

A Study on Knowledge and Attitude of Prospective Teachers towards Population Education

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Abstract : Population education emphasizes knowledge about the quality and quantity of population for happy human existence. Population education is essentially related to human resource development. It is not only concerned with population awareness but also with developing values and attitude, which take care of the quality and quantity of population. The Prospective teacher belong to the elites in the society. They are more likely to attain high social and occupational status by entering into professions such as teachers, public health workers, high officials, political leaders and social workers. Prospective teachers may be a good messenger for spreading the awareness regarding the population related issues and challenges. They may be also suggesting their students (As they have to deal with the students at secondary level at the age of adolescence) regarding the cause and consequences of uncontrolled population growth and population explosion. So, adolescence may able to ready to plan their future life for betterment of society, nation as well as the world, and have a favorable attitude regarding implementation of the policies and plans of Govt. in national interest.

Key Word: Prospective Teacher, Teacher Education, Knowledge, Attitude

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INTRODUCTION:

Population education as the name itself indicates is an educational programme which is intended to make people aware of all the problems of population and help them to tackle effectively the problems of population. However, a clear understanding and definition of what is necessary before it is introduced and implemented on any considerable scale.

Population education therefore involves people in the learning process and widens their understanding of population related issues in a broader perspective and helps in developing appropriate skills analysing and defining the issues in a way which is personally meaningful and socially relevant, To add further the component of population education were formulated in such a manner which explains the widening gap between population growth and food supply, employment, health, housing, transportation, recreation education, security, environment and so on.

Thus, population education emphasizes knowledge about the quality and quantity of population for happy human existence. Population education is essentially related to human resource development. It is not only concerned with population awareness but also with developing values and attitude, which take care of the quality and quantity of population.

Population education is a lifelong process. It cannot be considered as a co-terminus with formal schooling. To face different population problems arising from time to time, population education is essential. Hence population education should begin with beginning and end with end life.

The objective of an educational programme is basically to assist learners to acquire knowledge, understanding, skill and attitudes conducive to individual development and the good of society. Population education is an educational programme that is intended to influence the attitude and perspective of prospective teachers in respect of population matters. It has been shown by many investigations that knowledge influence attitude and attitude in terms influence perspectives. Such being the case, if education the population matters is given. It is likely to influence favorable perspectives pertaining to population matters. Population education therefore becomes a pre – condition for desirable perspective in population issues.

NEED OF THE STUDY

The need of education about population issues was initially felt due to population explosion in the world but later its need was even felt by those countries who were facing the population problems other than its increasing size, like decrease in population, increase in density, inappropriate distribution, imbalanced sex ratio, undesirable change in population composition, poor quality of life, unemployment, higher mortality rates etc. Thus, all communities and countries now need population education

The Prospective teacher belong to the elites in the society. They are more likely to attain high social and occupational status by entering into professions such as teachers, public health workers, high officials, political leaders and social workers.

Prospective teachers may be a good messenger for spreading the awareness regarding the population related issues and challenges. They may be also suggesting their students (As they have to deal with the students at secondary level at the age of adolescence) regarding the cause and consequences of uncontrolled population growth and population explosion. So, adolescence may able to ready to plan their future life for betterment of society, nation as well as the world, and have a favorable attitude regarding implementation of the policies and plans of Govt. in national interest. In this regard many theses review K.S. (2010) studied on "Perspectives on Population Education", while referring to its research findings, expressed the view that population attitudes and relative knowledge are interrelated. The findings their research have led to a more positive approach among mothers than fathers. Kulshreshtha, S. (2010) studied that "Educating the Population Education of Education" in its study found that untrained teachers have a positive attitude compared to educated teachers. Agrawal, Saraswati (2011) shows in their study that "Awareness of Primary and Secondary Level Education towards population problem and population education" Investigator Found that upper caste teachers more than other teachers have a positive outlook. Jose, K. Biju (2011) conducted a study on "A study to assess the knowledge and attitude of adolescent high school students regarding HIV/AIDS in selected high schools of Greater Guwahati" by taking 180 samples. Patel, D.K. Bharat (2012) conducted a study on "A study on awareness of population education

among B.Ed. Trainees with reference to different variables.” The study showed that more awareness of population education was found in trainees of science than those of common stream. 76% awareness was found among the trainees of commerce stream. Patel, Bharat Kumar D. (2012), studied the awareness of population education of trainees in the context of various variables for B.Ed. students. Saha, Bimpi (2013) conducted a study on “A study on attitude and knowledge towards population education among senior secondary school students of Tezpur town of Assam” (M.Ed. Dissertation). Chakrabarty, Ipsita (2013) observed on, “A study on knowledge, attitude and awareness of school going adolescents towards sex education with special reference to Kamrup District of Assam” (M. Ed Dissertation). Medhi, Ranju (2014) revealed a study on, “A study on the knowledge and attitude towards HIV/AIDS among the school going Adolescents of Kamrup District.” Sharma, Hemant Lata (2014) noted the “A study of Attitude of school teachers towards Population Education”. You find that urban teachers have more attitude than local teachers. Chauhan, Ekta (2014) revealed “A comparative study of anxiety and emotional competencies of college going students in relation to mode of population” a thesis submitted to Dr. B.R. Ambedkar University, Agra. Gahir, Kala Singh (2016) “A study of the attitudes of scheduled castes towards population education and environmental education in relation to their family size and educational levels” at Himanchal Pradesh University. Narender Kumar (2019) reviewed “Population Characteristics and Family welfare in Azamgarh District: A geographical study.” Banaras Hindu University. Chaturvedi, Divya (2020) studied “Effect of Population and environment deterioration on the dynamics of interacting populations in ecosystems: Mathematical modal-based” presented at Jiwaji University, Gwalior. In this context, it is necessary to know the result of these efforts. The information regarding this would enable the teachers, curriculum constructors and personnel responsible for the preparation of learning materials, to provide better strategies and plans of action meant for revitalizing programs in Population Education.

STATEMENT OF THE PROBLEM -:

“A study on perception of prospective teachers towards population education”

DEFINITION OF THE TERMS USED:

Knowledge:

In present study the term knowledge refers to the amount of awareness regarding the population related issue and challenges like, uncontrolled population, Population explosion, cause and consequences of population related challenges, government’s policies and the process of implementation of said policies towards population education.

Attitude:

The term of Attitude usually implies opinions acceptance and rejection of the object in question or we can say attitude is a degree of the positive or negative effect associated with any object in present study the term attitude refers to the degree of positive or negative affect towards the population education and population education.

Population education:

In present study the term population education may be considered as the combination of the problem regarding population such as, population explosion, population growth and how such growth affects upon every sphere of human life. (Social, Economic, Political, Geographical, and especially our environment that also cause unsustainable development)

Prospective teachers:

The term prospective teachers refer to a person who is pursuing a professional course in a teacher’s educational in institutions, where training will be recognized by the award of an appropriate degree in a concerned field. In present study the prospective teachers will be considered as the persons who are pursuing their bachelor of education programme.

OBJECTIVES OF THE STUDY:

In present study the following objectives has been formulated:

To study the knowledge of prospective teachers towards population education.

To study the level of attitude of prospective teachers towards population education.

HYPOTHESES OF THE STUDY:

In present study the following Hypotheses has been formulated:

H0 1.0 There is no significant difference among prospective teachers with regard to knowledge of population education.

H0 2.0 There is no significant difference among prospective teachers with regard to attitude towards population education.

DELIMITATION OF THE STUDY:

The study is confined to the prospective teachers who were enrolled for B.Ed. two year’s programme.

The study is delimited to the Agra and Aligarh and Etah district. Only.

The study is delimited with knowledge and Attitude towards Population Education.

RESEARCH DESIGN OF THE STUDY:

A research design includes the following component:

METHOD OF THE STUDY:

Descriptive survey method has used for pursuing the proposed study.

POPULATION:

All Prospective teachers who enrolled for B.Ed. Curriculum in Agra, Aligarh and Etah district have been considered as the population of research work for the presented study.

SAMPLE AND SAMPLING TECHNIQUE

At first researcher select 15 B.Ed. College out of 220 B.Ed. College by using purposive sampling technique. Then 600 prospective teachers were selected from 15 B.Ed. colleges by using stratified random sampling technique. The sample was further classified on the basis of their Gender (Male/Female), Locality of College (Urban/Rural), subject stream (Science/Arts) Religion (Hindu/ Muslim) and SES

VARIABLE OF STUDY:

The variables used in the study are of two types, the independent variable and the dependent variable.

Independent variables - Population education (Sex, locality, Stream of the Study and SES)

Dependent Variables – Perception (Knowledge, attitude and prospective)

TOOLS USED FOR PRESENT STUDY:

In present study researcher used two self-made tools and one standardized tool for data collection:

The following tools were used for the present study:

Population Education Knowledge Test

Population Education Attitude Scale

Social Economic Status Scale standardized by Dr. Rajeev Lochan Bhardwaj (2014)

STATISTICAL TECHNIQUE USED IN ANALYSIS OF THE DATA:

Mean, Standard Deviation, T-Test, and ANOVA- One way variance have used for statistical analysis of the data.

DATA ANALYSIS

Level of knowledge of prospective teacher's regarding population education

Sr. No	Score Range	N	M	SD	%	Level
1	38-50	100	41.85	2.7	16.7 %	High Awareness
2	25-37	384	31.27	2.98	64 %	Average Awareness
3	00-24	116	21.78	3.55	19.3 %	Low Awareness

Level of attitude of prospective teacher's regarding population Education

Sr. No	Score Range	N	M	SD	%	Level
1	206-250	89	222.47	8.8	14.8	More Favorable Attitude
2	162-205	417	183.24	11.33	69.5	Favorable Attitude
3	111-161	94	150.92	8.46	15.7	Unfavorable Attitude

Mean SDs and t- values of Knowledge among prospective teachers regarding population education

Variable	Knowledge of prospective teachers regarding population related issues and challenges				
	Sub Variable	N	Mean	SD	t- values
Gender	Male	300	30	6.56	3.63*
	Female	300	32	6.72	
Location of College	Urban	300	32.38	7.51	4.41*
	Rural	300	30	5.6	
Subject stream	Science	300	33.6	7.95	5.8*
	Art	300	30	5.63	
Religion	Hindu	450	32.4	6.61	5.28*
	Muslim	150	29.6	5.36	
SES Level	Middle Class (40-59)	316	29.5	5.82	2.66*
	Upper Middle Class (59-69)	211	29.36	6.33	2.85*
	Upper Class (70 and above)	73	28.5	7.09	3.29*

Mean SDs and t- values analysis of Attitude among prospective teachers regarding population education

Variable	Attitude of prospective teachers regarding population related issues and challenges				
	Sub Variable	N	Mean	SD	t- values

Gender	Male	300	178.6	18.6	0.88(NS)
	Female	300	180	19.17	
Location of college	Urban	300	180	18.5	6.85*
	Rural	300	178	19.37	
Subject stream	Science	300	180	19.67	4.16*
	Art	300	178	18.66	
Religion	Hindu	450	184.8	14.9	4.33*
	Muslim	150	176.3	14.88	
SES Level	Middle class	316	178.45	19.64	1.99*
	Upper middle class	211	181.5	20.12	2.68*
	Upper class	73	177.67	15.45	2.60*

FINDINGS OF DESCRIPTIVE ANALYSIS

- It is finding out that among 600 prospective teachers, 16.7 % (100) of prospective teachers have high awareness, 64 % (384) of prospective teachers have average awareness and 19.3 % (116) of prospective teachers have low awareness regarding population related issues and challenges.
- It is revealed that among 600 prospective teachers 14.8 % (89) of prospective teachers have more favourable attitude, 69.5 % (417) of prospective teachers have favourable attitude and 15.7 % (94) of prospective teachers have unfavourable attitude regarding population related issues and challenges.
- It is revealed from table 4.7.2 that among 600 prospective teachers 17.8 % (N=107) of prospective teachers have high perspective, (M= 55.7), 73.2 % (N=439) of prospective teachers have average perspective (M=42.7) and 9 % (N=54) of prospective teachers have low perspective (M=37.4) regarding population related issues and challenges.
- In respect of male and female prospective teachers on knowledge regarding population education mean score of female prospective teacher is more favourable than male prospective teachers. The difference between mean scores of male and female prospective teachers were found significant at 0.01 level of significance. So null hypothesis is rejected.
- In respect of urban and rural prospective teachers on knowledge regarding education mean score of urban prospective teacher is more favourable than rural prospective teachers. The difference between mean scores of urban and rural prospective teachers were found significant at 0.01 level of significance So null hypotheses is rejected.
- In respect of science and arts stream of prospective teachers on knowledge regarding population related issues and challenges mean score of science prospective teacher is more favourable than arts prospective teachers. The difference between mean scores of science and arts prospective teachers were found significant at 0.01 level of significance (t- value 5.8) so null hypotheses is rejected.
- In respect of Hindu and Muslim prospective teachers on knowledge regarding population education mean score of Hindu prospective teacher is more favourable than Muslim prospective teachers. The difference between mean scores of Hindu and Muslim prospective teachers were found significant at 0.01 level of significance (t- value 5.28) so null hypotheses is rejected.
- In respect of SES and knowledge regarding population education Middle class prospective teacher is more favourable other than upper middle and upper class. So null hypothesis is rejected.
- In respect of attitude of male and female prospective teachers towards population education mean score of female prospective teacher is more favourable than male prospective teachers regarding population education. The difference between mean scores of male and female prospective teachers were found not significant at 0.05 level of significance (t- value 0.88) so null hypotheses is accepted.
- In respect of attitude and location regarding population education mean score of urban prospective teacher is more favourable than rural prospective teachers. The difference between mean scores of urban and rural prospective teachers were found significant at 0.01 level of significance (t- value 6.85) so null hypotheses is rejected.
- In respect of subject stream and attitude regarding population education mean score of science prospective teacher is more favourable than arts prospective teachers. The difference between mean scores of science and arts prospective teachers were found significant at 0.01 level of significance (t- value 4.16) so null hypotheses is rejected.
- In respect of religion and attitude regarding population related issues and challenges mean score of Hindu prospective teacher is more favourable than Muslim prospective teachers. The difference between mean scores of Hindu and Muslim prospective teachers were found significant at 0.01 level of significance (t- value 4.33) so null hypotheses is rejected.
- In respect of SES and attitude regarding population education Middle class prospective teacher is more favourable other than upper middle and upper class. So null hypothesis is rejected.

EDUCATIONAL IMPLICATIONS

- The present study humble beginning in the direction of improving the perception of prospective teachers about population education:
- The study is useful for the planners of teacher education for pre service teachers.
- The study will help teacher educators to evaluate population education course in terms of their perception on population education and its implementation in pre-service teachers training classrooms.
- The study is also help in exercising training of prospective teachers in such a way.
- The study will help teacher education institution in making available all required teaching materials and books in library to motivate, encourage and educate the teacher educators and the prospective teachers alike.
- The study will also help in understanding the importance of including seminars, workshop on population education in teacher education curriculum.
- The study highlights the importance of trained and experienced teacher educators on the subject.
- It became all the more important to consider making population education component compulsory part in teacher education curriculum since female teachers who are interested with the responsibility of focusing of all around development of their students.

SUGGESTION FOR FUTURE RESEARCHES

- Considering the fact that the present study has been restricted to the state of Uttar Pradesh only. it may be undertaken in different state of India.
- Considering the fact that the present study has been conducted on prospective teachers only, it may be simulated on the teachers of primary, secondary and senior secondary school also.
- Considering the fact that the present study has been conducted on prospective teachers only, it may be simulated on parents, students and teachers also.
- Considering the finding that arts stream and Muslim prospective teachers are less aware on the subject of population related issues and challenging and science and Hindu prospective teachers more aware on the subject, study regarding curricular intervention in teacher education on the subject may be undertaken.

CONCLUSION:

It is observed that study will prove helpful to the causes an indirect approach to make teachers aware of the need for population education cannot be underestimated.

Population education assumes importance in view of the complicated environment in social, economic, political, religious and moral context. The proximity interaction, adjustment and need appreciation are currently preludes to a normal healthy living of male and female population, where each one is closely knit into the system that modern society provide.

Much of it can be achieved by proper education. As responsible citizen of tomorrow, student need to have a sound knowledge and a proper understanding of the contemporary issues and problems of the society and develop necessary skill, sensitivity and attitude to handle them.

From the above discussion we can very well appreciate the necessity of population education in school in the present scenario as education is a crucial agent for achieving sustainable development and creating a literate and educated society which is motivated and equipped to influence decision making.

Consequently, teachers play a key role in educating the future generations. Adequate preparation of teachers in teacher training programme in the field of population education is a prerequisite for their ability to design and implement effective strategies to teach population education. Therefore, one of the major challenges facing population education today is to strengthen the professional development of teachers, including the component of pre-service education.

This study is only a step towards such an attention. The development of proper awareness about population education is essential for prospective teachers because if they are aware, the day will come soon when all the students and eventually the world will become aware and the problem that are existing in the society today because of ignorance and misconception due to lack of population education, will be solved.

Thus, there is an urgent need for emphasizing awareness about population education among prospective teachers. It is responsibility of teachers training colleges and universities to groom teachers for this task. The objective, curriculum and methodology of population education in teacher education needs to be incorporated urgently.

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