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**Construction and Effectiveness of Activity Based Learning Method
for the Subject Organisation of Commerce and Management**

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INTRODUCTION

Classroom learning become more effective when some activities are included in learning. The activity based learning is task based learning in where students are engaged with some hand related activities. The Learning by doing is a best approach for classroom teaching. To fulfil the objective of all around development is possible very easily by learning by doing approach.

ACTIVITY BASED LEARNING

Activity Based Learning aims at developing scholastic and coscholastic aspects of activity-Based joyful learning simultaneously, because the activities engaged in this approach of teaching include all the domains of behaviour, i.e. head-related activities, hand related activities and heart related activities.

The key traits of activity Based learning are as follows:

- is child-centered
- is task-Based
- is focused on curiosity, creativity and collaboration
- leads to joyful learning
- makes the school an oasis of encouragement for children

OBJECTIVES OF THE STUDY

The following objectives were framed:

1. To construct Activity Based Learning Method for the unit Financial Services of Organisation of Commerce and Management of Standard 11th.
2. To construct an Achievement test for the unit Financial Services of Organisation of Commerce and Management of Standard 11th.
3. To find out the effectiveness of Activity Based Learning Method over the Conventional Teaching Method
4. To find out the effectiveness of Type of School on the relationship between the teaching methods and achievement.



HYPOTHESES OF THE STUDY

The following hypotheses were formulated for testing:

1. There is no significant difference between the mean scores obtained by students of government school learnt by the Activity Based Learning Method and by the lecture method for the unit Financial Services of Organisation of Commerce and Management of Standard 11th.
2. There is no significant difference between the mean scores obtained by students of private school learnt by the Activity Based Learning Method and by the lecture method for the unit Financial Services of Organisation of Commerce and Management of Standard 11th.
3. There is no significant difference of Type of school on the relationship between teaching methods and achievement.

VARIABLES

- | | | |
|-----------------------------------|---|--|
| 1. Independent Variable | } | 1. Activity Based Learning Method |
| Teaching Method | | 2. Lecture Method |
| 2. Dependent Variable: - | | Student's Achievement |
| 3. Moderator Variable: - | | Type of School |
| 4. Control Variable: - | | Medium of Instruction, Standard, Subject, Unit |
| 5. Intervening Variable: - | | Intelligence, Self-Motivation |

SAMPLE

The investigator selected 11th Standard Students of two schools of Bhuj City. Out of these two, one is a government school and the other one is private school. Students were selected by using simple random techniques.

DESIGN

The present study was experimental in nature and its design was two group, random sampling, only post test.

TOOL

Investigator has constructed an achievement test of 40 marks for the measurement of dependent variables.



APPLICATION OF THE EXPERIMENT

This study was divided into two experiments. Experiment one was undertaken on students of government school and the latter was undertaken on students of private school. For experiment one, two groups were formed randomly. Out of these two groups, group one which designated as experimental groups was taught the topic by using Activity Based Learning Method. The second group which was designated as control group was taught the topic by using lecture method. The same procedure was used for experiment two.

COLLECTION OF THE DATA

After the experiments students were given an achievement test. In each experiment, both the groups were given the test simultaneously.

STATISTICAL TECHNIQUE

To find out the effectiveness of independent variable (teaching methods) on the depended variable (achievement) t-test was applied.

DATA ANALYSIS AND INTERPRETATION

Table-1

Analysis of scores obtained by students at government school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Activity Based Learning Method	32	37.28	2.05	11.61*
Lecture Method	32	29.50	3.19	

*Significant level 0.01

Table-1 reveals that the 't' value is significant at 0.01 level. Hence, it could be inferred that there is a significant difference between the two groups. It means there is a significant difference between the mean scores obtained by students learnt by Activity Based Learning Method and by the lecture method for the unit



Financial Services of Organisation of Commerce and Management of Standard 11th. The students perform well when taught through Activity Based Learning Method.

Table-2

Analysis of scores obtained by students at private school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Activity Based Learning Method	31	35.23	3.24	8.46*
Lecture Method	31	27.19	4.16	

*Significant level 0.01

Table-2 indicates that the 't' value is significant at 0.01 level. It means there is a significant difference between the mean scores obtained by students taught the topic by Activity Based Learning Method and by the lecture method for the unit Financial Services of Organisation of Commerce and Management of Standard 11th. The students perform well when taught through Activity Based Learning Method.

Table-3

Result of experiments on students of government school and private school in context of the effectiveness of teaching method on the achievement

Experiment	Subjects of Experiment	Result
1	Students of Government school	Activity Based Learning Method was more effective than lecture method in context of achievement of students of government school.
2	Students of Private School	Activity Based Learning Method was more effective than lecture method in context of achievement of students of private school.



Table-3 indicates that Activity Based Learning Method was found to be more effective than the lecture method in both cases. It means there is no significant difference of type of school on the relationship between teaching methods and achievement.

FINDINGS

Findings of this study were:

1. The Activity Based Learning Method was more effective than lecture method in context of achievement of students of government School.
2. Activity Based Learning Method was more effective than method in context of achievement of students of private School.
3. There was no effect of type of school on the relationship between teaching methods and achievement.
4. The Activity Based Learning Method is effective in teaching students in context of their type of school.



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