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Does Gender Influence Pedagogical Knowledge?

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Abstract: **The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students. There are various factors that may cause variation in pedagogical knowledge among student teachers. In present paper gender have been taken as one of these factors for study its influence on pedagogical knowledge It is an attempt to identify whether male and female student teachers differ in their pedagogical knowledge or not.**

Keywords: **Pedagogical Knowledge, transform the content knowledge, presented by the students.**

1. INTRODUCTION

The general dictionary definition of Pedagogy is that the pedagogy is the art as well as science of teaching. It involves a constant working at, adjusting, imaging and adjusting again until the thing sets right. Gage, N.L. (1978) has said that teaching as a science and as an art to describe the element's of predictability in teaching and what constitutes good teaching. The good teaching implies its attainments or outcomes in terms of child development. It yields high predictability and control. Teaching is more than science, because it also involves artistic judgment about the best ways to teach. Teacher employs his aesthetic sense in his teaching. The expressions of art depart from the rules and principles of science. According to Wilson, shulman & Richert (1987) teachers' professional knowledge could be described in terms of three broad categories:

Content Knowledge – refers to a teacher's understanding of the academic material to be learned

Pedagogical knowledge – refers to a teacher's repertoire of generic teaching techniques like co-operative learning, role playing or group work – techniques that are equally relevant to all academic content domains.

Pedagogical content knowledge - refers to a teacher's repertoire of techniques that are specially designed to make a particular academic subject accessible to students

Pedagogy, the art or science of being a teacher , generally refers to strategies of instruction, or a style of instruction. The word comes from the Ancient Greek (paidagōgeō; from (child) and (lead)): literally, "to lead the child". The Latin-derived word for pedagogy, education, is nowadays used in the English-speaking world to refer to the whole context of instruction, learning, and the actual operations involved with that, although both words have roughly the same original meaning. In the English-speaking world the term pedagogy refers to the science or theory of educating. Pedagogy is also sometimes referred to as the correct use of teaching strategies. In present study the knowledge of instructional objectives, instructional procedures, instructional strategies, skills and evaluation strategies are considered as the major components of pedagogical knowledge.

Objective:

To find out the influence of gender on pedagogical knowledge of student teachers

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Hypothesis:

There is no significant influence of gender on pedagogical knowledge of student teachers.

Sample:

The present sample consists of 20 college of education covering two districts. On an average each college of education has strength of 100 student teachers. From each college of education 21 student teachers have been randomly selected and included in present sample. Thus there are 418 student teachers in the sample. In the sample 360 student teachers are from Bhopal and 58 from Hoshangabad district. Out of 418 student teachers 120 are male and 298 female .Out of 418 student teachers 60 belongs to government colleges and 358 belongs to private colleges of education.

2. METHODOLOGY

The researcher adopted ex-post-facto method for execution of research work.

Statistical techniques: t-test and ANOVA

Tools of the study:

Self developed Pedagogical Knowledge Test.

3. RESULT AND DISCUSSION

Hypothesis of the study states that there is no significant influence of gender on pedagogical knowledge of student teachers. This hypothesis is verified and shown in following table.

Table.1: Significance of 'F' for gender in respect of pedagogical knowledge of student teachers.

Source of variation	Sum of squares	df	Mean square	F	Sig
Between Groups	294.69	1	294.69	6.365	0.012
Within Groups	19260.24	416	46.299		
Total	19554.93	417			

It is found that the value of 'F' is significant between male and female in respect of pedagogical knowledge and hence hypothesis is rejected. This means that there is significant influence of gender on pedagogical knowledge of student teachers. This indicates that gender is the source of variation in pedagogical knowledge among student teachers.

Though gender influences pedagogical knowledge but to know its influence on components of pedagogical knowledge it is further analyzed and results are presented as follows.

Table.2: Significance of 'F' between male and female in respect of components of pedagogical knowledge.

Components of pedagogical knowledge	Instructional Objectives	Instructional Procedures	Instructional Strategies	Skills	Evaluation
F	0.277	2.839	1.734	6.486	50170
Sig.	0.599	0.093	0.189	0.011	0.23

The value of F is found significant for only two components of pedagogical knowledge i.e. skills and evaluation. This means that gender influences skill and evaluation components of pedagogical knowledge significantly. This implies that male and female student teachers differ in the knowledge of skills and evaluation strategies. But the knowledge of instructional objectives, instructional procedures and instructional strategies do not differ with gender of student teachers.

As the value of 'F' is significant the researcher is interested to find out the difference of means between male and female student teachers in respect of pedagogical knowledge. 't' have been computed and results are presented in following pages.

Table.3: Significance of difference between male and female in respect of pedagogical knowledge.

Category	N	AM	SD	t	df	Sig.
Male	112	21.77	6.6	1.11	416	0.268
Female	306	20.93	6.9			

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It is observed that the value of 't' not significant between male and female student teachers in respect of pedagogical knowledge. This means that there is no significant difference in pedagogical knowledge of male and female student teachers. Pedagogical knowledge of male student teachers (AM=21.77) is slightly more than female student teachers (AM=20.93) but this difference is not remarkable.

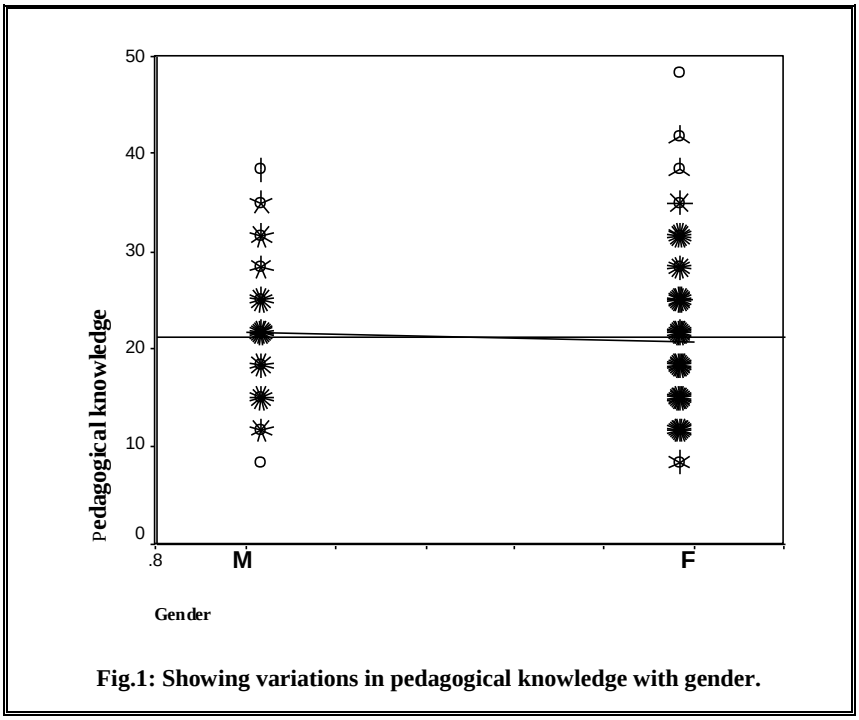

Fig.1: Showing variations in pedagogical knowledge with gender.

Figure 1 indicates that both the male and female student teachers possess same level of pedagogical knowledge as the fit line of the curve is overlapping mean line. However both the lines do not overlap each other completely but the deviation is not remarkable. It indicates that mean pedagogical knowledge of male and female student teachers fall at same point nearer to mean value. This shows that pedagogical knowledge of student teachers does not differ with gender.

Suggestions for further research:

- Researches may be under taken to study the influence of gender on pedagogical knowledge of in-service teachers.
- Researches may be under taken to study the difference between inservice and pre-service teacher trainees.
- Researches may be under taken to study the influence of other demographic variables like age, type of institution, experience, subject background of teacher trainees etc.

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