



INCREASING THE ACHIEVEMENT OF STUDENTS BY USING THE ACTIVITY BASED JOYFUL LEARNING APPROACH

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Abstract- At the primary stage of our school education, English subject has vital importance. Through the teaching of English, four fold skills of English i.e.:LSRW can be developed. The main focus of the present study is to examine the effectiveness of activity based joyful learning approach (ABJL) over traditional method of teaching (TMT) in developing the skills of English. The study was divided into three phases. The first phase of the study included the design of the experiment Test items were developed both for pre-test & Post-test 120 children were selected randomly for the present study. (for control groups & ... for experimental group.) The plan of action of the study was chalked out at the second phase. In the second phase, at first pre-test was administered to both groups. Then the control group was taught through traditional method of teaching approach & the experimental group was taught through ABJL approach. Just after the treatment, post-test was administered to all the groups. In the third phase, the pre-test results of all the groups were compared with their post-test results. The findings of the experiment resulted that ABJL approach is a suitable strategy for achieving, developing language skills, Educational implications were drawn to use activity based joyful learning as a strategy of T-L process in our schools & appreciated the same for its divergent utility.

Keywords- Activity based Joyful learning, Traditional Method, Primary school education, Strategy, Teaching English as Third Language, Effectiveness, Approach.

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Introduction

Activity based joyful learning approach as a strategy of teaching-learning aims at securing maximal participation of students in the teaching - learning process. Almost all children love fun & show interests towards play. Therefore activity based joyful learning follows the principles of learning by- playing, learning by doing, learning by enjoying & learning by problem solving. This approach required the involvement of multi sensory organs of the children in the teaching-learning process.

Much of the researches have been conducted on different teaching-learning strategies relating to joyful learning activities & the results found to be positive. They are as follows-

The dramatization method of Kulkarni [1991], Co-operative Teaching learning Technique of Malhotra [1998], Objective Based Teaching & Testing of Palnivelu [1989], Video Instructions following by teachers' discussions made of Sharma [1991], Personal-

ized System of Instructions of Das Gupta [1987], Activity Teaching Learning of Mujumdar [1977] & others showed fruitful results. In the present study efforts have been made to judge the effectiveness of activity based joyful learning approach over the traditional method of teaching approach.

Need of the study

The state of Maharashtra came into existence in 1960. Till then, the teaching of English at the school level was carried on according to the policies of each province & there was no uniformity in the way it was done (across the state). In 1968, a revised syllabus of primary education was prescribed for the entire state, & in 1972, English was made compulsory from std. V to X throughout the state. The National Policy on Education was announced in 1986 following which a new syllabus for primary education was drawn up for Maharashtra. The teaching of English language

other than the mother tongue was expected to begin from std. VI in the National Policy on Education, Maharashtra State, however, continued with its policy of introducing English from std. V.

In December 1999, the government of Maharashtra chalked out a new policy for the teaching of English in view of its importance as an international language, as also the consequences of rapid advancements in technology & liberal economic policies. The ever-growing craze for English medium schools was also taken into consideration while drawing up this policy. Without hampering the teaching of the mother tongue & the principle of teaching through the mother tongue in any way, the govt. of Maharashtra decided to provide for the teaching / learning of English along with the mother tongue from STD. I. It was decided to implement this decision from June. 2000. This new syllabus has been designed after considering the need for and the use of English in our society.

The revised syllabus of English for std. VI to VIII. (Upper Primary Level) has been introduced in the academic year 2004 - 2005. This syllabus particularly takes into account the influence of English on Marathi & other regional languages. This syllabus acknowledges the first priority to Indian & Marathi culture. Logistic aspects not directly related with culture find the second place. This syllabus has been designed with the objective of enhancing the student's level of achievement in English at the school level. It is expected to prepare a child completing primary education to handle English adequately wherever needs it in later life. The syllabus provides for the revision & reinforcement of the language skills acquired in the previous classes & also seeks further development of these language skills through a number of new tasks & activities.

Important features of new syllabus:-

- Skill- based & focus on application of Eng. in real life situations.
- Co- ordinated development of various language skills.
- Link in the teaching/learning of English with other subjects.
- Useful & relevant to the present time & context.
- Adopting eclectic approach the syllabus recommends the use of varied teaching methods & techniques which lead to joyful & effective learning.
- Learner centered. The teacher's role is that of a facilitator
- Activity- oriented
- Overall development of the learner's personality.
- Use of comprehensive & continuous evaluation frame work

The syllabus committee recommended to use different materials like print- materials, non- printing materials, teacher-made materials & realia. The syllabus does not insist upon strict adherence to a single theory of learning.

The various intuitions, agencies & MSCERT connected with school education have been tried to acquaint the classroom teachers with the objectives of teaching English. under the changed circumstances. MSCERT has conducted SMART-PT training program at different levels. This ambitious program aimed at a revolutionary transformation in the strategies of teaching & the fundamental approach with a view to ensure better learning outcomes. There are different resource like DIET, DRG, BRC & CRC. All these are helping the teachers in effective teaching English. A 21

days' in-service training programming is also arranged every year for the primary teachers.

Change in students' background

The previous course relied on the learning strategies of older student for introduction of the script, new vocabulary, new constructions & for developing an awareness of the grammatical system. In the new course, children have been exposed to English at an early stage. The strategies employed at the beginner level of this course are better suited for younger learners. The fifth std. teacher of English will find that this new batch of students is different from the batches in the past in the following ways -

- Students know a number of English songs & poems.
- They have a vocabulary of more than 1000 English words.
- They understand many instructions given orally.
- They can take part in simple conversation more confidently.
- They can use certain stock phrases & expressions.
- They are familiar with the small as well as capital letters.
- They are familiar with the many of the spelling patterns.
- They are able to write much more.
- They might be able to listen to English for longer stretches of time.
- They might be able to take in larger chants of language at a time.

Teaching - learning process implied in the new course

The teachers should make maximum use of peer- learning. The teachers should focus on co- operation rather than on competition. The teachers must ensure that each child makes some efforts on his own. The teacher should not only teach English, but also show how to learn & study English, further on one's own. The teacher should focus on self- learning which is a liberal attitude to words grammatical errors made in the course of learning to speak and write. The teacher can from his own repertoire, supplement the eclectic technique & other strategies within the framework of joyful, meaningful & participative teaching/ learning process which boosts the learners confidence & provides scope to his creativity. A careful use of mother tongue in the second language classroom can in fact help the children develop insights into both the languages.

There are only 11.40 % teachers who have completed their graduation with English in Solapur district. Hence to provide a new teaching strategy to the teachers of English.

Objectives of the study

- To identify and classify different category of Marathi medium schools located in Solapur city and select children of std VI, from three different Marathi medium school.
- To teach a unit from English textbook(VI) to all the standard VI students of the three Marathi Medium schools by Conventional Method and administer a test (pre -test) prepared on the same unit.
- To divide students of each school into two group (Control & Experimental) on the basis of pre-test Marks
- To teach one unit from English text book to control groups with traditional (chalk & Talk) Method and Experimental groups by activity based joyful learning methods as follows.

- a) For the first experimental group, use of visual aids to make the learning joyful.
- b) For the second experimental group, use of visual aids along with interaction method between teacher and the taught, to make the learning joyful.
- c) For the third experimental groups use of, visual aids plus interaction between the teacher & taught plus role playing by the pupils to make the learning joyful.
 - To administer a post -test after completion of a unit both on the controlled & experimental group, to get the achievements of the pupils of the different schools.
 - To compare the achievement of controlled & experimental groups in the same school with different schools
 - To suggest measures in light of the findings of the study.

Hypothesis

- Joyful learning has positive impact on the achievement of the pupils; as such the achievement of the pupils taught by joyful learning method will be significantly higher than the students taught through traditional method.
- The achievement of the pupils would increase with the degree of inputs (Joyful learning)
 - i) Achievement of the pupils taught through use of visual aids, will be significantly higher than that of the pupils taught through traditional chalk & talk method.
 - ii) Achievement of the pupils taught through use of visual aids plus interaction between the teacher & the taught will be significantly higher than the pupils taught through only use of visual aids.
 - iii) Achievement of the pupils taught through use of visual aids plus interaction between the teacher & the taught plus role playing by the pupils, will be significantly higher than the pupils taught by use of visual aids plus interaction between teacher & taught.

Sample

There are around 200. Marathi Medium schools in and around Solapur city. The researcher selected three schools as sample schools. These three schools are located in three different places of Solapur city. They are R.N. Bomdya Primary School. Rashtramata Indira Primary School. Lokseva Primary School. 20 Students of std VI th from section A & section B of each school. were taken as sample The students belonging to section A were taken as controlled group. for the study, where as the students belonging to section B, were taken as experimental group from all the three schools.

Procedure for selection of Sample

a) Selection of groups :

All the children of Grade VI (Section A & B) of the three selected schools were taught by the investigator before pre-test. The children were taught unit of Stone Soup of English book by chalk & talk method. Traditional teaching procedure was adopted where the investigator taught the whole unit by explaining the difficult terms without help of any visual aids or any other teaching aids. The method was almost traditional with explanation of important words. The pre-test was held for all the students through a pre-prepared test, developed by following the procedure of test con-

struction in consultation with a group of experts.

b) Formation of Controlled and Experiment groups

After the test, the answer scripts were evaluated & marks were assigned to each child. Then the investigator selected equal numbers i.e. 10 boys & 10 girls from each of section 'A' & 'B' on the basis of equal pre-test marks from each school. Although in each school one section (section A) was treated as controlled groups & other section (section B) was treated as experimental group, the post -test results of only the children so selected (who had obtained equal marks in the pre-test) were taken into account for comparison purpose, after the joyful learning treatments were given to experimental groups & traditional teaching to controlled groups.

Tools used to collect Data

The teaching strategies used as Tools to collect data are divided into two categories.

- 1) Teaching strategies used on all groups before pretest. The students of all the three schools of stand VI (section A & B) were taught unit Stone Soup of English text book (VI) through chalk & talk method before pre-test.
- 2) Teaching strategies used to different groups (Controlled & experimental groups) after pre-test.

- The controlled group of all the three schools (Section A) were taught (the unit -Stone Soup- (of English Textbook) through chalk & Talk method (Traditional method).
- The experimental groups of all the three school were given different degrees of incentives as teaching strategies.

The Experimental group of R.N, Bomdya school (single treatment) were taught through extensive use of visual aids as incentive. The Experiment Group 2 of Rashtramata Indira Primary school (Double treatments) were taught by using visual aids & interactive method between teacher & taught as incentives. The Experimental Group 3 of -Lokseva Primary School- (Triple treatment) were given visual aids, interactive method & Role playing by the students as incentives.

Major Findings

The following are the major finding of the present study

- Significant difference at 0.01 level were found between the mean achievement of the boys & total (boys plus girls) of experimental groups taught through joyful learning method, versus controlled group taught through traditional method in R.N. Bomdya primary school.
- Significant difference at 0.01 level were found between the means achievements of the girls of experimental group taught by joyful learning methods versus controlled group taught through traditional method in R.N. Bomdya primary school.
- Significant difference at 0.01 level were found between the mean achievement of the boys, girls & total (boys plus girls) of experimental groups taught through joyful learning method, versus controlled groups taught through traditional methods in Rashtramata Indira Primary school.
- Significant different at 0.01 level were found between the mean achievement of the boys, girls & total (boys plus girls) of experimental group taught through joyful learning method versus controlled groups taught through traditional methods &

Lokseva primary school.

- Significant difference at 0.01 level were found between the mean achievement of the boys, girls & total (boys plus girls) of experimental groups (taught through joyful learning with double treatments i.e.:- Visual aids & interactive method) of Rashtramata Indira Primary school & controlled groups (taught through traditional method) In R.N.Bomdya. school.
- Significant difference at 0.01 level were found between the mean achievement of the boys, girls & total (boys plus girls) of experimental groups of Lokseva Primary school (taught through joyful learning method with triple treatment i. e:- visual aids plus interactive methods plus role playing) and controlled groups(taught through traditional method) in R.N.Bomdya primary. school.
- Significant difference at 0.01 level were found between the mean achievement of the boys, girls & total (boys plus girls) of experimental groups of Lokseva Primary school (taught through joyful learning method with triple treatment i. e:- visual aids plus interactive methods plus role playing) and controlled groups(taught through traditional method) in Rashtramata Indira Primary school.
- Significant difference at 0.01 level were found between the mean achievement experimental groups of girls & total (boys plus girls) of Rashtramata Indira Primary school (taught through joyful learning method with double treatment i.e. visual aids & Interactive method) & experimental groups of girls & total (boys plus girls) of R.N.Bomdya primary school (taught through joyful learning method with single treatment i.e.:- use of visual aids.)
- Significant difference at 0.01 level were found between the mean achievement of experimental groups of girls & total (boys plus girls) of Rashtramata Indira Primary school (taught Through joyful learning method with double treatment i.e. visual aids & interactive method) & experimental groups of girls & total (boys plus girls) of R.N.Bomdya primary school (taught through joyful learning method with single treatment i.e. use of visual aids).
- Significant difference at 0.01 level were found between the mean achievements of the boys, girls & total (boys plus girls) of the experimental groups of Lokseva primary school (taught through joyful learning method with triple treatments i.e.:- use of visual aids plus interactive method plus role playing) and experimental groups of R.N.Bomdya primary school (taught through joyful method with single treatment).
- No significant difference were found between the mean achievements of boys & girls of experimental groups of Lokseva Primary school (taught through joyful learning method with triple treatment i.e.:- use of visual aids plus interactive method plus role playing) & experimental groups of Rashtramata Indira Primary school (taught through joyful learning method with double treatments i.e. visual aids & interactive method).
- Significant difference at 0.05 level were found between the mean achievement of the total (boys & girls) of the experimental group of Lokseva Primary school (taught through joyful learning method with triple treatment i.e.:- use of aids plus interactive method plus role playing). & experimental group of

Rashtramata Indira Primary school (taught through joyful method with double treatment i.e.:- use of visual aids plus interactive method.

Conclusion

It is found that joyful learning has the impact on the achievement of pupils. The achievement of pupils increase with the inputs of joyful learning.

Educational Implications of the study

- Activity based joyful learning approach as an emerging trend in the field of teaching methodology strategy is important for our school education, specially for the elementary level due to the following reasons:
- ABJL acts as a suitable approach imparting unified knowledge to the children,because it helps to achieve interdisciplinary competencies through teaching of one discipline.
- This approach is psychological because it gives respect to the needs, interests and abilities of the children. This is why the common methods of teaching followed in this approach are dramatization play-way,learning by doing,learning by enjoying etc.
- This approach aims at developing scholastic and co-scholastic aspects of the child simultaneously because the activities engaged in this approach of teaching include all the domains of behavior i.e. head related activities.
- Since the children are engaged in divergent activities like games, puzzles, competitions etc...., so their manifold creative and cognitive abilities develop simultaneously.
- This approach not only develops children's learning but it develops the teacher's competence in teaching Because, when the teachers are engaged in preparation and use of different activity materials, they get experience and outlooks in teaching through different ways.
- The present system of learning always wants that our learning environment must be democratic, congenial, satisfying and co-operative. All these elements are facilitated in ABJL approach of teaching -learning.
- The recent trend of competency based comprehensive and continuous evaluation always suggest that activity based joyful learning is the best approach to achieve competencies in different subjects/areas.
- This approach is life centered in the sense that the activities selected for the teaching -learning are based upon the daily life situations.
- Since ABJL approach facilitates the achievement of interdisciplinary competencies through teaching of one discipline, so this approach is suitable for single teacher/meagerly staffed schools.

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