

**IMPLEMENTATION OF ACTIVITY BASED TEACHING LEARNING
APPROACH IN SOCIAL SCIENCE AT SECONDARY LEVEL SCHOOL IN
ASSAM**

**A THESIS SUBMITTED IN PART FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY**

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CHAPTER 6
SUMMARY & CONCLUSION

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Chapter 6: Summary and Conclusion

6.1. Introduction

Education plays an important role in human societies and it has contributed a lot in shaping the destinies of societies in all phases of development. From the very beginning of the education system, the whole teaching-learning process was dominated by the teacher-centered approach. Then there is a shift taken place from the teacher-centered approach to learner centered approach where importance is given to the learners. In order to engage the learners in the classroom, the teacher has adopted different approaches and among them activity based teaching learning approach is one of them. Suydam & Higgins (1977) defined activity based teaching learning as an instructional strategy where different activities, suitable and relevant to the specific subjects are integrated with the regular instructional methods and materials which involve students in the teaching-learning process and engage them fruitfully.

Activity based teaching learning approach gives the opportunity to the students to explore, manipulate, search and discover something new. It also provides opportunities for interaction which makes the atmosphere livelier, interesting and motivating for the students. These activities help to clarify and make learning more meaningful. Activity based teaching learning approach helps in making the teaching learning process more purposeful and develops self-confidence among the students. It encourages interaction among the learners and enables the learner physically and mentally active in the classroom, as a result of which learning becomes easier, quicker and more effective (Vartak, 2001).

After looking at its importance, our education system start giving importance on activity based teaching learning approach. So in this present study, an attempt is made to study the status of implementation of activity based teaching learning approach at secondary level schools of Assam. Consequently, the researcher conducted the study by keeping in view of the objectives and hypotheses where the research methodology and findings are discussed in the previous chapter. So in this research, the researcher gives a brief summary of the study which is presented below.

6.2. Significance of the Study

Research is conducted with the expectation that it will contribute something to our knowledge base. If the research doesn't contribute to society then it cannot be a good research. The present study has a lot of significance which is discussed here. The study offers information about the different types of activities organised by the teachers during the teaching of social science subject. This study helps to understand the level of using activities by teachers in the classroom. The research helps to understand the student engagement level of the students. Through this research, problem can be identified that are faced by teachers in the implementation of activity based teaching learning approach in the classroom. This study provides information about the different learning resources that teachers are using in classroom teaching-learning process.

6.3. Statement of the Problem

The present study is designed with the following statement:

“Implementation of Activity Based Teaching Learning Approach in Social Science at Secondary Level School in Assam”.

6.4. Operational Definitions

The important terms used in the present study are defined operationally in the following ways:

Activity Based Teaching learning approach: In this research, the term activity based teaching learning approach refers to an instructional strategy where different activities, suitable and relevant to the specified subjects are integrated with the regular instructional methods which are need to be performed by the students. The students will actively perform those activities by taking the help of different tools and materials in a real classroom environment where the main focus will be on interaction.

Attitude: In this research, this term denotes the students and teachers attitude towards the activity based teaching learning approach in the classroom in terms of favourableness or unfavourableness.

Secondary School: In this research secondary school basically covers grade IX and X where the students enroll themselves after completing their primary education.

6.5. Objectives

The researcher has formulated the following specific objectives for the study:

- i. To study the present status of implementing the activity based teaching learning approach in social science at the secondary level school in Assam in terms of types and frequency of use, use of teaching learning material, student engagement in the activities.
- ii. To study the attitude of social science teachers towards activity based teaching learning approach at secondary level of education.
- iii. To study the attitude of secondary level students towards activity based teaching learning approach at secondary level of education.
- iv. To study the problems faced by the social science teachers in implementing activity based teaching learning approach at secondary level in Assam.

6.6. Hypotheses:

For the study researcher has framed hypotheses for the objectives no ii and iii. They are:

Hypotheses related to objective no ii

- Ho1: There is no significant difference between male and female social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.
- Ho2: There is no significant difference between rural and urban social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.
- Ho3: There is no significant difference between trained and untrained social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam.
- Ho4: There is no significant difference among social science teachers in terms of experience in regard to their level of attitude towards activity based teaching-learning approach at secondary level of Assam

Hypotheses related to objective no iii

Ho5: There is no significant difference between male and female secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

Ho6: There is no significant difference between rural and urban secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

Ho7: There is no significant difference between ninth and tenth grade secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam.

6.7. Delimitation of the Study

The researcher has delimited the study in the following points:

- a. The study is limited to only secondary schools of North Assam.
- b. The study is limited to the subject of social science.
- c. This study is limited to Assam State Board schools.
- d. This study is limited to government schools only.
- e. This study is limited to the grade of IX and X.

6.8. Research Method

The present study has been carried out by using descriptive survey research method.

6.8.1. Population

In this research the term 'population' denotes all the secondary schools of Assam.

6.8.2. Sample and Sampling Technique

Administratively, the state Assam is divided into five parts namely Lower Assam, Upper Assam, Central Assam, North Assam, Barak Valley. The researcher used a simple random sampling technique and selected North Assam for the study. Presently in North Assam, there are 4 districts namely Darrang, Sonitpur, Udalguri, Biswanath (Government of Assam General Administration, 2018). So the researcher selected 3 districts randomly

and selected some particular regions of the districts. From that region the researcher selected some schools randomly and collected the required data for the study. In this research, the researcher used multi-stage sampling technique as a sampling technique. The researcher collected data from 53 schools of 3 districts where the sample size of the students and teachers are 2449 and 83 respectively.

6.8.3. Data Collection Tools

For the collection of data, different types of tools are used by the researcher. The researcher did not find any suitable tool which could be used for the study so the researcher developed and standardised all four tools. The name of all the tools are:

- i. Activity Based Teaching Learning Inventory for Teachers
- ii. Activity Based Teaching Learning Questionnaire for Teachers.
- iii. Student Engagement Scale for Activity Based Teaching Learning Approach
- iv. Attitude Scale Towards Activity Based Teaching Learning Approach (For Teachers)
- v. Attitude Scale Towards Activity Based Teaching Learning Approach (For Students)

6.8.4. Statistical Technique for Data Analysis

The researcher used the following statistical techniques for the purpose of this study:

Percentage: It is used in the analysis of the responses given by the teachers.

Mean: It is used to determine the significant difference between the mean of the samples.

Independent Sample t test: It is used to find out the significant differences between teachers and students in terms of gender, grade, location, training.

One Way ANOVA: It is used to find out the significant differences between teachers in terms of experience variable.

Column Graph: It is used to present the data in a graphical form and compare the result between teachers in terms of different topics.

Pie Diagram: It is used to present the data of teachers in a graphical form in terms of different topics.

6.9. Major Findings

6.9.1. Findings related to Objective No 1

i) The finding of the study shows that there are some activities such as taking part in discussions (77.11%), give writing assignments (71.08%), give mini-lectures with pauses and clarify doubts during that time (72.29%), direct students to take down notes (67.47%), students were asked to highlight the key points after the class (72.29%) of the teachers uses these activities mostly in the classroom.

ii) The study reveals that there are some activities such as giving individual oral presentations (56.63%), perform teacher-directed library work (45.78%), provide learners to work in groups (63.85%), read teacher-produced materials (69.88%), engage learners to do project work (55.42%), give students to do brainstorming (57.83%), experiencing new materials (71.08%), guide students play games associated with curricular contents (44.58%), provide opportunities to draw (71.08%), provide opportunities to debate (60.24%), encourage student presentations (57.83%), encourage interpretation by the students (61.44%) of the teachers uses these activities sometimes in the classroom.

iii) The study revealed that there is an activity namely conduct quizzes'; 44.58% of teachers responded that they used this activity sometimes in the classroom and 43.37% of teachers responded that they used the same activity rarely in the classroom.

iv) The study confirms that there is an activity namely I work with computer (53.01%) which is not used by most of the teachers in the classroom.

v) The study also reveals that 21.69% of secondary school teachers responded that their use of activities in the classroom is at a very high level, 34.94% of secondary school teachers responded that their use of activities in the classroom is at a high level, 22.89% secondary school teachers responded that their use of activities in the classroom is at an above average level.

vi) The study reports that most of the secondary school social science teachers are using map (100%), chart (98.80%), blackboard (97.59%), newspaper (80.72%), book (97.59%), model (93.98%) as a teaching-learning materials in social science classroom.

vii) It is observed that there are some secondary school social science teachers who are not using video (57.83%), different websites, such as, Wikipedia, e-pathshala (49.40%),

different social networking sites, such as, facebook, whatsapp, e-mail, twitter (72.29%) as a teaching-learning materials in social science classroom.

viii) The study shows that 20.48% of secondary school teachers believe that the student engagement rate is very high in their class. 30.12% of secondary school teachers thought that the student engagement rate is above average in their class.

6.9.2. Findings related to Objective No 2

i) The finding of the study shows that 22.90% of secondary school teachers have a highly favourable attitude, 28.90% of secondary school teachers have moderate attitude towards activity based teaching learning approach.

ii) The study reveals that there is no significant difference between male and female secondary school social science teachers attitude towards the activity based teaching learning approach at secondary level of Assam ($df=81$, $t=-1.54$ and $sig=.13$, 2-tailed).

iii) The study finds that there is no significant difference between rural and urban secondary school social science teachers attitude towards the activity based teaching learning approach at secondary level of Assam ($df=81$, $t=-1.49$ and $sig=.14$, 2-tailed).

iv) The study confirms that there is no significant difference between trained and untrained secondary school social science teachers attitude towards the activity based teaching learning approach at secondary level of Assam ($df=81$, $t=.44$ and $sig=.66$, 2-tailed).

v) It is observed that there is no statistically significant difference among the secondary school social science teachers attitude towards activity based teaching learning approach on the basis of the experience ($F(2,80)=1.56$, $p>.05$).

6.9.3. Findings related to Objective No 3

i) The finding of the study is that 28.50% of secondary school students have moderate attitude, 24.30% of secondary school students have below moderate attitude, 18.30% of secondary school students have highly unfavourable attitude towards the activity based teaching learning approach.

ii) The study shows that there is a statistically significant difference between male and female secondary school students attitude towards the activity based teaching learning approach at secondary level of Assam ($df=2447$, $t=-4.19$ and $sig=.00$, 2-tailed). It means

that female secondary students have better attitude in comparison to male secondary students attitude towards activity based teaching learning approach.

iii) The study reveals that there is a statistically significant difference between rural and urban secondary school students attitude towards the activity based teaching learning approach at secondary level of Assam ($df=2447$, $t=4.17$ and $sig.=.00$, 2-tailed). The finding of the study shows that rural secondary students have better attitude in comparison to urban students attitude towards activity based teaching learning approach.

iv) The study confirms that there is a statistically significant difference between grade IX and X secondary school students attitude towards the activity based teaching learning approach at secondary level of Assam ($df=2447$, $t=-6.61$ and $sig.=.00$, 2-tailed). It means that grade X secondary students have better attitude in comparison to grade IX students attitude towards activity based teaching learning approach.

6.9.4. Findings related to Objective No 4

i) The finding of the study is that most of the teachers responded 'Yes' that they are facing different types of problems such as lack of expertise of the teacher (66.27%), lack of previous content knowledge (73.49%), takes more time (56.63%), teacher-pupil ratio is high (54.22%), lack of creativity of teacher (55.42%), engagement in non-academic works (65.06%), lack of students' interest (44.58%) in the implementation of the activity based teaching learning approach in the classroom.

ii) It is also observed that most of the teachers responded 'No' that they are not facing different problems such as syllabus is large (57.83%), materials are expensive (54.22%), exam oriented approach (53.01%), educational administration creates problems (72.29%) in the implementation of activity based teaching learning approach in the classroom.

6.10. Educational Implication

Educational implications helps the researchers, teachers, parents, policymakers and administrators to understand the impact which is carried forward by the results of the study. So the researcher has discussed the educational implications which are given below:

- i. Activity based teaching learning approach makes the classroom environment more active and interesting for the learners. Teachers are aware of different

activities and choose the best activities for the learners as per their needs. Through this, the teacher can attract more students to the classroom teaching-learning process. So this study may help to understand the various types of activities that are used by the teacher in the classroom in order to make classroom learning more interesting and fruitful for the learners.

- ii. The success of any teaching-learning process depends upon what kind of activities the teachers are using in the classroom. In this study, it is found that the teachers are using different activities under different heads such as mostly, sometimes, rarely, and never. The present study proves that the majority of the teachers are using activity based teaching learning approach at a high level. So this study will sensitizes people about the frequency of using different activities in the classroom through which quality learning among the students is ensured.
- iii. Objective guides us on how we should proceed so that we can be successful in our work. Before implementing any activity in the classroom the teachers have some objectives in their mind and accordingly, they took steps so that effective learning can be ensured in the whole teaching-learning process. Apart from that a teacher also needs to take care of the socio-psychological background of the students. With the help of this research, parents, teachers, researchers, policymakers and administrators will become more conscious of the factors which compels teachers to use different activities in the classroom for the betterment of the students
- iv. In a classroom, teaching-learning material plays a great role in increasing the interest, and attention of the students. These materials motivate the students to participate actively in the classroom. The present study reveals that the majority of teachers use different teaching-learning materials in the classroom. This study can develop an in-depth understanding among the different stakeholders of education about the different teaching-learning materials which are used by the teachers to attract the attention of the students through which understanding of a certain topic can be developed very easily.
- v. If the teaching-learning process needs to be a successful one then definitely it needs to give importance to student engagement. Students learn more and acquire different skills in those activities where they actively perform their tasks. Student engagement ensures that the learning which a learner acquires

should be a permanent one. So we all need to give importance to the student engagement aspect in the overall teaching-learning process. The present research shows that the majority of the teachers responded that the level of student engagement in activity based teaching learning approach classroom is at an above average level. The results can guide the teachers, researchers, parents, policymakers and administrators to take necessary steps to enhance the students' engagement level in the classroom.

- vi. When we undertake any step then we encounter with different kinds of problems. The scope of activity based teaching learning approach is very broad and its effectiveness deals with how a teacher implements the approach in the classroom. The result shows that the teachers are facing some problems in the implementation of activity based teaching learning approach in the classroom. The results can provide a direction to undertake necessary steps to reduce the problems of teachers in the classroom.
- vii. Our attitude determines how successful we will be in the future. For successful implementation of activity based teaching learning approach in the classroom the teacher needs to have a positive attitude towards this approach. The finding of the study proves that the majority of teachers have a moderate attitude towards the use of activity based teaching learning approach in the classroom. It will empower different stakeholders to take necessary measures in order to enhance the positive attitude among a large number of teachers.
- viii. There are different variables which can influence the attitude of teachers towards the activity based teaching learning approach. Accordingly, the researcher has selected gender, location, educational qualification, experience and studies its influence on the attitude towards activity based teaching learning approach. The study results that there is no significance different between teachers towards the activity based teaching learning approach in terms of gender, location, educational qualification, experience of teachers. This knowledge will help us to undertake appropriate decisions.
- ix. In adolescence period, secondary school students face tremendous physical and mental challenges. In such a situation the attitude that a student possess decides whether an activity based teaching learning approach will be effective for the student or not. The present study reveals that the majority of the students have a moderate attitude towards the use of activity based teaching

learning approach in the classroom. This may assist the teachers, parents, researchers, policymakers and administrators to take appropriate measures in order to enhance the level of positive attitude among the students towards this approach.

- x. In different studies, we have seen how gender, location and grade influence the students' attitude so the researcher has selected these variables and studies their influence on the attitude of students towards the activity based teaching learning approach. The study results that there is a significant different between students towards the activity based teaching learning approach in terms of gender, location, and grade. This knowledge can help us to reduce the gap in terms of these variables.
- xi. With the help of this research, different stakeholders of education can conduct further studies and accordingly take necessary steps in order to improve the condition of activity based teaching learning approach classroom.

6.11. Suggestions for Further Studies

Research is a continuous process which generates new areas for further researches. The researcher provides suggestions for conducting future studies in the following points:

- i. Similar study can be conducted in other subjects such as science, mathematics, english, assamese.
- ii. A study can be conducted at different level such as primary level of education.
- iii. Similar study can be conducted in other divisions of Assam.
- iv. Similar study can be conducted in others states and union territory of India.

6.12. Conclusion

The journey to becoming a quality school depends upon the human resources which are available in the school. Human resources are the one who will decide what objective we will have, what we will use, how we will use, what will be the outcomes etc. and accordingly we divide duties among ourselves. At a ground level of an educational institution we will find that there are mainly three categories of human resources namely students, teachers and administrators. Administrators and teachers adopt different approaches in order to bring the maximum from the students. Among such approaches, activity based teaching learning approach is one such approach.

Activity based teaching learning approach is a new and innovative approach of learning. Activity based teaching learning approach is a that kind of approach through which we are giving some tasks to the students which are relevant and suitable to the course content. They need to perform the tasks in order to learn something and this helps in increasing the student engagement level of students in the classroom. After understanding the benefit of activity based teaching learning approach, the researcher decided to study the status of implementation of activity based teaching learning approach in secondary schools of Assam. For that the researcher conducted an in-depth and comprehensive study of it.

The researcher conducted a pilot study in fifteen government schools of five districts of Assam namely: Biswanath, Sonitpur, Nagaon, Hojai, Morigaon to understand the status of implementation of activity based teaching learning approach. During interview session with teachers, they responded about the types and frequency of using activities in their teaching-learning process. After analysing the school textbooks and academic calendar, the researcher developed an understanding of the nature of activities of the curriculum of secondary school. Apart from that the researcher also gathered information about the problems that teachers are facing in the activity based teaching learning classroom. After the review of literature and pilot study, the researcher confirmed and decided to conduct a study on the status of implementation of activity based teaching learning approach in secondary schools of Assam.

For achieving the goal, the researcher developed and standardised five tools namely activity based teaching learning inventory for teachers, activity based learning approach questionnaire for teachers, student engagement scale for activity based teaching learning approach, attitude scale towards activity based teaching learning approach (for teachers), attitude scale towards activity based teaching learning approach (for students). For data collection, the researcher selected and visited 53 schools of 3 districts of North Assam namely Biswanath, Sonitpur and Darrang. The researcher used descriptive and inferential statistics for analysing the data of the research. After the analysis of the data, the researcher carefully presented the finding of the study which carries a lot of relevance in this present era of our education system.

The finding of the study reflected that all the teachers are using some form of activities in their classroom where the student engagement rate is quite impressive one. It is also observed that majority of the social science teachers and students have moderate views

towards this initiative. Apart from its usefulness, the teachers are also facing different kinds of problems which we need to consider as soon as possible so that we can achieve the goal of quality education of United Nation's sustainable development goal.

The research proves that there are multiple reasons which help the teacher to take a decision on what activity he should use for the teaching-learning process in the subject of social science. Teachers responded that the activities which are used by the teacher helps to develop communication skills, writing skills, study habits, co-operation, self-learning, creativity, thinking skill, leadership skills, presentation skills, interest among the students. Activity based teaching learning approach increases the interaction among students and provide opportunity to students to use their experiences in teaching-learning process. Student engagement in the activity based teaching learning approach classroom is effective one because school authority undertakes various steps for professional development of staffs which helps the teacher to provide more supportive instructional environment to the students.

Due to learning and teaching style matched with needs of students and teachers and performance of the students in academics gets increases so the teachers have a positive attitude towards the activity based teaching learning approach. This approach discourage the rote memorization and help in the development of overall teaching learning process. This approach provides a good environment of classroom discussion where each student feels that their needs and desires get fulfilled and it gives confidence to them. It helps the students to understand the concept and apply them in everyday activities. Because of all these students have optimistic views towards this approach.

Activity based teaching learning approach is beneficial because it helps to develop creativity, motivation, interest, leadership quality, self-confidence, self-expression, problem solving skills, critical thinking skills, student engagement, student discipline, self-learning, co-operation, satisfaction level of the students, positive attitude among the students. It ensures the sustainable and overall development of the whole teaching learning process.

However, coming to an end of it gives a feeling of great satisfaction that the researcher have achieved in the objectives which is set for this research. Beginning a new dawn for activity based teaching learning approach, teachers must develop their knowledge and skills, understanding of key strategies to achieve success. This will ensure in increasing

the interaction level between teachers and students by reducing the fear which students have for the overall teaching-learning process.