



Comparative study of scientific attitude of rural and urban B.Ed teacher trainees

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ABSTRACT

Scientific attitude among teacher trainees play very vital role. It is essential for all but would be teacher can use this attitude for betterment of society. The aim of study is to see the scientific attitude in rural and urban teacher trainees of Indore district (M.P). The population of this study constitutes teacher trainees of B.Ed. colleges of Indore district (M.P). For this purpose, 300 teacher trainees were selected and sample were further divided into 142 rural and 158 urban. The sample were selected by using the random sampling technique. Scientific attitude scale (SAS) tool was taken for this study. The tool was developed by Dr. Smt. Shailaja Bhagwat. The result shows that there is significant difference towards scientific attitude of rural & urban teacher trainees .

Keywords : *Scientific Attitude, Rural Teacher Trainees and Urban Teacher Trainees.*

I INTRODUCTION

Scientific attitude can be defined as, “open mindedness, a desire for accurate knowledge, confidence in procedures for seeking knowledge and the expectation that the solution of the problem will come through the use of verified knowledge”. Scientific attitude are the most important outcomes of science teaching. Though some people view the scientific attitude as the by-product of teaching science, yet a majority of the people consider them as equally important as the knowledge aspect. Science should be taught directly and systematically because developing scientific attitude has a number of characteristics features which distinguish it from other attitudes. A man with scientific attitude has i. is critical in observation and thought, ii. respects other’s point of views and is ready to change his decision on presentation of new and convincing evidence, iii. Is curious to know more about the things around him wants to know whys, what’s and how’s of things he observes, iv. Does not believe in superstitions and false beliefs, v. suspends judgments until suitable support is obtained, vi. believes in cause and effect relationship, vii. accepts no conclusions as final or ultimate, viii. seeks to adopt various techniques and procedures to solve the



problem and ix. seeks the facts and avoids exaggeration. Science teacher all over the world have long recognized that development of proper scientific attitude is an important outcome of science teaching. A virtualized study of science with emphasis on open mindedness tolerance and objectivity will lead to the development of rational outlook and scientific attitude.

II MATERIAL & METHODS

III OBJECTIVE OF THE STUDY

To compare the scientific attitude of rural and urban teacher trainees.

Hypothesis of the Study

There is no significant difference in mean score of scientific attitude of rural and urban teacher trainees.

Sample- A sample is small proportion of population selected for observation and analysis. Sample constitute 300 teacher trainees, i.e. 142 rural and 158 urban were randomly selected for study.

Tool Used- Scientific attitude scale (SAS) tool was used. The tool used in this study was developed by Dr. Smt. Shailaja Bhagwat.

Analysis of Data and Interpretation- In this study, collected data was analyzed and interpreted as following:

Hypothesis- There is no significant difference towards scientific attitude of rural and urban teacher trainees.

Stream	Number	Mean	S.D	T- value	Level of Significance
Rural	142	20.77	3.80	5.70	Significant
Urban	158	23.36	4.06		

Above table shows that the mean of rural teacher trainees is 20.77 and S.D. is 3.80, it also shows that the mean of urban teachers is 23.36 and S.D. is 4.06, and t-value is 5.70 at the $df = 298$. But the table value is 2.6 at 0.01 at the $df = 298$. Here the calculated value of t is greater than the table value ($5.70 > 2.6$) at 0.01 level. Thus clearly there is significance difference between rural and urban teacher trainees with regard to scientific attitude. Therefore the hypothesis is rejected. The mean of urban teacher trainees is greater than mean of rural teacher trainees ($23.36 > 20.77$). So the urban teacher trainees are more scientific than rural teachers trainees. It indicates that the urban students have greater tendency to test traditional belief and adopt critical attitude in comparison rural students.



IV CONCLUSION & SUMMARY

Study shows that urban teacher trainees are more scientific than rural teacher trainees. It indicates that the urban students have greater tendency to test traditional belief and adopt critical attitude in comparison to rural students. The notion that a large proportion of population, even educated people have strong faith in superstitions in the era of science and technology. So no wonder that there is no one to correspondence in growth in science and growth in scientific attitude which ultimately hinders the smoothness of growth of science. Such a lopsided growth may not be conducive to the growth of scientific attitude. Since scientific thinking and scientific attitude are instrumental in expanding scientific knowledge, there is a need to frequently assess the relative growth of scientific attitude particularly in the students. The teacher acts as a role model for their students. So, they should adopt scientific thought. They should also try to inculcate constructive and scientific attitude in their students by encouraging debate and discussing in the classroom. In India every third people is youth. By 2020 India will become youngest country in the world. B.Ed. students are future teachers and moreover they represent youth also, their attitude can definitely play a significant role in the development of students whom they are going to teach.

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