

CHAPTER 5
RESULTS AND DISCUSSION

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Chapter 5: Results and Discussion

5.1. Introduction

This chapter deals with the results and discussion section of the research which is the core aspect of any study. Here, the researcher gets the chance to discuss the results and the context and reasons that lead to these results. The discussion gives scope to the researcher to explain things by keeping in view the field experiences of the researcher as well as the previous research in this area. In this chapter the researcher has discussed the results of the study in the following ways:

5.2. Results

5.2.1. Results related to objective no 1

Results related to objective no 1 were given with regards to types and frequency of using activities, use of teaching-learning material, and student engagement in the activities of social science at the secondary school.

5.2.1.1. Types and frequency of using activities in the social science subject:

i) The study results that 77.11% of teachers use discussion as a mostly used activity in the classroom. The activity helps to develop soft skills among students (Akkus, 2015) as well as engage the learners in the classroom (Bonwell and Eison, 1991). Discussion motivates the students and supports the teachers in understanding and assessing the thinking of the students (National Council of Teachers of Mathematics, 2013). The present study reveals that some of the teachers use this activity mostly because it helps to develop communication skills, co-operation, equal participation among the students. This activity provides freedom to the students and makes them active in the classroom.

ii) The study confirms that 56.63% of teachers use individual oral presentation as the sometimes used activity in the classroom. The activity helps in developing the pronunciation and public speaking capacity of the students (Gürbüz, and Cabaroğlu, 2021). Brooks and Wilson (2014) observed that individual oral presentation develops self-esteem and confidence among the students.

iii) The study reflects that 45.78% of teachers use teacher-directed library work as the sometimes used activity in the classroom. Library develops students' comprehension and provide an environment to the students which is more conducive for learning (Mahwasane, 2019). The activity helps the students to utilise their leisure time properly (Itsekor, and Nwokeoma, 2017). The present study reflects that some teachers use this

activity sometimes in the classroom because it helps to develop the study habits among the students.

iv) The study found that 71.08% of teachers use writing assignments as the mostly used activity in the classroom. The activity helps the students to check their prior knowledge about the subject (Brent and Felder, 1992) as well as helps in raising consciousness among the students (Ulum, 2020). The present study shows that some of the teachers use this activity mostly because it helps to develop writing skills among the students.

v) The study confirms that 63.85% of teachers use group work as sometimes use activity in the classroom. Group work assist the students to exposed to a wide variety of perspectives and ideas and students learn how to work with others. It improves cooperation and conflict resolution skills and thereby develops accountability among the students (McDonald, 2020). It develops creativity (Burke, 2011), and provide peer instruction opportunity to the students (Rezaei, 2018). Some teachers responded that this activity makes the classroom environment a joyful one, provide the chance to backward learners to work in groups, encourage equal participation in the class.

vi) The study reports that 69.88% of teachers use 'read teacher-produced materials' sometimes in the classroom. The activity helps the students to fulfil the needs of the students (Boyd, 2021) because the teacher provides clear and more accurate information with example as per the local context of the students.

vii) The study proves that 55.42% of teachers sometimes engage students in the project work. The activity helps to develop the creativity of the students and increase students' attitude towards learning (Sumarni, 2015). It further helps the students to retain information for long period of time, develops problem solving ability, in-depth understanding, self-confidence, curiosity (Cambrilearn, 2022). Some teachers responded that this activity helps to develop awareness among the students about how to do project work and participate in different activities.

viii) The study reports that there is an activity namely 'I work with computer', 53.01% of teachers responded that they never used the activity in the classroom. The availability of the resources decides what instructional methodology will be used in the classroom (National Curriculum Framework for School Education, 2000). To conduct the activity namely I work with computer in the classroom the teacher needs to have the resources with them and without them, this activity cannot be used in the classroom. Some teachers

don't have the resources so they are not using this activity in the classroom. It is observed in the study that due to the lack of digital technology, teachers rarely use the computer in classes. NCFTE (2009) also reported that proper knowledge of instructional technology impacted the teachers during their curriculum transaction. The present study shows that most of the school teachers uses the activity rarely due to lack of resources, teachers' lack of knowledge, lack of time, lack of scope in the curriculum, resources getting stolen from the school.

ix) The study shows that 57.83% of teachers use brainstorming as sometimes used activity in the classroom. Brainstorming helps to develop the reasoning power, self-confidence, creative problem solving ability among the students (Raj and Saxena, 2017).

x) The study indicated that there is an activity 'mini-lectures with pauses and clarify doubts during that time', 72.29% of teachers responded that they use this activity mostly in the classroom. The activity assists the students to review their notes, reflect on their activity, discuss and explain the ideas with friends, and promote student engagement (Bachhel, and Thaman, 2014). The present study depicts that some teachers use this activity mostly in the classroom because it helps to draw the attention of the students in the class as well as reduce the distance between normal and slow learners. Through this activity, learning of the students can be tracked very easily.

xi) The study depicts that there is an activity namely experiencing new materials, 71.08% of teachers answered that they use this activity sometimes in the classroom. The activity provides valuable experience, inspiration and joyfulness to the students (Passmore, 2021) through which students become more interested and motivated for learning. Through this learning of students become more memorable and students retain the information for a longer period of time.

xii) The study reports that there is an activity namely direct student to take down notes, 67.47% of teachers use this activity mostly in the classroom. The activity aids the students in enhancing their concentration and listening skills, provides an accurate account of information, and identifies relevant material from the lectures (EIT, 2021). The current study portrays that some teachers use this activity mostly in the classroom because it develops the skills which is required to have a common note structure that ensures equal learning among the students.

xiii) The study indicated that 44.58% of teachers sometimes use ‘guide students play games associated with curricular contents’ in the classroom. Through the activity, the teacher can transfer the learning in the shortest possible time in an atmosphere of excitement, fun, and challenge (Sim, Seng, and Ngaini). It is observed that the activity affects the interest and motivation of the students so the teachers are using this activity in the classroom (Festus, 2013).

xiv) The study shows that there is an activity namely ‘provide opportunities to draw’, 71.08% of teachers responded that they use this activity sometimes in the classroom. Teachers are using this activity for multiple reasons. Firstly, the activity helps to improve the memory of the students (Fernandes, Wammes, and Meade, 2018). Secondly, the present study shows that this activity helps the students to be comfortable with drawing.

xv) The study proves that 60.24% of teachers use debate as sometimes used activity in the classroom. Debate develops the self-confidence of the students and help the students in their self-assessment (Najafi, Motaghi, Nasrabadi, and Heshi, 2016). It improves the listening skills and oral communication skills among the students (Parcher, 1998). It further assist students in developing their tolerance capacity and contribute to enhancement of leadership skills among the students (Venkovits, 2018).

xvi) The study confirms 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. Teachers responded that they use this activity to check out the memory power of the students.

xvii) The study reflected that 57.83% of teachers use student presentation as sometimes used activity in the classroom. The activity is beneficial in enhancing the participation level of the students, improves presentation and communication skills, helps students to observe the strength and weakness of other students (Girard, Pinar, and Trapp, 2011). Student presentation promotes enthusiasm and independent learning, develops self-confidence and self-esteem among the students (Sander, Sanders, and Stevenson, 2002).

xviii) The study reveals that there is an activity namely ‘encourage interpretations by the students’, 61.44% of teachers responded that they use this activity sometimes in the classroom. The activity helps in increasing the motivation and level of student interaction in the class, develops attention, provide feedback to teachers and students about the teaching-learning process of the class (Steinert and Snell, 1999).

xix) The study results that there is an activity namely 'students were asked to highlight the key points after the class', 72.29% of teachers use this activity mostly in the classroom. Anghelache (2013) reports that the activity helps in increasing the attention and memory power of the students. The classroom environment of the school determines how the students will learn and how much they will learn (Anghelache, 2013). So the classroom environment of the school helps the teacher to use this activity more in the classroom. Some teachers responded that this activity helps the teachers to get an account of the learning of the students.

xx) The study reflects that 21.69% of secondary school teachers responded that their use of activities in the classroom is at a very high level. The research shows that the use of activities by the teacher in the classroom increases the interaction between teachers and students which automatically motivates the students (Vartak, 2001).

xxi) The study reveals that 34.94% of secondary school teachers responded that their use of activities in the classroom is at a high level. The study shows that teachers believe activity helps in creating interest among the learners (Mrunalini, 2015). These activities put the students into the centre and provide richer learning opportunities to students (Çelik, 2018).

xxii) The research also reveals that 22.89% of secondary school teachers responded that their use of activities in the classroom is at an above average level. The study is evidence of how the use of activities helps in enhancing the students' information management skills, capacity to deal with complex situations, confidence, problem solving skills, thinking skills, interpersonal skills, professional skills, capacity of self-directed learning (Khan, Muhammad, Ahmed, Saeed and Khan, 2012). It is observed in the study that activities give an opportunity to the students to explore themselves (Çelik, 2018).

xxiii) The study confirms that 10.84% of secondary school teachers responded that their use of activities in the classroom is at an average level. Teachers normally use different activities for multiple reasons. Firstly, teachers think that the use of activities in the classroom helps in improving the self-learning practices, peer learning practices, peer learning environment, team spirit among the students (Kugamoorthy). Secondly, textbooks and the academic calendar of the school give more emphasis on activities so the teachers are using these activities (Sánchez, Garduño and Sarracino, 2016). Thirdly, the use of activities helps the students to study in a fear-free atmosphere (Ranjanie, 2012). Fourthly, some teachers might think that the learners are not enjoying the activity based

teaching learning approach classroom so their use of activities is at an average level (Sánchez, Garduño and Sarracino, 2016).

5.2.1.2. Use of teaching-learning material in the social science subject:

i) The study shows that most of the teachers are using map (100%), chart (98.80%), blackboard (97.59%), newspaper (80.72%), book (97.59%), model (93.98%) as teaching-learning materials in the social science classroom. The report shows that books, teaching aids and other materials make school learning interesting for the students (National Curriculum Framework, 2005). Teaching-learning materials are very handy for teachers so they use them most of the time in class (Singh, 2011). It is observed in the study that the syllabus of the course allowed to use of different teaching-learning materials in the teaching-learning process (Singh, 2011).

ii) The study reveals that some teachers 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 teaching-learning materials in the social science classroom. Teachers normally don't use different teaching-learning materials for multiple reasons. Firstly, the teachers don't have sufficient knowledge about these platforms. Secondly, the curriculum doesn't provide sufficient provisions to use these platforms in class (Shah, 2016). Thirdly, there is a lack of suitable adequate teaching-learning content which can be used in the activity based teaching-learning classroom (Pundak and Herscovitz, 2009). Fourthly, the campus environment of the schools doesn't provide proper facilities to the teachers so they are not using these platforms in the classroom (Günüç and Kuzu, 2014).

5.2.1.3. Student engagement in the activities of social science subject:

i) The research shows that 20.48% of secondary school social science teachers believe that the student engagement rate is very high in the activity based teaching-learning classroom. The study shows that activity based teaching learning classroom gives opportunity to learners to use their experiences in the teaching-learning process (Festus, David, Orobosa, and Olatunji, 2013). It is observed that the use of activities in the classroom increase interaction among the students where they get new knowledge because everyone shares their experience in the classroom (Tuncel, 2016).

ii) The study reflects that 15.66% of secondary school social science teachers felt that the student engagement rate is high in the activity based teaching-learning classroom. The

research shows that leadership of the school took various steps for the professional development of the staff so that they can take effective steps for better engagement of the students in the class (Murray, Mitchell, Gale, Edwards and Zyngier, 2004).

iii) The study confirms that 30.12% of secondary school social science teachers believe that the student engagement rate is above average level in the activity based teaching-learning classroom. The study reports that activity based teaching-learning classroom creates motivation among the students which increases the student engagement rate in the classroom (Yüksel, 2014). It is observed that students find the activity based teaching learning approach fun and interesting so they participate actively in the classroom (Çelik, 2018).

iv) The study finds that 13.25% of secondary school social science teachers believe that the student engagement rate is average level in the activity based teaching-learning classroom. The study suggests that the teacher is providing a more supportive instructional environment to the students so student engagement in the class is more (Babu, 2009).

v) The study reveals that 16.87% of secondary school social science teachers felt that the student engagement rate is below the average level in activity based teaching-learning classroom. Due to different reasons, secondary school teachers felt that students engagement is below average in their class. Firstly, students have differences in cognitive background, prior knowledge and ability so some students didn't like the activity based teaching-learning classroom because students need to perform some activity to learn something (Yüksel, 2014). Secondly, some students are not able to maintain a good relationship with their peers so they are not able to participate effectively in the classroom (Hanh, 2005 as cited in Rezaei, Karbalaei and Afraz, 2013). Thirdly, some students didn't get adequate support from their parents such as providing a learning environment, setting up the expectations of the students, providing motivational support, controlling and monitoring the development of the students for their studies (Ali and Hasan, 2018).

5.2.2. Results related to objective no 2

The second objective focused to study the attitude of social science teachers towards activity based teaching learning approach at secondary level of education.

5.2.2.1. For the present objective, the data has been analysed and the results are presented in the following manner:

i) The study shows that 22.90% of secondary school social science teachers have a highly favourable attitude towards the activity based teaching learning approach. Some teachers have a strong belief system that the use of activities will help in the development of the overall teaching-learning process so they have a favorable attitude towards the activity based teaching learning approach (Sanchez, 2017). The study states that the academic achievement of the students affects the attitude of teachers towards the teaching profession (Zaidi, 2015). The main goal of the teacher is to help the students to achieve more in their academics so that they can deal with the obstacles they encounter in their life. To achieve the goal, the activity based teaching learning approach helps the teachers so the teachers have a favourable attitude towards this approach.

ii) The study reveals that 18.10% of secondary school social science teachers have above moderate attitude towards activity based teaching learning approach. The study finds that the learning and teaching style which is used in the activity based classroom are matched with the needs of the students and teachers (Sanchez, 2017). The research indicates that teachers discourage the rote memorization of the facts which are done by the students and this approach helps the teachers in achieving that objective (Daphne, 2015).

iii) The study confirms that 28.90% of secondary school social science teachers have a moderate attitude towards activity based teaching learning approach. The study shows that most teacher gets a good environment in the school where they maintain a good relationship with others and give their best to increase the interaction between teacher and student as well as made an impact on the overall teaching-learning process (DeVito, 2016). The report states that the entry behaviour of the students needs to take care of while in preparation of any instructional methodology by the teachers (National Curriculum Framework for School Education, 2000). The knowledge of the entry behaviour of students helps the teacher to understand at what level their students are and how they will like to learn and this helps the teacher to select appropriate teaching strategies for the students.

iv) The study finds that 18.10% of secondary school social science teachers have below moderate attitude towards activity based teaching learning approach. The study reflects that personality determines the attitude of the teacher because some teachers like to

dominate the classroom which is not possible in an activity based teaching learning classroom (Sanchez, 2017). It is also observed that some teachers like to spend more time with family so they don't get enough time for preparation which is required for the successful implementation of the activity based teaching learning approach in the classroom (Küçüker, 2004).

5.2.2.2. For objective no 2, the researcher formulated four hypothesis and its results are presented in the following manner:

i) The first hypothesis of the study is 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. After using an independent sample t-test, it is found 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). Festus, David, Orobosa, and Olatunji (2013); Soni (2015) found that there is no significant difference between male and female teachers with attitudes towards the activity based teaching learning approach.

The study states that the difference between male and female teachers in terms of prejudices and stereotypes is reduced day by day due to the various steps which are launched by the government. It states that the social identity of male and female teachers is equal in society due to the role which plays by the female teacher these days (Karekar, 2013). The study indicates that instructional methods and strategies affect the attitude of teachers towards their teaching profession (Akbulut and Karakuş, 2011). It is observed that male and female teachers studied in the same school where a similar teaching methodology is used by their teachers. As a result, male and female teachers have a similar attitude toward the activity based teaching learning approach.

ii) The second hypothesis of the study is 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. After using an independent sample t-test, it is found that there is no significant difference between rural and urban secondary school social science teachers' attitudes towards the activity based teaching learning approach at the secondary level of Assam ($df=81$, $t=-1.49$ and $sig=.14$, 2-tailed). Soni (2015) found

that there is no significant difference between rural and urban teachers in relation to their attitude towards the activity based teaching learning approach.

The study states how the infrastructure facility determines the whole teaching-learning process of any school (Hariharan, 2011). Government give an adequate amount of grants and benefits to all the schools irrespective of their location.

The lack of teachers is another constraint which is faced by most schools. To improve the situation, the Government of Assam gives appointments to a large number of teachers in recent years by conducting state-level teacher eligibility test. Due to this good quality teacher gets recruited in all the schools and thereby they fulfil their commitments as well as ensures quality education.

The administrative factor is one of the factors which can influence the attitude of the teacher (Begum and Khan, 2012). As the government has made similar rules for all the schools irrespective of their location so rural and urban teacher needs to follow the same rules which develop similar attitude regarding the activity based teaching learning approach.

iii) The third hypothesis of the study is 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. After using an independent sample t-test, it is found that there is no significant difference between trained and untrained secondary school social science teachers' attitudes toward the activity based teaching learning approach at the secondary level of Assam ($df=81$, $t=.44$ and $sig.=.66$, 2-tailed).

Culture is one of the factors which influence the attitude of teachers (Begum and Khan, 2012). As all the teachers are living in the same society so they share the same food habits, dress habits, language etc. and create a feeling of equal respect for each other.

The study reports that training of the teacher is an area of concern for enhancing the quality of education (Soni, 2015). So the Government of Assam has launched several in-service teacher training programmes for the school teachers irrespective of their pre-service training programme so that they get up-to-date knowledge with the changing time. It helps the teacher to make the overall teaching-learning process an effective one by including innovation such as activity based teaching learning approach and develops similar attitudes among trained and untrained teachers towards it.

The choice of subject also affects the attitude of teachers towards the teaching profession (Zaidi, 2015). It is observed that the teachers who get recruited in secondary schools are selected on a subject basis. The teachers have a keen interest in the social science subject and try to acquire more expertise in it. So both the trained and untrained teachers have a similar attitude toward the activity based teaching learning approach.

iv) The fourth hypothesis of the study is 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. After using one-way ANOVA, it is found that there is no statistically significant difference between the secondary school social science teachers' attitudes towards activity based teaching learning approach based on the experience ($F(2,80)=1.56, p>.05$). Festus, David, Orobosa, and Olatunji (2013); Soni (2015) found that there is no significant difference between the teachers' attitudes concerning their experience towards the activity based teaching learning approach.

Change is the law of nature and with the changing time need of the students gets changed and accordingly there is a shift taking place in the philosophy of pedagogical practice where the focus is on the students (Hariharan, 2011). Irrespective of their experience all the teachers are giving their best effort in the education of students so that their quality can be enhanced and deal with any kind of situation.

Job satisfaction plays a great role and affects the attitude of teachers towards the teaching profession (Zaidi, 2015). All teachers get similar job satisfaction in their teaching profession irrespective of the experience they acquire in their workplace. So all the teachers have a similar attitude toward the activity based teaching learning approach.

It is observed said that they have earned the same degrees which are required for securing a job in the teaching profession. As a result, they get exposure to the same learning content irrespective of their experience.

5.2.3. Results related to objective no 3

The third objective focused to study the attitude of secondary level students towards activity based teaching learning approach at secondary level of education.

5.2.3.1. For the present objective, the data has been analysed and the results are presented in the following manner:

i) The study shows that 15% of secondary school students have above moderate attitude towards the activity based teaching learning approach. Rubin, Marcelino, Mortel and Lapinid (2014); Nanthaboot (2012) found that students have a positive attitude toward the activity based teaching learning approach.

The study shows that students have a perception that it is useful and important to use these activities in the activity based teaching-learning classroom (Sanchez, 2017). The research states that some students like to get engaged in classroom discussion and this activity based teaching learning approach helps in fulfilling that (Küçüker, 2004). This approach allows the students in making an effort to understand the concepts and apply them in everyday activities (Priyono, Wena and Rahardjo, 2017). This approach give respect and value to the time which is spent by the students in the school so they have a favourable attitude towards this approach (Hariharan, 2011).

ii) The study confirms that 28.50% of secondary school students have a moderate attitude towards the activity based teaching learning approach. The study shows that the self-confidence of the students is very high in the activity based teaching-learning classroom because they feel that they get more opportunities in the classroom. It states that students have a belief system where they feel that an activity based teaching learning approach helps them in their overall development (Hanh, 2005 as cited in Rezaei, Karbalaei and Afraz, 2013). The study observed that students get support from their teachers in the activity based teaching-learning classroom (Latchanna and Dagneu, 2009). The study reports that the majority of the students have the motivation in learning the social science subject (Hasan, Othman and Majzub, 2015). It is observed that activity based teaching learning approach is an innovation which is implemented in the classroom (Küçüker, 2004). Every learner in the school comes with some goals in life and when it gets fulfilled they possess a positive attitude towards learning. It is observed that it gets fulfilled in the activity based teaching learning approach classroom so they have a moderate attitude towards activity based teaching learning approach (Sánchez, Garduño and Sarracino, 2016).

iii) The study finds that 24.30% of secondary school students have below moderate attitude towards the activity based teaching learning approach. The study observed that

some students don't get the motivation to participate in the activity based teaching learning approach classroom so they have a below moderate attitude towards activity based teaching learning approach (Almanza, 1997). Peer group made a huge impact on the attitude of students (Getie, 2020). Some students feel shy to talk with their friends so they are not able to form a good connection with their peers. In activity based teaching learning classroom students need to share their ideas. But this is not possible with shy students so they have an unfavourable attitude towards activity based teaching learning classroom.

iv) The study reveals that 18.30% of secondary school students have a highly unfavourable attitude towards the activity based teaching learning approach. The study reflects that students feel anxiety in the activity based teaching learning classroom which makes them have a highly unfavourable attitude towards activity based teaching learning approach (Hanh, 2005 as cited in Rezaei, Karbalaei and Afraz, 2013). Some students are scared of making a bad impression when they are asked some questions in the activity based teaching learning classroom so they have a below moderate attitude towards activity based teaching learning approach (Sánchez, Garduño and Sarracino, 2016).

5.2.3.2. For the objective no 3, the researcher formulated three hypothesis and their results are presented in the following manner:

i) The first hypothesis of the study is 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. After using an independent sample t-test, it is found 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). It means that female secondary students have better attitude in comparison to male secondary students' attitude toward the activity based teaching learning approach.

Female students have good self-concept and motivation (Bassett, Martinez and Martin, 2014) because from time to time government has adopted special measures and schemes for female students such as giving scooty to girls, beti bachao beti padhao, sukanya samridhi yojana etc. which boosts moral confidence and self-confidence of the girl students. They get the motivation to learn more in their life which automatically helps them to achieve more in the classroom and the activity based teaching learning approach

helps in achieving that so they have a better attitude towards this approach in comparison to male students.

The study states that socio-economic status is another factor which determines the attitude of students (Hariharan, 2011). It indicates that most of the female students have come from a family of a high socio-economic group so all the needs that the female students have gets fulfilled. As a result of which female students have a better attitude in comparison to male students.

Parental education is another contributing factor which mostly determines the attitude of students. It is observed that the parents of female students are well aware of the importance of the education of their girl child so they emphasize the education of their daughters. So female students have a better attitude in comparison to male students.

ii) The second hypothesis of the study is 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. After using an independent sample t-test, it is found 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 result of the study shows that rural secondary students have a better attitude in comparison to urban students' attitude towards activity based teaching learning approach.

The study shows that the classroom environment plays a great role in forming the attitude between rural and urban school students (Sanchez, 2017). As the government has adopted different measures especially for rural schools such as recruitment of teachers, giving grants for the establishment of new infrastructure etc. which automatically develops a good classroom environment and thereby develops a positive attitude among the rural students regarding the use of activity based teaching learning approach.

It is observed that in rural areas the amount of road construction gets increases which ultimately made the transport system a smooth one. The government of India tremendously increase the amount of road construction from 91,287 km in 2014 to 1,37,625 km in 2021 (BusinessToday.In, 2021).

Communication facility has increased in rural areas which ultimately made it possible for rural students to take the advantage of digital technology. Indian Space Research

Organisation (ISRO) has launched several communication satellites in GSAT categories which provide good internet connectivity and communication facility to distant masses (ISRO, 2021). Among them, GSAT-29 is specially used for the people who are living in the J&K and North-Eastern region (Singh, 2018).

iii) The third hypothesis of the study is 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 After using an independent sample t-test, it is found 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). It means that grade X secondary students have a better attitude in comparison to grade IX students' attitude towards the activity based teaching learning approach.

The extent of educational opportunities a student receives determines their choices and attitude towards anything (Kaneez and Medha, 2018). It is observed that X grade students stay in school for a longer time in comparison to IX grade students so X grade students receive more education with the help of activity based teaching learning approach so they have a better attitude towards this approach.

The extent of cultural opportunities a student receives determines their choices and attitude towards anything (Kaneez and Medha,2018). It is reflected that grade X students live in such a culture where they need to perform some task to learn something. So grade X students have a better attitude toward this approach.

Parental involvement with students can give positive results to the performance of the students (Beyessa, 2014). It reflects that parents of grade X students are more serious because they know that their children will give the board examination for the first time in their life where they need some quality education. To achieve that activity based teaching learning approach helps the parents. As a result, grade X students have a better attitude toward the use of activity based teaching learning approach in the classroom.

5.2.4. Results related to 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.

i) The result of the study reveal 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. Poverty is one of the important factors which determines what kind of problems the teachers will face in the activity based teaching learning classroom (Hariharan, 2011). Festus, David, Orobosa, and Olatunji (2013); Kugamoorthy (n.d.); Das (2016) highlighted some problems such as lack of materials, lack of sufficient time, large teacher-pupil ratio, long time to prepare lessons, lack of teacher training programme, teachers are overburdened with other non-teaching works etc. which occurs in the implementation of the activity based teaching learning approach in the classroom.

The study shows that some students are not motivated in the activity based teaching-learning classroom. It states that some students belong to a kind of culture where their point of view is not respected enough so they are not able to participate effectively in the classroom (Khatoonabadi, 2013). It is observed that in a classroom different learners are learning at different speed. In such a situation, the teacher needs to take care of the learning speed of every student to ensure the progress of each student (Loveland, 2014).

ii) The study reveals 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.

The study shows that the teachers are aware of the preferences of the learner so they didn't face that many problems in the classroom. It stated that the teacher and learner have a belief system that this approach is essential for the effective learning of the students. It is observed that the learning style of the students is matched with an approach which is adopted by the teacher so they didn't face that many problems (Khatoonabadi, 2013). The study reflects that the fear of teachers' rods gets reduced day by day due to the ban on the stick in the classroom (Hariharan, 2011). As a result, students develop a good connection between their peers and teachers and this helps the teacher in the suitable implementation of activity based teaching learning approach in the classroom. The

positive attitude of teachers determines the effectiveness of any instructional strategy (Latchanna and Dagnev, 2009). The teachers are having positive attitude so they are not facing above mentioned problems in the implementation of activity based teaching learning approach. The study suggests that teachers prefer the use of activities in the classroom so they are responding that they are not facing problems in the implementation of activity based teaching learning approach in the classroom (Huang and Hu, 2016).

The composed data are analyzed based on the objectives and hypotheses of the study. Though data analysis and interpretation of the study are done in the previous chapter, in this chapter the researcher provides a detailed discussion of the results which are gathered in this research. This section helps us to understand the comprehensive picture of the status of the implementation of activity based teaching learning approach in different schools of Assam. In the preceding chapter, the researcher gives an overview summary and conclusion of the study.