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Impact of Activity Based Teaching-learning Pedagogy on Enhancement of Academic Performance of Secondary Level School Children in the District of Ahmedabad, Gujarat, India

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Abstract:

This paper attempts to analyze the opinion of parents, teachers and secondary level school students about the enhancement of academic performance of students in relation to the participation in activities. The study covers 200 parents encompassing of 100 in 'Below Poverty Line (BPL) and 100 in 'Above Poverty Line' (APL) households, 200 teachers comprising of 100 in trained and 100 in untrained categories and 200 students (100 boys and 100 girls) of class- VI, VII, VIII, IX & X both in urban and rural areas of Ahmedabad district of Gujarat. The results of chi-square test revealed that parents and teachers are in the same level of opinion about the enhancement of academic performance of students in relation to the participation in activities. It is further revealed that APL category of parents is more in favor of the enhancement of academic performance of students than the BPL category of parents. Again boys and girls are almost in the same level of opinion about the enhancement of academic performance in them. From the results of students' -test in terms of multiple response analysis of attitudes of students under boys and girls categories, it has been found that there is no difference in attitude of respondents rather it supports the fact that enhancement of academic performance of students is possible after participation in short term activities.

Key Words: Activities, Academic performance, Enhancement, Chi-square test, Students' T test, Attitude.

1. Introduction:

There are many teaching strategies that can be employed to actively engage students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, learning activities, and structured learning groups. The benefits of using such activities improve critical thinking skills, increase retention and transfer of new information, increase motivation and improve interpersonal skills. Students should be encouraged to do things by themselves in order to identify problems, to fill gaps and find solutions in a collaborative way. There were expressions of optimism that such independent approaches could lead to success, and teachers could be surprised by students' performance. Students are more likely to feel confident about themselves as learners if they can rely on their own resources for completing assignments, studying for tests, and achieving success in school. At the core of successful and lifelong learning, is self-regulation. Self-regulation requires a student to be meta-cognitively, motivationally, and behaviorally active in regulating his/her own thinking and learning. It involves awareness of personal goals, and of strengths, weaknesses, and interests given instructional goals, environmental expectations, and conditions of learning and performance. In a sense, a student's ability to regulate his/her own learning demands the ultimate



VIDHYAYANA

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An International Multidisciplinary Research e-Journal

integration of neuro developmental abilities. Self-regulated learners are attentive, focused, and productive. They set goals for themselves, and use a planned approach to learning. Self-regulated learners keep track of their understanding and their progress, and reward themselves for their successes. They use problem-solving strategies and memory techniques when appropriate. They learn to think critically about the demands of the task at hand and the availability of time, resources, etc. In short, self-regulated learners are intentional, active, and reflective Pedagogy, the science of teaching, involves instructional methods, materials and learning activities directed by these. Traditionally, the lecture methods of teaching were in use at all stages of schooling where the teacher was considered as the provider of information and students as the passive recipients of information. The major instructional materials were textbooks that were written for specified age groups and for particular subjects. The major learning activity was listening and writing from the textbook or from the blackboard. This paradigm has been changed in the newer methodology of activity – based learning. Here the teacher is considered as the facilitator and the students are self-learning through the medium of a detailed array of learning cards (Anandalakshmi, 2007). Other methods such as cooperative learning have also been suggested as alternatives to lecture method (Sirohi, 2006). Insights into the developing brain's learning processes and the growing child's learning needs provides great potential to create effective pedagogical practices.



VIDHYAYANA

2. Objectives:

The main objective of this study is to examine the effectiveness of the activity based learning approaches used for Secondary School Children of Ahmedabad District. The specific objectives of this study are as follows:

1. To find out the relation between the activities and academic performance of the secondary level school students;
2. To identify the higher order cognitive skills achieved by the student teachers through the activity based learning approaches;
3. To assess the role of activities in relation to the academic performance of the secondary level students among the parents considering APL and BPL categories of households.
4. To enumerate the difference in opinion about the enhancement of academic achievement of students in relation to the participation in activities among the parents and teachers.



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5. To make appropriate suggestions and recommendations to improve the effectiveness of the activity based learning approach.

3. Hypothesis:

The following hypotheses are selected to substantiate our study:

1. H_0 : Null Hypothesis: There is no difference in opinion about the enhancement of academic performance of secondary level students in relation to the participation in activities among the parents and teachers.
2. H_1 : There is no difference in opinion about the enhancement of academic performance of secondary level students in relation to the participation in activities among the students under boys and girls category.

4. Data Source and Methodology:

Data Source: The primary data collected during 2017-2018 from 200 teachers comprising of 100 in trained & 100 in untrained categories, 200 parents comprising of 100 in BPL & 100 in APL categories as well as 200 students (100 boys & 100 girls) both in urban and rural areas in Ahmedabad district of Ahmedabad. A self-made structured questionnaire was used by considering different kinds of aspects related to activities influencing the academic performance of the school students.

Methods:

1. Chi-square test is fitted to determine any significant variation of opinions among the parents and teachers.
2. Tabular representations are used to make a comparative static analysis of collected data.
3. Charts and diagrams are drawn to make more appropriate for the representation.

5. Results and Discussion:

The whole results of the present study are divided under the following categories:

- i) Opinion of different respondents selected for the study about the enhancement of academic performance of secondary level school students in relation to the participation in Activities: A Response Analysis
- ii) Examining the significant difference in opinion about the enhancement of academic performance of secondary level school students in relation to the participation in activities among the parents



and teachers: A non-parametric Chi-square Test Analysis.

- iii) Attitudes of students under boys and girls towards the enhancement of academic performance in relation to the participation in activities: An Analysis of Students t-test.

5.1 Opinions of Respondents and Chi-square Test

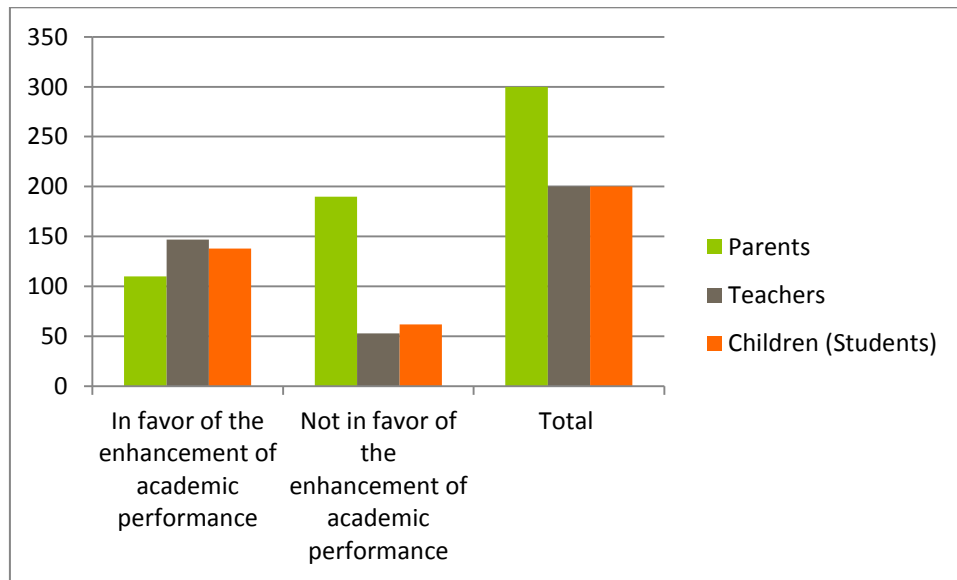
The chi-square test has been used to examine whether any significant variation of opinion among the respondents exists or not. For this, responses of parents and teachers are collected and represented in terms of the following figure: Table No.2: Opinion of different respondents selected for the study about the enhancement of academic performance of secondary level school students in relation to the participation in activities.

Table: 1
Opinion of different respondents selected for the study about the enhancement of academic performance of secondary level school students in relation to the participation in activities.

Respondents	In favor of the enhancement of academic performance	Not in favor of the enhancement of academic performance	Total
Parents	110	190	300
Teachers	147	53	200
Children (Students)	138	62	200
Total	395	305	700

Table -1 describes the opinion of the parents' teachers as well as students about the enhancement of academic performance of secondary level school students in relation to the participation in activities. From the above analysis (vide table-1), we can conclude that teachers think more positive than parents as well as students about the enhancement of academic performance of secondary level school students.

Graph: 1 Positive Response of the Respondents about Significant Association among Activities and Academic Performance of Students



The above graph signifies that 65.8 % of the respondents are in favor of the significant association among activities and the enhancement of academic performance of students.

Graph- 1 implies that both the teachers (73.5 %) and the students (69 %) are almost in the same level of opinion while the least percentage of opinion prevails (55 %) in case of parents about the significant positive association of activities and academic performance of the students.

The calculated value and the observed value of chi-square are shown in the table below (vide table – 1)

Variables compared	Calculated value (X ²)	Critical value (5% level)	Critical value	Degrees of freedom	Significant level
Opinion of parents and teachers about the enhancement of academic performance of school students in relation to the participation in festivals.	0.201	2.7	6.63	1	P>0.05

It should be noted (vide table-2) that the observed value of chi-square(X²) i.e., 0.201 is smaller than the critical value both at 1% and 5% level of significations (i.e., X², .01, d.f.1=6.63 and X², .05, d.f.1=2.70 for degrees of freedom 1). Therefore the null hypothesis is accepted and the alternative hypothesis is rejected both at 5% and 1% level of significance. So, we can conclude that there is no difference in opinion about the



enhancement of academic performance of secondary level school students in relation to the participation in activities among the parents and teachers.

Table No. 2

Attitudes of students under boys' and girls' towards the enhancement of academic performance in relation to the participation in activities: Student's t-test in terms of Multiple Response Analysis.

(Testing of the hypothesis)

Student	Sample (N)	Mean	S. D.	t Value	P value	df
Boys	100	17.16	9.54	0.067	1.98	198
Girls	100	19.6	9.73			

From the above analysis (vide table-2), it is clear that calculated value of 't' is smaller than the table value with little variation of Mean and S.D. among the opinions of the respondents. Therefore we can conclude that there exists no significant variation of attitudes of boys and girls about the enhancement of their academic performance in relation to the participation in activities (Durlak, 2011).

6. Conclusion:

This paper highlights the types of activities prevalent in India and also the impact of it on the enhancement of academic performance of students of Ahmedabad district of Gujarat. The opinion of parents belonging in different socio-economic status, teachers under trained and untrained categories and secondary level students (boys and girls) are considered for discussion. The result of the study revealed that the parents and teachers are favored the idea of participation in activities for enhancing the academic performance of students. During field survey, it has been found that there exists positive attitude among the students about the enhancement of their academic performance in relation to the participation in different academic activities. This study further indicates that through participation in activities short term relief is needed for the students to increase their academic performance. Further study is needed for establishing the impact of activities on academic performance for higher level of students. These activities based learning strategies help to increase the self-learning practices and to develop higher order cognitive skills among the student teachers. Further, faculty should give more attention to allocate the classrooms with adequate facilities, and to allocate enough time for the activities.



VIDHYAYANA

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