



## To study the Elementary teacher's attitude towards the activity – based learning of Distt fazilka in Punjab

### KEYWORDS

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### ABSTRACT

*“Education is a key that open the eyes of a person towards the brightness of the world” In the context of improving the quality if elementary education, a new attempt has been made in Punjab by the introduction of Activity-based Learning (ABC) in the teaching-learning process. The effectiveness of ABL depends primarily on how the teachers handle the ABL classes which mainly reflect their attitude towards ABL. so far only a few studies have been reported on the attitude of teachers towards ABL. The study was conducted on a sample of 200 teachers in the urban area schools of Fazilka district in Punjab using a researcher made tool. The key variable taken for this study include age, educational qualification, teaching experience, field exposure, students strength, school category, etc. the finding of the study revealed using SPSS version 11 for window using T-test and F-test. The findings of the study revealed that elementary school teachers, in general, share the same level of positive attitude towards ABL. It was also found out that teachers working in middle and higher secondary schools have a decreased level of positive attitude towards ABL than those working in elementary schools.*

### 1. Introduction

Education plays an incredible role in the development of the human personality .the process of education starts from the birth of the child and continues till death. At early elementary level the objective of education is all-round development of child including physical, intellectual, emotional, personal and social development and development of aesthetic awareness and creativity. The basic learning skills are also acquired through elementary education in addition to the values and attitude (Rao-2005).

The national policy of Education (1986/1992).national curriculum framework, 2005 and RTE, 2009 Have reiterated the urgency to address the quality concerns in the school education on a priority basis .quality cannot improve by itself .

It requires reforms in teacher training; improvement in facilities and infrastructure in schools: teachers, motivation and change in style of teaching to make it attractive to students. For fulfillment of different objectives of elementary education different attempts have been made in this field from time to time. In spite of all the attempt has been made, the learning level of the students was unsatisfactory. In the context, a novel attempt has been made in Punjab by changing the methodology of teaching learning by the introduction of activity based learning (ABL) for standard I to IV with shift from the teacher centered approach to child centered approach. The clients have different opinion about this ABL method-both positive and negative.

### 2. What is ABL?

ABL is child centered method of learning where the students can learn at their own work pace through the activities they like using different colourful learning cards in a free environment without any compulsion or fear.

The learning ladders provide structure to the curriculum. The whole syllabus for each subject in a standard is represented in the form of a ladder.

In every standard, there is a separate ladder for each subject .In a ladder, the syllabus is split up into different units called milestone. Each milestone represents a competency .in each milestone, different activities are represented by different logos of pictures used in the ladder. In the classrooms, achievement chart, students self-attendance sheet, weather table and health wheel are also used to develop regularity, personal hygiene and environmental awareness among students. for learning by ABL methods the student has to first refer to the ladder ,specific for

the particular standard and subject to be followed by finding out which card he/she has to study ,nothing down the logo and the card number. He/she has to take out the particular card from the logo tray in the shelf and identify his/her group. The students can get support from the teacher or peer group in groups 1-5 while group 6 is self-supporting .after completing the activities given in the card he/she must get it checked by teacher and replace the card in the tray. Then he/she has to find out the next learning card and the process continues. When one milestone is completed, the achievement must be recorded in the achievement chart.

### Features of ABL

The approach is unique and effective. It attracts students to school and enables them to learn with joy. In this method there are activities for each learning unit which facilitates readiness for learning, learning by doing, reinforcement and evaluation. ABL has transformed the classroom into hubs of activities and meaningful learning. Other advantages of this method includes good-teacher students relationship, minimized book load ,enhanced individual attention of students and inbuilt examination .The students learn at their own pace and their scope for them to know their level of achievement and comparatives position in the class. ABL Enhances different strategies like self study, peer study, group study and discussion. In ABL, the student has to study from the portion he/she left on the previous Day, hence absenteeism does not affect the continuity in learning. Multigrade and multilevel in learning are effectively addressed in ABL.

From the literature it was noticed that attitude of the teacher was highly related to their own perceptions of the teaching practices (Seah,1980). the teaching strategies that teachers used depended upon the range of factors such as attitude ,confidence, views of the nature of the learner and perceptions of themselves as practitioners (Rajesh Kumar and Krishnan Kumar 2008).under ABL, teacher become enthusiastic observer of learning and has increased his accountability of the children(Manvel and inbaraj ,2007).it was observed that ABL was need based as well as learner based which lead to joyful, easy ,concrete and complete learning .this would pave the way to create an integrated society for future(Ahmed,2007).it was also found that 95 percent of the elementary teachers showed contempt for the system (Nagavalli,2008). sixty five percent of the teachers accept the fact that self learning took place and 94 percent assured the skill attainment of learners, but 85 percent revealed difficulties in forming groups while 65 percent opined that it will not suitable for multigraded teachers and large classes. seventy percent of the teachers opined that their

workload had increased.

**3. Objectives of the study**

(i) To find the attitude of elementary school teacher towards ABL approach.

(ii) To find the difference, if any in the attitude of elementary teachers towards ---ABL With regard to selected background variables.

The back ground variables selected for the present study were age, educational qualifications, teaching experience, field experience, strength of students, clubbing of standards, category of school, type of management, type of school and number of teachers.

**4. Hypothesis of the Study**

1. There exists no significance difference in the attitude of govt. aided and private elementary school teachers towards ABL methodology.

2. There exists no significance difference in the attitude of elementary school teachers towards ABL methodology in relation to their age, experience clubbing of standards, numbers of teachers and their qualifications.

**5. Method**

Survey method adopted for this study is as follows:

**6. Samples**

This study includes the elementary teachers working in 39 schools in the urban area of Fazilka Distt. where the ABL method was adopted. Two hundred teachers were taken as the sample by stratified random sampling technique.

**7. Tools and Statistical techniques**

An attitude scale on ABL with 27 statements, devolped and validated by the investigators was employed for the study. The coefficient of reliability of the total was 0.43. F-test and T- test were employed using the statistical package for social Sciences (SPSS).

**TABLE1: Positive Attitude of elementary teachers towards ABL Methodology**

Background variable	Category	High		Average		Low	
		NO	%	NO	%	NO	%
AGE (in years)	Below 40	10	16.1	44	71	8	12.9
	40-49	18	20.9	55	64	13	15.1
	50 and Above	10	19.2	36	69.3	6	11.5
Educational qualifications	Required	23	16.3	94	69.6	19	14.1
	Additional	13	21.5	43	66.2	8	12.3
Teaching experience	Below 15	10	14.3	48	76.2	6	9.5
	15-20	13	21.5	42	64.6	9	13.9
	Above 20	9	12.5	52	72.2	11	15.3
Field experience	Handling ABL	29	17.9	113	69.8	20	12.3
	Not Handling ABL	36	18.4	27	71.1	4	10.5
Students strength	Below40	23	16	103	71.5	18	12.5
	Above 40	12	21.4	36	64.3	8	14.3
Clubbing of standards	I-IV	9	14.3	43	68.3	11	17.4
	I-II-III-IV	24	19.8	85	70.2	12	10.9
	I-II-III-IV	3	18.75	10	62.5	3	18.75
School category	Elementary	30	19.4	107	69	18	11.6
	Middle-higher	5	11.1	35	77.8	5	11.1
	Secondary						
School management type	Government	6	15.8	26	98.4	6	15.8
	Aided/private	30	18.5	109	67.3	23	14.2
	Co-educational	30	18.3	109	66.5	25	15.2
	Girls only	6	16.7	28	77.8	2	5.5

Number of teachers	Below 5	7	16.7	27	64.3	8	19.0
	5-10	8	18.2	29	65.9	7	15.9
	Above 5	24	21.1	79	69.3	11	9.6
Attitude towards ABL		36	18	137	68.5	27	13.5

**TABLE 2: F-test on the scores of Attitude of elementary teachers toward ABL methodology**

Dimensions	Source of Variance	Df	Sum of squares	Mean square	Calculated F value	Remarks
AGE	Between groups	2	74.11	37.05	0.40	NS
	Within groups	197	18182.18	92.30		
Experience	Between groups	2	135.08	67.54	0.73	NS
	Within groups	197	18182.21	91.99		
Clubbing of standards	Between groups	2	332.29	166.14	1.83	NS
	Within groups	197	17924.01	90.99		
No of teachers	Between groups	2	208.47	104.24	1.14	NS
	Within groups	197	18047.81	91.61		

.Table value for DF 2,197 =3.07 NS-Not significant  
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**TABLE 3: T-test on the scores of Attitude of elementary teachers toward ABL methodology**

Dimensions	Category	N.O	Mean	SD	DF	Calculated F value	Remarks
Qualification	Required	135	72.90	9.45	198	0.38	NS
	Additional	65	73.45	9.90			
Field Exposure	Yes	161	73.47	9.51	197	0.92	NS
	No	38	71.89	9.60			
Strength of students	< or=40	144	72.61	9.47	198	1.11	NS
	>40	56	74.28	9.84			
Category of students	Elementary	155	74.23	9.47	197	3.11	NS
	Middle.hr.sec	44	69.25	9.00			
School management	Government	38	74.52	8.14	198	1.03	NS
	Aided/private	162	72.74	9.88			
Type of school	Co-educational	164	73.18	9.72	198	0.33	NS
	Girls	36	72.60	9.03			

.TABLE VALUE=1.96, NS-Not Significant

**8. Findings and discussion**

The attitude of elementary teachers towards ABL indicated that 68.5 teachers had an average level of positive attitude, 18 percent had a high level and 13.5 per had a low level of positive attitude towards ABL. it shows that a teachers in a general had a positive attitude towards ABL which motivate the teachers to accept and implement ABL in their classrooms. This was reflected by the changed scenario in elementary education child – centered and child friendly. The negative attitude was found to be meager which was the reflection of less involvement of the teachers and would change as they understand the method better.

There was no significant difference in the attitude of elementary teachers towards ABL Methodology in relation to age, experience, clubbing of standards and number of teachers, educational qualification of teachers, experience they have in

handling ABL classes or not, strength of the students in the class, type of school and type of management of the school. this implies that these variables did not interfere in adopting a change in the methodology of teaching .hence for the sake of the students, teachers irrespective of these factors were ready to accept a change in the methodology for the benefit of the students.

But there was significant difference in the attitude among elementary, upper elementary and secondary teachers towards ABL methodology. the mean scores shows that teacher in elementary schools had more positive attitude towards ABL than teachers in middle and higher secondary schools it indicated that teachers in middle and higher secondary schools were less willing to accept the change in methodology .this may be due to the fact that not much priority was given for the elementary classes in those schools.

The joining review Mission report and the reports in newspaper daily revealed that Punjab has taken a quantum leap in elementary education by introducing ABL. It is an innovative method which uses child friendly educational aids to foster self-learning and allows child to study according to his/her skill or aptitude. it has created a visible improvement in children's learning and psychology and also develops the scholastic and co-scholastic aspects. Learning environment has been changed to become democratic, congenial satisfying and co-operative. In ABL teachers can develop competency in teaching as they get experiences and perspectives in teaching through different ways .this also helps in the development of different types of skill, personality, self-discipline and creativity of students.

### 9. Conclusion of the study

According to NCTE (1998), enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life .In general, the teacher plays a crucial role in influencing the students learning. Hence attitude of the teacher plays a major role in the student learning. So there should be some measures to study and assess any new approach or intervention for changing the attitude of teachers.

In ABL, the main role of the teacher is changed from the central authority for the transmission of knowledge to multi-faceted roles as facilitator, friend guide, coordinator and motivator at different stages of learning. Teachers have to play the role of a counsellor also when they meet the parents who approach the school with doubts about ABL. The success of this system depend mainly on how the teacher co-ordinate the class. The teacher has to plan and prepare well for the successful running of the class. For the effective reach of ABL to student community, teacher must understand the system very well and must possess a positive attitude towards it.

During informal discussion with teachers of elementary schools, serious concerns were expressed by them regarding ABL. As the scheme is changeover, there are also concerns at parental level. As per the literature available, it was evident that not much prior study has been carried out in the area of ABL and attitude of elementary school teachers towards ABL in Punjab.

### 10. Suggestions

In middle and higher secondary schools priority is not given to the elementary section .this has to be considered seriously and immediate steps should be taken by the government to strengthen elementary education as it is the basic stage for laying the foundation of education .infrastructure facility is essential component of ABL and steps must be taken to provide this facility in all classrooms. Administrators should monitor the elementary classes which will make teachers pay more attention to elementary classes.

Administrators must supervise whether all the teachers are following ABL methodology procedurally and motivate those

who are not adopting ABL methodology. Parent-teacher meetings may be organized to get the support of the parents in implementing this methodology.

Teachers should accept ABL methodology wholeheartedly any try to be aware of its finest details. Even though there are many problems in field, teachers should have the will to overcome those problems. They should accept the views of administrators and management and follow their instructions to implement ABL successfully. They must be always ready to help the students and their parents.

Parents must cooperate with the teachers and the school management in all the school activities. It is their privilege to know the system of education followed in the school and different activities going on there. For this, they can approach the teachers and get necessary details. They must participate in all the school activities which they are invited. Parents must consider it a duty to attend the parent teacher meeting and share their thoughts. They must appreciate and motivate the teachers in their activities and be ready to help the teachers and the management, when ever required.

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