

## **Compare the Close-Mindedness of Male and Female Government & Private School Teachers of Secondary Level**

**\*Veerpal Kaur \*\*Dr. Rajan Sethi**

*\*Research Scholar, Desh Bhagat University, Mandi Gobindgarh, Punjab*

*\*\*Research Guide, Desh Bhagat University, Mandi Gobindgarh, Punjab*

### **Abstract**

There are some factors which may have helpful relationship with class-room communication designs of teachers. In difference, there are some other factors which may have opposite effects on class-room interaction patterns of teachers. Close-mindedness, Neuroticism, Frustration, emotional instability Introversion-Extroversion etc. are such factors which may have some effects on class-room behaviour of teachers. It is therefore, needed to decide the high close-mindedness. The present study envisages the compare the close-mindedness of male and female government and private school teachers of secondary level. In the field of teaching or in a specific teaching-learning conditions teacher is a chief agent who shows prominent role in interactive the information, evaluate the knowledge consequences and help learners to overcome their complications. It is he, who builds up desirable attitudes and approves or disapproves pupil's behaviour. His personality, qualities, and ability in actual are; so significant for pupil's development. The influence that a teacher applies on his pupils is mostly determined by his class-room teaching.

**Keywords:** [Male and female, Close-Mindedness, Teachers, Schools]

### **Introduction**

Teachings on class-room interaction have been made to understand teaching as it goes on in the class-room. Efforts have been complete to classify effective teaching behaviour and its relation to their personality variables. But it is doubtful whether there is such a thing as teaching-type of personality. Since persons of even different personality characteristics-seem to achieve equal, degree of success in practical teaching. Therefore one cannot take a rigid stand either in respect of a particular set of personality traits that a successful teacher should possess.

**Personality:** personality is the combination of emotions, behaviour, motivation, and thought patterns that define an individual. Personality psychology attempts to study similarities and differences in these patterns among different people and groups. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality

**Close-Mindedness:** Close-mindedness person is one who finds it problematic to separate among information received about the world and information received about the source. A man convinced against his will is of the same opinion still, "Dale Carnegie 'Sometimes you contract

with persons who are close-minded, completely stubborn in their beliefs and unreceptive to new ideas. Perhaps you feel sure you're right and they are wrong, but you can't seem to convince them to see belongings your way. And possibly you are infecting correct but that doesn't stop the other being resorting to illogical argument to keep from supportive with you. Then you can do nothing in such situations.

**Objective Of the Study:** To compare the close-mindedness of male and female government and private school teachers of secondary level.

**Hypothesis of the Study:** There exists no significant difference in mean scores of close-mindedness of male and female government and private school teachers of secondary level.

**Delimitations of the Study:** The Present study was delimited with teachers of government and private schools of Mansa district (Punjab) only. The present study was confined to a sample of 200 private and 200 government school teachers only. The present study was delimited with respect to the variables close- mindedness compare male and female.

### **Statistical Techniques Used**

- Descriptive statistical was applied to find out means and standard deviation of male and female government and private secondary school teachers.
- Pearson's product Moment correlation was

calculated to find out the relationship between independent and dependent variables.

- t- test was used to see the significance of difference of mean

### **Analysis of Data and Interpretation of Data**

In the proceeding chapter, method and procedure of the study was described covering design, sample, tools and statistical teaching. The present chapter deals with statistical interpretation of the data and discussion of the results. This section is the heart of the research because it gives concise picture to the data. It involves breaking down the existing complex factors into simple facts and putting the parts together in the new arrangement for the purpose of interpretation. It not only point out the important facts and relationships to give meaning to the data but also make certain generalizations about the data. The present study has being survey in nature. The various hypotheses were formulated keeping in view the objective of the present study. The purpose of study was to study. "Compare the close-mindedness of male and female government and private school teachers of secondary level."

The data obtain from the study has been analyzed under the following sections Demographic characteristics of School Teachers

The demographic characteristics of school teachers' government and private have been studied under with respect to qualification, gender, and age group, teaching experience and type of

### **Demographic Interpretation**

- **Qualifications:** 79% of government school teachers were post-graduate as compared to 85% of their private school counterparts. Remaining 21% of government school teacher were graduate as compared to 15% of their private school counterparts.
- **Gender:** About 50% of government school teachers were male teachers as compared to 50% of their private school counterparts. Remaining 50% of government school teachers were female as compared to 50% of their private school counterparts
- **Age group:** 5% of government school teachers were age group of 21-30 years as compared to 15% of their private school counterparts. 49% of government school teacher were age group of 31-40 as compared

to 45 % of their private school counterparts. 31% of government school teachers were age group of 41-50 years as compared to 24% of their private school counterparts. There were 15% of government school teacher who were above 51 years of age as compared to 16% in their private school counterparts.

- **Teaching Experience:** 20% of government school teachers have from 1-10 years as compared to 47% of their private school counterparts. 47% of government school teacher have from 11-20 years as compared to 20% of their private school counterparts. 16% of government school teachers have from 21-30 years as compared to 28% of their private school counterparts. There were 17% of government school teacher have morethan30 years of experience as compared to 5% of their private school counterparts.
- **Educational Degree:** About 91% of government school teachers possessed the education degree or diploma as compared to 85% of their private school counterparts. Reaming 9% of government school teachers did not possess the professional education degree or diploma as compared to 15% of their private school counterparts.

### **Testing of Hypotheses**

The result has been discussed in the light of hypotheses of the study.

### **Hypothesis**

There exists no significant difference in mean scores of neuroticism of male and female government and private school teachers of secondary level. Table-.t- Ratio between neuroticism of male and female of government and private school teachers of secondary level. From table - that t-ratio of between neuroticism of male and female teachers is 2.08. The t-ratio in order to be significant at .05 and .01 level of significance should be .197 and 2.60 respectively .Therefore, obtained t- value is significant at 0.05 level but not significant at .01 level of significance.

### **Interpretation of the Results**

In the last section testing of hypotheses has been done by different statistical methods. In this section an interpretation of result obtained has

been attempted. Though the results are based on the objectivity of the data and the statistics involved, yet the interpretation is purely a subjective matter based on the ideology and the framework in which the investigation has been conducted. First of all data was subjected to normality verification of the distribution and the sample of 400 govt. and private teachers of secondary school display normality of distribution on close mindedness measures.

### **Findings of the Study**

The sample of 400 Government and private secondary school teachers display normality of distribution on close-mindedness. These 400 government and Private secondary school teacher show a significant degree of Close-mindedness with Mean-22.08 and Standard Deviation=9.34. Among them 146 teachers (36.5%) are found to be highly.

### **Educational Implications**

From results it is found that the Close-mindedness, government and Private secondary school teacher show a significant degree of Close-mindedness with Mean-22.08 and Standard Deviation=9.34. Among them 146 teachers (36.5%) are found to be highly. So it is duty of our society as well as our educational system to investigate the tendency of Close-mindedness among the youth as early as possible. The present generation is passing through a difficult phase. The characteristics like Close-mindedness are on the increase. Our society cannot afford to allow these tendencies to take roots in our nation builders (teachers) and in the coming generation. The need, therefore, is to have a clear understanding of those characteristics and to suggest measures.

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