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## **ATTITUDE OF TEACHERS TOWARDS MID DAY MEAL SCHEME IN RELATION WITH GENDER AND LOCALITY**

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### **Abstract**

In the present scenario, teacher's life is full of burden, teachers have to face lot of problems especially the primary and middle school teachers because it is so difficult task to manage and teach the smaller classes. So, the investigator has decided to conduct research on the high and middle school teachers.

It has a big effect on school participation, not just in terms of getting more children enrolled in registers but also in terms of regular pupil attendance on a daily basis. A well-organized Mid-Day Meal can be used as an opportunity to impart various good habits among children (such as washing one's hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters. The prime objectives of the study were to study the significance of difference in the attitude of male and female teachers towards mid-day meal scheme, to study the significance of difference in the attitude of urban male and urban female teachers mid-day meal scheme, also to study the significance difference in the attitude of rural female and urban male teachers and to suggest some educational implications on these basis of findings along with other relative objectives. The investigator used simple random sampling technique and drew 160 teachers which include 80 males and 80 female teachers belonging to rural and urban schools of district Samba. Frequencies were found for each group separately. After grouping the raw scores into two frequencies the mean, S.D, Critical Ratio of various groups and sub-groups were calculated. It was found that there is no significant difference in the attitude of male and female teachers towards mid day meal scheme. It was also noted that there is no significant difference in the attitude of urban male and urban female teachers. The study conclude that there is no significant different in the attitude of rural male & urban female teachers.

**Keywords:** Attitude, Mid Day Meals, Gender and Locality.

**Introduction:**

Education has an important role to make a child develop gradually to lead a nation is today malnutrition, not getting adequate feed. So his priorities are not to become a successful person by educating himself but pest to arrange for enough food to satisfy his hunger. The Supreme Court of India in one of its landmark decision linked a feeding programme to the Govt's quality education programme. This was to encourage poor families to enroll the children in Govt. schools and hereby enable them to guarantee at least one square meal a day called as midday meal scheme. All state Govt. in the country have to ensure that every child coming to a Govt. school gets one whole same meal for lunch on schooldays. To address, this problem the Govt. of India in its wisdom launched the MDMS (Mid day meal scheme) There are various problems due to implementation of the mid day meal scheme which had to be faced by the teachers, headmasters, school administrator and the children also. There are various problems & like financial problem among the staff members i.e. how the teacher and administrators manage, many teachers are facing carriage problem. Not only this teachers also face the problem like indiscipline, how to develop good habits etc. Hence there are many other problems which the teachers are facing while implementation of this scheme. The midday meal scheme is a school meal programme of the Govt. of India designed to improve the nutritional status of school age children nationwide the MDMS is a well intentional programme. This programme is known to lead to higher education spans, better concentration and improved class performance school meal programme also provides parents with a strong incentive to send children to school. Thereby encouraging enrolment and reducing absenteeism and dropout rates. It supports health, nutrition, and education goals & consequently will have a multi-pronged impact on a nation's overall social & economic development. Teachers are facing a great problem in cooking the food for the school children many times it is observed that teachers are engaged in; administering this scheme rather than teaching the children.

**Objectives of the study:**

1. To study the significance of difference in the attitude of male and female teachers towards mid-day meal scheme.
2. To study the significance of difference in the attitude of urban male and urban female teachers mid-day meal scheme.
3. To study the significant difference in the attitude of rural male and urban female teachers towards mid-day meal scheme.
4. To study the significance difference in the attitude of rural male and rural female teachers towards mid day meal scheme.
5. To study the significance difference in the attitude of rural female and urban male teachers.
6. To suggest some educational implications on these basis of findings.

**Hypothesis of the study:**

1. There will be no significant difference in the attitude of male & female teachers towards Mid Day Meal Scheme

2. There will be no significant difference in the attitude of urban male and urban female teachers towards Mid Day Meal Scheme.
3. There will be no significant difference in the attitude of rural male & urban female teachers towards mid day meal scheme.
4. There will be no difference in the attitude of rural male & rural female teachers.
5. There will be no significant difference in the attitude of rural female and urban male teachers.

### **Methodology:**

#### **Selection of sample**

Sampling is the fundamental of all statistical research and has now become a technical job. It is physically impossible to were with total population in any specific investigation and as such sampling plays and important role. The sampling method is used in research as early as in 1754 by Bowled. Sampling is the soul of all kinds of research on the one hand and we can say the foundation of research depends upon the sampling. Sampling is the process by which a relatively small number of individuals or majors of individual objects or events are selected and analyzed in order to find out something about the entire population from which it is selected.

In the present study the investigator used simple random sampling technique and drew 160 teachers which includes 80 males and 80 female teachers belonging to rural and urban schools of district Samba.

#### **Variable to be studied:**

##### **Dependent Variables.**

1. Attitude Scale

##### **Independent Variables.**

1. Gender : Male and Female
2. Locality : Rural and Urban

#### **Selection of tools:**

**Meaning of Tools:** - For collecting the data for the study of any problem the researcher may use different types of devices, which in technical term are called "**Tools**" or "**Instruments**". All the worthwhile tools, besides some specific requirements for particular purpose for which they are used should have some general qualities which are as under :-

##### **1) Validity (2) Reliability (3) Usability**

Best has very rightly remarked that "Like the tools in the carpenter box. each research tool is appropriate in a given situation to accomplish a particular purpose." For the present study only one type of Attitude scale was used to collect the required data. The main theme was to know the attitude of teachers. In the present study for the purpose of data collection keeping in view the researcher the researcher used a structured scale.

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**Preparation of scale:**

The scale will be prepared keeping in view the principles for preparing the statements for measuring the attitude of teachers. The focus of the statements were on different aspects of mid day meal scheme. The researcher collected the views of teachers and important views were discussed with supervisor. It helped to prepare a rough outline after this the investigator again discussed the scale with his learned supervisor. Some improvements were made in the scale. Finally the scale having 34 items was prepared. Every body involved in preparing the scale were satisfied because it was in good shape and helpful in gathering all the necessary information. The questions were framed in such a manner which enabled a researcher to measure the attitude objectively. All questions were general and based on a single idea about 50% of the questions related to mid day meal scheme were favourable and the remaining 50% were related to unfavourable aspect of the mid day meal scheme.

**Administration of tools:**

Before administering the scale the investigator made everything clear to the mid day meal scheme by explaining them how they should tick ( V ) mark about the questions related to mid day meal scheme. No time was set. All precautions were taken to prevent discussions between teachers. Precaution was also taken to prevent coping. The sheets were collected, scoring was done on the basis prescribed procedure and raw scores were obtained.

**Statistical techniques used:**

In the present investigation first of all the raw scores were framed into class intervals and frequencies were found for each group separately. After grouping the raw scores into two frequencies the mean, S.D, Critical Ratio of various groups and sub-groups were calculated.

**Analysis and interpretation of data:**

**Table 2 : Showing T-value between male & female teachers on MDMS**

Category	N	Mean	S.D.	SEM	SED <sub>M</sub>	t-ratio
Male teachers	80	110.31	15.14	1.69	2.08	1.38
Female teachers	80	107.43	10.95	1.22		

From table 2, it has been derived that 't' value among male & female teachers out to be 1.38, the said value is not significant at 0.05 level because calculated value is less than which is 1.98 this indicates that when male and female teacher have been compared on the basis of attitude scores towards MDMS, no significant difference has been obtained.

**Table 3: Showing T-value between Rural Male and Rural Female Teachers on RMSA Programme**

Category	N	Mean	S.D.	SEM	SED <sub>M</sub>	t-ratio
Rural Male teachers	40	110.12	14.69	2.32	3.32	0.03
Rural Female teachers	40	110	15.15	2.39		

From Table 3, it has been derived that 't' value among urban male and urban female teachers at to be 0.03, the said value is not significant at 0.05 level because are calculated is les than 1.96. This indicates that when urban male & urban female teachers have been compared on the bases of attitude towards MDMs, no significant difference has been obtained. The hypothesis of no significant difference was accepted.

**Table 4 : Showing t-value between rural male & urban female teachers on MDMs**

Category	N	Mean	S.D.	SE <sub>M</sub>	SED <sub>M</sub>	T-ratio
Rural male	40	110.5	15.58	2.46	3.42	0.14
Urban female	40	110	15.15	2.39		

From Table 4, it has been derived that 't' value among urban male and urban female teachers at to be 0.14, the said value is not significant at 0.05 level because are calculated is les than 1.96. This indicates that when urban male & urban female teachers have been compared on the bases of attitude towards MDMs, no significant difference has been obtained. The hypothesis of no significant difference was accepted.

**Table 5, Showing T-value between rural male & rural female teachers on MDMs**

Category	N	Mean	S.D.	SEM	SED <sub>M</sub>	t-ratio
Male teachers	40	110.5	15.58	2.46	3.47	1.11
Female teachers	40	106.62	15.50	2.45		

From Table 5, it has been derived that 't' value among rural male and rural female teachers at to be 1.11, the said value is not significant at 0.05 level because are calculated is les than 1.96. This indicates that when rural male & rural female teachers have been compared on the bases of attitude towards MDMs, no significant difference has been obtained. The hypothesis of no significant difference was accepted.

**Table , Showing T-value between rural male and urban male teachers on MDMs**

Category	N	Mean	S.D.	SEM	SED <sub>M</sub>	t-ratio
Male teachers	40	106.62	15.58	2.45	3.37	1.03
Female teachers	40	110.12	14.69	2.32		

From Table 6, it has been derived that 't' value among rural male and urban male teachers at to be 1.03, the said value is not significant at 0.05 level because are calculated is les than 1.96. This indicates that when rural male & urban male teachers have been compared on the bases of attitude towards MDMs, no significant difference has been obtained. The hypothesis of no significant difference was accepted.

### Conclusions:

It may be concluded that

1. There is no significant difference in the attitude of male and female teachers towards mid day meal scheme.
2. There is no significant difference in the attitude of urban male and urban female teachers.
3. There is no significant different in the attitude of rural male & urban female teachers.
4. There is no significant difference in the attitude of rural made & rural female teachers.
5. There is no significant difference in the attitude of rural female & urban male teachers.

### Educational implications:

The most outstanding characteristics of any research is that it contributes something new to the development of the area concerned. Keeping this thing in mind, investigator came up with following educational implications.

The findings of the present study will benefit the school administrators i.e. principals, head masters and other educational officers to look into various aspects of programme and schedules under Mid-Day Meal Scheme with aim to make it more effective and successful.

The finding of this study reveals that female teachers have favourable attitude towards Mid-Day Meal Scheme by which there is an incremental impact of this scheme with respect to retention, good health, increased enrolment, women empowerment.

The findings of this study reveals that both rural and urban teacher have more favourable attitude towards Mid-Day Meal Scheme because of the awareness all are getting passage of time.

### Suggestions for the further study:

The following suggestions are given for further research in the area :

1. Correlation study may also be concluded by taking some other variables with regard to Mid-Day Meal Scheme.
2. The present study was limited to the Jammu district only. Similar type of study can be carried out in other district also.
3. Similar study may also be conducted by taking only male teachers as criterion with other variables like age, income and qualification.
4. Study of problem Mid-Day Meal Scheme confronted by teachers and heads institution may also be conducted.
5. Same study may be conducted by taking female teachers as criterion with other variables like age, income and qualification.
6. The present study was limited to the sample of 160 teachers only. So, similar study can be undertaken on the large sample.

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