

Attitude of Secondary School Teachers in Relation to Gender and Rural Urban DichotomyHafiz Mudasir¹, Dr. M. Y Ganai², Dr. B.V Ramana Rao³

Ph.D Research Scholar, Department of Education, Dr. C.V Raman University

Associate Professor, Department of Education, University of Kashmir

Assistant Professor, Govt. College of Education (IASE), Bilaspur

Email: hafizmudasir@rediffmail.com

Abstract: The present study was conducted to examine the attitude of teachers at secondary level of education. The sample for the present study consists of 600 teachers which were chosen from various Secondary Schools of Srinagar District, J&K. Teacher Attitude Inventory (TAI) developed by Dr. S.P Ahluwalia having six subscales was administered to the sample subjects with the purpose of collecting the data. The investigator used the most acceptable and widely used statistical techniques to analyze and interpret the data which includes mean, S.D and t-test. The results revealed that male teachers have better and favorable attitude towards teaching profession and its allied aspects. Furthermore, the results also revealed that urban teachers had more favorable professional attitude towards teaching than rural teachers.

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Keywords: Attitude; Secondary teachers; Teacher Attitude Inventory; Teaching profession

Introduction

The key point in the educational decorum is undoubtedly the teacher. Teachers are one of the most important elements of the social structure that is called school. Teaching is an expert career which under takes the educational, instructional and related administrative duties. Teachers are the most important element in terms of reaching the school aims. In this respect, teachers are the secret heroes of the school management, the real possessors of the product of education and the key to the students' success. The success of education system cannot be considered separate from the success of teachers who put into practice and carry out the system; because no education model can offer services above the level of the personnel operating the model. At this point, the education of the teachers who undertake the duty to educate young generation who will bring the countries into the future as influential world countries is extremely important. In comparison to other, the progress and prosperity of children depend much on teacher. No one can take place of teachers or influence children in the manner the way he imparts; it is possible, only for them all alone to do. A teacher is to be the member of a pious deed. Anastasias define attitude as, "An attitude is often defined as a tendency to react favorably towards a designated class of stimuli, such as a national or a racial group, custom or an institution" Attitude includes individual's perceptions with emotional content, their beliefs, their prejudices, their biases, proneness, appreciations and their states of readiness to act or react. The individuals have an array of attitudes towards number of objects such as

statesmen, politicians, religions, games etc. The Person's experiences are influenced by their attitudes. The important functions of the process in the school are to create and shape healthy attitudes in students. Attitude has meaningful implications for the people from all walks of life whether they are learner, the teacher or belonging to any social group where a learner relates to entire school system. A specific kind of learning experiences is the backbone of formation of attitudes. These values may be inculcated by the opinion of parent or teacher. Learning situations and teaching tool can be updated by mimicry or imitation and they also play pivotal role in designing teaching and learning situation. The student is driven by his teacher's disposition to possess his own attitude and it also affects his learning outcomes. Mattoo, M. I, & Bichoo. T (2014) found that Rural as well as urban teachers seem to be realistic and believe that correction and modification is the best part of a teacher's job. Urban teachers are seen to have better psychological orientation of teaching, are seen to derive more pleasure, happiness than their counterparts. Both the groups believe that teachers' participation in the co-curricular activities make them to learn more about students' abilities and interests. Research carried out on teachers' attitude shows that there is lack of agreement in the findings of different studies. The contradictory findings of these studies safely conclude that there is enough scope and need to probe this area further. Furthermore, there are only few studies that have been conducted to study the attitude of teachers towards teaching profession in relation to gender and Urban Rural Dichotomy and its allied aspects at

secondary stage of education.

Statement of Problem

“Attitude of Secondary School Teachers in Relation to Gender and Rural Urban Dichotomy”

Objectives

1. To study the Attitude of teachers at secondary level.
2. To compare Male and Female secondary school teachers
3. To compare Rural and Urban Secondary School teachers on their Attitudes.
4. To compare Urban Male and Urban Female Secondary School teachers on their Attitudes.
5. To compare Rural Male and Rural Female Secondary School teachers on their Attitudes.
6. To compare Urban Male and Rural Female Secondary School teachers on their Attitudes.
7. To compare Rural Male and Urban Female Secondary School teachers on their Attitudes.
8. To compare Urban Male and Rural Male Secondary School teachers on their Attitudes.
9. To compare Urban Female and Rural Female Secondary School teachers on their Attitudes.

Method and Procedure

The present study was designed to study the Attitude of Secondary School Teachers in Relation to Gender and Urban Rural Dichotomy. As such, the descriptive method of research was employed to carry out this research.

Sample

The sample for the present study consists of 600 teachers teaching at secondary level in various schools in district Srinagar. The Schools were identified as per the information given by Chief Education officer of

the District Srinagar. The breakup of the sample is as under:

Group	Male	Female	Total
Urban	150	150	300
Rural	150	150	300
Total	300	300	600

Tool

The researcher used “Teacher Attitude Inventory” (TAI) developed by Dr S. P. Ahluwalia to collect data from sample teachers of various secondary schools. This inventory consists of 90 items of 6 sub scales. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teacher's professional attitudes. These aspects are (1) Attitude towards teaching profession (2) Attitude towards classroom teaching (3) Attitude towards child centered practices (4) Attitude towards educational process (5) Attitude towards pupils (6) Attitude towards teachers. This TAI appears to have reasonably high reliability and validity. The contents of its item seem appropriate for the purpose of research with teachers.

Statistical Treatment

The following treatment has been applied for the present study:

1. Mean
2. Standard Deviation
3. T-Test

Analysis of Data

Table 1: Showing the Mean Comparison between Male and Female Secondary School Teachers on Attitude (N=300 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Male SST*	51.26	4.96	5.99	Significant at 0.01 Level
	Female SST*	48.88	4.76		
Attitude Towards Classroom Teaching (ACT)	Male SST*	50.08	4.98	0.70	Not Significant
	Female SST*	49.82	4.05		
Attitude Towards Child Centered Practices (ACCP)	Male SST*	49.44	5.12	1.13	Not Significant
	Female SST*	49.96	4.577		
Attitude Towards Educational Process (AEP)	Male SST*	50.12	4.97	2.02	Significant at 0.05 Level
	Female SST*	49.38	3.88		
Attitude Towards Pupils (AP)	Male SST*	50.56	5.025	1.15	Not Significant
	Female SST*	50.12	4.286		
Attitude Towards Teachers (AT)	Male SST*	51.66	4.08	8.70	Significant at 0.01 Level
	Female SST*	48.34	5.19		
Composite Score	Male SST*	50.52	1.85	7.23	Significant at 0.01 Level
	Female SST*	49.41	1.91		

Table 1 shows the Mean Comparison between Male and Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on factors Teaching Profession and Teachers whereas these two groups differ significantly at 0.05 level on factor Educational Process of Attitude Scale. The table further indicates that the two groups do not differ significantly on the dimension of Classroom teaching, Child centered practices and Pupils of Attitude scale. The table reveals that Male Secondary School Teachers have a better teaching profession skill which includes well organization, management of time, well preparedness and make good use of materials. They always give relevant ideas to the students and undertake challenging activities, adequately take part in the

educational process and have very good relationship with other teachers where as the two groups are similar on Classroom Teaching, child Centered Practices and Attitude towards pupils as compared to female Secondary School Teachers on Ahluwalia's attitude scale.

The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that in general Male Secondary School Teachers have better attitude towards teaching in terms of teaching process, educational process, classroom teaching, etc as compared to female Secondary School Teachers. Therefore hypothesis no. 10 in chapter 1 which reads as "Male and Female Secondary School Teachers differ significantly on Attitude" stands accepted.

Table 2: Showing the Mean Comparison between Rural and Urban Secondary School Teachers on Attitude (N=300 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Rural SST*	49.48	4.32	2.90	Significant at 0.01 Level
	Urban SST*	50.66	5.50		
Attitude Towards Classroom Teaching (ACT)	Rural SST*	49.36	4.11	3.20	Significant at 0.01 Level
	Urban SST*	50.54	4.86		
Attitude Towards Child Centered Practices (ACCP)	Rural SST*	49.74	4.25	0.20	Not Significant
	Urban SST*	49.66	5.40		
Attitude Towards Educational Process (AEP)	Rural SST*	49.34	4.11	2.25	Significant at 0.05 Level
	Urban SST*	50.16	4.78		
Attitude Towards Pupils (AP)	Rural SST*	49.04	4.22	7.09	Significant at 0.01 Level
	Urban SST*	51.64	4.74		
Attitude Towards Teachers (AT)	Rural SST*	49.58	4.28	2.08	Significant at 0.05 Level
	Urban SST*	50.42	5.52		
Composite Score	Rural SST*	49.42	2.14	10.83	Significant at 0.01 Level
	Urban SST*	51.34	2.20		

Table 2 shows the Mean Comparison between Rural and Urban Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on factors Teaching Profession, Classroom Teaching and Pupils whereas these two groups differ significantly at 0.05 level on factors Educational Process and Teachers of Attitude Scale. The table further indicates that the two groups do not differ significantly on the dimension of Child Centered Practices. The table reveals that Urban Secondary School Teachers have better teaching profession skills, expertness, knowledge, authoritative, resourceful, experienced, up to date and good listeners and have better Classroom Teaching, adequately take part in the educational process and have very good relationship with Pupils

and also with other teachers as compared to Rural Secondary School Teachers where as the two groups are similar on Child Centered Practices on Ahluwalia's attitude scale.

The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that in general Urban Secondary School Teachers have better attitude towards teaching in terms of teaching process, Classroom Teaching, Educational process, and better relationship with Pupils and other teachers as compared to Rural Secondary School Teachers. Therefore, hypothesis No. 11 in chapter 1 which reads as "Rural and Urban Secondary School Teachers differ significantly on Attitude" stands accepted.

Table 3: Showing the Mean Comparison between Urban Male and Urban Female Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level Significance of
Attitude Towards Teaching Profession (ATP)	Urban Male SST*	51.64	1.98	8.38	Significant at 0.01 Level
	Urban Female SST*	49.68	2.07		
Attitude Towards Classroom Teaching (ACT)	Urban Male SST*	51.12	2.03	4.97	Significant at 0.01 Level
	Urban Female SST*	49.96	2.01		
Attitude Towards Child Centered Practices (ACCP)	Urban Male SST*	49.44	1.96	1.97	Significant at 0.05 Level
	Urban Female SST*	49.88	1.90		
Attitude Towards Educational Process (AEP)	Urban Male SST*	49.76	2.06	3.43	Significant at 0.01 Level
	Urban Female SST*	50.56	1.97		
Attitude Towards Pupils (AP)	Urban Male SST*	51.04	2.01	5.10	Significant at 0.01 Level
	Urban Female SST*	52.24	2.06		
Attitude Towards Teachers (AT)	Urban Male SST*	52.00	2.36	11.44	Significant at 0.01 Level
	Urban Female SST*	48.84	2.42		
Composite Score	Urban Male SST*	50.83	2.07	4.22	Significant at 0.01 Level
	Urban Female SST*	50.13	1.99		

Table 3 shows the Mean Comparison between Urban Male and Urban Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on factors Teaching Profession, Classroom Teaching, Educational Process, Pupils and teachers whereas these two groups differ significantly at 0.05 level on factor Child Centered Practices of Attitude Scale. The table reveals that Urban Male Secondary School Teachers have better teaching profession skills, make good use of materials and teaching aids, always come fully prepared in the classroom, manages time well and are always well organized. They also have effective Classroom Teaching and better relationship

with Pupils through their approach, good listeners, responsive attitude and openness as compared to Urban Female School Teachers. The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that in general Urban Male Secondary School Teachers have better attitude towards teaching in terms of teaching process, Classroom Teaching, Educational process, and better relationship with Pupils and other teachers as compared to Urban Female School Teachers. Therefore, hypothesis No. 12 in chapter 1 which reads as "Urban Male and Urban Female Secondary School Teachers differ significantly on Attitude" stands accepted.

Table 4: Showing the Mean Comparison between Rural Male and Rural Female Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level Significance of
Attitude Towards Teaching Profession (ATP)	Rural Male SST*	50.88	4.67	5.33	Significant at 0.01 Level
	Rural Female SST*	48.08	4.41		
Attitude Towards Classroom Teaching (ACT)	Rural Male SST*	49.04	2.03	5.51	Significant at 0.01 Level
	Rural Female SST*	47.76	1.99		
Attitude Towards Child Centered Practices (ACCP)	Rural Male SST*	49.44	2.07	5.94	Significant at 0.01 Level
	Rural Female SST*	48.04	2.01		
Attitude Towards Educational Process (AEP)	Rural Male SST*	50.48	5.04	7.46	Significant at 0.01 Level
	Rural Female SST*	46.36	4.07		
Attitude Towards Pupils (AP)	Rural Male SST*	50.08	5.56	6.25	Significant at 0.01 Level
	Rural Female SST*	46.24	5.07		
Attitude Towards Teachers (AT)	Rural Male SST*	51.32	4.74	10.26	Significant at 0.01 Level
	Rural Female SST*	45.92	4.36		
Composite Score	Rural Male SST*	50.20	3.30	8.08	Significant at 0.01 Level
	Rural Female SST*	48.06	3.18		

Table 4 shows the Mean Comparison between Rural Male and Rural Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on all the factors of Attitude Scale viz. Teaching Profession, Classroom Teaching, Child Centered Practices, Educational Process, Pupils and teachers of Attitude Scale. The table reveals that Rural Male Secondary School Teachers are resourceful, knowledgeable, attentive and responsive. They have effective Classroom Teaching and have better attitude

towards Pupils and fellow teachers as compared to Rural Female School Teachers. The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that in general Rural Male Secondary School Teachers have better attitude towards teaching process, Classroom Teaching, Child Centered Practices, Educational process, and better relationship with Pupils and other teachers as compared to Rural Female School Teachers. Therefore, hypothesis No. 13 in chapter 1 which reads as “Rural Male and Rural Female Secondary School Teachers differ significantly on Attitude” stands accepted.

Table 5: Showing the Mean Comparison between Urban Male and Rural Female Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t-Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Urban Male SST*	51.64	4.43	7.05	Significant at 0.01 Level
	Rural Female SST*	48.08	4.31		
Attitude Towards Classroom Teaching (ACT)	Urban Male SST*	51.12	3.88	7.65	Significant at 0.01 Level
	Rural Female SST*	47.76	3.72		
Attitude Towards Child Centered Practices (ACCP)	Urban Male SST*	49.44	2.71	4.54	Significant at 0.01 Level
	Rural Female SST*	48.04	2.63		
Attitude Towards Educational Process (AEP)	Urban Male SST*	49.76	4.83	6.06	Significant at 0.01 Level
	Rural Female SST*	46.36	4.91		
Attitude Towards Pupils (AP)	Urban Male SST*	51.04	5.12	8.15	Significant at 0.01 Level
	Rural Female SST*	46.24	5.07		
Attitude Towards Teachers (AT)	Urban Male SST*	52.00	5.78	8.99	Significant at 0.01 Level
	Rural Female SST*	45.92	5.93		
Composite Score	Urban Male SST*	50.83	5.93	7.68	Significant at 0.01 Level
	Rural Female SST*	47.06	6.08		

Table 5 shows the Mean Comparison between Urban Male and Rural Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on all the factors of Attitude Scale viz. Teaching Profession, Classroom Teaching, Child Centered Practices, Educational Process, Pupils and teachers of Attitude Scale. The table reveals that Urban Male Secondary School Teachers are highly responsive, patient, confident, moralistic, rationalist, reformer, up to date open, resourceful, attentive and make well use of time in classroom as compared to Rural Female Secondary School Teachers. The study further revealed that Urban Male Secondary School Teachers maintain good rapport with students and other fellow teachers.

The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that in general Urban Male Secondary School Teachers have better attitude towards teaching process, Classroom Teaching, Child Centered Practices,

Educational process, and better relationship with Pupils and other teachers as compared to Rural Female Secondary School Teachers. Therefore, hypothesis No. 14 in chapter 1 which reads as “Urban Male and Rural Female Secondary School Teachers differ significantly on Attitude” stands accepted.

Table 6 shows the Mean Comparison between Rural Male and Urban Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on factors Pupils and teachers whereas the two groups differ significantly at 0.05 level on factors of Teaching Profession, Classroom Teaching and Child Centered Practices of Attitude Scale. The table further indicates that the two groups do not differ significantly on the dimension of Educational Process. The table reveals that Rural Male Secondary School Teachers encourages child to explore their interest and focus on creative learning, developing new concepts and solve problem. They also tend to have good attitude towards fellow teachers whereas Urban

Female Secondary School Teachers have better attitude towards Classroom Teaching and Child Centered Practices as compared to Urban Female Secondary School Teachers. However, both the groups have same attitude towards Educational Process.

The two groups do not differ significantly on the composite score of teachers attitude scale. It indicates

that both the group have similar attitude towards the entire dimension of Ahluwalia's teacher attitude Scale. Therefore, hypothesis No. 15 in chapter 1 which reads as "Rural Male and Urban Female Secondary School Teachers differ significantly on Attitude" stands rejected.

Table 6: Showing the Mean Comparison between Rural Male and Urban Female Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Rural Male SST*	50.88	4.28	2.40	Significant at 0.05 Level
	Urban Female SST*	49.68	4.37		
Attitude Towards Classroom Teaching (ACT)	Rural Male SST*	49.04	3.91	1.98	Significant at 0.05 Level
	Urban Female SST*	49.96	4.11		
Attitude Towards Child Centered Practices (ACCP)	Rural Male SST*	49.44	3.91	1.97	Significant at 0.05 Level
	Urban Female SST*	49.88	4.17		
Attitude Towards Educational Process (AEP)	Rural Male SST*	50.48	1.85	0.35	Not Significant
	Urban Female SST*	50.56	2.01		
Attitude Towards Pupils (AP)	Rural Male SST*	50.08	2.91	6.23	Significant at 0.01 Level
	Urban Female SST*	52.24	3.09		
Attitude Towards Teachers (AT)	Rural Male SST*	51.32	3.13	6.91	Significant at 0.01 Level
	Urban Female SST*	48.84	3.08		
Composite Score	Rural Male SST*	50.24	1.87	0.32	Not Significant
	Urban Female SST*	50.19	1.92		

Table 7: Showing the Mean Comparison between Urban Male and Rural Male Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Urban Male SST*	51.64	3.10	2.15	Significant at 0.05 Level
	Rural Male SST*	50.88	3.01		
Attitude Towards Classroom Teaching (ACT)	Urban Male SST*	51.12	3.19	5.57	Significant at 0.01 Level
	Rural Male SST*	49.04	3.27		
Attitude Towards Child Centered Practices (ACCP)	Urban Male SST*	49.44	4.12	0.84	Not Significant
	Rural Male SST*	49.40	4.05		
Attitude Towards Educational Process (AEP)	Urban Male SST*	49.76	2.85	2.26	Significant at 0.05 Level
	Rural Male SST*	50.48	2.65		
Attitude Towards Pupils (AP)	Urban Male SST*	51.04	2.05	2.38	Significant at 0.05 Level
	Rural Male SST*	50.08	2.01		
Attitude Towards Teachers (AT)	Urban Male SST*	52.00	2.09	2.85	Significant at 0.01 Level
	Rural Male SST*	51.32	2.03		
Composite Score	Urban Male SST*	50.83	1.97	0.24	Not Significant
	Rural Male SST*	50.20	2.01		

Table 7 shows the Mean Comparison between Urban Male and Rural Male Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on the dimensions of Classroom Teaching and Attitude towards Teachers whereas the two groups differ significantly at 0.05 level on factors of Teaching

Profession, Educational Process and Pupils of Attitude Scale. The table further indicates that the two groups do not differ significantly on the dimension of Child Centered Practices. The table reveals that Urban Male Secondary School Teachers have better Attitude towards teaching profession, Classroom Teaching and better attitude towards Pupils and fellow teachers

whereas Rural Male Secondary School Teachers have better attitude towards Educational Process. However, both the groups have same attitude towards Child Centered Practices. Further the two groups do not differ significantly on the composite score of teachers attitude scale. It indicates that both the group have

similar attitude towards the entire dimension of Ahluwalia's teacher attitude Scale. Therefore, hypothesis No. 16 in chapter 1 which reads as "Urban Male and Rural Male Secondary School Teachers differ significantly on Attitude" stands rejected.

Table 8: Showing the Mean Comparison between Urban Female and Rural Female Secondary School Teachers on Attitude (N=150 in each Group).

Factors	Group	Mean	S.D	t- Value	Level of Significance
Attitude Towards Teaching Profession (ATP)	Urban Female SST*	49.68	4.05	3.46	Significant at 0.01 Level
	Rural Female SST*	48.08	4.01		
Attitude Towards Classroom Teaching (ACT)	Urban Female SST*	49.96	4.23	4.52	Significant at 0.01 Level
	Rural Female SST*	47.76	4.19		
Attitude Towards Child Centered Practices (ACCP)	Urban Female SST*	49.88	4.17	3.84	Significant at 0.01 Level
	Rural Female SST*	48.04	4.13		
Attitude Towards Educational Process (AEP)	Urban Female SST*	50.56	5.14	7.01	Significant at 0.01 Level
	Rural Female SST*	46.36	5.23		
Attitude Towards Pupils (AP)	Urban Female SST*	52.24	6.19	8.62	Significant at 0.01 Level
	Rural Female SST*	46.24	5.85		
Attitude Towards Teachers (AT)	Urban Female SST*	48.84	5.16	4.86	Significant at 0.01 Level
	Rural Female SST*	45.92	5.23		
Composite Score	Urban Female SST*	50.19	6.03	6.37	Significant at 0.01 Level
	Rural Female SST*	47.06	5.99		

Table 8 shows the Mean Comparison between Urban Female and Rural Female Secondary School Teachers on various dimensions of Attitude. The table indicates that the two groups differ significantly at 0.01 level on the dimension of Attitude towards Teaching Profession, classroom Teaching, Child Centered Practices, Educational Process, Pupils and teachers of Attitude Scale. The table reveals that Urban Female Secondary School Teachers are expert, knowledgeable, resourceful and up to date and make good use of materials and always undertake challenging activities. However, both the groups have same attitude towards Classroom Teaching.

The two groups differ significantly at 0.01 level on the composite score of teachers attitude scale. It indicates that Urban Female Secondary School Teachers have better attitude towards Teaching Profession, Child Centered Practices, Educational Process, Pupils and teachers as compared to Rural Female Secondary School Teachers on Ahluwalia's teacher attitude Scale. Therefore, hypothesis No. 17 in chapter 1 which reads as "Urban Female and Rural Female Secondary School Teachers differ significantly on Attitude" stands accepted.

Major Findings

The data on attitude of secondary school teachers was analyzed by applying t-test. It was found that male in comparison to female secondary school teachers

have a better teaching profession skill which includes well organization, management of time, well preparedness and make good use of materials. They always give try to provide relevant ideas to the students and undertake challenging activities, adequately take part in the educational process and have very good relationship with other teachers where as the two groups are similar on Classroom Teaching, child Centered Practices and Attitude towards pupils. The study revealed that male secondary school teachers have better attitude as compared to female secondary school teachers.

Urban in comparison to rural secondary school teachers were found to have better teaching profession skills, expertness, knowledge, authoritative, resourceful, experienced, up to date and good listeners and have better classroom teaching, adequately take part in the educational process and have very good relationship with Pupils and also with other teachers where as the two groups are similar on child centered practices. The study further revealed that urban secondary school teachers have better attitude as compared to rural secondary school teachers.

Urban male as compared to urban female secondary school teachers have better teaching profession skills, make good use of materials and teaching aids, always come fully prepared in the classroom, manages time well and are always well

organized. They also have effective classroom teaching and better relationship with pupils through their approach, good listeners, responsive attitude and openness. The study further revealed that urban male secondary school teachers have better attitude as compared to urban female secondary school teachers.

Rural male as compared to rural female secondary school teachers were found to be resourceful, knowledgeable, attentive and responsive. They have effective Classroom Teaching and better attitude towards Pupils and fellow teachers. The study further revealed that rural male secondary school teachers have better attitude as compared to Rural Female School Teachers.

Urban male as compared to rural female secondary school teachers are highly responsive, patient, confident, moralistic, rationalist, reformer, up to date open, resourceful, attentive and make well use of time in classroom as compared to rural female secondary school teachers. The study further revealed that urban male secondary school teachers maintain good rapport with students and other fellow teachers. The study revealed that urban Male Secondary School Teachers have better attitude as compared to rural female secondary school teachers.

Rural male as compared to urban female secondary school teachers indicates that rural male secondary school teachers encourages child to explore their interest and focus on developing a unique sense of creativity of learning new concepts and solve problem. They also tend to have good attitude towards fellow teachers whereas urban female secondary school teachers have better attitude towards classroom teaching and child centered practices. However, both the groups have same attitude towards the process of education. The study further revealed that both the group have similar attitude.

Urban male as compared to rural male secondary school teachers were found to have better attitude towards teaching profession, classroom teaching and better attitude towards pupils and fellow teachers whereas rural male secondary school teachers have better attitude towards educational process. However, both the groups have same attitude towards Child Centered Practices. The study further revealed on the whole both the group have similar attitude.

Urban female in comparison to rural female secondary school teachers were found to be expert, knowledgeable, resourceful and up to date and make good use of materials and always undertake

challenging activities. However, both the groups have same attitude towards Classroom Teaching. However, both the groups have same attitude towards Classroom Teaching.

It may be generalized that Gender of the teacher is a significant factor that determines the attitude of teachers towards teaching profession and its allied aspects. These findings corroborate the findings of the study Mattoo, M. I, & Bichoo. T (2014) found that urban teachers have better attitude towards teaching. Harsha R, Patel (2013) found that there is a significant difference between the attitudes of male and female teachers. Singh (1974) found that male and female teachers differ in their attitude.

***Corresponding Author**

Hafiz Mudasir

Ph.D Research Scholar

Dr. C.V Raman University, Chhattisgarh, India

Email: hafizmudasir@rediffmail.com

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