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Exploring the Effectiveness of Activity-Based Learning in Enhancing Communication Processes among M.Ed. Students

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Abstract

This study was undertaken to the effect of Activity Based learning, in Higher Education for Communication Approach. This achievement of boys and girls. The data was collected from Department of Education, VNSGU, Surat students. The Research method used in this study was an Experimental method with pre-test, post-test equivalent group design where two groups were selected experimental and control group. In the beginning both the groups were administered the pre-test by employed self-made achievement test on communication topics to collect achievement scores for treatment in the experimental group the co-operative learning strategy was applied for Activity based learning and control group was taught the same topics by traditional method. After the treatment both the groups were administered post-test and then their mean standard deviation and t-test result revealed that there was a significantly positive effect of activity based learning classroom environment.

Key Words: **Communication, Process, Activity Based Learning, Effectiveness**

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Introduction:

Education is continue process. In present situation education is different from every field. Today's Education like Student Centre not Teacher Centre. Activity based learning or ABL describe a range of pedagogical approaches to teaching. It's core premises include the requirement that learning should be based on doing some hands on experiments and actives. The idea of activity based learning is rooted in the common notion that children are active learner rather than passive recipients of information. If child is provided the opportunity to explore by their own and provided an optimum learning environment then the learning becomes joyful and long lasting. In the process of learning, they experience, memorize and understand students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students analysis of the information.

Communication:-

Communication is the act of conveying intended meanings from one entity of group to another through the use of mutually understood signs and semiotic rules.

Activity Based Learning:-

Activity especially for students is work that involves direct experience by student rather than textbook. According to Nunan D. (1989) "Activity Based Teaching and Learning is teaching and learning a language by using language to accomplish open ended tasks."

Objectives of study:-

Following the objectives

- To study the effect of Activity based learning classroom environment of M.Ed. students.

- To compare the effect of Activity based learning classroom and traditional classroom.

Variables:-

In the present study the achievement of students was the dependent variable and the Activity based learning classroom environment was the independent variable.

Hypotheses:-

- There would be significantly positive effect of Activity classroom environment on achievement of M.Ed. students.
- The effect of Activity learning on achievement of boys would be significantly more than girls in M.Ed.

Methodology:-

Design:-

The experimental design used here was pre-test, post-test equivalent group design.

Random assignment of groups	**Matching of the groups**	**Pre-test**	**Treatment**	**Post-test**
Experimental Group	Intelligence Test	Achievement test in M.Ed.	Learning through Activity Based Learning	Achievement test in M.Ed.
Control group	Intelligence Test	Achievement test in M.Ed.	Learning through Traditional Method	Achievement test in M.Ed.

Therefore, experimental design was used to study the effect of Activity based learning environment on achievement of communication with students with different activity.

Sample:-

The sample of the study consisted of 80 students in Department of Education, VNSGU, Surat. The above 60 students were assigned to two groups. 30 students to experimental group and 30 in control group through the use of intelligence test score.

Tools:-

The following tools were used to measure the variables of the study

- Intelligence Test

- Achievement Test

Pre-test:-

In the beginning both the groups experimental and control were administered the pre-test on the developed achievement test.

Treatment for Main Task:-

The experimental group was exposed to Activity based learning environment related to communication topic. The experimental groups learn different activity like puzzles, strip story, joint the sentence, quiz. Activity based learning deal with co-operative learning method with their friends under the guidance of the teacher. During the treatment they learnt by interacting face to face followed by different activity strategy, after the teacher simultaneously covered the activity with clarification of doubts and understanding. The control group was taught the same topics by traditional method.

Post-test:-

After the treatment both the groups were administered post-tests on communication topics.

Statistical Techniques:-

The collection data was analyzed through application of required statistical techniques mean standard deviation (S.D.) and 't' test.

Table-2: Pre-test scores of students Achievement in experimental and control groups.

Pre-Test	Experimental Group			Control Group			Degrees of Freedom (df)	t-value
	M1	N1	S.D1	M2	N2	S.D2		

	5.77	30	2.62	5.97	30	2.63	58	0.295

Table-3: Post-test scores of students Achievement in Activity based learning environment of experimental and control groups.

Pre-Test	**Experimental Group**			**Control Group**			**Degrees of Freedom (df)**	**t-value**
	M1	**N1**	**S.D1**	**M2**	**N2**	**S.D2**		
	25.5	30	2.22	18.53	30	4.295	58	7.9

Table-4: Post-test scores of Boy's and Girl's Achievement in Activity based learning environment of experimental and control groups.

Pre-Test	**Boys**			**Girls**			**Degrees of Freedom (df)**	**t-value**
	M1	**N1**	**S.D1**	**M2**	**N2**	**S.D2**		
	25.84	19	2.37	24.91	11	1.78	28	1.28

Analysis and Interpretation:-

Table-2 shows that the critical value of 't' with 58 degrees of freedom at five percent and one percent level of significance is 2.00 and 2.66 respectively. The computed value of 't' 0.295 is smaller than the critical table value and hence it is not significant up to 5% and 1% level of significance. There is no significant difference in the mean score of achievement of experimental and control groups.

Table-3 shows that the mean achievement of students in experimental group is higher than the control group. The computed value of 't' 7.9 which is greater than the critical table value and hence it is significant up to both 5% and 1% level of significance. Therefore, the hypothesis is accepted, as a result there is a significant positive effect of Activity Based Learning classroom environment.

Table-4 shows that the mean achievement of boys and girls in experimental group is more or less same. The computed value of 't' 1.28 is smaller than the critical table value and hence it is not significant. Therefore, the hypothesis is rejected as a result the effect of activity based learning environment of boys is not significantly more than girls.

Major Findings:-

- The post-test scores of student's achievement in Activity based learning classroom environment of experimental were more than control group.
- There was no significant difference in mean achievement of boys and girls in experimental group of post-test.

Education Implications:-

- By adopting Activity Based Learning environment strategy in the classroom, the teacher can develop a better method of attaining communication concepts which is the basic to content mastery.
- This process can be greatly assisted by teachers change their own personal constructs about teaching.

Conclusion:-

From the above analysis of the result, it was clear that there was a significantly positive effect of Activity Based Learning environment on achievement of students and effect of Activity based learning environment on achievement of boys was not significantly different from girls. Therefore on the basis of the study it can be concluded that traditional methods of teaching could never develop effective foundation for critical as well as thinking and understanding for the students. Through Activity based learning classroom environment the learners would be able to construct their own concept and find their own solution to their problem.

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