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## INDEX

Sl.	Title	Page
<b>1</b>	<b>Integration of ICT in Teacher Training Institutions: A Transformation in the Paradigm of Teacher Education</b> Aamir Majeed and Prof. Syedah Fawzia Nadeem	<b>6-15</b>
<b>2</b>	<b>Awareness on Utilization of Community Resources in Teaching Chemistry at Secondary School Level</b> A.Devi and Dr.T.Kanakaraj	<b>16-24</b>
<b>3</b>	<b>Teachers Professional Development and Job Satisfaction</b> Ashish Kumar	<b>25-30</b>
<b>4</b>	<b>Teacher’s Professional Development in Online Social Networking Sites</b> Cathrine Asha S. and Dr. Blessing Mary	<b>31-39</b>
<b>5</b>	<b>Life Style and Attitude towards Sustainable Development Goals among Prospective Teachers at Secondary Level</b> Sreevidya R. and Dr. Mubi K. Mohamed Ali	<b>40-57</b>
<b>6</b>	<b>Socio-emotional Skills among Secondary School Students of Standard Nine in terms of Gender and Demographic Location of Udupi District</b> Rose Kiran Pinto	<b>58-71</b>
<b>7</b>	<b>Blended Learning: A Vision for the Future</b> Dr. Fatma Gausiya	<b>72-87</b>
<b>8</b>	<b>A Study on Perception of Student Teachers on Professional Development</b> Dr. Manju N.D	<b>88-103</b>
<b>9</b>	<b>Emerging Need of Blended Learning</b> Dr. Pratibha Khare	<b>104-115</b>

<b>11</b>	<b>Role of Fourth Industrial Revolution and Education 4.0 on Sustainable Development in Education</b> Dr. Seema Gopinath	<b>116-124</b>
<b>12</b>	<b>Efficacy of Indigenous Rhymes in Developing Student Engagement and Motivation</b> Dr. Prithi Venkatesh, Ms. Sreevidya MS, Ms. Nisha A, Mr .Srinivasa R	<b>125-139</b>
<b>13</b>	<b>Transforming Education: Evaluating The Implementation and Effects of the 2020 Education Policy</b> Dr. Veena Khilnani	<b>140-146</b>
<b>14</b>	<b>Educational Significance of Inclusion in Reducing Juvenile Delinquency-Need for Multi-dimensional Approach</b> Dr.C.B.Vikram	<b>147-165</b>
<b>15</b>	<b>From Exclusion to Excellence: Overcoming Obstacles to Inclusion in Schools</b> Dr. Rajeshwari Garg	<b>166-176</b>
<b>16</b>	<b>Impact of Artificial Intelligence Enabled Technological Pedagogical Implications in Higher Education</b> Dr.S.Ammami, Dr.M.Anita, Ananya	<b>177-186</b>
<b>17</b>	<b>The Effect of Artificial Intelligence on Research Methodology</b> Dr. Taiyaba Nazli	<b>187-194</b>
<b>18</b>	<b>Empowering Educators: Navigating Continuous Professional Development In Alignment With NEP 2020 In India.</b> Jagirdar Lubna Batool and Dr. Syed Azaz Ali	<b>195-206</b>
<b>19</b>	<b>Inevitability of Assessment and Feedback Strategies in the Teaching- Learning Continuum</b> Jasmine. J	<b>207-214</b>
<b>20</b>	<b>Vital Role of Teachers, Parents and Students as a Joint Venture in Inclusive Education</b> Mrs. Jyothi H.D.	<b>215-221</b>

21	<b>Humour as an Effective Teaching Strategy</b> Madan Kumar	222-229
22	<b>Significance of Inclusive Education in Fostering Social Justice in India</b> Mamta and Nivedita	230-243
23	<b>An Investigation of the Gender Disparity in the Teaching Abilities of Trainee Teachers</b> Mrs. Mirza Humaira Batul	244-256
24	<b>Enhancing Learning of Students through Formative Feedback in Higher Education</b> Monal	257-267
25	<b>Exploring the Preparedness for LMS among Teacher Educators and B.Ed. Students in the Current Education Scenario</b> Dr.M.Ponnambaleswari and Aswathy C.K.	268-281
26	<b>The Family Environment Promotes Student Engagement and Motivation</b> N. Revathy and Dr. A. Blessing Mary	282-285
27	<b>Transformative Education Reforms: Catalyzing Social Justice in India</b> Pooja and Nivedita	286-294
28	<b>Exploring Participatory Pedagogy for Cultivating Inclusivity in Classroom</b> Prabhleen Saini	295-307
29	<b>Transforming Education: A Journey Towards Transgender Inclusion</b> Prakasha C.	308-320
30	<b>Impact of Competency Based Education on Learning Outcomes</b> Prashasti Singh and Dr. Kalpana Thakur	321-333

<b>31</b>	<b>An Introduction of Inclusive Education</b> Rajesh Kumar Pathak	<b>334-343</b>
<b>32</b>	<b>E- learning: Impact on Psychosocial Competence</b> Ms. Rajwinder Kaur and Dr. Gagandeep Kaur	<b>344-353</b>
<b>33</b>	<b>Computer-Based Programmes to Improve Communication with Children with Special Needs: Cerebral Palsy</b> Ramesh	<b>354-363</b>
<b>34</b>	<b>Nurturing Students Engagement: An Educator’s Role in Fostering Autonomy, Competence, and Relatedness in Teaching-Learning Process</b> Saroj Rani	<b>364-388</b>
<b>35</b>	<b>Life Style and Attitude towards Sustainable Development Goals among Prospective Teachers at Secondary Level</b> Sreevidya R. and Dr. Mubi K. Mohamed Ali	<b>389-405</b>
<b>36</b>	<b>Perception of Pre-service Teachers towards Blended Learning in Teaching-learning Process</b> Ghazala Parveen	<b>406-429</b>

## **An Investigation of the Gender Disparity in the Teaching Abilities of Trainee Teachers**

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### **Abstract**

The gender gap in trainee instructors' teaching ability is the subject of this research investigation. The results of this study offer insightful information on potential gender-specific problems or advantages in teacher preparation programs. The primary objectives of this study are to learn more about the trainee instructors' general state of teaching ability. to look at the teaching aptitude of B.Ed. students, both male and female, in relation to each other. and to contrast the B.Ed. student teachers' respective teaching aptitudes, male and female. The researcher employed a survey approach for the current investigation. Smt. Shamim Karim and Prof. Ashok Kumar Dixit's Teaching Ability Test Battery (TATB) was used by the researcher to assess the B.ED. Candidates' teaching abilities. The sample for this study consists of 200 B.Ed. trainee teachers, 100 of whom are female and 100 of whom are male, who were selected at random from five different colleges in the city of Aurangabad. The t-test, mean, and S.D. are used to analyze the data. The average teaching aptitude score for trainee teachers is 380.42, with a standard deviation of 64.04 among all 200 B.Ed. students, according to the findings. Out of 100 female trainee teachers, the mean teaching aptitude of B.Ed. students is 183.27, with a standard deviation of 32.48. The mean and SD for the male B.Ed. student are 197.15 and 31.56, respectively. At the 0.01 level of significance, the t-value for both the female and male groups is -3.88, which is

smaller than the value in the table (1.64). Consequently, there is no discernible difference between the mean for men and women. As a result, the null hypothesis is accepted.

*Keywords:* gender disparity, aptitude, teaching aptitude

## **Introduction**

In the dynamic landscape of education, the role of teachers is pivotal in shaping the future of the nation. As we navigate the complexities of teacher education programs in India, it becomes imperative to delve into the nuanced aspect of teaching aptitude, considering the potential influence of gender on this essential trait. This research aims to investigate the teaching aptitude of pupil teachers, discerning patterns and variations associated with gender within the Indian context.

Educational systems worldwide are increasingly recognizing the importance of fostering gender-inclusive learning environments. While strides have been made towards gender equality in various domains, there is a paucity of research specifically examining how gender may impact the teaching aptitude of aspiring educators. Pupil teachers, undergoing the critical phase of teacher training, stand at the intersection of theory and practice, making their experiences a valuable lens through which to scrutinize the potential gender dimensions of teaching aptitude.

The rationale for this research is grounded in the belief that an in-depth analysis of teaching aptitude in relation to gender can unravel unique challenges or strengths that may inform policy and practice in teacher education. By understanding the interplay between gender and teaching aptitude, educators, policymakers, and stakeholders can tailor strategies to enhance the quality and effectiveness of teacher training programs.

This study will employ a survey method and classroom observations to collect comprehensive data. The research aims to not only identify gender-based disparities but also shed light on the factors that contribute to the teaching aptitude of pupil teachers, providing a holistic view of the intricacies involved.

A teacher's aptitude refers to their particular skills, passion, contentment, and suitability for the teaching profession. Being an excellent teacher requires having a strong teaching aptitude. "Teaching is a disciplined social process in which teacher influence the behaviour of the less experienced pupil and helps him/her to develop according to the needs and ideas of society," claims Morrison. A key element in encouraging successful learning in schools is the calibre of the instruction provided. In order to properly manage the demands of the classroom, teaching is a complex act that requires a wide variety of knowledge and abilities, including teaching aptitude and attitude. In the classroom, a child's life will be moulded. A teacher is the only one who can prepare the next generation for careers, raising a family, civic and social life, leisure activities, healthy living, and other relevant facets of human life and labour. A teacher should always be a student. Two different kinds of knowledge are needed by teachers: pedagogical knowledge and content knowledge. Teaching aptitude is included in pedagogical knowledge. "The accurate way of carrying units of knowledge, application, and talents to students" is the definition of teacher competency. The idea of aptitude, according to Bingham (1937), is predicated on a few fundamental ideas: (i) that people's potentialities aren't all that powerful. (ii) People vary from one another in terms of their potential. (iii) Disparities largely hold steady.

Aptitude was defined in 1947 by the New Dictionary of Psychology as the capacity in a



certain skill or area of knowledge that allows one to estimate how much development may be possible with additional instruction. The teaching profession is one of the most significant arts for directing pupils through a range of well-chosen instructional techniques and approaches that draw the most talented, most charming, and most dedicated young people.

In conclusion, this research endeavours to contribute to the ongoing discourse on teacher education in India by offering evidence-based insights into the nexus between gender and teaching aptitude. The findings hold the potential to catalyse positive changes in teacher training programs, fostering an inclusive and empowering environment for future educators.

### **Literature Review**

Ms. Poonam Sindhu and Dr. Umender Malik (2015). Did an analysis of the relationship between the teaching aptitude and intelligence of B.Ed. student teachers. The relationship between the teaching aptitude and intellect of B.Ed. student teachers has been investigated in this study. A representative sample of 600 instructors—300 men and 300 women—from three districts in Haryana's urban and rural B.Ed. colleges were chosen at random. The data were gathered using the Teaching Aptitude Scale (2002) by L.C. Singh and Dahiya and the Test of General Intelligence (2012) by S.K. Pal & K.S. Mishra. According to the study, there was a substantial difference between the male B. Ed. instructor teachers from rural areas' teaching aptitude and intellect. Results for female B.Ed. student instructors in rural areas were similar. When comparing the teaching aptitude and IQ of urban male and female B.Ed. student instructors, the results were, however, the opposite.

In 2019, Geetanjali Kalsi looked on how well student instructors taught in respect to their

gender and location. 120 student instructors from six colleges at Jammu University were chosen at random to participate in this study by the researcher. Studying the teaching abilities of student instructors enrolled in teacher training programs was the goal of the investigation. Initially, the impact of both gender and location on the teaching ability of student instructors was investigated; with the exception of cooperative learning, all categories had extremely high teaching ability. Thus, it can be said that from the perspective of teaching ability, differences in instructors' teaching aptitude can be attributed to their experiences in rural and urban contexts. These findings are consistent with those of the research projects carried out by Sameena and Basu (2007).

The Comparative Study of Teaching Aptitude of Trained and Untrained Secondary School Teachers was examined by Mudasir Abdullah et al. (2020). This study aims to examine secondary school teachers' teaching abilities, both trained and untrained. Using a stratified random sampling technique, 400 teachers from various secondary schools in the Kashmir valley were selected for the study. Of these, 200 were trained secondary school teachers and the other 200 were not. Smt. Shamim Karim and Prof. Ashok Kumar Dixit's Teaching Aptitude Test Battery was used to gauge the teaching aptitude of secondary school teachers. According to the study's findings, secondary school instructors with training have superior teaching aptitude than those without.

Shallu Rani. (2021). did a study on B.Ed. students' teaching abilities. An aptitude shows a person's capacity for learning and acquiring new abilities, which are essential for success in a given sector. Teaching aptitude is a measure of a person's ability to become a teacher after receiving extensive training, a variety of opportunities, and other support. Since B.Ed. student

instructors are the future educators and frequently serve as role models for their students, the investigators in this study investigated their teaching aptitude. A self-prepared questionnaire (in Google form) was utilized to gather virtual data from a representative sample of sixty student instructors, of whom thirty-eight were girls and thirty-two were boys. It typically refers to the three primary domains of teaching—cognitive, emotional, and psycho-motor. The investigator was primarily told to finish the test by checking off every question in 20 minutes. Ultimately, the investigator discovered that there is no discernible gender-based variation in the teaching aptitude of B.Ed. student teachers following the collection or analysis of the data.

Das, Jharna. (2021). investigated into West Bengali trainee teachers' ability for teaching. Cross-sectional survey research was used as the approach for the study. The study's primary goal was to look into trainee teachers' abilities to instruct in relation to gender, caste, training status, and educational stream. 204 representatives provided information, and one questionnaire helped with the data collection. The Teaching Aptitude Test (TAT), created by Gakhar & Rajnish in 1971, was the only instrument utilized in this investigation. The study's conclusions, which showed a statistically significant difference between deputed and fresher trainee teachers and higher teaching ability in deputed or in-service teachers, were that experience can develop inner potentialities. The study's conclusion is that trainee teachers' ability to instruct is not much impacted by their gender, caste, or educational background.

### **Need for the Study**

Research on teaching aptitude of pupil teachers in relation to their gender in India could provide valuable insights into potential gender-specific challenges or strengths in teacher training

programs. Understanding how gender influences teaching aptitude may help in developing more targeted and effective strategies for teacher education. It could also contribute to fostering gender-inclusive teaching environments and addressing any disparities that may exist.

To investigate gender disparity in teaching aptitude among trainee teachers in India, consider conducting a thorough study encompassing multiple aspects. Some of them are defining as follows.

1. **Performance Evaluation:** Need to assess the academic performance of trainee teachers based on gender. Investigate whether there are disparities in examination scores or practical teaching evaluations.
2. **Perceptions and Aspirations:** Conduct surveys or interviews to understand trainee teachers' perceptions of teaching as a career. Explore any gender-based differences in career aspirations within the teaching profession.
3. **Societal and Cultural Factors:** Investigate how societal expectations and cultural norms influence the choice of teaching as a profession for male and female trainees.
4. **Educational Environment:** Examine the learning environment within teacher training institutions for any gender-related challenges. Evaluate the availability of resources and mentorship opportunities for both genders.
5. **Support Systems:** Analyse the support systems in place for trainee teachers, including mentorship programs and career guidance, to identify potential gender biases.
6. **Role Models and Representation:** Explore the impact of gender representation among faculty members and role models within teacher training institutions.
7. **Government Policies:** Evaluate existing policies related to teacher training and identify

any gender-specific provisions or disparities.

By integrating these components, a comprehensive investigation can provide insights into the gender disparity in teaching aptitude among trainee teachers in India, facilitating the development of targeted interventions to address any identified issues.

### **Aim of the Study**

Hence, in view of the above research gaps and the problem of the present study can be stated as “An investigation of the gender disparity in the teaching abilities of trainee teachers.”

### **Objectives**

1. To acquire knowledge about the overall status of teaching aptitude among the trainee teachers.
2. To investigate the teaching aptitude of female B.Ed. students for teaching.
3. To investigate the teaching aptitude of male B.Ed. students for teaching.
4. To compare the teaching aptitude of male and female B.Ed. student teachers.

### **Hypotheses**

1. Teaching aptitude of trainee teachers is moderate.
2. Female trainee teachers exhibit a moderate level of teaching aptitude.
3. There is a moderate aptitude for teaching among male trainee instructors.
4. There is no significant difference in the teaching aptitude of male and female B.Ed. student teachers.

### Methodology

For the present study, the researcher used a survey approach. The researcher tested the B.Ed. Candidates' teaching ability using the Teaching ability Test Battery (TATB), developed by Smt. Shamim Karim and Prof. Ashok Kumar Dixit.

### Sample:

200 B.Ed. trainee teachers who make up the sample for this study were chosen at random from five different colleges in the city of Aurangabad, with 100 of them being female and 100 of them being male.

### Statistical Measures:

In order to analyse the data, t-test, mean, and S.D. are utilized.

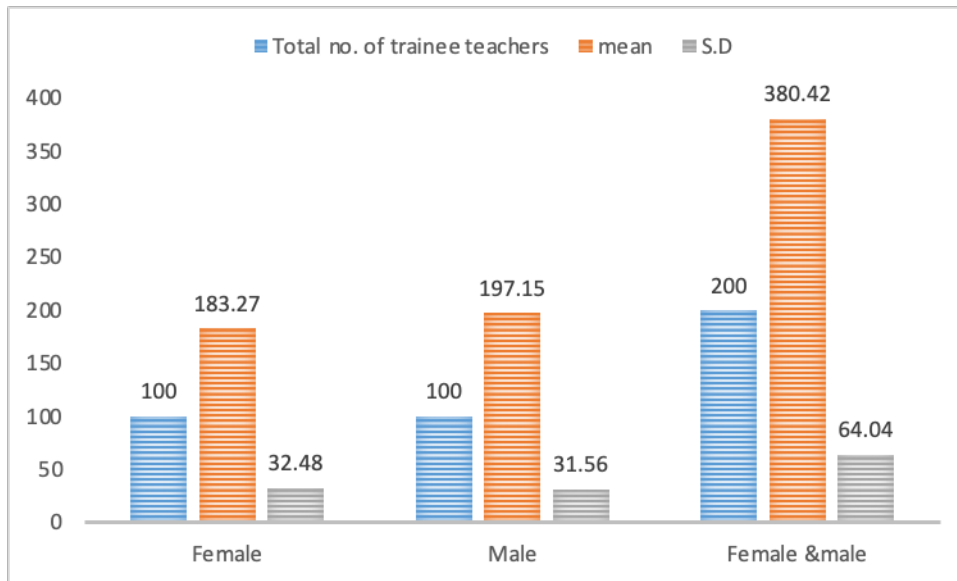
### Findings

Finding is showing as following table.

Gender	Total Number of Trainee Teachers	Mean	S.d	T- value	Df 1.98 at 0.01 level	Difference between Means
Female	100	183.27	32.48	-	-	-
Male	100	197.15	31.56	-	-	-
Female & Male	200	380.42	64.04	-3.07	1.68	No significant difference

**Figure 1**

*Total Number of Trainee Teachers, their Mean and S.D.*



### Results & Discussion

The results show that, out of 200 B.Ed. students, the standard deviation is 64.04 and the overall mean value of teaching ability among trainee teachers is 380.42. The mean teaching ability of the 100 female trainee teachers who completed their B.Ed. is 183.27, with a standard deviation of 32.48. The mean value of the male B.Ed student is 197.15, while the standard deviation is 31.56. At the 0.01 level of significance, the calculated t-values for the two groups (male and female) are -3.88 and lower than the table value (1.64). As a result, the mean for men and women does not differ much. So, the null hypothesis is going to be accepted.

### Conclusion and Recommendations

After conducting a thorough investigation of gender disparity in teaching aptitude among

trainee teachers in India, several key findings emerge. The enrolment patterns indicate a notable gender gap in teacher training programs, with variations in academic performance and perceptions of teaching as a career. Societal expectations, cultural factors, and the educational environment contribute to shaping these disparities. Female trainee teachers may face challenges influenced by traditional norms and limited support systems. Additionally, the underrepresentation of female role models within teacher training institutions could impact the aspirations of aspiring educators.

1. **Enhance Support Systems:** Develop robust mentorship programs and support systems within teacher training institutions to assist both male and female trainee teachers. Focus on addressing gender-specific challenges and providing guidance throughout their training.

2. **Raise Awareness:** Conduct awareness campaigns to challenge societal stereotypes regarding teaching as a profession. Highlight the importance of diverse perspectives in the teaching workforce.

3. **Professional Development Programs:** Implement professional development programs that focus on skill-building and confidence-building for trainee teachers, addressing any disparities in academic performance.

4. **Introduce gender sensitization workshops** within teacher training curricula. These workshops should raise awareness of gender-related issues and promote an inclusive learning environment.

5. **Increase Female Representation:** Encourage and support the recruitment and retention of female faculty members and role models within teacher training institutions. This can positively influence the aspirations of female trainee teachers.



6. Regular Evaluation and Adaptation: Continuously monitor and evaluate the effectiveness of implemented measures. Be ready to adapt strategies based on ongoing assessments to ensure sustained progress in reducing gender disparities.

By implementing these recommendations, educational stakeholders can contribute to creating an environment where trainee teachers, regardless of gender, can thrive, fostering a more equitable and inclusive teaching profession in India.

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