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Dr. Prakash Oraon
Assistant Professor, Guest
Faculty, Department of
Psychology, Dr. Shyama
Prasad Mukherjee University,
Ranchi, Jharkhand, India

A comparison of male and female school teachers' teaching views

Dr. Prakash Oraon

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Abstract

A nation's educational system is directly proportional to the quality of its educators. These people are known as nation builders. If the faculty at an institution do not have a positive attitude towards teaching, then it does not matter how great the principle, the facility, the infrastructure, or the curriculum are. The current research aimed to examine teachers' attitudes about the teaching profession. The present study utilises a correlational research methodology to assess the viewpoints of aspiring educators towards the teaching profession. In order to become an educator, one must possess a unique combination of personal attributes, professional experience, and training. Within the context of secondary school teachers, this research investigates the link between job satisfaction and demographic factors, notably gender and the sorts of schools they teach in. The primary objective of this study is to determine whether or not socio-demographic variables have an effect on the attitudes of educators. One hundred instructional staff members from a variety of secondary schools located in the Ranchi region was chosen at random. The research relied on the Ahluwalia Teacher Attitude Inventory to get its data. Statistical methods, both descriptive and inferential, are used to evaluate and comprehend the data thoroughly. These approaches test hypotheses using measures such as mean, standard deviation and t-values. According to the results, the criteria mentioned had no considerable impact on the views held by secondary school teachers about classroom implementation.

Keywords: Ethics, attitude, secondary school and demographics

Introduction

The teaching profession has a position of great reverence and is rich in historical narratives. As communities became more organized, there was an increasing need for those who could influence the development of children's character qualities. The notion of teaching and education originated from this. The art of teaching involves uncovering the knowledge and understanding that many students already possess. The Sanskrit term for "teacher" is "guru," which, when translated, signifies the one who eliminates darkness. Outstanding educators place a high value on clear and efficient communication with their students. They inspire and encourage active engagement in the learning process, offer timely feedback, and acknowledge and value the unique strengths and perspectives of each student.

Lessons in the classroom are often presented with a focus on practical application rather than purely theoretical concepts. In order to maintain an open mind, it is important to be adaptable and willing to explore new ideas, rather than being inflexible and stubborn. Education is a common experience for most individuals, typically beginning around the age of four or five. Education is crucial for bringing about the essential transformations needed to ensure the long-term sustainability of a society's social and cultural framework.

The complex educational system is greatly influenced by teachers, who play a pivotal role in shaping and developing the educational process. The act of imparting knowledge to another person with the hope of fostering their positive development is an admirable one. Given how often it happens and how much our impression of teachers and their methods affects our subsequent endeavors, we feel compelled to learn more about them. A number of studies have sought to better understand teachers' views on their work and the value they place on education. That might be a profession that helps people out financially, a career path that you choose out on your own, or just a committed lifestyle that you look forward to every day. It

Corresponding Author:
Dr. Prakash Oraon
Assistant Professor, Guest
Faculty, Department of
Psychology, Dr. Shyama
Prasad Mukherjee University,
Ranchi, Jharkhand, India

is crucial to provide precise answers. Research focuses on educators and the teaching profession because of the high moral and societal significance of education. Consideration of instructors' qualities, behaviors, attitudes, beliefs, abilities, and individual traits is highly valued by educators. Attitudes, backgrounds, cultivation, identification and assessment of educators are highly valued by society.

Teachers are like the superheroes of the education world, swooping in to save the day in classrooms and communities. They have the power to shape minds and mould the future, all while keeping our knowledge and cultural norms in check. It's a pretty big responsibility, if you ask me! Teachers have this amazing power to mould the minds and hearts of their students. It's like they're the superheroes of the education world! It's all on the educators to mould students into productive members of society. No pressure or anything! So, it's super important for students to have a positive attitude towards their teachers if they want to do well in school and gain some seriously useful skills for the future. Education, oh education! It's like the building blocks of life, the bedrock of all professions. Can't live with it, can't live without it! On the flip side, secondary education is like the next level of formal schooling. Ah, the glorious period of student life, where young minds absorb the intricacies of societal expectations and cultivate the essential qualities needed to blend seamlessly into the wider community. We can expect some serious upgrades in student success when more people with a sunny outlook join the teaching profession. The school teacher's perspective is like a secret ingredient that adds flavour to the students' growth as individuals. To achieve this goal, it's absolutely essential to take a deep dive into educators' points of view.

Review of Literature

Chakraborty and Mondal (2014) ^[1] found that science teachers, in particular, tended to have a more optimistic view of their work than their rural colleagues. This was especially true among urban teachers. Sixty-6.5 percent of educators polled felt about their profession as average. Based on his study, Mangore (2015) ^[4] found that compared to other groups, instructors in the arts and sciences are far less likely to have a good attitude towards their job. The teaching profession is seen negatively by the scientific community. Teachers may better support their students' holistic growth and societal progress by gaining insight into their students' thought processes. Rakesh and Kiran (2016) ^[6] surveyed prospective teachers in Shivamogga city who were pursuing a Bachelor of Education degree to find out how they felt about teaching. They found no statistically significant difference in the overall, administrative, socio-psychological, economic, or co-curricular scores between married and single pre-service teachers.

Research conducted by Sarkar and Behera (2016) ^[7] indicates that male and female college teachers in the Cooch Behar region have radically divergent views towards the teaching profession. When compared to male college professors in the Cooch Behar region, female professors had a more optimistic view of teaching. In 2018, Soibamcha ^[8] investigated "Attitude of teachers towards teaching profession". Educators' perspectives on their work as teachers are the focus of this research. In order to gauge teachers' views on their work, researchers used the TAI scale. Upon comparing the perspectives of educators with higher levels of education and those with lower qualifications, it became evident that the former had a more

optimistic approach towards the teaching profession. Rahaman (2018) ^[5] examined the views of secondary school teachers towards the teaching profession and found no statistically significant variance after controlling for gender, years of experience, and school type.

Significance of the study

Educators have a crucial part in the development, prosperity, and success of the country, and this is something that cannot be denied. When it comes to achieving the National Goals, it is absolutely necessary for the next generation of educators to assume the role of moulding society as a whole. The direction that the area of education takes is significantly influenced by the instructors. The mindset of a teacher is one of the elements that plays a role in the effectiveness of their teaching. It is possible for a teacher to improve their performance by having a more optimistic outlook on teaching situations. Nevertheless, if he continues to have a gloomy outlook, he will not be able to find fulfilment in his chosen profession. If a teacher is able to show appreciation for their job, they will be able to favourably influence the development of their pupils.

Variables of the study

1. Dependent variable-Attitude of teaching profession.
2. Independent variable.
 - Gender-Male and Female.
 - Type of School-Government and Private.

Objective

The aim of this study is to look at how prospective teachers' average scores on the Attitude towards Teaching Profession vary when certain demographic factors are included.

Hypotheses

- Male and female secondary school teachers hold comparable perspectives on the teaching profession.
- The perspective of government and private secondary school teachers towards the teaching profession is quite comparable.

Tool

This study's data came from the SP Ahluwalia Teacher Attitude Inventory (TAI). There are a total of 90 items in this inventory, which are organized into 6 subscales. Therefore, the aforementioned six domains may be appropriately measured by the favorable-unfavorable continuum. For every item, there is a Likert scale that includes the following options: strongly agree, agree, uncertain, disagree, and strongly disagree. All responses were weighted from 0 to 4, and they were made on a 5-point scale.

Sample

The participants in the research come from a wide range of public and private schools located in the Ranchi region. The method of sampling utilised in this investigation was random. A further subset of the sample for this study is comprised of one hundred teachers working in secondary schools, with fifty percent of them being male and fifty percent being female.

Procedure

In order to acquire the necessary information, the researcher went to each institution in person and gave the Attitude Scale towards Teaching Profession to the teachers there. This allowed the researcher to effectively obtain the

necessary data. Both groups were provided with the teacher attitude inventory, which was accompanied by instructions that were both explicit and detailed. It was determined that the appropriate scoring criteria were used to carry out the evaluation. In order to achieve the goals of the study, the scores that were acquired were evaluated by using statistical

metrics such as the mean, standard deviations, and t-values.

Table 1: Mean scores of Teacher Attitude among Male and Female school teacher

| Groups | N | Means | SD | T | Significance Level |
|----------------|----|--------|-------|------|--------------------|
| Male Teacher | 50 | 224.09 | 23.17 | 1.27 | Not Significant |
| Female Teacher | 50 | 230.14 | 24.13 | | |

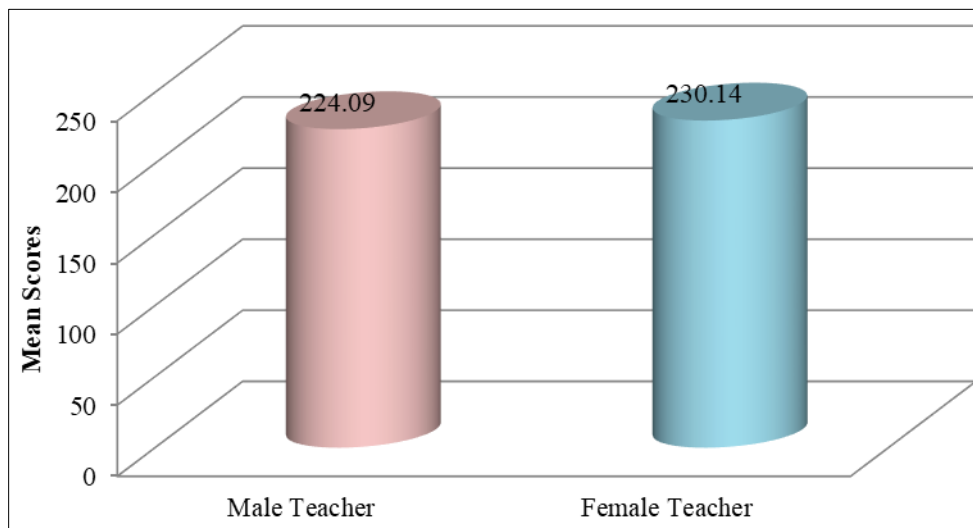


Fig 1: Mean scores of Teacher attitude among Male and Female school teacher

The 't' value for the principal impacts of gender on the attitudes of school teachers towards their job was determined to be 1.27. This value was derived from the data that was given in Table 1. It has been noted that the value that was computed for the variable "t" is lower than the value that is mentioned in the table. This is the case when the significance threshold is of 0.05. We are able to draw this conclusion from the data that is currently available. Following the completion of the data analysis, it was discovered that the estimated t-value did not exhibit any characteristics of statistical significance. Based on the outcomes of the research, it was determined that the female

educator did somewhat better than the male educator in terms of their performance. The data that was provided provides solid evidence that a bigger percentage of women than males choose to pursue a career in education.

Table 2: Mean scores of teacher attitudes among government and private school teacher

| Groups | N | Means | SDs | t | Significance Level |
|---------------------------|----|--------|-------|------|--------------------|
| Government School Teacher | 50 | 242.28 | 24.24 | 0.27 | Not Significant |
| Private School Teacher | 50 | 243.60 | 23.61 | | |

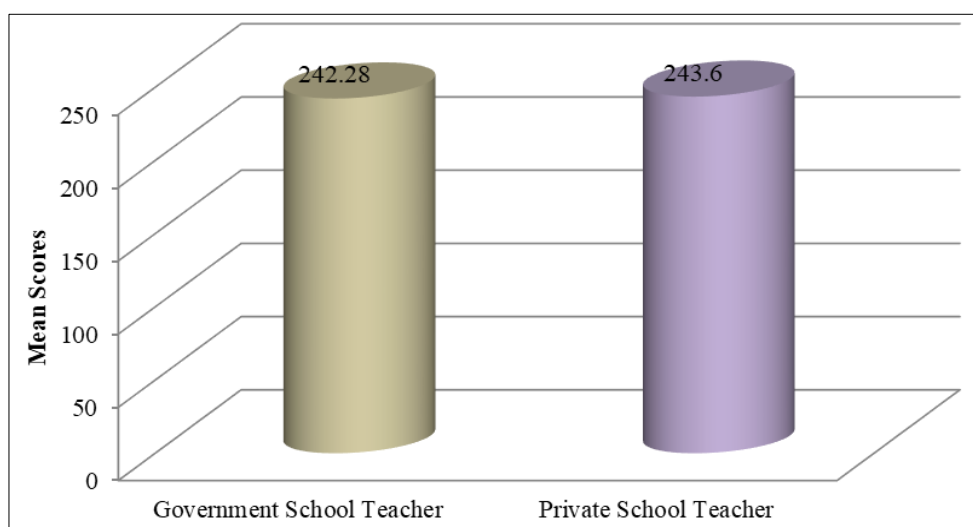


Fig 2: Mean scores of teacher attitude among government and private school teacher

Table 2 showcases a comparative analysis of how the government and private sectors impact teachers' evaluations of their profession. The calculated 't' value is 0.27. Upon conducting a thorough analysis of the computed value for

"t" and the corresponding value in the table, it is evident that the calculated value holds great statistical significance at the 0.05 level. Therefore, it was determined that the computed t-value did not show any statistical significance. Based on the

results obtained, it can be concluded that the null hypothesis is supported. The disparity in scores between instructors from private schools and those from public schools was negligible and inconsequential. This discovery implies that people working in private schools are more likely to choose teaching as a profession. There is no apparent correlation between different types of schools and the attitudes exhibited by instructors towards the act of teaching.

Findings

- The gender gap in the mean scores of prospective teachers on the attitude towards the teaching profession was not statistically significant. This confirms what Kumar (2015) [3] already suspected: that there is no difference in attitude towards the teaching profession between male and female teacher educators.
- There was no significant variation seen in the mean assessments of prospective instructors about their attitude towards the teaching profession across different types of schools.

Conclusion

Attitude can be viewed as the outcome of psychological processes that have occurred. Over a brief span, it exhibits a strong resistance to change due to its inherent nature. Every person's psychological arrangements are entirely distinct. In addition, educators possess a particular mindset when it comes to the process of teaching and learning that they bring to their profession.

Any educational institution would not be fully functional without a teacher. Thus, it is crucial to maintain an optimistic perspective on the teaching profession. Various factors can shape a person's attitude, including their worldview, age, life experiences, gender, location, and educational background. These elements have the potential to impact one's perspective due to their inherent flexibility. Although it can be challenging to alter attitudes, educators may find value in participating in an in-service course that enhances their own mindset and, consequently, improves their students' academic performance. This can be attributed to the significant link between teachers' attitudes and their students' academic performance. Significantly, the survey revealed that male and female instructors shared similar opinions when it came to the nature of the teaching profession and the importance of education. According to the data, female secondary school teachers demonstrated a greater level of enthusiasm for their job compared to their male counterparts. It is possible that the increasing number of women considering teaching as a career path with significant opportunities for growth could play a role. One could argue that female instructors are in higher demand. In addition, it was discovered that there was no notable difference in the opinions of school instructors regarding the teaching profession based on the type of institution.

Considering the lack of noticeable differences in the perspectives of secondary school teachers across different types of schools, it can be concluded that school type has no significance. Through fostering a sense of responsibility among students, cultivating their professional abilities, and promoting a comprehensive comprehension of their individual needs and concerns, educators possess the ability to elevate the standards within the education system. Having an optimistic perspective on their work is crucial to achieving this. The lack of professionalism among teachers

hinders the timely identification, implementation, and appropriate allocation of responsibilities for the most exceptional ideas in nutrition and self-improvement. This presents a chance for researchers to further explore the subject.

Limitations

- The sample was restricted to only include one hundred secondary school teachers, with only fifty male and fifty female educators included.
- This specific study focused on the examination of two demographic variables, namely gender and school type.
- The research used certain statistical procedures, including mean score, standard deviation, and t-test, to analyse the outcomes of the findings.

Recommendations

The process of educating education professionals can be divided into distinct phases. Regardless of the details, educational institutions have a crucial responsibility to support individuals considering a career in teaching and foster a positive outlook on the profession. Several factors contribute to shaping teachers' attitudes towards their profession. Several factors come into play, such as the level of enjoyment and dedication towards their work, the perception of their job's significance to society, and the belief in the need for continuous self-improvement. Those who are interested in teaching professions are expected to approach their work with a positive mindset. This is because adopting such a mindset will greatly benefit individuals in their professional aspirations and enhance their performance in the workplace.

Implication

Within every educational establishment, the job of a teacher is one that is both essential and powerful. Having a constructive attitude towards the teaching profession is of the utmost importance. An effective strategy for modifying the mentality of an employee is to implement a training plan that is provided throughout their time on the job. When educators approach the classroom with a positive perspective, they are able to effectively address a variety of instructional and student success challenges without expending resources that are not required. As a consequence of this, a significant number of individuals in India have taken the decision to embark on a career in teaching, which has resulted in it being one of the most prized professions in the nation. The lack of professionalism within this group has been the primary factor contributing to the difficulty that has been experienced in establishing and maintaining uniform standards. The teaching profession as a whole has accepted a heightened degree of responsibility and accountability in response to the rising requirement for great professional service. The lack of professionalism that exists among educators becomes a barrier to the recognition of the significance of essential ideas in terms of time, practice, and application for the purpose of personal growth and development.

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