CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

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Chapter 4: Data Analysis and Interpretation

4.1. Introduction

Data analysis and interpretation are the core part of any research process and through this, we can only get the actual meaning of the data we collected in the research. In this chapter, the researcher got various types of numerical data collected from the students and teachers of different schools. The data collected using descriptive survey research were organised, analysed and interpreted using different statistical techniques. Here, the researcher discussed the steps undertaken in the research in a detailed manner.

This chapter deals explicitly with the interpretation of data. In this chapter, the researcher analysed the data objective wise and used proper statistical techniques accordingly. The results of the statistical analysis have been tabulated and summarised in the following manner:

4.2. Analysis of the Data for Objectives

4.2.1. Analysis and Interpretation of Data for Objective No 1

The present study is designed to study the present status of implementing the activity based teaching learning approach in social science at the secondary level school in Assam. In this regard, necessary data has been collected with the help of a self-developed inventory. For analysis purpose the collected data has been categorised under heads, such as- (i) Types and frequency of using different activities (ii) Use of teaching learning materials, and (iii) Student engagement. The data has been analyzed with the following statistical techniques-

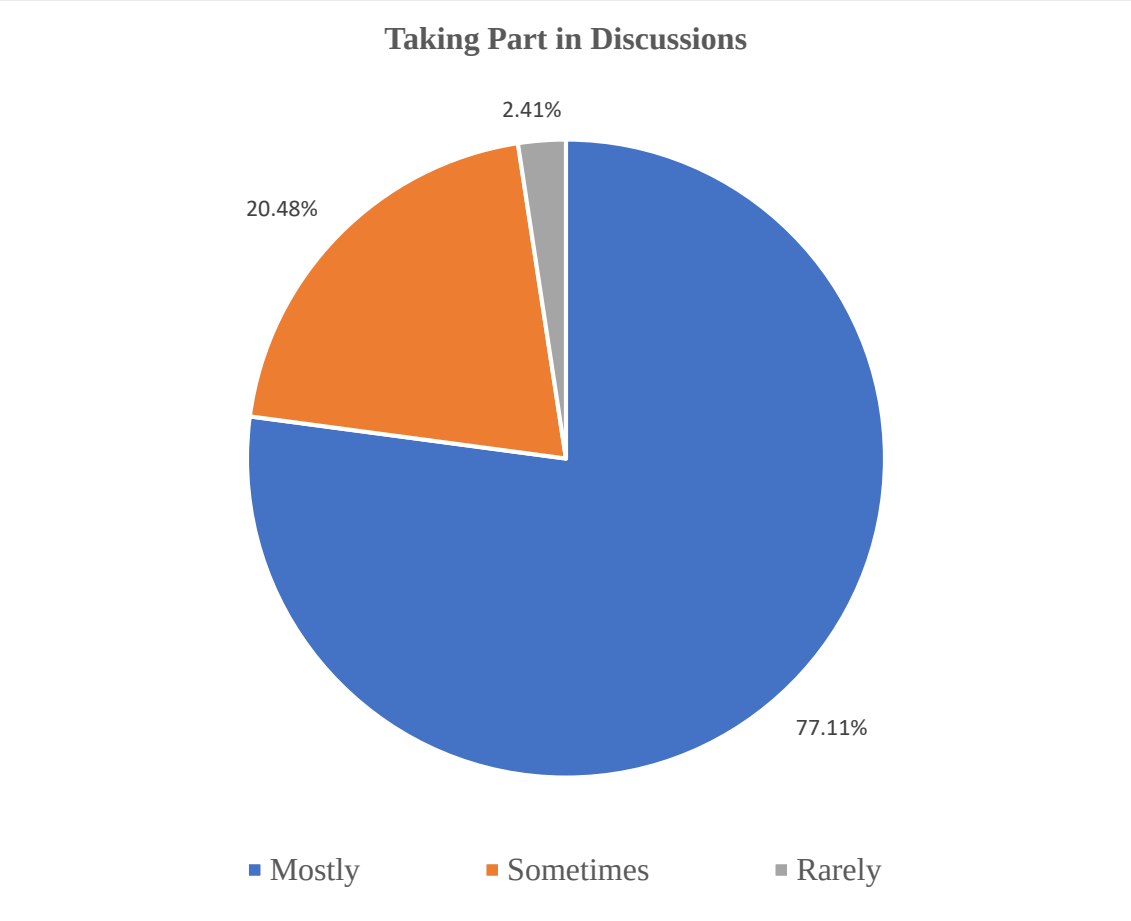
(i) Types and frequency of using different activities:

As per the design of the inventory the responses of the respondents are categorised into four different ways, such as- ***Mostly, Sometimes, Rarely, and Never***. The term mostly means the activity that is used 20 days in a month, sometimes means the activity that is used 12-16 days in a month, rarely means the activity that is used 4-8 days in a month, never means the activity is not used at all in the classroom. In this section, the researcher analysed the results in terms of each activity which are presented below-

Table 4.1: Percentage of Responses in Taking Part in the Discussions by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Taking part in discussions	77.11%	20.48%	2.41%	0%

Figure 4.1: Graphical Representation of Percentage of Responses in Taking Part in the Discussions by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

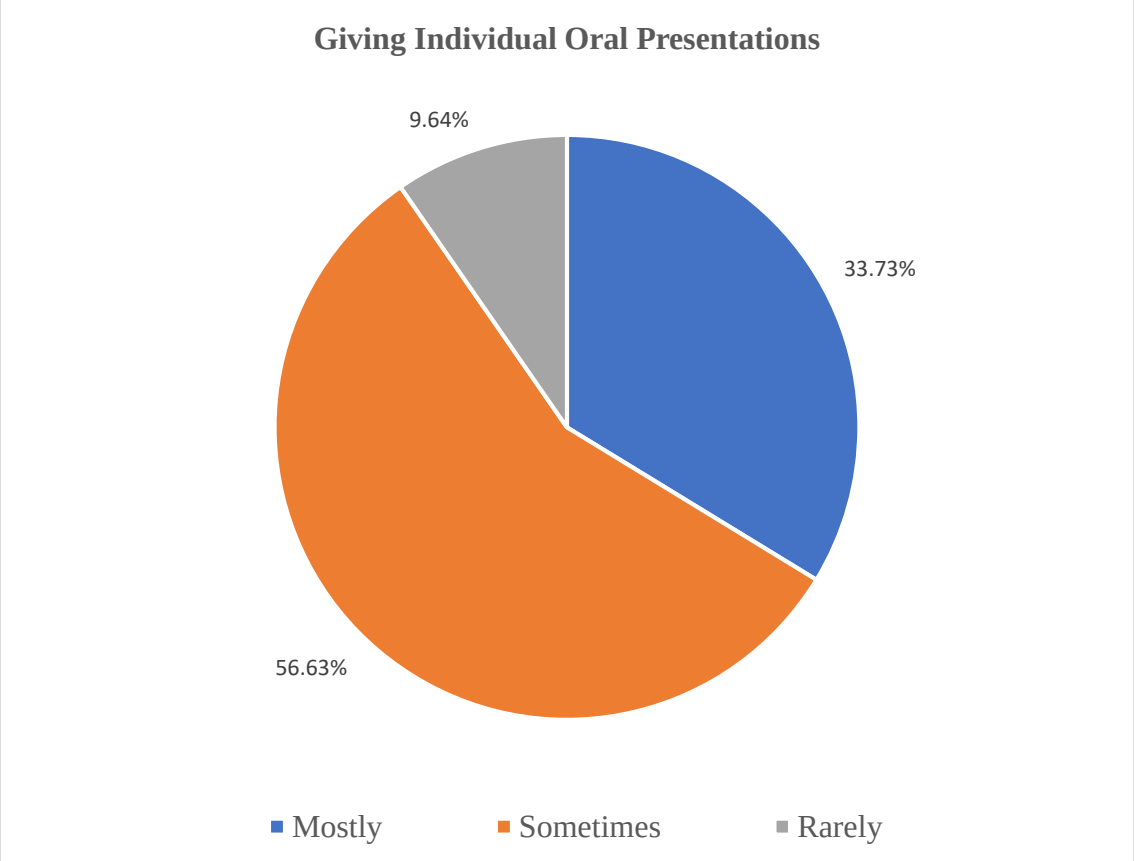


In table 4.1 and figure 4.1, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'taking part in discussion', it is found that 77.11% of teachers used this activity mostly in the classroom, 20.48% of teachers responded that they used this activity sometimes in the classroom, 2.41% of teachers answered that they used this activity rarely in the classroom.

Table 4.2: Percentage of Responses in Giving Individual Oral Presentations by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Giving individual oral presentations	33.73%	56.63%	9.64%	0%

Figure 4.2: Graphical Representation of Percentage of Responses in Giving Individual Oral Presentations by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

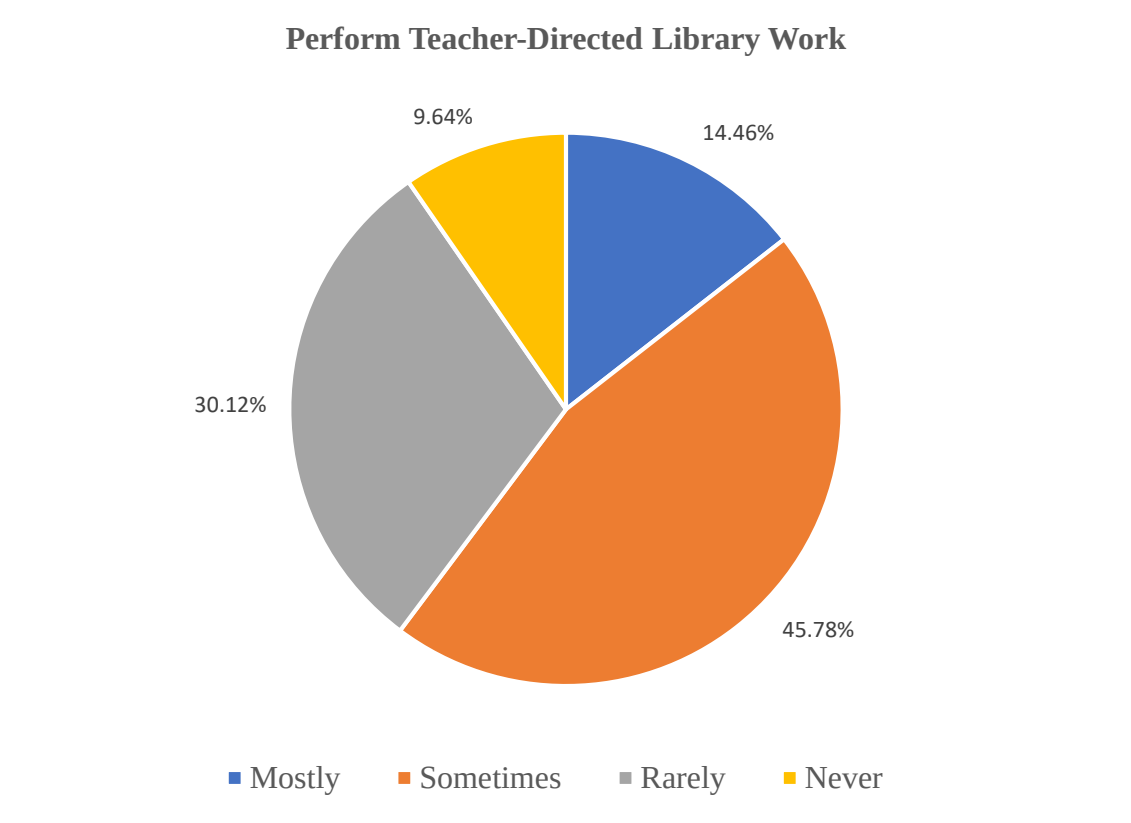


In table 4.2 and figure 4.2, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'giving individual oral presentation', it is found that 33.73% of teachers used this activity mostly in the classroom, 56.63% of teachers agreed that they used this activity sometimes in the classroom, 9.64% of teachers replied that they used this activity rarely in the classroom.

Table 4.3: Percentage of Responses in Performing Teacher-Directed Library Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Perform teacher-directed library work	14.46%	45.78%	30.12%	9.64%

Figure 4.3: Graphical Representation of Percentage of Responses in Performing Teacher-Directed Library Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

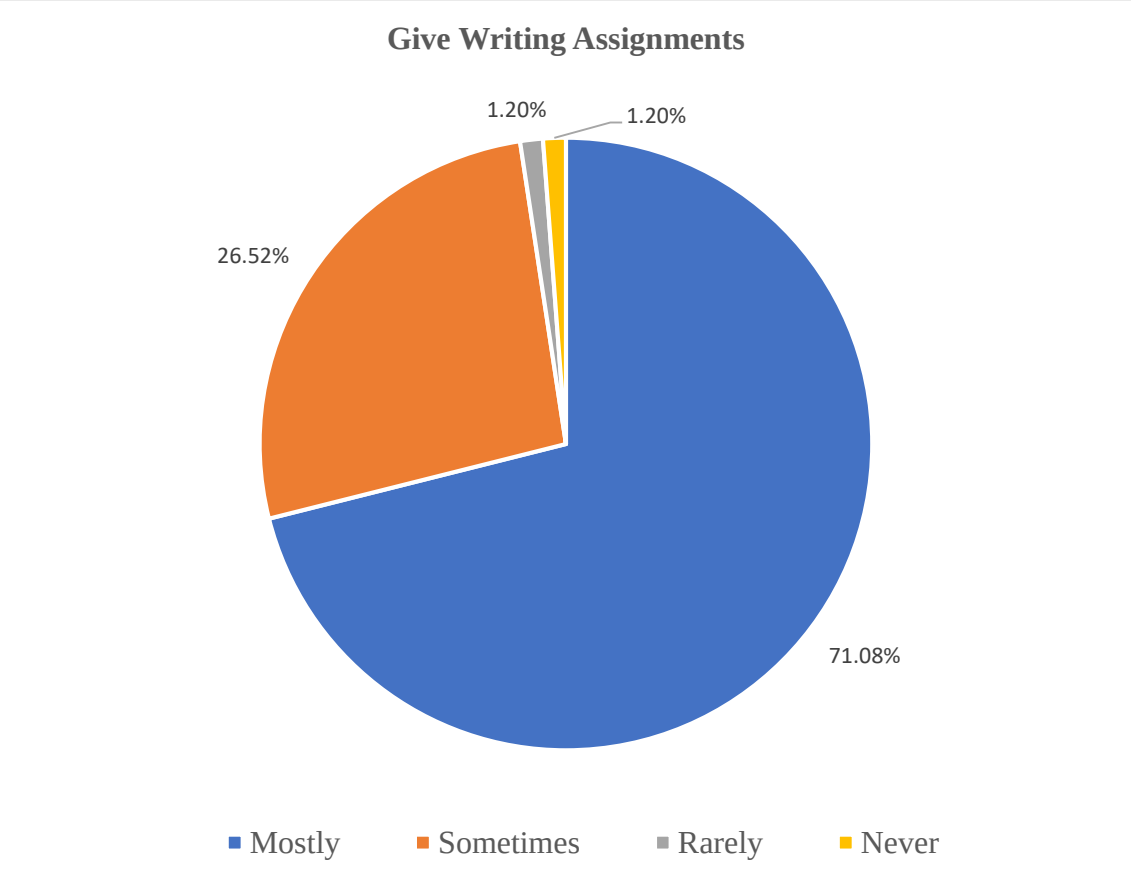


In table 4.3 and figure 4.3, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'perform teacher-directed library work', 14.46% of teachers responded that they used this activity mostly in the classroom, 45.78% of teachers agreed that they used this activity sometimes in the classroom, 30.12% of teachers replied that they used this activity rarely in the classroom, 9.64% of teachers agreed that they don't used this activity in the classroom.

Table 4.4: Percentage of Responses in Giving Writing Assignments by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Give writing assignments	71.08%	26.52%	1.20%	1.20%

Figure 4.4: Graphical Representation of Percentage of Responses in Giving Writing Assignments by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

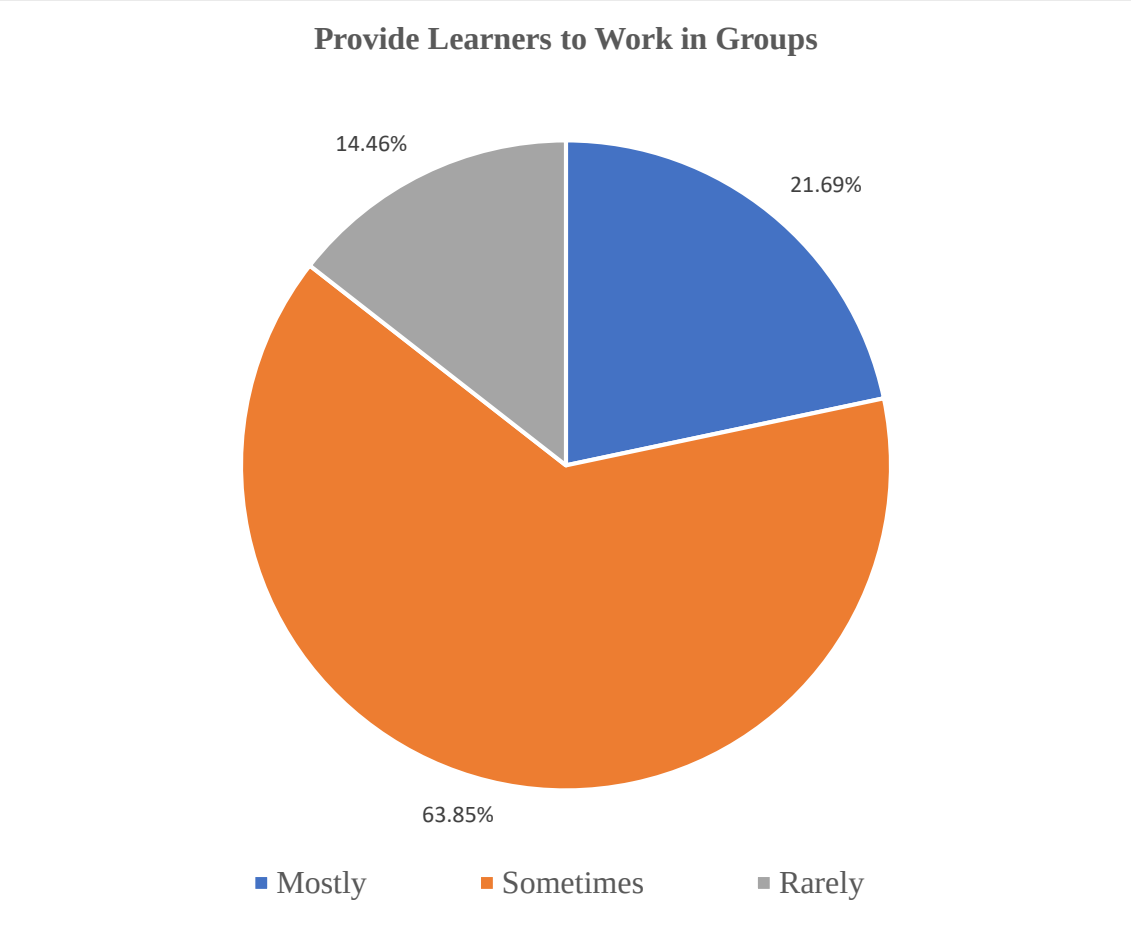


In table 4.4 and figure 4.4, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'give writing assignments', 71.08% of teachers responded that they used this activity mostly in the classroom, 26.52% of teachers reacted that they used this activity sometimes in the classroom, 1.20% of teachers replied that they used this activity rarely in the classroom, 1.20% of teachers agreed that they don't used this activity in the classroom.

Table 4.5: Percentage of Responses in Group Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Provide learners to work in groups	21.69%	63.85%	14.46%	0%

Figure 4.5: Graphical Representation of Percentage of Responses in Group Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

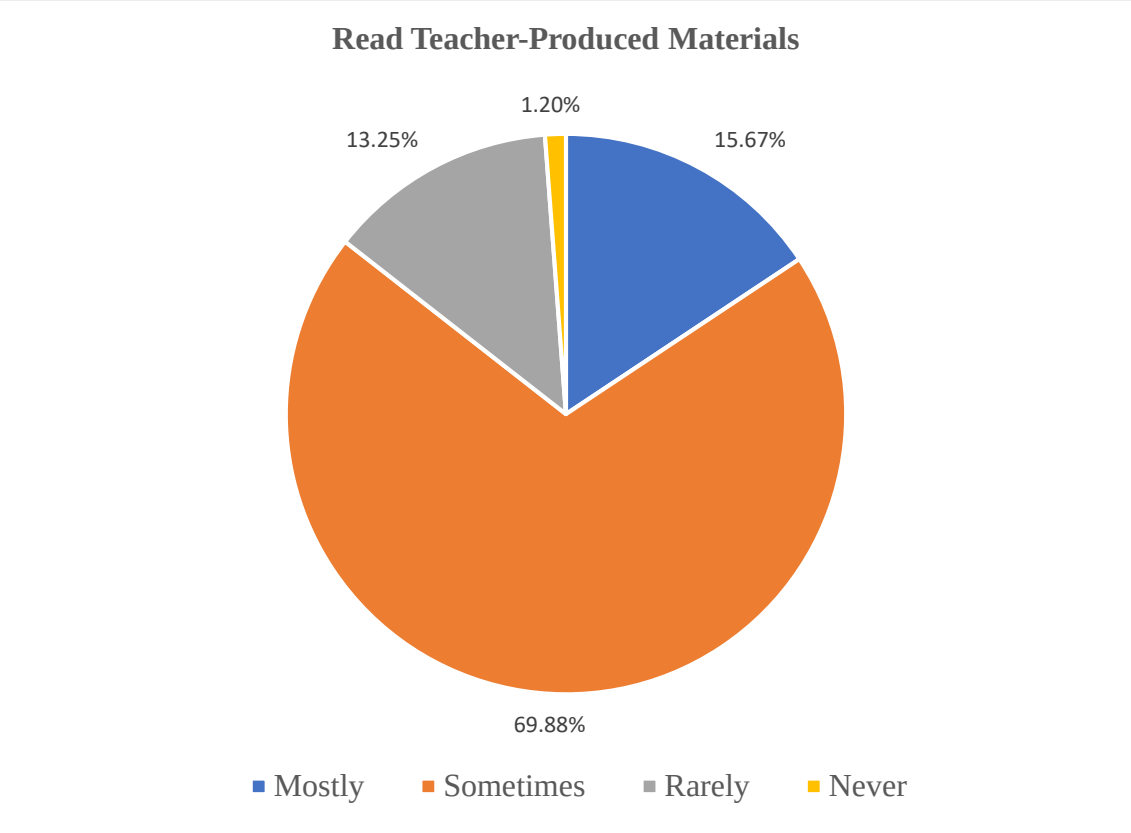


In table 4.5 and figure 4.5, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'provide learners to work in groups', it is found that 21.69% of teachers used this activity mostly in the classroom, 63.85% of teachers responded that they used this activity sometimes in the classroom, 14.46% of teachers answered that they used this activity rarely in the classroom.

Table 4.6: Percentage of Responses in Reading Teacher-Produced Materials by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Read teacher-produced materials	15.67%	69.88%	13.25%	1.20%

Figure 4.6: Graphical Representation of Percentage of Responses in Reading Teacher-Produced Materials by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

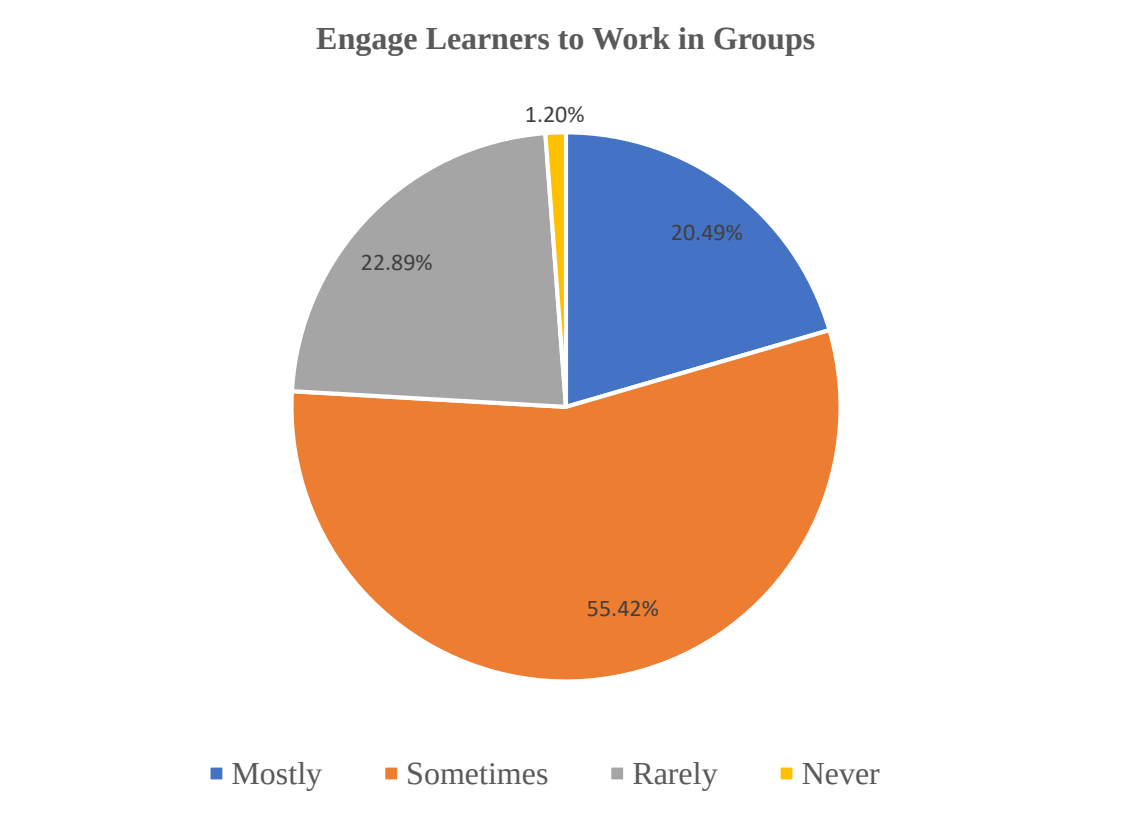


In table 4.6 and figure 4.6, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'read teacher-produced materials', it is found that 15.67% of teachers responded that they used this activity mostly in the classroom, 69.88% of teachers answered that they used this activity sometimes in the classroom, 13.25% of teachers replied that they used this activity rarely in the classroom, 1.20% of teachers agreed that they don't used this activity in the classroom.

Table 4.7: Percentage of Responses in Engaging Learners to do Project Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Engage learners to do project work	20.49%	55.42%	22.89%	1.20%

Figure 4.7: Graphical Representation of Percentage of Responses in Engaging Learners to do Project Work by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

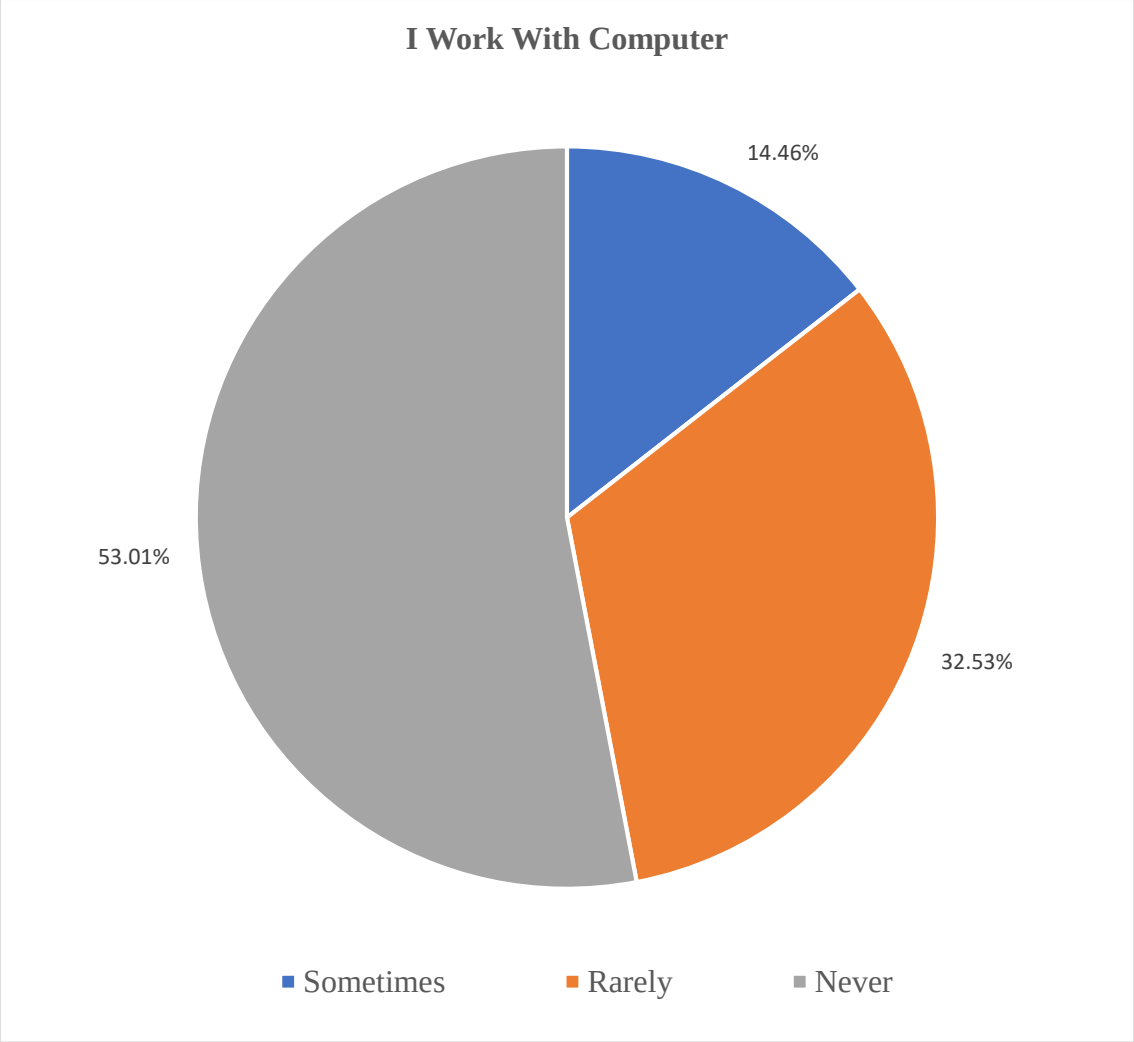


In table 4.7 and figure 4.7, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'engage learners to do project work', it is found that 20.49% of teachers used this activity mostly in the classroom, 55.42% of teachers responded that they used this activity sometimes in the classroom, 22.89% of teachers answered that they used this activity rarely in the classroom, 1.20% of teachers don't used this activity in the classroom.

Table 4.8: Percentage of Responses in I Work with Computer by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	I work with computer	0%	14.46%	32.53%	53.01%

Figure 4.8: Graphical Representation of Percentage of Responses in I Work with Computer by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

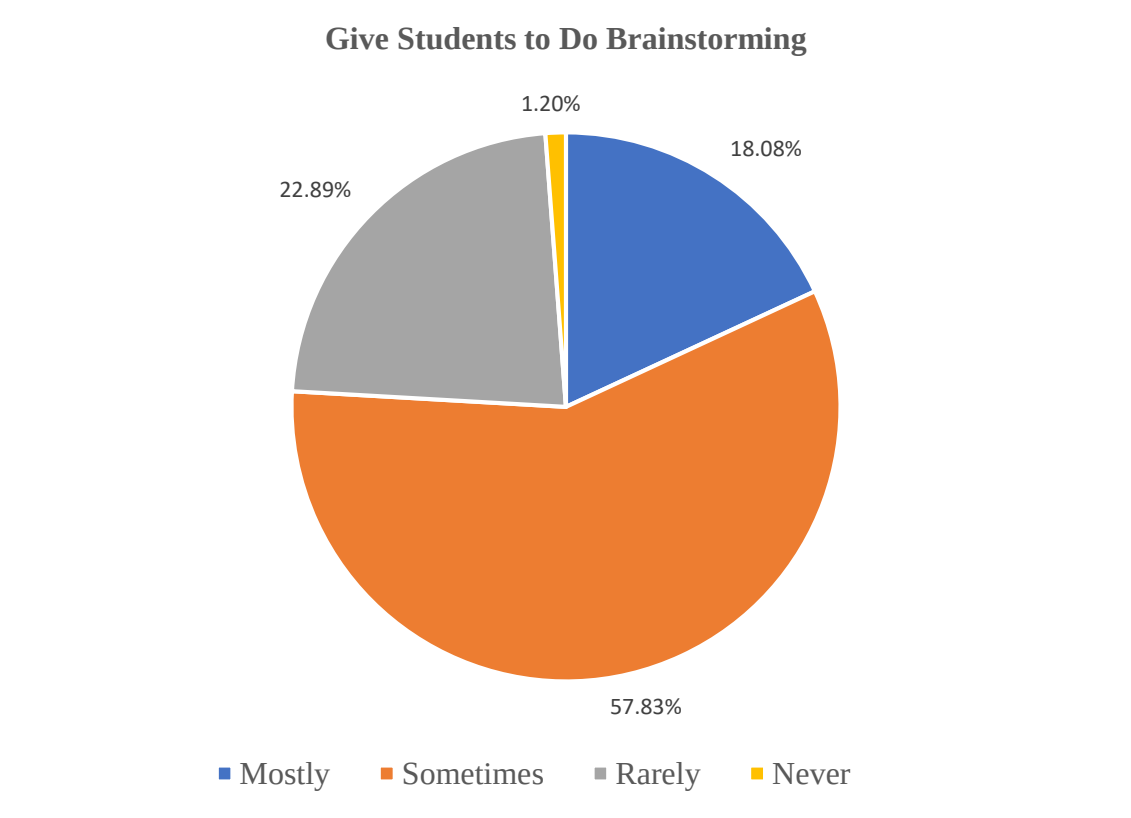


In table 4.8 and figure 4.8, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'I work with computer', it is found that 14.46% of teachers used this activity sometimes in the classroom, 32.53% of teachers answered that they used this activity rarely in the classroom, 53.01% of teachers don't used this activity in the classroom.

Table 4.9: Percentage of Responses in Giving Students to do Brainstorming by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Give students to do brainstorming	18.08%	57.83%	22.89%	1.20%

Figure 4.9: Graphical Representation of Percentage of Responses in Giving Students to do Brainstorming by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

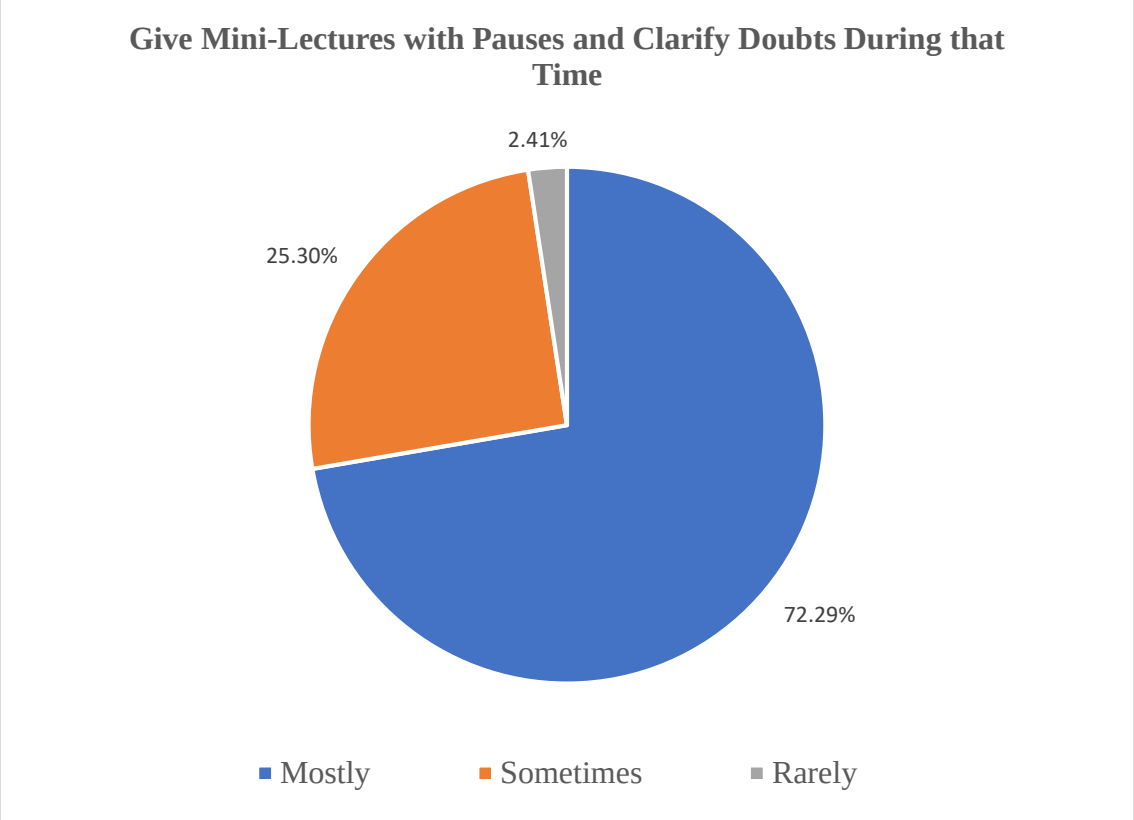


In table 4.9 and figure 4.9, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'give students to do brainstorming', it is found that 18.08% of teachers used this activity mostly in the classroom, 57.83% of teachers responded that they used this activity sometimes in the classroom, 22.89% of teachers agreed that they used this activity rarely in the classroom, 1.20% of teachers don't used this activity in the classroom.

Table 4.10: Percentage of Responses in Giving Mini-Lectures with Pauses and Clarify Doubts during that Time by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Give mini-lectures with pauses and clarify doubts during that time	72.29%	25.30%	2.41%	0%

Figure 4.10: Graphical Representation of Percentage of Responses in Giving Mini-Lectures with Pauses and Clarify Doubts during that Time by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

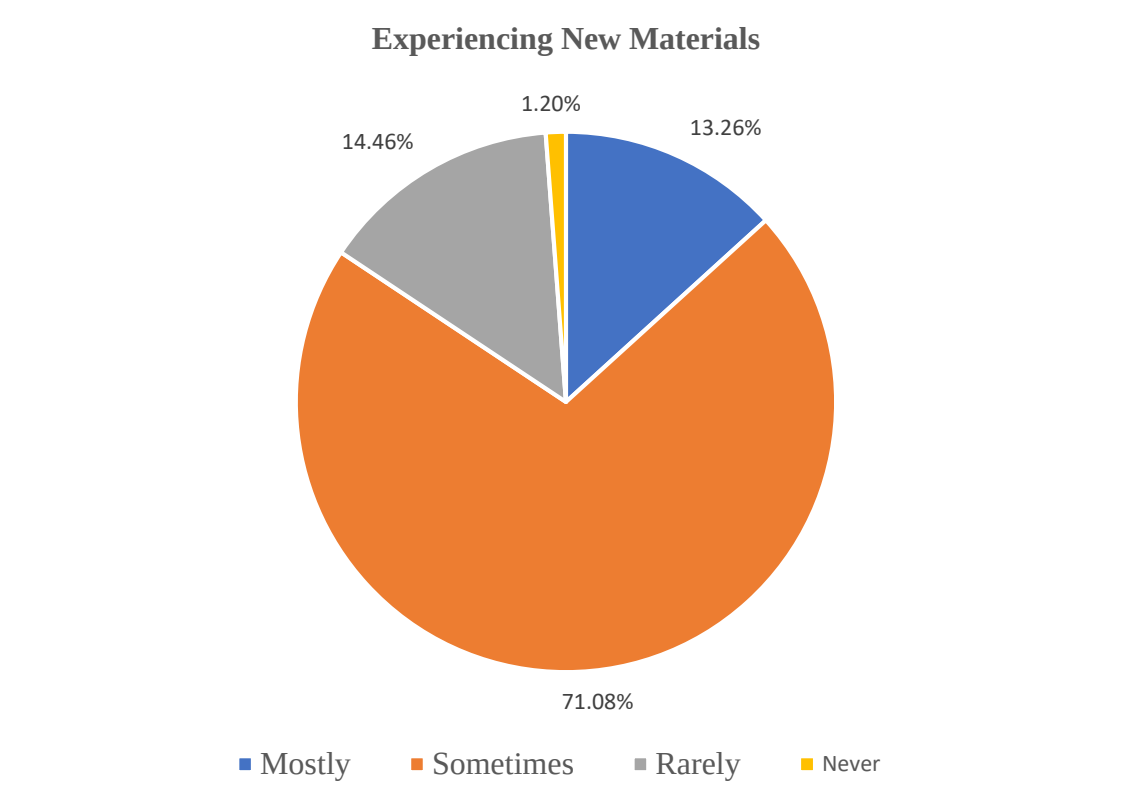


In table 4.10 and figure 4.10, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'give mini-lectures with pauses and clarify doubts during that time', 72.29% of teachers used this activity mostly in the classroom, 25.30% of teachers responded that they used this activity sometimes in the classroom, 2.41% of teachers answered that they used this activity rarely in the classroom.

Table 4.11: Percentage of Responses in Experiencing New Materials by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Experiencing new materials	13.26%	71.08%	14.46%	1.20%

Figure 4.11: Graphical Representation of Percentage of Responses in Experiencing New Materials by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

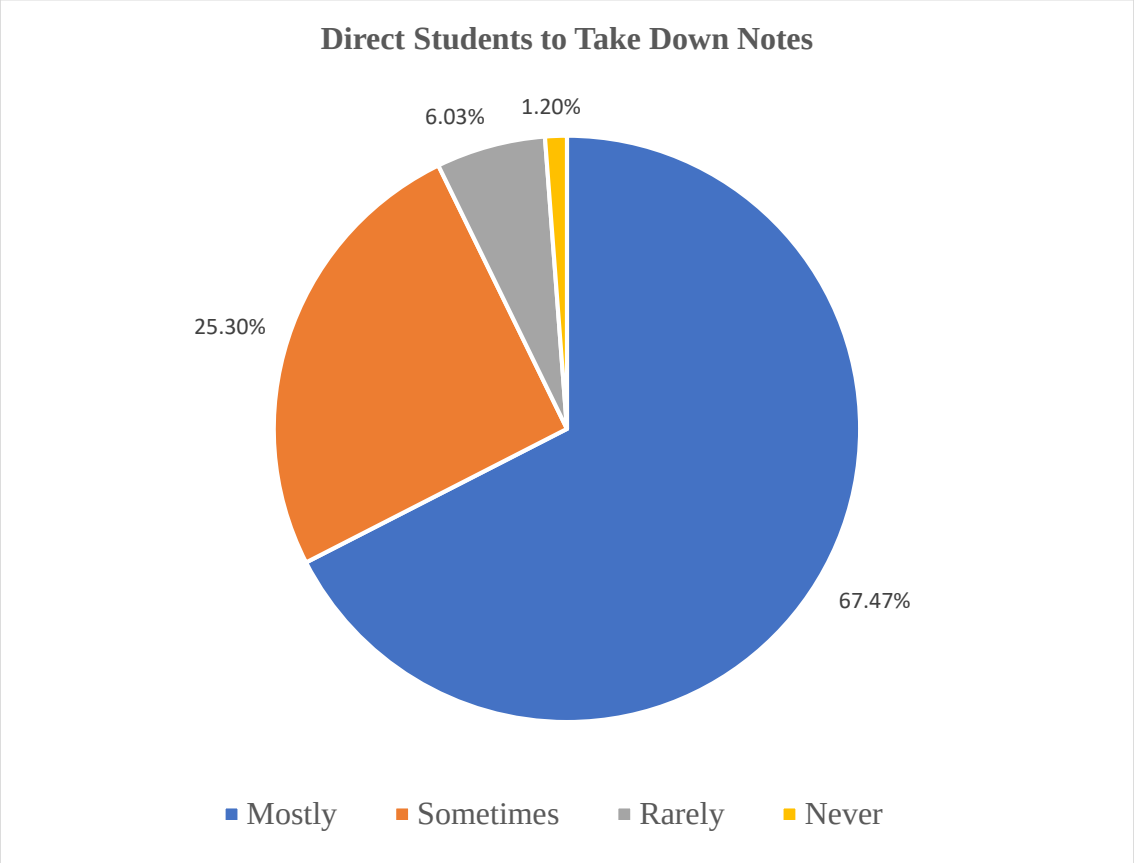


In table 4.11 and figure 4.11, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'experiencing new materials', 13.26% of teachers used this activity mostly in the classroom, 71.08% of teachers reacted that they used this activity sometimes in the classroom, 14.46% of teachers answered that they used this activity rarely in the classroom, 1.20% of teachers replied that they don't used this activity in the classroom.

Table 4.12: Percentage of Responses in Directing Student to Take Down Notes by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Direct students to take down notes	67.47%	25.30%	6.03%	1.20%

Figure 4.12: Graphical Representation of Percentage of Responses in Directing Student to Take Down Notes by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

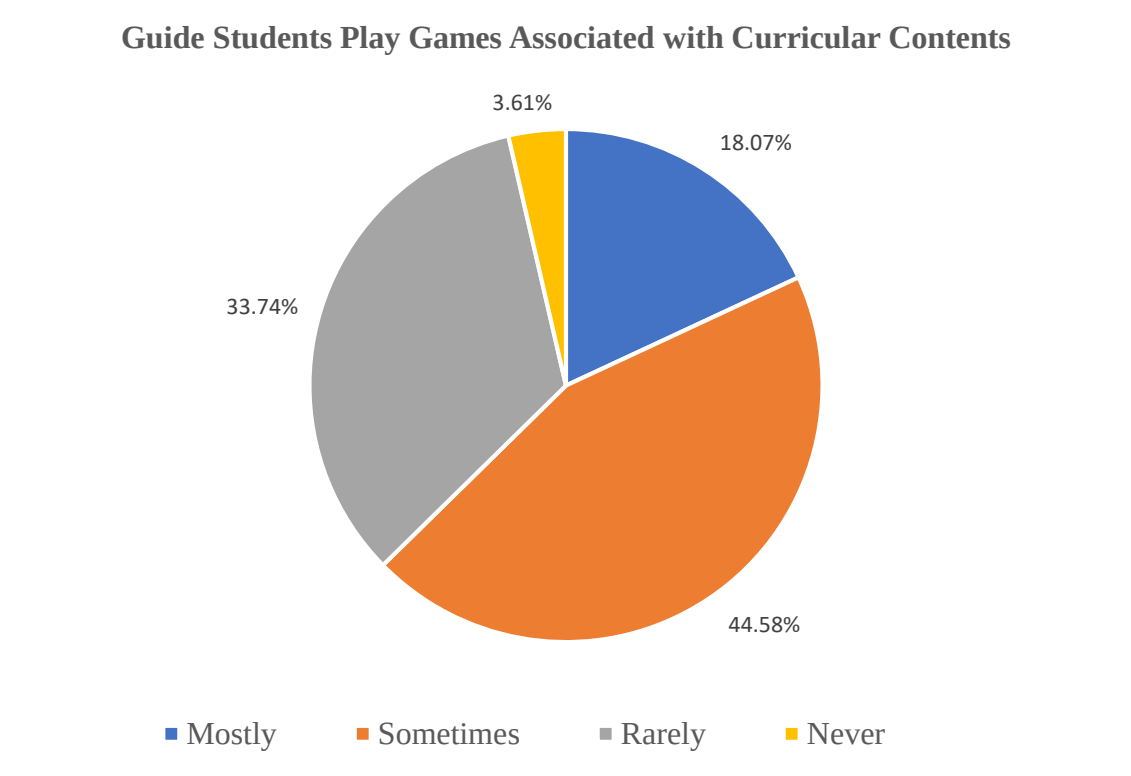


In table 4.12 and figure 4.12, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'direct students to take down notes', 67.47% of teachers used this activity mostly in the classroom, 25.30% of teachers responded that they used this activity sometimes in the classroom, 6.03% of teachers agreed that they used this activity rarely in the classroom, 1.20% of teachers don't used this activity in the classroom.

Table 4.13: Percentage of Responses in Guiding Students Play Games Associated with Curricular Contents by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Guide students play games associated with curricular contents	18.07%	44.58%	33.74%	3.61%

Figure 4.13: Graphical Representation of Percentage of Responses in Guiding Students Play Games Associated with Curricular Contents by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

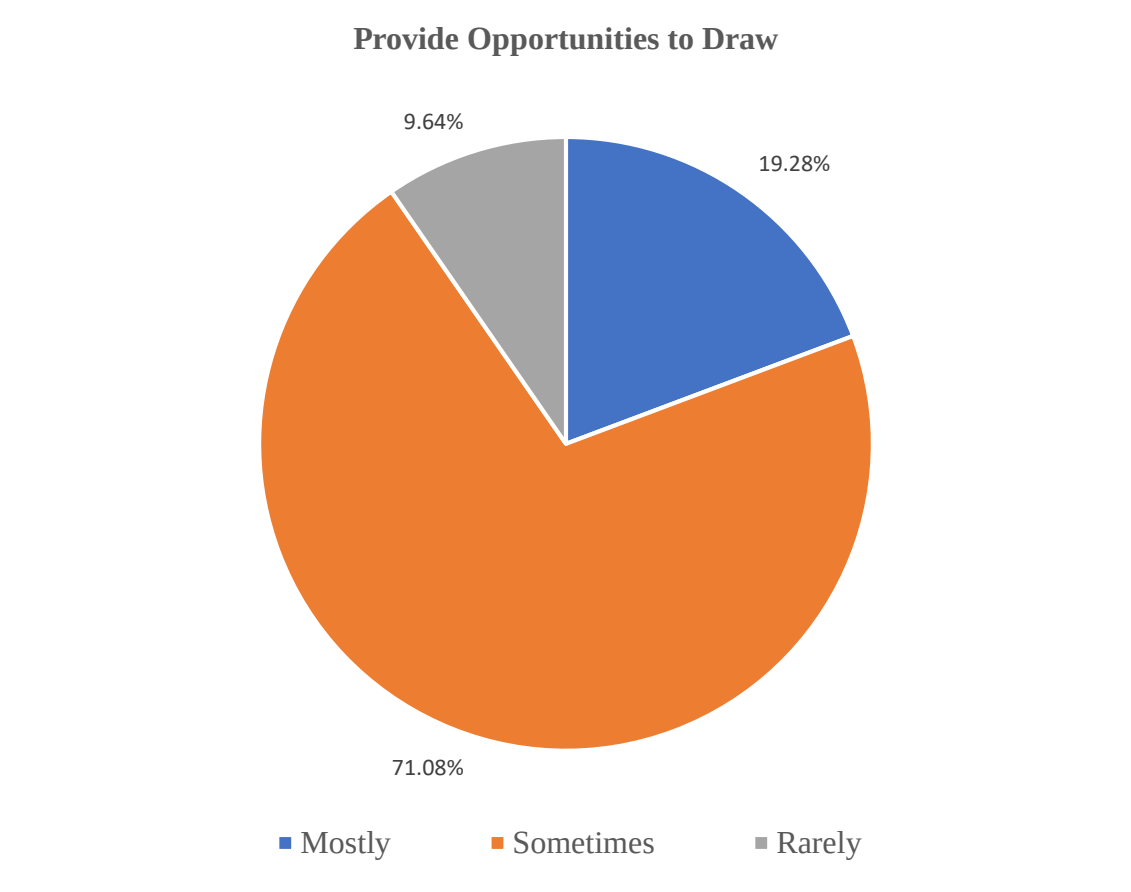


In table 4.13 and figure 4.13, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'Guide students play games associated with curricular contents', it is found that 18.07% of teachers used this activity mostly in the classroom, 44.58% of teachers responded that they used this activity sometimes in the classroom, 33.74% of teachers answered that they used this activity rarely in the classroom, 3.61% of teachers don't used this activity in the classroom.

Table 4.14: Percentage of Responses in Providing Opportunities to Draw by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Provide opportunities to draw	19.28%	71.08%	9.64%	0%

Figure 4.14: Graphical Representation of Percentage of Responses in Providing Opportunities to Draw by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

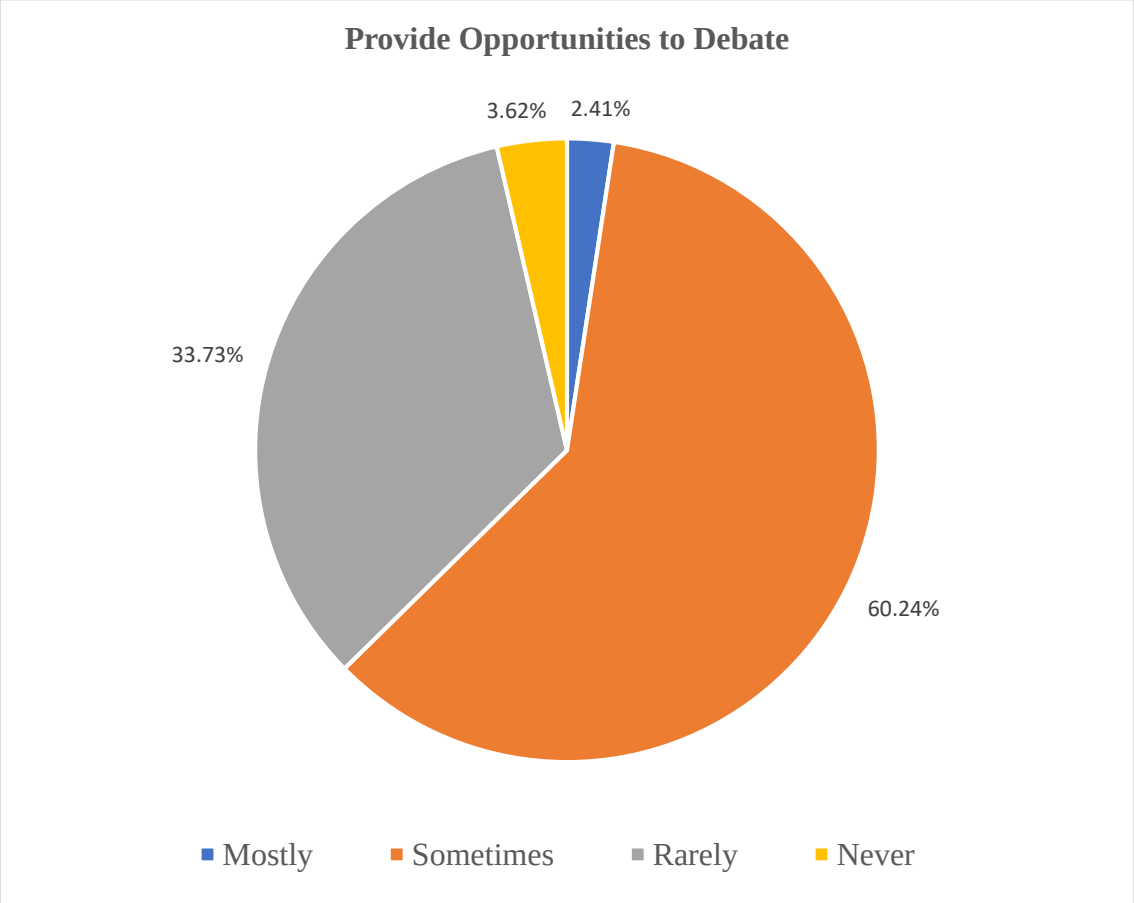


In table 4.14 and figure 4.14, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'provide opportunities to draw', 19.28% of teachers responded that they used this activity mostly in the classroom, 71.08% of teachers answered that they used this activity sometimes in the classroom, 9.64% of teachers replied that they used this activity rarely in the classroom.

Table 4.15: Percentage of Responses in Providing Opportunities to Debate by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Provide opportunities to debate	2.41%	60.24%	33.73%	3.62%

Figure 4.15: Graphical Representation of Percentage of Responses in Providing Opportunities to Debate by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

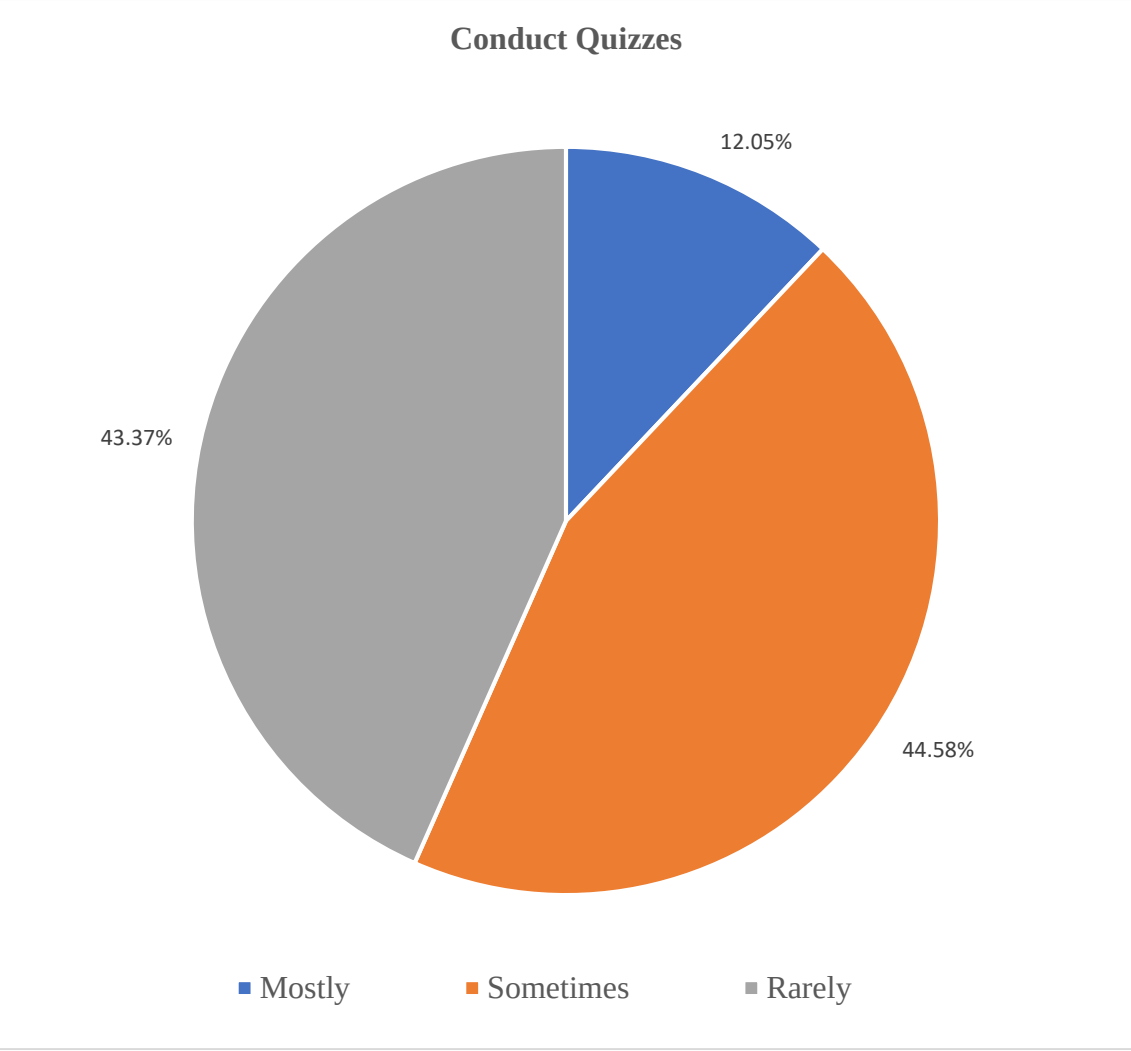


In table 4.15 and figure 4.15, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'provide opportunities to debate', it is found that 2.41% of teachers used this activity mostly in the classroom, 60.24% of teachers replied that they used this activity sometimes in the classroom, 33.73% of teachers answered that they used this activity rarely in the classroom, 3.62% of teachers don't used this activity in the classroom.

Table 4.16: Percentage of Responses in Conducting Quizzes by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Conduct quizzes	12.05%	44.58%	43.37%	0%

Figure 4.16: Graphical Representation of Percentage of Responses in Conducting Quizzes by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

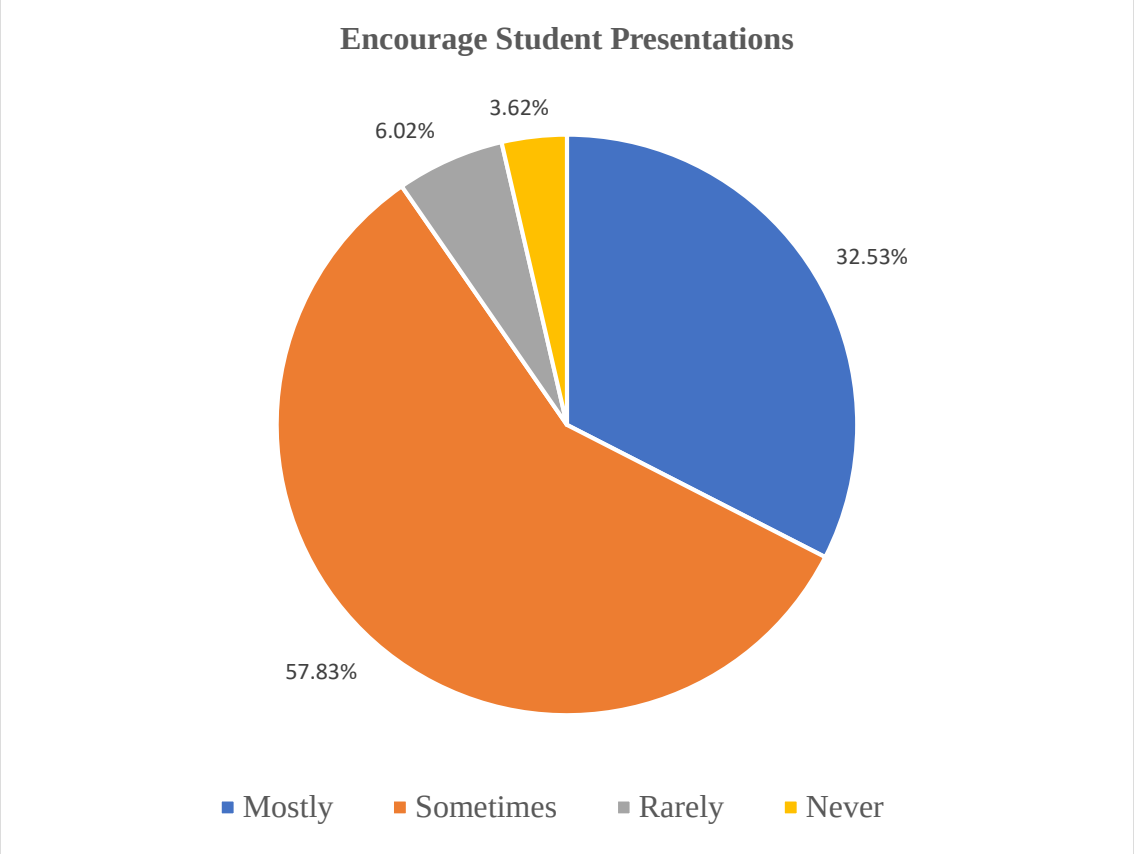


In table 4.16 and figure 4.16, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'conduct quizzes', 12.05% of teachers used this activity mostly in the classroom, 44.58% of teachers replied that they used this activity sometimes in the classroom, 43.37% of teachers agreed that they used this activity rarely in the classroom.

Table 4.17: Percentage of Responses in Encouraging Student Presentations by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Encourage student presentations	32.53%	57.83%	6.02%	3.62%

Figure 4.17: Graphical Representation of Percentage of Responses in Encouraging Student Presentations by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

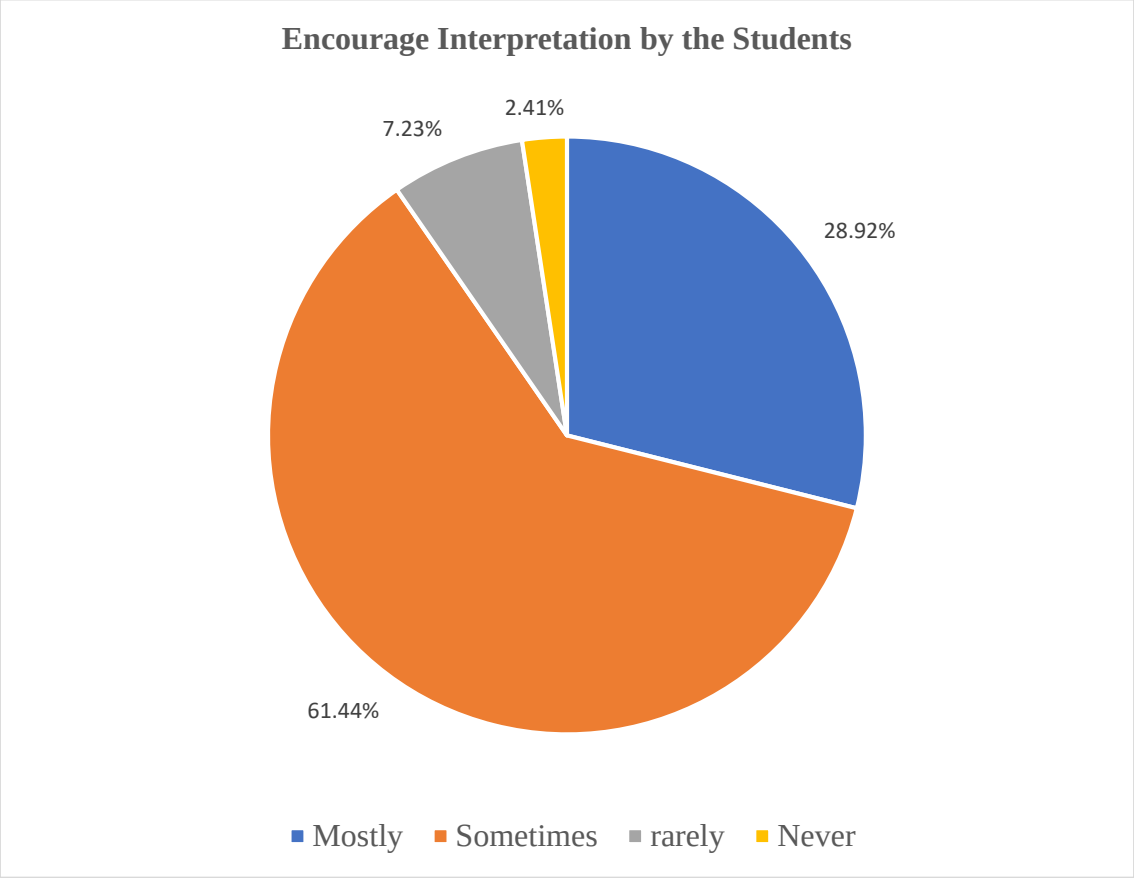


In table 4.17 and figure 4.17, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'encourage student presentations', 32.53% of teachers used this activity mostly in the classroom, 57.83% of teachers responded that they used this activity sometimes in the classroom, 6.02% of teachers reacted that they used this activity rarely in the classroom, 3.62% of teachers don't used this activity in the classroom.

Table 4.18: Percentage of Responses in Encouraging Students' Interpretation by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Encourage interpretation by the students	28.92%	61.44%	7.23%	2.41%

Figure 4.18: Graphical Representation of Percentage of Responses in Encouraging Students' Interpretation by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

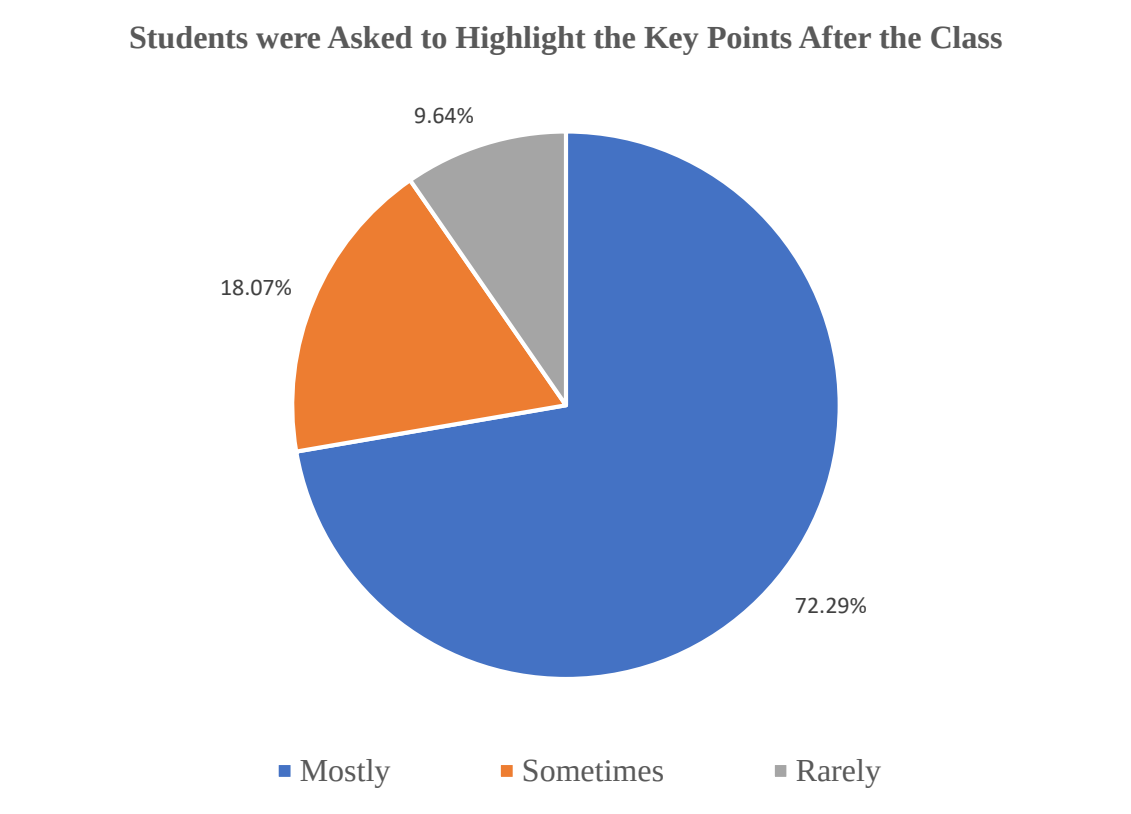


In table 4.18 and figure 4.18, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'encourage interpretation by the students', 28.92% of teachers used this activity mostly in the classroom, 61.44% of teachers answered that they used this activity sometimes in the classroom, 7.23% of teachers replied that they used this activity rarely in the classroom, 2.41% of teachers don't used this activity in the classroom.

Table 4.19: Percentage of Responses in Students were Asked to Highlight the Key Points After the Class by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam

Sl. No.	Types of Activities	Mostly	Sometimes	Rarely	Never
1	Students were Asked to Highlight the Key Points After the Class	72.29%	18.07%	9.64%	0%

Figure 4.19: Graphical Representation of Percentage of Responses in Students were Asked to Highlight the Key Points After the Class by the Teachers in the Subject of Social Science at the Secondary Level of School in Assam



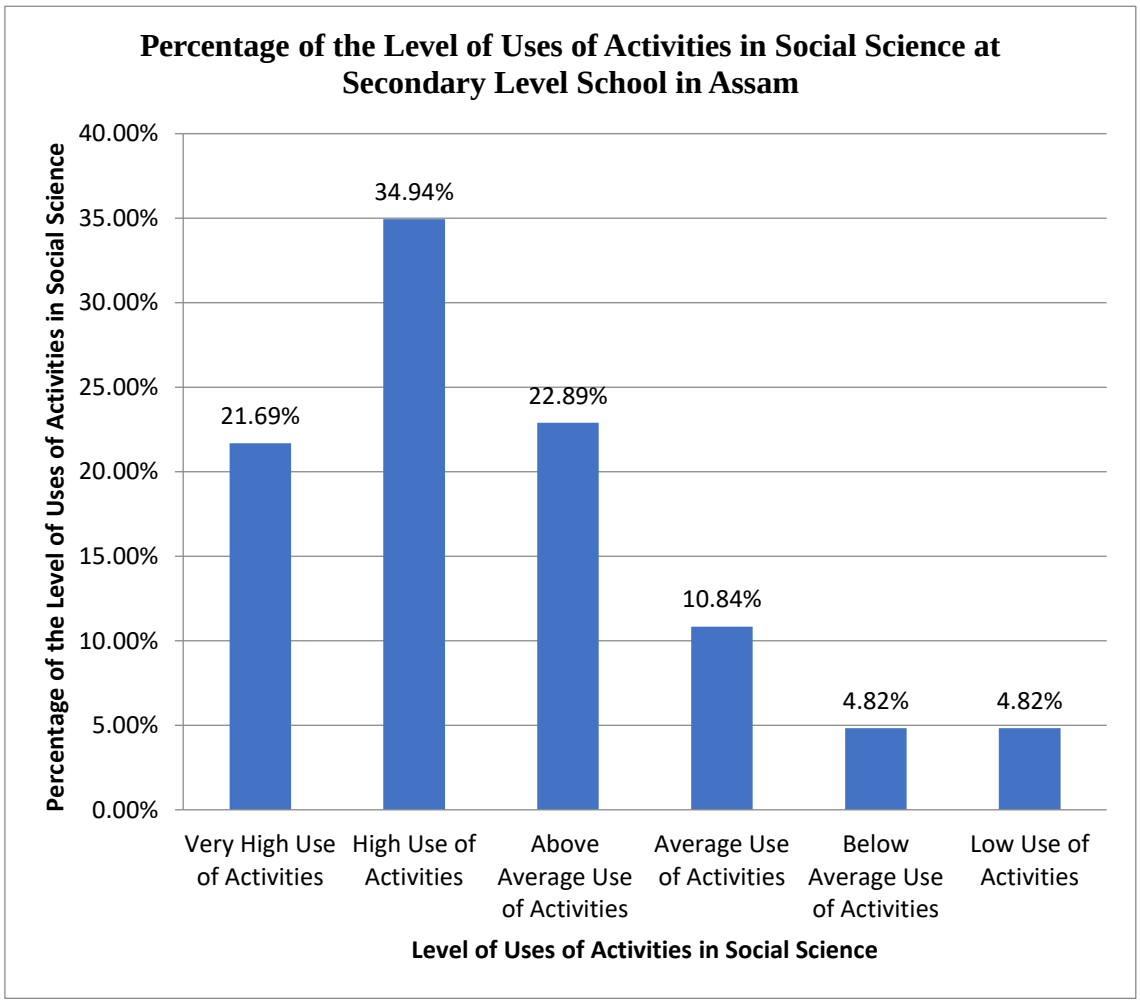
In table 4.19 and figure 4.19, the researcher found that teachers responded differently in terms of the use of activity in the overall teaching learning process. In respect to the activity of 'students were asked to highlight the key points after the class', 72.29% of teachers responded that they used this activity mostly in the classroom, 18.07% of teachers replied that they used this activity sometimes in the classroom, 9.64% of teachers answered that they used this activity rarely in the classroom.

To achieve objective no 1, the researcher adopted another strategy to analyse the data about the frequency of using activities in the subject of social science at the secondary level school of Assam. The researcher analysed the data and presented it in the following table and graph:

Table 4.20: Frequency and Percentage of the Level of Uses of Activities in Social Science at Secondary Level School in Assam

Secondary School Social Science Teachers	Level of Uses of Activities in Social Sciences at Secondary Level School in Assam						Total
	Very High Use of Activities	High Use of Activities	Above Average Use of Activities	Average Use of Activities	Below Average Use of Activities	Low Use of Activities	
Frequencies	18	29	19	9	4	4	83
Percentages	21.69%	34.94%	22.89%	10.84%	4.82%	4.82%	100%

Figure 4.20: Graphical Representation of Percentage of the Level of Uses of Activities in Social Science at Secondary Level School in Assam



To study the level of use of activities in social science at secondary level schools in Assam, the total scores obtained by the teachers were divided into 7 categories: very high use of activities, high use of activities, above average use of activities, average use of activities, below average use of activities, low use of activities, very low use of activities. Based on the above table 4.20 and figure 4.20, it is found 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 answered that their use of activities in the classroom is at a high level, 22.89% secondary school teachers replied that their use of activities in the classroom is at an above average level, 10.84% secondary school teachers responded that their use of activities in the classroom is at an average level, 4.82% secondary school teachers answered that their use of activities in the classroom is at a below above average level, 4.82% secondary school teachers replied that their use of activities in the classroom is at a low level. No teacher agreed that their use of activities in their class is very low.

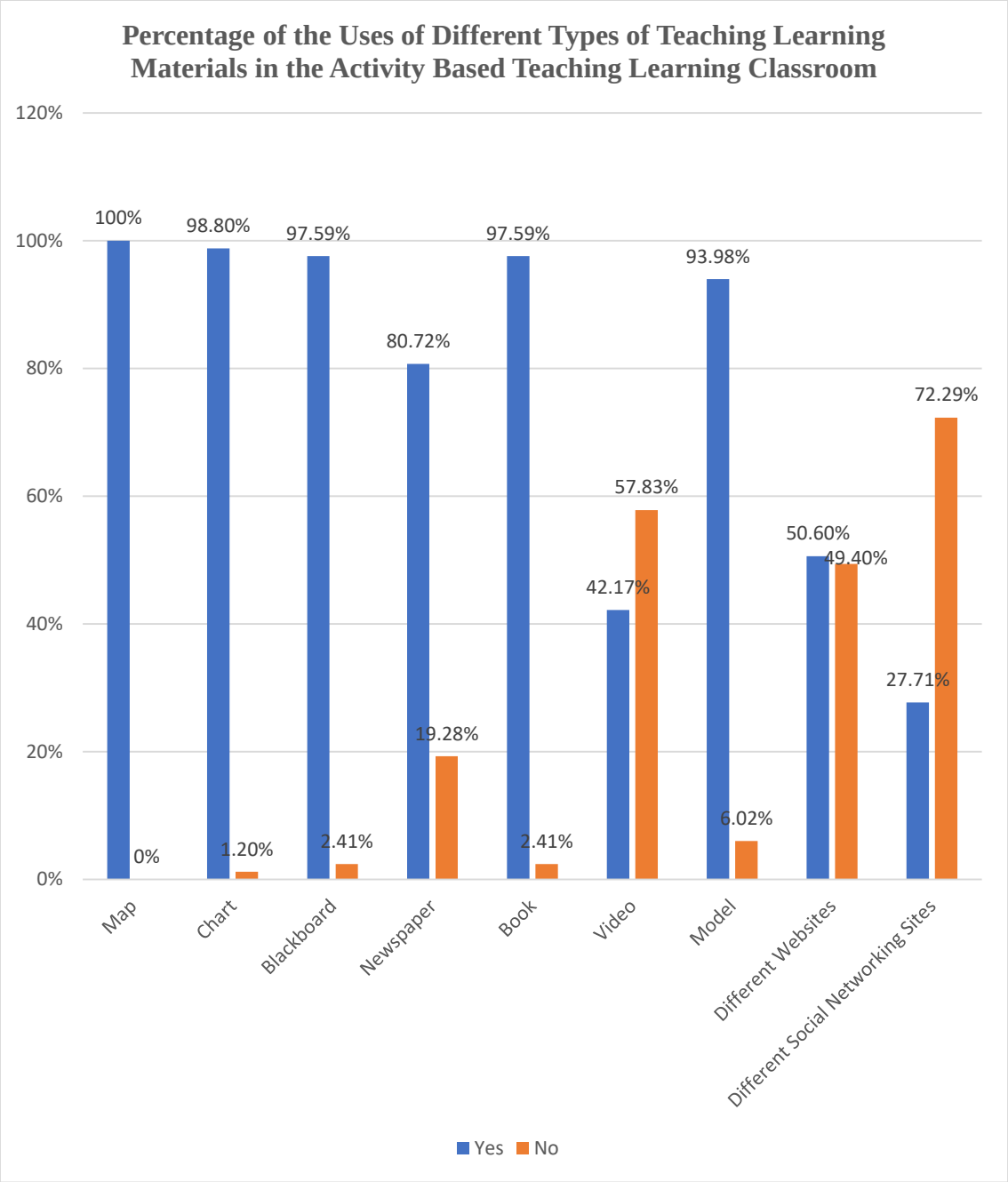
(ii) Use of teaching learning materials

In the second section of objective no 1, the researcher collected different data about the teaching-learning materials used by the teachers in the activity based teaching learning approach classroom. The researcher analysed the data and presented it in the following table and graph:

Table 4.21: Types of Teaching-Learning Material Uses in Activity Based Teaching Learning Approach Classroom in Social Science at Secondary Level School in Assam

Sl. No.	Teaching-Learning Material	Yes		No	
		Frequencies	Percentages	Frequencies	Percentages
1	Map	83	100%	0	0%
2	Chart	82	98.80%	1	1.20%
3	Blackboard	81	97.59%	2	2.41%
4	Newspaper	67	80.72%	16	19.28%
5	Book	81	97.59%	2	2.41%
6	Video	35	42.17%	48	57.83%
7	Model	78	93.98%	5	6.02%
8	Different websites, such as, Wikipedia, e-pathshala	42	50.60%	41	49.40%
9	Different social networking sites, such as, facebook, whatsapp, e-mail, twitter	23	27.71%	60	72.29%

Figure 4.21: Graphical Representation of Percentage of the Uses of Different Types of Teaching-Learning Materials in the Activity Based Teaching Learning Approach Classroom



From the analysis of the data in table 4.21 and figure 4.21, it is found that teachers responded differently in terms of teaching-learning materials used by the teachers in the activity based teaching learning approach classroom. Their responses in various teaching-learning materials found that 100% of teachers use maps, 98.80% of teachers agreed that they use chart, 97.59% of teachers agreed that they use a blackboard, 80.72% of teachers

recognise that they use newspapers, 97.59% of teachers responded that they use the book, 93.98% of teachers agreed that they use model, 50.60% of teachers indicated that they use different websites, such as Wikipedia, e-pathshala, 57.83% of teachers answered that they don't use video, 72.29% of teachers don't use different social networking sites, such as facebook, whatsapp, e-mail, twitter, as a teaching-learning material in the classroom.

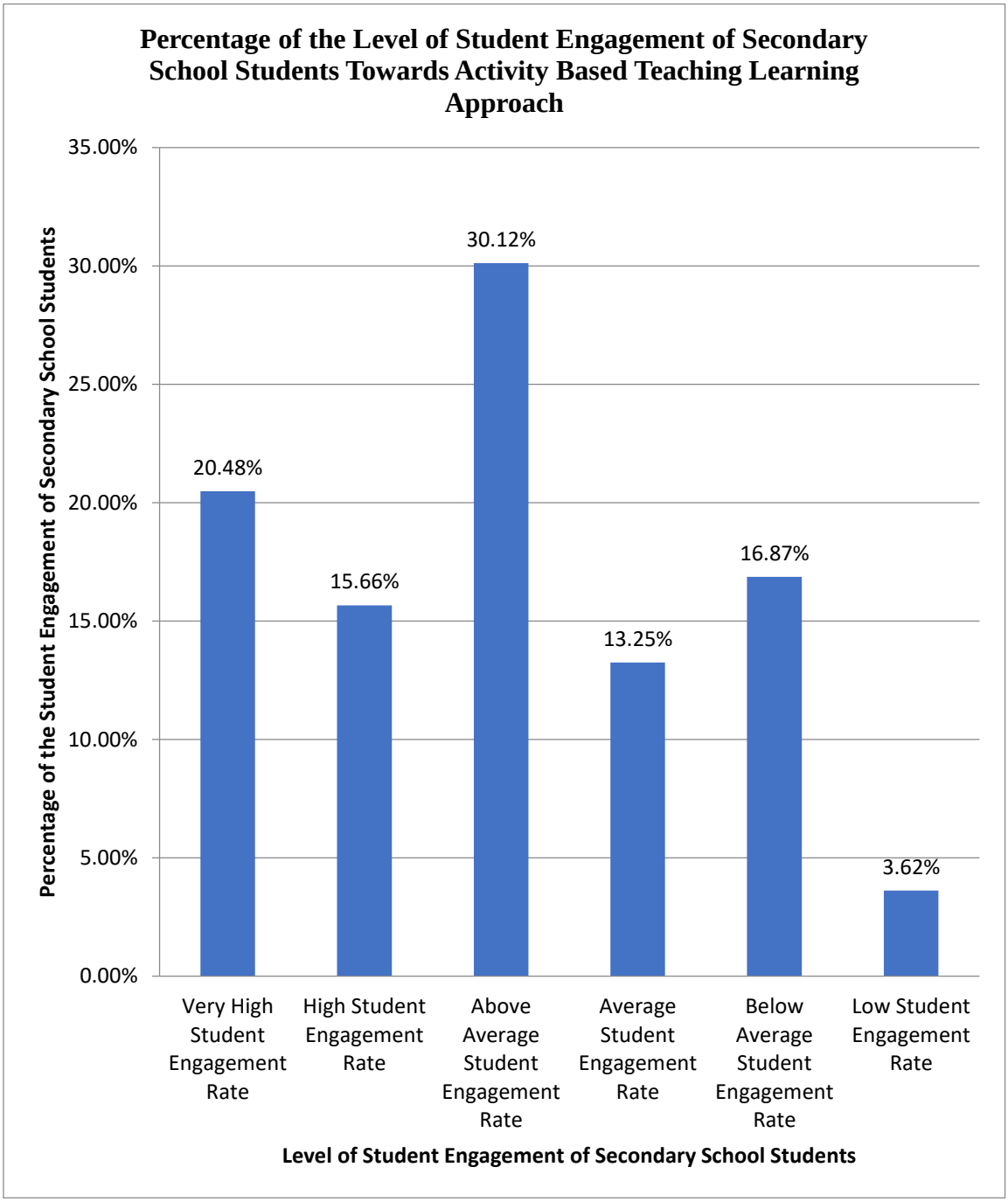
(iii) Student engagement

In the third section of objective no 1, the researcher collected different data about the student engagement level which is perceived by the teachers in the activity based teaching learning approach classroom. The researcher used the student engagement scale for this study. The tool has z-score norms which consist of 13 items. The researcher analysed the data and presented it in the following table and figure:

Table 4.22: Frequency and Percentage of the Level of Student Engagement of Secondary School Students Towards Activity Based Teaching Learning Approach

Secondary School Social Science Teachers	Student Engagement Rate						Total
	Very High Student Engagement Rate	High Student Engagement Rate	Above Average Student Engagement Rate	Average Student Engagement Rate	Below Average Student Engagement Rate	Low Student Engagement Rate	
Frequencies	17	13	25	11	14	3	83
Percentages	20.48%	15.66%	30.12%	13.25%	16.87%	3.62%	100%

Figure 4.22: Graphical Representation of Percentage of the Level of Student Engagement of Secondary School Students Towards Activity Based Teaching Learning Approach



To study the level of student engagement rate of secondary school students, the total scores were divided into 7 categories: very high student engagement rate, high student engagement rate, above average student engagement rate, average student engagement rate, below average student engagement rate, low student engagement rate, very low student engagement rate.

Based on the above table 4.22 and figure 4.22, it is found that 20.48% of secondary school teachers believe that the student engagement rate is very high in their class. 15.66% of secondary school teachers felt that the student engagement rate is high in their class. 30.12% of secondary school teachers thought that the student engagement rate is above average in their class. 13.25% of secondary school teachers believe that the student engagement rate is average in their class. 16.87% of secondary school teachers believe that the student engagement rate is below average in their class. 3.62% of secondary school teachers believe that the student engagement rate is low in their class. No teacher agreed that the participation of the students in their class is very low.

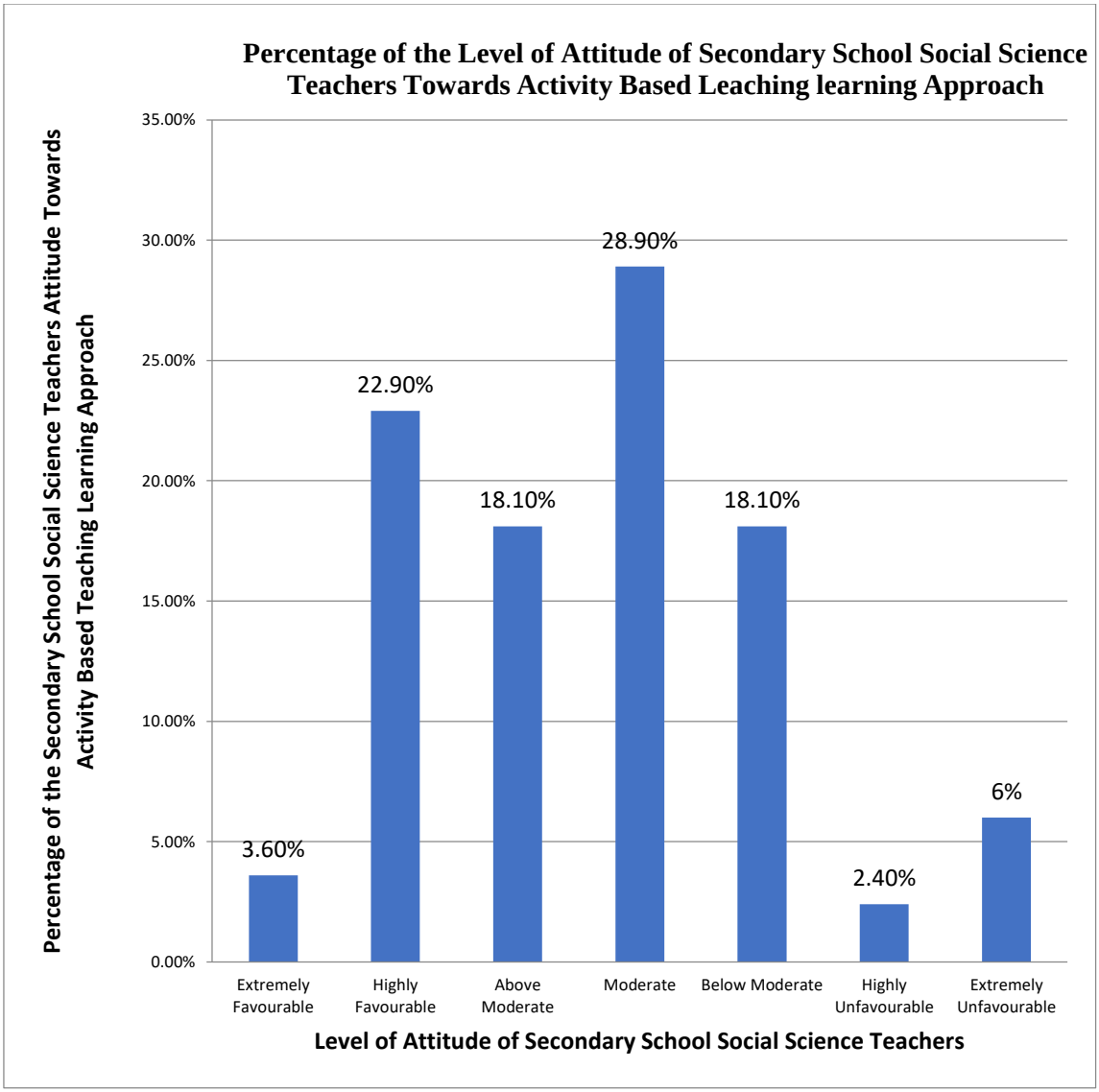
4.2.2. Analysis and Interpretation of Data for Objective No 2

4.2.2.1. The second objective of the study is to study the attitude of social science teachers towards activity based teaching-learning approach at the secondary level of education. For the present objective, necessary data has been collected with the help of a self-developed attitude scale. The data has been analysed with the following statistical techniques

Table 4.23: Frequency and Percentage of the Level of Attitude of Secondary School Social Science Teachers Towards Activity Based Teaching Learning Approach

Secondary School Social Science Teachers	Attitudes Towards Activity Based Teaching Learning Approach							Total
	Extremely Favourable	Highly Favourable	Above Moderate	Moderate	Below Moderate	Highly Unfavourable	Extremely Unfavourable	
Frequencies	3	19	15	24	15	2	5	83
Percentages	3.60%	22.90%	18.10%	28.90%	18.10%	2.40%	6%	100%

Figure 4.23: Graphical Representation of Percentage of the Level of Attitude of Secondary School Social Science Teachers Towards Activity Based Teaching Learning Approach



To study the level of attitude of secondary school social science teachers, the total scores obtained by the teachers were divided into 7 categories: extremely favourable, highly favourable, above moderate, moderate, below moderate, highly unfavourable, extremely unfavourable.

Based on the above table 4.23 and figure 4.23, it is found that 3.60% of secondary school teachers have an extremely favourable attitude, 22.90% of secondary school teachers have a highly favourable attitude, 18.10% of secondary school teachers have above moderate attitude, 28.90% of secondary school teachers have moderate attitude, 18.10% of secondary school teachers have below moderate attitude, 2.40% of secondary school

teachers have highly unfavourable attitude, 6% of secondary school teachers have an extremely unfavourable attitude towards activity based teaching-learning approach.

4.2.2.2. Hypotheses related to Objective No 2

The researcher formulated different hypotheses based on objective number 2 and carry forward the analysis in the following manner:

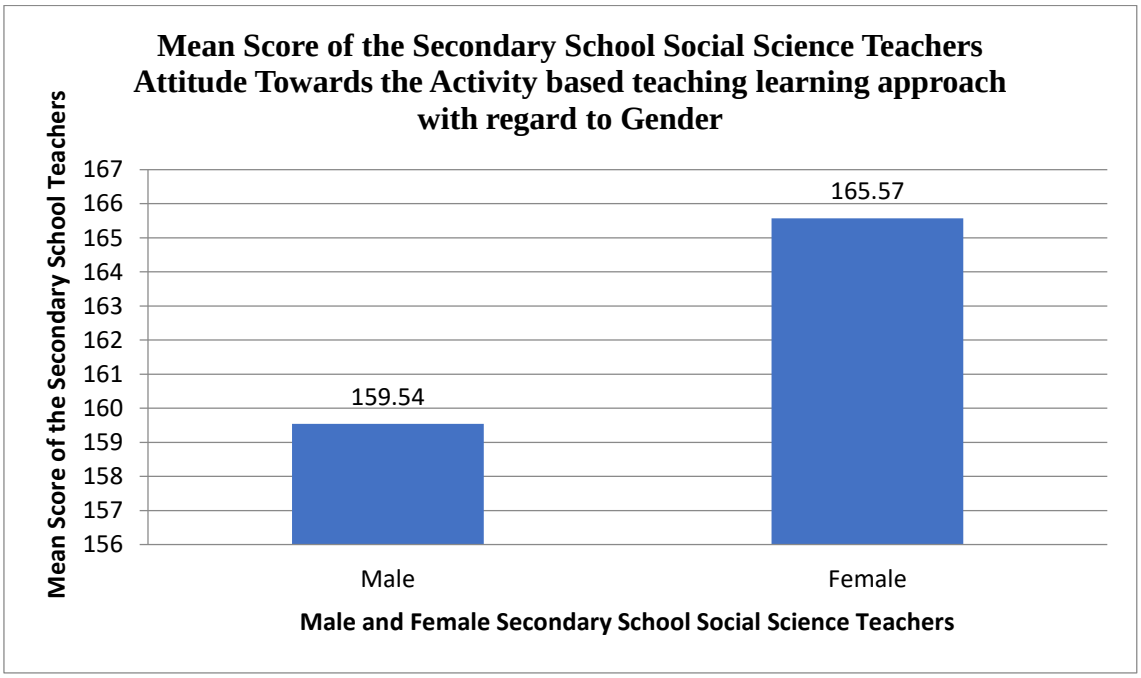
4.2.2.2.1. Hypothesis No 1: There is no significant difference between male and female social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis no 1 and carried out the analysis process which is given below in the following manner:

Table 4.24: Descriptive Statistics of Male and Female Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach

	Gender	N	Mean	SD	SEM
Attitude Score	Male	39	159.54	19.27	3.08
	Female	44	165.57	16.28	2.45

Figure 4.24: Graphical Representation of Mean Score of the Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach with regard to Gender



To find out the significant difference between male and female secondary school social science teachers' attitudes towards activity based teaching learning approach, the researcher analysed the data by independent sample 't' test in the SPSS20 programme package.

Based on table 4.24 and figure 4.24, it has been found that male secondary school social science teachers have a mean score of 159.54 (N=39, SD=19.27) and female secondary school social science teachers have a mean score of 165.57 (N=44, SD=16.28). Based on the mean score, the researcher tested the null hypothesis 'there is no significant difference between male and female secondary school social science teachers attitude towards activity based teaching-learning approach at secondary level of assam' and its result is presented in the following table 4.25:

Table 4.25: Result of Independent Sample 't' test of the Secondary School Social Science Teachers' Attitude Towards Activity Based Teaching Learning Approach on the Basis of Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	1.01	.32	-1.54	81	.13	-6.03	3.90	-13.79	1.73
	Equal variances not assumed			-1.53	74.82	.13	-6.03	3.94	-13.88	1.82

In table 4.25, there are 2 rows: equal variances assumed and equal variances not assumed. When t-score is calculated, it assumes that the variances of the two populations being compared were equal. In order to test that, levene's test for equality of variances is used and consequently get two rows. In this study, it is found that the value under sig. score is .32 and it is greater than .05, so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .13 and when it is compared with .05 alpha level, it is found that the value of sig. score is high in comparison to the .05 level (p>.05). Again the researcher look at the 95% confidence interval of the difference in the means then it is clearly visible that the lower limit (-13.79) and upper limit (1.73) include a value of 0. Based on these results the researcher failed to reject the null hypothesis. So it is concluded that there is no significant difference between male and female secondary school social science teachers' attitudes towards the activity based teaching-learning approach at the secondary level of assam (df=81, t=-1.54 and sig.=.13, 2-tailed). The study's finding shows that male and female social science teachers have similar attitudes towards activity based teaching learning approach.

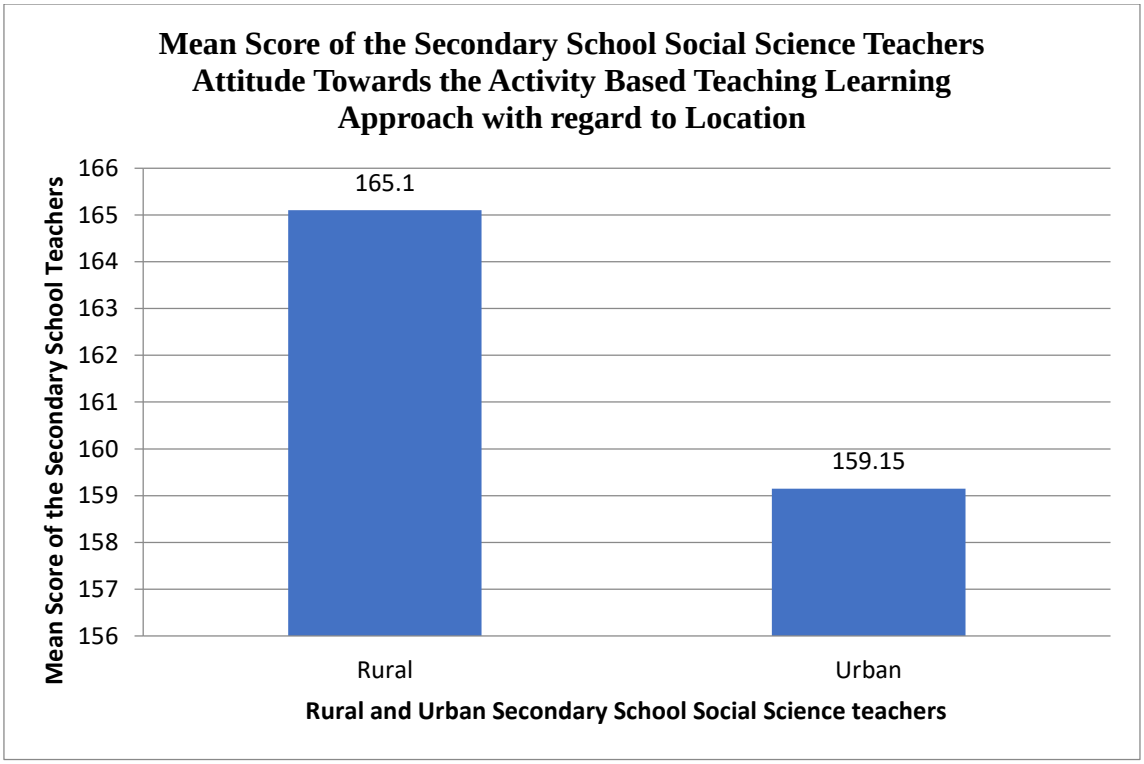
4.2.2.2.2. Hypothesis no 2: There is no significant difference between rural and urban social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis 2 and performed the following analysis process:

Table 4.26: Descriptive Statistics of Rural and Urban Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach

	Location	N	Mean	SD	SEM
Attitude Score	Rural	50	165.10	17.54	2.48
	Urban	33	159.15	18.09	3.15

Figure 4.25: Graphical Representation of Mean Score of the Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach with regard to Location



In order to find out the significant difference between rural and urban secondary school social science teachers' attitudes towards activity based teaching learning approach, the researcher analysed the data by independent sample 't' test in the SPSS20 programme package.

Based on table 4.26. and figure 4.25, it has been found that rural secondary school social science teachers have a mean score of 165.10 (N=50, SD=17.54) and urban secondary school social science teachers have a mean score of 159.15 (N=33, SD=18.09). Based on the mean score, the researcher tested the null hypothesis 'there is no significant difference between rural and urban secondary school social science teachers attitude towards activity based teaching learning approach at secondary level of assam' and its result is presented in the following table 4.27

Table 4.27: Result of Independent Sample 't' test of the Secondary School Social Science Teachers' Attitude Towards Activity Based Teaching Learning Approach on the basis of Location

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	.02	.89	1.49	81	.14	5.95	3.98	-1.98	13.87
	Equal variances not assumed			1.48	67.16	.14	5.95	4.01	-2.05	13.95

In table 4.27, there are 2 rows: equal variances assumed and equal variances not assumed. When t-score is calculated, it assumes that the variances of the two populations being compared were equal. In order to test that, levene's test for equality of variances is used and consequently gets two rows. In this study, it is found that value under sig. score is .89 and it is greater than .05 so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .14 and when it is compared with .05 alpha level, it is found that the value of sig. score is high in comparison to .05 level ($p>.05$). Again the researcher look at the 95% confidence interval of the difference of the means then it is clearly visible that the lower limit (-1.98) and upper limit (13.87) include a value of 0. Based on these results, the researcher failed to reject the null hypothesis. So it is concluded that there is no significant difference between rural and urban secondary school social science teachers' attitudes towards the activity based teaching learning approach at secondary level of assam (df=81, t=-1.49 and sig.=.14, 2-tailed). The study's finding shows that rural and urban social science teachers have a similar attitude towards activity based teaching learning approach.

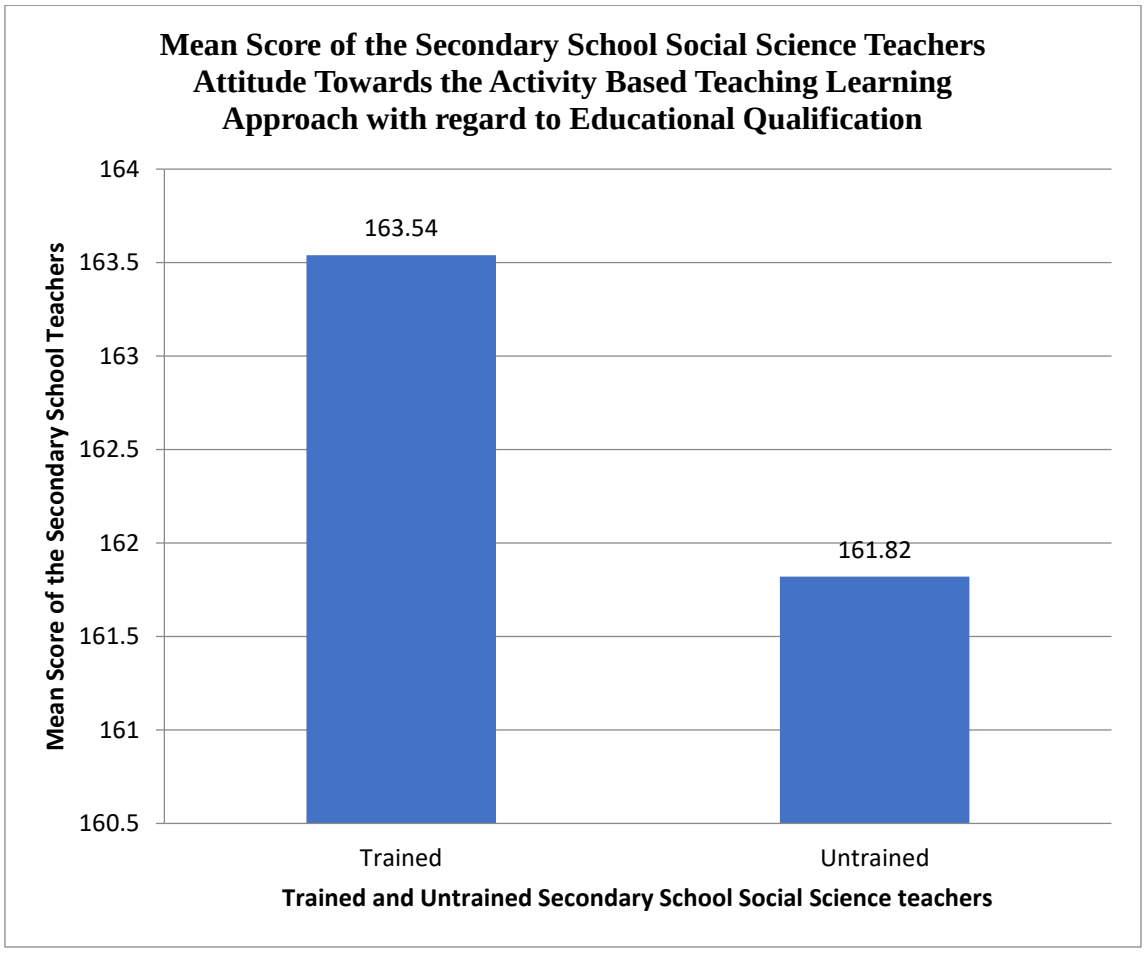
4.2.2.2.3. Hypothesis no 3: There is no significant difference between trained and untrained social science teachers towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis 3 and carried out the analysis process given below in the following way

Table 4.28: Descriptive Statistics of Trained and Untrained Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach

	Educational Qualification	N	Mean	SD	SEM
Attitude Score	Trained	44	163.54	18.28	2.75
	Untrained	39	161.82	17.64	2.82

Figure 4.26: Graphical Representation of Mean Score of the Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach with regard to Educational Qualification



In order to find out the significant difference between trained and untrained secondary school social science teachers' attitudes towards activity based teaching learning approach, the researcher analysed the data by independent sample ‘t’ test in the SPSS20 programme package.

Based on table 4.28 and figure 4.26, it has been found that trained secondary school social science teachers have a mean score of 163.54 (N=44, SD=18.28) and untrained secondary school social science teachers have a mean score of 161.82 (N=39, SD=17.64). Based on the mean score, the researcher tested the null hypothesis ‘there is no significant difference between trained and untrained secondary school social science teachers attitude towards activity based teaching learning approach at secondary level of assam’ and its result is presented in the following table 4.29

Table 4.29: Result of Independent Sample ‘t’ test of the Secondary School Social Science Teachers’ Attitude Towards Activity Based Teaching Learning Approach on the basis of Training

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	.01	.92	.44	81	.66	1.72	3.95	-6.14	9.59
	Equal variances not assumed			.44	80.39	.66	1.72	3.95	-6.13	9.58

In table 4.29, there are 2 rows: equal variances assumed and equal variances not assumed. When t-score is calculated, it assumes that the variances of the two populations being compared were equal. In order to test that, levene’s test for equality of variances is used and consequently gets two rows. In this study, it is found that the value under sig. score is .92 and it is greater than .05 so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .66 and when it is compared with .05 alpha level, it is found that the value of sig. score is high in comparison to .05 level (p>.05). Again the researcher look at the 95% confidence interval of the difference of the means then it is visible that the lower limit (-6.14) and upper limit (9.59) includes a value of 0. Based on these results the researcher failed to reject the null hypothesis. So it is concluded that there is no significant difference between trained and untrained secondary school social science teachers' attitude towards the activity based teaching learning approach at the secondary level of assam (df=81, t=.44 and sig.=.66, 2-tailed). The study's finding shows that trained and untrained social science teachers have a similar attitude towards activity based teaching learning approach.

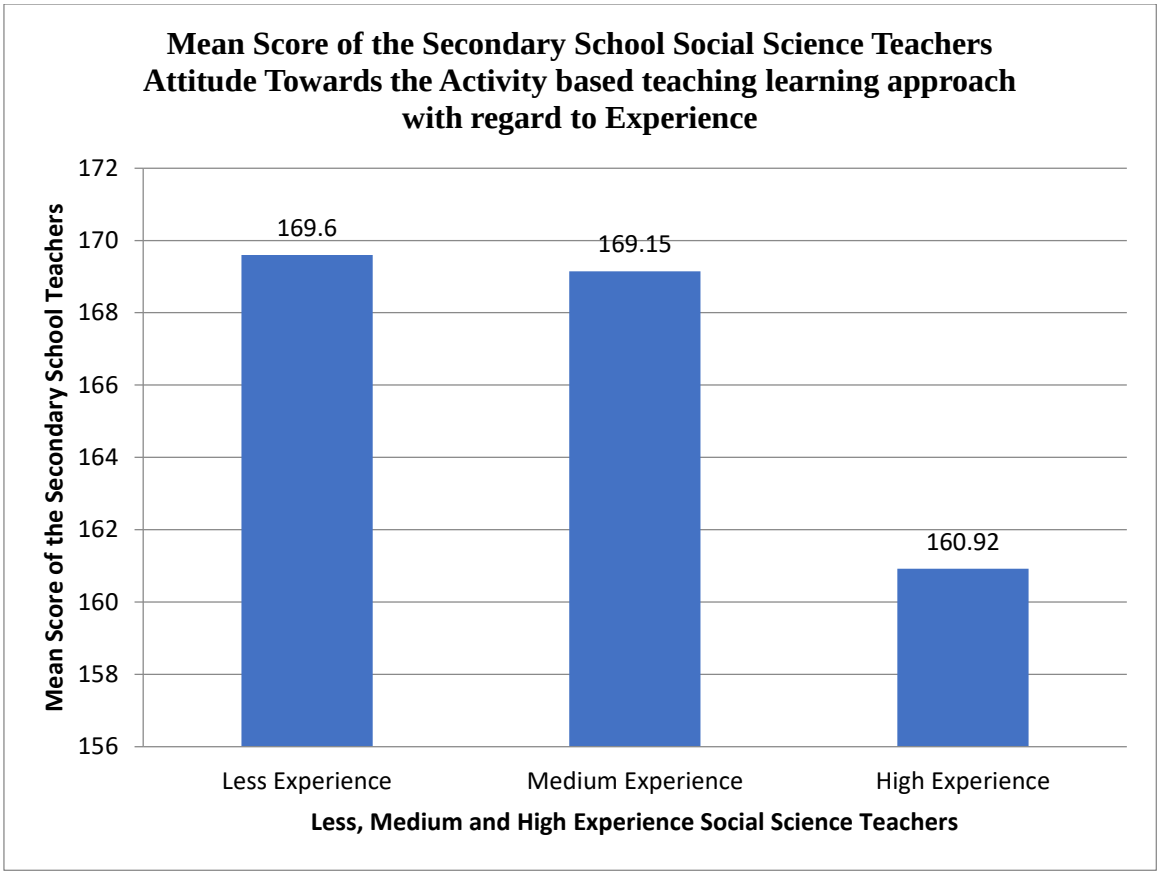
4.2.2.2.4. Hypothesis no 4: There is no significant difference among social science teachers in terms of experience in regard to their level of attitude towards activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis 4 and carried out the analysis process described below as follows:

Table 4.30: Descriptive Statistics of Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach on the basis of Experience

Attitude Score on the basis of experience	N	Mean	SD	SE	Minimum	Maximum
Less experience	5	169.60	11.86	5.31	158.00	186.00
Medium Experience	13	169.15	12.10	3.36	148.00	188.00
High experience	65	160.92	18.94	2.35	119.00	191.00
Total	83	162.73	17.89	1.96	119.00	191.00

Figure 4.27: Graphical Representation of Mean Score of the Secondary School Social Science Teachers' Attitude Towards the Activity Based Teaching Learning Approach with regard to Experience



(*The experience has been classified into three categories i.e. less experience means 0-5 years, medium experience means 6-10 years, and high experience means above 10 years)

To find out the significant difference among secondary school social science teachers' attitudes towards activity based teaching learning approach based on their experience, the researcher analysed the data by using one way ANOVA in the SPSS20 programme package.

Based on table 4.30 and figure 4.27, it has been found that less experience secondary school social science teachers have a mean score of 169.60 (N=5, SD=11.86), medium experience secondary school social science teachers have a mean score of 169.15 (N=13, SD=12.10) and high experience secondary school social science teachers have the mean score of 160.92 (N=65, SD=18.94). Based on the mean score, the researcher tested the null hypothesis 'there is no significant difference among social science teachers in terms

of experience regarding their level of attitude towards activity based teaching- learning approach at secondary level of assam' and its result is presented in the following table 4.31:

Table 4.31: Result of One-way ANOVA of the Secondary School Social Science Teachers' Attitude Towards Activity Based Teaching Learning Approach on the basis of Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	984.66	2	492.33	1.56	.22
Within Groups	25271.51	80	315.89		
Total	26256.17	82			

Based on Table 4.31, the researcher compared the sig. score .22 with the .05 alpha level and it is found that sig. score is high in comparison to .05 alpha level ($p>.05$). As a result, the researcher failed to reject the null hypothesis and it is concluded that there is no statistically significant difference among the secondary school social science teachers' attitudes towards the activity based teaching learning approach based on the Experience ($F(2,80)=1.56$, $p>.05$). The study's finding shows that secondary school social science teachers have a similar attitude towards activity based teaching learning approach in terms of their experience.

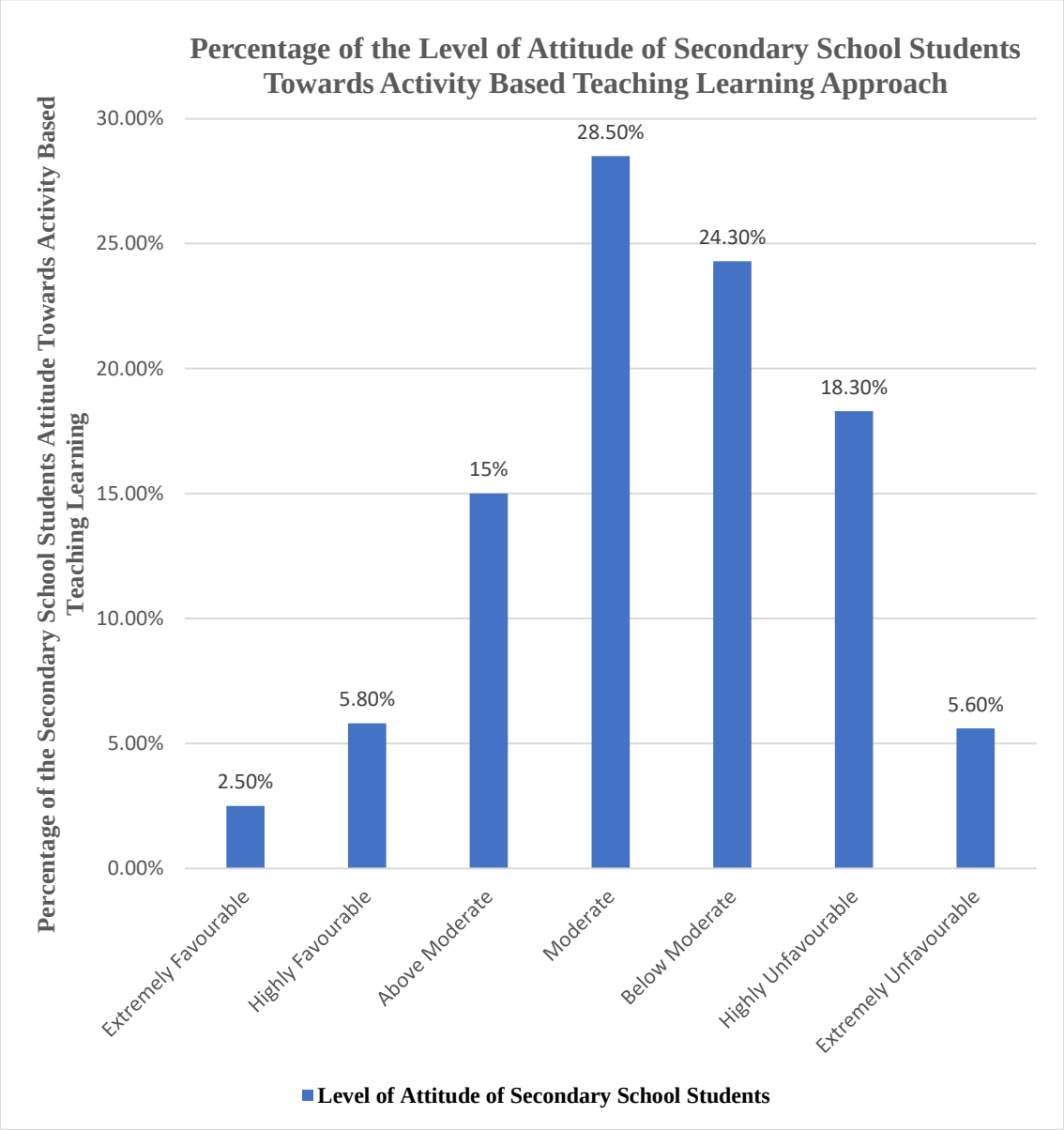
4.2.3. Analysis and Interpretation of Data for Objective No 3

4.2.3.1. The third objective of the study is to study the attitude of secondary level students towards activity based teaching learning approach at secondary level of education. For the present objective, necessary data has been collected with the help of a self-developed attitude scale. The data has been analysed with the following statistical techniques

Table 4.32: Frequency and Percentage of the Level of Attitude of Secondary School Students Towards Activity Based Teaching Learning Approach

Secondary Students	Attitudes Towards Activity Based Teaching Learning Approach							Total
	Extremely Favourable	Highly Favourable	Above Moderate	Moderate	Below Moderate	Highly Unfavourable	Extremely Unfavourable	
Frequencies	61	143	367	697	594	449	138	2449
Percentages	2.50%	5.80%	15%	28.50%	24.30%	18.30%	5.60%	100%

Figure 4.28: Graphical Representation of Percentage of the Level of Attitude of Secondary School Students Towards Activity Based Teaching Learning Approach



To study the level of attitude of secondary school students, the total scores obtained by the students were divided into 7 categories: extremely favourable, highly favourable, above moderate, moderate, below moderate, highly unfavourable, extremely unfavourable.

Based on the above table 4.32 and figure 4.28, it is found that 2.50% of secondary school students have an extremely favourable attitude, 5.80% of secondary school students have a highly favourable attitude, 15% of secondary school students have above moderate attitude, 28.50% of secondary school students have moderate attitude, 24.30% of secondary school students have below moderate, 18.30% of secondary school students

have highly unfavourable attitude, 5.60% of secondary school students have an extremely unfavourable attitude towards the activity based teaching learning approach.

4.2.3.2. Hypotheses Related to Objective No 3

The researcher formulated different hypotheses based on the objective number 3 and carry forward the analysis in the following manner:

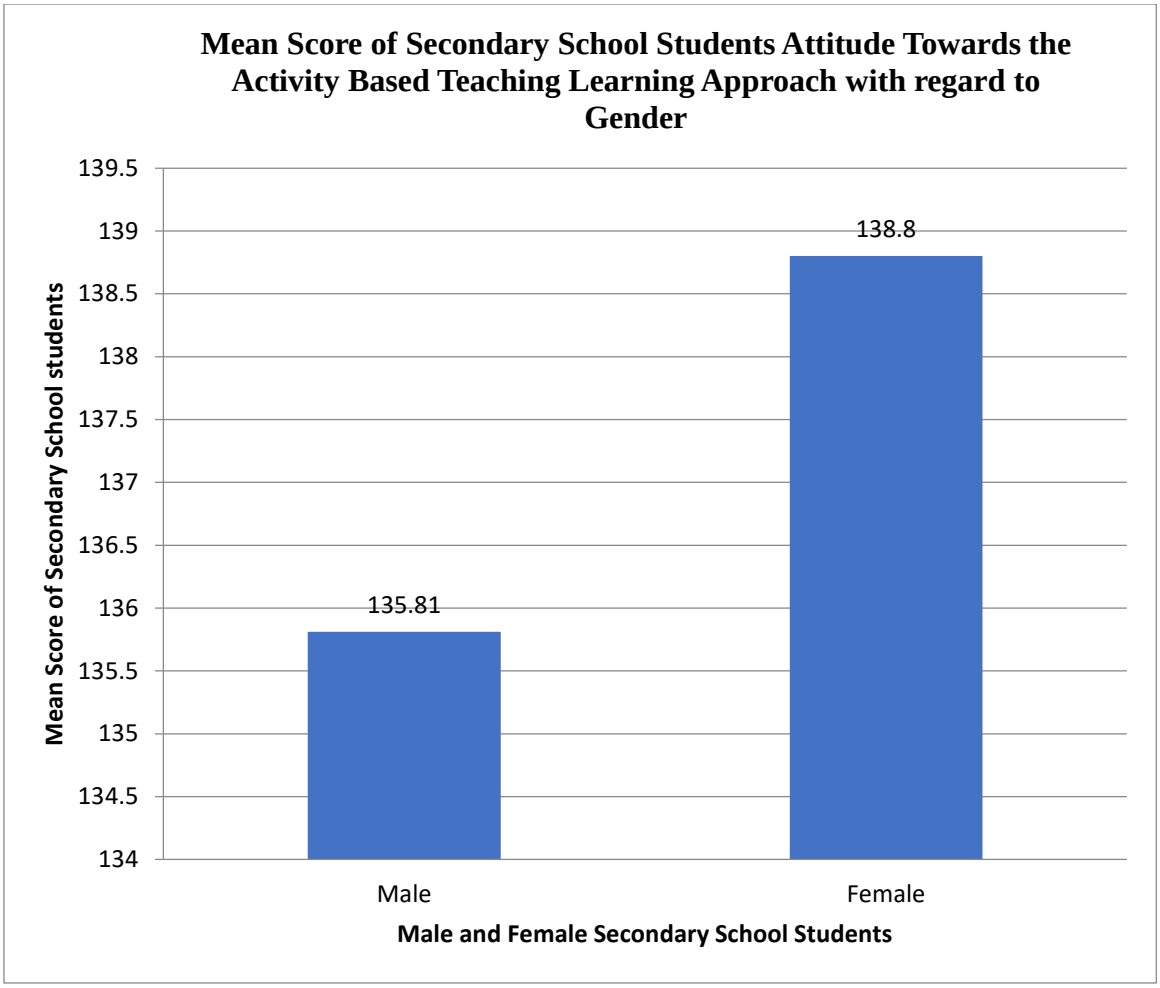
4.2.3.2.1. Hypothesis No 1: There is no significant difference between male and female secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed the hypothesis no 1 and carried out the analysis process which is given below in the following manner:

Table 4.33: Descriptive Statistics of Male and Female Secondary School Students' Attitude Towards the Activity Based Teaching Learning Approach

	Gender	N	Mean	SD	SEM
Attitude Score	Male	990	135.81	17.30	.55
	Female	1459	138.80	17.33	.45

Figure 4.29: Graphical Representation of Mean Score of Secondary School Students' Attitude Towards the Activity Based Teaching Learning Approach with regard to Gender



To find out the significant difference between male and female secondary school students' attitudes towards activity based teaching learning approach, the researcher analysed the data by independent sample 't' test in the SPSS20 programme package.

Based on table 4.33 and figure 4.29, it has been found that male secondary school students have a mean score of 135.81 (N=990, SD=17.30) and female secondary school students have a mean score of 138.80 (N=1459, SD=17.33). Based on the mean score, the researcher tested the null hypothesis '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' and its result is presented in the following table 4.34:

Table 4.34: Result of Independent Sample 't' test of the Secondary School Students' Attitude Towards Activity Based Teaching Learning Approach on the basis of Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	.25	.62	-4.19	2447	.00	-2.99	.71	-4.38	-1.59
	Equal variances not assumed			-4.19	2125.77	.00	-2.99	.71	-4.38	-1.59

In table 4.34, there are 2 rows: equal variances assumed and equal variances not assumed. When t-score is calculated, it assumes that the variances of the two populations being compared were equal. To test that, levene's test for equality of variances is used and consequently gets two rows. In this study, it is found that the value under sig. score is .62 and it is greater than .05 so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .00 and when it is compared with .05 alpha level, it is found that the value of sig. score is less in comparison to .05 level ($p<.05$). Again the researcher look at the 95% confidence interval of the difference of the means then it is visible that the lower limit (-4.38) and upper limit (-1.59) do not include a value of 0. Based on these results the researcher rejected the null hypothesis. So it is concluded that there is a statistically significant difference between male and female secondary school students' attitudes towards the activity based teaching learning approach at the secondary level of assam (df=2447, t=-4.19 and sig.=.00, 2-tailed). The study's finding shows that female secondary students have better attitude in comparison to male students' attitude towards activity based teaching learning approach.

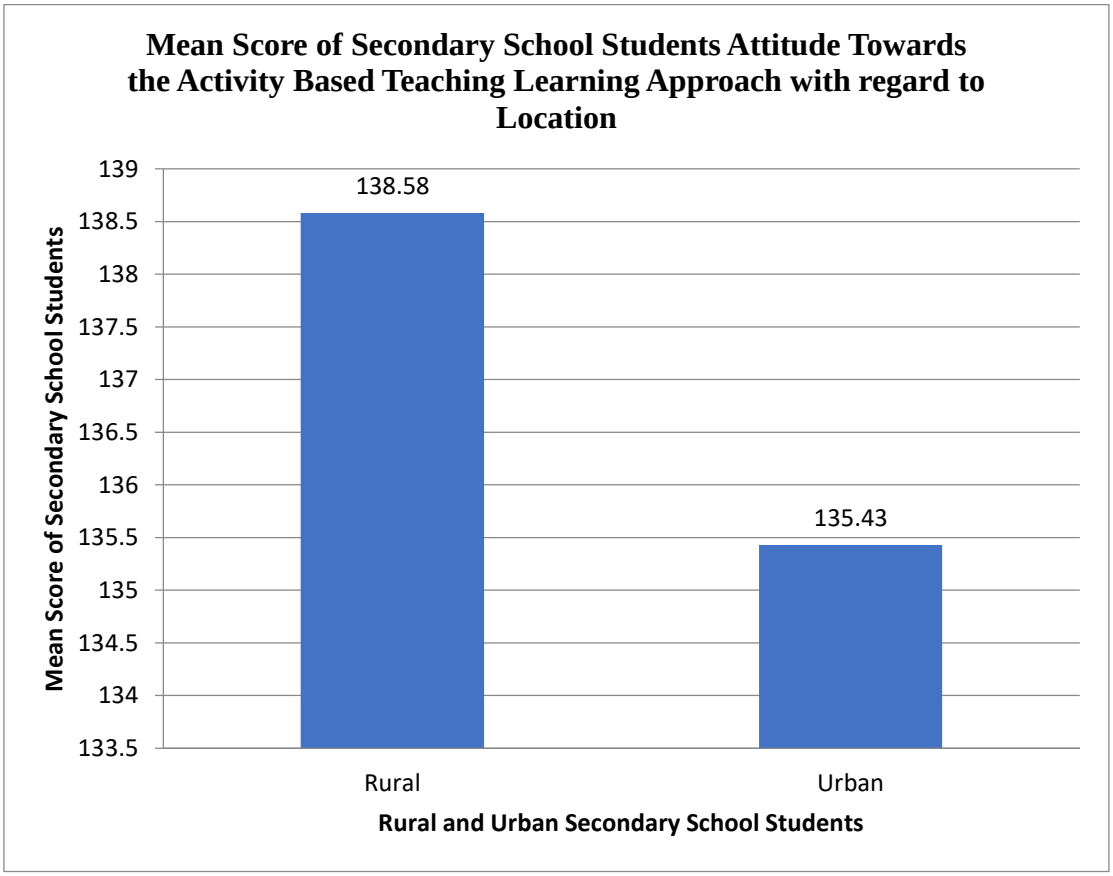
4.2.3.2.2. Hypothesis No 2: There is no significant difference between rural and urban secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis 2 and performed the following analysis process:

Table 4.35: Descriptive Statistics of Rural and Urban Secondary School Students' Attitude Towards the Activity Based Teaching Learning Approach

	Location	N	Mean	SD	SEM
Attitude Score	Rural	1678	138.58	16.95	.41
	Urban	771	135.43	18.11	.65

Figure 4.30: Graphical Representation of Mean Score of Secondary School Students' Attitude Towards The Activity Based Teaching Learning Approach with regard to Location



To find out the significant difference between rural and urban secondary school students' attitude towards activity based teaching learning approach, the researcher analysed the data by independent sample 't' test in the SPSS20 programme package.

Based on table 4.35. and figure 4.30, it is found that rural secondary school students have a mean score of 138.58 (N=1678, SD=16.95) and urban secondary school students have a mean score of 135.43 (N=771, SD=18.11). Based on the mean score, the researcher tested the null hypothesis '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' and its result is presented in the following table 4.36:

Table 4.36: Result of Independent Sample 't' test of the Secondary School Students' Attitude Towards Activity Based Teaching Learning Approach on the basis of Location

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	.09	.76	4.17	2447	.00	3.14	.75	1.67	4.62
	Equal variances not assumed			4.07	1409.37	.00	3.14	.77	1.63	4.66

In table 4.36, there are 2 rows: equal variances assumed and equal variances not assumed. When t-score is calculated, it assumes that the variances of the two populations being compared were equal. To test that, levene's test for equality of variances is used and consequently gets two rows. In this study, it is found that the value under sig. score is .76 and it is greater than .05 so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .00 and when it is compared with .05 alpha level, it is found that the value of sig. score is less in comparison to .05 level ($p<.05$). Again the researcher look at the 95% confidence interval of the difference in the means then it is visible that the lower limit (1.67) and upper limit (4.62) do not include a value

of 0. Based on these results the researcher rejected the null hypothesis. So it is concluded that there is a statistically significant difference between rural and urban secondary school students' attitudes towards the activity based teaching learning approach at the secondary level of assam (df=2447, t=4.17 and sig.=.00, 2-tailed). The study's finding shows that rural secondary students have better attitude compared to urban students' attitude towards activity based teaching learning approach.

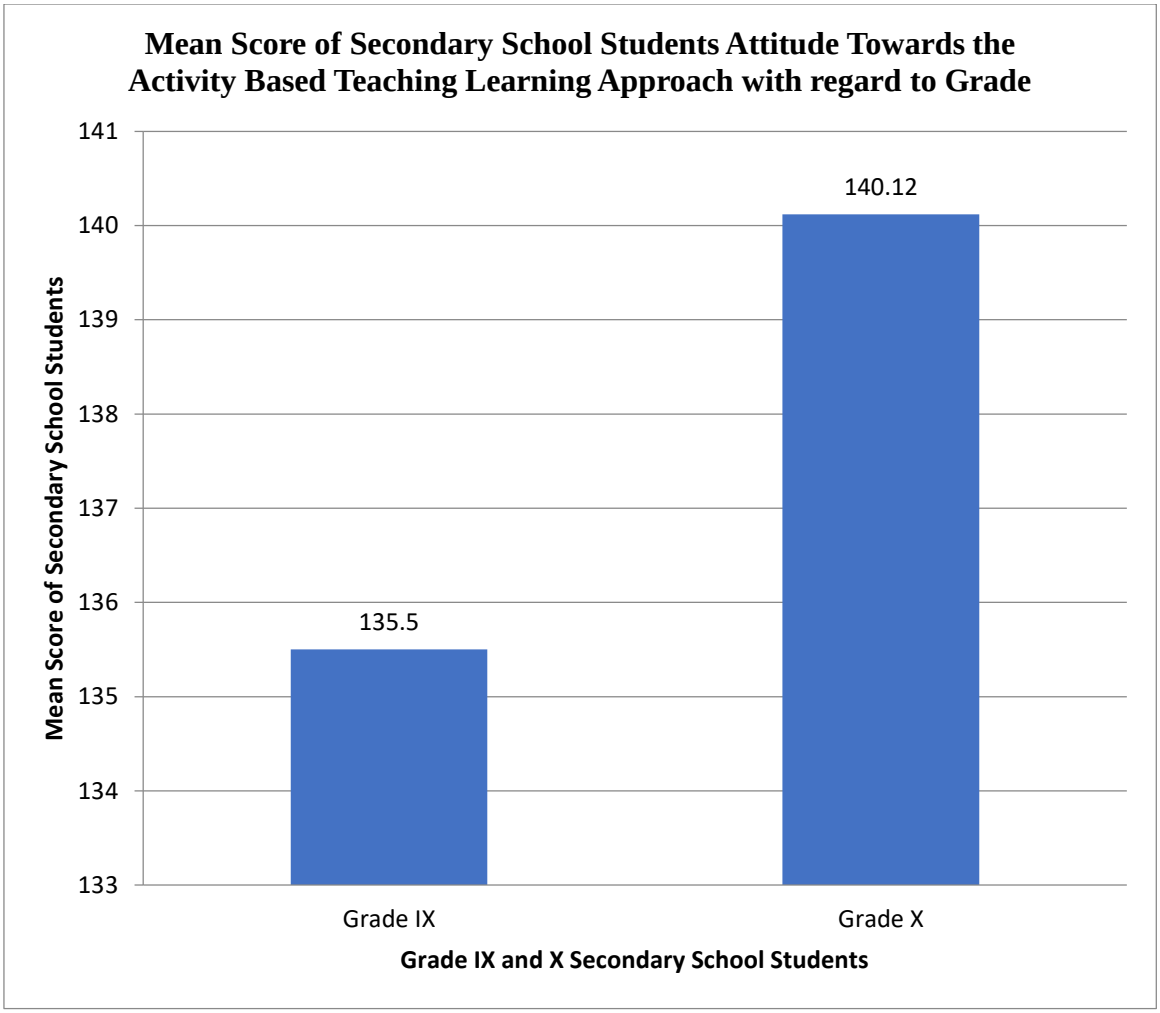
4.2.3.2.3 Hypothesis No 3: There is no significant difference between ninth and tenth grade secondary school students towards the attitude of activity based teaching learning approach at secondary level of Assam

The researcher analysed hypothesis 3 and carried out the analysis process given below in the following way:

Table 4.37: Descriptive Statistics of IX and X Secondary School Students' Attitude Towards the Activity Based Teaching Learning Approach

	Grade	N	Mean	SD	SEM
Attitude Score	IX	1341	135.50	17.22	.47
	X	1108	140.12	17.24	.52

Figure 4.31: Graphical Representation of Mean Score of Secondary School Students' Attitude Towards the Activity Based Teaching Learning Approach with regard to Grade



To find out the significant difference between grade IX and X secondary school students' attitudes towards activity based teaching learning approach, the researcher analysed the data by independent sample 't' test in the SPSS20 programme package.

Based on table 4.37 and figure 4.31, it has been found that grade IX secondary school students have a mean score of 135.50 (N=1341, SD=17.22) and grade X secondary school students have a mean score of 140.12 (N=1108, SD=17.24). Based on the mean score, the researcher tested the null hypothesis 'there is no significant difference between grade IX and X secondary school students towards the attitude of activity based teaching learning approach at secondary level of assam' and its result is presented in the following table 4.38:

Table 4.38: Result of Independent Sample 't' test of the Secondary School Students' Attitude Towards Activity Based Teaching Learning Approach on the basis of Grade

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude Score	Equal variances assumed	.67	.41	-6.61	2447	.00	-4.62	.70	-5.99	-3.25
	Equal variances not assumed			-6.61	2359.95	.00	-4.62	.70	-5.99	-3.25

In table 4.38, there are 2 rows: equal variances assumed and equal variances not assumed. When the t-score is calculated, it assumes that the variances of the two populations being compared were equal. To test that, levene's test for equality of variances is used and consequently gets two rows. In this study, it is found that the value under sig. score is .41 and it is greater than .05 so the researcher continued along that line to assess whether the means are significantly different or not.

In this table, the researcher found that sig. score is .00 and when it is compared with .05 alpha level, it is found that the value of sig. score is less in comparison to .05 level ($p<.05$). Again the researcher look at the 95% confidence interval of the difference in the means then it is visible that the lower limit (-5.99) and the upper limit (-3.25) do not include a value of 0. Based on these results the researcher rejected the null hypothesis. So it is concluded that there is a statistically significant difference between grade IX and X secondary school students' attitudes towards the activity based teaching learning approach at the secondary level of assam (df=2447, t=-6.61 and sig.=.00, 2-tailed). The study's finding shows that grade X secondary students have better attitude in comparison to grade IX students' attitude towards activity based teaching learning approach.

4.2.4. Analysis and Interpretation of Data for Objective No 4

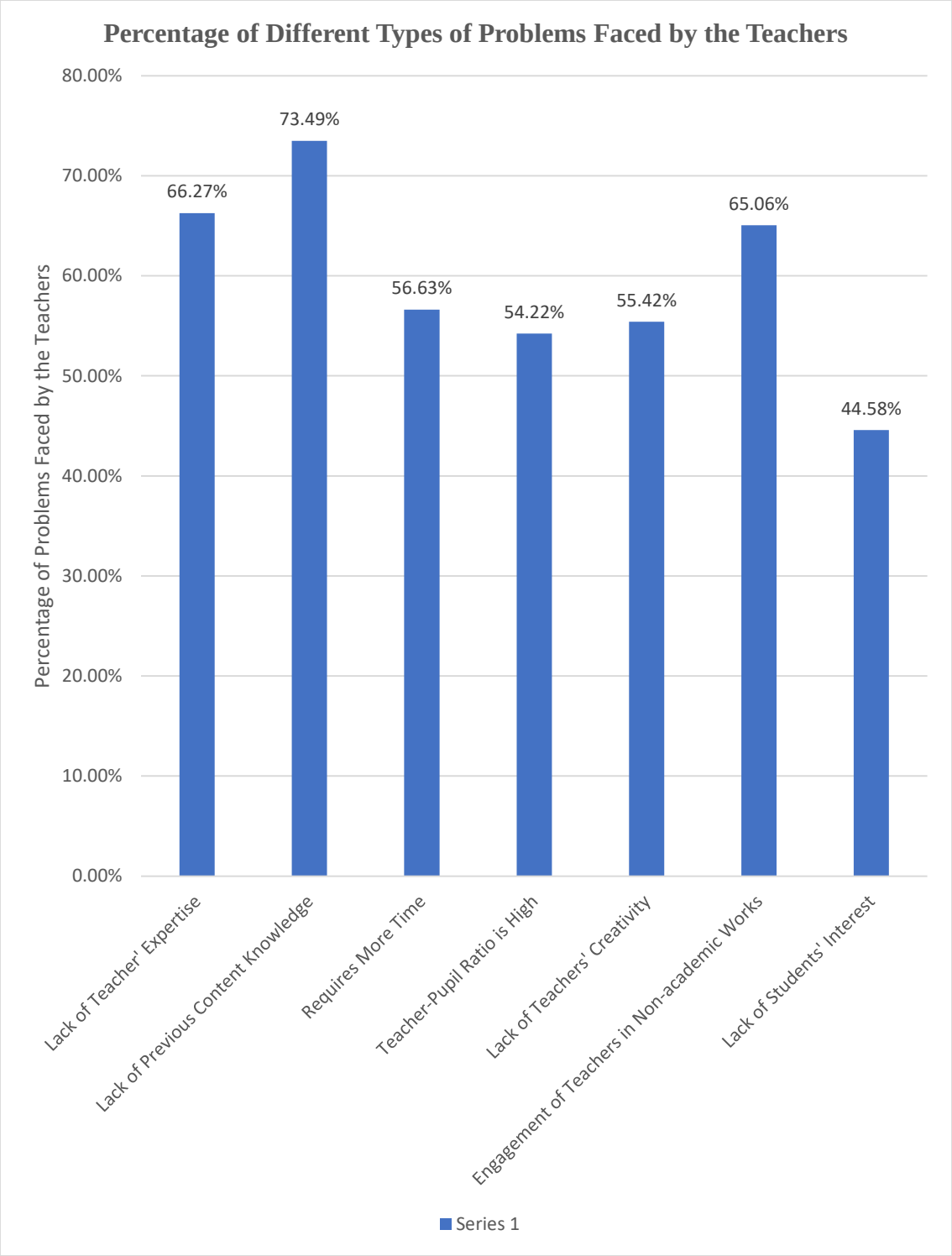
The fourth objective of the study is to study the problems faced by the social science teachers in implementing activity based teaching learning approach at secondary level in Assam. For the present objective, necessary data has been collected with the help of a self-developed questionnaire. The data has been analysed with the help of the following techniques. In objective no 4, the researcher collected different data about the different problems which are faced by the teachers in the activity based teaching learning approach classroom of different schools in Assam. For this, the researcher has created a total of 3 categories: yes, no, and partly. Here the term yes means teachers are facing problems in the implementation of activity based teaching learning approach classroom. The term no means teachers are not facing any problem in the implementation of activity based teaching learning approach classroom. The term partly means the teachers are facing some amount problems which are not so significant in the implementation of activity based teaching learning approach in the classroom. In this analysis process, the researcher carried out the study in the following three categories so that meaningful insight can be drawn from this research:

4.2.4.1. In this section of this analysis process, the researcher discussed the findings in terms of the ‘yes’ category in the following table:

Table 4.39: Types of Problems Face by the Teachers in the Implementation of Activity Based Teaching Learning Approach in the Subject of Social Science at the Secondary Level of Schools of Assam

SL No.	Problems in the Implementation of Activity Based Teaching Learning Approach	Frequencies	Percentages
1	Do you think that lack of expertise on the part of teacher creates problem in the activity based teaching learning approach class?	55	66.27%
2	Do you think that lack of pervious content knowledge hampers the activity based teaching learning approach class?	61	73.49%
3	Does the activity based teaching learning approach take more time?	47	56.63%
4	Is the teacher-pupil ratio high in activity based teaching learning approach classroom?	45	54.22%
5	Do you think that lack of creativity on the part of teacher creates problems in the implementation of activity based teaching learning approach in the classroom?	46	55.42%
6	Do you feel that due to engagement in non-academic works assigned by the authority, teachers are not able to apply activity based teaching learning approach in the classroom?	54	65.06%
7	Do you feel that due to lack of students' interest, they are not participating in the activity based teaching learning approach class?	37	44.58%

Figure 4.32: Graphical Representation of Percentage of Different Problems Face by the Teachers in the Implementation of Activity Based Teaching Learning Approach in the Subject of Social Science at Secondary Level of Schools of Assam



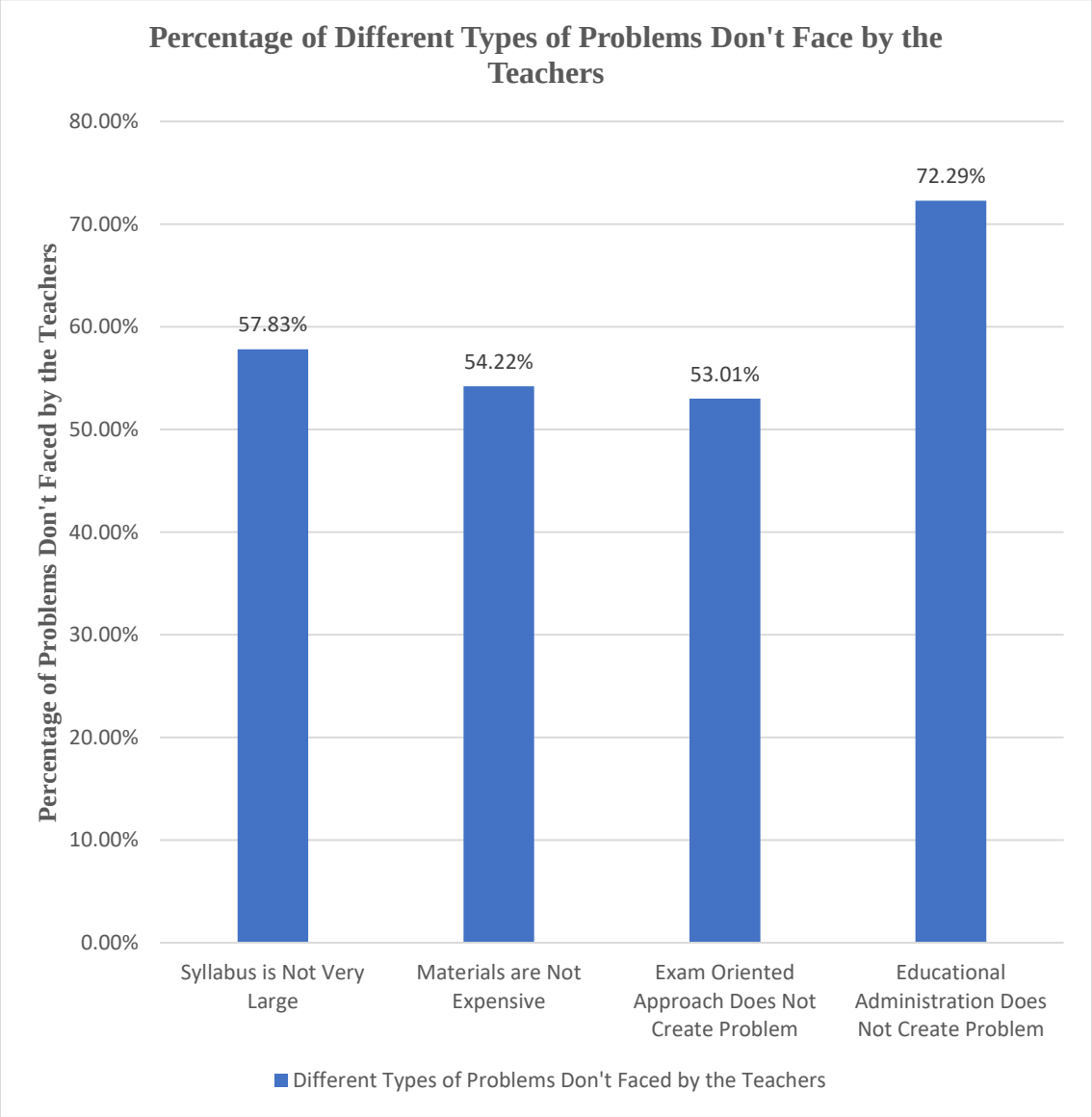
Based on table 4.39 and figure 4.32, 66.27% of teachers responded that lack of teachers' expertise creates problems in the activity based teaching learning approach classroom. 73.49% of teachers thought that lack of previous content knowledge hampers the activity based teaching learning approach classroom. 56.63% of teachers believe that activity based teaching learning approach requires more time in the classroom. 54.22% of teachers answered that the teacher-pupil ratio is high in activity based teaching learning approach classroom. 55.42% of teachers said that lack of teachers' creativity creates problems in the implementation of activity based teaching learning approach in the classroom. 65.06% of teachers considered that teachers engagement in non-academic works creates problems in the implementation of activity based teaching learning approach in the classroom. 44.58% of teachers responded that lack of students' interest creates problems in the implementation of activity based teaching learning approach in the classroom.

4.2.4.2. In this section of this analysis process the researcher discussed the findings in terms of the 'No' category in the following table:

Table 4.40: Types of Problems Don't Face by the Teachers in the Implementation of Activity Based Teaching Learning Approach in the Subject of Social Science at Secondary Level of Schools of Assam

SL No.	Problems in the Implementation of Activity Based Teaching Learning Approach	Frequencies	Percentages
1	Is the syllabus for activity based teaching learning approach very large?	48	57.83%
2	Are the Materials for the activity based teaching learning approach expensive?	45	54.22%
3	Do you think that exam oriented approach of our education system creates problems in proper implementation of activity based teaching learning approach in the classroom?	44	53.01%
4	Do you face any problem from the educational administration in implementation of activity based teaching learning approach?	60	72.29%

Figure 4.33: Graphical Representation of Percentage of Different Problems Don't Face by the Teachers in the Implementation of Activity Based Teaching Learning Approach in the Subject of Social Science at the Secondary Level of Schools of Assam



Based on table 4.40 and figure 4.33, 57.83% of teachers responded that the syllabus is not very large in the implementation of activity based teaching learning approach in the classroom. 54.22% of teachers believe that materials which are required for the activity based teaching learning approach are not expensive. 53.01% of teachers thought that exam oriented approach of our education system doesn't create problems in the implementation of activity based teaching learning approach in the classroom. 72.29% of

teachers said that educational administration does not create any problem in the implementation of activity based teaching learning approach in the classroom.

4.2.4.3. In this section of this analysis process, the researcher needs to discuss the finding in terms of the ‘Partly’ category. But in the analysis process, it is found that no problem is significant enough to fall under the partly category. So that it can be said that teachers are not facing any problems which are partly in nature in the implementation of activity based teaching learning approach in the classroom

In this chapter, the researcher has discussed the results which are acquired from the application of different statistical techniques and the data are presented in graphical and tabulated form. The interpretations which are given here are quite comprehensive and extensive. Based on objectives and hypotheses, the researcher analysed the data and it helps in arriving at specific results. Those results are discussed in a detailed manner in the next chapter.