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RESEARCH ARTICLE

ATTITUDE OF TEACHERS TOWARDS TEACHING AND WORK ENVIRONMENT: A COMPARATIVE STUDY BETWEEN PUBLIC AND PRIVATE SCHOOLS IN RURAL WEST BENGAL

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Abstract

Teachers' attitude towards teaching facilities and feasibilities and work environment play an important role in elementary education in this era where parents have enough choice for their children. This study was conducted in rural areas of West Bengal on teachers' attitude on teaching facilities and work environment of private and public schools. The study found award for good deed, extra administrative works, strict regulations against sexual harassment and bullying, and participation in conducting co-curricular activities are related with gender of teachers. Also, healthy work environment, co-operation from non-teaching staff, extra administrative works, lack of technical facility for advanced teaching, regular skill enhancement for teachers, were given preference by the teachers who were trained. Moreover, having white board, regular skill enhancement for teachers, and award for good deed were preferred by the teachers with private school.

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Introduction:-

The school education system of West Bengal is diverse. The schools are run by the West Bengal Education Ministry and by private organizations. Due to lack or availability of funds, the government and the private organizations maintain their schools differently. Some schools have good infrastructure, good teaching and non-teaching staff and good teaching facility where as others do not. And as a result of this disparity the schools gain or lose their reputation.

In recent years, West Bengal has witnessed a rise in the demand for private schools as they are said to be well maintained with good teaching facilities and good school environment. Though public schools are cost effective, their demand has reduced. In this public vs. private schools scenario, the attitude that a teacher has towards his/her school plays a crucial role.

Attitude is an attribute that determines the way a person behaves towards particular things or aspects. Teacher attitude is the behavior that a teacher emits, based on her belief towards the teaching profession and the institution. Attitude of the teacher is of immense significance as it determines her behavior towards the students which in turn influences the students' motivation, students' self-confidence and the personality as a whole. In other words, a

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teacher's attitude shapes the personality of the student. But, then what are the factors that influence the attitude of the teacher and what are its constituents?

Research suggests that a teacher's background characteristics such as age, gender, educational qualification and experience along with the climate of the institution in which he/she teaches determines or rather constitutes the attitude of the teacher.

In an ideal situation a teacher would prefer a school that has well teaching facilities to allow feasibility, flexibility and creativity in teaching and has good work environment. Teaching facilities include technical facilities for advanced teaching as in white boards, projectors, internet services, organization of skill enhancement programmes for teacher, system of wards and democratic division of work load. Work environment on the other hand comprises of the overall environment of the school such as the relation among teaching staff, non-teaching staff and the management, rules and regulations to safeguard the teachers and the level of cooperation among the various components of the school.

There are a number of factors that influence the attitude of the teacher among which teaching facility and work environment are seen to be the most influential ones.

Objectives of the Study:-

The primary objectives of the study are to find association of the attitude of teachers towards teaching facilities and feasibilities across gender of the teachers, training of the teachers and the type of the school they are engaged.

Therefore, the hypotheses we want to study are:

1. Association of attitude towards teaching facilities and feasibilities with gender of a teacher, training status of a teacher and type of school.
2. Association of attitude towards school work environment with gender of a teacher, training status of a teacher and type of school.

Significance of the Study

There are many factors that cause a good school to differ from a very good school or a not so good school. Among the many factors, influence of teachers on the school is often seen as a significant one. The attitude, the teachers hold towards the school, whether its positive, negative or neutral plays a crucial role in gauging the performance or quality of the school. Again, teachers' attitude towards the school depends on varied factors such as the type of administration of the school, the teaching facilities and feasibilities that are available, the relation with stakeholders of the school such as the parents, the head of the institution, the teaching staff or the non-teaching staff, the work environment and job satisfaction.

In the following paper, the researchers study the role of work environment and teaching facilities and feasibilities on the attitude of the teachers between public and private school.

Literature Review:-

In Nepal, Subedi, Suvedi and Shrestha (2014) studied the dimensions and implications of privatization of education on primary and secondary schools in Nepal. It was analysed that the share of private schools in Nepal has been increasing over the years and that there is disparity in school attendance by gender, social group, economic strata and place of residence. Parents are found to perceive that private education provides their children with quality education and hence are increasingly inclined to send children to private schools; and private schools have, however, yet to comply with the equity provisions in school education required by the government [24]. While studying the effects of privatization on education quality and equity between public and a private primary school in Turkey, Yildirim (2014) found that education quality and physical conditions were better in private school. Moreover, the study revealed that focusing on public schools would be more promising to achieve quality and equity in education [27]. Omolara and Adebukula (2015) conducted a descriptive research to assess 100 teachers and 100 students attitudes towards teaching and learning of social studies in secondary schools sampled from five government owned secondary schools. The results show that teachers had negative attitudes towards teaching social studies in secondary schools and that students' attitude towards social studies were not found to be encouraging [15]. In a study by Sener (2015) majority of teacher trainees were found to possess positive attitudes towards teaching

profession. However, in comparison to male teacher trainees, female teachers were found to have a more favourable attitude towards teaching [19]. Paravantis (2010) analysed the attitude of 140 elementary school teachers towards information technologies, e-learning and environmental issues in Athens, Greece. Canonical correlation analysis of the principal component scores showed that the experienced teachers agreed to the ecological beliefs and behaviour, while the less experienced teachers with good computer skills and a fearless approach to e-learning, had a more skeptical view of the environment [16].

In a descriptive study employing 600 teachers drawn from Government Senior Secondary Schools of rural areas in Punjab, Tripta (2010) found significant relation between attitudes of teachers towards teaching and academic environment of these schools [25]. In Haryana, Dabas (2011) studied teacher effectiveness among 400 Elementary School Teachers in relation to their attitude towards Teaching and self concept to find that elementary School teachers attitude towards teaching was average and that significant differences existed in their attitude towards teaching across gender (male and female) and locality (rural and urban) [4]. On the other hand no significant differences were found between attitude towards teaching in relation to gender, locale, type of school and teaching experience among school teachers in Himachal Pradesh by Raj and Garg (2016) [17]. In a study, Lakshmi and Ashok (2017) surveyed 100 teachers' attitude towards teaching programme randomly selected five government and private schools situated in and around Coimbatore, Tamil Nadu. Results show no significant relationship between teacher's attitude towards teaching program and the academic achievement of their students [9]. The survey conducted by Venkataraman & Manivannan (2018) surveyed teachers' attitude towards Educational Administration across gender, residential location, stream, educational qualification, type of management, community and religion. The survey revealed that there is a significant difference in the teachers' attitude towards educational administration gender (male and female) and educational qualification (UG and PG) [26]. Sivakumar (2018) found no significant difference in attitude of teachers towards teaching profession across gender, locality (rural and urban) and type of school management (government, private and aided) [22]. Soibamcha and Pandey (2016) studied the relation of age on attitude towards teaching profession. The results indicated that more qualified teachers possessed more positive attitude towards teaching than the less qualified teachers [23]. Singh (2021) compared teaching efficiency of male and female teachers in elementary schools of Kakching district, Manipur across government and private schools. The results depict that no significant differences exist in teaching efficiency across gender or across type of school [21]. Kouser (2020) explored the government and private school teachers' attitude towards their profession across four dimensions – a) Attitude towards teaching profession, b) Attitude towards classroom teaching, c) Attitude towards child centered practices, d) Attitude towards educational process. The study was conducted on 600 teachers randomly sampled from Srinagar of Union Territory of Jammu and Kashmir. No significant differences were found between government and private school teachers across the four dimensions. However, Government teachers were found to have a more favourable attitude towards their teaching profession whereas than the Private school teachers [8].

Ahmad, Khan and Rehman (2015) investigated the sense of efficacy between male and female teachers in Attock, Female teachers were found to have better self-efficacy than male teachers in relation to classroom management, instructional strategies and students [1]. Cristina-Corina and Valerica (2012) examined the relation between teachers' perceptions of their profession, job satisfaction and mentality towards work and investigated if differences in the job satisfaction and mentality towards work depend on the level of teachers' perception of their work. The study employed 201 Romanian teachers in primary, secondary and high schools randomly selected in the age group of 22 to 65 years. The findings suggest overall job satisfaction significantly correlate with the subscales of teachers' perception scale-moral responsibility and social importance of the teaching profession, quality and efficiency of work in teaching profession, and motivating potential of teaching profession [3]. Lal and Shingh (2012) found no significant difference in job satisfaction and attitude towards education between 200 male and female teachers of degree colleges in Patiala [10]. Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant [5]. Ma & MacMillan (1999) studied professional satisfaction in relation to background characteristics and work place conditions. Work place condition was measured through administration control, teaching competence and organizational culture. Results depict work place condition positively affected teacher's satisfaction. Gender difference was found in professional satisfaction with increase in teaching competence [11].

In the district of North 24 parganas, Barasat, West Bengal, Mondal and Basak (2017) surveyed 20 private and public schools across three parameters - infrastructure, quality of education and quality of teaching staff. From the study primary public schools were found to lack in good infrastructure as in sanitation, buildings electricity, drinking water, separate toilets for boys and girls and availability of water in toilets [13].

Definition of Important Terms

Attitude of teachers:

Attitude can be defined as the way of thinking, beliefs and understanding of a person about a certain phenomena that lead to action. Here a teacher's attitude is considered on the basis of his / her realization about the school where he/ she is teaching.

Work environment:

The term **work environment** is used to describe the surrounding conditions in which an employee operates. Here **work environment** is considered with administrative work, cooperation with teaching and non-teaching staff, co-curricular activities, discipline at school etc.

Public school:

Public school has been considered to those schools which are government registered, govt. aided or govt. sponsored.

Private school:

Private school has been considered as beyond the public school.

Rural area:

It is the physical location of the sample where he or she lives. In this study, only the rural residential location of the school has been considered as the area under gram panchayet or panchayat Samiti.

Methodology of the study:-

Variables Studied

The study employs two types of variables - (1) categorical variables – gender, training and type of school and (2) dependent variables– attitude of teachers towards teaching facilities and feasibilities; attitude of teachers towards school work environment.

Methods of the Study Employed

Tools Used:

A tool was developed by the investigators i.e. Nanda & Das Teachers' Attitude Scale on Elementary School (NDTASES) for the present study. The scale consists of 42 items with 5 point scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree).

Reliability:

The reliability of the test was measured by Cronbach's Alpha method with a score of 0.84. It confirms that the scale used in the study is reliable.

Validity:

To ensured face validity and content validity of the present scale, the items of the scale were judged by various experts and faculty members from West Bengal State University, Calcutta University, various colleges of West Bengal and assistant teachers from elementary and secondary schools of West Bengal then the scale was given its final form.

Population:

The population of the study employs all the teachers teaching in public and private schools at the elementary level in North 24 Parganas, West Bengal.

Sampling Procedure Followed:

A sample of 165 (N = 165) elementary school teachers teaching in private or public schools in rural areas of North 24 Parganas, West Bengal were selected randomly visiting the schools. Of them 40% were from public school and rest were from private school. Eighty percent were trained and rest were untrained teachers.

Statistical Analysis

We described frequency distribution of a categorical variable in number and percentage. Contingency table was created for describing tabular presentation and finding relationship of two categorical variables. Categorical outcomes were compared using chi square or Fisher's exact test as appropriate. Statistical analysis was done using R 3.0 and MINITAB 17 statistical software.

Result & Discussion:-

Table 1 presents the baseline characteristics of the respondents. Data were collected from 165 respondents who are teachers of elementary education that consisted 86 males and 79 females. Most of the teachers were from general social category and most of them hold postgraduate degree. Moreover, 80 percent of them were untrained. Among the teachers, 60 percent were from public school and rest were from private school. Almost 60 percent of teachers live in rural area. Most of the teachers were from the age group of 35 – 55 years.

Frequency distribution of items of attitude of teachers towards Teaching Facilities and feasibilities is presented in Table 2. We have found most of the teachers disagree with lack of technical facilities for advanced teaching (Item-2) and award in school for their good deed (Item-32) towards teaching facilities and feasibilities. Teachers were agreed with co-curricular activities in the school hamper classroom teaching (Item-14), flexibility in terms of creativity in teaching (Item-20) and organization of skill enhancement programmes for teachers regularly (Item-26). However, they were inconclusive on classrooms do not have white boards (Item-8).

Frequency distribution of items of attitude of teachers towards school working environment is presented in Table 3. We have found most of the teachers disagree with the healthy work environment of school (Item-3), co-operation from non-teaching staff (Item-15), maintenance of strict regulations against sexual harassment and bullying (Item-21), co-operatively participation in conducting co-curricular activities (Item-27), maintaining discipline among themselves in school, (Item-33), spending extra time for the school developmental activities (Item-36).

The chi-square test was performed to find the association of attitude of teachers towards teaching facilities and feasibilities, and school work environment across three factors of gender of a teacher, training of a teacher and the type of the school a teacher is engaged.

We have found that gender of a teacher is associated with award for good deed (Table 4). The training of a teacher is associated with lack of technical facility for advanced teaching, regular skill enhancement for teachers, and award for good deed (Table 5).

It is found that type of school of a teacher is associated with having white board, regular skill enhancement for teachers, and award for good deed (Table 6).

We have found that gender of a teacher is associated with carry out extra administrative works, strict regulations against sexual harassment and bullying, and participate in conducting co-curricular activities (Table 7).

The training of a teacher is associated with healthy work environment, co-operation from non-teaching staff, carry out extra administrative works, strict regulations against sexual harassment and bullying, maintaining discipline among themselves in school and extra time for the school developmental activities among the items of school work environment (Table 8).

The type of school of a teacher is associated with healthy work environment, co-operation from non-teaching staff, co-operation in participation in conducting co-curricular activities, and maintaining discipline among themselves in school among the items of school work environment (Table 9).

Table 1:- Baseline Characteristics of the respondents.

Variable	Categories	Frequency	Percent
Gender	Male	86	52.1
	Female	79	47.9
Age	25>	12	7.27
	25 – 35	36	21.82

	35 – 45	68	41.21
	45 – 55	39	23.64
	55<	10	6.06
Social Category	Gen	90	54.5
	SC	30	18.2
	ST	3	1.8
	OBC	42	25.5
Educational Qualification	HS	7	4.2
	UG	38	23.0
	PG	108	65.5
	M.Phil	12	7.3
Whether trained	Yes	33	20.0
	No	132	80.0
Type of school you are serving	Private	66	40.0
	Public	99	60.0
Locality of residence	Rural	98	59.4
	Urban	67	41.6

Table 2:- Frequency distribution of items of attitude of teachers towards Teaching Facilities and feasibilities.

Items	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
The school lacks technical facility for advanced teaching. (Item-2)	2 (1.2)	24 (14.5)	25 (15.2)	83 (50.3)	31 (18.8)
Classrooms do not have white boards. (Item-8)	47 (28.5)	32 (19.4)	6 (3.6)	42 (25.5)	38 (23.0)
The Co-curricular activities in the school hamper classroom teaching. (Item-14)	28 (17.0)	91 (55.2)	32 (19.4)	11 (6.7)	3 (1.8)
The school allows flexibility in terms of creativity in teaching. (Item-20)	46 (27.9)	79 (47.9)	32 (19.4)	7 (4.2)	1 (0.6)
Skill enhancement programmes are organised for teachers regularly. (Item-26)	38 (23.0)	57 (34.5)	31 (18.8)	35 (21.2)	4 (2.4)
Teachers are awarded in school for their good deed. (Item-32)	26 (15.8)	24 (14.5)	41 (24.8)	54 (32.7)	20 (12.1)

Table 3:- Frequency distribution of items of attitude of teachers towards Work Environment.

Items	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
The school has a healthy work environment. (Item-3)	65 (39.4)	75 (45.5)	19 (11.5)	6 (3.6)	00
Teachers have to carry out extra administrative works. (Item-9)	6 (3.6)	65 (39.4)	22 (13.3)	55 (33.3)	17 (10.3)
Non-teaching staffs are co-operative. (Item-15)	74 (44.8)	76 (46.1)	15 (9.1)	00	00
School maintains strict regulations against sexual harassment and bullying. (Item-21)	77 (46.7)	68 (41.2)	15 (9.1)	5 (3.08)	00
All teachers co-operatively participate in conducting co-curricular activities. (Item-27)	76 (46.1)	79 (47.9)	6 (4.2)	2 (4.6)	00
Teachers are maintaining discipline among themselves in school.	86 (52.1)	74 (44.8)	5 (3.0)	00	00

(Item-33)					
Teachers spend extra time for the school developmental activities. (Item-36)	35 (21.2)	77 (46.7)	30 (18.2)	13 (7.9)	10 (6.1)

Table 4:- Association of attitude of teachers towards teaching facilities and feasibilities across gender.

Items		Gender		Chi-square value	P-value
		Female	Male		
Item-3	1	17	14	4.967	0.174
	2	44	39		
	3	11	14		
	4	12	12		
	5	2	0		
Item-8	1	19	19	5.281	0.260
	2	19	23		
	3	2	4		
	4	22	10		
	5	86	79		
Item-14	1	0	3	8.351	0.081
	2	8	3		
	3	18	14		
	4	42	49		
	5	18	10		
Item-20	1	0	1	5.449	0.244
	2	1	6		
	3	18	14		
	4	42	37		
	5	25	21		
Item-26	1	0	4	10.791	0.029
	2	13	22		
	3	18	13		
	4	30	27		
	5	25	13		
	1	18	2		
Item-32	2	24	30	20.170	0.000
	3	15	26		
	4	11	13		
	5	18	8		

Table 5:- Association of attitude of teachers towards teaching facilities and feasibilities across training of a teacher.

Items		Training of a teacher		Chi-Square Value	P- Value
		No	Yes		
Item-2	1	13	18	14.041	0.007
	2	12	71		
	3	2	23		
	4	6	18		
	5	0	2		
Item-8	1	5	33	19.334	0.001
	2	8	34		
	3	5	1		
	4	3	29		
	5	12	35		
Item-14	1	3	3		
	2	2	9		

	3	8	24	7.451	0.114
	4	13	78		
	5	10	18		
Item-20	1	0	1	2.937	0.568
	2	0	7		
	3	5	27		
	4	17	62		
	5	11	35		
Item-26	1	3	1	25.460	0.000
	2	8	27		
	3	4	27		
	4	4	54		
	5	15	23		
Item-32	1	0	20	73.405	0.000
	2	2	52		
	3	3	38		
	4	8	16		
	5	20	6		

Table 6:- Association of attitude of teachers towards teaching facilities and feasibilities across type of school a teacher is serving.

Items		Type of School		Chi-Square Value	P- Value
Item-2		Private	Public	4.349	0.361
	1	16	15		
	2	28	55		
	3	9	16		
	4	12	12		
Item-8	5	1	1	18.782	0.001
	1	9	29		
	2	12	30		
	3	5	1		
	4	12	20		
Item-14	5	28	19	5.488	0.241
	1	2	1		
	2	2	9		
	3	13	19		
	4	34	57		
Item-20	5	15	13	3.296	0.509
	1	0	1		
	2	2	5		
	3	16	16		
	4	28	51		
Item-26	5	20	26	20.646	0.000
	1	3	1		
	2	12	23		
	3	5	26		
	4	21	36		
Item-32	5	25	13	47.852	0.000
	1	1	15		
	2	12	42		
	3	10	31		
	4	15	9		
	5	24	2		

Table 7:- Association of attitude of teachers towards school work environment across gender.

Items		Gender		Chi-Square Value	P- Value
Item-3		Female	Male	4.967	0.291
	1	0	0		
	2	4	2		
	3	8	11		
	4	34	41		
	5	40	25		
Item-9	1	15	2	13.854	0.008
	2	31	24		
	3	7	15		
	4	30	35		
	5	3	3		
Item-15	1	0	0	0.410	0.982
	2	0	0		
	3	9	6		
	4	39	37		
	5	38	36		
Item-21	1	0	0	14.412	0.006
	2	5	0		
	3	3	12		
	4	31	37		
	5	47	30		
Item-27	1	0	0	16.464	0.002
	2	0	4		
	3	5	1		
	4	51	28		
	5	30	36		
Item-33	1	0	0	4.952	0.292
	2	0	0		
	3	5	0		
	4	36	38		
	5	45	41		
Item-36		0	1	4.054	0.399
	1	4	6		
	2	10	3		
	3	16	14		
	4	39	38		
	5	17	18		

Table 8:- Association of attitude of teachers towards school work environment across training of a teacher.

Items		Gender		Chi-Square Value	P- Value
Item-3		Female	Male	16.205	0.003
	1	0	0		
	2	2	4		
	3	0	19		
	4	9	66		
	5	22	43		
Item-9	1	4	13	1.880	0.758
	2	12	43		
	3	6	16		
	4	10	55		
	5	1	5		
Item-15	1	0	0		

	2	0	0	13.006	0.011
	3	5	10		
	4	6	70		
	5	22	52		
Item-21	1	0	0	13.771	0.008
	2	2	3		
	3	8	7		
	4	9	59		
	5	14	63		
Item-27	1	0	0	10.165	0.038
	2	0	4		
	3	0	6		
	4	10	69		
	5	23	53		
Item-33	1	0	0	14.989	0.005
	2	0	0		
	3	2	3		
	4	5	69		
	5	26	60		
Item-36	1	3	7	18.810	0.001
	2	5	8		
	3	7	23		
	4	5	72		
	5	13	22		

Table 9:- Association of attitude of teachers towards school work environment across type of school a teacher is serving.

Items		Gender		Chi-Square Value	P- Value
Item-3	1	Female	Male	20.224	0.000
	2	3	3		
	3	3	16		
	4	21	54		
	5	39	26		
Item-9	1	6	11	2.674	0.614
	2	19	36		
	3	8	14		
	4	31	34		
	5	2	4		
Item-15	1	0	0	18.767	0.001
	2	0	0		
	3	12	3		
	4	19	57		
	5	35	39		
Item-21	1	0	0	9.409	0.052
	2	1	4		
	3	10	5		
	4	20	48		
	5	35	42		
Item-27	1	0	0	15.124	0.004
	2	0	4		
	3	0	6		
	4	25	54		
	5	41	35		
	1	0	0		

Item-33	2	0	0	14.096	0.007
	3	2	3		
	4	18	56		
	5	46	40		
Item-36	1	7	3	11.517	0.021
	2	7	6		
	3	9	21		
	4	24	53		
	5	19	16		

In a study, Kalsoom et al. (2017) found that reward system make a significant impact on performance of teachers at elementary level. Our study found gender of a teacher is associated with award for good deed [7]. Therefore, our result is in line with the results of the above-given study.

Our study found training of a teacher is associated with lack of technical facility for advanced teaching, classrooms do not have white black boards, regular skill enhancement for teachers, and award for good deed. In a study, Buckley, Schneider and Shang (2004) had predicted average increase in probability of a teacher deciding to stay at her job from a school with the lowest facility quality to one with the highest facility quality. This means that teachers prefer schools that have technical support for advanced teaching. Here, it can be said that our finding is in line with the study of Buckley, Schneider and Shang (2004) [2]. In 2013 Rice University study of the Houston Independent School District's (HIST) educator award programme known as ASPIRE showed that larger bonuses led to even greater improvements. On the basis of the above studies it can be said that the system of awards helps in bettering the performance of the teachers and that the finding also indicate the same [20].

Olga (2020) found that teachers had positive attitude towards IWBs. They found the IWBs beneficial for classroom teaching though it needs additional time for planning and developing new lessons, technological support and upgrades of the technology. However, we found type of school of a teacher is associated with having white board, regular skill enhancement for teachers, and award for good deed. Based on that, it can be said that the finding of our study is not in line with the above mentioned study [14].

Miech and Elder (1996) suggested that school environment in general provides enough guidance on the goals, means, and evaluation of their work and people who are highly service-motivated get easily frustrated with this uncertainty[12]. Rivkin, Hanushek and Kain (2005) observed that "teachers might be willing to take lower salaries in exchange for better working conditions"[18]. From the above stated studies it can be understood that healthy work environment is an essential element in the framing of the attitude of a teacher towards a school. We found healthy work environment, co-operation from non-teaching staff, carry out extra administrative works are related to the training status of a teacher.

Imonikhe ,Aluede and idogho (2011) indicated that majority of the respondents agreed that sexual harassment is prevalent in schools and that sexual harassment impacts negatively on the academic performance of victims. We found strict regulations against sexual harassment and bullying, maintaining discipline among themselves in school and extra time for the school developmental activities are associated with training status of a teacher [6].

Conclusion:-

This study was conducted to measure association among different paramaters of attitude of teachers towards teaching facilities and feasibilities with gender, type of school and a teacher's training in the rural areas of the **district of North 24 parganas, West Bengal**. Gender of a teacher is associated with award for good deed, carry out extra administrative works, strict regulations against sexual harassment and bullying, and participate in conducting co-curricular activities. Healthy work environment, co-operation from non-teaching staff, carry out extra administrative works, strict regulations against sexual harassment and bullying, maintaining discipline, lack of technical facility for advanced teaching, regular skill enhancement for teachers, and award for good deed were given preference by the teachers who were trained. Having white board, regular skill enhancement for teachers, and award for good deed were preferred by the teachers with private school.

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