

Perception of Elementary School Teachers towards Joyful Learning

* Anshuman Mandal

Assistant Professor

North Orissa University, Baripada Odisha

Email- anshu.bapu@gmail.com, Mobile-8018015096

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Abstract

The purpose of this study was to determine the attitude of elementary school teachers towards joyful learning. The sample consisted of 95 elementary school teachers teaching at different govt. school of Mayurbhanj district of Odisha. A tool like Attitude towards Joyful Learning (AJL) was used to measure the perception towards Joyful Learning. Results showed that teachers with more experience had more positive perception towards joyful learning than teachers with less experience. Further, there is a significant difference between male and female school teachers' perception towards Joyful learning.

Introduction

The "joyful learning" is a kind of learning process or experience which could make learner feels pleasure in a learning process due to its principles of learning by playing This learning process requires the involvement of multiple sensory organs of students during the learning process and students get maximum learning achievement. This learning strategy is a meaningful and contextual learning (Vallori, 2002). Based on several studies that a use different learning strategy which refers to the joyful learning activities give positive results. Joyful perception is a positive influence on the motivation of learners (Kirikkaya, Isera and Vurkaya, 2010). Joyful learning is also enhancing the academic acheivement among students (Sharma, 2012). The implementation of the joyful activity-based learning (ABJL) strategies maximise the involvement students in the learning process (Clark and Mayer, 2008). So it is better to develop positive attitude towards joyful learning among teachers for academic achievement of students.

The purpose of this study was to determine the perception of elementary school teachers towards joyful learning.

Method

Participants

A total 95 elementary school teachers of Mayurbhanj district of Odisha, participated in the present study. Teachers were teaching at schools run by Govt. and Private schools. The total sample included in the study were male 36.84% (n=35) and female 63.15% (n=60) and having more than 10 years of teaching experienced 52.63% (n=50) and less teaching experienced 47.36% (n=45).

Instruments

An Attitude towards Joyful learning Scale was constructed to investigate teacher's attitude towards inclusion. The statement of the scale is expressing definite favorableness or unfavorableness about student with joyful learning. The scale has 30 item/statements spread over in two parts i.e. Attitude towards Joyful learning. The scale is designed 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 ($r=0.87$) and for the attitude towards disability and attitude towards inclusion are also high ($r=0.65$) and ($r=0.71$) respectively.

Analysis and interpretation

Table-1

Significance of difference between more and less experienced teachers's perception towards Joyful learning

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perception towards Joyful learning	More experienced	50	58.91	8.98	1.72	3.38	0.01
	Less experienced	45	53.09	9.04			

It is revealed from the Table-1 that the mean scores of more and less experienced teachers in perception towards joyful learning are 40.20 and 35.38 with SD 4.20 and 4.11 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 attitude towards joyful 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 joyful learning as compare to less experienced teachers.

Table-2

Significance of difference between the mean perception scores of male and female teachers towards Joyful learning.

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of Significance
Perceotion Joyful learning	Male students	35	53.05	6.45	1.62	3.09	0.01
	Female students	60	58.07	5.09			

The Table-2 indicates that the mean perception towards joyful learning score of male teachers is 53.05 and that the female students is 58.07 with S.D.s 6.45 and 5.09 respectively. The t-ration came out from above two group is 3.09 which is significant at .01 level. It implies that the two groups differ significantly on perception towards joyful learning. Futher, the mean perception scores of female teachers is higher than the male teachers, it shows that the female studnets had positive perception towards joyful learning than the male students.

Conclusion

The finding of the present studies revealed that there is singnificant difference in perception between teachers having more experience towards joyful learning. Further, female teachers students had positive attitude towards joyful learning. Hence, some of the collaborative projects would be designed and developed to give orientation to less experienced and male teachers about the joyful learning for students development.

The finding of the study may be useful in establishing and readiness in teaching and learning, exploring attainment of accessing joyful 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 joyful 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 joyful learning in school.

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*** Corresponding Author:**

Anshuman Mandal

Assistant Professor

North Orissa University, Baripada Odisha

Email- anshu.bapu@gmail.com, Mobile-8018015096