

**A COMPARATIVE STUDY OF ATTITUDE OF MALE AND FEMALE  
SECONDARY SCHOOL TEACHER OF TESHIL HANDWARA DISTRICT  
KUPWARA (KASHMIR)**

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**ABSTRACT:** *The present study was conducted to study the attitude of Government (male and female), private (male and female) secondary school teachers and Government and Private (in aggregate) secondary school teachers. 200 teachers 100 Government (50 male and 50 female) and 100 private (50 male 50 female) has been randomly taken from 12 government and private secondary schools of Tehsil Handiwara -District Kupwara( Kashmir). The data was collected with the help of teacher's attitude inventory (T.A.I) of Ahluwalia. The data collected was analysed by t-test. The study revealed that Government male and Government female secondary school teachers and private male and private female secondary teachers do not differ significantly on attitude. The study further revealed that Government teachers and private teacher differ significantly on attitude.*

**KEYWORDS:** Government, Private, Teacher, Male, Female, Attitude

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**INTRODUCTION**

The quality of nation depends on the quality of its citizens. The quality of its citizens depends on the quality of its education the quality of their education depends to a greater extent upon teachers. Dr. Radhakrishnan the president and chairman of the university Education Commission (1949) rightly observed the teachers place in the society is vital importance. He act as the pivot for the transmission of intellectual traditions and technical skills for generation to generation and help to keep the lamp of civilization burning i.e. teachers are therefore regarded as the custodian of present as well future. They prepare the citizens to shape destiny of the country they are therefore called the architects of society and mankind they are actually the backbone of the educational style.

Teachers are regarded as the backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of cognitive development. The university Education Commission (1948) emphasized the importance of the teacher and his responsibility. Secondary Education Commission (1952-53) remarks with respect to educational reconstruction. Most important factor in the contemplate educational reconstruction is teacher, his personal qualities, his educational qualification, his professional training and the place, he occupies in the community. The reputation of the school and its influence on his life of community invariably depends on the kind of teacher working in it. The Education Commission (1964-66) has very aptly observed that the future of the nation is shaped in her classrooms. It is the teacher who moulds the most precious material of land, viz, the boys and the girls in their most crucial period of development in the required shapes. The Education Commission further remarks that of all the different factors which influence the quality of education and its contribution to national development, the quality and competence and character of teacher are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits of the teaching profession,

providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

Keeping in view the central place of teacher education, National Policy of Education (1986) called overhaul as the first step towards educational reorganization. National Policy on Education (1986) further remarks that the status of the teachers has direct influence in the formation on the quality of education. The teacher has a powerful and abiding influence in the formation of the character of every further citizen.

Attitudes have been defined in many different ways over the years. Allport (1935) referred to attitude as “the most distinctive and indispensable concept in contemporary American social psychology”. Allport (1935) cites some sixteen definition of attitude that were formulated prior to the preparation of his manuscript. He attempted to glean the various definitions the common elements or what he referred to as the essential features of attitude. He arrived at three such features: preparation or readiness for favourable or unfavourable responses, and which is organized through experience, and which is activated in the presence of all objects and situations with which the attitude is related.

Thurston (1935) defines attitude as the sum total of man’s inclinations and feeling, 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, objects or ideas in consistent manner, which has been learned and has become one’s typical mode of response. Attitudes are not observable. They can be inferred from the overt behaviour. Fishbein and Ajzen (1975) have also identified three essential.

## **NEED AND IMPORTANCE**

Skinner (2002) is of the opinion that purpose of teaching is help people to learn. He further visualized that each person learn however, form his own efforts and experience a teacher may inspire a student to learn and may guide him experience from which he may learn. Ramakrishna (1980) has found that teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction. Mathur (1990) has revealed that by and large teacher of pre-higher secondary stage have unfavourable attitude towards a creative learning and teaching. Ramchandran (1991) have revealed that learnt in actual classroom situation as conclusion of each class of secondary school was found to be heavy and teacher were expected to complete their course. Peterson (1993) has found a positive relationship between attitude of teachers and most demographic characteristics (age, sex, amount of teaching experience). The present work also focuses attitude of male and female teacher-working in Government and Private schools.

## **Objectives**

1. To Compare Government Male and Female Secondary School teachers on attitudes (composite Score)
2. To compare private Male and Female Secondary School teacher on attitudes (composite score)

3. To Compare Government and Private Secondary School teachers on attitude (composite score)

### Hypothesis

1. Government Male and Female Secondary School Teachers differ significantly on attitude (composite score)
2. Private Male and Female Secondary School Teachers differ significantly on attitude (composite score)
4. Government and Private Secondary School Teachers differ significantly on attitude (composite score)

### Sample

The sample for present study was collected from both Government and private secondary schools of district kupwara of Jammu and Kashmir State. There are 10 educational zones in district kupwara, 2 educational zones viz; Handwara and Kupwara were selected. There were 20 Government secondary schools in two educational zones. The investigator selected the 6 Government secondary schools and 6 private secondary schools representing 200 teachers, 100 from government and 100 from private (male=100 and female=100) .

### Tool used

Teacher Attitude Inventory (T.A.I) of Ahluwalia.

### Statistical treatment

The data collected has been analyzes by applying mean, s.d, and t- test.

## ANALYSIS, INTERPRETATION AND DISCUSSION

**Table 1.0: Mean comparison of Government Male Secondary School Teachers (No=50) and Government Female secondary School teachers (No=50)**

Group	N	X	$\sigma$	t-value	Level of significance
Male	50	257.06	25.032	1.56	Insignificant
Females	50	248.54	29.180		

Above table reveals that two groups do not differ significantly on attitude (composite score). The calculated t value (1.56) is less than the tabulated t value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between government male and female secondary school teachers on composite score of attitude. Thus from the conformation of results from the above table, the hypothesis, "Which reads as, Government

Male and Female Secondary School Teachers differ significantly on attitude (composite score)” stands rejected.

**Table 1.1: Mean comparison of Private Male Secondary School Teachers (No=50) and Private Female secondary School teachers (No=50)**

Group	N	X	$\sigma$	t-value	Level of significance
Male	50	250	24	1.50	Insignificant
Female	50	245	23		

Above table reveals that two groups do not differ significantly on attitude (composite score). The calculated t value (1.50) is less than the tabulated t value (1.96) at 0.05 level of significance, which depicts that there is no significant difference between private male and female secondary school teachers on (composite score) of attitude. Thus from the conformation of results from the above table, the hypothesis,

“Which reads as, private Male and Female Secondary School Teachers differ significantly on attitude (composite score)” stands rejected.

**Table 1.2: Mean comparison of government Secondary School Teachers (No=100) and Private secondary School teachers (No=100)**

Group	N	X	$\Sigma$	t-value	Level of significance
Government teachers	100	160.46	15	1.96	Significant at 0.05 level
Private teachers	100	120.4	12		

Above table reveals that two groups differ significantly on attitude (composite score). The calculated t value (1.96) is equal to t value (1.96) at 0.05 level of significance, which depicts that there is significant difference between government teachers of secondary school teachers and private teachers of secondary school on composite score of attitude. Thus from the conformation of results from the above table, the hypothesis, “Which reads as, Government and Private Secondary School Teachers differ significantly on attitude (composite score) stand accepted

## CONCLUSION

It has been found that there is no significant difference between male and female government secondary school teachers on attitude and male and female private secondary school teachers

on attitude. The study further revealed that there is significant difference between government and private secondary school teachers on attitude. Government Secondary School teachers have more favorable attitudes than Private Secondary School Teachers on Composite Score of attitude.

## **SUGGESTIONS**

1. At the time appointment the teachers with favourable attitudes towards teaching profession should be appointed so that the students may not suffer in their respective schools.
2. In-service teachers training programmes and refresh courses should be arranged to develop positive attitudes towards teaching profession classroom teaching child centre practices and pupils
3. Private Secondary school teacher should be paid better and also provided with sick leaves, maternity leaves and vocation on all holidays like Government. teachers.
4. Principals and Headmaster should be sympathetic towards teachers.

## **SUGGESTION FOR FURTHER RESEARCH**

1. A similar study on a larger sample may be repeated.
2. A similar study on teachers belonging to other district of Jammu and Kashmir may undertake.
3. A comparative study of attitudes of rural college teachers and urban college teachers should be under taken.

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