



## **A study of attitude towards teaching of male and female secondary school teachers of district Pulwama**

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### **Abstract**

The present study is a modest effort to compare male and female secondary school teachers on various dimensions of Attitude. A sample of 200 teachers of different secondary schools in District Pulwama (100 male teachers and 100 female teachers) were selected randomly from various secondary schools in District Pulwama. S.P. Alluwalia Teacher Attitude Inventory was used to collect the study revealed 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.

**Keywords:** attitude towards teaching, male, female, secondary school teachers

### **Introduction**

Teaching is a term which represents a position in educational organizations coupled with a set of behaviours necessitated by this very position and expresses the status, duties, and relationships of that position. When a study about teacher and teaching within the context of organizational behaviour is conducted, the organizational behaviour of an employee actually taking place in that educational organization is analyzed. An analysis of the variables determining the behaviours of a teacher in the class setting in terms of organizational behaviour obviously reveals that one of the major factors determining the teacher's behaviours is the nature of the teacher's attitudes towards the profession of teaching.

Attitudes are considered to be worth studying and analyzing as one of the indicators of behaviour while examining the individual's behaviours. Attitudes affect both our social perception and behaviours. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviours about a psychological object (Kagitcibasi, 1999). Attitudes are evaluation statements, either positive or negative, about objects, people or events.

Attitudes express how an individual feels about something (Robbins, 1994). Attitudes are different from opinions, values, and beliefs. While attitudes and opinions look similar, opinions differ from attitudes in terms of the degree of generalization and the measurement technique. Opinions are personal reactions against certain events and situations. Attitudes are more general in terms of their effects in an individual's reactions against a group of events at a larger-scale or human communities. People are aware of their opinions, while they may not be aware of their attitudes (Tezbasaran, 1997). Attitudes are different from values, too. The concept of value is more comprehensive. Values have implications about honesty, desirableness or a moral dimension. Values represent the beliefs about whether situations involving contrary behaviours are preferred either individually or socially (Robbins, 1994). Beliefs constitute a

network of constant feelings which is made up of individuals' perceptions and definitions about a certain aspect of their world. Beliefs are, in most cases, the source of individual principles. When a person wants to disclose his knowledge, opinion and beliefs, he reveals them through his behaviours and attitudes (Eren, 2000). In line with the attitude definitions and comparisons above, it is stressed that attitudes have these characteristics (Kagitcibasi, 1999; Sakalli, 2001): a) Attitude is about a psychological object, b) Attitudes involve readiness to react, c) Attitudes have the power to motivate, d) Attitudes can be stable, e) Attitudes involve evaluation, f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviours of the individual and is attributed to the individual. For a tendency to be regarded as attitude requires a mental evaluation at minimal grounds.

### **Objectives**

The following objectives were formulated for the present investigation:

1. To study the attitude towards teaching of male and female secondary school teachers.
2. To compare the male and female secondary school teachers on their attitude teachers towards teaching.

### **Hypotheses**

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

There is a significant difference between male and female secondary school teachers on their attitude teachers towards teaching.

### **Operational Definition of Variables**

#### **Attitude**

Thurston (1935) <sup>[14]</sup> 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). An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitudes express how an individual feels about something (Robbins, 1994).

In the present study, attitude refers to the scores obtained by the subjects on Ahluwalia’s Teacher Attitude Inventory has five dimensions viz; Teaching profession; Classroom teaching); Child centered practices; Educational process; Pupils; Teachers.

**Sample**

The sample of 200 teachers was drawn randomly from various elementary schools of District Pulwama. The selection of the sample schools for the present study was taken as per the following breakup.

**Table 1**

| Name of the Stream | N   | Total |
|--------------------|-----|-------|
| Male Teachers      | 100 | 200   |
| Female Teachers    | 100 |       |

**Tool Used**

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

**Analysis and Interpretation**

**Table 2:** Showing the mean comparison of Male and Female Teachers on Teaching Profession dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 35.52 | 4.08 | 2.89    | Significant at 0.05 level |
| Female Teachers | 100 | 37.05 | 3.36 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on Teaching Profession dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Teaching Profession’ of Attitude. As, mean score favours male Teachers (2.89) which shows that male teachers have better teaching profession than female teachers. Which implies that female teachers have genuinely feel teaching as the best occupation and a profession which develops personality and character. They firmly hold the view that teaching is one of the greatest stimulants for mental activities. They believe that if a teacher intends to live again, teaching is the choice to be preferred. They are of the opinion that the eager faces of the students inspire teachers to do the best.

**Table 3:** Showing the mean comparison of Male and Female Teachers on Classroom Teaching dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 27.26 | 2.96 | 5.01    | Significant at 0.01 level |
| Female Teachers | 100 | 29.41 | 3.10 |         |                           |

The perusal of above table shows the mean comparison

between male and female teachers on Teachers on Classroom dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Classroom Teaching’ of Attitude. As, mean score favours Female Teachers (5.01) which shows that Female Teachers possess better classroom teaching than Male Teachers. Which shows that female teachers hold the view that classroom is a source of social atmosphere where students hold respect for each other and a place where weak students can learn better by means of revision. They further believe that classroom teaching is highly affiliated with the social atmosphere. They firmly hold the view that classroom teaching can incalculate a feeling of self confidence among the students.

**Table 4:** Showing the mean comparison of Male and Female Teachers on Child Centered Practices dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 41.25 | 4.28 | 3.92    | Significant at 0.01 level |
| Female Teachers | 100 | 43.38 | 3.33 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on Child Centered Practices dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Child Centered Practices’ of Attitude. As, mean score favours Female Teachers (3.92) which shows that Female Teachers have better child centered practices as compared to Male Teachers. They find homely and attractive environment of the schools as the only means to make pupils comfortable and less stressed. They believe that students should be given right to express disagreement to what a teacher says. They believe that students should be given authority to pose questions in the classroom which is related to their subject matters in order to clear their confusions.

**Table 5:** Showing the mean comparison of Male and Female Teachers on Educational Process dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 39.46 | 5.51 | 2.41    | Significant at 0.05 level |
| Female Teachers | 100 | 41.25 | 4.96 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on Educational Process dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Educational Process’ of Attitude. As, mean score favours Female Teachers (2.41) which shows that Female Teachers have better educational process as compared to Male Teachers. They hold a firm believe on warm and friendly relationship between teachers and taught which plays vital role in making process of education effective. The results further reveal that secondary teacher educators oppose the view that “students should not be given freedom of learning according to their ways”. They consider free environment of students as the way of proper development and creativity.

**Table 6:** Showing the mean comparison of Male and Female Teachers on Pupils dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 34.29 | 4.21 | 6.44    | Significant at 0.01 level |
| Female Teachers | 100 | 38.54 | 5.08 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on Pupil dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on 'Pupils' of Attitude. As, mean score favours Female Teachers (6.44) which shows that Female Teachers have better pupils as compared to Male Teachers. They find homely and attractive environment of the schools as the only means to make pupils comfortable and less stressed. They believe that students should be given right to express disagreement to what a teacher says. They believe that students should be given authority to pose questions in the classroom which is related to their subject matters in order to clear their confusions.

**Table 7:** Showing the mean comparison of Male and Female Teachers on Teacher dimension of Teaching Attitude.

| Group           | N   | Mean  | S.D. | t-value | Level of significance     |
|-----------------|-----|-------|------|---------|---------------------------|
| Male Teachers   | 100 | 30.28 | 4.35 | 2.99    | Significant at 0.01 level |
| Female Teachers | 100 | 32.26 | 4.98 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on Teacher dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on 'Teacher' of Attitude. As, mean score favours Female Teachers (2.99) which shows that Female Teachers are better teachers as compared to Male Teachers. They believe that everyone pays attention to the sayings of a teacher. They believe that qualities of teachers have a direct effect on character development of a child. They think that teacher must acquire leadership quality as they are the future builders of a nation.

**Table 8:** Showing the mean comparison of Male and Female Teachers on Overall of Teaching Attitude.

| Group           | N   | Mean   | S.D.  | t-value | Level of significance     |
|-----------------|-----|--------|-------|---------|---------------------------|
| Male Teachers   | 100 | 208.06 | 25.39 | 3.89    | Significant at 0.01 level |
| Female Teachers | 100 | 221.89 | 24.80 |         |                           |

The perusal of above table shows the mean comparison between male and female teachers on overall of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on Teaching Attitude. As, mean score favours Female Teachers (3.89) which clearly indicates that Female Teachers have favourable teaching attitude as compared to Male teachers. They found more competent and they hold firm believe that classroom practice is a means of discipline and freedom of expression should be given due importance. They believe that group activities add a sense to cooperative environment. They often feel pride for being teachers. In the light of the above analysis, the hypotheses No. 1, which

reads as, "There is a significant difference between male and female secondary school teachers on attitude towards teaching", stands accepted.

## Conclusions

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

1. It was found that there is a significant difference between Male and Female teachers on teaching profession of teaching attitude. Male teachers were found to have better attitude towards teaching profession than Female teachers.
2. It was found that there is a significant difference between Male and Female teachers on classroom teaching of teaching attitude. Female teachers were found to have better attitude towards classroom teaching than Male teachers.
3. It was found that there is a significant difference between Male and Female teachers on child centered practices of teaching attitude. Female teachers were found to have better attitude towards child centered practices than Male teachers.
4. It was found that there is a significant difference between Male and Female teachers on educational process of teaching attitude. Female teachers were found to have better attitude towards educational process than Male teachers.
5. It was found that there is a significant difference between Male and Female teachers on pupils of teaching attitude. Female teachers were found to have better attitude towards pupils than Male teachers.
6. It was found that there is a significant difference between Male and Female teachers on teacher of teaching attitude. Female teachers were found to have better attitude towards teacher than Male teachers.
7. 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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