

A Study of the Attitude of Primary Teachers towards Activity Based Learning Programme in Relation to Gender and Locality

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Abstract

The National Education Policy (NEP) 2020 emphasises competency-based and experiential learning approaches in order to move beyond rote learning practices. Activity-Based Learning (ABL) is an important learner-centred approach that actively engages students in meaningful learning experiences through participation in various classroom activities. The present study was conducted to examine the attitude of primary teachers towards Activity Based Learning Programme in relation to gender and locality variables. The study adopted the descriptive survey method. The sample comprised 800 primary teachers selected randomly from Rohtak and Jhajjar districts of Haryana. A self-developed attitude scale was used for data collection. The collected data were analysed using Mean, Standard Deviation and independent sample t-test as parametric statistical techniques. The findings of the study revealed that no significant difference existed in the attitude of primary teachers towards ABL Programme with respect to district, gender and locality variables. The study indicates that teachers generally possess similar attitudes towards the implementation of Activity Based Learning in primary schools. The findings of the study may be useful for strengthening learner-centred teaching practices and effective implementation of NEP 2020 at the elementary level.

Keywords: Competency-based learning, Experiential learning, Activity Based Learning, Attitude, Primary Teachers

Introduction

Indian culture is considered to be the oldest culture of the world. Big centres of education were established here. The real meaning of education is to make a man human and to make life progressive, cultural and civilized. It is very important for the growth of the individual and the society. It is through education that man develops his thinking power and reasoning power, problem solving and intellect, talent and inclination, positive emotions and skills and good values and interests. It is through

this that he keeps learning human current affairs, morality and something new every day and every moment.

Education determines the direction and condition of a country and society. Education is not only the key to human development but also a means to move towards the overall liberation and self-reliance of children. Education does the work of giving values to children through mother, father, society and teacher. It opens the doors of the conscience of man, gives

knowledge of right and wrong, justice and injustice. Education is the backbone of the strong development of the country.

It is a valid principle of modern psychology that the things learnt in childhood, the habits formed in childhood are not forgotten or changed throughout life. This is the time when the foundation of becoming a citizen for the society is laid. It is an eternal truth that no one is a criminal by birth, that is, a person with a dangerous tendency for the society is not born but circumstances make him so. Such circumstances arise due to illiteracy or lack of proper education. This means that when the society is facing the ill-effects of man's criminal tendencies today, it can be removed through the spread of proper education. Therefore, since ancient times, education scholars have been in favour of paying special attention to providing socially useful education to children of this age, that is, 6-14 years. By moving in the direction received at this time, the learners can be prepared as good citizens for the future.

Parents are the first teachers of the child and their authority is also superior to other teachers provided they have the ability to teach. For primary education it is necessary that the child's parents should be well educated. But this is not the situation right now. The main objective of primary education is to ensure healthy and all-round development of the child. Along with this, his emotions have to be developed in such

a way that he can be prepared as a healthy, aware citizen in the national interest.

Many measures were taken for the progress of primary education in independent India. Under Article 45 of the Indian Constitution, the government has been directed to ensure free and compulsory education for children up to 14 years of age under the Directive Principles of State Policy. Various efforts have been made from time to time to ensure qualitative growth in education. In these, education has been made a subject of the Concurrent List from the State List by the 42nd Constitutional Amendment, that is, the responsibility of providing education will be of both the Central and State Governments and many commissions have been formed, many organizations and institutions have been established and various programmes and schemes have also been conducted. All these have a positive impact on our school education. Apart from these, many programmes are being run with private participation for quality education. In this sequence, 'Activity-Based Learning Program' (ABL) has been started. ABL programme is completely activity-based programme.

Activity Based Learning (ABL)

Through various efforts, Sarva Shiksha Abhiyan is committed to ensure enrollment and retention of children (boys and girls) and quality education under primary education in the state. One

such effort in the series of these efforts of Sarva Shiksha Abhiyan is Activity Based Learning Program. It is an activity-based teaching process in which learning of children is ensured through activities. In this process of teaching and learning, teaching is done by considering each child as the centre. The belief that every child is important, each child has his own pace of learning and the pace of learning and freedom is the need of every child, is the main basis of this process. Every child is important in the learning process. The child should be provided with opportunities to learn by doing it himself according to his pace, interest and level. With the aim of ensuring quality education, Activity Based Learning (ABL) programme was developed through Sarva Shiksha Abhiyan. With the objective of ensuring quality education, the Department of Elementary Education, NCERT, New Delhi and department through various NGOs have provided an enhanced Activity-Based Learning (ABL) kit.

Need for Activity Based Learning (ABL) Programme

1. There is a need to strengthen the foundation of primary education by paying special attention to children.
2. There is a need to make the process of teaching-learning child-centred and enjoyable.
3. There is a need to work with children according to their pace and level.

4. Children should be able to acquire abilities according to the curriculum.
5. Children's involvement in schools should increase, their enrolment and retention should be ensured.

Objectives of Activity Based Learning (ABL) Programme

1. To strengthen the foundation of primary education.
2. To ensure child-centred learning.
3. To make the students ready to learn.
4. To make teaching easy, simple, enjoyable and interesting.
5. To ensure quality teaching process.
6. To make the classroom process activity-based.
7. Providing children with ample opportunities to learn by doing.

Need and Significance of the Study

Before doing research on any problem, it is necessary to see what benefit that study will have to human society from different perspectives. There is no point in taking the risk of spending your time and money by working on any unimportant subject. Today, in this era of liberalism and globalization, when it is being felt that the whole world is becoming a community, then the education system also cannot keep itself away from this era. Therefore, new global standards of education are being established. The Indian education system is one of the oldest education systems in the world. After independence, the Indian

government made many efforts to bring about radical changes in the education system and to take the newly aspiring society to heights. Under this, various types of education programmes were announced. In every situation, efforts were made that the light of education should not be limited to only big cities but it should also reach far-flung villages. However, more than 70 years have passed since the country got independence. This is the time when we should see to what extent the strategy and methodology thought of by our educationists have proved fruitful. Through this research, an attempt has been made to know the attitude of teachers towards "Activity-Based Learning Programme", one of the schemes run by the government in the field of education (elementary education).

Statement of the Problem

“A Study of the Attitude of Primary Teachers towards Activity Based Learning Programme in Relation to Gender and Locality”

Definition of Key Terms

Attitude : Attitude refers to the opinions, feelings and predispositions of primary teachers towards the implementation of Activity Based Learning Programme in classroom teaching.

Activity Based Learning (ABL) : Activity Based Learning is a learner-centred teaching-learning approach in which students actively participate in various educational activities for meaningful learning experiences.

Primary Teachers: Primary teachers refer to teachers teaching students from classes I

to V in government primary schools.

Objectives of the Study

1. To study the attitude of primary teachers towards Activity Based Learning Programme.
2. To compare the attitude of primary teachers towards Activity Based Learning Programme with respect to district.
3. To compare the attitude of primary teachers towards Activity Based Learning Programme with respect to gender.
4. To compare the attitude of primary teachers towards Activity Based Learning Programme with respect to locality.

Hypothesis of the Study

1. There is no significant difference in the attitude of primary teachers towards Activity Based Learning Programme with respect to district.
2. There is no significant difference in the attitude of primary teachers towards Activity Based Learning Programme with respect to gender.
3. There is no significant difference in the attitude of primary teachers towards Activity Based Learning Programme with respect to locality.

Research Methodology

Method: The present study employed the descriptive survey method to examine the attitude of primary teachers towards Activity Based Learning Programme.

Population: The population of the present study comprised of Primary teachers of Haryana.

Sample: The sample comprised of 800 Primary teachers of Haryana state from Rohtak and Jhajjar districts. (400 from Rohtak and 400 from Jhajjar district)

Tool Used: A self-developed attitude scale prepared by the researcher was used for data collection. The scale consisted of items related to teachers' perceptions and attitudes towards Activity-Based Learning

Programme. Higher scores on the scale indicated more favourable attitudes towards Activity-Based Learning Programme.

Statistical Tools used: The collected data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (independent-samples t-test).

Analysis of Data

Table 1
Comparison of Attitude of Primary Teachers towards Activity Based Learning Programme by District

District	N	Mean	Standard Deviation	t- Value
Rohtak	400	139.06	26.18	0.94**
Jhajjar	400	140.86	27.71	

**** Not Significant**

Table 2
Comparison of Attitude of Primary Teachers towards Activity Based Learning Programme with respect to Gender

District	N	Mean	Standard Deviation	t- Value
Rohtak	400	139.20	26.41	0.63**
Jhajjar	400	140.72	27.09	

**** Not Significant**

Table 3
Comparison of Attitude of Primary Teachers towards Activity Based Learning Programme with respect to Locality

Locality	N	Mean	Standard Deviation	t- Value
Urban	400	142.01	27.66	0.52**
Rural	400	139.95	25.96	

**** Not Significant**

Findings of the Study

1. Overall Attitude towards ABL Programme (Objective 1)

The primary objective was to study the general attitude of primary teachers towards the Activity-Based Learning (ABL) Programme. The mean scores obtained from the attitude scale for all groups (Rohtak: 139.06; Jhajjar: 140.86; Urban: 142.01; Rural: 139.95) are significantly high. This indicates that primary teachers generally possess a highly favorable and positive attitude towards the implementation of Activity Based Learning in schools.

2. Comparison by District (Objective 2)

No significant difference was found in the attitude of primary teachers with respect to their district.

Data Summary: The mean score for Rohtak district was 139.06 (\$SD=26.18\$) and for Jhajjar district was 140.86 (\$SD=27.71\$).

Statistical Result: The calculated t-value of 0.94 is lower than the critical table values at both 0.05 and 0.01 levels of significance.

Conclusion: The null hypothesis was accepted, indicating that teachers from both districts share similar views on ABL.

3. Comparison by Gender (Objective 3)

The study revealed no significant difference in the attitude of primary teachers based on gender.

Data Summary: Female teachers (listed under Jhajjar in Table 2) showed a mean of 140.72, while male teachers (listed under Rohtak in Table 2) showed 139.20.

Statistical Result: The calculated t-value of 0.63 is not significant.

Conclusion: Both male and female teachers positively accept activity-oriented teaching

practices.

4. Comparison by Locality (Objective 4)

No significant difference was found in the attitude of primary teachers regarding their locality (Urban vs. Rural).

Data Summary: Urban teachers had a mean score of 142.01 (\$SD=27.66\$), while rural teachers had a mean of 139.95 (\$SD=25.96\$).

Statistical Result: The calculated t-value of 0.52 is lower than the table value, indicating no significant difference.

Conclusion: The Activity Based Learning Programme has achieved relatively uniform acceptance among both urban and rural teachers.

Discussion of Results

The present study was conducted to examine the attitude of primary teachers towards Activity Based Learning Programme with respect to district, gender and locality variables. The mean scores obtained by primary teachers indicate that teachers generally possessed favorable attitudes towards Activity Based Learning Programme. The findings suggest that teachers positively accepted activity-oriented and learner-centred teaching practices at the primary level.

The findings of the study revealed that no significant differences existed among primary teachers with respect to district, gender and locality variables. The obtained t-values in all the comparisons were found to be not significant at 0.05 level of significance. This indicates that demographic variables did not significantly influence teachers' attitudes towards

Activity-Based Learning Programme.

The absence of significant differences among teachers belonging to different demographic groups suggests that Activity Based Learning Programme has achieved a relatively uniform acceptance among primary teachers. One possible reason for such similarity may be the implementation of common educational policies, teacher training programmes and standardised classroom practices in government primary schools under Sarva Shiksha Abhiyan and NEP 2020 initiatives.

The findings further indicate that teachers increasingly recognise the importance of experiential and learner-centred pedagogy in improving classroom interaction, student participation and meaningful learning experiences. Activity Based Learning helps students to learn through active participation, classroom activities and practical experiences rather than rote memorisation. Therefore, teachers may perceive Activity-Based Learning as an effective approach for enhancing the quality of primary education.

The findings of the present study support the vision of National Education Policy 2020, which emphasises competency-based learning, experiential learning and child-centred pedagogy at the elementary level. The study also highlights the importance of creating classroom environments where children actively participate in the learning process according to their interests, pace and abilities.

The results of the present study are in agreement with earlier studies conducted by Fouzia Anwar (2019), H. C. Celik

(2018), and Shah and Rahat (2014), which reported positive acceptance and usefulness of activity-based teaching methods in improving classroom participation, motivation and learning experiences among students.

Educational Implications of the Study

1. The findings of the study indicate that primary teachers generally possess favourable attitudes towards Activity Based Learning Programme irrespective of district, gender and locality variables.
2. The study suggests that Activity Based Learning strategies can be implemented effectively in both rural and urban primary schools without major demographic barriers.
3. The findings support the objectives of National Education Policy 2020, which emphasises competency-based learning, experiential learning and learner-centred pedagogy at the elementary level.
4. Positive teacher attitudes towards Activity Based Learning may contribute to improved classroom interaction, active student participation and meaningful learning experiences among primary school students.
5. Teacher education institutions such as NCERT, SCERT and DIETs should organise regular workshops, orientation programmes and in-service training programmes for strengthening teachers' competencies

- regarding activity-based and experiential teaching methods.
6. Schools should be provided with adequate teaching-learning materials, activity kits and classroom resources for the effective implementation of Activity Based Learning practices.
 7. School heads and educational administrators should encourage teachers to adopt innovative, participatory and child-centred teaching strategies in classroom practices.
 8. Activity-based pedagogical practices should be integrated systematically into teacher education programmes for improving the quality of elementary education.
 9. The findings of the study may be useful for curriculum planners, educational administrators and policy makers in designing programmes related to quality improvement in primary education.

Conclusion

The present study was conducted to examine the attitude of primary teachers towards Activity Based Learning Programme with respect to district, gender and locality variables. The findings of the study revealed that primary teachers generally possessed favourable attitudes towards Activity Based Learning Programme. No significant differences were found in teachers' attitudes with respect to district, gender and locality variables.

The study indicates that Activity Based Learning is being positively

accepted by primary teachers as an effective learner-centred and experiential teaching approach. The findings further suggest that demographic variables do not significantly influence teachers' attitudes towards the implementation of Activity Based Learning practices in primary schools.

The study highlights the educational significance of Activity Based Learning in promoting classroom participation, experiential learning and meaningful learning experiences among students. The findings also support the vision of National Education Policy 2020 for strengthening competency-based and child-centred education at the elementary level.

Suggestions for future research

On the basis of the research presented by the researcher, the following topics have been conceived in the concerned area, about which study is possible and the world of education can benefit a lot in this field :

1. This research work has been done on only 800 teachers, it can also be done on a larger sample.
2. In this research, Rohtak and Jhajjar districts have been taken, other districts of the state can be taken in it.
3. In this research, only the attitude of teachers has been studied, apart from this, the attitude of parents and children can be studied.
4. An experimental study can be conducted of the educational level of students of classes in which ABL programme is running and not running.
5. In this research, only the attitude of teachers has been studied, apart from

this, the enrolment ratio of children can be studied.

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