



Awareness of teachers regarding self-learning in lower primary schools of Assam with special reference to Kamrup district, Assam, India

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Abstract

Self-learning is comparatively a new concept based on constructivism theory of learning. Self-learning engage the students to apply their existing knowledge and real world experiences. By apply it, teachers can able to encourage the students to constantly assess how the activity is helping them to gain understanding. Self-learning is better than being taught—it is well known fact, but in our system of education scope for self-learning is very less and the teacher still plays the vital role to put his knowledge and ideas on students' mind. The study was conducted with the objective to know the better concept and understanding about the awareness of the teachers of lower primary schools regarding self-learning of the students. 90 teachers were selected as sample for this study by using purposive sampling method from Kamrup District of Assam. To collect the relevant data, a self structured awareness interview schedule was prepared by the investigator. The present paper is tried to highlight the need and importance of self-learning method, specially in lower primary classes. Statistical techniques like- percentage, chi-square test etc were used to test the hypotheses of the present study.

Keywords: Awareness, self-learning, lower primary school, Kamrup.

1. Introduction

Education is the full exploitation of inherent capacities of the individual for new experiences and developing his personality in such a way that enables one to apply the acquired knowledge and experiences in his real life for the betterment of the self, society and the nation. It is a multi-dimensional process where teacher occupied vital role. In education system, teacher is the educational parent of the child. In educational development of a child his role is more than that of a parent. Teacher helps to keep the lamp of civilization burning. It is universally accepted that a teacher's personality and competence has a direct bearing on the growing mind of the pupils. The qualities of a particular kind of education depend on the quality of the teachers. In nutshell, it can be stated that professional competency and awareness of a

teacher is a most important pre-requisite without which even the best curriculum, syllabi and teaching – learning materials cannot ensure desired outcome. Therefore, to be a good teacher and also to ensure the desired learning outcome to the target group awareness is must for every aspiring teacher.

Primary education plays a significant role in the development of the children. Primary education specially lower primary education is considered as the root and foundation of later education system. Lower primary education starts at 6 years of age and continues upto 11 years. The child of this age group has intense emotional needs like love and affection and are always curious about its surrounding. The child's mind is also plastic at this stage and care should be taken to mould the personality in a right way. The child must be given ample freedom to nurture his dormant potentialities

in a desirable manner. Therefore, the aims of lower primary education should be to give opportunity of self-expression, of the creative potentialities and to learn to control emotions and also to make the child aware of the social environment. Government has made many measures to provide primary education to all. The constitution of India has made primary education a fundamental right. Article 45 of our constitution also recommended for free and compulsory primary education for all children upto 14 years. District Primary Education Programme, Sarba Siksha Abhijan etc are tried to enroll all children in primary schools.

Though various trends have been made to make primary education for all, it is found that most of the children's quality of learning is not satisfactory and up to date. One of the most important reason is the method of teaching. Good teaching not only depends on quality of a teacher but also depends on methods of teaching. Still our education system is teacher-centred where teacher plays the active role and students remain as passive.

Life is a process of continuous learning by reconstruction of experiences. Today, man's needs expanded and the social order has become more complex than primitive societies. There is always a new challenges as soon as we take the second breath. Apart from this, search from good to better in order to make the life more easy and comfortable has also revolutionised the human life at its peak. All these factors have led to the creation of formal education in schools, colleges and universities. Education is a purposeful activity which endeavours to modify the behaviour of the learner. To live a meaningful life, it must have proper direction and it is best provided by self-learning. In order to make education a systematic and healthy process, the knowledge as well as awareness of teachers of lower primary school becomes necessary regarding self-learning of the children. There were some writers who influenced the development of self-learning in learning. These were John Dewey, Montessori, Wladyslaw Strzeminski, Lev Vygotsky etc.

Self-learning is basically a method of teaching based on Constructivism theory of learning. It is an observation and scientific study about how people learn. Though it is a new innovation in learning

situation but it's origin is come from John Dewey's learning by doing method. It says that people construct their own understanding and knowledge of the world through experience. When we encounter something, we have to reconcile it with our previous ideas and experiences for which either one previous ideas may be changed or new information's or ideas may be proved as irrelevant. Learners are active creators of their own knowledge.

In the classroom, the constructivism view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

By applying self-learning method, teachers are able to encourage students to constantly assess how the activity is helping them to gain understanding. By questioning themselves and their strategies students in the classroom ideally became "expert learners". This gives them over broadening tools to keep learning. With a well planned classroom environment, the students learn 'how to learn'.

Self-learning helps the students to control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps to create situation where the students feel safe in questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the students to reflect on his or her prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

2. Need of the study

Primary stage is considered as the main and root of the education process. Government has taken many measures to increase the literacy rate of people and also to make 100% enrolment of the children of primary schools.

District primary Education programme (DPEP), Sarba Siksha Abhijan (SSA) are among them which try to enroll all children belong to 6-14 years of age in primary schools and also become able to enhance the literacy rate.

But in spite of such encouraging trend of development it is observed that most of the children's quality of learning is not upto the mark.

Self learning is better than being taught— it is well known fact, but in our system of education scope for self learning is very less and the teacher still playing the vital role to put his knowledge and ideas on students' mind. Self-learning is given importance on construction of knowledge by the learners from their own angle of thinking, observation and experience. For this reason the investigator felt the need of study on "Awareness of teachers of lower primary schools regarding self-learning with special reference to Kamrup District of Assam."

3. Objectives

1. To study the awareness amongst the male and female teachers towards self-learning.
2. To compare the awareness between urban and rural teachers towards self-learning.
3. To study the influence of professional training of teachers in creating awareness towards self-learning

4. Hypothesis

1. Ho1 There is no significant difference regarding the awareness of self-learning between male and female teachers.
2. Ho2 There exist no significant difference regarding the awareness of self-learning between urban and rural teachers.
3. H1 Professional training has impact on creating awareness among the teachers towards self-learning.

5. Methodology

For the present study, descriptive survey method was used by the investigator. A self structured questionnaire was made to collect the data. A structured interview schedule was made for the collection of data during the empirical part of the study.

The study was conducted to know the better concept and understanding about the awareness of the teachers of lower primary schools towards self-learning of the children.

5.1 Sample:

The investigator selected 90 lower primary school teachers to collect the relevant data for the present study by using purposive sampling method. The sample comprises 45 female and 45 male, 45 urban and 45 rural, 45 trained and 45 untrained teachers from Kamrup District of Assam.

5.2 Tools used

- A self-structured awareness interview schedule was prepared by the investigator for the lower primary school teachers.
- Questionnaire
- Observation and informal discussion were used to collect the necessary data for this study.

6. Delimitation of the study

1. The population of the study was the teachers of lower primary school.
2. The sample is delimited to 90 school teachers.
3. 45 male and 45 female teachers were selected from Kamrup District of Assam.
4. 45 urban and 45 rural teachers from Kamrup District were also selected as sample for the present study.
5. The present study was specially designed to study the awareness between trained and untrained teachers of lower primary school regarding self-learning of the students.

7. Analysis and interpretation of the data

Objective 1: To study the awareness amongst the male and female teachers towards self-learning.

Ho1: There is no significant difference regarding the awareness of self-learning between male and female teachers.

Table-1 : Sex wise awareness of teachers towards self-learning.

Respondents	Total no	Aware	Percentage	Not aware	Percentage
Male	45	30	66.67%	15	33.33%
Female	45	22	48.89%	23	51.11%

Table 1.1 shows the sex wise awareness of the teachers of lower primary schools regarding self-learning of the students. The percentage of awareness among male teachers is 66.67% and female is 48.89%. 33.33% male teachers are not aware and 51.11% female teachers are not aware about students' self-learning.

Table-1.1 : Chi-square value and level of significant of awareness of the teachers.

Sl no	Calculated chi-square value	df	Critical chi-square value		Level of significance
			0.05%	0.01%	
1	2.91	1	3.84	6.63	Not significant

From the above data, chi-square test is applied to find out the significant difference between the male and female teachers regarding self-learning of the students of lower primary schools. Our calculated chi-square value =2.91 and df=1. Therefore, critical value of 1 df are 3.84 at 5% or .05 level of significance and 6.63 at 1% or .01 level of significance. Our calculated value i.e 2.91 is less than both the critical values at 5% and 1% level of significance. By looking into the result it can be said that the chi-square value is not

significant. Consequently we have to accept our null hypothesis that there is no significant difference regarding the awareness of self-learning between male and female teachers of lower primary schools.

Objective no 2: To compare the awareness between urban and rural teachers towards self-learning.

Ho2: There exist no significant difference regarding the awareness of self-learning between urban and rural teachers.

Table 2 : Awareness between urban and rural teachers towards self-learning.

Teacher educators	Aware to greater extend	Aware to certain extend	Not aware	Computed chi-square value	df	Critical chi-square values		Level of significance
						.05%	.01%	
Urban	30	15	5	28.91	2	5.99	9.21	Significant
Rural	7	8	25					

Table 2 shows the awareness between urban and rural teachers towards self-learning. Chi-squared test is applied to find out significant difference regarding self-learning amongst trained and untrained teachers. Here, calculated chi-square value is 28.91 df is 2. Therefore our chi-square value 28.91 is higher than the critical values at both the level of significance i.e 5.99 at 5% and 9.21 at 1% level of significance. Consequently, We have to reject our formulated null

hypothesis that there exist no significant difference regarding the awareness of self-learning between urban and rural teachers.

Objective no 3 : To study the influence of professional qualification of teachers in creating awareness towards self-learning.

H1 : Professional training has impact on creating awareness among the teachers towards self-learning.

Table-3 : Professional qualification of teachers in creating awareness towards self- learning.

Professional qualification	Agree	Not agree	Computed Chi-square value	Critical chi-square value		Df	Level of significance
				0.05%	0.01%		
Trained	28	17	2.19	3.84	6.63	1	Insignificant
Untrained	21	24					

Table 3 shows the influence of professional training of teachers in creating awareness towards self-learning. Here, the calculated chi-square value is 2.19 and df is 1 which is less than the critical value i.e 3.84 at 5% and 6.63 at 1% levels of significance. Therefore, our calculated chi-square value is insignificant and the formulated hypothesis that professional training has impact on creating awareness among the teachers towards self-learning is accepted.

8. Conclusion

Earlier, the school education was confined with only imparting bookish knowledge. Teachers occupies the highest position in the whole education system. But, today with the change of individual as well as society the needs of human lives also undergone rapid change and this concept are emerged in the field of education .The new education recognise that child comes to school for all round and harmonious

development. It aims at the development of the total personality and education is no longer confined to intellectual development. Only with the changing of needs of the individual and the demand of the time, new concept is evolves in the field of education. Self-learning is such a concept which provides opportunities of self-expression, sense of discipline,, tolerance, sociability, emotional maturity, problem solving ability, capacity to grow leadership ability and participation in various activities inculcate various important traits in the learner. Therefore our lower primary education should be formed in such a way so that it can enable the learners to meet their immediate needs. In this regard, awareness in the part of the teachers towards self-learning is supreme important with out which provision of self-learning for the students is not possible particularly at lower primary schools.

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