



TEACHING METHODS OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO GENDER

T. M. Gnanasoundari

Assistant Professor, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India

Cite This Article: T. M. Gnanasoundari, "Teaching Methods of Primary School Teachers With Respect to Gender", International Journal of Multidisciplinary Research and Modern Education, Volume 12, Issue 1, January - June, Page Number 101-102, 2026.

Copy Right: © Crystal Pen Publication, 2026 (All Rights Reserved). This is an Open Access Article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Type of Review: Peer Reviewed as per [C|O|P|E] Guidance.

Disclaimer: The scholarly papers reviewed and published by Crystal Pen Publication, India, reflect the views and opinions of their respective authors and do not necessarily represent the views or opinions of Crystal Pen Publication. The publisher disclaims any responsibility for any harm, loss, or damage resulting from the use of the published content by any party.

DOI: <https://doi.org/10.5281/zenodo.21717294>

Abstract:

The paper is based on the current research project aimed at finding the use of teaching methods in primary education. The aim of this paper is to analyze and describe the current situation based on the results of the quantitative survey for the purpose of the study, 200 primary school teachers are selected through simple random sampling technique from Chennai District. The T-test is used to analyze the data. The result shows that there is no significant difference there is no significant difference in Teaching Methods with respect to Gender among primary school teachers.

Key Words: Teaching Methods, Primary School Teachers, Gender

Introduction:

Teaching methods refer to the various strategies, techniques, and approaches used by teachers to facilitate learning and achieve educational objectives. A teaching method is a systematic way of presenting subject matter to students in order to enhance their understanding, knowledge, skills, and attitudes. The effectiveness of the teaching-learning process largely depends on the appropriateness of the teaching methods adopted by teachers. Different teaching methods are used according to the nature of the subject, learning objectives, classroom environment, and the needs of learners. Research studies have shown that student-centered teaching improves academic achievement, motivation, classroom engagement, and overall learning outcomes. It also helps students develop lifelong learning skills that are essential for their future educational and personal development. Therefore, student-centered teaching is considered an effective instructional approach for promoting meaningful learning and enhancing the academic performance of primary school students.

Need and Significance of the Study:

In primary schools, the use of appropriate teaching methods is particularly important because young learners require engaging and interactive learning experiences. Effective teaching methods helps to improve students' understanding, retention, and application of knowledge. They also contribute to better academic performance and overall personality development. Therefore, teaching methods are considered an essential component of quality education and play a crucial role in achieving educational goals. In recent years, educational institutions have increasingly emphasized activity-based learning, student-centered approaches, and technology-assisted teaching. However, the effectiveness of these teaching methods may vary according to the classroom environment, teacher competence, and learner characteristics. Hence, it becomes necessary to examine how different teaching methods influence the academic performance of students. Hence the investigator decided to study the 'Teaching Methods of primary school teachers with respect to Gender'.

Objectives of the Study:

To find out whether there is any significant difference in teaching methods with respect to gender among primary school teachers in Chennai District.

Hypothesis of the Study:

There is no significant difference in teaching methods with respect to gender among primary school teachers in Chennai District.

Method and Sample of the Study:

Normative survey method was adopted for the present study. A simple random sampling technique was chosen and 200 samples of teacher Educators who were working in Primary Schools located in Chennai District were collected.

Data Analysis:

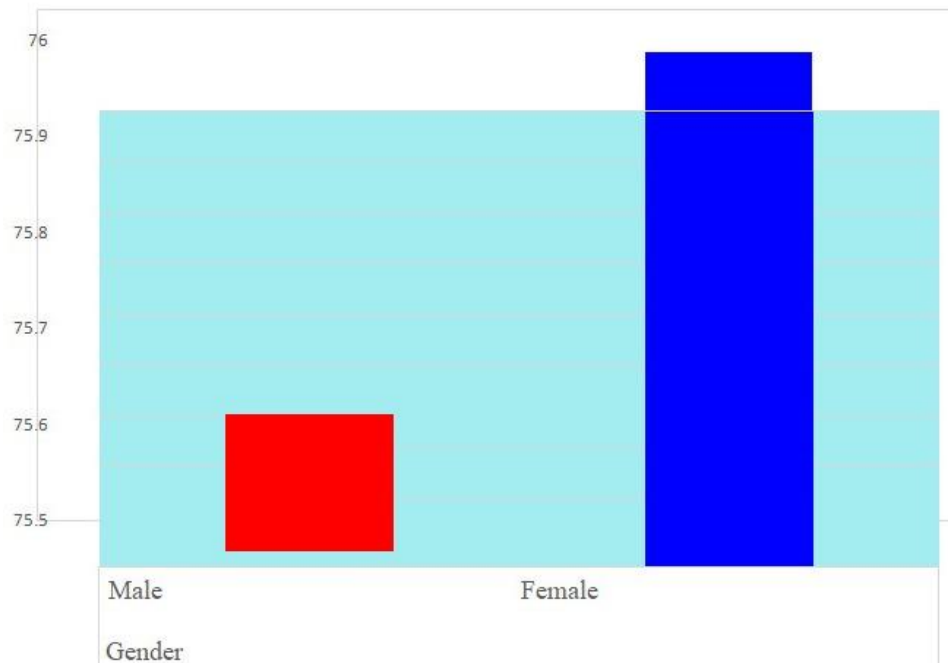
Table 1: t Test values of Teaching Methods of primary schoolteachers with respect to Gender

Variable	Gender	N	Mean	S.D	t-value	p-value	Result
Teaching Methods	Male	103	75.47	15.28	-0.231	0.817	Not Significant
	Female	97	75.96	14.80			

Inference:

From the above table, the calculated t-value is -0.231 and the corresponding p-value is 0.817, which is greater than 0.05. Hence, the null hypothesis is accepted. Therefore, there is no significant difference in Teaching Methods with respect to Gender among primary school teachers.

Figure: Diagram showing distribution of Teaching Methods of primary school teachers based on Gender



Findings of the Study:

- There was no significant difference in Teaching Methods with respect to Gender among primary school teachers.

Delimitations of the Study:

- The sample is delimited to the primary schools in Chennai District only.
- The sample is delimited only gender to the primary school in various schools of Chennai District

Conclusion:

The study on Teaching Methods with Respect to Gender among Primary School Teachers concludes that gender may influence certain aspects of teaching methods; however, effective instructional practices are primarily determined by professional competence, pedagogical knowledge, teaching experience, and commitment rather than by gender alone. Both male and female primary school teachers are capable of employing a variety of learner-centered, activity-based, collaborative, and technology-supported teaching methods that enhance students' learning experiences. In conclusion, the effectiveness of teaching methods among primary school teachers depends more on professional preparation and continuous learning than on gender. Promoting equitable professional development opportunities and supportive teaching environments will enable both male and female teachers to adopt effective instructional methods, thereby improving classroom teaching, enhancing student learning outcomes, and contributing to the overall quality of primary education.

References:

1. Balamurugan, S (2023), Teachers' Job Stress Scale (Tjss): Construction and Validation, Educational Administration: Theory and Practice, 29(1), 403-407, DOI: 10.53555/kuey.v29i1.7189<https://kuey.net/>
2. Sarsani, M.R. (2006). Creativity in schools. New Delhi: Sarup and Sons
3. Siddiqui, M. (2008). Models of teaching. New Delhi: APH Publishing Corporation
4. Killen, R. (2009). Effective teaching strategies: Lessons from research and practice. South Melbourne: Cengage Learning Australia.
5. ERIC Education Resources Information Centre. <https://eric.ed.gov>
6. ERPA International Congresses on Education 2015, ERPA Congresses 2015, 4-7 June 2015