

A COMPARATIVE ANALYSIS OF ATTITUDE TOWARDS TEACHING AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

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Abstract

Teachers' attitude toward their profession are central to shaping the quality of instruction and influencing student outcomes. This study presents a comparative analysis of teaching attitude among government and private school teachers at the secondary level. Employing a descriptive survey design, the research was conducted on a sample of 200 teachers- comprising from four districts of Punjab. The Teacher Attitude Inventory, a standardized tool developed by S. P. Ahluwalia, was employed to assess participants' attitude across key dimensions. Data were analysed using descriptive statistics and independent samples t-tests to determine significant differences between groups. The results revealed a statistically significant variance in teaching attitudes, with government school teachers demonstrating a more favourable orientation toward their profession. These findings underscore the need to foster positive professional attitudes across school types and provide evidence to inform teacher education programs, institutional development, and policy-level reforms aimed at strengthening the teaching workforce.

Keywords- Attitude, Teaching, School Teachers, Government, Private

Attitude is a psychological disposition that reflects an individual's consistent evaluative response toward people, objects, or situations. Attitudes are evaluative statements either favourable or unfavourable about objects, people, or events as well as it considers attitude a learned tendency to respond consistently to a given object. In the teaching profession, attitude plays a pivotal role in shaping classroom dynamics, instructional quality, and student learning outcomes. Teaching, as a profession, is both intellectual and emotional. It requires not only subject mastery and pedagogical competence but also a deep personal commitment to nurturing and inspiring learners. Within this framework, attitude toward teaching is understood as a teacher's beliefs, feelings, and predispositions toward their professional

role. Teaching attitude refers to a teacher's emotional and cognitive orientation toward the teaching profession, which influences their motivation, instructional decisions, and engagement with students. A favourable attitude toward teaching often correlates with higher motivation, greater instructional effectiveness, and better relationships with students, while an unfavourable attitude may lead to disengagement and diminished outcomes. Given the institutional differences in work culture, autonomy, and expectations between government and private schools, it becomes important to explore how these contexts may shape teachers' professional attitudes. The present study aims to conduct a comparative analysis of teaching attitudes among government and private secondary school teachers, using standardized tools and statistical methods.

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By identifying sector-wise differences, the research seeks to contribute to the growing discourse on teacher quality and professional development.

Review of related Literature

Chakraborty and Mondal (2009) explored the relationship between teachers' attitudes and professional commitment. Their study showed that teachers with positive attitudes were more engaged, professionally satisfied, and less likely to experience burnout.

Bhargava and Bhatnagar (2011) analysed the impact of pre-service training on teaching attitudes in India. The study revealed that formal training improved the cognitive and behavioural dimensions of teaching attitude, with variations across school types.

Yilmaz and AltinKurt (2012) in a Turkish study, investigated the attitudes of public and private school teachers toward professional ethics and teaching responsibilities. Public school teachers reported higher alignment with ethical teaching standards and showed greater role satisfaction.

Anwer, Zaman, and Anjum (2013) conducted a comparative study in Pakistan, reporting that government school teachers had significantly higher positive attitudes than private school teachers, particularly regarding job satisfaction and societal respect.

Farrukh and Shakoor (2018) evaluated in-service teachers' attitudes in relation to institutional environment. The study concluded that favourable teaching attitudes were associated with supportive administration and professional autonomy—features more prevalent in public sector schools.

Jimenez (2020) highlighted the role of emotional intelligence in shaping teaching attitude. The study concluded that

emotionally intelligent teachers held more resilient and positive professional attitudes across all types of schools.

Sinaga and Pustika (2021) explored teaching attitudes in online learning environments during the COVID-19 pandemic. Their findings showed that public school teachers exhibited more adaptability and commitment, often supported by more consistent institutional backing.

Gupta and Jain (2022) assessed teaching attitudes among school teachers in Rajasthan. The study revealed that government teachers had a more favourable attitude toward teaching, influenced by better working conditions and systemic recognition, compared to their private counterparts.

Zafar and Qadeer (2023) examined organizational climate and its effect on teacher attitudes in South Asia. They found that structured administrative systems in government schools nurtured more stable and favourable teaching attitudes than the result-driven environment of many private schools.

Narayan and Thomas (2024) investigated teaching attitudes in the Indian context using a revised attitude scale. They emphasized that institutional support, teaching autonomy, and fair appraisal systems significantly influenced attitude, especially among government school teachers.

Aim of the Study

This study investigates differences in teaching attitudes among government and private secondary school teachers. It examines the influence of school type and gender on teachers' professional attitudes and explores possible interaction effects.

Research Hypotheses

1. There is no significant difference in the teaching attitude of government and private

secondary school teachers.

2. There is not significant difference in the teaching attitude of male and female secondary school teachers.
3. There is not significant difference in the teaching attitude between teachers based on locality.

Methodology

Sample

The study was conducted on a sample of 200 secondary school teachers, equally divided between government ($n = 100$) and private ($n = 100$) institutions. Each group consisted of 50 male and 50 female teachers. Further, within both government and private categories, the sample was equally divided by locale: 25 urban and 25 rural teachers for each gender. This stratified structure—ensuring equal representation of gender and locality within each school type—was designed to facilitate meaningful comparisons and reduce sampling bias. Participants were selected through simple random sampling from four districts of Punjab: Fatehgarh Sahib, Sangrur, Ludhiana, and Malerkotla.

Tool Used

Teaching Attitude Inventory (TAI) developed by Ahluwalia (1978).

Results and Discussion

To test the **first hypothesis**, t-test was employed and t-ratio of mean gain scores on attitude towards teaching of government and private teacher has been calculated

Table1- School-wise Difference between Mean Scores of teaching Attitude of Government and Private Schools Teachers

GROUP	N	MEAN	S.D	S.E	t-RATIO
GOVERNMENT	100	232.22	17.914	2.6908	1.286
PRIVATE	100	228.76	20.079		

Table 1 revealed that the mean and standard

deviation of teaching attitude scores for government school teachers were 232.22 and 17.91, respectively, while for private school teachers, the mean and standard deviation were 228.76 and 20.08, respectively. To determine whether this difference in means was statistically significant, an independent samples t-test was applied. The sample size for each group was 100. The calculated t-value was found to be 1.286. The test was two-tailed and conducted at the 0.05/0.01 level of significance. The critical t-value at this level was ± 1.972 and ± 2.601 respectively. Since the calculated t-value (1.286) is less than the critical values at both levels. Therefore hypothesis 1 stating that there is no significant difference in teaching attitude between government and private teachers was not rejected. Thus, it was concluded that there is no significant difference in teaching attitude between government and private school teachers. This implies that the type of institution—government or private—does not significantly influence the teaching attitude of teachers. To test the second hypothesis, t-test was employed and t-ratio of mean gain scores on attitude towards teaching of male and female secondary school teachers

Table2- Gender Wise Difference between Mean Scores of Teaching Attitude of Male and Female School Teachers (N=200)

GROUP	N	MEAN	S.D	S.E	t-RATIO
MALE	100	231.08	18.36701039	2.7009	0.437
FEMALE	100	229.9	19.80179565		

Table 2 revealed that the mean attitude score toward teaching for male teachers was 231.08 ($SD=18.37$), while for female teachers it was 229.90 ($SD=19.80$), with both groups having an equal sample size of 100. The calculated t-value for the difference between

these means was 0.44, which is less than the critical t-value of ± 1.972 at the 0.05 significance level and ± 2.601 at the 0.01 significance level for a two-tailed test with 198 degrees of freedom. Since the calculated t-value did not exceed the critical value at both levels, the hypothesis-2 stating that there is no significant difference in the attitude toward teaching with respect to gender was not rejected. Therefore, it can be concluded that gender does not have a significant effect on teachers' attitude toward teaching. Both male and female teachers demonstrate similar attitude.

To test the third hypothesis, t-test was employed and t-ratio of mean gain scores on attitude towards teaching of urban and rural secondary school teachers

Table3 Attitude of Teaching of Urban and Rural Private and Government Teachers

Group	N	Mean	SD	SE	t-Ratio
Urban	100	235.86	17.1037201	2.592	4.143
Rural	100	225.12	19.47714537		

Table 3 revealed that the mean teaching attitude score of urban teachers was 235.86 with a standard deviation of 17.10, whereas the mean score for rural teachers was 225.12 with a standard deviation of 19.48. Both groups had an equal sample size of 100. The calculated t-ratio was 4.14, which exceeds the critical value of 1.972 at the 0.05 level of significance and the critical value of 2.601 at the 0.01 level of significance for 198 degrees of freedom. This indicates that the difference in mean scores is statistically significant. The higher mean score of urban teachers suggests that they possess a more positive attitude towards teaching compared to rural teachers. This may be attributed to various factors such as better access to educational resources, training opportunities, exposure to innovative

teaching methods, and professional development in urban settings. Therefore, Hypothesis 3 which states that there is no significant difference between teachers based on locality, is rejected. This indicates a significant difference in the teaching attitude of urban and rural teachers.

Conclusions

1. A significant difference was not found between the mean scores of teaching attitude of government and private school teachers. This indicates that teaching attitude among government and private teachers is not influenced by the type of school.
2. A significant difference was not found between the mean scores of teaching attitude of male and female teachers. This suggests that teaching attitude among teachers remains consistent regardless of gender.
3. A significant difference was found between the mean scores of teaching attitude of urban and rural teachers. This demonstrates that teaching attitude among teachers varies significantly based on their locale.

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