Urban and Rural Education System Performance in SchoolScenario

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ABSTRACT: Education plays a remarkable role in the economic development of any country. Over the last decade, , there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of education. There are a number of problems facing rural education. They include inadequate quality institutions, low Gross Ratio, high level of dropouts, high fee of education, lack of equity, too much political intervention and absence of stringent enforcement measures, inadequate infrastructure and absence of competent and qualified faculty. The gross disparity is evident when we compare the urban and rural education. While many cases of urban education is slightly higher than the minimum prescribed as a pre-requisite for socio-economic development, the rural areas portray a dismal picture. The gross enrolment is even worse in case of females. With majority of our population living in rural areas, remedial measures have to be introduced on a priority basis. These could include improving the quality of education, creation of social and economic awareness to tackle dropouts, supplementing public funding and promotion of research. The task is difficult but not impossible. With the right policy mix surely the higher education could look forward to better and more equitable prospects.

KEYWORDS: Urban School, Rural School, School Performance, Education System, Education life style

I. INTRODUCTION

The provision of education in rural areas and schools has been associated with inferior opportunities for student achievement. A wide range of literature documents a disparity in educational achievement between rural and urban schools. Research suggests that a difference in urban and rural achievement is particularly evident in science and mathematics. Teacher recruitment, inefficient resources and pupil aspirations have been identified to possibly impact rural education.

Research specific to urban and rural education has previously used a variety of different measures to determine the locational context of the school. However, there have been problems in past research where researchers have neglected to clarify the locational context in which the research has been conducted, with some failing to supply sufficient detail about the location of the research, reducing definitions down to a simplistic form[1].

This paper reports on the background literature and methodology towards assessing any achievement gaps in students examination results from rural and urban schools in Lincolnshire, making comparisons across and between urban and rural grammar and comprehensive schools.

Students from urban and rural areas differedlittle intheirlevels of occupational aspirations. Studentsfrom rural areas will need to leave their communities tofulfill their occupational aspirations. Rural communities will continue to export their brightestand most capable youth. This will further compound theproblems faced by many of these communities To improve productivity and there by the income of the rural poor; (ii) To ensure enlarged employment opportunities at a faster pace; (iii) To achieve the removal of unemployment and a significant reduction in under employment; (iv) To ensure an appreciable rise in the standard of living of the poorest sections of the population; and (v) To provide some of the basic needs of the people - clean drinking water, elementary education, health care, rural roads etc.[2].

Figure 1. Infrastructure in urban sector in two different school.

Figure 2. Infrastructure in rural sector in two different school.

II. STUDENTS PERFORMANCE IN RURAL AND URBAN AREAS EDUCATION

Either rural or urban education is the most dominant and significant feature in community development. School has to play a major role in ensuring the successful of the development. Besides that, students are also need to be active in co curriculum activity along with high academic achievement. The learning environments also have major roles to play in learning and the area where the students' lives can determine their performance in their studies. Reasons for the variations in achievement are geographic location, resources, availability of technology and also the quality of teachers. These studies want to investigate the differences between students' performance in rural and urban areas. This purpose is to determine whether learning environment or living area is one of the factors that contribute to their low performance. Urban area relates to the area that are surrounding by cities and it is well populated areas compared to rural area which is sparsely populated areas and it usually farmland or country areas.

"The learning environments also have major roles to play in learning not only of social studies but of other disciplines in the school curriculum"[3].

2.1. The research questions guiding

Utilizing an interpretive theoretical perspective, this qualitative case study Theoretical Framework as a method to analyze the community. The research questions guiding the first phase of the study asked what are the: (a) strengths of the community, (b) needs of the community, and (c) concerns of the community? The research question for the second phase of the research: What are the functions of education in the community's development? For the first phase of the study, data were collected through observations of community meetings, residents' focus groups, and city staff interviews.[4].Data collection further includes a review of school board meeting notes, and state and federal reports. The findings indicated that the educational system significantly impacted the community's development the school district facilities served as gathering places for community activities

Figure 3. *School campus in urban scenario showing group discussion.*

Figure 4.*School campus in rural scenario showing group discussion with teachers.*

2.2. The actual conditions of the rural education environment

We can explain about the changes of rural areas by much view, but it can be more clearly understood with urban society than simply the process of changes inside of rural areas because the change of rural areas is more influenced by the change of entire society, industrialization and urbanization than by the developmental change of inside of rural areas. We can group the situation of rural areas into three: a school environment, a society environment and a home environment to explain about the actual conditions of the rural education environment [5].

III. IMPLICATIONS FOR EDUCATIONAL PLANNERS

Educational planers are confronted by the fundamental challenge of trying to guide decision-makers in the best use of available resources to solve concrete educational problems of the country where they are working. If the planer's aim is to optimize the use of resources in an attempt to solve concrete problems, then what is needed is a knowledge not only of the problem but also of some alternatives for solution. When the work of the educational planner is hooked at comprehensively, a threefold process emerges, then chooses one and details this design); implementation of the design (where the planner looks at administrative, political and other obstacles to implementation and suggests some solution); and evaluation (where the planner looks carefully at consequences in the hope of improving the system's effectiveness)

Figure 5. Classes inside with digital gadget in urban school.

Figure 6. Classes inside with projector in urban school.

3.1. The social environment in rural areas

Most of the schools in rural areas are located one by one in the village, so students living near by the village can go school. but, it's hard to go to the school because the schools are also going to be merged together into a school. In the case of middle school, it's hard to go to school for the students living in the up-country because a middle school is located each small town one by one. In the case of high school, students should take lodgings or lent a room near the school, and also it can be possible to take a car for 20min to 30min because a high school is located in the big town areas. Although it's not take a long time to get to school due to private cars and a good paved road these days, there are still some of problems. The people living in rural areas have a great inconvenience that they should go to the near city to learn something: private institution for better school works, computer, art, music and etc. because they don't have not much chance to learn more except regular school. So it makes the people who are living in the rural area are worried about their pocketbooks.

3.2. The actual condition of the urban education environment.

We need to talk about the education that can learn extra such as a private extracurricular lesson, except regular school education to know the actual condition of the urban education environment. Examination of the actual condition of private extracurricular lesson and private academy can be a very important cause for the score gap between rural and urban areas. According to the survey between rural and urban areas, students in school A can learn extracurricular lesson out of school more than 54%, students in school B is 18%, students in school C is 14%, students in school D is 10%. The reason why students in school B don't learn private extracurricular lesson although there are many of private extracurricular lesson institutes near the area is that the students have to stay and study by their selves till late at night in school. This is the rule of the school. The students who have enough money, thus, can have a private extracurricular lesson or academy class except regular school class to out slowness at learning. And the educationalinequality causes the score gap between urban areas and rural areas is getting wider. I researched environmental factors out of education: the job of parents, a home environment, social position and an economic standard, which is related to the score of study.

IV. LACK OF FACILITIES AND RESOURCES

Education promotes human capital as an asset that has greater or lower rates of return depend on the quality of education that is provided. Some of the factors that contributing to the poor performance are lack or resources and poor facilities in most schools especially in rural areas. Some of schools in rural areas are dilapidated compared to those in urban areas. Several schools in rural areas do not have laboratories and this situation means that students learn science by rote learning. Facilities are important in order to make the teaching and learning process more effective. Students that live in rural areas will less expose to the using of technology because the facilities that were provided for them are not sufficient. This will make their learning process will be less effective and they will have less knowledge about current issues as well as how to use technology. Students in urban areas have many advantages in their learning process and with the advent of technology it will make easier for their study. They will more understanding with their learning with the facilities provided. [6].

V. LESS QUALIFIED TEACHERS

Teacher is the important role in order to create good performance students. Most of the teacher did not want to posting in rural area because they think it will bring difficulty to them. So, the majority of teachers that were sent to the rural areas are the new teachers that have less experience in teaching. Remarked that there is a direct relationship between the quality of teaching personnel and the quality of education process. Most of them did not master the teaching technique yet because they are still new in teaching area. When we compared to students in urban areas they usually have a teachers that have good communications skills in English. Most of teachers compete for placement in urban schools. So, rural school will have inadequate teacher and it will make their learning progress disturbed and not running properly. [7].

Figure 7. *Educative tablets to Figure ht against knowledge in urban sector.*

Figure 8. *Blackboard for education to enhance knowledge in rural sector.*

VI. FORMS OF PARENT INVOLVEMENT

Given current demands and reported levels of stress on families, schools wishing to promote involvement by parents must first acknowledge current levels of participation. Often, we find, this is not done. Because parent involvement may take many forms, schools seeking a particular type of support may overlook parent efforts in other areas. Our experience suggests that the result is often unacknowledged parents who withdraw from the school. We suggest that administrators may wish to assess where their students' families currently exhibit \involvement. Strategies for increasing involvement in other areas can then be developed. Many researchers (Epstein, Jones, Berger, Chrispeels, etc.) have developed categories of parent involvement. Effective programs will offer comprehensive opportunities for parents to become involved in all aspects of school activity. Conscious efforts must be made to be inclusive of the total parent population. Based on research and expert opinion, and drawing heavily on the work of Joyce Epstein, we have compiled this listing of the many forms parent involvement can take [8].

Figure 9. Computer technology in class room in urban and rural school.

Figure 10.Collective school canteen catering in urban and rural.

VII. SPECIAL RURAL CONSIDERATIONS

Rural schools, like their urban counterparts, are striving to increase the level of active participation of families in the education of children. Certain contextual issues common to rural communities seasonal concerns, distance from resources, actual and perceived isolation, personal relationships between school staff and community residents, the pivotal role the school plays in a community provide a backdrop for crafting local parent involvement programs which reflect the needs of rural schools and families. Through NCREL's work with rural schools across our region, we have learned many ways to work within the special contexts of rural schools, we have come to understand the factors which contribute to these contexts, and we are committed to developing strategies that work for rural schools. [9].

There are many benefits that a rural context brings to any initiative designed to boost parent involvement. Rural communities display remarkable resilience in the face of barriers. Their natural tendency to do more for themselves and view problems as challenges are resources to draw on when crafting parent involvement programs

reflective of the rural character and spirit.

We know, for example, that in rural communities the local school serves a function beyond childhood education. In many communities, schools are the location of social, recreational, civic, and cultural events. Schools are valued for roles apart from education. Rural schools might take advantage of this high regard to achieve increased participation from parents. The interdependence between school and community can be a plus and should be taken into account when planning for parent involvement. Likewise, administrators and teaching staff of rural schools are often well known and well-liked by the community's residents. As residents of a rural community themselves, they are more likely to hold the same values and concerns as their students' families. [10].

How can we solve this kind of problems?

These kinds of problems can be solved from the government. However, supporting of the government is limited. Therefore, I think it is the best solution as we can do that to go to a farm by yourself, and experience about the cultures of rural community disappearing nowadays, to help many of farmers, so we can solve the problems of rural areas one by one.

VIII.   CONCLUSION

The present study reveals that rural and urban students differ significantly in all the 6 Dimensions of personal adjustment. It further reveals that there is significant difference between rural and urban students on self-reliance, sense of personal worth, Feeling ofbelonging, with-drawl tendencies and Nervous Symptoms. Whereas both groups significantly differ on sense of personal freedom. It indicates that urban students have found to be higher in self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging, than rural students. But rural students have found to be high on with-drawl tendencies and nervous symptoms. It further shows that urban students are superior in personal Adjustment than rural students. The analysis of the data shows that there is significant difference between rural and urban girls in personal adjustment. In girls group, it has been found that rural and urban girls differ significantly on self-Reliance, Sense of personal worth, Felling of belonging, with-drawl tendencies, nervous symptoms, and sense of personal freedom, so the urban girls are higher on total personal adjustment than rural girls. The present study found that there is significant difference between rural and urban boys on sense of personal worth, sense of personal freedom, with-drawl tendencies, nervous symptoms, and feeling of belonging.

Establishing a parent involvement program in your school is not a quick, easy-to-do task. Serious undertakings such as this take considerable time and effort. Schools should start small, invest in planning, and practice the skills needed to work effectively with families. As schools become better at working with families, more families will be encouraged to participate in the schools. Everyone benefits, especially students. Supported both by school and home, students are most able to achieve to their optimal potential.

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