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EFFECTIVENESS OF ACTIVE LEARNING METHOD

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ABSTRACT

Education is a very important and continuous process and teachers have a huge contribution in maintaining it. What the teacher teaches and which method he uses because it affects the student's learning. Interactive teaching method not only makes student interested in reading and learning but also increases their desire to learn and read. There are number of interactive methods through which students are motivated to increase their interest in studies. One of the methods is the active method.

In this research paper, the effectiveness of active learning method has been studied. In this research study, 80-80 students of graduate level in private college were taken, they were divided into two Sets, one exploratory Set and one control Set and only the exploratory Set was tested through active method. A test was taken of these student, the student who were interested in the marketing paper, related questions were made and then the data obtained by statistical calculations.

Based on the calculations, it was found that by being active in teaching the students, students were learning more and it was having a positive impact on them. Therefore, through this method, more interest can be generated in the students related to subject. Everything in the world can be abolish but education cannot be. Education system has its own importance

and the progress of any society and any country depends only on the education system.

1. INTRODUCTION

If you want to make your mark in the society and develop quality within yourself, then you have to understand the importance of education. Because education is a process which helps in establishing harmony in the environment.

Active learning activities, such as Q&A sessions and discussions, encourage students to think outside the box and take their thinking to the next level. These activities will not only improve students' conceptual knowledge, but will also develop and support their problem-solving and decision-making skills. Students will also learn how to develop strong arguments to defend their own views, challenge the views of others, and identify misunderstandings. Acquiring these skills will enable them to be more efficient, more decisive in their work, and to develop new ideas and solutions to solve underlying problems.

Through active learning method both student and teacher remain active inside the class. By being active, students have more desire to study. Students learn a lot. If students have any problem, they ask their teacher,

Their imagination power increases, their power to learn by working together increases, a habit is formed and they look very happy in the class and a good environment is created. Therefore, it is very important to research on active learning and let us see what the importance of effectiveness of active learning is.

2. OBJECTIVE OF STUDY

There are following objective of this research article

- The first objective of this article is to know what effect active learning has on the educational development of the student.

- The second objective of this article is to know how much interest and influence the active teaching method generated among the students towards the subject.

3. HYPOTHESES

The hypotheses of the presented research are as follows:-

- No significant difference will be found in the educational achievement of the experimented and control Set in the pre-test
- In the post-test a significant difference will be found in the educational achievement of the exploratory and control Set
- No significant differences will be found in the educational achievement of the control Set in pre-test and post-test
- A significant difference will be found in the educational achievement of the exploratory Set in pre-test and post test
- Students' interest in the subject will develop through active learning method

4. LIMITATION

The study is based only on geographical area of Lucknow, in one of the renowned degree college which is very small for this type of study. The sample size for this study is 160 student, which is too small for a study like this. Shortage of important aspect such as time, financial problem, and size is the main cause of limitation.

5. RESEARCH PROCESS

5.1 RESEARCH METHOD

Exploratory method has been used in this research.

5.2 SAMPLE

In this research, one of the renowned degree college of Lucknow district was selected through random sampling method. 160 students of BBA of that degree college were selected through purposive sampling method and divided into two equal Sets, exploratory and control.

5.3 TOOLS

The following tools were used to collect data in the presented research study

5.3.1 SELF-MADE EDUCATIONAL ACHIEVEMENT TEST

Class- BBA Subject: Management
Topic- Marketing Management, Human Resource Management, Financial Management, Canteen Services, what kind of food provided by canteen.

5.3.2 LESSON PLANS BASED ON THE METHOD OF ACTIVE LEARNING

To explain the above topic, various methods were used in the classroom teaching process with the participation of students. These methods are-

- Project Work
- Experiment
- Learning Station
- Quiz
- Test
- Educational Games
- Summarization
- Tour etc.

5.3.3 SELF-MADE QUESTIONNAIRE

Dimensions included in the self-made questionnaire –

- Interest towards the subject
- Attendance

5.3.4 VARIABLES

In the presented research, the variables have been classified as follows:

- **Independent Variable**- Method of learning by being active.

- **Dependent Variable**- Effectiveness of learning-(a) Academic achievement (b) Attendance (c) Interest towards the subject.

- **Associate Variable**- Set-(a) Students of exploratory Set (b) Students of control Set.
- **Statistical Analysis (Statistical Operations) -** For statistical analysis in the presented research, mean, standard deviation, significance of difference of mean (t value) were calculated.

5.3.5 HYPOTHESIS NUMBER - 01

In the pre-test, no significant difference will be found in the academic achievement of the students of exploratory and control Set.
Significance of marks obtained in pre-test in the educational achievement of students of exploratory and control Set.

TABLE 1 HYPOTHESIS NUMBER-01

Sl.No	Description (Set)	Number 0f Students	Value obtained from test				Significance level
			M	SD	df	t	
01	Exploratory Set	80	18.05	1.77	158	1.04	There is a significant difference at the 0.05 confidence level.
02	Control Set	80	17.75	1.85			

The mean of educational achievement of students of exploratory and control Set was found 18.05 and 17.75 respectively and standard deviation was found 1.77 and 1.85 respectively and t value was 1.04. This value is less than the value of 1.97 obtained

at 158 df and 0.05 confidence level. Therefore from the finding obtained from the test, it is known that there is no significant difference in the educational achievement of the students of exploratory and control Set in the context of pre-test.

Therefore hypothesis number 1 is accepted.

5.3.6 HYPOTHESIS NUMBER - 02

In the post-test, a significant difference will be found in the educational achievement of the students of exploratory and control Set.
Significance of marks obtained in post-test in educational achievement of students of exploratory and control Set.

TABLE 2 HYPOTHESIS NUMBER - 02

Sl.No	Description (Set)	Number 0f Students	Value obtained from test				Significance level
			M	SD	df	t	
01	Exploratory Set	80	27.25	3.27	158	20.64	There is a significant difference at the 0.05 confidence level.
02	Control Set	80	17.24	2.85			

The mean of educational achievement of students of exploratory and control Set was found 27.25 and 17.24 respectively and standard deviation was 3.27 and 2.85 and t value was 20.64. This value is greater than the value of 1.97 obtained at 158 df and

0.05 confidence level. Therefore, from the results obtained from the test, it is known that there is a significant difference in the educational achievement of the students of exploratory and control Set in the post-test.

Hence hypothesis number- 02 is accepted.

5.3.7 HYPOTHESIS NUMBER - 03

No significant difference will be found in the educational achievement of the control Set in pre-test and post-test.
Significance of marks obtained in pre-test and post-test in educational achievement of students of control Set.

TABLE 3 HYPOTHESIS NUMBER - 03

Sl.No	Description (Set)	Number 0f Students	Value obtained from test				Significance level
			M	SD	df	t	
01	ControlSet (Pre-test)	80	17.26	1.85	158	1.77	There is no significant difference at the 0.05 confidence level.
02	ControlSet (Post-test)	80	16.75	1.79			

The mean of pre- and post-test achievement test scores of the control Set was found 17.26 and 16.75 respectively and standard deviation was 1.85 and 1.79 and t value was 1.77. This is less than the table value of 1.97 at 158 df and 0.05 confidence level. Therefore, there is no significant difference in the educational achievement of the students of the control Set in terms of pre-test and post-test.

Hence hypothesis number-03 is confirmed.

5.3.8 HYPOTHESIS NUMBER - 04

A significant difference will be found in the educational achievement of the exploratory Set in pre-test and post-test.
Significance of marks obtained in pre-test and post-test in the educational achievement of the exploratory Set.

TABLE 4 HYPOTHESIS NUMBER - 04

Sl.No	Description (Set)	Number 0f Students	Value obtained from test				Significance level
			M	SD	df	t	
01	Exploratory Set(pre-test)	80	27.05	1.87	158	30.31	The difference is significant at the 0.05 confidence level.
02	Exploratory Set (post-test)	80	17.62	2.06			

The mean of educational achievement of pre- and post-test of exploratory Set was 27.05 and 17.62 respectively and standard deviation was 1.87 and 2.06 and t value was 30.31.This value is more than the table value 1.97 at 158 df and 0.05 confidence level. Therefore there is a significant difference in the educational achievement of the students of the exploratory Set in terms of pre-test and post-test.

Hence hypothesis number-04 is confirmed.

5.3.9 HYPOTHESIS NUMBER - 05

Students' interest in the subject will develop through active learning method.

Statistical table of scores of interested students towards the subject

TABLE 5 HYPOTHESIS NUMBER - 05

Sl.No	Description (Set)	Number 0f Students	Value obtained from test				Significance level
			M	SD	df	t	
01	Exploratory Set	80	19.85	1.95	158	14.93	0.05 confidence level significant difference
02	Control Set	80	13.65	3.16			

The mean of interest of students of exploratory and control Set towards the subject was 19.85 and 13.65 respectively and standard deviation was 1.95 and 3.16, and t value was 14.93. The value is greater than the table value 1.97 at 158 df and 0.05 confidence level.

Therefore, there is a significant difference in the interests of both the Sets. The interest of the students of the exploratory Set towards the subject has developed.

Hence hypothesis number-05 is confirmed.

6. CONCLUSION

There are the following conclusions obtained from the statistical analysis of the data collected in the presented research.

- In the pre-test, no significant difference was found in the educational achievement of the exploratory and control Sets, that is, the achievement of both the Sets is equal.

- In the post-test, the educational achievement of the exploratory Set was found to be higher than the educational achievement of the control Set.

- No significant difference was found in the educational achievement of the control Set in pre- and post-test.

- In the post-test, the educational achievement of the exploratory Set was found to be higher than the educational achievement obtained in the pre-test.

- The students of the exploratory Set developed interest in the subject through active learning method.

7. SUGGESTIONS

Based on the research findings, the following suggestions are presented

- To increase educational achievement, classroom teaching process should be done through active learning method in all the colleges.

- In the active learning method, class work should be done by the students under the guidance of the teacher.

- Sets of students should be formed in the class and student should discuss in Sets and find the solution to the problem. Teachers should also participate in student's discussions.

- Should be given the opportunity to ask questions in the class.

- Every student should be given an opportunity to experiment.
- Should be given opportunities to do project work, read books, reference books, newspapers etc.
- Teachers should use teaching aids regularly and small activities should be conducted.
- Continuous evaluation of students should be done.

8. REFERENCES

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