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## **A Comparative Study of Teachers' Attitudes Toward Population Education in Upper Primary Schools in the Moradabad District**

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### **Abstract:**

*This research paper, titled "A Comparative Study of Teachers' Attitudes Toward Population Education in Upper Primary Schools in the Moradabad District" examines the critical issue of population growth and its multifaceted consequences. As India grapples with being the world's most populous country, this study examines the attitudes of teachers in Moradabad district, shedding light on their perspectives on population education. The objectives of the study encompass understanding variations in teachers' attitudes based on urban and rural settings, gender, age, educational qualifications, and professional qualifications. Additionally, it was observed that official training on population education is limited, indicating a neglect of its incorporation into curricula.*

*The study concludes by highlighting the research's educational implications, emphasizing the teachers' pivotal role in disseminating population education. The findings provide valuable insights for developing effective strategies to foster interest among teachers, authoring textbooks, and creating teacher training curricula. The research underscores the importance of addressing population education at various educational levels and within District Institute of Education and Training (DIET) programs.*

**Keywords:** *Population Growth, Attitudes of Teachers, Upper Primary Schools, Moradabad District.*

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### **Introduction**

One of the most pressing issues of our time is population growth, which carries far-reaching implications for our country's development. The consequences of population growth encompass challenges such as unemployment, hunger, poverty, malnutrition, a decrease in per capita income, and obstacles in educational development. On an international scale, issues related to peace and security are also significantly influenced by population growth, often exacerbated by illiteracy. By the Constitution of India, which mandates free and compulsory education for children aged 6 to 14, various government programs have been launched to attain this objective. These programs include informal education centers, the District Primary Education Program (DPEP), and *Anganwadi* centers.

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India has now become the most populous country globally, with the latest United Nations data indicating a population of 1.4286 billion. On 15<sup>th</sup> November 2022, the global population exceeded eight billion for the first time, and India is at the forefront of this demographic shift.

**Statement of the Problem:** Understanding the state of population education in different regions is crucial. In this context, it becomes imperative to assess the attitudes of teachers toward population education. With this goal in mind, this research conducts a comparative study of the attitudes of upper primary school teachers in the Moradabad district toward population education.

**Research Paper Title:** “A Comparative Study of Teachers’ Attitudes Toward Population Education in Upper Primary Schools in the Moradabad District”

**Objectives of the Study:** Work done in the absence of an objective is futile. The more well-defined and clear the objectives are, the more straightforward and organized the tasks based on them will be. The following objectives have been set to systematically complete the present research paper:

1. Identify variations in the attitudes of teachers in urban and rural settings toward population education.
2. Determine differences in attitudes toward population education between male and female teachers.
3. Examine variations in attitudes toward population education among teachers of different age groups.
4. Investigate differences in attitudes toward population education among teachers with varying educational qualifications.
5. Study variations in attitudes toward population education among teachers with different professional qualifications.
6. Explore differences in attitudes toward population education between married and unmarried teachers.

**Hypotheses:**

1. There is no significant difference in the attitude of rural and urban teachers towards population education.
2. There is no significant difference in the attitude of male and female teachers towards population education.
3. There is no significant difference in the attitude of urban and rural male teachers towards population education.
4. There is no significant difference in the attitude of urban and rural female teachers towards population education.
5. There is no significant difference in the attitude of married and unmarried teachers towards population education.
6. There is no significant difference in the attitude of teachers of different age groups towards population education.
7. There is no significant difference in the attitude of teachers having different educational qualifications towards population education.

8. There is no significant difference in the attitude of teachers having different professional qualifications towards population education.

**Delimitation:** Only teachers of upper primary schools have been selected for the presented research paper. From the methodological perspective, only the survey method has been adopted. In this study, 35 teachers from urban and 35 from rural areas have been selected.

**Study Method:** The presented study has been conducted through a basic survey model. The method was chosen based on the size, nature of the data, and objectives of the research.

**Population and Sample:** A purposive sampling method was used for the present study. A total of 200 teachers, 100 rural (65 male, 35 female), and 100 urban (84 male, 16 female) teachers have been included in the sample.

**Data Collection Tools:**

**1. Attitude Scale:** The population education attitude scale is based on the Likert method. The formation of marks is based on the Likert method.

**2. Selection of Statements:** The attitude scale towards population education contains statements related to family, society, nation, environment, resources, food, and economic conditions. The presented attitude scale was created by the researcher.

**Methodology and Administration:** After selecting the sample, a list of upper primary schools in urban and rural areas was obtained. Subsequently, the Headmasters of various upper primary schools were contacted, and the attitude scale was given to them, following the instructions of the scale. Afterward, the distributed scales were collected after one hour.

**Statistical Methods Used in the Study:**

In the study, various statistical methods were employed to examine the meaningful differences in the commitment of urban and rural teachers to population education. These methods include mean deviation, t-test, F-test, and chi-square test.

The research work presented eight hypotheses, each of which was tested using different statistical methods. The findings based on the testing of these hypotheses are summarized below:

1. A clear difference was found in the commitment of urban and rural teachers to population education. The meaningful difference in their commitment was not observed at the 0.01 and 0.05 significance levels.
2. No significant difference was found in the commitment of male and female teachers to population education. The t-tests for these differences did not yield any significant results at the 0.01 and 0.05 confidence levels.
3. A meaningful difference was observed in the commitment of teachers from various age groups to population education. The t-tests conducted for these differences did not yield any significant results at the 0.01 and 0.05 confidence levels.
4. No significant difference was found in the commitment of teachers with different professional qualifications to population education. The t-tests for these differences did not yield any significant results at the 0.01 and 0.05 confidence levels.

5. No significant difference was found in the commitment of teachers with different educational qualifications to population education. The t-tests for these differences did not yield any significant results at the 0.01 and 0.05 confidence levels.

6. No significant difference was found in the commitment of urban male and female teachers. However, a difference was found in their commitment to the family. The mean for the family commitment of urban male teachers was 42.49, and for urban female teachers, it was 39.40. The t-value obtained from the analysis was 3.076, which is significant at the 0.05 confidence level. There was also a difference in the commitment of urban male and female teachers to the environment. The mean for the environmental commitment of urban male teachers was 8.24. The t-value obtained from the analysis was 2.074, which is significant at the 0.05 confidence level.

7. No significant difference was found in the commitment of married and unmarried teachers to population education. The t-value obtained from the analysis was 0.39, which is less than the critical value of 1.97 at the 0.05 confidence level.

8. No significant difference was found in the commitment of married and unmarried teachers to population education. The t-tests for these differences were not significant at the 0.05 confidence level.

Respondents, including 82 unmarried and 118 married teachers, provided answers, indicating that nearly all respondents, by being married, are familiar with national and personal issues related to population growth. All 200 respondents received education on population education from various sources. Among them, 42% of teachers learned from TV, 18% from radios, and 36% from newspapers/magazines, while 4% remained unresponsive on the subject.

Therefore, it can be cautiously stated that the number of teachers receiving training from any formal training institution is negligible. Consequently, it can be inferred that the neglect of incorporating population education into various subjects' curricula in the upper primary schools of Moradabad district is possible.

Respondents provided significant assistance to their supervisors regarding population education, with 18% providing very high assistance, 19.2% providing higher assistance, 58.9% providing moderate assistance, and 3.9% providing less assistance.

It can be stated that the number of those providing moderate assistance was the highest. The community where their school is located played a crucial role, with 12.4% giving much importance, 16.8% giving more importance, and 70.6% indicating moderate importance.

Therefore, it can be said that those giving moderate importance were the highest in number. Teachers from other schools attached great importance to population education. Among them, 15.6% provided much importance, 20.1% provided more importance, and 64.3% provided moderate importance. Thus, it can be confidently stated that the highest number of teachers in Moradabad district's high primary schools belong to the moderate importance category, indicating that their commitment to population education is not favorable.

Based on the above findings, it can be said that the contribution of individuals, such as their area, gender, age, training, etc., is equally essential in creating commitment towards population education. Thus, it can be understood that factors such as caste, religion, social status, economic status,

cultural status, etc., have a more profound impact on an individual's commitment. Due to the lack of time and resources, the researcher could not study the influence of these factors in detail.

### **Educational Implications:**

The research findings carry several educational implications, emphasizing the significance of well-informed decision-making in advancing population education:

1. Decisions related to the promotion of population education should be grounded in rational criteria and meaningful insights derived from research studies.
2. These conclusions can serve as motivation for future researchers, particularly those in Hindi medium education, to delve deeper into and enhance population education.
3. The study underscores the pivotal role of teachers in imparting population education, highlighting the need for effective engagement and motivation strategies.
4. Authors of textbooks and providers of teacher training programs can draw valuable insights from the study's findings when shaping population education curricula.
5. The conclusions lay the groundwork for developing targeted plans to bolster population education in underprivileged regions.

### **Future Research Suggestions:**

The study also suggests potential directions for future research in the field of population education:

1. Expanding research to encompass primary-level teachers in the Moradabad district while considering factors such as caste, religion, social, economic, and cultural backgrounds.
2. Developing a curriculum for population education based on necessary guidelines, rules, and conditions to address the growing need for this subject.
3. Extending research on population education to secondary and senior secondary schools.
4. Expanding the scope of research to include District Education and Training Institutes (DIETs).

In summary, this research offers valuable insights into the attitudes of teachers in the Moradabad District regarding population education. These findings provide a foundation for making informed decisions, shaping curricula, and implementing initiatives to raise awareness and enthusiasm for population education in urban and rural contexts. This, in turn, addresses the critical issue of population growth in India.

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