

A STUDY ON ATTITUDE OF URBAN AND RURAL COLLEGE STUDENT TEACHERS TOWARDS SCIENCE

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ABSTRACT

The need to recognise and cultivate a love of science among aspiring educators is pressing. It is time to step up our efforts to foster an enthusiastic interest in science among educators, future educators, and schoolchildren. This is a necessary item in today's society right now. In this research, we examine how different demographics of pre-service teachers feel about science depending on where they went to school. Ten-hundred-eight trainee educators from Sirohi's taxing area make up the sample. The data was collected from the future educators using a scale measuring their perspective on science. Data was analysed using frequency distributions, percentages, means, standard deviations, and t-tests. The findings indicated no statistically significant difference in science enthusiasm between urban and rural preservice teachers. Attitude Toward Science, Future Educators, and School District.

Keywords: Study College Student, Teachers, Education.

INTRODUCTION

Science is one of the activities developed by humans to fulfil fundamental psychological requirements. Historically, curiosity has been the single most important driving force in the advancement of science. The pursuit of truth has emerged as the primary motivator in scientific discourse. Since it has been the subject of persuasion for so many millennia, it has captured the interest of a dedicated following. (Conant,1951) The scientific community has expanded beyond a small group of dedicated individuals. Science is now a part of the required curriculum for all nations since knowledge of scientific facts and rules is now a prerequisite for participating in modern society. (Best,1982) Along with history, literature, and math, science is now an integral part of every well-rounded education. As a result, one might get familiarity with scientifically-specific facts and rules as well as research techniques and data. (Sharma,1989) Any subject added to the curriculum, though, needs to be worthwhile on several levels before being considered for inclusion. Teaching science also helps students acquire useful and generally applicable skills, such as an appreciation for the scientific method and an enthusiastic approach to learning about and engaging with scientific topics. The values that a student picks up by studying science will serve the community well. (Vaidya&Narendra,1976) According to the Scientific Policy Resolution of the Govt. of India (1958), "The dominating aspect of

the current world is the vigorous cultivation to meet the country's requirement." Because of the many benefits it provides to both individuals and society as a whole, science is now a required course in every elementary school curriculum. According to a 1997 study (Bhaskar rao), A person's attitude can be defined as their internal reaction to a certain situation. A person's opinion of an item is formed by their own experiences with it and might be positive or negative. This was published in 1958 (Hilgard, Atkinson, and Atkinson). The term "attitude towards science" (Bhandula et al., 1985) is used to describe a person's perspective on science when it serves as the subject or catalyst for such emotions.

NEED FOR THE STUDY

The investigator, a researcher and educator in a privately funded university for teachers, learned about the B.Ed. students' level of enthusiasm for science through casual conversations. The author discovered that many aspiring educators lacked the necessary level of enthusiasm for science to thrive in teacher preparation programmes, which would ultimately assist the nation's youth be better prepared for a prosperous future. Since science is relevant everywhere, the researcher was interested in how different regions' teacher-training institutions shape their students' perspectives on the subject. For this reason, the researcher has chosen to compare the views of aspiring science teachers in urban and rural settings.

OBJECTIVES

- Examining future educators' perspectives on science and its many facets.
- The purpose of this study is to determine whether or not preservice teachers' perspectives on science and its various characteristics vary significantly based on where they attend university.

HYPOTHESES

- Student educators have a generally neutral outlook on science and its many facets.
- Student educators' perspectives on science and its many elements are not much influenced by where they go to school.

METHODOLOGY

This study made use of a survey as its primary method of data collection. This is according to (Garrett&Woodworth, 1969) Population and Sample for the Study All B.Ed. students in the Sirohi revenue district make up the population for this analysis. The survey included 1080 B.Ed. students from 20 different colleges of education in the Sirohi revenue district. There was an 82% total percentage of participation.

TOOLS USED FOR THE STUDY

The researcher in this study devised and applied a scale measuring participants' attitudes towards science.

- Specifically, a Likert scale was constructed. In 1967 (Edwards), the author wrote.
- There are 25 questions in the survey. Thirteen are positive, while the other twelve are negative.
- The instrument had four components: students' perceptions of the teacher's attitude, their own

level of confidence in the material, their level of engagement with the material, and the relevance of the material covered in class.

- The investigator-made Personal Information Sheet.

FINDINGS

- just 22.9% of pre-service educators have a lot of self-assurance in their abilities in the field.
- Nearly a quarter of preservice educators (25.9%) feel strongly about this topic.
- About 28% of pre-service educators have a very practical understanding of the material they're studying.
- Only 28% of aspiring educators had a favourable impression of their instructors' demeanour.
- Overall, 25.1% of pre-service teachers have a favourable outlook on scientific inquiry.
- This is a sample of the first table.
- 2.a)26.7% of college-level instructors in urban areas and 20.1% of college-level teachers in rural areas report high levels of personal confidence in their knowledge of the subject at hand.
- While just 24.7% of college-aged educators in urban areas are highly engaged in their field, 26.8% of thir rural counterparts are in the same position.
- High levels of subject usefulness are held by 29.8% of college student teachers in urban areas and 26.0% of college student teachers in rural areas.
- In metropolitan areas, 31.5 percent of college-level educators have a favourable impression of their profession.

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Personal Confidence about the subject matter	257	23.8	576	53.3	247	22.9
Involvement with the subject	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 teacher's attitude	322	29.8	456	42.2	302	28.0
Attitude towards science in total	278	25.7	531	49.2	271	25.1

Table 1. Level of attitude of student teachers towards science and its dimensions

Dimensions	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 science in total	Urban	121	26.5	210	46.0	126	27.6
	Rural	157	25.2	321	51.5	145	23.3

Table 2. Level of attitude of student teachers towards science and its dimensions in terms of locality of the college

Overall, 27.6% of college-level education majors in urban areas and 23.3% of those majoring in rural areas have a positive outlook on science. As seen in Table 2 Third, there is little difference between urban and rural college student teachers in

terms of their overall attitude toward science and its dimensions (self-assurance, interest, and perceived relevance), but there is a significant difference between urban and rural college student teachers in terms of their perception of the teacher's attitude.

Dimensions	Nature of the college	Mean	SD	Calculated		Remarks at 5% Level
				't' Value	'p' Value	
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	0.343	0.732	NS
	Rural	26.08	5.178			
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	S
	Rural	10.77	2.803			
Attitude towards science in total	Urban	84.02	13.462	1.901	0.058	NS
	Rural	82.44	13.559			

Table 3. Significant difference between urban and rural college student teachers in their attitude towards science and its dimensions

Table 3 shows that 25.4% of students in remote colleges had a positive impression of their lecturers' attitudes.

DISCUSSION

The current study finds that only 25.1% of the sample has a positive outlook on scientific inquiry. A tiny percentage of respondents show a positive attitude toward science in all four characteristics of attitude towards science education: personal confidence, involvement, perceived utility of topic content, and instructor attitude. Additionally, the majority of the sample had a neutral perspective on science and its various aspects. This suggests that the student teachers have a moderate level of attitude toward science, as they may have only been

exposed to minimal amounts of science activities throughout their undergraduate degree.

When the study's sample was broken down by where their colleges were located, it was found that 27.6% of college student teachers in urban areas had a positive outlook on science, but only 27.3% of those in rural areas did. Urban college student teachers are rated higher than their rural counterparts on measures including students' perceptions of their knowledge, interest in, and value of course material, as well as their instructors' demeanour. Urban college-student instructors may have an advantage over their rural counterparts because of access to more advanced teaching tools, a more diverse and well-trained faculty, and more modern classrooms.

According to the results of this study, there is no significant difference between urban and rural college student teachers' levels of subject knowledge, interest in the subject, or general positive outlook on science, but there is a significant difference between the two groups' assessments of their instructors' attitudes. This could be because urban college student teachers are more likely to feel comfortable approaching their professors with questions and concerns than their rural counterparts.

CONCLUSION

The author draws the conclusion that the rural college student teachers lack personal confidence about the subject matter, involvement in the subject, the usefulness of the subject content, perception of teacher's attitude, and overall attitude towards science after conducting a locality-wise analysis on attitude of student teachers towards science.

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