

# International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: [www.ijirset.com](http://www.ijirset.com)

Vol. 7, Issue 5, May 2018

## Effect of Learning Burden on Academic Achievement of Nursery School Children

Sarbani Sankar Panigrahi

Lecturer in Education, Government College (Autonomous), Bhawanipatna, Odisha, India

**ABSTRACT:** Learning gets success in a joyful environment. If any burden either physical or mental is seen due to the heavy weight of text books in the school bag, then the child cannot excel in his academic achievement. The present study seeks to find out the impact of learning burden on academic achievement of nursery school children. The Descriptive Correlational Method has been followed to conduct the study. Data have been collected by the help of questionnaire from the students. The results state that the students perceive high learning burden due to the heavy weight of the school bag affected negatively on their academic achievement.

**KEY WORDS:** Learning burden, physical, mental, academic achievement.

### I INTRODUCTION

Education takes place in an interaction between the teacher and taught. Hence this is called as a bipolar process where both teacher and taught stand in different pole, to share knowledge and experience to each other. But the role of environment is also felt indispensable. So educationists later on call it as a tri-polar process where the third pole being the environment where education takes place. According to naturalists, education takes place in a joyful environment where the child interacts, plays with the environment as he / she desires. Then only the inborn potentialities and capabilities will nurture within the child. Thus, the child should be given ample opportunities to manipulate the environment in his/ her own way and gain maximum knowledge and experience out of it.

But, in our democratic society, the goal of education is to help the individual to become increasingly self directive. Due to the rise of population, and explosion of knowledge in various fields, the process of education becomes more complex and transitory. More people are interested in the modern knowledge based on discoveries and inventions. In order to cope with the modern society our educational system should be dynamic and organized. So, it is the duty of curriculum framers, administrations, parents, teachers to maintain sanctity of the nature of the education and its system so that the nation will lead towards the path of development.

#### Importance of pre-primary Education

Pre-primary education is essential for a child as it lays the foundation for primary education. It helps in laying down a healthy foundation for the all round development of the child. It prepares the child for future education. It allows the child to expose his inner skills so that the child can develop his personality. It exposes the creativity of the child, thus allowing the child to develop in a natural way.

The quality of education determines the quality of citizens of a country and it depends on the quality of teachers in general and schools in particular. It is said that quality lies nowhere else but it lies in the learner himself. Thus, it is imperative that educational system should be child- centred and the learning process be more resourceful and effective so that the child can explore maximum from it.

But majority of the pre – primary schools in our country are running without adequate infrastructure and other facilities like class room equipments, play materials. Hence, the quality of education is also said to be of low standard. They only give too much emphasis on the prescribed text- books and the activities given in it. They do not try to go beyond the text-books. So, for the tender child, bringing text-books in the school bag on the back becomes a learning burden which

# International Journal of Innovative Research in Science, Engineering and Technology

*(A High Impact Factor, Monthly, Peer Reviewed Journal)*

Visit: [www.ijirset.com](http://www.ijirset.com)

Vol. 7, Issue 5, May 2018

affects their health negatively. Due to the over expectation of the enthusiastic parents, child carries the load on his back to fulfill it.

## **Learning Burden**

Learning burden is a load placed on both physical as well as mental state of a person. It is mainly assessed in term of physical weight of the learning materials and the amount of learning tasks given to the child. Moving from home to school and back to home the child carries, the learning materials on his shoulder. When the weight of the learning materials become heavy and the child perceives it as load, it is called physical burden. On the other hand, too much learning task, becomes the mental burden for the child when he fails to carry over the task assigned to him. Besides these main two, there are some factors responsible for learning burden of the children. These are incompetent teachers, overcrowded classes, absence of joyful learning, faulty system of examination and so on.

Now it is a surprise phenomenon that the weight of the school bag outweighs the weight of the child who carries it. Gravitational load of the school bag, “load of non-comprehension”, a lot is taught but little is understood”, over packed school curriculum” are all indicative of learning burden on the part of the child. It rubs the joy inherent in learning, shifting the innate capacity of the children.

The Chaturvedi Committee(1993) taking into consideration the results of the NCERT study, observes that the real academic burden is mostly due to inadequate teacher competence, insufficient teaching days, inadequate classroom facilities, high teacher pupil ratio affects in more than one way the quality of teaching and learning .

Another significant aspect of curriculum load is the growing mismatch between what is taught in the schools and what children really need to solve the problems they encounter in life. Today’s schools must impart knowledge in accordance with the requirement of today’s world. The distance between the child’s everyday life situation and content of the text book further concentrate on the transformation of knowledge into load. In addition to this needless repetition of concepts and information lead to boredom and a sense of load.

## **Burden free Education**

It is a fact that school is a social institution where important learning takes place but sometimes it does not reach its optimum level in terms of expectations and sometimes it does not occur at. Eventually, the school environment fails to provide congenial atmosphere and joyful experience. A number of factors such as infrastructural facilities in schools, the curriculum, teacher’s behavior, organizational environment, pedagogical practice, socio-political forces of the community etc are contributory to robbing the children of their joy of learning. If factors are made suitable and congenial, then learning takes place automatically and it will lead to the natural growth of the child. Burden free education is synonymous to learning without burden and joyful learning that means the child should feel the gravitational load of the school bag as minimum and substantial reduction in the amount of learning tasks. Again, simply decreasing the amount of learning tasks does not constitute burden free education. Rather, every short of activities and experiences should be provided through joyful environment. These joyful experiences liquidate the learning burden of the children.

## **Academic Achievement**

According to Good (1973) “Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge” According to a comprehensive dictionary of psychological and psychoanalytical terms “achievement is a term used to indicate the degree or level of success attained in some general or specified area” On the other hand, academic achievement indicates the degree or level of success attained in academic field. Academic achievement refers to the knowledge attained or skill developed in the school subjects usually designated by the test scores or marks assigned by the teachers (Good, 1913) It represents the acquisition of knowledge or skill and the ability to make appropriate use of such knowledge or skill in a variety of present and future situations. Achievement is the end product of learning and it generally indicates the learning outcome of the children.

Academic achievement is influenced by a number of factors in the learning process. One of such factor for a pre-primary child is learning burden which affects his study. More the learning burden is given to the child, less will be his academic achievement.

# International Journal of Innovative Research in Science, Engineering and Technology

*(A High Impact Factor, Monthly, Peer Reviewed Journal)*

Visit: [www.ijirset.com](http://www.ijirset.com)

Vol. 7, Issue 5, May 2018

## II. RESEARCH REVIEW

Some of the researches undertaken in the field of learning burden are given below.

Ishwar Bhai Patel Review Committee (1977) and NCERT Working Group (1984) recommended to decrease the load of learning burden of the children in the coming curriculum construction.

A survey "Learning without Burden" conducted in Delhi (1989) revealed that the weight of the school bag on an average in primary classes of public schools, is more than 4 kg. A similar finding i.e., the weight of the bag of a child of class IV reading in English medium school at Bhubaneswar was found to be 4.3 kg. So the gravitational load of the school bag is becoming unbearable.

The POA (1992) stresses on the load of the school bag while implementing the NPE 1986. The Ministry of Human Resource Development, Govt. of India requested the State Govt. / UTs to instruct schools not to prescribe more books than necessary.

Chaturvedi Committee Report (1993) observed that the unessential part in the school text-books should be removed so that the weight of the text-books will be declined and hence the learning burden will be less.

Prof. Yashpal Committee Report (1993) observed that non-comprehensions of subject matter, poor individual attention by the teacher due to high pupil teacher ratio, unpleasant school atmosphere are some of the factors contributing to learning burden for the children.

## III. RESEARCH METHODOLOGY

The researcher has followed the descriptive co relational study method to study the problem. The students of pre primary group constitute the population and from that only hundred nursery students studying in different schools of Bhawanipatna city were taken as the sample of the study. These children are divided into two groups. On the basis of their perception, learning burden is of two types i.e, physical burden and mental burden. So, there will be four categories of children namely, children with low physical burden, high physical burden, low mental burden and high mental burden. The peculiar characteristics of this categorization is that the same child may come in both groups of low mental burden as well as high physical burden. Here, emphasis is given on comprehensive survey designed to evaluate the school as a functional unit. This is because school provides the learning environment for progressive development of the children. Besides school, the researcher has collected data from home environment from the parents on the basis of children's responses to the questionnaire used.

The questionnaire gives the information relating to perception of physical burden and mental burden. The achievements of the children in English were collected from the record of the school office. The following measures are found out in the study.

- The coefficient of correlation is found out in between physical weight of the school bag vs. perception of physical burden and physical weight of the school bag vs. perception of mental burden.
- To determine the significance of difference of the means of student's achievement in English between low physical and high physical burden.
- The significance of difference of the means of the students achievement between low mental burden and high mental burden.

## IV. POPULATION AND SAMPLE

The present study has been conducted on random sample of 100 children which has been drawn from five nursery schools of Bhawanipatna city. The nursery school children comprise the population. The same has been depicted in the following table:

# International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: [www.ijirset.com](http://www.ijirset.com)

Vol. 7, Issue 5, May 2018

Table -1

SI No	Name of the school	Class	Boys	. Girls	Total	Medium
1	Vimla Convent school	Nursery	10	10	20	English
2	Citizen model school	Nursery	10	10	20	English
3	Vivekananda English	Nursery	10	10	20	English
4	St Xavier's high school	Nursery	10	10	20	English
5	Hitech public school	Nursery	10	10	20	English
		Total	50	50	100	

## OBJECTIVES

Following are the objectives of the study:

- i. To explore the relationship between the physical burden and mental burden.
- ii. To assess the impact of learning burden on academic achievement of the children.
- iii. To differentiate the students perceiving low and high physical burden.
- iv. To differentiate the students perceiving low and high mental burden.

## HYPOTHESES

- i. Children carrying high physical load have high physical burden.
- ii. Children carrying high physical load have high mental burden.
- iii. Academic achievement of the children perceiving high learning burden (both physical and mental) are poorer than those perceiving low learning burden.

## V. RESULTS AND DISCUSSION

After analyzing the data by the help of statistical measures i.e., mean standard deviation and correlation tests, the following results have been found out.

- i. The physical weight of the school bag and the perception of the physical burden are positively inter related with each other It may be concluded that children carrying high physical load perceive high physical burden. So, hypothesis – 1 has been accepted here.
- ii. The physical weight of the school bag and the perception of mental burden are positively correlated. It may be said that the children carrying high physical load perceive high mental burden, thus hypothesis – 2 has been accepted.
- iii. The children perceiving high physical as well as high mental burden differed significantly in their academic achievement from those who perceived them as low. This is clearly seen as the t-values are found to be significant at 0.05 level as against the table value of .99 .It is concluded that children showing better achievement in English perceived learning burden as low where as the children showing poorer performance perceived learning burden as high. So, hypothesis-3 also has been accepted.

# International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: [www.ijirset.com](http://www.ijirset.com)

Vol. 7, Issue 5, May 2018

## VI. FINDINGS

Findings of the study revealed that.

- Physical weight of the school bag and perception of the physical and mental burden by the children are positively correlated .That is more the physical load on their back ,more will be the physical as well as mental burden as perceived by them .
- Physical and mental burden due to the heavy weight of the school bag affects negatively on their academic achievement. That is, children excel in their academic achievement if they perceive low physical and mental burden and they drawn back if they perceive high physical and mental burden due to the weight of the school bag on their back.

## VII. CONCLUSION

It has been concluded from the study that children perceive physical and mental burden due to the heavy weight of the school bag .If they perceive this burden, their academic achievement is negatively affected. On the other hand, children excel in their academic achievement if they perceive low physical and mental burden.

## REFERENCES

1. Best, John W (1989). Research in Education .New Delhi, Prentice hall of India Pvt. Ltd.
2. Chauhan, S.S.(1978).Advanced Educational psychology. New Delhi: Vikash publishing house Pvt.Ltd.
3. Charurvedi Committee Report (1993) MHRD.
4. Garret, H.E. (1973). Statistics in psychology and education.Bombay.
5. Kerlinger, F.N (1983). Foundations of Behavioural Research New Delhi: Surjeet Publication.
6. Kothari, C.R. (2004). Research methodology: methods and techniques.
7. New Delhi: New Age international Publishers.
8. Koul, Lokesh (2001). Methodology of educational research. New Delhi: Vikas publishing House Pvt. Ltd.
9. Mohanty, J. (2003). Teacher Education. New Delhi: Deep & Deep publication.
10. NPE (1988). New Delhi:MHRD.
11. NPE (1992) Program of Action. New Delhi; MHRD.
12. National Advisory Committee Report (1993). Learning without Burden MHRD.
13. Orissa state convention on education for all (1994).Department of school and Mass education, Govt of Orissa . Bhubaneswar.
14. Panda, B.B. (1995).Fundamentals of Educational Psychology. Cuttak: Vidyapuri press.
15. Panigrahi, S.S.(2009) Teaching of English. New Delhi APH Publishing Corporation.
16. Rath, R.K.(1996).Fundamentals of Educational Statistics and Measurements. Berhampur Taratarini Pustakalaya.