

## EFFECTIVENESS OF ACTIVITY-BASED TEACHING METHOD ON ACADEMIC ACHIEVEMENT IN ENGLISH OF PRIMARY SCHOOL STUDENTS

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### ABSTRACT

*Examining the impact of activity-based teaching strategies on academic attainment is the goal of the current study. The experimental research design applies to this study. Students from the Amritsar district's elementary schools made up the study's sample. Two hundred primary school pupils are among the participants in this investigation. They were chosen by practical sampling. After applying the t-test, SD, and two-way ANOVA to the data analysis, it was discovered that there is a substantial interaction impact between activity-based teaching techniques and primary school kids' academic attainment. Research indicates that the implementation of activity-based teaching methods positively affects primary school kids' academic performance. This is because the utilisation of various activities by the instructor fosters positive student-teacher interactions. The teacher arrived prepared with the classroom's activities in order. Therefore, it is advised that teachers implement activity-based teaching strategies in the classroom and that students actively participate in order to improve academic accomplishment in English.*

**Keywords:** Academic Achievement, Activity-based Teaching Methods, Primary School Students.

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### Introduction

Education is the main element in a society that can bring drastic changes in the norms and values of the members of a society. While explaining the term education we come across that there are two basic aspects of the educational process. These two aspects include teaching on one side and learning on the other. The two aspects of education cannot be separated from each other like two sides of a coin. It means that learning is not possible without proper teaching similarly teaching without efficient learning is fruitless. After evaluating old teaching approaches, one finds that they are not grounded in contemporary psychology, which emphasises students' active participation in the learning process.

The modern psychology findings have given a central role to the learners compared to teachers for effective learning. It has been proved by researchers on the references of psychologist that activity-based learning is much closer to learners' conscious that stimulates his motivation for effective learning. Activity-based teaching style is a kind of academic method of teaching. Its basic theories contain the requirement that students learning must be based on activities and experimentations. The idea of ABT education is start from common thinking that the students should be active learner's instead passive receivers. If a student is given an opportunity, He/she will feel happy and memories for long time. This is such a method that the student mentally and intentionally participating himself actively in activity-based learning.

The activity-based teaching approach can be used with other instructional techniques to address the needs of a diverse group of students in a single class. Activities-based learning is beneficial for all academic fields. Gaining practical experience with lessons enhances understanding. And this technique that is learner-centred and the activity-based strategy. Activity-based learning helps students develop their social skills by fostering teamwork and cooperation. Since it improves students' learning,

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the activity-based teaching approach is thought to be more effective than traditional teaching techniques. The current study has been chosen due to the promise of the Activity Based Method and the necessity of English teaching. The goal of the current study is to increase students' academic achievement by utilising the Activity Based Method to improve the quality of English instruction.

### **Academic Achievement**

Academic achievement, which typically spans a number of disciplines, is the advancement made towards the objective of attaining educational skills, resources, and information. Rather than the general acquisition of knowledge in non-academic settings, it pertains to achievement in academic settings. Academic performance, in contrast to other forms of achievement, is typically considered as having no clear end point. Instead, the idea is viewed as a continuum where one can "achieve" particular abilities and knowledge, always with the option to improve those abilities and broaden, deepen, and specificity of information.

The main objective of academic achievement is to increase pupils' educational knowledge. Because of this objective, the assessment of achievement is frequently criticised for continuing to place more emphasis on subject understanding than on the ability to solve problems or create products. Because it is learner-centered, our educational system is concentrated on the student. Many studies on a range of topics, including curriculum, instructional tactics, appropriate environments, learning outcomes, challenges faced by students, and more, are conducted each year. The majority of research has been done in an effort to improve student outcomes. Thus, the most important area to research is academic achievement.

### **Activity-based Teaching**

There are two main objectives that the activity-based teaching technique fulfils in the teaching and learning process. The first benefit of using an activity-based teaching approach is that it makes it possible to systematically and meaningfully grade the teaching materials used in the learning process based on the needs, demands, and context of the learner, society, and learning process. "Secondly, it enables both the teacher and the student to be physically, cognitively, and emotionally aware at all times during the teaching and learning process. Through a variety of activities, the activity-based approach of teaching forges connections between students and many other facets of teaching and learning, including text books, learning resources, evaluation protocols, and so forth. These actions could have to do with the heart, hands, or heads. Students are taught by a variety of activities such as song, drama, quiz, puzzle discussion, pledge, project work, competition, role modelling, problem solving, oral and written competitions, chart showing, and so forth when they receive instruction using an activity-based technique. Each of these activities serves as a teaching and learning medium, method, strategy, or approach. The teacher's only responsibility in this situation is to assist students in learning. Here, a teacher's role is to assist the pupils in learning through a variety of activities. Students learn through a variety of diverse activities as a result of interactive learning. The following are the main components of the activity-based teaching approach that should be implemented in schools: it is child-centred, task-based, fosters student curiosity, creativity, and teamwork, results in joyful learning, and transforms the school into a haven of support for kids.

### **Review of Related Literature**

**Thakkar, P. (2003)** conducted a study entitled, "Study of Academic Achievement, Adjustment and Study Habits of Rural and Urban Students" on different variables as Academic Achievement, Adjustment and Study Habits of Urban and Rural Students. The findings showed that there was no discernible correlation between urban and rural students' academic achievement and their study habits. In the categories of home, emotional, family, and overall adjustment, there was a positive significant difference between students from urban and rural areas; however, there was no significant difference in the areas of social and educational adjustment. Kucuker (2004) looked into how role-playing exercises affected the attitude and academic performance of ninth-grade pupils studying electric circuits. The study's findings showed that while role-playing exercises improve student achievement, they had little effect on students' attitudes towards physics. Nuthana (2007) investigated the gendered aspects of academic achievement among Karnataka school understudies. The survey showed that there was no discernible difference between male and female academic achievement. Oguz (2008) conducted research on how teacher candidates' attitudes and academic achievement were affected by constructivist learning activities. The experimental and control groups' achievement levels differed significantly, according to the data, but their attitudes did not differ in the same way. Based on the results, it can be

concluded that constructivist learning activities help students become more analytical and build positive attitudes. Problem-based learning activities can aid in the development of an effective sensation and perception, according to Kreiner's (2009) research study on the subject, "Problem based group activities for teaching sensation and perception." Hussain, Anwar, and Majoka (2011) investigated how activity-based learning affected secondary school students' academic performance in the physics curriculum. The study's conclusions showed that peer group activity-based instruction outperformed traditional instruction in terms of effectiveness. **Rathva (2012)** conducted a study to check the effectiveness of activity-based strategies and said that activity-based approach helped more in learning mathematical concepts. Another study conducted by **Janagani (2013)**, revealed that participation increases in activity-based learning/teaching enhance long term memorization. **Das (2015)**, in his study entitled "the effectiveness of activity-based method for teaching-learning English language at govt. aided primary schools. The effects of activity-based learning on academic achievement and motivation of science students in the 12th grade were investigated by Abdali and David (2019). The study's conclusions indicated that students' academic motivation and achievement were positively impacted by activity-based learning. Pupils think that learning through activities improves comprehension, builds a sense of accountability, and creates a stimulating learning atmosphere. The effects of traditional teaching methods and activity-based learning were compared by Noreen & Rana (2019). According to the study's findings, pupils who received instruction based on activities outperformed those who received standard instruction on the post-test. Another study by Ashfaq (2020) looked into how activity-based joyful learning affected elementary school science students' academic performance. The results showed that elementary kids' academic achievement rose when the activity-based joyful learning method was used.

From the perspective of all studies, it has been discovered that the majority of studies highlight the use of activity-based teaching techniques as a cutting-edge teaching approach to raise students' academic attainment. It makes the process of teaching and learning more dynamic, effective, and learner-centered. The current study aims to both identify new directions and provide support for earlier research. This study may assist shed light on how the activity-based teaching approach affects the academic performance of fourth-grade English pupils.

#### **Justification of the Problem**

The activity-based method is a methodology used by educators to highlight their approach to teaching through assignments in which students actively participate and produce effective learning outcomes. This method is focused on the youngster. It's an approach where the youngster actively participates both physically and cognitively. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated more a person learns and longer, he/she retains. In the process of learning, they experience, memorize and understand. In order to focus their thinking and involvement during the session on the process of analysing the information, students must be given the facts and resources they require. The researcher will demonstrate how a student can effectively learn through activities and get experience in the outside world through this approach/study.

#### **Statement of the Problem**

Effectiveness of Activity-based Teaching Method on Academic Achievement in English of Primary school students.

#### **Delimitations of the Study**

- The study was delimited to 4th grade students.
- The study was delimited to only two schools of Amritsar city affiliated to PSEB.
- The experiment was limited to only two/three weeks of the academic session (2023-24).
- The sample was confined to 200 school students.

#### **Objectives of the Study**

- To prepare the lesson plans based on the different Activity-based teaching methods for teaching the concept of English language.
- To study the effect of Activity-based teaching method over traditional method on student's achievement in English language.
- To study the interaction effect of Activity-based teaching method on achievement at different levels of intelligence with respect to high, average & low.

### Hypotheses of the Study

- There was no significant difference in the achievement scores of students in English taught through activity-based teaching method and traditional method.
- There was no interaction effect of activity-based teaching method and traditional method on achievement at different levels of intelligence with (high, average & low).

### Research Design of the Study

The purpose of this study was to examine the impact of an activity-based teaching approach on primary school pupils' academic performance in English. Consequently, the experimental research design was used. Two groups were created for this design: the Experimental group and the Control group. Activity-based teaching was used to instruct the experimental group. But the control group received instruction using a conventional approach.

### Sampling Design of the Study

Convenient sampling was used by the investigator. Investigator was used 2X2X3 Factorial design in this study.

### Tools of the Study

- Lesson plans on Activity-based teaching method were prepared by the investigator.
- Intelligence test by Dr. Atmananda Sharma (2007) (Standardized Tool).
- Achievement test of English was prepared by the investigator.

### Statistical Techniques

The data was analyzed by using Mean, SD, t-test and ANOVA.

### Results and Discussion

#### Hypothesis 1

"There was no significant difference in the achievement scores of students in English taught through activity-based teaching method and traditional method".

**Table 1: Mean, SD and T-value of Experimental and Control Group**

Group/Method	N	Mean	SD	df	t value	Remarks
Experimental Group	100	18.750	4.8729	198	<b>35.073</b>	Significant
Control Group	100	1.200	1.1371			

\*Significant at 0.01 level

\*Significant at 0.05 level

Table 1 made it clear that the experimental group and control group had mean English gain scores of 18.750 and 1.200, respectively, and that the two groups' respective SD values were 4.8729 and 1.1371. It also showed that the two groups' t-value was **35.073**. df had a value of 198. At the 0.05 and 0.01 levels, the t value exceeded the table values of 1.97 and 2.60, respectively. As a result, there was a notable difference in the experimental group's English achievement (taught using an activity-based teaching method) and the control groups (taught using a traditional method). Thus, Null hypothesis- "There was no significant difference in the achievement scores of students in English taught through activity-based teaching method and traditional method" was rejected.

#### Hypothesis 2

"There was no interaction effect of activity-based teaching method and traditional method on Achievement at different levels of intelligence (high, average & low)".

**Table 2: Summary of Analysis of Variance (Two Way Anova)**

Sources	Sum of Squares	df	Mean Sum of Squares	F-Ratio	Significance
Intercept	15605.991	1	15605.991	1311.098	.000
Levels of Intelligence(A)	109.772	2	54.886	4.611	.011
Methods (B)	11815.627	1	11815.627	992.660	.000
Levels of Intelligence * Methods (A*B)	78.088	2	39.044	<b>3.280</b>	.040
Error	2309.181	194	11.903		
Total	37779.000	200			

\*Significant at 0.01 level

\*Significant at 0.05 level

Table 2 shows that the interaction effect between fourth grade students' intelligence levels and teaching methods had an F-value of **3.280**, which was significant at the 0.01 level. It showed that, across a range of IQ levels, fourth-grade pupils who were taught using an activity-based approach had higher accomplishment test scores than those who were taught using a traditional manner. Thus, our Null Hypothesis- "There was no interaction effect of activity-based teaching method and traditional method on achievement at different levels of intelligence (high, average & low)" was rejected. It revealed that High, Average and Low Intelligence students performed better through Activity-based teaching method rather than traditional method of teaching.

The Mean, SD and t-value of High, Average and Low Intelligence students in English taught through Activity-based teaching method and Traditional method was presented in the Table-3;

**Table 3: Mean, SD and t-Value of High, Average and Low Intelligence Students in English Taught through Activity-based Teaching Method and Traditional Method**

Levels of Intelligence	Groups	N	Mean	SD	t-value	Inference
High	Experimental	30	20.300	4.0099	<b>20.597</b>	Significant
	Control	22	1.591	1.6521		
Average	Experimental	56	18.554	5.2464	<b>22.835</b>	Significant
	Control	48	1.000	0.9676		
Low	Experimental	14	16.214	3.9842	<b>19.877</b>	Significant
	Control	30	1.233	0.8584		

\*Significant at **0.01** level

\*Significant at **0.05** level

The Table 3 has shown that mean gain scores in English of experimental group and control group at high intelligence level was 20.300 and 1.591, at average intelligence level was 18.554 and 1.000 and at low intelligence level was 16.214 and 1.233 respectively and the values of SD for the two groups at high intelligence level was 4.0099 and 1.6521, at average level was 5.2464 and 0.9676 and at low level was 3.9842 and 0.8584 respectively. The t-value for the two groups at high, average and low intelligence level was 20.597, 22.835 and 19.877 respectively, which is higher than the table value (2.01, 1.98 and 2.02 respectively) at 0.05 level. This has been depicted that Activity-based teaching method helps to enhance the academic achievement of high, average and low intelligence students in an effective way.

### Conclusion

Based on the analysis as a whole, we can conclude that the activity-based teaching approach was a useful teaching instrument that significantly affected students' English proficiency. Additionally, activity-based learning outperforms traditional teaching methods in terms of student achievement. Students in class four were able to acquire significant understanding of English grammatical issues because to the use of an activity-based teaching approach.

### Educational Implications

- The implementation of activity-based learning brought about a remarkable transformation in the classroom. Through a variety of grammar-related exercises, students became engaged participants in the classroom. In order to encourage students to become active learners, teachers should use a variety of activities in the classroom.
- Students expressed their personal experiences and provided descriptions of common things as part of activities that were relevant to their real-life experiences.
- The researcher believed that students had more opportunity to converse and exchange ideas when they were taught using activity-based tactics. Students engaged in a variety of group and team activities for this project. As a result, these activities fostered a variety of values and abilities, including teamwork, drive, leadership, and peer support.
- Higher levels of interaction amongst students were facilitated by activity-based learning. The study underlined that while speaking in any capacity, English should be used. Thus, it is imperative for all language instructors to design engaging classroom activities.
- It has been observed that English language instruction is given in the majority of rural schools in the same manner as other subjects. Since English is our second language, it requires special attention from both the instructor and the student. This is something that every English language teacher should endeavour to convey to their students.

- Students' rote learning was entirely discouraged by activity-based learning. Every student effortlessly mastered the grammar concept while engaging in activities, negating the need for rote learning.
- Students in the majority of Indian schools find studying the English language to be a burdensome and boring topic. Activities created a fresh shift in their regular schedule and made English class more enjoyable.

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