to teacher qualifications, learner characteristics, and cultural diversity.

Furthermore, the 21st century has experienced a remarkable explosion of knowledge, particularly in technological innovation. It has placed significant pressure on the social network and posed challenges for the teaching community in adjusting instructional technology, especially in pedagogy. Thus, a teacher in the 21st century must be equipped with modern competencies to meet the needs of today's society effectively. The quality of teaching is the most crucial factor contributing to a student's success in school. In assessments, specific competencies must be developed within teachers, particularly in addressing the requirements of an effective evaluation process to ensure a successful educational experience for every student (Zamri & Hamza, 2019). The Ministry of Education, Government of India, has established ten professional standards for teacher quality. These standards encompass knowledge of subject matter, understanding of human growth and development, knowledge of ethical values, instructional planning and strategies, assessment of students, creating effective learning environments, communication, collaboration and partnership, continuous

professional development, and adherence to a code of conduct, including the teaching of English as a second/foreign language. Teacher competence refers to a teacher's strength, expertise, or potential to perform their job effectively, demonstrating stable quality across different teaching situations. The comprehensive collection of knowledge, various skills, understanding, values, and attitudes that contribute to successful problem-solving is known as teacher competence. Competence entails executing complex tasks with ease, precision, and adaptability. Teaching Competence is of great significance in the educational context, as a teacher's Competence affects values, behaviour, communication, goals, and the teaching process, as well as the supporting curriculum and professional development. Quality teaching can only occur with competent and effective teachers (Raj & Verma, 2018).

Teaching competence is a blend of abilities, knowledge, attitudes, and personal traits that empower educators to guide and support learning in an academic environment. It encompasses expertise in lesson design, effective communication, classroom management, student assessment, and the ability to adapt teaching methods to diverse student needs (Kusin, 2022). There is a strong demand for teacher competence in education. The quality of education and the learning experience are directly impacted by teaching competence. A credible teacher can effectively communicate and engage students, identify varying learning needs, and foster a positive learning atmosphere. The quality of education is heavily influenced by teaching skills. Educators with high teaching competence are better at involving students, creating inclusive learning environments, and responding to diverse learner needs (Kunter et al., 2013). A teacher's competence also affects student motivation levels and academic performance. Therefore, developing and refining teaching competencies is crucial for creating a conducive learning environment with positive educational outcomes (Chauhan and Gupta, 2014). Teaching competence includes both mastery of the subject matter and insight into student learning, alongside the use of effective teaching strategies to address their diverse needs. To enhance teaching skills, teachers should continuously seek opportunities for professional growth and self-assessment.

Many research studies have been conducted on teaching Competence from time to time.

Rahmatullah (2016) examined how teaching performance, teacher competency, and learning effectiveness relate at the Madrasah Tsanawiyah in Serang, Banten, Indonesia. One hundred fifty participants were selected at random for the study's sample, and descriptive and inferential analyses were used to interpret the data. The study's findings showed that improving teacher performance was possible when both learning effectiveness and teacher competency were present. Teachers with solid performance were found to be both competent and effective learners.

Vidushy and Kishor (2020) investigated the levels of teaching ability among secondary school instructors, as well as the disparities in teaching aptitude, location, and teaching experience. The study included 700 regular in-service teachers from government high schools and government senior secondary schools in seven districts throughout Punjab. A self-developed standardised Teaching Competence Scale for instructors and a teaching aptitude test battery (TATB) were used. The study's findings demonstrated a substantial association between teaching competency and teaching aptitude among secondary school instructors, and while location does not influence teaching competence, teaching experience does.

Najar (2021) researched an observational study on teaching ability among Kashmir Valley high school teachers, depending on gender. The study used a sample size of 400 high school instructors, 200 from each group (male teachers, $n = 200$, female teachers, $n = 200$). For data collection, a teaching competency measure verified and standardised by Passi and Lalita (2011) was used. The disparities in competency levels between male and female instructors were analysed using an independent sample t-test. The results showed a considerable mean difference in teaching ability between male and female teachers. Male instructors were shown to have much higher teaching ability than their female counterparts.

Kin et al. (2022) investigated the link between perceived teacher competence and teacher attitudes towards change (TATC) in Malaysian secondary schools in the context of Education 4.0 (TCEdu4.0). A total of 1,293 teachers from 80 secondary schools were chosen using a disproportionate stratified sampling procedure to complete the surveys and provide accurate data. According to the current study, there is a substantial, favourable, and robust association between TCEdu4.0 and TATC. It means that instructors with competent TCEdu4.0 can significantly improve their TATC, increasing the likelihood of teachers towards change.

Kalim and Bibi (2024) conducted a study on the teacher competencies of various groups of teachers in the public schools of Pakistan. For that purpose, the study initially outlines three essential themes of teacher competencies required in the 21st century from an extensive review of recent literature. The interview guide is designed to focus on these key teacher competencies and gather information from seven principals of public schools. The public schools were chosen based on the criterion of school size and the principal's tenure at the school. Structured interviews have been utilised as a means of data collection from the principals. All interviews were recorded and documented word for word. The data was analyzed using the deductive content analysis approach. The findings revealed that distinct variations in teacher skills are based on factors such as gender and age. It has also been discovered that younger teachers, especially female instructors, tend to possess more competencies than their male counterparts.

NEED AND IMPORTANCE

The presence of qualified teachers is necessary for any educational system to succeed. Their dedication and zeal generate a desire for learning, leading the way to a brighter future and providing high-quality education. It is the teacher's responsibility to influence and guide preadolescent and adolescent students, during their critical stage of their development (Baqiah, 2020). Ensuring high-quality education in Ladakh, particularly at the secondary level, is a significant challenge. This level of education is crucial for equipping students with the necessary skills and knowledge to succeed in their future careers and lives. There is a strong need to enhance the quality of secondary education. Teacher absenteeism is often seen in remote regions of Ladakh. Many teachers employ ineffective teaching methods, which leads to student disappointment as the teachers fail to meet their expectations. Consequently, students lose interest in class, resulting in a high number of failures and dropouts, particularly at the secondary level (Zutshi and Angmo, 2017). This study aims to analyze the teaching competence of secondary school teachers in Ladakh. It will offer valuable insights and recommendations for enhancing education quality in the region. The findings will enhance understanding of the current state of education in Ladakh and highlight areas for improvement. This study is significant as it will illuminate important measures, address concerns, and offer valuable recommendations for improving teachers' character, value, and the overall education quality in Ladakh.

STATEMENT OF THE PROBLEM

The present study is stated as follows:

A study on the teaching competence of secondary school teachers of UT Ladakh based on gender.

OBJECTIVE

To compare the teaching competence of male and female secondary school teachers of Ladakh.

HYPOTHESIS

There is a significant difference in the teaching competence of male and female secondary school teachers of Ladakh.

OPERATIONAL DEFINITION OF VARIABLES

Teaching competence in the present study refers to the scores obtained by sample subjects on the **Teaching Competence Scale** developed by *Kishor and Vidushy(2021)*.

Secondary School Teachers: Secondary school teachers refer to those teachers who are working in secondary schools and teaching class 9th and 10th students of the Ladakh region run by Government organizations.

METHODOLOGY

The present investigation's research setting is the Government High Schools of UT Ladakh, and the main focus of the study is the teachers working in these schools.

Research Design

This study employs a descriptive research design to quantify teaching competence among secondary school teachers. The research involves a survey method using a standardised Teaching Competence assessment tool (2021) by Vimal Vidushy and Nand Kishore to collect data.

Sample

The study sample consists of three hundred government secondary school teachers selected from seven educational zones (three educational zones from Leh District and four educational zones from Kargil District) of Ladakh region (Leh and Kargil) as a sample of the study using a purposive sampling technique. Out of three hundred secondary school teachers, fifty were male, and fifty were female teachers.

TOOL USE

Teaching Competence assessment tool by Vimal Vidushy and Nand Kishore (2021) used to measure teaching competence. It consists of thirty-five items, which are divided into nine dimensions viz Planning lessons, Classroom Management, Knowledge of Subjects, Interpersonal Relationships, Development of teaching-learning material, Usage of teaching aids, Time management, and Evaluation process during teaching learning and Competence related to working with parents, community, and other agencies. Items are framed in the form of statements. Five alternatives (Most of the time, Often, Rarely, Sometimes, and Not at all). The procedure of scoring is quite simple. For the "Most of the time" response, a score of 5 is awarded, likewise for an "Often" score of 4 is given, a "Rarely" score of 3, for a "Sometimes" score of 2 and for "Not at all" score of 1 is given.

Data Analysis

Data were analysed using descriptive statistics, including mean rank and the Mann-Whitney U test, using SPSS version 25.

Table 1. It compares a sample group of teachers on teaching competency with respect to gender.

S.No.	Dimensions	Secondary school Teachers		Mann Whitney U-value	p	Difference
		Male	Female			
		Mean Rank	Mean Rank			
1.	Planning Lessons	140.70	160.30	9780.000	.047*	Significant at 0.05 level
2.	Classroom Management	162.67	138.33	9424.000	.014*	Significant at 0.05 level
3.	Knowledge of subject	163.17	137.83	9350.000	.011*	Significant at 0.01 level
4.	Interpersonal Relationships	145.80	155.20	10544.500	.335	Not significant
5.	Development of teaching-learning material	152.51	148.49	10948.000	.685	Not significant
6.	Time Management	164.58	136.42	9138.000	.003**	Significant at 0.01 level
7.	Evaluation process during teaching learning	160.96	140.04	9680.500	.036*	Significant at 0.05 level
8.	Competencies related to working with parents, community and other agencies	152.85	148.15	10897.500	.637	Not significant
	Composite score	150.33	140.67	9775.000	.049*	Significant at 0.05 level

Table '1'

INTERPRETATION & DISCUSSION OF RESULTS

The study presents a comparative examination of teaching competence among male and female teachers in secondary schools in the Ladakh area. The findings are summarised in Table 1. Regarding the first dimension of the teaching competency measure (**Lesson Planning**), the mean rank score for female instructors was higher (Mean rank = 140.70) compared to the mean rank score for male teachers (Mean rank = 160.30). The Mann-Whitney U value was calculated to be 9780.000, with a p-value of .047 (<0.05), indicating statistical significance at a 0.05 level of confidence. The findings suggest that female educators, keeping lesson objectives in focus, create and lead innovative activities that engage students' interest, encourage hands-on learning, and formulate effective strategies for tackling challenging subjects.

Concerning the second component of the teaching competence scale, **Classroom Management**, male teachers achieve a mean rank score of 162.67, which is significantly higher than the mean rank score of 138.33 achieved by female teachers. The Mann-Whitney U value obtained was 9424.000, with a p-value of 0.014 (<0.05), indicating significance at the 0.05 level. Thus, according to the findings, male educators, compared to female teachers, effectively manage the educational setting by implementing a variety of learning activities, ensuring that students remain engaged and enthusiastic, enforcing discipline, providing appropriate feedback, attempting to identify any learning challenges that may arise, and actively contributing to the establishment of an environment that is conducive to the growth and learning of all students.

Regarding the third dimension of the teaching competency measure, which is **Knowledge of Subject**, male instructors had a higher mean rank score (Mean rank = 163.17) compared to female teachers (Mean rank = 137.83). The Mann-Whitney U value was calculated to be 9350.000, with a p-value of 0.011 (<0.05), indicating statistical significance at a confidence level of 0.05. The results showed that male instructors are presumed to have higher expertise in their subject matter, the ability to choose appropriate teaching materials, knowledge of the age group they are instructing, and the Competence to deliver lessons in a manner that promotes continuous and progressive learning.

In the teaching competency scale, the fourth dimension is referred to as the **Interpersonal Relationship** dimension. When compared to the mean rank score of female teachers (Mean rank = 155.20) and the mean rank score of male teachers (Mean rank = 145.80) on this dimension, it came out to be almost the same. The value of the Mann-Whitney U statistic is found to be 10544.500, with a p-value of 0.335 (more than 0.05), which indicates that it is not statistically significant. The findings showed that both male and female teachers work on building strong ties with their colleagues and students to prevent mismanagement, and both groups embrace innovative approaches for improved academic progress.

The fifth dimension of the teaching competency scale (**Development of teaching-learning material**) compares male and female instructors' mean ranks. It is noted that the mean rank scores for male teachers (mean rank = 152.51) and female teachers (mean rank = 148.49) are almost identical. The results showed

that the Mann-Whitney U value was 10948.000, $p=.685$, failing to reach any significant threshold. These findings suggest that both male and female secondary school teachers create lesson plans and employ creative teaching strategies. They also prepare worksheets and inexpensive or free supporting materials, connect classroom material to real-world scenarios, organise field trips, and make use of various community assets.

The findings about the sixth dimension of the teaching competence scale, namely **Time Management**, are shown in Table 4.13. The mean rank score for male instructors is 164.58, while the mean rank score for female teachers is 136.42. The Mann-Whitney U value was calculated as 9138.000, with a p-value of .003 (<0.01), indicating statistical significance at the 0.01 level. Based on these findings, male instructors, compared to their counterparts, exhibit timeliness by successfully managing time to offer teaching and learning resources. They also ensure that the curriculum is covered within the period specified.

Concerning the seventh dimension, which pertains to the **Evaluation Process during Teaching and Learning**, male instructors achieved a mean rank score of 160.96, which was higher than the mean rank score of 140.04 achieved by female instructors. The Mann-Whitney "U" value was computed as 9680.500, yielding a p-value of .036 (<0.05), which demonstrates statistical significance at a confidence level of 0.05. Thus, the findings show that male teachers, compared to female teachers, agreed that evaluation standards should not put too much pressure on students' skills. They are in favour of using different types of assessment methods. Additionally, they also assign significant importance to classroom observation for evaluation.

On the '**Competencies related to working with Parents, Community and other agencies**' component of Teaching Competence (TC), Table 4.11 compares male and female secondary school teachers. Male teachers had a mean rank score of 152.85, while female teachers achieved a score of 148.15. The Mann-Whitney "U" value, calculated to be 10897.500, $p=.637(>0.05)$, did not achieve any statistical significance. It means that both male and female instructors believe in dedicating an adequate amount of time to handling parental queries. They abstain from making explicit comments on any particular sector of society. Throughout the teaching process, their main objective is to cultivate a feeling of unity among students and firmly acknowledge the vital role parents play in their children's education.

Table 4.13 reveals a notable difference between the two groups in terms of their composite score of Teaching Competence. The data demonstrates that the mean rank score of male teachers is 150.33, which is more than the mean rank score of female teachers (140.67). The Mann-Whitney U value is 9775.000, with a p-value of .049 (<0.05), suggesting statistical significance at a 0.05 significance level. It suggests a significant difference between the groups being compared. Therefore, the hypothesis **that there is a significant difference in the mean rank scores of male and female secondary school teachers on teaching competence** stands retained. This discovery aligns with the research conducted by **Gupta and Mir (2013)** as well as **Choudhury and Chowdhury (2015)**, which demonstrated a notable distinction in the teaching proficiency of secondary school educators between males and females. According to the findings of **Chauhan and Gupta (2014)**, **Mahanta (2012)**, **Mustafa (2013)**, and **Marinkovic et al. (2012)**, there is a gender disparity in the professional Competence of educators, with female educators exhibiting marginally higher levels of Competence than their male counterparts. Both **Ganaie and Mudasir (2014)** and **Soanes and Bhutia (2017)** found that male school teachers have a somewhat greater degree of Competence than female school teachers. **Mishra (2017)** revealed that female teachers have better teaching competency than male teachers and also concluded that teachers with more extended teaching experience had higher teaching competency. **Naz (2017)** also found out that both male and female teachers had the necessary professional competencies. In addition, the professional competence scores of the male and female teachers were significantly different. **Chahar (2004)** found that female student teachers were higher than male student teachers. Further, **Jena (2012)** also found that the performance of female teachers was better than that of male students in terms of teaching competency. The reasons were that female teachers had good communication, were cooperative, responsible, and confident, and were well satisfied with their job. **Vasan and Gafoor (2014)** findings revealed significant differences between male and female primary school teachers about teaching Competence, **Jeyanthi (2016)**, **Parveen and Srivastava (2020)**, **Deepti (2018)**, **Najar and Yousuf (2021)** revealed a significant mean difference between male and female teachers on teaching competency and found male teachers teaching competency was seen as significantly higher than their female counterparts. The results contradict those of **Das and Nalinilatha (2017)**, **Pratibha (2017)**, **Saxena and Singh (2008)**, and **Singh (2008)**, who found no evidence of a relationship between sex and teaching capacity. **Sabu (2010)**, **Basapur (2019)**, **Moshahid and Hussain (2017)**, **Shanthi and Denisia (2015)**, **Srinivasan and Pugalenth (2019)**, **Mohan and Narayanaswamy (2018)**, **Mathew (2017)**, **Rana and Shivani (2019)**, **Jayasree (2007)**, **Himabindu (2012)**, **Kaur and Paramjot (2016)**, **Patel (2017)**, **Rajakumari and Pazhanivelu (2020)**, **Vidhushy and Kishor (2020)** found that there are no appreciable variations depending on gender.

CONCLUSION

High school education is essential in equipping students for future endeavours by providing advanced information and skills necessary for personal and professional growth. It serves a critical role in bridging elementary and higher education, allowing students to explore various subjects, develop essential life skills, and establish a foundation for their chosen career paths. The present study analysed the teaching competence of male and female secondary school teachers.

The study shows that male teachers, as compared to female teachers, were found to have higher levels of classroom management, knowledge of the subject, time management, and evaluation process during teaching-learning. Female teachers were found to be high in lesson planning. However, both groups are similar in interpersonal relationships, development of teaching-learning materials, and competencies related to working with parents, community, and other agencies. It was found that male teachers have higher teaching competence than female teachers.

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