

ATTITUDE OF TEACHERS TOWARDS ALM

Article Particulars

Received: 07.12.2017

Accepted: 12.12.2017

Published: 23.12.2017

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Abstract

Comprehending the attitude of teachers towards ALM is essential to incorporate its betterments in teacher preparation programmes. This study examined the difference between teachers' attitude towards ALM and their level of attitude. The participants were the teachers of Government and aided schools in Coimbatore. Random Sampling Method was adopted. Majority of teachers have moderate level of attitude.

Introduction

The investigations of recent years which have been accomplished on education system say that Active Learning Methodology (ALM) facilitates the enrichment of learning outcomes. Active learning methodology (ALM) is a form of activity based learning. It makes all learners to participate in learning. In this method, the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning both individually and in groups. Active learning involves students in doing things and thinking about what they are doing. Meyers and Jones (1993) says about two basic assumptions of ALM that learning is by nature an active endeavour and different people learn in different ways. The learning outcomes of school education programmes should not have pitfalls and blockades. The enhancement of learning outcomes should change the society in all endeavours. Various education commissions and number of expert committees suggest and advocate that the incorporation of innovative methodologies in each and every aspect of teaching and learning process definitely will enhance the quality of teachers as well as students. They are envisaging that ALM will fetch about numerous benefits to the learners and teachers. Since ALM is students centered methodology, while traditional methodologies were teacher

centered. The researcher has an aspiration to study the attitude of teachers towards ALM with some specific objectives.

Active Learning Methodology

The method is aimed at improving the education quality in Standards VI to VIII. Tamil Nadu is the first state in India which did a great work in these methodologies. Active learning is concerning students directly and keenly in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving, participating and doing. Thus active learning is:

- Engaging students in doing something rather than listening to a lecture and taking notes
- Students may be involved in speaking and listening to one another,
- Writing, reading and reflecting individually or in small groups

Objectives of the Study

1. To study the attitude of teachers towards ALM.
2. To study the attitude of teachers towards ALM in relation to their gender, Types of management, Locality, Qualification and Experience.

Hypotheses of the Study

1. Teachers' attitude towards ALM is low
2. There is no significant difference in the attitude of teachers towards ALM with regard to their Gender.
3. There is no significant difference between Government and Government Aided School teachers in their attitude towards ALM.
4. There is no significant difference in the attitude of teachers towards ALM based on the locality.
5. There is no significant difference in the attitude of teachers towards ALM with respect to their Educational qualification.
6. There is no significant difference in the attitude of teachers towards ALM with respect to their experience.

Methodology

The present study deals with the attitude of teachers towards Active Learning Method. The investigator adopted survey method because it was found suitable to gather the relevant data.

Sample

For the present study, the population is taken from upper primary schools (VI to VIII) in Coimbatore District. The Sample consisted of 88 male and 112 female teachers from,

the Government upper primary school and Government aided upper primary schools. The investigator adopted. Random sampling technique to select the sample

Research Tool

The investigator developed Teachers Attitude Inventory for Active Learning Method (TAIALM) and it was standardized. In the present study, a tool was constructed by using Likerts 5 point scale for measuring the attitude of teachers towards ALM. The dimensions considered to develop the tool were Method of Teaching, Classroom transaction, Syllabus, Evaluation, Teachers Learning Materials and Parents Co-operation. The tool was standardized by the investigator.

Validity and Reliability

Face Validity and Content Validity were tested by giving the inventory to experts for their suggestions and approval.

Reliability of the Tool and Teachers Attitude Inventory for Active Learning Methodology (TAIALM) were established by Kuder-Richardson formula. The reliability co-efficient was found to be 0.78. It indicates that the tool was highly reliable.

Analysis and Interpretation

Table 1 Level of Attitude of Teachers

Dimensions	Low (%)	Moderate (%)	High (%)
Method of Teaching	7 (3.5%)	164 (82%)	29 (14.5%)
Class room transaction	46 (23%)	105 (52.5%)	49 (24.5%)
Syllabus	63 (31.5%)	90 (45%)	47 (23.5%)
Evaluation Activities	23 (11.5%)	125 (62.5%)	52 (26%)
Teaching Learning Materials	31 (15.5%)	112 (56%)	57 (28.5%)
Parents' cooperation	41 (20.5%)	90 (45%)	69 (34.5%)
Total Score	43 (21.5%)	118 (59%)	39 (19.5%)

Hypothesis-I: The Teachers attitude towards ALM is low.

From the table 1, It is observed that out of 200 teachers(100%) 3.5% have low, 82% have moderate and 14.5% have high level of attitude towards ALM with respect to their method of teaching. Then 23% have low, 52.5% have moderate and 24.5% have high level of attitude towards ALM with respect to classroom transaction.

With respect to syllabus, 31.5% have low, 45% have moderate and 23.5% have high level of attitude towards ALM. From the table 1, it is observed that out of 200 teachers (100%), 11.5% have low, 62.5% have moderate and 26% have high level of attitude towards ALM with respect to evaluation activities. 15.5% have low, 56% have moderate and 28.5% have high level of attitude towards ALM with respect to teaching learning

materials. With respect to parents' cooperation 20.5% have low, 45% have moderate and 34.5% have high level of attitude towards ALM.

From the total sample 21.5% have low, 59% have moderate and 19.5% have high level of attitude towards ALM. The finding clearly shows that the teachers differ in their attitude towards ALM with respect to Dimensions and majority of the teachers have moderate attitude towards ALM. So the Hypothesis I is rejected.

Table 2 Attitude Score of Gender, Type of School, Locality, Qualification and Experience

S.No	Variables	N	M	SD	t- Value	
1	Gender	Male	88	179.85	8.34	1.90
		Female	112	177.39	9.59	
2	Type of School	Govt.	126	177.47	9.61	2.05*
		Aided	74	180.19	7.99	
3	Locality	Rural	108	178.58	9.29	0.18
		Urban	92	178.35	8.97	
4	Qualification	UG	83	177.73	8.76	0.96
		PG	117	179.00	9.38	
5	Experience	>5 Years	95	178.09	9.62	0.56
		<5 Years	105	178.82	8.67	

***significant at 0.05 level**

Hypothesis-II: There is no significant difference in the attitude of teachers towards ALM with regard to their Gender.

From the table 2it is observed that the calculated t-value of 1.90 is less than the table value. Hence the Hypothesis-II is accepted at 0.05 level and concluded that there is no significant difference between male and female teachers in their attitude towards ALM. It substantiates that gender does not influence the attitude of teachers towards ALM.

Hypothesis-III: There is no significant difference between Government and Government aided School teachers.

With reference to the type of school, it is found that the calculated t-value of 2.05 is higher than the table value. Hence the Hypothesis-III is rejected at 0.05 level and concluded that there is a significant difference between Government and Aided School teachers in their attitude towards ALM. It substantiates that the attitude of teachers towards ALM is influenced by types of Management.

Hypothesis-IV: There is no significant difference in the attitude of teachers towards ALM based on their locality.

The analysis also inferred that the calculated t-value of 0.18 is less than the table value. Hence the Hypothesis-II is accepted at 0.05 level and concluded that there is no

significant difference between rural and urban schoolteachers in their attitude towards ALM. It substantiates that locality does not influence the attitude of teachers towards ALM.

Hypothesis-V: There is no significant difference in the attitude of teachers towards ALM with respect to their Educational Qualification.

It is observed that the calculated t-value of 0.96 is less than the table value. Hence the Hypothesis-V is accepted at 0.05 level and concluded that there is no significant difference in the qualification of teachers in their attitude towards ALM. It substantiates that qualification does not influence the attitude of teachers towards ALM.

Hypothesis-VI: It is seen that the calculated t-value of 0.56 is less than the table value. Hence the Hypothesis-VI is accepted at 0.05 level and concluded that there is no significant difference in their attitude towards ALM with respect to their experience. It substantiates that experience does not influence the attitude of teachers towards ALM.

Major Findings of the Study

1. Majority of the teachers have moderate attitude towards ALM.
2. Gender does not influence the attitude of teachers towards ALM.
3. Government Aided School Teachers have better attitude than the Government School Teachers towards ALM.
4. Locality does not influence the attitude of teachers towards ALM.
5. Educational Qualification of the teachers does not influence the attitude of teachers towards ALM.
6. Experience of teachers does not influence the attitude of Teachers towards ALM.

Conclusion

The attitude of teachers towards implementing ALM is more essential that as we sow so we reap. In Traditional Teaching, students are passive receptors wherein teachers epically deposit concepts and information, as a result of which students have tended to develop short term memories and reading skills, instead of true knowledge. This can be termed as Passive Learning, while Activity Learning Method involves students and helps them understand and gain practical knowledge. Democratic Approach in the class solved the problem of attendance, absence of invigilator solved the copying or use of unfair means. In order to achieve the educational objectives, the Active Learning Method can be implemented. The recommendations of NCF 2000 and 2005 also suggests that the students has to achieve the objectives of learning activities such as understanding the learning objectives and concepts, formulation of objectives, feedback and evaluation through learning by doing and experimentation. Such objectives also considered and effectively acquired in the methods of active learning strategies. The present study revealed that the

attitude level of teachers towards ALM is moderate and it shows that their practice towards success of implementing the ALM in their class rooms may be enhanced.

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