

**Attitude of Middle School Teachers towards Active Learning Methodology (Alm)
In Theni Dt, Tamilnadu****B. Ranjanie**

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Abstract: The present scenario of Education system, all people are under pressure to use the innovative strategies in the teaching and learning process, to teach students the knowledge and skills that are required for the 21st century. It has been suggested that students whose activity is engaged with the material are more likely to recall information. Mayer (2004) emphasized that the learners should be cognitively active. Active Learning is a term used to identify teaching methods that require students to be actively involved in the Learning Process. The Method of the study adopted for the present study is normative survey method. The Attitude of Active Learning Methodology consists of 30 items given to 100 Male and Female teachers in the selected schools at Theni (DT), TamilNadu using random sampling technique. The results of the study found that Active Learning Methodology has significant impact on students learning. Among the hypothesis, there was no significant difference with respect to Gender, Age, Qualification, type of schools, experience of Teachers. But it differs significantly in terms of Locality and Teacher's handling the Subject taught in Tamil and English. Socio-religious and taboo practices play an important role to determine the health status.

Key Words: *Attitude, Learning, Education system and Learning Methods.*

Introduction:

In the Education Field, teaching has taken a transformation where students are no longer restricted to learning on the basis of reading, writing and arithmetic. In Indian Education System today, all people are under pressure to use the innovative strategies in the teaching and learning process, to teach the students the knowledge and skills that are required in this 21st century. School and Colleges are expected to provide opportunity for using the skills in the classroom.

School is structured around translating the subject matter in the simplest way to acquire the knowledge. The industrial revolution made many things possible. It has brought the mass schooling that was built around the dominant view of the time. Access to knowledge means having a teacher "tell" and "explain. This was the most efficient way of transacting the required knowledge.

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Some Cognitive research has shown that a significant number of individuals have learning styles best than lecturing. Development and Implementation of techniques requires that teacher becomes knowledgeable about active learning strategies and this may be an alternative approach of instruction being followed in the schools of TamilNadu.

Numerous Evaluation studies have been undertaken in the United States to examine the advantages of active –learning in appropriately adapted classes. This approach emphasizes active learning by students in large classes of fifty or more students. Students in the classes were made to sit in the form of circle, consisting of nine students and every three students form a group. A significant proportion of lesson is distributed to every group to do activities, such as problem solving, simulation, laboratory investigations, researching the websites to practice and acquire skills.

A wide range of evidence has been supported in the concept of active learning students achieve higher conceptual understanding compared to other students who studied the same courses in the traditional learning approach (Doris & Belcher, 2005). Active learning refers to techniques where students do more activities than listening to a lecture. Students are doing something including discovering, processing, and applying information.

Active learning "derives from two basic assumptions:

- Learning by nature is an active endeavour and
- The people learn in different ways" - (Meyers and Jones, 1993).

Today the educators feel that the traditional method of teaching is not sufficient. Because the traditional method has positioned the students as passive receptors in which teachers deposit concepts and information and emphasize rote memory for the students. This method of instruction or teaching is not sufficient to develop the required skills.

Teachers of TamilNadu State (TN) train BRTes of the schools, tried out the suggestions made by the teachers of The School, over the month of June 2007, in 12 Districts at the rate of one Block in each District. Considering the wholehearted reception and response to the approach and methodology from teachers and students, the SSA TN now proposed to scale this up to all the middle schools in the state. In October 2007 the TN Government has issued an order indicating the Science and Social studies of ALM methodology should be tried in all schools. There is much work that SSA BRTes have put in to generate the lesson plans and now the ideas have been internalized by the trainers and found to be the translation of lesson plans. Teachers from The school KFI (where pilot study made

for mixed age class initiated for classes 5, 6 and 7) have been assisting them in this endeavour. This study has taken in view that the teaching strategy of Active Learning Methodology which has been recently introduced in schools. Method of teaching and learning has great influence in the educational process. Thus the title of the problem is to study the Attitude of Middle School teachers towards Active Learning Methodology.

Objectives:

- To analyse the teaching of Active Learning Methodology (ALM) in Middle School Teachers in Theni District.
- To compare the significance of Attitude on different Subject Teachers in Teaching through ALM.
- To compare the significance of Attitude of Demographic Variables such as Gender, Age, Qualification and Experience of Middle School Teachers towards ALM.

Material and Method:

The Method of the study adopted for the present study is normative survey method. The attitude of Active Learning Methodology (ALM) consists of 30 items. The respondents who answer those items should specify yes/no for each and every item. If their response „yes“ it carries one mark and „no“ carries zero mark. The sample of the study was taken from regular schools out of which 100 Male and Female teachers were selected at Theni (DT), TamilNadu using random sampling technique.

Data Analysis:

The accumulated data was analysed using SPSS software package. The statistics were defined in tables as well as inferred statistics. Independent T-test differences between means were used.

Results and Interpretations:

Table No: 1 Attitude of Rural and Urban Area Teachers towards ALM

Respondents	N	Mean	S.D	Calculated t-value
Rural Teachers	48	2.15	0.743	0.316*
Urban Teachers	52	2.10	0.823	

*Significance at 0.01% level

From the above table, the calculated „t“-value is less than table value at 0.01% level of significance. It is inferred that the rural teachers show better attitude towards the Active Learning Methodology when compared to urban teachers. Hence it may be due to the fact that rural teachers motivate their students to actively participate in group activities and the teachers were checking the student’s home assignments regularly.

Table No 2: Attitude of Tamil and English Teachers towards ALM

Respondents	N	Mean	S.D	Calculated t-value
Tamil Teachers	20	2.49	0.759	2.190*
English Teachers	21	1.90	0.831	

*denotes significance at 0.05% level

It shows that the calculated „t“-value is less than the table value at 0.05% level of significance. Hence the hypothesis is not accepted. It is inferred from the distributed sample among different subject (Tamil, English, Maths, Science and Social Science) teachers and It is found that Attitude of Tamil and English Teachers differ significantly. Hence it may be due to the influence of Mother Tongue in Subject Tamil for easy understanding and communication and it was not found to be better in Subject English because it was an official language.

Table No 3: Attitude of Male and Female Teachers, Age of Teachers, Under-Graduate and Post Graduate Teachers, Government and Aided School Teachers, Experience and Inexperienced Teachers on Active Learning Methodology.

Respondents	N	Mean	S.D	Calculated t-value
Male Teachers	49	2.06	0.775	0.735
Female Teachers	51	1.90	0.793	
Teachers Age > 30 years	15	2.00	0.655	0.643
Teachers Age <30 years	85	2.14	0.804	
Under Graduate Teachers	40	1.95	0.749	1.795
Post Graduate Teachers	60	2.23	0.789	
Government School Teachers	42	2.17	0.794	0.506
Aided School Teachers	58	2.09	0.779	
Experience Teachers	7	2.43	0.787	1.464
Inexperienced Teachers	65	1.98	0.760	

From the above table, the calculated, t -value is greater than the table value at 0.01% and 0.05% level of significance. Hence it is concluded that there is no significant difference in Attitude of Male and Female Teachers, Age of Teacher's below and above 30 years, Under-Graduate and Post-Graduate Teachers, Government and Aided School Teachers, Experienced and Inexperienced Teachers on Active Learning Methodology of Middle school teachers at Theni Dt.

Conclusion:

In a learning space, students have a right to learn in an atmosphere of free from fear. Often teaching and learning are linked logically in the educator's mind. The endeavour to move in the direction of an active learning classroom will falter if: adequate teacher training inputs particularly helps teacher to internalize the philosophy, and principles of Life. The Research study enables the students to involve themselves in the learning process. Hence explorative movement from the child is more significant of getting the right answer, support of individual wellbeing in an Active Learning atmosphere.

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