

A Study of Attitude of Male and Female Secondary School Teachers in Srinagar

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ABSTRACT: The aim of the study was to compare the undergraduate male and female secondary school teachers. The sample for the present study consisted of 400 teachers in which 200 were male teachers and 200 were female teachers. The investigators used S.P. Alluwalia Teacher Attitude Inventory to assess the attitude of sample subjects. The investigators used various statistical techniques viz, mean, S.D., t-test to analyze the data. The statistical data revealed that there is significant difference between male and female secondary school teachers on attitude. Female teachers were found to have better attitude towards teaching as compared to male teachers.

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INTRODUCTION

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses viz., cognitive component, which is the knowledge about an attitude object, whether accurate or not; affective component: feelings towards the object and conative or behavioral component, which is the action taken towards the object. Attitudes have been defined in many different ways over the years. Thurstone (1935) defines attitude as the sum total of man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic. Freeman (1955) defines attitude as a dispositional readiness to respond to certain situations, persons, object or ideas in a consistent manner, which has been learned and has become one's typical mode of response. Kimball Young defined attitude, "as a learned and more or less generalized and affective tendency or predisposition to respond in a rather persistent and characteristics manner usually positively or negatively (for against) in reference to some situation, ideas, value, material object or class of such objects or person or group of persons." An attitude is often defined as a tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or ethnic group, a custom, or an institution (Anne Anastasi).

Attitude is a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be positive, negative, hostile or indifferent. One's attitude can account for one's behaviour and/or performance. It can be defined as learned mental or neural set of readiness, system or disposition in which the

motivational, affective, perceptual and thought process are included and due to which the individual's positive or negative activity is directed to the objects, individuals and groups surrounding him. There are three basic components of attitude which are found to be common to all attitudes and are cognitive (belief), affective (feeling) and behavioural (action). Cognitive refers to the set of beliefs and opinions through which the attitude is expressed. Affective component refers to the emotions associated with a person or an object. These emotions include pleasant or unpleasant feelings, likings or disliking for the object, good or bad mood, attraction or aversion. Feeling component serves as a motivating factor and intensity of positive or negative feeling would determine the motivational force behind the resulting behaviour. Behavioural component refers to the actual behaviour which occurs in relation to a person or an object. If a person holds positive attitude towards another person, he will show a tendency to help or support that person or an object. If his attitude is negative, the tendency would be to discourage or ignore that person.

Generally all the three components of attitude are in harmony with each other. For example, if you like (affective component) a particular teacher very much and hold him in high respect (cognitive component), then you will try to attend all his classes (behavioural component). They are formed on the basis of acceptance of social norms and values, emotional and personal experiences, ego-involvement and social perceptions, technological changes and economic development, suggestions and self-concept or ideals of life etc.

Measurement of attitudes must include dimensions like direction (positive or negative, for or against dimension), degree (likes or dislikes attached to an attitude) and intensity (strength of attitude). All these

dimensions are not equally measured in attitude scales and instruments. The idea of dimension is to guide, however, to teacher's observation of individuals and classes. The main task of the teacher is to develop in children proper social attitudes, that is, a desirable attitude towards the society and the other people and to check and modify undesirable attitudes by applying suitable stimuli. The teacher can achieve these two objectives through the introduction of prestige, expert influence, major opinion, evidence of rationality etc. He should provide the pupils with proper environment and should behave in the line of desirable attitudes. He should be free from undesirable attitudes. If a teacher has undesirable attitudes, they are bound to be caught by the pupils. If education succeeds in the inculcation of good social and moral attitudes in children, they will become strong motive forces of their behaviour in later life.

OBJECTIVES

The following objectives were formulated for the present investigation:

1. To study the Attitude of Male and Female Secondary School Teachers.
2. To compare Male and Female Secondary Teachers on Attitude.

HYPOTHESIS

In the light of the objectives enumerated above, the following hypotheses were framed for this investigation:

1. There is no significant difference between Male and Female Secondary School Teachers on Attitude.

ANALYSIS AND INTERPRETATION

Table 1: Showing the mean comparison of Male and Female School Teachers on Teaching Profession of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	36.52	4.08	2.57	Significant at 0.05 level
Female School Teachers	50	37.05	4.36		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Teaching Profession' of Attitude. As, mean score favours Male

OPERATIONAL DEFINITION OF VARIABLES

Teaching Attitude: Thurston (1935) defines attitude as the sum total of man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic. An attitude is often defined as a tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or ethnic group, a custom, or an institution (Anne Anastasi).

In the present study, attitude refers to the scores obtained by the subjects on Ahluwalia's Teacher Attitude Inventory on the following dimensions:

- i. Teaching profession
- ii. Classroom teaching
- iii. Child centered practices
- iv. Educational process
- v. Pupils
- vi. Teachers

SAMPLE

The sample for the present study consisted of 100 teachers (50 Male and 50 Female) selected randomly from the different secondary schools of District Srinagar.

The breakup of the sample are as under:

Group	N	Total
Male Teachers	200	400
Female Teachers	200	

Tool Used

The data for the present study was collected with the help of the S.P. Ahluwalia Teacher Attitude Inventory.

Teachers (37.05) which shows that Male school teacher have better teaching profession than Female School Teachers.

Table 2: Showing the mean comparison of Male and Female School Teachers on Classroom Teaching of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	27.26	2.96	6.09	Significant at 0.01 level
Female School Teachers	50	29.41	3.10		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Classroom Teaching' of Attitude. As, mean score favours

Female School Teachers (29.41) which shows that Female School Teachers have better classroom teaching than Male Teachers.

Table 3: Showing the mean comparison of Male and Female School Teachers on Child Centered Practices of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	41.25	4.28	3.98	Significant at 0.01 level
Female School Teachers	50	42.38	4.65		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Child Centered Practices' of Attitude. As, mean score

favours Female School Teachers (42.38) which shows that Female School Teachers have better child centered practices as compared to Male Teachers.

Table 4: Showing the mean comparison of Male and Female School Teachers on Educational Process of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	39.46	5.51	2.04	Significant at 0.05 level
Female School Teachers	50	41.25	5.96		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Educational Process' of Attitude. As, mean score favours Female

School Teachers (41.25) which shows that Female School Teachers have better educational process as compared to Male Teachers.

Table 5: Showing the mean comparison of Male and Female School Teachers on Pupils of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	34.29	4.21	5.96	Significant at 0.01 level
Female School Teachers	50	38.54	5.08		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Pupils' of Attitude. As, mean score favours Female School

Teachers (38.54) which shows that Female School Teachers have better pupils as compared to Male Teachers.

Table 6: Showing the mean comparison of Male and Female School Teachers on Teacher of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	50	30.28	4.35	6.14	Significant at 0.01 level
Female School Teachers	50	32.26	4.98		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on 'Teacher' of Attitude. As, mean score favours Female School

Teachers (32.26) which shows that Female School Teachers are better teachers as compared to Male Teachers.

Table 7: Showing the mean comparison of Male and Female School Teachers on composite score of Teaching Attitude.

Group	N	Mean	S.D.	t-value	Level of significance
Male Teachers	75	41.85	4.86	4.96	Significant at 0.01 level
Female School Teachers	75	43.47	5.21		

The perusal of above table makes it clear that there is a significant mean difference between Male and Female School Teachers on Teaching Attitude. As, mean score favours Female School Teachers (43.47) which clearly indicates that Female

School Teachers have favourable teaching attitude as compared to Male Teacher.

In the light of the above analysis, the hypotheses No. 1(chapter 1) which reads as, "There is no significant difference between Male and Female

Secondary School Teachers on Attitude”, stands rejected.

CONCLUSIONS

On the basis of the data analysis, the following conclusions have been drawn:

- i. It was found that there is a significant difference between male and female teachers on teaching profession of teaching attitude. Male school teachers were found to have better attitude towards teaching profession than female school teachers.
- ii. It was found that there is a significant difference between male and female teachers on classroom teaching of teaching attitude. Female school teachers were found to have better attitude towards classroom teaching than Govt. school teachers
- iii. It was found that there is a significant difference between male and female teachers on child centered practices of teaching attitude. Female school teachers were found to have better attitude towards child centered practices than Govt. school teachers
- iv. It was found that there is a significant difference between male and female teachers on educational process of teaching attitude. Female school teachers were found to have better attitude towards educational process than Govt. school teachers
- v. It was found that there is a significant difference between male and female teachers on pupils of teaching attitude. Female school teachers were found to have better attitude towards pupils than Govt. school teachers
- vi. It was found that there is a significant difference between male and female teachers on teacher of teaching attitude. Female school teachers were found to have better attitude towards teacher than Govt. school teachers
- vii. It was found that there is a significant difference between male and female teachers on teaching attitude. It was found that female teachers have favourable teaching attitude as compared to male teachers.

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