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Research Paper Education

Attitude Towards Small Family and Population Education in Relation to Academic Status and Gender: A Comparative Study of Two Districts of Haryana

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ABSTRACT

The present study aimed to assess the attitude of educated and uneducated individuals towards small family and population education .The investigator used the descriptive survey method to serve the purpose of the study. Keeping in view the objectives and hypotheses of the study, Attitude Scale Towards Small Family and Population Education by Dr. T.S. Sodhi and Dr. Guru Dev Sharma (2011) was used to serve the purpose. From the results, it was found that educated individuals of two different districts possess same attitude towards small family and population education while there is significant difference between attitude of educated and uneducated persons regarding small family and population education .The result reveals that some measures should be taken to change the attitude of uneducated individuals to cope up with this problem of population explosion.

KEYWORDS : Small Family, Population Education, Academic Status

INTRODUCTION:

"An attitude is a mental and neutral state of readiness, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related." -Britt

The concept of attitude 'is probably the most distinctive and indispensable concept in contemporary American social psychology' (Allport, 1954, p.43). This was admitted by American social psychology of mid-1950s and is still true for contemporary social psychology (e.g., Eagly and Chaiken, 1953; Olson and Zanna, 1993). Thurston has used the concept of attitude to denote "the sum total of a man's inclinations and feelings, prejudice about any specific topic". It is a subjective and personal affair. Attitude underlie all phases of human behaviour. Operationally, they involve an affective, a cognitive and a behavioral component.

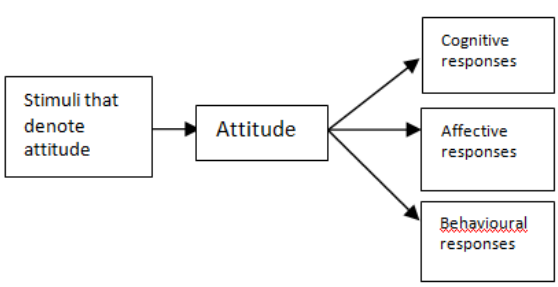

Fig1: Attitude as an inferred state, with evaluative responses divided into three classes (cognitive, affective and behavioural) (figure adapted from Eagly and Chaiken, 1993, p. 10)

By attitude, we mean the beliefs, feelings and action tendencies of an individual or group of individuals toward objects, ideas and people. Quite often persons and objects or ideas become associated in the minds of individuals and as a result attitudes become multidimensional and complex .So we can say, it is simply an indicative of our tendency to behave towards others.

Population Education and small family attitude:

Education is a key factor in all developments of any country. The basis of all developments of a country depends on educational level and aspects covered under our educational process. Population education is an absolutely new area in curriculum of India. It involves the inculcation of attitudes and imparting information and knowledge regarding concept of small family and relation of population with economic growth of country. Taylor stresses the motivational relationship between a population education programme, practice of family planning which results in small family attitude.

OBJECTIVES OF THE STUDY:

The following objectives were laid down for the present study:

1. To study and compare the difference in attitude among educated individuals towards small family and population education of two districts of Haryana.
2. To study and compare the difference in attitude among uneducated individuals towards small family and population education of two districts of Haryana.
3. To study and compare the difference in attitude towards small family and population education among individuals in relation to their gender and academic status of two districts of Haryana.

HYPOTHESES OF THE STUDY:

1. There is no significant difference in attitude among educated individuals towards small family and population education of two districts of Haryana.
2. There is no significant difference in attitude among uneducated individuals towards small family and population education of two districts of Haryana.
3. There is no significant difference in attitude towards small family and population education among educated and uneducated individuals of one district of Haryana.
4. There is no significant difference in attitude towards small family and population education among educated and uneducated individuals of other district of Haryana.
5. There is no significant difference in attitude among male and female educated individuals towards small family and population education of one district of Haryana.
6. There is no significant difference in attitude among male and female educated individuals towards small family and population education of other district of Haryana.
7. There is no significant difference in attitude among male and female uneducated individuals towards small family and population education of one districts of Haryana.
8. There is no significant difference in attitude among male and female uneducated individuals towards small family and population education of other districts of Haryana.

SIGNIFICANCE OF THE STUDY

The present study may be significant because the results of this study may provide a guide line to make efforts for the promotion of the population education. The study may be helpful in determining the attitudes of individuals towards small family and population education. This study may become a baseline for others researchers regarding promotion of attitude of individuals towards small family and population education. This study may

be helpful in changing the negative attitudes of parents towards small family.

DELIMITATION OF THE STUDY:
The following were the delimitations of the present study:

1. The study was delimited to only two districts of Haryana.
2. The study was delimited to individuals having marital status as married and having children.
3. Only one tool of research has been used to conduct the study.

DESIGN OF THE STUDY:
Keeping in mind the nature and need of the study, descriptive survey method was used to serve the purpose.

SAMPLE:
In order to achieve the objectives of the present study, a sample of 64 individuals were selected from 2 districts (Karnal, Kurukshetra) of Haryana on the basis of purposive random sampling technique.

TOOLS USED:
Keeping in view the objectives and hypotheses of the study, only one tool was used i.e. Attitude Scale Towards Small Family And Population Education by Dr. T.S. Sodhi and Dr. Guru Dev Sharma (2011).

RELIABILITY AND VALIDITY OF ATTITUDE SCALES
The average of the three coefficients computed after making Fisher's Z-transformations have been given below in

Table 1:

Sr. No.	Name of the area	Co-efficient of test –retest reliability after one month	Co-efficient of split-half reliability	Co-efficient of validity with * ** F C *** W	Average of Co-efficient of validity
1.	Attitude towards small family norm	0.63	0.64	.66 .67 .80	.70
2.	Attitude towards population education	0.62	0.65	.72 .65 .60	.65

***F= friends, **C=Colleagues, ***W=Wives**

STATISTICAL TECHNIQUES USED:
Different statistical techniques were used for analysis of data such as Mean, Standard deviation, SE_d were work out to know the nature of data and t-ratio was used to find out the difference between two groups on particular variable of study.

ANALYSIS AND INTERPRETATION OF DATA:
The present study was aimed at comparing the attitude towards small family and population education in relation to Gender and academic status of Haryana as under:

TABLE – 2 : Comparison of Mean Scores of Educated Academic Status Individuals of the Two Districts

Sr. No.	Variable	Distt	N	Mean	S.D.	S.E D	t-score	S/NS (0.05 & 0.01)
	Academic Status (Educated)	Karnal	16	55.31	5.36	1.89	1.58	NS (0.05) NS (0.01)
		Kuruks-hetra	16	58.31				

Table 2 reveal that the t-score of educated individuals of Karnal &kurukshetra districts is 1.58 which is insignificant at 0.05 & 0.01 level of significance as the table value is 2.04 (at 0.05 level) and is 2.75 (at 0.01 level).This proves that district wise due to education and awareness of educated individuals regarding limitations of big family, there is no significant difference.

TABLE-3 : N, Mean, S.D., t-score, significant/ insignificant at 0.05 & 0.01 level between Uneducated individuals of Karnal, Kurukshetra.

Sr. No.	Variable	Distt	N	Mean	S.D.	S.E D	t-score	S/NS (0.05&0.01)
1.	Academic Status (Uneduc-ated)	Karnal	16	31.75	5.77	2.03	2.70	S (0.05) NS (0.01)
2.		Kurukshetra	16	26.25				

Table 3 reveals that the t-score of educated individuals of karnal &kurukshetra districts is 2.70 which is significant at 0.05 as the table value is 2.04 & insignificant 0.01 level of significance as the table value is 2.75 at 30df.This may be due to the fact that awareness of karnal district regarding aspect of small family is a little bit higher than that of Kurukshetra district.so significant difference can be seen in values at 0.05 level.

TABLE-4 : N, Mean, S.D., t-score, significant/ insignificant at 0.05 and 0.01 level in attitude towards small family and population education among educated and uneducated individuals of Karnal.

Sr. No	Variable (Academic status)	Distt	N	Mean	S.D.	S.Ed	t-score	S/NS (0.05 & 0.01)
	Educated Uneduc-ated	Karnal	16	55.31	6.08	2.149	10.96	S (0.05) S (0.01)
			16	31.75				

Table-4shows that t-value for attitude towards small family and population education among educated and uneducated individuals of karnal district is 10.96.This obtained value is much higher than table value(2.04) for significance at 0.05 levels and table value(2.75)for significance at 0.01 levels for 30 df. This means that there is significant difference among educated and uneducated individuals on their attitude towards small family and population education of Karnal district.

TABLE-5 : N, Mean, S.D., t-score, significant/insignificant at 0.05 and 0.01 level in attitude towards small family and population education among educated and uneducated individuals of Kuruksetra.

Sr. No	Variable (Academic status)	Distt	N	Mean	S.D.	S.E d	t-score	S/NS (0.05&0.01)
	Educated Uneduc-ated	Kuruksh-etra	16	58.31	5.01	1.76	18.21	S (0.05) S (0.01)
			16	26.25				

Table-5shows that t-value for attitude towards small family and population education among educated and uneducated individuals of kurukshetra district is 18.21.This obtained value is much higher than table value (2.04)for significance at 0.05 levels and table value (2.75) for significance at 0.01 levels for 30 df. This means that there is significant difference among educated and uneducated individuals on their attitude towards small family and population education.

TABLE-6 : N, Mean, S.D., t-score, significant/ insignificant at 0.05 and 0.01 level in attitude towards small family and population education among educated individuals in relation to their gender of Karnal.

Sr. No	Variable (Academic status)	Distt	Gender	N	Mean	S.D.	S.Ed	t-score	S/NS (0.05 &0.01)
1.	Educated	Karnal	Male	8	55.12	5.65	2.825	1.65	NS (0.05) NS (0.01)
2.			Female	8	55.8				

Table-6 shows that t-score for attitude towards small family and population education among uneducated male and female individuals of Karnal district is 1.65.This obtained value is much less than table value(2.14)for significance at 0.05 levels and table value(2.98)for significance at 0.01 levels for 14 df. This means that educated male and female individuals are not differ significantly on their attitude towards small family and population education.

TABLE-7 : N, Mean, S.D., t-score, significant/insignificant at 0.05 and 0.01 level in attitude towards small family and population education among educated individuals in relation to their gender of Kurukshetra.

Sr. No	Variable (Acade-mic status)	Distt	Gender	N	Mean	S.D.	S.Ed	t-score	S/NS (0.05 & 0.01)
1.	Educated	Kuruk-shetra	Male	8	57.87	5.59	2.79	0.315	NS (0.05)
2.			Female	8	58.75				NS (0.01)

Table-7 shows that value of t-test for attitude towards small family and population education among educated male and female individuals of Kurukshetra district is 0.315.This obtained value is much less than table value(2.14)for significance at 0.05 levels and table value(2.98)for significance at 0.01 levels for 14 df.This means that educated male and female individuals are not differ significantly on their attitude towards small family and population education.

TABLE-8 : N, Mean, S.D., t-score, significant/insignificant at 0.05 and 0.01 level in attitude towards small family and population education among uneducated individuals in relation to their gender of Karnal.

Sr. No.	Variable (Academic status)	Distt	Gender	N	Mean	S.D.	S.Ed	t-score	S/NS (0.05 & 0.01)
1.	Uneducated	Karnal	Male	8	32.12	6.87	3.43	0.22	NS (0.05)
2.			Female	8	31.37				NS (0.01)

Table-8 shows that t-score for attitude towards small family and population education among uneducated male and female individuals of Karnal district is 0.22.This obtained value is much less than table value (2.14) for significance at 0.05 levels and table value(2.98)for significance at 0.01 levels for 14 df. This means that uneducated male and female individuals of Karnal district are not differ significantly on their attitude towards small family and population education.

TABLE-9 : N, Mean, S.D., t-score, significant /insignificant at 0.05 and 0.01 level in attitude towards small family and population education among uneducated individuals in relation to their gender of Kurukshetra.

Sr. No.	Variable (Acade-mic status)	Distt	Gender	N	Mean	S.D.	S.E d	t-score	S/NS (0.05 &0.01)
1.	Uneduca-ted	Kurukshetra	Male	8	27.5	4.72	2.36	1.05	NS (0.05)
2.			Female	8	25				NS (0.01)

Table-9 shows that t-value for attitude towards small family and population education among uneducated male and female individuals of kurukshetra district is 1.05.This obtained value is much less than table value(2.14)for significance at 0.05 levels and table value(2.98)for significance at 0.01 levels for 14df. This means that uneducated male and female individuals are not differ significantly on their attitude towards small family and population education.

CONCLUSION

The overall favourable attitude, found in the study, among the educated parents in the rural and urban community towards the population education is indicative of the success of Government endeavours towards Universal education and awareness activities regarding population control. And this was evidenced across tribal and non-tribal population. Mass media and information technology revolution has helped in shaping the attitude of people towards population education and small family. However, more improvement can be witnessed regarding hazards of large family size for development of family and also on country's development.if schools could be successful in generating parental involvement as well as work upon thei feedback on developing positive attitude regarding population education and small family size. Better employment opportunities and income generation plans would go a long way in improving the financial status of the rural poor and thereby enhancing their favourable attitude and interest in planning their family size.

studies could compare a larger sample to shed more light on the issue. The limitation of the present study by being confined to two districts of Haryana migl have camouflaged the real state of affairs. Inclusion of other sections, i.e. student themselves and elderly can make the results more generalisable.

IMPLICATION OF THE STUDY-

The findings of the study imply that our educational system may have to be tuned to meet the issues of population problems and attitude of couples regarding their family size . In this process, in addition to parents, the school teachers play an important role. It would be appropriate if the teachers at the school level and also at college level should be given orientation training in population education and ways to control family size. The teacher's attitude towards population related issues is also equally important.

SUGGESTIONS

Due to the limitation of time and recourses only a small sample of 64 individuals has been taken.

1. A study of similar type can be done with some other tool of research to check correctness of data.
2. A comparative study can be done to study the population awareness of the science and arts post graduate students.
3. A comparative study on more population sample can also done to find attitudes towards population awareness between the demographers and literate people.

RECOMMENDATIONS:

1. Concept of 'population explosion' with special reference to its hazards in development of country should be made clear in school curriculum
2. All contents and activities to perform in this direction should give special emphasis in teacher education programmes.
3. The concept of population education should be cleared to teachers and attitude towards small family should be developed at early stages of education.
4. Special campaign to aware uneducated couples regarding development of attitude towards small family should be included in government policies.

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