



**POLITICAL ATTITUDES OF SECONDARY GRADE SCHOOL TEACHERS
A STUDY IN RANGA REDDY DIST**

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Abstract

A study is conducted on political attitudes of secondary grade school teachers of government and privately managed schools in Ranga Reddy district. For the present study a sample of 150 teachers is taken. Among them 75 teachers are from government i.e. Zilla Parishad High School teachers and 75 teachers are from privately managed schools.. The study revealed that there is no significant difference among secondary grade school teachers of Ranga Reddy district belonging to government and private managements in the political attitudes



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Every political system, regardless of its size of shape, is built upon underlying structures of political beliefs, values sentiments, and expectations. Such beliefs, values sentiments and expectations are called political Culture” (Almond and Verba, 1963)¹

Political Culture is part of general culture. It is a learned behavior and influenced by environment. “Political culture is the product of both the collective histories of the members of the systems and thus it is rooted equally in public events and private experience” [(Pye. Lucian, W, David L. Sill (Pye Lucian) 1979)]²

The term political culture thus refers to the specifically political orientations- attitudes towards the political systems and various parts, and attitudes towards the role of the self in the system, we can speak of political culture just as we can speak of an economic culture or religious culture. It is a set of orienting towards a special set of social objects and process”. (Gabriel Almond and Gabriel Abraham 1963)³

Almond says where we speak of political culture of a society we refer to the political system as internalized in the cognitions feelings and evaluations of its population. People are inducted in to it just as they are socialized into non political roles and social systems.(The

civic culture: Political attitudes and Democracy in five nations. (Almond Gabriel A and Verba Sidney,1963)⁴

All societies and political cultures set the norms or standards to evaluate the effectiveness and competence of people who perform specialized roles in the political sphere. Problem solving, policy making, decision making, deliberate socio-economic reforms or changes depends on these standards of judgment and in their underlying rationality which is peculiar aspect of a particular society.

Political culture is transmitted, it is a learned behavior. Learning political culture is political socialization. Socializing agencies are family, school, peer group and mass media etc.

Political culture includes political attitudes. Political attitudes are values beliefs which underpin the operation of a particular political system. These attitudes were seen as “including knowledge and skill about the operation of the political system. These attitudes determine how people participate, whom they vote for and which political party they support. The factors which make attitudes are family, gender, religion, race ethnicity etc...” (Shoda Ganga)⁵

People have minds which in the context of political system reflect certain attitudes, idea, beliefs and values which, in turn, constitute the psychological dimension of the political system. These attitudes may not be consciously held, but may lie, implicit in the group relationship with the political system, thereby determining the nature political goal, political structure and political process current in a political system. (Almond GA and Powell GB, 1966)⁶

Political attitudes formulation is a learning process by which an individual acquires orientation, beliefs, values and norms and behavior, patterns in political system. Political attitude formulation determines the patterns of socio political behavior. Political attitudes formulation is a psychological concept as it is concerned with the society in general and with the individual in particular. (Shoda Ganga).

Formulation of political attitude is done through process of political socialization according to Eastern and Dennis “Political socialization is development process by which acquired political orientation and patterns of behavior”.

Allen R. Ball defines political socialization as “establishment and development of attitudes and beliefs about political system”

Robert Hess and Judith Hornsby⁷ in their book, Participation of children in political life “Social learning or socialization refer to a process whereby a junior or new member of a group or a institution is taught its values attitudes and other behavior. This process as which

one has both upwards reference to agents like parents, teachers, lateral reference to peer group.

Every child in the school learns and develops political attitudes and inducted into the political system. He learns to respect the authority and also children acquire orientations, beliefs and norms in school and also school inculcates attitudes and values of the society. School teaches about the political culture to the children. Children learn about constitution, symbols such as flag and pledge, national festivals, national history and national anthem. A sense of nationalism is developed in the school.

School is recognized as a formal agency of political socialization by Almond and Verba and also by many political philosophers like David Easton, Dennis. School plays a very important role in formulation of political attitudes. Teachers play a distinctive role in formulation of political attitudes, when they transact curriculum to students. Teachers provide information on political issues, either through content or through some activities. At high school level while teaching civics and history in the class rooms they discuss various matters related to the subject and also give various examples and references of current events and these will lead to formulate political attitudes. Children learn about democracy and values and also democratic behavior in the school. If teachers are knowledgeable and have positive attitude towards the political system they inculcate positive political attitudes. In civics children also learn about constitution and constitutional objectives and this will inculcates political attitudes in formal way. Children at high school level participate in debates which are conducted on national issues or current matters. These debates allow the children to develop respect to other people's opinion. In developing positive political attitudes teachers play a very important role.

Significance of the study: Investigators want to study the political attitudes of secondary school teachers, as teachers play a determining role in formulation of political attitude. It is very important to study political attitudes of the teachers.

Objectives of the study: To study political attitudes of secondary grade school teachers of Rang Reddy district belonging to government and private managements.

Methodology of the study: Investigator adopted survey method to collect data. Data is collected through a questionnaire containing 10 statements on political attitudes. Every statement is given three responses: Favorable, Neutral and Unfavorable.

Hypothesis: 'There is significant difference among secondary grade school teachers of Ranga Reddy district belonging to government and private managements'

Sample of the Study: For the present study, investigator has taken secondary grade school teachers of Ranga Reddy district as Sample. Total sample taken is 150. Among them 75 are from government i.e. Zilla Parishad High School teachers and 75 are from privately managed schools.

Tool Of the study; A questionnaire is prepared with Ten statements with three point scale responding i.e. Favorable, Unfavorable and Neutral.

Scoring; Following score is given to the responses: Favorable: 3, Neutral: 2 and Unfavorable: 1

Accordingly attitude levels are divided in to three levels

30 is maximum score.

24 to 30 score is high i.e. 80 to 100percent

18 to 23 score is medium level i.e. 79 to 60 percent

17 to 1 is the low level. 59 to nil percent

Table- I Responses of secondary grade school teachers of Ranga Reddy district belonging to government and private managements to political attitudes

S. No.	Statement	Responses											
		Favorable				Unfavorable				Neutral			
		Go vt.	%	P vt.	%	G ov t.	%	Pv t.	%	Go vt.	%	Pv t.	%
1	Democracy is successful in India	50	67	48	64	15	20	21	28	10	13	6	8
2	All educational institutions in our country are secular	50	67	43	57	16	21	2	8	9	12	11	15
3	Right to education brought equal opportunities to all children	52	69	46	61	16	21	14	19	7	9	15	20
4	In seventy years of independence, India could establish social and economic equality	6	8	17	23	49	65	43	57	20	27	15	20
5	Privatization of education is good for the country	13	17	16	21	53	71	44	59	9	12	15	20
6	Voting is an instrument to change the govt.	64	85	60	80	10	13	7	9	1	1	8	11
7	If people have sufficient enthusiasm to participate in political affairs all problems will vanish	30	40	43	57	20	27	18	24	25	33	14	19
8	Affiliation with political parties strengthen	26	35	36	48	19	25	13	17	30	40	26	35

	teacher unions													
9	To protect and safeguard the interest of teachers associations are needed	64	85	62	83	11	1	3	4	0	0	10	14	
							5							
10	It is necessary to inculcate political awareness among children	52	69	63	84	17	2	5	6	6	8	7	9	
							3							

Note: Govt.: Government schools; Pvt.: Private Management schools

Table- II Levels of political attitudes of secondary school teachers of Ranga Reddy district belonging to government and private managements.

High	%	Medium	%	Low	%	Total	
Government	27	36	44	59	4	5	75
Private	24	32	46	61	5	7	75
Total	51		90		9		150

From the above table-II we can infer that 27 teachers among the sample of 75 government school teachers scored high political attitudes which come to 36 percent. When compared, 24 private secondary school teachers out of 75 have also scored the same high political attitudes i.e. 32 percent. 44 teachers of government secondary grade school have a medium level political attitude which is about 59 percent where as 46 private secondary grade school teachers have medium level political attitudes which works out to 61 percent out of a sample of 75. Very few secondary grade school teachers among government managed schools i.e. 3 out of 75 and 6 private secondary grade teachers out of 75 have scored very low in political attitudes i.e. 5 percent 7 percent respectively.

To test the hypothesis ‘there is significant difference among secondary school teachers of Ranga Reddy district belonging to government and private managements ’inferential non parametric statistical technique Chi-square is applied . Null hypothesis Ho is formed i.e. ‘There no is significant difference among secondary teachers of Ranga Reddy district belonging to government and private managements’

To test the null hypothesis Ho, chi square test is applied. Values obtained are at 95 % level of significance.

Table value	: 5.99
Calculated value	: 0.332
Degrees of freedom	: 2
Levels of significance:	0.05

Calculated Chi-square value of 0.332 is less than the table value of 5.99 at 2 degrees of freedom at 0.05 level of significance. Hence null hypothesis is accepted i.e. “there is no significant difference among secondary grade school teachers belonging to government and private managements of Ranga Reddy district

Results and Discussion: The study is conducted to know the political attitudes of secondary grade school teachers of Ranga Reddy district belonging to government and private schools. From the results, we can infer that for most of the statements, the responses given by secondary schools belonging to government and private are favorable. There is not much difference in responses of government and private secondary grade school teachers of Ranga Reddy district with reference to political attitudes. The Chi-square test results obtained also indicate that there is no significance difference among secondary grade teachers belonging to government and private managements of Ranga Reddy district.

From Table-1, we can understand the political attitudes of secondary grade school teachers belonging to government and private managements of Ranga Reddy district to different statements. The responses given by government teachers for the first statement i.e. ‘Democracy is successful in India’, are that 50 teachers out of a sample of 75, which is 67 percent were favorable, 15 teachers that is 20 percent of the sample were not favorable and the balance responses i.e. 10 teachers which is 13 percent are neutral. Out of a sample of 75 teachers from private management schools, the responses of 48 teachers which constitutes 64 percent were favorable to the statement followed by 21 teachers with a 28 percent were unfavorable and the remaining 6 teachers which is a small percentage were neutral.

For the second statement i.e. “All educational institutions in our country are secular”, the responses from teachers of government schools were as follows; 50 teachers responses were favorable out of a sample of 75 teachers which makes up 67 percent followed by 16 teachers which comprises 21 percent gave unfavorable responses and the balance 9 teachers i.e. were neutral. Similarly the responses of teachers from privately managed schools were studied and the results are: 43 teachers out of a total of 75 gave favorable responses constituting 57 percent whereas 21 responses i.e. 28 percent of the sample are unfavorable and the balance 11 responses were undecided i.e. Neutral which works out to 15 percent. This indicates secondary grade school teacher’s positive attitude towards secular practices of schools as there is minimal .difference in responses.

The responses to the third statement i.e. ‘Right to education brought equal opportunities to all children’ are: 52 teachers out of a sample of 75 i.e. 69 percent responses of secondary grade teachers of government schools were favorable and 16 teachers which forms 21 percent

gave unfavorable response where as 8 teachers (9 %) were neutral. 46 teachers (61 % of the sample) of private management schools have favorably answered to the statement under consideration where as 14 secondary grade teachers among a sample of 75 which works out to 19 % are unfavorable and 15 teachers which constitute 20 percent are neutral. Right to education is incorporated in fundamental rights article 21A. According to this article all children should get compulsory education. Majority of government secondary grade teachers as well as private secondary teachers responded favorably. This indicates that both government and private secondary teachers of Ranga Reddy district are having positive attitude towards right to education in bring equal educational opportunities to all children.

Responses to the statement ‘In seventy years of independence, India could establish social and economic equality’ are: very few teachers i.e. 6 out of a sample of 75 teachers, a insignificant percent of secondary grade teachers i.e. 8 percent from the government managed schools responded favorably to the statement where as 49 responses that is 65 percent were unfavorable and 20 teachers constituting 27 percent were neutral. Out of a sample of 75, only 17 teachers of privately managed schools have responded favorably to the statement i.e. 23 percent followed by 43 teachers which is 57 percent are unfavorable where as 15 teacher constituting 20 percent were neutral to the statement. From this we can infer that most of the government and private secondary teachers are disagreeing with the statement that in seventy years of independence India could not achieve social and economic equality.

The responses from the teachers of secondary grade schools both managed by government and private to the statement ‘Privatization of education is good for the country’ are as follows: 13 secondary grade teachers forming 17 percent of the sample of 75 have responded favorably where as 53 teachers (71 %) responded unfavorably. Only 9 teachers which is a small percentage of secondary teachers were undecided i.e. neutral. Similarly 16 secondary grade teachers of private management schools have responded favorably constituting 21 percent where as 44 teachers (59 %) were unfavorable with 15 teachers responses which constitutes 20 percent are neutral. This indicates that on privatization of education, majority of government and private secondary teachers of Ranga Reddy district are having negative attitude which is unfavorable.

For the sixth statement “voting is an instrument to change the government” there is an overwhelming responses both from government and private secondary school teachers of Rang Reddy district. 64 teachers in a sample of 75 i.e. 85 percent and 60 teachers among 75 private school teachers constituting 80 percent responded favorably. But unfavorable response to the statement from government as well as private secondary school teachers is

poor. The responses are: 10 government teachers (13 %) and 7 private school teachers (9%). There is only one neutral response from government teachers to the statement which is nil in percentage. In comparison 8 teachers (9 %) from private secondary schools were neutral. This indicates that most of the secondary teachers of Ranga Reddy district believe in democratic methods for changing the governments and they have faith in voting in elections. This indicates democratic attitude of the teachers.

There is mixed response to the statement i.e. 'If people have sufficient enthusiasm to participate in political affairs all problems will vanish'. Favorable, unfavorable and neutral responses of the secondary grade teachers working in government managed schools are: 30 Teachers (40 %) favorable, 20 teachers (27%) unfavorable and 25 teachers (33%) neutral responses are received. Similarly the responses of the teachers out of a sample of 75 belonging to privately managed secondary grade schools are as follows: 43 teachers (57%) are favorable which is relatively more compared to government teachers and 18 teachers (24%) are unfavorable followed by 14 teachers (19%) who are neutral in responses.

For the eighth statement "Affiliation with political parties strengthen teacher unions", there are 26 favorable responses from government secondary grade teachers of Ranga Reddy district which constitute 35 percent and whereas 36 favorable responses are from secondary grade teachers of privately managed schools of Ranga Reddy district which is more compared to government teachers i.e. 48 percent. 19 government secondary grade teachers of Ranga Reddy district out of 75 were unfavorable to the statement comprising 25 percent of the sample. 13 private secondary grade teachers of Ranga Reddy district were unfavorable to the statement which constitutes 17 percent of the sample. 30 teachers among the sample of 75 of government secondary grade teachers were neutral i.e. 40 percent of the sample whereas 26 teachers of private management schools, which comprises 35 percent of the sample are neutral.

To the statement "To protect and safeguard the interest of teachers associations are needed" a large number of government and private secondary grade teachers of Ranga Reddy district have responded favorably. 64 teachers of government secondary school grade teachers constituting 85 percent of the sample and 62 teachers among private secondary grade school teachers i.e. 83 percent responded favorably. There is not much difference in the favorable responses. Only 11 out of the sample of 75 which is 15 percent and 3 out of 75 private school teachers which is 4 percent were unfavorable to the statement under discussion. There is no neutral response among government secondary school teachers as all in the sample have responded favorably or unfavorably whereas 10 private secondary grade

teachers responded neutrally to the statement which constitutes 14 percent of the sample. Teacher unions are not new to the government teachers as they have organized unions. But for private teachers of Ranga Reddy district there are no organized teacher unions. Majority of the government teachers favored the need of teacher unions to protect and safeguard the interest of teachers.

From the data collected on the statement "It is necessary to inculcate political awareness among children" it is observed that 52 government secondary grade school teachers out of a sample of 75 constituting 69 percent of the sample and 63 private secondary grade school teachers comprising 84 percent of the sample have responded favorably. Whereas 17 teachers of government secondary schools i.e. 23 percent of the sample and 5 teachers i.e. 6 percent of the sample are unfavorable to the statement. Only 8 percent and 9 percent of the teachers from government and privately managed schools out of the sample of 75 each were undecided about the statement under discussion.

Conclusion: Political attitudes of teachers are very important. School as formal agency political culture transmits political culture from generation to generation. Teachers play a very important role in formulation of political attitudes. If teachers have positive political culture, democratic attitude children will inculcate the same.

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