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A study of learning environment and attitude towards education of urban and rural students of Gorakhpur district

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Abstract

Learning environment in educational institutes and at home are invariably responsible for making students capable in achievement. The attitude of students towards achievement and learning is a rich adaptation that is always a subject for investigation. The present study is an attempt to find out the effect of learning environment and attitude of students towards education on the locale to type of institute (Govt. and Non Govt.). It is revealing to find that the administrative status and premises of organization could be adversely affected by learning achievement & attitude of students towards education.

Keywords: Learning environment, students, learning achievement, attitude, education

Introduction

Education is that ladder which enables students to reach their goals and motivate them towards all round development. Students should have positive attitude towards education and co-curricular activities. Attitudes of students towards education are not only influenced by school environment but also by family atmosphere, social surroundings and economic conditions^[1-5]. So it is essential to provide favourable and suitable learning environment to students. Every member of school, family and society should maintain such a pleasant atmosphere and accomplish their responsibilities so sincerely that the students may get proper guidance and can acquire positive attitude^[6-9].

Study of the process of learning and its environment is of specific significance in educational psychology. The sole objective of all the activities of teaching is to modify students' behaviour and help the child behave in an approved manner. A child will behave in a socially acceptable manner^[10-12].

In this research, researcher has tried to examine the influence of learning environment on the attitude of students towards education.

The learning environment and attitude towards education can vary significantly between urban and rural students. Some of the key factors that contribute to these differences include^[13-15]:

- 1. Access to Resources:** Urban students generally have greater access to educational resources such as libraries, technology, and extracurricular activities. This can lead to a more engaging and stimulating learning environment for urban students, which can positively impact their attitudes towards education.
- 2. Exposure to Diversity:** Urban students are typically exposed to greater diversity in terms of cultures, languages, and backgrounds. This exposure can broaden their perspectives and enhance their understanding of different perspectives, which can foster a more positive attitude towards education.
- 3. Family Support:** Rural students often have greater support from their families, as families tend to be more closely-knit in rural areas. This support can positively impact their attitudes towards education, as they are more likely to receive encouragement and assistance from their families.
- 4. Distance to School:** Rural students often have to travel further distances to get to school, which can lead to longer commute times and a greater sense of isolation. This can negatively impact their attitudes towards education, as it can be more difficult to feel connected to their school and peers.

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Overall, both urban and rural students have their unique challenges and advantages when it comes to their learning environment and attitudes towards education. It is important to acknowledge these differences and work to address any disparities that may exist to ensure that all students have an equal opportunity to succeed academically.

Objectives of the study

Objectives are as follows

1. To study the learning environment of students of government and non-government school of rural and urban areas.
2. To know the attitude of students towards education studying in government and non-government schools of rural and urban areas.
3. To study the effect of learning environment on the attitude of students towards education studying in government and non-government schools of rural and urban areas.

Hypotheses

Researcher has made following hypotheses for the present study

1. There will be a significant difference in learning environment of students of government & non-government school in rural areas.
2. There will be a significant difference in learning environment of students of government & non-government school in urban areas.
3. Significant difference will be found in learning environment of students of government school of rural & urban areas.

4. Significant difference will be found in learning environment of students of non-government schools of rural & urban areas.
5. There will be a significant difference in attitude of students towards education of government & non-government schools in rural areas.
6. There will be a significant difference in attitude of students towards education of government & non-government schools in urban areas.
7. Significant difference will be found in attitude of students towards education of government schools in urban & rural areas.
8. Significant difference will be found in attitude of students towards education of non-government school in rural and urban areas.
9. There will be a positive correlation between learning environment and attitude towards education of students of rural government school.
10. There will be a positive correlation between learning environment and attitude towards education of students of rural non-government school.

Research Process

Sample

179 students of class 11th and 12th of Gorakhpur district are selected. These student are of 3 government (2 urban, 1 rural), 2 Non government (1urban, 1 rural) schools.

Statistical Calculations

Hypothesis No. 1: There will be significant difference in learning environment of students of rural govt. & non-govt. School.

Table 1: Learning Environment of Students of Rural Govt. & Non-govt. School

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Rural Govt.	43	104.45	15.11	1.87	(91-2) =89	1.99
2	Rural Non-Government	48	109.85	12.18			
	Total	91					

Finding: The application of Critical Ratio test gave C.R. = 1.871 which is less than the table value (1.99) even at 0.05 level of Significance. Therefore there is no significant difference. So, the hypothesis is not approved.

Hypothesis No. 2: There will be significant difference in learning environment of students of urban government & non-government school.

Table 2: Learning Environment of Students of Urban Government & Non-Government School

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Urban govt. School	48	99.97	15.507	2.43	(88-2) =87	1.99
2	Urban Non-Government School	35	109.85	12.18			
	Total	83					

Finding: The Critical ratio calculated is 2.43 which is greater than the value of C.R. from table value (1.99) at 0.05 level of reliability. It shows that there exists significant difference in both groups. So, this hypothesis is accepted.

Hypothesis No. 3: Significant difference will be found in learning environment of students of government of rural & urban areas.

Table 3: Learning Environment of Students of Government of Rural & Urban Areas

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Rural Govt. School	43	104.45	15.11	1.427	(96-2) =94	1.99
2	Urban govt. School	53	99.97	15.507			
	Total	96					

Finding: The Critical ratio calculated is 1.427 which is less than the value of C.R. from table value (1.98) at 0.05 level of reliability. It shows that there is no significant difference in both groups. So this hypothesis is not accepted.

Hypothesis No. 4: Significant difference will be found in learning environment of students of non-government schools of rural & urban areas.

Table 4: Learning Environment of Students of Non-Government Schools of Rural & Urban Areas

S. N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Rural Non-Government	48	109.87	12.186	0.09	(83-2) =81	1.99
2	Urban Non-Government School	35	109.5	20.05			
	Total	83					

Finding: The Critical ratio calculated is 0.09 which is less than the value of C.R. from table value (1.99) at 0.05 level of reliability. It shows that there is no significant difference in both groups. So this hypothesis is rejected.

Hypothesis No. 5: There will be significant difference in attitude of students towards education of rural government & non-government school.

Table 5: Attitude of students towards education of rural government & non-government school

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Rural Govt.	43	91.42	10.14	1.184	(91-2) =89	1.99
2	Rural Non-Government	48	88.96	9.65			
	Total	91					

Finding: The Critical ratio calculated is 1.184 which is less than the value of C.R. from table value (1.99) at 0.05 level of reliability. It shows that there is no significant difference in both groups. So this hypothesis is not approved.

Hypothesis No. 6: There will be significant difference in attitude of students towards education of urban government & non-government school.

Table 6: Attitude of students towards education of urban government & non-government school

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Urban Govt. School	53	88.075	12.186	1.87	(91-2) =89	1.99
2	Urban Non-Govt. School	35	87.23	8.22			
	Total	88					

Finding: The Critical ratio calculated is 0.388 which is less than the value of C.R. from table value (1.99) at 0.05 level of reliability. It shows that there is not any significant difference in both groups. So this hypothesis is rejected.

Hypothesis No. 7: Significant difference will exist in attitude of students towards education of rural government & urban government school.

Table 7: Attitude of students towards education of rural non-government & urban non-government school

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Rural non Govt.	43	91.42	10.14	1.46	(96-2) =94	1.98
2	Urban Government	53	88.075	12.18			
	Total	96					

Finding: The Critical ratio calculated is 1.46 which is less than the value of C.R. from table value (1.98) at 0.05 level of reliability. It shows that there is no significant difference in both groups. So this hypothesis is not accepted.

Hypothesis No. 8: Significant difference will exist in attitude of students towards education of rural non-government & urban non-government school.

Table 8: Attitude of students towards education of rural non- government & urban non-government school

S.N	School	No. of Student	Mean	S.D.	C.R.	Degree of Freedom (DF)	Value of C.R. at 0.05 level of reliability
1	Urban non-Govt.	48	88.963	9.658	0.88	(83-2) =81	1.99
2	Urban Government	35	87.235	8.23			
	Total	83					

Finding: The Critical ratio calculated is 0.88 which is less than the value of C.R. from table i.e. 1.99 at 0.05 level of reliability. It shows that there is no significant difference in both groups. So this hypothesis is rejected.

of rural govt. School.

Finding: The coefficient of correlation between learning environment & Attitude towards Education of students of rural Govt. School is 0.04. It indicates that there is very low negative correlation. So the hypothesis is rejected.

Hypothesis No. 9: There will be positive correlation between learning Environment & attitude towards education

Hypothesis No. 10: There will be positive correlation between learning Environment & attitude towards education of rural Govt. School.

Finding: The coefficient of correlation between learning environment & Attitude towards Education of students of rural Govt. School is 0.037. It indicates that there is low negative correlation. So the hypothesis is not accepted.

Conclusion

1. The parents and teachers of rural area are now more attentive towards providing proper learning environment to their Students.
2. People of rural areas are also aware of importance of positive learning environment and are providing that to their children.
3. Despite different atmosphere the students have same attitude towards education.
4. There is a positive increase in attitude due to positive learning environment.
5. Attitude towards education does not necessarily depend upon learning Environment.
6. The attitude is not dependent upon the learning environment of that school.

They are not inter-related.

Suggestions

On the basis of the present study, researcher suggests the following points for teachers, parents and students.

1. The word positive does not simply mean to be happy or optimistic all of the time, but to feel safe and comfortable too. While students are in the classroom, they need to feel wanted, valued, respected and cared for. If students understand that they are wanted by the teachers, then they may be more willing to learn from them.
2. There are many other ways in which a teacher can create a positive learning environment such as, learning the students' names and making themselves available. When a teacher calls a student by his name, it lets the child know that they are seen as an individual. "They may forget what you said but they will never forget how you made them feel."
3. Teacher should have quality of noticing the individual's differences. It is important to recognize that each student learns in a different way. Once a student becomes discouraged, it is hard to make them believe in themselves again. "Every student can learn, just not on the same day, or the same way".
4. The Students need to be engaged in activities to interact with one another. Projects and group assignments should be given to them and should be allowed to play games (based on educational objectives) in the class.
5. They should be inspired & motivated to participate in debates, lectures competitions and other co-curricular activities.
6. Parents should provide motivating atmosphere and share inspiring experiences with their children from very beginning.
7. Active participation of parents and guardians is required for organizing educational programmes and their successful execution.

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