INTRODUCTION:
Traditional method of teaching in which teacher dominates can no longer be used as an effective method for better learning. The concept framed by Learning by doing and Self-learning will result in a learning which will be retained for a longer period of time. The teachers should be competent enough to involve and conduct such activities in the ABL classroom. Students’ such learning is depending upon teacher’s involvement in this method. There is always a need for the teachers to update their knowledge, adopt latest techniques and sharpen their creative skills to impact quality education among children according to their educational needs.

ACTIVITY - BASED LEARNING MODULES (JOYFUL LEARNING)
Activity Based Learning approach as a strategy of teaching-learning aims at securing maximal participation of students in the teaching-learning process. The ABL approach is unique and attractive to school children. The teachers who are involved in adopting this method have developed activities for each learning unit which facilitated readiness for learning, instruction, reinforcement and evaluation. ABL has transformed the classrooms into hubs of activities and meaningful learning. Activity Based Learning utilizes a backward design, whereby the instructor begins the design by articulating the desired outcomes in terms of knowledge, attitude and skill, and then designs the learning activities.

SIGNIFICANCE OF THE STUDY
In the Present educational scenario, there is a shift from the teacher centered system to learner centered system, (i.e) activity oriented learning. Activity Based Learning (ABL) method is an example of such learner centered technique and it provides activity oriented and joyful learning. The traditional teaching method gave boredom to the learners. Assessment of the Activity Based Learning method in primary schools is not an easy task. To accomplish the aim of ABL method the teachers have many hurdles on assessment, as the primary school teachers are trained well in the traditional method of teaching in previous years. So, a study on assessment attitude towards implementation of ABL method in the primary schools is very essential.

OPERATIONAL DEFINITIONS OF THE TERMS
By the term “ATTITUDE” the investigator means opinion in the application of ABL method. “ACTIVITY BASED LEARNING” approach as a strategy of teaching-learning aims at securing maximal participation of students in the teaching-learning process. “PRIMARY LEVEL” is the stage where the pupils curing maximal participation of students in the teaching-learning process. “PRIMARY LEVEL” is the stage where the pupils according to their educational needs.

SAMPLES, MATERIALS AND METHODS:
In the present study, random sampling technique was adopted to select a sample of 150 teachers of primary schools in Tamilnadu. Survey method was adopted to collect the relevant information regarding the research work. A questionnaire was prepared and standardized by the investigator encompassing with 45 items under 9 dimensions. Since the questionnaire consists of both positive and negative statements. Two different patterns of scoring have to be adopted. For positive statements, if the response is “Yes” then one mark is given, and for negative statements, if the response is “No” then one mark is given. The positive and negative items of questionnaire were tabulated below,

OBJECTIVES OF THE STUDY
There is a significant difference exerts among primary school teachers towards ABL in term of age.
There is a significant difference exerts among primary school teachers towards ABL in terms of teaching experience.

There is a significant difference exerts between married and unmarried primary school teachers towards ABL.

There is a significant difference exerts between Rural and Urban primary school teachers towards ABL.

Null Hypotheses:
There is no significant difference exerts among primary school teachers towards ABL in terms of age.

There is no significant difference exerts among primary school teachers towards ABL in terms of teaching experience.

There is no significant difference exerts between married and unmarried primary school teachers towards ABL.

There is no significant difference exerts between Rural and Urban primary school teachers towards ABL.

**Statistical Techniques Used:**
Mean, Standard Deviation, t-test, f-Ratio, were the statistical techniques used.

**Data Analysis:**

**Null Hypothesis 1:**
There is no significant different exerts among primary school teachers towards ABL in terms of age.

**Table 2**

**Comparison of Age of primary school teachers**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Age</th>
<th>Sample size Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Upto 40</td>
<td>86</td>
<td>40.31</td>
<td>4.33</td>
<td>0.166</td>
</tr>
<tr>
<td>2.</td>
<td>Above 40</td>
<td>64</td>
<td>40.42</td>
<td>3.26</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

The calculated t value is 0.166. It is less than the tabulated value 1.96 at 5% level of significance. It implies that the difference between the mean scores under consideration is Not significant. Hence, the Research hypothesis is rejected and the null hypothesis is accepted.

**Null Hypothesis 2:**
There is no significant different exerts among primary school teachers towards ABL in terms of teaching experience.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Experience</th>
<th>Sample size Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Upto 15</td>
<td>120</td>
<td>40.35</td>
<td>3.91</td>
<td>0.028</td>
</tr>
<tr>
<td>2.</td>
<td>Above 15</td>
<td>30</td>
<td>40.33</td>
<td>3.94</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

The calculated t value is 0.028. It is less than the tabulated value 1.96 at 5% level of significance. It implies that the difference between the mean scores under consideration is Not significant. Hence, the Research hypothesis is rejected and the null hypothesis is accepted.

**Null Hypothesis 3:**
There is no significant different exerts between married and unmarried primary school teachers towards ABL.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Marital status</th>
<th>Sample size</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Married</td>
<td>132</td>
<td>40.22</td>
<td>3.95</td>
<td>1.237</td>
</tr>
<tr>
<td>2.</td>
<td>Single</td>
<td>18</td>
<td>41.44</td>
<td>3.56</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

The calculated t value is 1.237. It is less than the tabulated value 1.96 at 5% level of significance. It implies that the difference between the mean scores under consideration is Not significant. Hence, the Research hypothesis is rejected and the null hypothesis is accepted.

**Null Hypothesis 4:**
There is no significant difference exerts between rural and urban primary school teachers towards ABL.

**Table 5**

**Comparison of primary school teachers in terms of place of school**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Place of school</th>
<th>Sample size</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural</td>
<td>98</td>
<td>40.65</td>
<td>3.812</td>
<td>1.264</td>
</tr>
<tr>
<td>2.</td>
<td>Urban</td>
<td>52</td>
<td>39.80</td>
<td>4.053</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

The calculated t value is 1.264. It is less than the tabulated value 1.96 at 5% level of significance. It implies that the difference between the mean scores under consideration is Not significant. Hence, the Research hypothesis is rejected and the null hypothesis is accepted.

**Findings:**
There is no significant difference exerts among Primary school teachers towards ABL in terms of age.

There is no significant difference exerts among primary school teachers towards ABL in terms of teaching experience.

There is no significant difference exerts between married and unmarried primary school teachers towards ABL.

There is no significant difference exerts between Rural and Urban primary school teachers towards ABL.

**Interpretations:**
The t test result reveals that according to the demographic variables the teachers in the primary schools have more interest in implementing ABL method inspite of their age, teaching experience, marital status and locality of the school.

**RECOMMENDATIONS:**
Steps may be taken to arrange for the teachers to visit the Model Activity Based Learning schools’ functions.

Every Primary school must be given sufficient learning materials to Activity Based Learning method in the classroom.

Every Primary school must be given sufficient physical infrastructure to implement the Activity Based Learning method in the classroom.

Steps may be taken to give the refresher course on Activity Based Learning method to the Primary school teachers because few teachers have not welcomed the Activity Based Learning method.

Story books for reading in class and out of class must be provided in large numbers. This should be treated as a priority.

This system is better than any other which one would come upon in India, to handle the problem of understaffed schools.
REFERENCES


