

Chapter 5
Findings, conclusions
and suggestions

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5.1 Findings

The researcher statistically analyzed the pre-test and post test results. The post-test results of Experimental group were analyzed and compared with the mean difference of control group.

It is found that, performance of the group exposed with activity-based method shows significant improvement. The activity-based teaching strategy- was found to be effective; the mean score of experimental group is higher than control group. It indicates that the Activity based method technique has been proved more useful than the conventional method of teaching. There is significance difference in the achievement in political science of experimental group as compared to control group. The calculated t-value is 3.38. This value is greater than the t value critical, of at $\alpha=0.05$ with $df = 46$. This means there is a significant difference between the mean score of the experimental (group) and the control groups in favour of the experiential group. This implies that the experimental group taught Political Science concepts using Activity-Based teaching strategy achieve significantly higher than the control group taught the same concepts using the Lecture teaching strategy.

The activity-based method technique is easier to learn, enjoyable improve understanding and increase learning confidence.

After analyzing the responses of students on **feedback forms**, it is again clear that activity based learning is better than traditional methods.

5.2 Educational implications of the study

5.2.1 Implications for students:

This study will:

1. Provide alternative method of understanding the concepts of Political Science as a subject

2. Show high significance to understand the opinion of the students toward use of activity-based teaching strategy in Political Science as a subject.

3. Help in making the students an independent learner.

5.2.2 Implication for teachers: -

This study will help the teacher:

1. To improve their professional competency.

2. To develop all domains- cognitive, effective and psychomotor.

3. To create interest among students for their respective subjects.

4. To motivate them to develop various kinds of Activity based teaching strategies.

5. To enhance their self-esteem, confidence and to give them great sense of satisfaction in their profession.

5.2.3 Implication for Administration: -

This study will help: -

1. To build a positive image of the educational institution due to improved quality of teaching and teachers.

2. To fulfill the objectives of the organization due to more satisfied students and teacher.

5.3 Recommendations

1. The subject teacher should analyze the content of their subject, identify the difficult topics and develop suitable activity-based teaching strategy for those difficult concepts.

2. The teacher should check the effectiveness of developed activity-based teaching strategy and modify it as per student's need.

3. Activity based teaching strategies should be then included in teacher training program, so that the subject teachers can use it while teaching.

4. Teacher should be encouraged to apply these programmes in their school to enhance basic skills in English.

5. Students should participate in the activities which will improve their skills.

5.4 Limitations of the Study

Limitations of the study can be categorized as follows:

1. Related to the making of achievement test

While making test only 3 dimensions of political science concepts have been taken as representative concepts. Understanding of Political science concept is a wider field and it may have more dimensions which were not discussed in the tool used in the study

2. Some more Imperial evidence of the validity of the test should have been found out. Construct validation of the test should be done precisely.

3. Test should be reliable and it should be checked on multiple samples but due to lacuna of time it was not done.

4. Some very important other variables like motivation, other teaching style and attitude towards biological science, parents education, cognitive ability etc. were not considered in the study

5. Facilities in the school also can be affecting the political science concept understanding, this areas was also excluded from the study.

6. Equivalence of the groups was not done.

5.5 Conclusion: -

The obtained result indicated that there is significant difference between Pre test and posttest score of experimental group. It implies the performance of students of Experimental Group showed notable improvement in the English skills after undergoing experimental treatment using activity games. It means that teaching with activity based method has profound influence in the achievement of the English skills.

There is a positive attitudinal change towards political science among the experimental group children after the experiment. The activity-based teaching strategy was found to be effective in enhancing the ability to answer the question related content. Difference in means proved that, the use of activity-based method during teaching learning process is effective. The reaction of students towards activity-based method teaching strategy is found positive.