



PERCEPTION OF SECONDARY SCHOOL TEACHERS TOWARDS ACTIVITY BASED LEARNING

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Abstract

The purpose of this study was to determine the perception of secondary school teachers towards activity based learning. The sample consisted of 95 secondary school teachers teaching at different govt. school of Cuddalore district of Tamilnadu. A tools like Attitude towards Activity based Learning (ABL) was used to measure the perception towards Activity based learning. Results showed that teachers with more experience had more positive perception towards activity based learning than teachers with less experience. Further, there is a significant difference between science and arts school teachers' perception towards activity based learning.

Keywords: *Perception, Secondary School Students, Activity Based Learning.*

Introduction

Improving educational performance among students is the important aspect of educators and policy makers by reforming curriculum and providing high quality teaching to the students. Quality teaching is possible when teachers adopted innovation in teaching and it must be based on the student's needs and abilities. Activity in the form of play as a basis of innovative pedagogy that paves the way for children's' learning and development (Parua and Bhardwaj, 2012).

Activity-based learning is a process whereby students actively engaged in the learning process rather than just sitting and listening to the lesson. It is based on the core premise that learning should be based on doing some hands-on experiments and discussion, practical activities, analysis and evaluation of the topic under discussion (Azuka, 2013). The main focus of this activity based learning is on child and it is the approach of child centered. It develops self-learning skill among the learners and allows a child to study according to his or her skill.

A study carried by Dagnev (2011) revealed that majority of the teacher had a good attitude towards the significance of active learning method as it enables English students to participate actively in English classes, create desirable attitude towards communicative English. He also found that majority of the teachers agreed that active learning enables students to experience learning in collaborative and supportive environment, resolve problems using past experience motivated by providing real life problems, and helps classroom interaction. Students taught using activity method performed better than those taught using discussion and lecture methods; there was no significant difference in mean achievement between boys and girls when they are taught using activity method (Emaiku, 2012). Further, a study done by Mathew (2009) revealed that activity based learning stimulates self-activities and improves the thinking ability among students. A study undertook by the Orji (2007) found that lecture method harms teacher student's interaction, so teachers should adopt activity based learning. After scanning the review of related literature, it is found that maximum science teachers had positive attitude towards activity based learning, but it is needed to find out the teacher in general perception towards this learning strategies. So the present sturdy is justified to conduct on secondary school teachers to measure their perception towards activity based learning.

Objectives of the Study

The major objectives of the study are as follows

1. To study the perception of secondary school teachers towards activity based learning.
2. To study the difference in perception between male and female secondary school teachers towards activity-based learning.
3. To study the difference in perception between science and arts secondary school teachers towards activity-based learning.
4. To study the difference in perception between high and low experienced secondary school teachers towards activity-based learning.

Hypotheses of the study

1. There exists a significant difference in perception between male and female secondary school teachers towards activity based learning.
2. There exists a significant difference in perception between science and arts secondary school teachers towards activity based learning.
3. There exists a significant difference in perception between high and low secondary school teachers towards activity based learning.

Method: The present research work is descriptive survey type of study. A total 95 Govt. secondary school teachers of Cuddalore district of Tamilnadu, participated in the present study. The total sample included in the study was 95 teachers from the selected schools. Out of total 95 teachers, the male teacher were 36.84% (n=35) and female 63.15% (n=60) and teachers having more than 10 years of teaching experienced 52.63% (n=50) and less teaching experienced 47.36% (n=45). Further, the science teachers were 57.89% (n=55) and Arts teachers were 42.10% (n=40) included in the study.

Instruments: An Attitude towards Activity based learning Scale was constructed to investigate teacher's attitude towards activity based learning. The scale has 30 item/statements and it expresses definite favorableness or unfavorableness about student with activity based learning. The scale is signed to understand the differences in individual reactions to various situations. The scale is self-administering. The respondents are required to record their response in 5 categories i.e. strongly agree, agree, uncertain, disagree and strongly disagree. Internal consistency reliability co-efficient in the current study as measured by Cronbach's coefficient alpha for the pre-test were high for the scale overall (r=0.74).

Analysis and Interpretation

Table-1: Significance of Difference Between The Mean Perception Scores of Male and Female Teachers Towards Activity Based Learning.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception Activity based learning	Male Teachers	35	53.06	6.45	1.61	3.08	0.01
	Female Teachers	60	58.06	5.09			

The Table-1 indicates that the mean perception towards activity based learning score of male teachers is 53.06 and that the female students is 58.06 with S.D.s 6.45 and 5.09 respectively. The t-ration came out from above two group is 3.08 which is significant at .01 level. It implies that the two groups differ significantly on perception towards activity based learning . Futher, the mean perception scores of female teachers is higher than the male teachers, it shows that the female teachers had positive

perception towards activity based learning than the male teachers. Thus, the hypothesis (H1) that ‘there exists a significant difference in perception between male and female secondary school teachers towards activity based learning’ is retained.

Table-2: Significance of Difference between the Mean Perception Scores of Arts and Science Teachers towards Activity Based Learning.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception Activity based learning	Arts Teachers	55	54.03	6.44	1.61	2.36	0.05
	Science Teachers	40	57.84	5.08			

The Table-2 indicates that the mean perception towards activity based learning score of arts teachers is 54.03 and that the science teachers is 57.84 with S.D.s 6.44 and 5.08 respectively. The t-ratio came out from above two group is 2.36 which is significant at .05 level. It implies that the two groups differ significantly on perception towards activity based learning . Futher, the mean perception scores of science is higher than the arts teachers, it shows that the science teachers had positive perception towards activity based learning than the arts teachers. Thus, the hypothesis (H1) that ‘there exists a significant difference in perception between arts and science secondary school teachers towards activity based learning’ is retained.

Table-3: Significance of Difference between More and Less Experienced Teachers’ Perception Towards Activity Based Learning.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception Activity based learning	More Experienced	50	58.92	8.98	1.71	3.38	0.01
	Less Experienced	45	53.08	9.04			

It is revealed from the Table-3 that the mean scores of more and less experienced teachers in perception towards activity based learning are 58.92 and 53.08 with SD 8.98 and 9.04 respectively. The t-ratio came out from above two group is 3.38 which is significant at .01 level of significance. That means there is a significance different between more and less experienced teachers in the perception towards activity based learning. However, the mean score of more experienced teachers is greater than less experienced teachers, it indicates that more experienced teachers had good and positive attitude towards activity based learning as compare to less experienced teachers. Thus, the hypothesis (H1) that ‘there exists a significant difference in perception between more and less experienced secondary school teachers towards activity based learning’ is retained.

Conclusion

The finding of the present studies revealed that there is significant difference in perception between male and female teachers and more and less experienced teachers towards activity based learning. Further, female teachers students had positive attitude towards activity based learning. Hence, some of the collaborative projects would be designed and developed to give orientation to less experienced and male teachers about the activity based learning for student’s development. Again, the science teachers



had positive perception towards activity based learning as compare to arts teachers. So it is suggested that some training should be provided to arts teachers about activity based learning for quality teaching in the classroom. The finding of the study may be useful in establishing and readiness in teaching and learning, exploring attainment of accessing activity based learning. In particular the key beneficiaries of the study are the students in school who may be sensitized to have better understanding of the impact of activity based learning in their academic aspects. The finding and recommendation of this study are expected to provide a process or framework which should assist school principal/mangers in making decision on how to adopt and use activity based learning in school.

References

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