



## A STUDY ABOUT TEACHING SKILLS OF FEMALE PRIMARY SCHOOL TEACHERS

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### ABSTRACT

In India, women are more likely than men to assume the domestic roles of homemaker and as primary care takers of children. This skill of women attracts them for teaching at primary level. Men are more likely to assume the role of primary family provider. The different placement of men and women in the social structures of society yields a variety of mediating processes. People of each gender are expected to have psychological characteristics that equip them for the tasks that their gender typically performs. To this extent, women, more than men, occupy roles that involve child care. Present study is related to compare teaching skills of male and female primary teachers.

### INTRODUCTION

In a class, there is a strong relationship between a teacher's educational beliefs and their planning, instructional decisions and classroom practices. Teachers' perceptions can also affect the way they interact and communicate with their students influence, students' motivation and achievement and project social representations of gender onto boys and girls. Teachers may have a similar knowledge base, but teach in different ways since their personal beliefs and perceptions have a powerful influence on the decisions they make.

A good primary school teacher should possess many qualities: Basic knowledge of the subject matter is compulsory for teacher. It should be well known by the teacher for him to give his students the right information. This makes his students to have confidence in him. Effective Communication skill is also important for a good teacher. If the teacher has good communication skills his student can understand the information he gives them. Instruction techniques should be effective. A good teacher should be exposed to a variety of techniques so as to know how best to impart knowledge to his students. Class control and management skills are required to become effective primary teacher. The teacher should be able to cause amusement among his students and feel free with them. This makes environment for effective teaching and learning. He should be imaginative, that's

have a mental picture or image of events, students' problems, feelings, aspirations, etc. He should be able to tolerate stress.

**OBJECTIVE OF STUDY**

- To evaluate teaching skills of female teachers of primary classes
- To evaluate teaching skills of male teachers of primary classes

**HYPOTHESIS**

There is no significant difference between teaching skills of male and female teachers of primary classes.

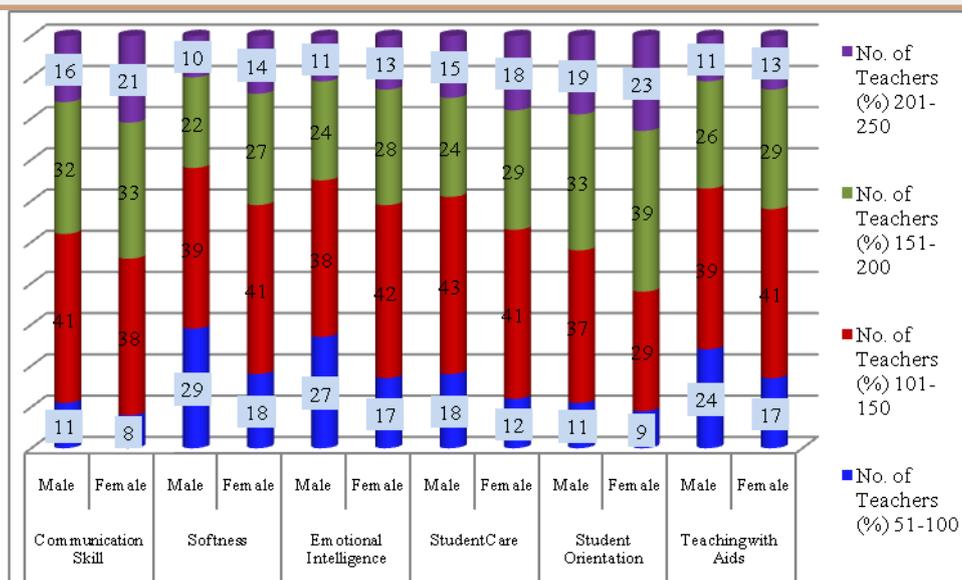
**METHODOLOGY**

Descriptive survey method was applied for this study. 100 male and 100 female primary teachers were randomly selected as sample. They were tested for teaching skills using a self-prepared test paper. Teaching value was divided into 4 categories as value 51-100, 101-150, 151-200 and 201-250. Collected data was tabulated and converted into percentage for comparative analysis.

**FINDING AND ANALYSIS**

**Table: Status of Teaching Values of Male and Female Primary Teachers**

Teaching Skills	Gender of Teacher	No. of Teachers (%)			
		Teaching Value 51-100	Teaching Value 101-150	Teaching Value 151-200	Teaching Value 201-250
Communication Skill	Male	11	41	32	16
	Female	8	38	33	21
Softness	Male	29	39	22	10
	Female	18	41	27	14
Emotional Intelligence	Male	27	38	24	11
	Female	17	42	28	13
Student Care	Male	18	43	24	15
	Female	12	41	29	18
Student Orientation	Male	11	37	33	19
	Female	9	29	39	23
Teaching with Aids	Male	24	39	26	11
	Female	17	41	29	13



**Chart: Status of Teaching Values of Male and Female Primary Teachers**

Data table shows that male teacher's strength is 16% having teaching value 201-250, 32% have 151-200, 41% have 101-150 and 11% have 51-100 value. 21% female teachers show 201-250, 33% exhibit 151-200, 38% depicts 101-150 and 8% show 51-100 value. Teacher's soft attitude is necessary for handling primary students. 14% Female and 10% male teachers show 201-250 value, 27% female and 22% male teachers show 151-100 value. For emotional intelligence, 13% female and 11% male teachers show 201-250 value. 28% female and 24% male teachers exhibit teaching value 151-200. 15% male, 18% female teachers are observed showing teaching value 201-250 while 24% male and 29% female teachers show 151-200 value for student care. For student orientation highest value is gained by 19% male and 23% female teachers. 33% male and 39% female teachers show 151-200 value. For the skill of using teaching aids, 11% male, 13% female teachers show value 201-250 and 26% male, 29% female teachers exhibit value 151-200 value. Thus hypothesis, there is no significant difference between teaching skills of male and female teachers of primary classes is rejected.

**CONCLUSION**

Gender related matter is a particularly important facet of the experience of being a primary teacher. As women are more generous, soft spoken and caring they are more successful. Primary school students expect a teacher with smile, kind heart, able to understand their emotions. Naturally, female teachers have these abilities that are why they are more successful.



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