

A Study of Gender Differences in Attitude among Government School students

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ABSTRACT

“People may hear your words, but they feel your attitude”

John C. Maxwell

Attitudes are evaluative statements which are frequently used to describe people, events and objects. Attitude may be either favourable or unfavourable. It reflects one's feelings towards particular object, event or person.

In the present research, an attempt has been made to explore gender differences in attitude among Government school students. A sample of 60 High School and Intermediate students from District Rohtash (Sasaram) Bihar was taken for the study. Sodhi's Attitude Scale was used for collection of data. The findings shows a little mean difference between the male and female students. To see if these differences are significant, Critical Ratio was calculated. The obtained CR value was found insignificant at .05 levels. The findings suggested that gender has not significantly affected attitude scores of Government school students, thus, gender has not influenced the attitude scores of Government school students.

Attitude is an important variable of human behaviour. It has a psychological attribute that shapes human behaviour. Our positive and negative attitude can have a powerful influence on our behaviour in various situations. Attitudes are evaluative statements which are frequently used to describe people, events and objects. Attitude may be either favourable or unfavourable. It reflects one's feelings towards particular object, event or person.

Key words: attitude, gender, government schools, behaviour, socialization

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While different researchers have defined attitudes in various ways, and may use different terms for the same concepts or the same term for different concepts, two essential attitude functions emerge from empirical research. For individuals, attitudes are cognitive schemas that provides a structure to organize complex or ambiguous information, guiding particular evaluations or behaviours. More abstractly, attitudes serve higher psychological needs: expressive or symbolic functions (affirming values), maintaining social identity, and regulating emotions. Attitudes influence behaviour at individual, interpersonal, and societal levels. Attitudes are complex and are acquired through life experience and socialization.

The American Psychological Association (APA) defines attitude as "a relatively enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. Attitudes provide summary evaluations of target objects and are often assumed to be derived from specific beliefs, emotions, and past behaviours associated with those objects."

Alice H. Eagly and Shelly Chaiken, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour."

Past research reflected the traditional notion that attitudes are simple tendencies to like or dislike attitude objects, while contemporary research has begun to adopt more complex perspectives. Recent advances on the mental structure of attitudes have suggested that attitudes (and their components) might not always be simply positive or negative, but may include both positivity and negativity. In addition, strong and weak attitudes are associated with many different outcomes. The main components of attitudes are a collection of our thoughts, feelings, and actions in a given scenario. They are formed as a result of our life experiences, upbringing, education, and social influences.

OBJECTIVES OF THE STUDY –

The main objectives of the present study are:

- i. To see attitude differences in male and female students of Govt. Schools.
- II. To see influence of gender on the Attitude of students.

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HYPOTHESIS OF THE STUDY –

The following Null Hypothesis has been formulated for the present study:

- (i) “There is no significant difference between attitude scores of Govt. School male and female students.”

VARIABLES OF STUDY –

Independent Variable – The Independent Variable in this study is Attitude.

Dependent Variable – The dependent variable in this study is Govt. school male and female students.

Control Variables –

- i. Education- Only high school and intermediate School students have been selected for this study.
- ii. Type of the Institution – only Government schools have been selected for this study.

1.15 LIMITATIONS OF THE STUDY –

1. The present study is limited to only high school and intermediate Government School students only.

The present study is limited to district Rohtash (Sasaram) Bihar only.

Research Methodology

Population

The population of the present study consisted of all the secondary and senior secondary school students of district Rohtash (Sasaram) Bihar.

Sample

60 (30 Males and 30 Females) High School and Intermediate students from District Rohtash (Sasaram) Bihar were taken for the study.

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Sampling Technique

The purposive sampling technique was used for collection of the data.

Method of the study

Survey method was used for data collection

Tools

Sodhi's Attitude Scale was used for collection the data. The present scale consists total 71 items. It measures (i) attitude towards teachers and parents, (ii) attitude towards Disciplines, (iii) attitude towards Life and Humanity, (iv) attitude towards Country, (v) attitude towards Religion.

Statistical Techniques

Mean and SD were Calculated to see the difference between groups and CR were calculated to see the significant difference it any between groups.

Result and Discussion

TABLE-1

Mean, SD, and CR showing Differences among of Attitude Scores of Govt. School

Male and Female students

Student	N	Mean	SD	CR	Point of Significance
Male	30	21.10	12.09	1.08	Not Significant at .05 level
Female	30	24.40	11.45		

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The Table shows the mean difference between male and female students. The table shows that mean of attitude scores of Govt. School female is greater (24.40) than males (21.10).

To see whether these differences are significant, CR was calculated. It is clear from table 4 that CR Value of attitude scores of male and female is 1.08 which is not Significant at .05 levels, the value required to be significant at .05 levels is 2.00. The obtained value is less than the required value, so we can say that there is no significant difference between the attitude scores of Govt. School male and female students. Thus, gender has not significantly affected attitude scores of Govt. school males and females. So, our **null hypothesis** that “there is no significant difference between attitude scores of Govt. School male and female students” is, therefore **accepted**. Thus, attitude scores of male and female government school students do not differ significantly.

Conclusions-

1. There is no significant difference between attitude scores of Govt. School male and female students.
2. There is no significant influence of gender on the attitude of students.

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