

**AN EXPLORATORY STUDY ON
RURAL AND URBAN SCHOOLS – A GENERAL VIEW**

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ABSTRACT

Education transforms a person life. Indian economy is split in two main groups, based on standard of living between the urban and rural areas. India's greater growth attention is towards industrialization and urban infrastructure, which paved the rural areas in the dust and has caused the imbalance between urban and rural societies. However, technology is bringing closer these societies. Still rural and urban schools are characterized by unique strengths and weaknesses, they are the same when it comes to resources and learning environment, but it has deprived somehow deserve less.

Hence, an attempt is made to know the factors influencing the students to choose the schools and is there a difference in quality education among the rural and urban societies or whether it influences on the students characteristics and their background; and to explore the commonalities between the two societies. A well structured questionnaire was given randomly given on convenient basis and analysed the data in percentage form. The study was limited to Bangalore the centre of Karnataka State, India. The analysis reveals that the life style of parents, parental education has greater impact in urban schools compared to the other rural areas. Their choices of schools differ from area to area and other factors too.

Key words: quality education, parental education, absenteeism, community involvement

INTRODUCTION

The history of rural schools starts with many children not having schools close enough to attend, and were stopped to attend the classes or continue their education. The children were needed to do household chores, help them at farm or to take care of their siblings. But drastically, there was an improvement in construction of more number of schools in rural areas and provide better transportation in late 1950, realised to have a better education. This led to generally improve academic achievement and curriculum alongside with urban schools and still lacking in technology access and qualified teachers.

Many have the beliefs that urban schools are failing to educate the students and they are only serving them, though the schools are doing a good job over the conditions are awful. The perception is that urban students achieve less in school, attain less education and encounter less success in the life.

The perceived performance of urban youth to home and school environments are not foster educational and economical success. Urban educators growing challenges of educating urban youth who are increasing presently problems such as poverty, limited English proficiency, family instability and poor health. However, many testimonial reports opine that the condition of urban schools feed the perception that urban students flounder in decaying, violent environments with limited opportunities

STATEMENT OF THE PROBLEM

Some believe that education in rural schools is better than education in urban schools, while other disagree. However, recent research does not provide a clear evidence that rural schools are inferior to urban schools and analysis reveals that rural schools achieve more mean annual gains in performance that equal or better with their urban counterparts. Urban schools are failing to educate the students they serve. The students achieve less in school, attain less education and less success too. Urban educators report that the growing challenges of educating urban youth are facing more problems may be because of the students increasing presently problems like poverty, limited English proficiency, family instability and poor health.

OBJECTIVES OF THE STUDY

- ⇒ To analyse the factors influence the students to choose the schools
- ⇒ To know-how the quality of education is differing in urban and rural areas
- ⇒ To explore the differences between urban and rural students with characteristics

RESEARCH METHODOLOGY

Methodology : Random method

Sample size : 100 inclusion of students, parents and faculty members (50 each representing from urban and rural area in Bangalore)

Sampling method : convenient sampling method

Sources of Data Collection : Questionnaire

Books, Internet and discussions and interviews

LIMITATIONS OF THE STUDY

Limitations of this study may result from this author's personal bias as well as that of prior respondents' response. This paper is also limited to research done previously and a lack of available studies relevant to this topic. It is limited to Bangalore city and sticking to few rural and urban areas due to limited time and unavailability of the resources.

DATA ANALYSIS AND INTERPRETATION

Table 1 : Showing the respondents factors for choosing the schools in urban or rural area

Particulars	Urban (%)	Rural (%)
Difficulty in speaking English	90	100
Health	75	20
Performance of the Institute	81	64
Student background with respect to academics	92	58
Student family background	97	65
Safety	77	83
Poverty	56	83
Experiences of the Institute	92	85
Student outcomes	97	92
Infrastructure	82	50
Technology	96	54
Community involvement	25	56

Sports facilities	56	28
Recreation facilities	12	10
Efficient library	64	38

Source : Primary source

Analysis : From the above, we can state in urban area the choice factor is based highly on communication, family background, student outcomes, technology, followed by students background with respect academics, experience of the institute and others, whereas in rural areas preference is given in speaking English, student outcomes, safety followed by other factors, respectively.

Table 2 : Showing the respondents families background influences more on education

Particulars	Urban (%)	Rural (%)
High parental educational attainment	95	22
Parents with high expectations for their education	97	85
Frequent visits to the school by parents	45	65

Source : Primary source

It is inferred that

- In urban areas to pursue children education, most of the schools have made it mandatory that high parental education attainment (atleast any of the couple is degree / post degree holder) is required, whereas in rural areas there is no mandatory norms and few schools are influenced by the urban areas and failing to be success in it.
- Irrespective of the urban or rural areas, the era of education and increase in competition had led the parents to be aware of knowing their children education in rural are urban areas.
- In urban areas parents life style has changed drastically, as both of them go to their workplace and are unable to frequently visit to the school, whereas in rural areas though their occupation is seasonal or other employment but pave for frequent visit to the school.

Table 3 : Showing the respondents family structure influences the education outcome

Particulars	Urban (%)		Rural (%)	
	Yes	No	Yes	No
Living in two parent	83	17	98	02
Less likely to live in two parent families	76	24	67	33
Living in single parent	81	19	72	28
Living without parents	57	43	71	39

Source : Primary source

Analysis : It is clearly implied that students living with parents have greater outcome followed by single parent in both the areas.

Table 4 : Showing the respondents stability in schools has an impact on education outcome

Particulars	Urban		Rural	
	Yes	No	Yes	No
Frequently changing the schools	84	16	73	27

Source : Primary source

Analysis : There is a greater impact on the students changing frequently the schools and their outcome is also affected on this, as they need more time to get acclimatized to the new environment.

Table 5 : Showing the respondents location factor influences the education

Particulars	Urban (%)	Rural (%)
Yes	97	94
No	03	06

Source : Primary source

Analysis : The respondents give the positive reply implying that the schools residing in semi-urban and semi-rural areas have greater impact compared to schools residing in sub-urban and sub-rural areas.

Table 6 : Showing the teacher absenteeism influences the education quality on respondents

Particulars	Urban (%)		Rural (%)	
	Yes	No	Yes	No
Teacher absenteeism	78	12	62	38

Source : Primary source

Analysis : Teacher absenteeism as an indicator morale, was more of a problem in urban schools, rural schools is an factor influences the quality of education.

Table 7 : Showing the respondents participation in other programmes (inbound / outbound)

Particulars	Urban (%)		Rural (%)	
	Yes	No	Yes	No
Students are given opportunity to participate in other programmes	89	10	67	23

Source : Primary source

Analysis : The students are more given an opportunity to participate in other programmes either inbound or outbound preferable more in urban areas compared to rural areas, but few respondents have explored that in rural areas, students are permitted to participate in inbound programmes in rural areas too. Hence, students in schools were just as likely as their non-urban counterparts are to be offered and to participate in certain programs and courses

Table 8 : Showing the respondents cause on behavioural problems also has an impact on education for the respondents

Particulars	Urban (%)		Rural (%)	
	Yes	No	Yes	No
Student absenteeism	93	17	80	20
Class room discipline	85	15	73	17
Weapon possession	66	34	22	78
Student pregnancy	63	37	23	77
Use of alcohol	28	72	68	32
Use of drugs	57	43	38	62
Pre-marital affairs	55	45	58	42

Source : Primary source

Analysis : From the above table it is clearly shown that student behavior problems were more common in urban schools than in other schools, particularly in the areas of student absenteeism, classroom discipline weapons possession, and student pregnancy. However, the use of alcohol was less of a problem in urban schools than in rural schools.

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FINDINGS

- In urban areas the choice factor is based highly on communication, family background, student outcomes, technology, followed by students background with respect academics, experience of the institute and others, whereas in rural areas preference is given in speaking English, student outcomes, safety followed by other factors, respectively.
- In urban areas to pursue children education, most of the schools have made it mandatory that high parental education attainment (atleast any of the couple is degree / post degree holder) is required, whereas in rural areas there is no mandatory norms and few schools are influenced by the urban areas and failing to be success in it.
- Irrespective of the urban or rural areas, the era of education and increase in competition had led the parents to be aware of knowing their children education in rural are urban areas.
- In urban areas parents life style has changed drastically, as both of them go to their workplace and are unable to frequently visit to the school, whereas in rural areas though their occupation is seasonal or other employment but pave for frequent visit to the school.
- Students living with parents have greater outcome followed by single parent in both the areas.
- There is a greater impact on the students changing frequently the schools and their outcome is also affected on this, as they need more time to get acclimatized to the new environment.
- Schools residing in semi-urban and semi-rural areas have greater impact compared to schools residing in sub-urban and sub-rural areas.

- Teacher absenteeism as an indicator morale, was more of a problem in urban schools rural schools is an factor influences the quality of education.
- The students are given more opportunity to participate in other programmes either inbound or outbound preferable more in urban areas compared to rural areas, but few respondents have explored that in rural areas, students are permitted to participate in inbound programmes in rural areas too. Hence, students in schools were just as likely as their non-urban counterparts are to be offered and to participate in certain programs and courses
- Student behavior problems were more common in urban schools than in other schools, particularly in the areas of student absenteeism, classroom discipline weapons possession, and student pregnancy. However, the use of alcohol was less of a problem in urban schools than in rural schools.
- **Other commonalities among rural and urban schools are**
 - It is required to have enough qualified teachers both in rural and urban areas.
 - Overcrowding of the students in the class rooms in urban areas to be reduced.
 - Still it remains as a debate in the class size in urban areas, whereas in rural areas, there are no class rooms at all.

CONCLUSION

Rural schools thrive on the sense of being a part of something that matters. Rural schools provide the opportunity often through academic accomplishments while the same can hold true for urban schools, but there appears to be an even greater degree of community in rural schools. The quality of the school district was not a possible factor in deciding in what school district to enroll one's child. Students simply attended school in the district where they lived. If parents wanted their child to attend another school, they were either forced to move or pay tuition. Student performance is influenced on accountability, curriculum, qualified teachers, technology, and community involvement. All seem play a big role in the performance of children in both urban and rural schools.

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