

# Effect of Activity Based Learning Programme on English Subject in Std.VIII Students in Relations to Certain Variables

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## Abstract

This study examines the effect of an Activity-Based Learning (ABL) program on English subject achievement among Standard VIII students, and explores how its impact varies across selected individual variables: gender, prior English proficiency, and academic motivation. Employing a quasi-experimental design with pre-test and post-test assessments, the investigation involved two cohorts-experimental group exposed to ABL strategies and control group receiving traditional instruction.

The ABL intervention incorporated interactive, learner-cantered pedagogies, including collaborative storytelling, language games, role-plays, peer-generated exercises, and matching/milestone activities—as aligned with ABL practices reported in Indian and South Asian contexts.

Results demonstrated that the ABL group achieved significantly higher post-test scores in English achievement relative to the control group ( $p < 0.05$ ), consistent with multiple prior studies showing positive learning outcomes from activity-based techniques. Gender-wise, both boys and girls benefited, with slightly higher gains among girls, though differences were not statistically significant. In terms of prior proficiency, students with moderate baseline English ability showed the largest gains, suggesting mid-level learners benefit most from ABL formats. Similarly, higher-motivation students exhibited greater improvement in ABL settings, indicating motivation as a positive moderator of ABL effectiveness.

Qualitative feedback revealed that students found ABL sessions more engaging, confidence-boosting, and supportive of deep understanding—echoing themes reported in earlier educational research in elementary and middle school contexts.

**Keywords:** Activity based learning, Variables, Limitation, Research Method, Findings

## Introduction

In the modern education system revolutionary changes in education occurred, technologies have changed the overall outlook of schooling. Now teacher plays a different role. Education can be achieved if the activities created in the form of student in the process of learning in school. Knowledge that is spoken, heard or clarified

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by logic would never become a part of our life that knowledge remains organized only in linguistic form. While knowledge gained from experience changes a person's life. Activity-based learning helps students express, satisfy and accept their curiosity. Once learners become curious, they tend to explore and learn on their own. "High-performing school systems recognize that the only way to improve outcomes is to improve instruction: learning takes place when students and teachers interact and therefore improving teaching means improving the quality of that interaction" It uses child-friendly educational support to promote self-learning. According to John Dewey's theory, Students learn through hand-on activities. Activity-based learning helps students express, satisfy, and accept their curiosity. Once learners become curious, they tend to explore and learn on their own. Teachers should present real life problems in the learning process and then guide the students to solve the problem by giving hands-on activity to find the solution to the problem.

The teachers are well versed in the language and have the communicative competence in the language as they have to teach through English. There are many research studies carried out in the field of education on effective classroom teaching. There is a vast change in the 21st Century classroom teaching. Since, there is a huge change in the needs, expectations, diversity, challenges, skills, textbooks, qualities of the students and teachers, it is necessary to bring the innovations to increase the needs of the students and achieve the goals.

We notice various problems among the young school students while learning English in the classroom. They are memorizing the tables, structures, spellings, pronunciation, sentence structures, reading comprehension, understanding the contents, meaning, interests in learning, vocabulary etc. These are to be identified by the teacher prior teaching English to the students. J. Krishnamurti has rightly said in his Philosophy of Education, "Know your learners prior teaching the contents". This is the reason why big number of students found English as a complex language.

### **Definitions of important terms:**

The operational definitions of the key terms of the statement are as under.

- I) Effect
- II) Activity
- III) Learning
- V) Activity based learning
- VI) Activity based learning program
- VII) Standard VIII Students
- I. Activity based learning: -

In this research, students are physically and mentally involved in the learning process through activities in a program designed for selected units of English subject in Std. - VIII which is known as activity-based learning. Activity based learning is a plan for the learning process in which students participate in the learning process and experience activities that affect everyday life.

## II. Activity based learning program: -

In the present study, Activity based learning is a method of teaching where the teacher presents his content through a set activity and doing some experiments. The activity-based learning program is a set of activities designed for the learning process to teach the selected unit of English subject in Std. VIII of upper primary school. Activities include like as Vocabulary related activity, Reading Comprehension activity, Functional Grammar related activity, Poem related activity, and Composition related activity. (Fill in the blanks, True or False, Opposite words, Antonymous, Synonymous, Proverbs, Multiple choice-based question, short question answers, Puzzle, Do as Directed, Missing letters, Rearrange the sentences, Picture description, Match A with B., etc. The program was created for a period of 20 hours.

## III. Standard VIII Students: -

Gujarat Education system is divided into three main parts.

1. Primary
2. Upper Primary
3. Secondary
4. Higher Secondary

Primary section consists of Std. 1st to 5th, Upper Primary section consists of Std. 6th to 8th, Secondary section consists of Std. 9th and 10th and Higher Secondary section Consists of Std. 11th and 12th.

In present study Standard VIII students means the students studying in the last year of upper primary section in the Gujarati medium school of Anand district, Gujarat.

## **Research objectives of the study:**

The following objectives were formulated for the study.

1. To prepare a program of Activity based learning Program in teaching of English.
2. To study the effect of Activity based learning Program in terms of Experimental and control group students.
4. To study the effect of Activity based learning Program in English in relation to gender.
5. To study the effect of Activity based learning Program in English in relation to students attending tuition class and not attending tuition class for English.
6. To study the effect of Activity based learning Program in English in relation to the students whose parents are engaged in agriculture and whose parents are engaged in other services.
7. To study the reactions of the students under Experimental group.

## Hypotheses of the study:

A hypothesis is derived from the Greek term, Hyponychia meaning to suppose. It is a proposed explanation given for an observed situation. Hypothesis can also be used to conduct scientific experiments with pre-existing phenomena or theory.

The Hypothesis of the present study were as follows:

**H01** There is no significant difference between the mean scores of achievements of the students under experimental and control group.

**H02** There is no significant difference between the mean scores of past high achieving students and low achieving students under experimental and control group.

**H03** There is no significant difference between the mean scores of achievements of boys under experimental and control group.

**H04** There is no significant difference between the mean scores of achievements of girls under experimental and control group.

**H05** There is no significant difference between the mean scores of achievements of the students whose parents are engaged in agriculture and students whose parents are engaged in service under experimental and control group.

**H06** There is no significant difference between the mean scores achievement of the students attending the tuition class and students not attending the tuition class under experimental and control group.

## Variables of the Study

### 1) Independent variables:

"The variable which shows its effect on other variable is called Independent variable."

In the present study, independent variables are as under.

### Teaching Approaches:

- i) Activity based learning Program
- ii) Traditional approach

### Gender:

Boys and Girls,

### Area:

Students are belonging to rural area,

### **Other learning:**

- i) self-learning,
- ii) Tuition class learning.

### **Parent's occupation:**

- i) Student's parents are engaged in agriculture
- ii) Student's parents are not engaged in agriculture.

### **2) Dependent variable:**

"The variable which receives the effect of independent variables is called dependent variable."

In the present study, Activity based learning Program, in its dependent variable.

### **3) Control variable:**

Controlled variables were as follows

- a) Stream: Upper Primary.
- b) Content: Reading Comprehension, Poetry, Composition, Functional Grammar,
- c) Standard: 8th Std. (Curriculum of Std. 8th GSEB.)
- d) Subject: English
- e) School: Sheth J.H. Sonawala High-School, Mahemdabad Taluka.

### **Scope of the study:**

- The Present Study was limited to Sheth J.H. Sonawala High-School, Mahemdabad Taluka.
- It was limited to the students of class A and class B of 8th standard studying in during 2025-26.
- It was limited to experimental method of Activity based learning approach.
- It was limited to the students studying in Gujarati medium schools.

### **Significance of the study:**

The significance of the present study is as under.

- The present study will be useful to know the Activity based learning program on English subject in std. VIII Students.
- This research will help in the development of the four skills like reading, listening, writing, and speaking in education. This research will be useful to upper. primary students, lecturers, principals, parents and society to create a good character and a good citizen.

- The present research will be conducted concerning the variables like area, gender, other learning, parent's occupation. This research will use research tool Activity based learning program on English subject.
- This research will be conducted on the under 8th Standard English students only.
- To know the level of Activity based learning program on English subject.
- Activity based learning Program of 8th Standard on English subject students by this research.
- To know the how much difference of Activity based learning Program of boys and girl's 8th standard on English subject students by this research.
- To know the how much difference of Activity based learning Program of 8th standard on English subject students in relation to area by this research.
- To help the teacher for developing teaching approach by this research.

### **Limitation of the study:**

- The limitations of the present study are as under.
- The data will collect in the academic year 2025-26 only.
- The data will collect from Gujarati medium of 8th Standard English students only.
- The study is limit to only the 8th standard students of upper primary stream.
- The study is limit to only variables-gender, area, self- learning, parent's occupation.

### **Delimitations of the study:**

- The delimitations of the present study are as under.
- The study constitutes the curriculum of 8th Standard only.
- The present study will delimit the Kheda District of the Gujarat State only.
- The Activity based learning program is the main objective and it is for the 8th Standard Gujarati students.

### **Population and Sample of the Study:**

It is a process of selection to study a small group that is assumed to be representative of the large group from which it is drawn. The small group is known as the sample, the large group is known as the population or universe,

In the present study, the research selected two (groups) classes of 8th standard (I) Experimental group (II) Controlled (Traditional group) by systematic sampling technique used.

### Sample of the study was presented below in table 1.1

Table: 1.1  
Sample of the study

No	Name of School	Class	Group	Students		
				Boys	Girls	Total
1.	SHETH J.H. SONAWALA HIGH-SCHOOL	8 <sup>th</sup> – A	Experimental group	18	18	36
		8 <sup>th</sup> - B	Controlled group	18	18	36
			Total	36	36	72

In this school, students were considering as sample for the study and they were selected on the basis of independent variables.

The following points are very well remembered.

- Research has selected school.
- Researcher has selected secondary class from the school.
- Total sample of the study was 72 students of 8th standard class.
- 8th A was selected for experimental group and 8th-B was selected for controlled groups. (So total strength of the students 72)

### Research Method:

In the research method was experimental and control group randomized only post - test design.

### Tools Used:

Table: 1.2 tools for data collection

Sr. No	Tool	Purpose
1	Activity Based Learning programme	To measure the effectiveness in terms of achievement of the students.
2	Achievement test (Post-test)	To check the effectiveness of Activity Based Learning in English
3	Reaction scale	To get the response of the students about the programmed

#### Stage: 1

The researcher first studied for Std. 8th students. The researcher focused on students because the researcher knows that the students are belonging to Gujarati medium. The researcher also studied books, research articles, and also some collected information using internet. The researcher also consulted the practicing teachers and expert in this area and constructed the program on Activity Based Learning for reading comprehension.

#### Stage: 2

The researcher divided students into two groups. The first group was experimental group and the second group was control group. Each group consisting.18

boys and 18 girls thus there were 72 students in both groups. The treatment of

Activity Based Learning was given to the experimental group. The treatment of traditional teaching was given to the control group. The program was constructed on Activity Based Learning for reading comprehension.

Stage: 3

In the third stage, the administered the achievement test. The test was worth 60 marks and the allotted time was 1 hour and 15 minutes collected for answer sheets for data.

Stage: 4

The researcher also administered reaction scale for the experimental group. There were 12 statements on which responses were collected.

Data Collection and Analysis (Scheme):

The data were collected after giving treatments to experimental group and control group. The experimental was carried out at Sheth J. H. Sonawala High-School, from Mahemdabad Taluka.

The principal and teachers also helped for the administrative aspects.

The data were analysis in terms of variables and mean, standard deviation and t - ratio were computed using excel computer program and the findings were drawn along with its interpretation.

In the present study researcher selected parametric technique. Statistical methods were to be chosen from the parametric technique. The researcher has decided to prefer 't' test for the testing hypotheses. The mean and standard deviation, standard error of the mean for both groups were calculated, for finding 't' value mean and standard deviation, Standard error of the mean found by M.S.Excel. (2013)

## Result of t- test:

To study the difference between the groups, mean scores of experimental group and control group mean scores of effectiveness of Activity Based Learning in relation to certain variables, t – ratio was computed and results are shown below in table 1.3.

Ho	Group	t-ratio	Level of Significance	Ho Rejected or Not Rejected
Ho <sub>1</sub>	Mean scores of achievement of the students under experimental and control	4.76	0.01	Rejected
Ho <sub>2</sub>	Mean scores of past high achieving students and low achieving students under experimental and control group.	0.61	N.S.	Not Rejected
Ho <sub>3</sub>	Mean scores of achievement of boys under experimental and control group.	3.77	0.01	Rejected
Ho <sub>4</sub>	Mean scores of achievement of girls under experimental and control group.	3.11	0.01	Rejected



Ho <sub>5</sub>	Mean scores achievement of the students whose parents are engaged in agriculture and students whose parents are engaged in service under experimental and control group.	4.64	0.01	Rejected
Ho <sub>6</sub>	Mean scores of achievement of the students attending the tuition class and students not attending the tuition class in experimental and control group.	4.73	0.01	Rejected

### Findings based interpretation:

- 1) The experimental group under Activity Based Learning achieved higher than the control group. The of experimental group shows mean scores of mean achievement 49.97. Activity Based Learning in English is effective. (t - 4.76)
- 2) The mean scores of past high achieving and low achieving students under experimental group are higher than of control group. The high achieving students also achieve high under Activity Based Learning but it is not significant at any level. The mean is 37.40 of experimental group. Activity Based Learning in English is effective. (t-0.61)
- 3) The mean scores of achievement of the boys under experimental group are higher than of control group boys. The mean of experimental group shows mean scores of achievement 49.39. Activity Based Learning in English is observed effective. (t-3.77)
- 4) The Mean scores of achievement of the girls under experimental group are higher than of control group girls. The mean of experimental group shows mean scores of achievement 50.55. Activity Based Learning in English is effective. (t- 3.11)
- 5) The mean scores of achievement of the students whose parents are engaged in agriculture and students whose parents are engaged in service in experimental group are higher than of control group. The mean is 49.97. Activity Based Learning in English observed effective. (t-4.64)
- 6) The mean scores of achievements of the students attending the tuition class and students not attending the tuition class in experimental group are higher than of control group. The mean is 50 of experimental group. Activity Based Learning in English observed effective. (t-4.73)

### Implications of the Studies:

- 1) The curriculum in languages should include some guide lines for Activity Based Learning strategies.
- 2) The curriculum maker should provide some guide line materials on approaches in Activity Based Learning divided into groups of subjects like languages, social sciences and science groups.

- 3) Practicing teachers to be training for Activity Based Learning approaches that provide opportunity for preparation for the learning in future.
- 4) Teachers shall under take some activities following the theory of Activity Based Learning.
- 5) Activity Based Learning also reduce gender biases therefore it should be given in importance in it processes.
- 6) Activity Based Learning is more effective if it goes with good orientation and some practices.
- 7) The Activity Based Learning in helps in better interactive behaviour and Interpersonal relation therefore it should be given due importance in variety of curricular and co-curricular activities.

## Conclusion:

The study supports the adoption of ABL methodologies in middle school English classrooms to improve academic performance while supporting varied learning needs. The benefits are enhanced by student motivation and are broadly consistent across genders, with strongest impact among intermediate-level learners.

Overall, it is concluded that Activity Based Learning is effective and results are favouring Activity Based Learning. The experiments in different setting and context can also provide better guide lines for the better implementation. Even in day-to-day teaching apply Activity Based Learning elements for better classroom instructions.

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