



ORIGINAL RESEARCH PAPER

Education

RIGIDITY OF MALE AND FEMALE TEACHERS – A COMPARATIVE ANALYSIS

KEY WORDS: Intellectual Rigidity, Behavioural Rigidity, Emotional Rigidity

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ABSTRACT

Present study was carried out through descriptive survey method within ex-post-facto research design. To collect the data "Dimensions of Rigidity Scale" were administered on a random sample of 202 male and 101 female teachers. In Dimensions of Rigidity Scale there are seven facets of Rigidity. Form the result it was observed that the two groups of teachers (male and female) did not differ significantly in any type of personal values. Hence in question of personal value of the teachers there was no gender difference.

1. PERSPECTIVE

Rigidity has showed a difficult term to define accept it has been used to describe behaviours characterized by the inability to change habits, sets, attitude and discriminations. Rigidity is the resistance to shifting from old to new discriminations. It has grown out of related topics such as preservation and the analysis of personality traits. Many psychologists and researchers tried to define the term rigidity. According to **Rokeach (1948)** rigidity is the powerlessness to change one's set when the objective conditions demand it. **Goldstein (1943)** defines it as adherence to a present performance in an inadequate way and according to **Werner (1946)** rigidity is lack of variability of response.

The concept of rigidity is quite unclear because various authors have made statements contradicting to one another because the concept of rigidity has been defined structurally by some, functionally by others. Secondly, confusion between the concept of rigidity and stability (differentiation) has led to equivocal statements. Thirdly, undeserved generalizations have sometimes been derived from the assumption that rigidity is a uniform rather than a multiform trait. Thus the nature of rigidity is very complex.

Rigidity is a tendency to persevere and resist conceptual change, to resist the gaining of new patterns of behaviour and to refuse to relinquish old and established patterns (**Schaie, Dutta & Willis, 1991**). This definition in the researcher's view is quite broad to cover the whole area of rigidity and also, it permits the deduction of behavioural consequences.

1.1 OBJECTIVE OF THE STUDY

The main objective of the study was to compare the rigidity of the male teachers and female teachers.

2. METHODS

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

2.1 SAMPLE

A stratified random sample comprising of 202 male and 101 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary Schools from 6 districts of South Bengal and 3 district of North Bengal, West Bengal,

India, were the source of sample.

2.2 TOOL OF RESEARCH

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

2.2.1 DIMENSIONS OF RIGIDITY SCALE (CHADHA, 2012)

It measures rigidity in seven areas –

| | | | |
|-----|----------------|-----|-----------------|
| i | Intellectual, | iv | Social, |
| ii | Emotional, | v | Behavioural, |
| iii | Dispositional, | vi | Perceptual, and |
| | | vii | Creative. |

2.3 PROCEDURE FOR DATA COLLECTION

The heads of the institutes were contracted for his/her permission to allow collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

2.4 STATISTICAL TECHNIQUES

The descriptive as well as inferential statistics and underlying relationship were found out by computing appropriate statistics with the help of SPSS-10.01 software.

3. RESULTS

The results of the comparative analysis in rigidity are presented in tabular forms.

Table-3.1: Group Statistics of Scores on Dimensions of Rigidity Scale Score of Male and Female Teachers

| Dimensions of Rigidity | Gender | N | Mean | Std. Deviation |
|------------------------|--------|-----|------|----------------|
| Intellectual Rigidity | Male | 202 | 7.27 | 1.434 |
| | Female | 101 | 7.15 | 1.519 |
| Emotional Rigidity | Male | 202 | 6.08 | 1.759 |
| | Female | 101 | 5.69 | 1.979 |
| Dispositional Rigidity | Male | 202 | 7.50 | 1.646 |
| | Female | 101 | 7.54 | 1.466 |
| Social Rigidity | Male | 202 | 7.11 | 1.513 |
| | Female | 101 | 6.94 | 1.248 |
| Behavioural Rigidity | Male | 202 | 4.09 | 1.381 |

| | | | | |
|---------------------|--------|-----|-------|-------|
| | Female | 101 | 4.14 | 1.114 |
| Perceptual Rigidity | Male | 202 | 3.75 | 1.132 |
| | Female | 101 | 3.72 | 1.132 |
| Creative Rigidity | Male | 202 | 3.44 | 1.424 |
| | Female | 101 | 3.72 | 1.328 |
| Rigidity | Male | 202 | 39.25 | 4.854 |
| | Female | 101 | 38.91 | 4.535 |

Table-3.1 shows the group statistics of **Rigidity** scores of female and male teachers. In case of **Intellectual Rigidity** the mean of male and female teachers were 7.27 and 7.15 respectively; again the standard deviations were 1.434 and 1.519 respectively. Next, in case of **Emotional Rigidity** the mean of male and female teachers were 6.08 and 5.69 respectively; again the standard deviations were 1.759 and 1.979 respectively. Then in **Dispositional Rigidity** the mean of male and female teachers were 7.50 and 7.54 respectively; again the standard deviations were 1.646 and 1.466 respectively. Then in **Social Rigidity** the mean of male and female teachers were 7.11 and 6.94 respectively; again the standard deviations were 1.513 and 1.248 respectively. Then in **Behavioural Rigidity** the mean of male and female teachers were 4.09 and 4.14 respectively; again the standard deviations were 1.381 and 1.114 respectively. Then in **Perceptual Rigidity** the mean of male and female teachers were 3.75 and 3.72 respectively; again the standard deviations were 1.132 and 1.132 respectively. In **Creative Rigidity** the mean of male and female teachers were 3.44 and 3.72 respectively; again the standard deviations were 1.424 and 1.328 respectively. Finally, in **Rigidity** (in totality) the mean of male and female teachers were 39.25 and 38.91 respectively; again the standard deviations were 4.854 and 4.535 respectively.

Figure-3.1 shows the bar diagram of means of personality factors scores of female and male teachers.

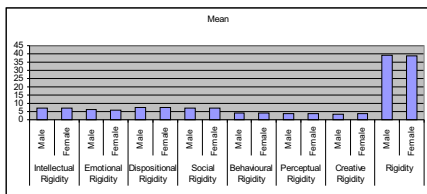


Figure-3.1: Bar Diagram of Mean Scores on Different Dimensions of Rigidity Scale of Female and Male Teachers Separately

Table-3.2: Results of Independent Samples Test of Gender Wise Comparison of Means of Dimensions of Rigidity Scale Scores of Teachers

| Dimensions of Rigidity | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|------------------------|-----------------------------|---|-------|------------------------------|---------|-----------------|
| | | F | Sig. | T | df | Sig. (2-tailed) |
| Intellectual Rigidity | Equal variances assumed | 0.568 | 0.452 | 0.666 | 301 | 0.506 |
| | Equal variances not assumed | | | 0.654 | 190.224 | 0.514 |
| Emotional Rigidity | Equal variances assumed | 3.229 | 0.073 | 1.749 | 301 | 0.081 |
| | Equal variances not assumed | | | 1.682 | 180.576 | 0.094 |
| Dispositional Rigidity | Equal variances assumed | 1.386 | 0.240 | -0.205 | 301 | 0.838 |

| | | | | | | |
|----------------------|-----------------------------|-------|-------|--------|---------|-------|
| | Equal variances not assumed | | | -0.213 | 221.852 | 0.832 |
| Social Rigidity | Equal variances assumed | 6.083 | 0.014 | 0.994 | 301 | 0.321 |
| | Equal variances not assumed | | | 1.059 | 237.365 | 0.290 |
| Behavioural Rigidity | Equal variances assumed | 5.877 | 0.016 | -0.282 | 301 | 0.778 |
| | Equal variances not assumed | | | -0.302 | 241.718 | 0.763 |
| Perceptual Rigidity | Equal variances assumed | 0.000 | 0.992 | 0.215 | 301 | 0.830 |
| | Equal variances not assumed | | | 0.215 | 200.064 | 0.830 |
| Creative Rigidity | Equal variances assumed | 0.449 | 0.503 | -1.692 | 301 | 0.092 |
| | Equal variances not assumed | | | -1.732 | 213.090 | 0.085 |
| Rigidity | Equal variances assumed | 0.111 | 0.739 | 0.590 | 301 | 0.556 |
| | Equal variances not assumed | | | 0.604 | 212.685 | 0.547 |

From table-3.2 it is observed that the two groups (female and male) did not differ (statistically) significantly in any dimension of Rigidity.

4. DISCUSSION

The results of table-3.1 show the group statistics of Rigidity scores of female and male teachers. In case of Intellectual Rigidity the mean of male and female teachers were 7.27 and 7.15 respectively; in case of Emotional Rigidity the mean of male and female teachers were 6.08 and 5.69 respectively; in Dispositional Rigidity the mean of male and female teachers were 7.50 and 7.54 respectively; in Social Rigidity the mean of male and female teachers were 7.11 and 6.94 respectively; in Behavioural Rigidity the mean of male and female teachers were 4.09 and 4.14 respectively; in Perceptual Rigidity the mean of male and female teachers were 3.75 and 3.72 respectively; in Creative Rigidity the mean of male and female teachers were 3.44 and 3.72 respectively; and finally, in Rigidity (in totality) the mean of male and female teachers were 39.25 and 38.91 respectively.

From table-3.2 it is observed that the two groups (female and male) did not differ (statistically) significantly in any of the dimensions of Rigidity.

5. CONCLUSION

From the above discussion it was observed that the two groups of teachers (male and female) did not differ significantly in any type of personal values. Hence in question of personal value of the teachers there was no gender difference.

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