

Comparison between learning of rural and urban students

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Abstract: Genetics and surroundings are more important for the development of personality. Home means family, school, teachers, friend circle are playing most important role in the educational progress of the child. There are gap in student's educational progress of rural and urban areas. Raw base information was collected through the descriptive sample survey method and research tools. Learning achievement test, Questionnaires, observations and Entries these tools are primary source and Newspapers, Magazine, Media, Mass media, Websites and Internet these tools are secondary source. Mean, T-test/critical Ratio and Pearson's Peripheral Correlation Coefficient these statistical analysis techniques are used to find out the exact meaning of the collected information. student's learning achievement and intelligence, maturity, study habits, teaching effectiveness of teacher, school climate and family background in all these correlative factors have been found significantly differences in rural and urban areas students. Government, local authorities, school management, school, headmaster, teaching, other staff and all responsible family members in the household all those must have work to improve the dire and precarious educational situation of students in rural primary schools as compared to urban areas.

Keywords: *Learning achievement, Intelligence, Maturity, Study habits, Correlation*

Introduction:-

Considering the ancient, medieval and modern times, education in our country is not taken as seriously today. Although in pre-independence period, national education was high esteem along with English clerical education but after seventy five years of post-independence, the education sector is plagued by profiteering and corruption. Primary education is still neglected more than secondary and higher education. Even acts laws, appointment of commissions and committees appointed but till have not yet made universalities of primary education.

Fidel Castro's Cuba is topper in the world for in terms of spending on primary education, which is even smaller than the Maharashtra. It spends on education 12.9 % out of the total of G.D.P. and our India spends only 3.5%. In the States of country, out of the total expenditure of S.D.P. in terms of spending on primary education which considers itself to be a progressive state, Maharashtra is lags behind the states Bihar, Asam Kerala and Tamil Nadu. Delhi government has allocated near about 25% out of it's budget for modernization of school education.it has changed the face of government schools by improving the quality of education by focusing on infrastructure, overseas training and teachers efficiency. As a result, the flow of students from private schools to government schools continues. On the one hand the competent and creative leadership in the field of education in Delhi, while impressing the country with its imprint of its work. On the other hand, progressive Maharashtra just every day new G.R. and circulating of every day's circulars has created an unprecedented situation of confusion in the field of education.

As per R.T.E. act 2009, the government, administration, local authorities, school management, school, teachers and parents, all these elements is responsible to provide Free, compulsory and qualitative primary education for the children between the ages of six and fourteen, but none of these responsible elements to take it seriously. If that were case, the picture of primary education in Maharashtra today would be seen different. During the period of Nizamshahi, there was not availability of special building for school in Marathwada. The temple, mosque, dharmshala, public place, the chawdi, Patlacha Wada, open spaces, cattle sheds, etc were used to for the school. But in some strategic villege, Nizam built school buildings. Nizamshahi had been neglected to provide school education in Marathwada region including Parbhani district.

After existence of Zilla Parishad, the local board has constructed their own school buildings and started to school education but today after 60 to 70 years, many of them buildings are old, dilapidated and in very dangerous situation. It is not a matter of pride for some members of legislative assembly of Maharashtra, to demand an audit of such things in the Maharashtra Legislative Assembly after seeing dilapidated and without fundamental physical facilities buildings in the village due to lack of funds. Inadequate expenditure on education, lack of competent leadership, lack of strong willpower of administration, inefficiency and depression are the indicators of failure for all working system. Private school management in the post-independence period has been plagued by profiteering and corruption. The teachers can do nothing, how will their mental balance not deteriorate, if they work without pay for 10-12 years! What will be their teaching effectiveness? Despite the good quality of teachers in the government sector, they are completely confused due to the whimsical policies of the government. There will moment of a time when all the teachers will demand to the government for only work of teaching in the class.

Due to poverty, ignorance, hard working life and apathy towards education, parents in the village are not aware of education. Not paying attention. He cannot afford to spend money, hardworking and time with his child. The student's intelligence, maturity his study habits, the motivation all these students related factors, teachers personality and his teaching effectiveness are teachers related factors, school facilities and school environment are, school related factors and family's background and awareness on about education are family related factors, all these correlative factors are more important for the student's learning achievement. Students in rural areas are definitely lagging behind compared to urban areas, which should be seriously considered somewhere.

Problem Title: -

"Comparative study of the factors affecting the learning achievement of students in rural and urban primary schools in Parbhani district"

Objectives: -

- 1) To make comparative study of learning achievement of rural and urban students.
- 2) To make comparative study of the correlation between learning achievement and student's intelligence, maturity, study habits and achievement motivation.
- 3) To make comparative study of the correlation between learning achievement and teacher teaching effectiveness.
- 4) To make comparative study of the correlation between learning achievement and school institutional facilities, school and class environment.
- 5) To make comparative study of the correlation between learning achievement and family environment.

Literature related Review :-

Personality is influenced by family, school, friends, society, regionalism, nature. In short, genetics and surroundings are the most important factors in personal development.

Adjustment :-

After birth immediately the baby begins to adapt to the situation mother helps the helpless baby momentarily for learning constantly new things in new situation. This called as adjustment.

Learning Achievement :-

Learning Achievement means - knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both.

Students related factors :-

Intelligence: - Intelligence is the ability to act purposefully, to think logically, and to adapt the situation - Veshler

Maturity : - Maturity is the specific stage of physical, mental, emotional, intellectual and social development of a child. Not your age, only circumstance and responsibilities make you mature.

Study habits: -

Habits: - Anything that a person does it often.

Study: - Time and effort spent in reading etc. to gain knowledge.

Constant practice causes the body and mind to take turns and the tendency to become habitual. Habits have a unique significance in student life. Continuous reading, contemplation, meditation, regular homework study, practice and revision of the learned curriculum, tidiness, orderliness, regularity, exercise, hygiene, these all good health habits increase the mental strength. Good habits increase the speed of reading and comprehension, so that the study of children is done diligently and increases the level of learning Achievement.

Motivation: - Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior.

Teachers related factors :-

Effectiveness of a teacher is depends on his attitude, inclinations, physical and mental health, teaching ability, knowledge of child psychological theory, proficiency in the subject, love for students, affection, intimacy and professional satisfaction. If the teaching is effective then the learning level of the students will be increased definitely.

School's related factors :-**School organization -**

The school organization is made up of many components. Schools have to build these elements. We have to create unity among them.

School infrastructure: -

It should be a spacious, grand and attractive school building with all the physical, educational and digital facilities in a quiet place away from the village, settlements, crowds and noise.

Human factors :-

There should have be a Skillful organizer and leading headmaster, dutiful and active teachers , also should have well qualified and trained working staff, active school management committee

School environment :-

School environment is defined as the sum total of the social and psychological factors that contribute to creativity in student.

Family's related factors: -

The family is the first school to impart non-formal education to the children and the mother is the first teacher. The student stays at home longer than the school stays, so family is a very important factor for the children every members of the family should have be spends their valuable time, labour and money for brightness future of their children.

Research Methodology :-**Research Method :-**

To collect right and useful raw information on this subject, descriptive sample survey method has been explored.

Research Tools :-

Learning achievement test, questionnaires, observations and entries these primary and news papers, magazines, media, Mass media , electronic media, Websites and Internet these are secondary sources have been used as a research tools.

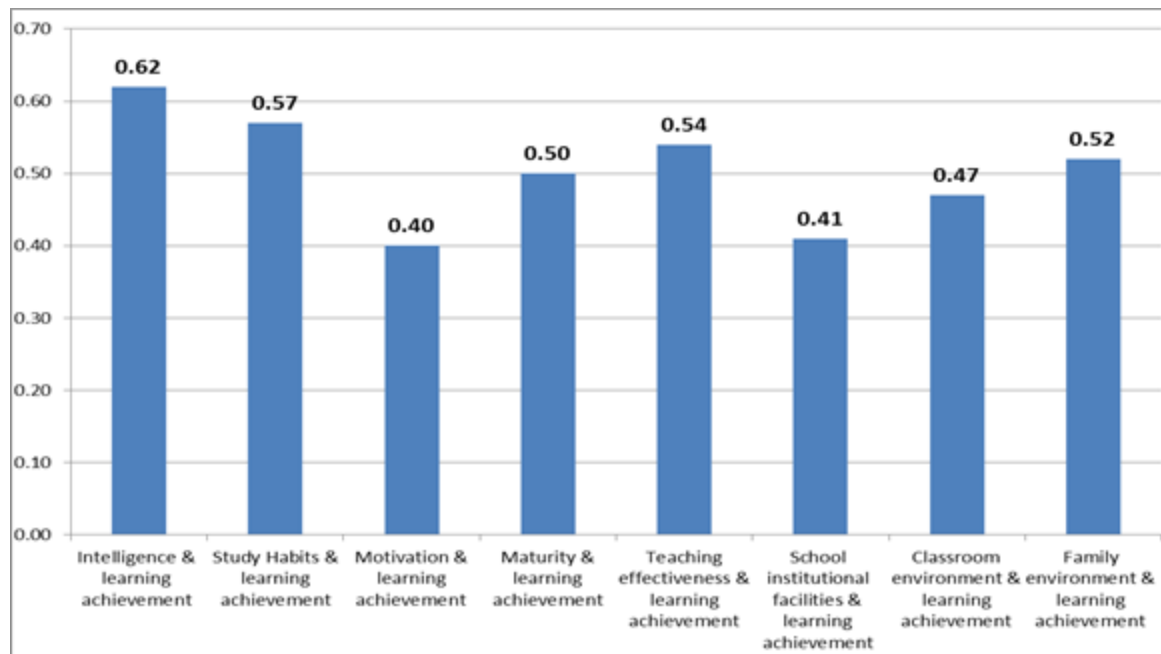
Population :- In the area of rural and urban Z.P./ M. C. and private government aided, unaided marathi medium primary schools were selected students of std. VIIIth were selected through the random selection method as the samples.

Area	Boys	Girls	Total
Rural	120	120	240
Urban	80	80	160
Total	200	200	400

Analysis Techniques: Statistical analysis techniques such as mean, combined mean, t-test / critical ratio and Pearson's peripheral correlation coefficient have been used to find out of the exactly meaning of collected amorphous information by summarizing it in the table.

A Table showing the correlation between different variables and learning achievement

Sr. No.	Variable	Area	Student	No. of students	Df	Obtained correlation coefficient	Expected correlation coefficient	Significant Level	Significant yes / No
				N	Df				
1.	Intelligence & learning achievement	Rural	Boys & Girls	240	398	0.62	0.098	0.05	Significant
		Urban	Boys & Girls	160					
2.	Study Habits & learning achievement	Rural	Boys & Girls	240	398	0.57	0.098	0.05	Significant
		Urban	Boys & Girls	160					
3.	Motivation & learning achievement	Rural	Boys & Girls	240	398	0.40	0.098	0.05	Significant
		Urban	Boys & Girls	160					
4.	Maturity & learning achievement	Rural	Boys & Girls	240	398	0.50	0.098	0.05	Significant
		Urban	Boys & Girls	160					
5.	Teaching effectiveness & learning achievement	Rural	Boys & Girls	240	398	0.54	0.098	0.05	Significant
		Urban	Boys & Girls	160					
6.	School institutional facilities & learning achievement	Rural	Boys & Girls	240	398	0.41	0.098	0.05	Significant
		Urban	Boys & Girls	160					
7.	Classroom environment & learning achievement	Rural	Boys & Girls	240	398	0.47	0.098	0.05	Significant
		Urban	Boys & Girls	160					
8.	Family environment & learning achievement	Rural	Boys & Girls	240	398	0.52	0.098	0.05	Significant
		Urban	Boys & Girls	160					



A Graph showing the correlation coefficient between different variables and learning achievement

Results: -

- 1) There is a significant difference in the learning achievement of students in rural and urban primary schools. Learning achievement of urban students is higher than that of rural students.
- 2) There is a valid, reliable and positive correlation between learning achievement and intelligence, maturity, study habits and motivation of the students in rural and urban primary schools. This means that if the students' intelligence, maturity, study habits and motivation are good, then the learning achievement increases. The level of intelligence, maturity, study habits and motivation of rural students are lower rather than urban. There is a significant difference between them.
- 3) There is a positive correlation between the teaching effectiveness of teachers on students in rural and urban primary schools and the learning achievement. This means that if the teacher's teaching is more effective, there is an increase in learning achievement. Teachers who teach rural students are less effective than urban ones. There is a significant difference between them.
- 4) There is a positive correlation between the institutional / physical facilities of rural and urban primary school and the school and classroom environment and the learning achievement. This means that if the school institutional / physical facilities are good and the school and classroom environment is good, then there is an increase in learning achievement. Physical facilities and educational environment are inferior in rural schools than in urban areas. There is a significant difference.
- 5) There is a positive correlation between the home environment of students in rural and urban primary schools students and the learning achievement. This means that if the family environment at home is good, there is an increase in learning achievement. The educational environment in rural families is lower than in urban areas. There is a significant difference.

Recommendations: -

- 1) Compared to urban areas, the study performance of students in rural areas is much less. Efforts need to be made at all levels, including the government, to increase the quality of study.
- 2) Students should have developed linguistic, logical and mathematical skills, good study habits. Should have increase self-confidence for maturity through physical and mental development. Must have to increase contact with the ideal person.
- 3) The personality of the teacher should have been emotionally stable, effective and imitative. Must be proficient in child psychology, subject knowledge teachers relationship should have a loving, intimate and affectionate with the students. There should be happy, enthusiastic and effective teaching.
- 4) Government, local authorities, school management and school staff should have increase the required school's infrastructure facilities, educational and digital facilities should have maintain fresh and cheerful school and class climate and adequately trained and skilled manpower from time to time must have striven for quality enhancement.
- 5) Should be taken care to keep the family climate at home happy, vibrant and fresh. Always be aware of your child's progress by keeping in touch with the school. Without spending a lot of money, parents should spend enough time, money and labor for their children at the right time and in the right place and make their schooling progress by doing children's home schooling.

Conclusion: -

While teaching in schools, it has been found that schools in rural villages at wadi, vasti, tanda are lagging far behind in school education and quality of education as compared to urban areas. The research has been carried out with the noble intention of finding a way out of depression at the government level, increasing burden of non-academic work on teachers, lack of basic facilities in schools and apathy and ignorance of parents.

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