



Attitude Towards Activity Based Learning by Primary Level Teachers

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ABSTRACT

Activity Based Learning is a natural extension of the constructivist and situational approaches to learning and its essence is to actively engage learners in authentic learning activities and to put learners in the kinds of situations in which they need to use those skills. ABL has transformed the classrooms into hubs of activities and meaningful learning. Activity Based Learning (ABL) is the learning where the student physically and mentally explores subject by simulation of the work environment, manipulation of tools and materials associated with the world of work or performance of a real work. An investigation is made to find out whether there is any significant difference between the attitude towards Activity- Based Learning by primary level teachers. The present study aims to find out the assessment of Activity based learning method under SSA in the primary schools. Due to large number of primary schools coming under Madurai district as many as 150 teachers have been chosen to form the sample by using random sampling technique. The self made standardised tool was developed for the purpose of collecting data for the present study was personally administered to primary school teachers who formed the sample for the study. The result revealed that there is no significant difference exists in terms of age, teaching experience, marital status and place of school.

Keywords : Attitude-Activity Based Learning-Primary Level Teachers

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, (ie) 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 of standard I to V.

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,

Table -1

S no	Statement	Item number
1	Positive	1,2,3,4,5,6,7,8,9,10,11,13,14,15,16,17,18,19,20,21,22,23,24,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,42,43,44,45.
2	Negative	12,25,33,42.

OBJECTIVES OF THE STUDY

There is a significant difference exists among primary school teachers towards ABL in term of age.

There is a significant difference exists among primary school teachers towards ABL in terms of teaching experience.

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

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

Null Hypotheses:

There is no significant difference exists among primary school teachers towards ABL in term of age.

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

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

There is no significant difference exists 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 exists among primary school teachers towards ABL in terms of age.

**TABLE 2
Comparison of Age of primary school teachers**

S.No	Age	Sample size	Mean	S.D	t- value	Level of significance at 0.05 level
1.	Upto 40	86	40.31	4.33	0.166	Not-Significant
2.	Above 40	64	40.42	3.26		

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 exists among primary school teachers towards ABL in terms of teaching experience.

**Table 3
Comparison of working experience of primary school teachers**

S. No	Experience	Sample size	Mean	S.D	t- value	Level of significance at 0.05 level
1.	Upto 15	120	40.35	3.91	0.028	Not-Significant
2.	Above 15	30	40.33	3.94		

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 exists between married and unmarried primary school teachers towards ABL.

Table 4

Comparison of marital status of primary school teachers

S. No	Marital status	Sample size	Mean	S.D	t- value	Level of significance at 0.05 level
1.	Married	132	40.22	3.95	1.237	Not-Significant
2.	Single	18	41.44	3.56		

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 exists between rural and urban primary school teachers towards ABL.

**Table 5
Comparison of primary school teachers in terms of place of school**

S.No	Place of school	Sample size	Mean	S.D	t- value	Level of significance at 0.05 level
1.	Rural	98	40.65	3.812	1.264	Not-Significant
2.	Urban	52	39.80	4.053		

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 exists among Primary school teachers towards ABL in terms of age.

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

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

There is no significant difference exists 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.t

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