



## A STUDY OF LEARNING ENVIRONMENT AND ATTITUDE TOWARDS EDUCATION OF URBAN AND RURAL STUDENTS

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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 local 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 and attitude of students toward education.*

**Key Words :** *Learning Environment, Attitude towards education, students*

### **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. Attitude of Students towards education are not only influenced by school environment but also by family atmosphere, social surroundings and economic condition. 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. 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' behavior and help the child behave in an approved manner. A child will behave in a socially acceptable manner. In this research, researcher has tried to examine the influence of learning environment the on attitude of students toward education.

### **Objective 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 school 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 and non-government school in rural areas.
2. There will be a significant difference in learning environment of students of government and non-government school in urban areas.
3. Significant difference will be found in learning environment of students of government school in rural and urban areas.
4. Significant difference will be found in learning environment of students of non-government school in rural and urban areas.
5. There will be a significant difference in attitude of students towards education of government and non-government school in rural areas.
6. There will be a significant difference in attitude of students towards education of government and non-government school in urban areas.
7. There will be a positive correlation between learning environment and attitude towards education of students of rural governments school.
8. 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 10<sup>th</sup> of Rania block in Sirsa district are selected. These students are of 3 government (2 urban, 1 rural), 2 non-government (1 urban & 1 rural) schools.

Sr.no.	Name of School	Area	Govt. &non-Govt.	Total
1	Govt. S.S.S. Rania	Urban	Government	28
2	Govt. High. Sch. Rania	Urban	Government	25
3	V. N. S.S.S. Rania	Urban	Non-Government	35
4	Govt. S.S.S.Dhudianwali	Rural	Government	43
5	V. S.S.S. Bani	Rural	Non-Government	48

### Tools-

- a. Self-made test for learning environment.
- b. Attitude scale towards education (ASTE) by Dr. S.L. Chopara



**Statistical Calculation-**

**Hypothesis No. 1** - There will be a significant difference in learning environment of students of government & non-government school in rural areas.

Sr. No.	School	No. of Students	Mean	S. D.	C R	(df)	Value of C.R. at 0.05 Level of reliability
1	Rural Govt.	43	104.45	15.11	1.871	(91-2) 89	1.99
2	Rural non-Govt	48	109.857	12.186			
	Total =	91					

**Finding-** The application of Critical Ratio test gives C.R.= 1.871 which is less than the table value (1.99) even at 0.05 level of significance. There is no significant difference. So, the hypothesis is not approved.

**Hypothesis No. - 2**

There will be a significant difference in learning environment of students of government & non-government school in urban areas.

Sr. No.	School	No. of Students	Mean	S. D.	C R	(df)	Value of C.R. at 0.05 Level of reliability
1	Urban Govt. School	53	99.97	15.507	2.43	(88-2) 86	1.99
2	Urban Non-Govt. School	35	109.5	20.05			
	Total =	88					

**Finding-** The Critical Ratio calculated is 2.43 which is greater than the value of C.R. from the 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-3**

Significant difference will be found in learning environment of students of government school in rural and urban areas.

Sr.no.	School	No. of Students	Mean	S.D.	C.R.	(df)	Value of C.R. at 0.05 Level of reliability
1	Rural govt. school	43	104.45	15.22	1.427	(96-2) 94	1.98



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-4** Significant difference will be found in learning environment of students of non-government school in rural and urban areas.

Sr.no.	School	No.of Students	Mean	S.D.	C.R.	(df)	Value of CR at 0.05 level of reliability
1	Rural non-govt. school	48	109.875	12.186	0.09	(83-2) =81	1.99
2	Urban non-govt. 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- 5** There will be significant difference in attitude of students towards education of rural govt. & non-govt. school.

Sr. No.	School	No. of Students	Mean	S.D.	C.R.	(df)	Value of CR at 0.05 level of reliability
1	Rural govt. School	43	91.42	10.14	1.184	(91-2) = 89	1.99
2	Rural non-govt. School	48	88.96	9.625			
	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- 6** There will be significant difference in attitude of students towards education of urban government & non-government school.



Sr. no.	School	No. of Students.	Mean	S.D.	C.R.	(df)	Value of CR at 0.05 level of reliability
1	Urban govt. school	53	88.075	12.186	0.388	(88-2) =86	1.99
2	Urban Non- govt. School	35	87.23	8.22			
	Total	88					

**Finding-** The critical ratio calculated is 0.338 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-7**The coefficient of correlation between learning environment and attitude towards education of Rural Govt. school.

**Finding-** The coefficient of correlation between learning environment and attitude towards of students of rural Govt. school is 0.04. It shows that there is very low negative correlation. So, the hypothesis is rejected.

**Hypothesis-8**There will be positive correlation between learning environment and attitude towards education 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 teacher of rural area are now more attentive towards providing proper learning environment to their students.
2. The people of rural area are also aware of importance of positive learning environment and are providing that to their children.
3. Despite different atmosphere the students have some 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 present study, researcher suggests the following points for teachers 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 teacher, 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 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 learn 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, are 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 game (based on educational objectives) in the class.
5. They should 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 s required for organizing educational programmer and their successful execution.

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