

## A Study on Attitude of Urban and Rural College Student Teachers towards Education

Dileep Kumar Maurya<sup>1</sup>

<sup>1</sup>*M.Ed, Phil, NET, JRF, SRF, Ph.D (Education)*

### Abstract

There is an extraordinary need to recognize and create inspirational mentality towards education subject of understudy instructors. The opportunity has arrived to expand our endeavors to create inspirational mentality towards education subject among instructors, understudy educators and younger students. This is a quick prerequisite of the current day. This paper gives an account of mentality of understudy instructors towards education as for their region of the school. The example comprises of 1080 understudy instructors of Prayagraj income locale. A scale on disposition towards education was utilized to get the information from the understudy instructors. Percentage Analysis, Mean, Standard Deviation and 't' tests was utilized for investigating the information. The outcomes demonstrated that there is no huge contrast in mentality towards study of urban and rustic understudy educators.

**Keywords:** Attitude towards education, Student Teachers, Locality of the College.

### Introduction

Education is one of those human exercises that man has made to satisfy certain human needs and wants. Interest has been the best rationale intensity of logical exploration. The quest for truth has become the prevailing variable in influence of education. All things considered under influence since such huge numbers of hundreds of years it has pulled in the consideration of a much continued gathering of individuals. (Conant, 1951)

Education is not; at this point limited to a couple of truly gave people. Since the life in the current world perpetually warrants to variable degrees of logical realities and laws, education has now become a piece of general training. (Best, 1982) education has its spot one next to the other with different subjects as a basic component of one's training. It bears information on specific realities and laws and knowledge into techniques and information exceptional to the area of education. (Sharma, 1989) However, the consideration of any subject in the educational program ought to fulfill the learned person, utilitarian, professional, social, good and stylish qualities. Other than these, the educating of education grants preparing in the logical technique and creates inspirational disposition towards education subject, logical

fitness, which are truly significant and simultaneously are transferable to different circumstances in the life of the students.

The characteristics soaked up by the student through learning education are of incredible incentive to the residents living in the society. (Vaidya & Narendra, 1976)

The Scientific Policy Resolution of the Govt. of India (1958) states that "The ruling element of the contemporary world is the extreme development to meet the nation's necessity. Education has now gotten an obligatory subject in the school educational plan in each arrangement of school instruction directly from the rudimentary stage, due to its diverse qualities skilled to the person just as to the society."(Bhaskarrao, 1997)

A mentality is an enthusiastic response towards someone or something. It is an individual reaction to an article, created through experience which can be described as good or negative. (Hilgard, Atkinson & Atkinson, 1958). The utilization of education as the article or improvement of these emotions portrays that arrangement of perspectives known as 'mentality towards education' (Bhandula et al., 1985)

## Need of the Study

As one of the scientists and an instructor teacher working in self fund educator training foundation, the agent had casual visits with the B.Ed. understudies and came to think about their degree of disposition towards education. The creator came to realize that numerous understudy instructors didn't have sufficient degree of mentality towards education which is a lot of required for them to experience educator training program effectively that would assist them with becoming fruitful instructors later on and set up the younger's for a brilliant eventual fate of the country. As education is an all inclusive subject, the specialist needed to examine the impact of region on the school of understudy educators upon demeanor towards education. Under these conditions, the agent has chosen to attempt an investigation on demeanor of urban and rustic understudy educators towards education.

## Objectives

- To study the degree of disposition towards education and its elements of understudy educators.
- To see if there is any huge distinction in the demeanor towards education and its elements of understudy instructors as for their region of the school.

## Hypotheses

- The level of demeanor towards education and its components of understudy instructors are moderate.
- There is no noteworthy distinction in the disposition towards education and its elements of understudy educators regarding their area of the school.

## Methodology

Study technique for research was embraced for the examination. (Garrett & Woodworth, 1969)

## Population and Sample for the Study

The populace for the current examination comprises of all B.Ed. understudies of Prayagraj income district. 1080 B.Ed. understudies from 20 schools of instruction, Prayagraj income area were chosen through Random Sampling Technique for the examination. The general reaction rate was 82%.

## Tools Used for the Study

For the current examination, the agent utilized the accompanying instruments,

- Attitude towards education Scale arranged and approved by the specialist.

A Likert scale was developed. (Edwards, 1967). The poll comprises of 25 things. Among them 13 are certain things and 12 are negative things. The device included four measurements in particular close to home certainty about the topic, inclusion with the subject, value of the subject substance and impression of educator's mentality.

- **Personal Data Sheet arranged by the specialist**

## Information Analysis

To decipher the crude information, investigations were finished utilizing Percentage Analysis, Mean, Standard Deviation and 't' test. The consequences of the investigations are introduced in the Tables 1, 2, 3. The outcomes indicated that,

1. The degree of disposition towards education and its elements of all understudy instructors are moderate
2. The degree of demeanor towards education and its elements of understudy instructors as far as territory of the school are moderate.

## Null Hypothesis

3. There is no huge contrast in the mentality towards education and its components of understudy instructors concerning their area of the school.

It is derived from Table 3 that there is no huge contrast between urban undergrad instructors and provincial understudy educators in their demeanor towards education altogether, and its measurements individual certainty about the topic, contribution with the subject, and value of

the subject substance, though there is critical distinction among urban and rustic understudy educators in the measurement impression of educator's mentality.

From the mean worth, it is discovered that urban undergrad educators ( $M=11.13$ ,  $S=2.772$ ) are better in their impression of instructor's disposition than country understudy educators ( $M=10.77$ ,  $S=2.803$ ).

## Findings

### From Table 1

- a. 22.9% of the understudy instructors have elevated level of individual certainty about the topic.
- b. 25.9% of the understudy educators have elevated level of contribution with the subject.
- c. 27.6% of the understudy educators have elevated level of value of the subject substance.
- d. 28% of the understudy educators have elevated level of view of instructor's demeanor.
- e. 25.1% of the understudy educators have elevated level of disposition towards education altogether.

### From Table 2

- a. 26.7% of the urban undergrad educators have elevated level of individual certainty about the topic and 20.1% of the country understudy instructors have significant level of individual certainty about the topic.
- b. 24.7% of the urban understudy instructors have elevated level of association with the subject and 26.8% of the rustic undergrad educators have significant level of inclusion with the subject.
- c. 29.8 % of the urban understudy instructors have elevated level convenience of the subject substance and 26.0% of the rustic undergrad educators have significant level of handiness of the subject substance.
- d. 31.5% of the urban understudy instructors have elevated level of view of educator's mentality and 25.4% of the country school student perception of instructor's demeanor.
- e. 27.6 % of the urban understudy instructors have elevated level of demeanor towards education altogether and 23.3% of the rustic undergrad educators have significant level of mentality towards education in total.

### From Table 3

There is no huge contrast between urban undergrad educators and rustic understudy instructors in their mentality towards education altogether and its measurements individual certainty about the topic, inclusion with the subject, and helpfulness of the subject substance, though there is critical distinction among urban and country undergrad instructors in the

measurement impression of instructor's attitude.(From Table 3) educators have significant level of.

## Discussion

From the current examination, it is discovered that lone 25.1% of the example has significant level of demeanor towards education. While concentrating as far as measurements of demeanor towards education, extremely limited quantity of the respondents have significant level of individual certainty about the topic, inclusion with the subject, convenience of the subject substance and view of instructor's mentality. Besides dominant part of the example have moderate degree of demeanor towards education and its measurements. This suggests the understudy educators may have been presented to least degrees of education exercises in their under alumni level and henceforth they have a moderate degree of disposition towards education.

**Table 1.Level of mentality of understudy educators towards education and its measurements**

Dimensions	Low		Mode rate		High	
	N	%	N	%	N	%
Personal Confidence about the subject matter	257	23.8	576	53.3	247	22.9
Involvement	279	25.8	521	48.2	280	25.9
Usefulness of the subject content	289	26.8	493	45.6	298	27.6
Perception of	322	29.8	456	42.2	302	28.0
Attitude towards	278	25.7	531	49.2	271	25.1

**Table 2.Level of mentality of understudy educators towards education and its measurements as far as territory of the school**

Dimension	Locality	Low		Moderate		High	
		N	%	N	%	N	%
Personal confidence about The subject matter	Urban	110	24.0	225	49.2	122	26.7
	Rural	147	23.6	351	56.3	125	20.1
Involvement with the subject	Urban	120	26.3	224	49.0	113	24.7
	Rural	159	25.5	297	47.7	167	26.8
Usefulness of the Subject content	Urban	116	25.4	205	44.9	136	29.8
	Rural	173	27.8	288	46.2	162	26.0
Perception of teacher's attitude	Urban	126	27.6	187	40.9	144	31.5
	Rural	196	31.5	269	43.2	158	25.4
Attitude towards EDUCATION in total	Urban	121	26.5	210	46.0	126	27.6
	Rural	157	25.2	321	51.5	145	23.3

**Table 3. Critical distinction among urban and provincial understudy educators in their demeanor towards education and its measurements**

Dimension	Nature of College	SD Mean		Calculated		Remarks at 5%
				't' value	'p' Level	
Personal confidence about the subject matter	Urban	26.13	5.131	1.402	0.161	NS
	Rural	25.71	4.806			
Involvement with the subject	Urban	25.97	5.037	.0343	0.732	NS
	Rural	26.08	5.17			
Usefulness of the subject content	Urban	20.74	4.676	1.467	0.143	NS
	Rural	20.31	4.804			
Perception of Teacher's attitude	Urban	11.13	2.772	2.056	0.040	NS
	Rural	10.77	2.803			
Attitude towards EDUCATION in total	Urban	84.02	13.462	1.901	0.058	NS
	Rural	82.44	11.55			

With the example of the investigation arranged as far as their area of the school, it is seen that the 27.6 % of urban understudy educators have elevated level of demeanor towards education and just 27.3 % of provincial undergrad instructors have significant level of mentality towards education. In the measurements, individual certainty about the topic, association with the subject, and helpfulness of the subject substance, and in view of educator's mentality urban undergrad instructors are seen as better than the rustic understudy instructors. This might be because of the way that urban undergrad educators have chances of better infrastructural offices, flexible and qualified resources and utilization of innovative assets.

From the examination of information in the current examination, urban school and provincial understudy educators don't vary altogether in their own certainty about the topic, association with the subject and handiness of the subject substance and mentality towards education altogether though they contrast essentially in their impression of instructor's demeanor. This might be because of the way that urban undergrad educators don't hesitate to converse with their instructors and explain their questions in regards to the subject and their profession than rustic understudy instructors.

### Suggestions

The creators recommended the accompanying for improving the disposition towards study of understudy educators:

- It is discovered that mentality towards study of understudy educators is moderate. The provincial instructor instructive organizations ought to give rich condition to improve the education learning aptitude of the understudies.

- Education shows ought to be sorted out in organizations to invigorate understudy educators common interest.
- Education club, Eco club and Nature club ought to be set up in establishments to urge the understudy educators to partake in club exercises.
- The organizations ought to orchestrate open air exercises like planting, nature walk, visiting ventures, outdoors and so on so as to expand the mentality of understudy instructors in education.
- Student instructors ought to be urged to understand magazines and Journals that manage education.
- Co-curricular and Extracurricular exercises ought to be urged to advance mindfulness about education.
- The broad communications accessible might be appropriately used to make mindfulness towards education.
- The foundations ought to give top notch instructor instructors to educate education.

## Conclusion

The creator reasoned that the region astute examination on demeanor of understudy instructors towards education drew out the way that the provincial undergrad educators are deficient in close to home certainty about the topic, association with the subject, value of the subject substance, view of instructor's disposition and mentality towards education altogether.

## References

1. Aggarwal, R. N. (1964). "Instructive and Psychological estimation". Agra: Kalidass Printing Press.
2. Aggarwal, Y.P. (2006). "Factual Methods: Concepts, Application and Computation". New Delhi: Sterling Publishers Pvt. Constrained.
3. Best, John W. (1982). "Examination in Science Education". fourth Ed., New Delhi: Prentice Hall of India Private Limited.
4. Bhandula, N., Chadha, P.C., Sharma, S. what's more, Bhasin, M.P.(1985). "Educating of Science". Ludhiana: Prakash Brothers.
5. Bhaskara Rao, D. (1997). "Logical Attitude". New Delhi: Discovery Publishing House.
6. Conant, J.B. (1951). "Science and Common Sense". New Haven: Yale college press.
7. Crow, D. Laster and Crow Alice (1973). "Instructive Psychology". New Delhi: Eurasia Publishing House Private Limited.
8. Dandapani, S.(2006). "A reading material of Advanced Educational Psychology". New Delhi: Anmol Publications Private Limited.
9. Edwards Allen, L. (1967). "Procedures of Attitude scale Construction". New York: Appleton Century Crafts Inc.
10. Elizabeth, B. Hurlock. (1981). "Formative Psychology", A life expectancy approach. fifth Ed., New Delhi: Tata-McGraw Hill Publishing Company constrained.

11. Ernest, R. Hilgard, Richard, C. Atkinson and Rita, L. Atkinson. (1958). "Prologue to Psychology". sixth Ed., New Delhi: Oxford and IBH Publishing Company Private Limited.
12. Garret, H. E. what's more, Woodworth, R.S. (1969). "Insights in Psychology and Education". 5th Ed., Bombay: Vakils Fefer and Sons Private Limited.
13. Sharma, R. C. (1989). "Present day Science Teaching". New Delhi: Dhanpat Rai and children.
14. Vaidya and Narendra. (1976). "The Impact of Science Teaching". New Delhi: Oxford and IBH Publishing Company.

**Publication Date:** 05<sup>th</sup> March, 2020