



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF UPPER PRIMARY STUDENTS TOWARDS ACTIVE LEARNING METHOD

KEY WORDS: Attitude, Active learning method, Gender, locality, type of school, medium of instruction, type of family.

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ABSTRACT

The rationale of the present study is to study the attitude of students towards ALM with respect to select variables. The sample of the study consists of 717 students. The investigator has adopted a stratified sampling method. The study revealed that the students' attitude is influenced by Gender, Locality, type of school, the medium of instruction and type of family.

INTRODUCTION

Education shapes and molds the character of the students. It develops the attitude and modifies their behavioral aspects in their life. Education aims at making children capable of becoming a responsible, productive and useful member of the society. Various opportunities are provided by the teachers for the learners which encourage them to participate effectively and actively. This dynamic involvement improves the learning familiarity and builds up assurance in their academic performance. Active Learning is a method of learning by doing which is student-centered methodology. It creates a favorable attitude towards learners to attain better results in their academic performance. As a consequence, the investigator wished to study the attitude of students towards active learning method.

ACTIVE LEARNING METHOD

Active Learning is a phrase used to recognize teaching methods that entail students to be actively involved in the learning process. Active participation develops creative and innovative thinking. Students develop independence and self-confidence in their learning activities. They are encouraged to utilize their knowledge and skills which provides better learning outcomes

Objectives of the study

1. To find out the level of the attitude of students towards the Active Learning Method.
2. To find out the attitude of the students towards Active Learning Method with respect to their Gender, Locality, Type of family and medium of instruction.

Hypotheses of the study

1. Students' attitude towards ALM is low.
2. There is no significant difference in the attitude of students towards ALM with respect to Gender.
3. There is no significant difference in the attitude of students towards ALM with respect to locality.
4. There is no significant difference in the attitude of students towards ALM with respect to the medium of instruction.
5. There is no significant difference in the attitude of students towards ALM with respect to the type of family.

METHODOLOGY

The investigator employed the survey method which is found suitable to gather the relevant data. The study is concerned to know about the attitude of students towards Active Learning Method.

SAMPLE

The sample for the present study was selected from upper primary Schools in Coimbatore Districts. The sample consists of 361 boys and 356 girls from Upper Primary Government, Government Aided and Corporation Schools. The investigator adopted a stratified random sampling technique for the selection of the sample.

Research Tool

The investigator developed Active Learning Method Attitude Scale for Students (ALMASS) to study the attitude of the students. The tool is constructed by using Likert type 5 point scale for measuring the attitude of students towards ALM and standardized.

Statistical Techniques

The following Statistical Techniques are used to analyze and interpret the data:

- (i) Computation of arithmetic Mean and Standard deviation'
- (ii) t' test
- (iii) ANOVA

Analysis and Interpretation of Data

The descriptive study results of students' attitude towards ALM are given in the following table.

Table: 1: Attitude Score of Students towards ALM

ALM Score	Values
Mean	193.44
Median	195.00
Variance	222.40
Std. Deviation	14.913
Minimum	160.00
Maximum	222.00

The mean score on students' attitude towards ALM was found to be 193.44. Since it is greater than the neutral score 191, the mean score indicates that the students have a favorable attitude towards ALM. Therefore, it indicates that the students have a high attitude towards ALM. So, the null hypothesis, "Student's attitude towards ALM is low" is not accepted.

Differential Analysis

Table: 2: Attitude Score of Students towards ALM: Gender

Variables	ALM Score		
	Mean	S.D	t-Value
Male	191.80	15.47	2.99*
Female	195.11	14.15	

*P=0.01 Level of significance

From the above table, it is observed that the calculated't' value of 2.99 is greater than the table value at 0.01 level of significance. Hence there is a significant difference between boys and girls in their attitude towards ALM. From the mean comparison, it is observed that Girls have a better attitude towards Active Learning Method than boys, it may be due to their greater responsibilities, active involvement, hardworking and sincere efforts.

Table: 3: Attitude Score of Students towards ALM: Locality

Variables	ALM Score		
	Mean	S.D	t-Value

Rural	200.58	13.34	10.35*
Urban	189.39	14.23	

*P=0.01 level of significance

From the above table, it is observed that the calculated 't' value of 10.35 is greater than the table value at 0.01 level of significance. Hence there is a significant difference between rural and urban students in their attitude towards ALM. From the mean comparison, it is observed that rural students have a better attitude towards Active Learning Method than urban students, it may be due to technological advancements, distractions etc., in case of urban students.

Table 4: Attitude Score of Students towards ALM: Medium of instruction

Variables	ALM Score		
	Mean	S.D	t-Value
Tamil	195.89	15.45	5.89*
English	189.24	12.93	

*P= 0.01 Level of Significance

From the above table, it is observed that the calculated 't' value of 5.89 is greater than the table value at 0.01 level of significance. Hence there is a significant difference between English and Tamil medium students in their attitude towards ALM. From the mean comparison, it is observed that Tamil medium students have a better attitude towards Active Learning Method than English medium students, it may be due to efficient utilization of indigenous learning resources available in their mother tongue (Tamil).

Table 5: Attitude Score of Students towards ALM: Type of Family

Variables	ALM Score		
	Mean	S.D	t-Value
Nuclear	190.93	14.51	6.81*
Joint	198.83	14.36	

*P= 0.01 Level of Significance

From the above table, it is observed that the calculated 't' value of 6.81 is greater than the table value at 0.01 level of significance. Hence there is a significant difference between nuclear and joint family students in their attitude towards ALM. From the mean comparison, it is observed that joint family students have a better attitude towards Active Learning Method than the other students, it may be due to the utilization of Siblings, in-laws and other members in their learning activities.

Major findings of the study

1. Students' attitude towards ALM is high.
2. Gender has a significant influence on attitude towards ALM. Girls have a more positive attitude than boys. It may be due to their sincere efforts on academic achievement.
3. The locality has a significant influence on the attitude towards ALM. More attention and less distraction may be the reasons.
4. The medium of Instruction has a significant influence on the attitude towards ALM. Tamil medium students have a favorable attitude towards ALM.
5. Students from joint family have a better attitude towards ALM.

CONCLUSION

In Traditional teaching, students act as passive listeners and the method simply resulted in storing all the information in their minds like a computer. They merely memorized the subject matter and repeated the facts taught to them. They were not intellectually active, new strategies like Active Learning Method (ALM) has been implemented to eradicate this thing. This method encourages the students to gain practical knowledge and they learn by doing. It also made the students learn and understand easily. It is believed to help the students more actively and efficiently than the traditional method. The aim of ALM is the empowerment of students and the study reveals that most of the variables have

significant influence on the students' attitude towards ALM. This method should be effectively applied to enable the students to acquire the necessary knowledge, skill and to develop favorable attitude and interest towards their effective learning.

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