



The Attitude of Students Concerning Gender and Rural-Urban Dichotomy in Dire Dawa University

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KEY WORDS

Attitude
Dire Dawa University
Students attitude inventory
Learning process

Abstract: The current study was conducted to assess the attitude of higher education students. The current study sample consists of 600 students selected from the Dire Dawa University. The Student Attitude Inventory (SAI) was developed using 6 subsidies given to sample subjects for data collection purposes. The researcher used the most widely accepted and widely used mathematical methods to analyze and interpret data including mean, SD and t-test. The results showed that male students had a better and more positive attitude towards the learning process and its affiliates. In addition, these results also showed that urban students had a better learning environment than in rural areas.

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INTRODUCTION

A student is primarily a person who is enrolled in a school or other educational institution and who is the understudy to acquire knowledge, develop skills and gaining employment in the field of study^[1]. In a broad sense, a student is anyone who strives to engage in the intellectual engagement of a particular subject and faculty that is required to master it well as part of something tangible when such management is fundamental or final^[2-4].

Attitude is an analysis of an attitude, ranging from the worst to the worst. Many modern theories about attitudes allow people to argue or argue about something by simultaneously holding on to the good and the bad in the same thing. This has led to some discussions about whether that person could hold multiple attitudes toward the same thing^[5].

Attitude can be positive or negative assessments of people, objects, events, activities and ideas. It can be concrete, incomprehensible or just about anything in your area but there is controversy over specific meanings. Attitude can influence attention to psychological factors, the use of coding and interpretation information categories, judging and remembering information relevant to the situation^[6-8].

These influences are often most powerful in strong mental states that are accessible and dependent on the development of broad knowledge. The intensity and impact of the influence depend on the strengths built from the coherence of the science^[9, 10]. Attitude can direct coding, attention and behavior details, even if the person pursues unrelated goals.

Statement of problem

“Attitude of Students concerning Gender and Rural-Urban Dichotomy in Dire Dawa University”

Objectives:

- To study the Attitude of students at the higher education level
- To compare male and female students
- To compare rural and urban students on their attitudes
- To compare urban male and urban female students on their attitudes
- To compare rural male and rural female students on their attitudes
- To compare urban male and rural female students on their attitudes
- To compare rural male and urban female students on their attitudes
- To compare urban male and rural male students on their attitudes
- To compare urban female and rural female students on their attitudes

MATERIALS AND METHODS

The present study was designed to study the attitude of students concerning gender and urban-rural Dichotomy at Dire Dawa University. As such, the descriptive method of research was employed to carry out this research.

Sample: The sample for the present study consists of 600 students learning at Dire Dawa University (Table 1).

Tool: The researcher used the "Students Attitude Inventory" (SAI) to collect data from sample students of various departments from the university. This inventory consists of 90 items of 6 sub-scales. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing students learning attitudes. These aspects are attitude towards learning process, attitude towards classroom learning, attitude towards assignment practices, attitude towards educational process, attitude towards students and attitude towards teachers. This SAI appears to have reasonably high reliability and validity. The contents of its item seem appropriate for research with students.

Statistical treatment: The following treatment has been applied for the present study:

- Mean
- Standard deviation
- t-test

Table 1: The sample for the present study

Groups	Male	Female	Total
Urban	150	150	300
Rural	150	150	300
Total	300	300	600

RESULTS AND DISCUSSION

Table 2 shows the mean comparisons between male and female students for different attitudes of attitudes. The table shows that the two groups differed significantly in the 0.01 level in terms of material and students' learning processes and the two groups differed significantly in the 0.05 level in the educational process of attitude scale factor. The table goes on to show that the two groups do not differ significantly in classroom learning, assignment practice and the student of an attitude scale. The table reveals that male students have better learning process skills that include better organization, time management, better preparation and better use of building materials. They always provide students with the right ideas and perform challenging tasks, participate fully in the educational process and have good relationships with other students where both groups are similar in classroom learning, assignment practice and attitude towards teachers compared to female students on the scale.

The two groups differed significantly in the 0.01 level in the combined student's scale. It shows that male students generally have a better attitude towards learning in terms of the learning process, classroom learning, etc., compared to female students.

Table 3 shows the comparison between rural and urban students with different sizes of attitudes. The table shows that the two groups differed significantly in the 0.01 level in the learning process, or the classroom learning and these groups and the two groups differed significantly in the 0.05 level in terms of the educational process and teachers of attitude scale. The table further shows that both groups are not significantly different in the severity of assignment practices. The table reveals that urban students have better learning process skills, technology, knowledge, authority, strategic, knowledgeable, up-to-date and good listeners and have better learning in the classroom, participate more fully in the education process and have better relationships with teachers and other students compared to rural students. the two groups are similar in terms of Practice performance standards.

Both groups differed significantly in the 0.01 score on points included in the student's attitude scale. It shows that Urban general students have a better attitude towards learning through classroom learning, academic process and better relationships with teachers and other students compared to rural students.

Table 2: The mean comparison between male and female university students on attitude (N = 300 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Male	51.2600	4.9600	5.9900	Significant at 0.01
	Female	48.8800	4.7600		
Attitude towards Classroom Learning (ACL)	Male	50.0800	4.9800	0.7000	Not significant
	Female	49.8200	4.0500		
Attitude towards Assignment Practices (AAP)	Male	49.4400	5.1200	1.1300	Not significant
	Female	49.9600	4.5770		
Attitude towards Educational Process (AEP)	Male	50.1200	4.9700	2.0200	Significant at 0.05
	Female	49.3800	3.8800		
Attitude towards Students (AS)	Male	50.5600	5.0250	1.1500	Not significant
	Female	50.1200	4.2860		
Attitude towards Teachers (AT)	Male	51.6600	4.0800	8.7000	Significant at 0.01
	Female	48.3400	5.1900		
Composite score	Male	50.5200	1.8500	7.2300	Significant at 0.01
	Female	49.4100	1.9100		

Table 3: The mean comparison between rural and urban university students on attitude (N = 300 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Rural	49.4800	4.3200	2.9000	Significant at 0.01
	Urban	50.6600	5.5000		
Attitude towards Classroom Learning (ACL)	Rural	49.3600	4.1100	3.2000	Significant at 0.01
	Urban	50.5400	4.8600		
Attitude towards Assignment Practices (AAP)	Rural	49.7400	4.2500	0.2000	Not significant
	Urban	49.6600	5.4000		
Attitude towards Educational Process (AEP)	Rural	49.3400	4.1100	2.2500	Significant at 0.05
	Urban	50.1600	4.7800		
Attitude towards Students (AS)	Rural	49.0400	4.2200	7.0900	Significant at 0.01
	Urban	51.6400	4.7400		
Attitude towards Teachers (AT)	Rural	49.5800	4.2800	2.0800	Significant at 0.05
	Urban	50.4200	5.5200		
Composite score	Rural	49.4200	2.1400	10.8300	Significant at 0.01
	Urban	51.3400	2.2000		

Table 4: The mean comparison between urban male and urban female students on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Urban male	51.6400	1.9800	8.3800	Significant at 0.01
	Urban female	49.6800	2.0700		
Attitude towards Classroom Learning (ACL)	Urban male	51.1200	2.0300	4.9700	Significant at 0.01
	Urban female	49.9600	2.0100		
Attitude towards Assignment Practices (AAP)	Urban male	49.4400	1.9600	1.9700	Significant at 0.05
	Urban female	49.8800	1.9000		
Attitude towards Educational Process (AEP)	Urban male	49.7600	2.0600	3.4300	Significant at 0.01
	Urban female	50.5600	1.9700		
Attitude towards Students (AS)	Urban male	51.0400	2.0100	5.1000	Significant at 0.01
	Urban female	52.2400	2.0600		
Attitude towards Teachers (AT)	Urban male	52.0000	2.3600	11.4400	Significant at 0.01
	Urban Female	48.8400	2.4200		
Composite score	Urban Male	50.8300	2.0700	4.2200	Significant at 0.01
	Urban Female	50.1300	1.9900		

Table 4 shows the comparison between Urban male and urban female students with different measures of attitude. The table shows that the two groups differed significantly in the 0.01 level in terms of the learning process, classroom learning, educational process, teachers and students and the two groups differed significantly in the 0.05 level in the factor assignment practices of attitude scale. The table reveals that urban male students have better reading skills, make better use of building materials and resources are always fully

prepared for the classroom, manage time well and are always well organized. They have more effective classroom learning and better relationships with teachers in the way they do, good listeners, responsiveness and openness compared to urban female students. The two groups differed significantly in the 0.01 level in the combined student's scale. It shows that generally urban male students have a better attitude towards the learning process, classroom learning, academic process and better relationships with teachers and other

Table 5: The mean comparison between rural male and rural female students on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Rural male	50.8800	4.6700	5.3300	Significant at 0.01
	Rural female	48.0800	4.4100		
Attitude towards Classroom Learning (ACL)	Rural male	49.0400	2.0300	5.5100	Significant at 0.01
	Rural female	47.7600	1.9900		
Attitude towards Assignment Practices (AAP)	Rural male	49.4400	2.0700	5.9400	Significant at 0.01
	Rural female	48.0400	2.0100		
Attitude towards Educational Process (AEP)	Rural male	50.4800	5.0400	7.4600	Significant at 0.01
	Rural female	46.3600	4.0700		
Attitude towards Students (AS)	Rural male	50.0800	5.5600	6.2500	Significant at 0.01
	Rural female	46.2400	5.0700		
Attitude towards Teachers (AT)	Rural male	51.3200	4.7400	10.2600	Significant at 0.01
	Rural female	45.9200	4.3600		
Composite score	Rural male	50.2000	3.3000	8.0800	Significant at 0.01
	Rural female	48.0600	3.1800		

Table 6: The mean comparison between urban male and rural female students on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Urban male	51.6400	4.4300	7.0500	Significant at 0.01
	Rural female	48.0800	4.3100		
Attitude towards Classroom Learning (ACL)	Urban male	51.1200	3.8800	7.6500	Significant at 0.01
	Rural female	47.7600	3.7200		
Attitude towards Assignment Practices (AAP)	Urban male	49.4400	2.7100	4.5400	Significant at 0.01
	Rural female	48.0400	2.6300		
Attitude towards Educational Process (AEP)	Urban male	49.7600	4.8300	6.0600	Significant at 0.01
	Rural female	46.3600	4.9100		
Attitude towards Students (AS)	Urban male	51.0400	5.1200	8.1500	Significant at 0.01
	Rural female	46.2400	5.0700		
Attitude towards Teachers (AT)	Urban male	52.0000	5.7800	8.9900	Significant at 0.01
	Rural female	45.9200	5.9300		
Composite score	Urban male	50.8300	5.9300	7.6800	Significant at 0.01
	Rural female	47.0600	6.0800		

students compared to urban female students. Table 5 shows the comparisons between rural male and rural female students in different attitudes. The table shows that the two groups differed significantly in the 0.01 level in all aspects of the attitude scale viz. The learning process, classroom learning, assignment practices, educational process, teachers and students of the status quo. The table reveals that Male Rural students are resourceful, knowledgeable, attentive and responsive. They have more effective Classroom learning and have a better attitude towards teachers and other students compared to rural female students. The two groups differed significantly in the 0.01 level in the combined student's scale. It shows that in general, the Rural male students are generally better off in terms of the learning process, classroom learning, assignment practices, educational process and better relationships with teachers and other students compared to rural female students.

Table 6 shows the comparisons between Urban Male and Rural Women students at different levels of attitudes. The table shows that the two groups differed significantly in the 0.01 level in all aspects of the attitude scale viz. A learning process, classroom learning,

assignment practices, educational process, teachers and students of the status quo. The table reveals that urban male students are more responsive, patient, confident, ethical, flexible, flexible, open, resourceful, attentive and use time well in class compared to rural female students. Research further revealed that urban male students maintain good relationships with teachers and other students. The two groups differed significantly in the 0.01 level in the combined student's scale. It shows that ordinary urban male students have a better attitude towards the learning process, classroom learning, shared practices, educational process and better relationships with teachers and other students compared to rural female students.

Table 7 shows the comparison between rural male and urban female students with different sizes of attitudes. The table shows that the two groups differed significantly in the 0.01 level in terms of teachers and students while the two groups differed significantly in the 0.05 level in terms of the learning process, classroom learning and assignment practices of attitude scale. The table further shows that these two groups do not differ much in the seriousness of the education process. The table reveals that rural male students encourage other

Table 7: The mean comparison between rural male and urban female secondary school teachers on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Rural male	50.8800	4.2800	2.4000	Significant at 0.05
	Urban female	49.6800	4.3700		
Attitude towards Classroom Learning (ACL)	Rural male	49.0400	3.9100	1.9800	Significant at 0.05
	Urban female	49.9600	4.1100		
Attitude towards Assignment Practices (AAP)	Rural male	49.4400	3.9100	1.9700	Significant at 0.05
	Urban female	49.8800	4.1700		
Attitude towards Educational Process (AEP)	Rural male	50.4800	1.8500	0.3500	Not significant
	Urban female	50.5600	2.0100		
Attitude towards Students (AS)	Rural male	50.0800	2.9100	6.2300	Significant at 0.01
	Urban female	52.2400	3.0900		
Attitude towards Teachers (AT)	Rural male	51.3200	3.1300	6.9100	Significant at 0.01
	Urban female	48.8400	3.0800		
Composite score	Rural male	50.2400	1.8700	0.3200	Not significant
	Urban female	50.1900	1.9200		

Table 8: The mean comparison between urban male and rural male students on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Urban male	51.6400	3.1000	2.1500	Significant at 0.05
	Rural male	50.8800	3.0100		
Attitude towards Classroom Learning (ACL)	Urban male	51.1200	3.1900	5.5700	Significant at 0.01
	Rural male	49.0400	3.2700		
Attitude towards Assignment Practices (AAP)	Urban male	49.4400	4.1200	0.8400	Not significant
	Rural male	49.4000	4.0500		
Attitude towards Educational Process (AEP)	Urban male	49.7600	2.8500	2.2600	Significant at 0.05
	Rural male	50.4800	2.6500		
Attitude towards Students (AS)	Urban male	51.0400	2.0500	2.3800	Significant at 0.05
	Rural male	50.0800	2.0100		
Attitude towards Teachers (AT)	Urban male	52.0000	2.0900	2.8500	Significant at 0.01
	Rural male	51.3200	2.0300		
Composite score	Urban male	50.8300	1.9700	0.2400	Not significant
	Rural male	50.2000	2.0100		

students to explore their interests and focus on old learning, develop new ideas and solve problems. They also have a positive attitude towards their fellow students and urban female students have a better attitude towards classroom learning and assignment activities compared to urban female students. However, both groups have a similar approach to education.

Both groups did not differ significantly in the scores included in the student's attitude scale. It shows that both groups have the same attitude in the overall size of the student's attitude. Table 8 shows the comparisons between urban male students and urban male students at different levels of attitude. The table shows that the two groups differed significantly in the 0.01 level in Classroom learning and attitude by teachers and the two groups differed significantly in the 0.05 level in terms of the learning process, education process and attitude teachers. The table further shows that both groups are not significantly different in the severity of assignment practices. The table reveals that urban male students have a better attitude towards the learning process, classroom learning and a better attitude towards teachers and other students and rural male students

have a better attitude towards the educational process. However, both groups have a similar approach to sharing practices. Moreover, these two groups do not differ significantly in the combined scale of the student status scale. It shows that both groups have the same attitude in the overall size of the student's attitude.

Table 9 shows the Mean Comparison between Urban female and rural female students with different sizes of Attitudes. The table shows that the two groups differed significantly in the 0.01 level of Attitude in terms of the learning process, classroom learning, Assignment Practices, Academic Process, teachers and students Attitude The table reveals that Urban Female students are professional, knowledgeable, strategic and up-to-date and make good use of building materials and are constantly performing challenging tasks. However, both groups have the same situation in class.

The two groups differed significantly in the 0.01 level in the combined student's scale. It shows that urban female students have a better attitude towards the learning process, assignment practices, educational process, teachers and students compared to rural female students in terms of student status.

Table 9: The mean comparison between urban female and rural female students on attitude (N = 150 in each group)

Factors	Groups	Mean	SD	t-values	Level of significance
Attitude towards Learning Process (ALP)	Urban female	49.6800	4.0500	3.4600	Significant at 0.01
	Rural female	48.0800	4.0100		
Attitude towards Classroom Learning (ACL)	Urban female	49.9600	4.2300	4.5200	Significant at 0.01
	Rural female	47.7600	4.1900		
Attitude towards Assignment Practices (AAP)	Urban female	49.8800	4.1700	3.8400	Significant at 0.01
	Rural female	48.0400	4.1300		
Attitude towards Educational Process (AEP)	Urban female	50.5600	5.1400	7.0100	Significant at 0.01
	Rural female	46.3600	5.2300		
Attitude towards Students (AS)	Urban female	52.2400	6.1900	8.6200	Significant at 0.01
	Rural female	46.2400	5.8500		
Attitude towards Teachers (AT)	Urban female	48.8400	5.1600	4.8600	Significant at 0.01
	Rural female	45.9200	5.2300		
Composite score	Urban female	50.1900	6.0300	6.3700	Significant at 0.01
	Rural female	47.0600	5.9900		

CONCLUSION

Data relating to student's attitudes were analyzed using a t-test. It has been found that males compared to female students have better reading skills which include better planning, time management, better preparation and better use of building materials. They always try to give the right ideas to other students and do challenging tasks, participate fully in the educational process and have good relationships with other students. Studies have shown that male students are better off than female students.

Urban compared to rural students has been found to have better reading skills, technology, knowledge, authority, expertise, knowledge, timely and good listeners and have better learning in the classroom, participate fully in the educational process and have excellent relationships with teachers and other students. Research has continued to show that urban students are better off than rural students.

The urban male compared to the urban female students have better reading skills, make better use of building materials and resources, stay fully prepared for class, manage time well and stay organized. They have effective classroom learning and better relationships with teachers in their way, good listeners, a responsive attitude and openness. Research has further shown that male urban students are better off than female urban students.

The rural male compared to the rural female students was found to be competent, knowledgeable, caring and responsive. They have effective classroom learning and a better attitude towards teachers and other students. Research further revealed that male students in rural areas have a better attitude compared to rural women students.

Urban male compared to rural female students is more responsive, patient, confident, ethical, flexible, flexible, open-minded, strategic, attentive and use time well in class compared to rural female students. Research

further revealed that male urban students maintain good relationships with teachers and other students. Studies have shown that male students in urban areas are better off than female students in rural areas.

The rural male compared to urban female students shows that rural male students encourage other students to explore their interests and focus on building a unique artistic sense of learning new concepts and problem-solving. Research further reveals that both groups have a similar situation.

Urban male compared to rural male students was found to have a better attitude towards the learning process, classroom learning and a better attitude towards teachers and other students. Research further revealed that in both cases the group had similar conditions.

The urban female compared to the rural female students were found to be professional, knowledgeable, resourceful and up-to-date and make good use of building materials and always performed challenging tasks.

It may be commonly done that student gender is an important factor in determining student's attitude toward the learning process and its associated factors.

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