

EFFICACY OF NATURE INTEGRATED LEARNING ON ACADEMIC ACHIEVEMENT MOTIVATION

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Abstract

This nature-based preschool model originated in the United States with the first nature-based preschool at New Canaan Nature Center in Connecticut in 1967. In India, it was used since ancient times for better education. Keep in mind that the integration of nature into early childhood education is on a continuum from no nature integration to the other end of the continuum where nature is infused in all parts of the educational program. The present research attempts to ascertain the efficacy of nature integrated learning on the academic achievement motivation of children. The sample of 30 children studying in the class fifth age range between 9 to 11 Yrs. was selected. Further, the total sample was divided randomly into two categories i.e. experimental group (15) and the control group (15). Academic Achievement Motivation test constructed by Dr T.R. Sharma, published by National Psychological Corporation, Agra was employed. The intervention of nature integrated learning was given to an experimental group. The positive impact of nature integrated learning has been found on the academic achievement motivation of school-going children in an experimental group whereas insignificant improvement was seen in the control group.

Keywords: *Nature integrated learning, Intervention Academic achievement motivation.*