



Effectiveness of Active Engagement Teaching Programme (AETP) In Geography

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Abstract

The purpose of this study was to examine the effectiveness of the Active Engagement Teaching Programme (AETP) and Traditional Teaching method in Geography on the achievement of the student of Ninth standard one school from a Marathi medium selected school. The Active Engagement Teaching Programme (AETP) was based on ARCS motivational model which was prepared by John Keller. The experimental method was used for the study to see the effectiveness of Active Engagement Teaching Programme(AETP). The AETP was developed by the researcher. The purposive sampling method was used to select sixty students who are learning in the Ninth standard from one of the Marathi medium school in the rural area of Satara Taluka. The achievement test was prepared and administered by the researcher. The achievement test scores data was interpreted by using Mean, S.D., and t-value. The students were found better learning through Active Engagement Teaching Programme (AETP) than the traditional way of teaching method. The achievement score of students in Geography was high in the experimental group than in the control group where the students were taught by the traditional method of teaching.

Key Words: *Active Engagement Teaching Programme (AETP), ARCS Motivational Model, Achievement Test..*

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Introduction:

Motivation is considered a critical component of teaching and learning. Motivation plays an important role in engaging students in academic activities. It helps the teacher to determine how much knowledge they gained from the activity and the involvement of the student in the activity. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. Many theories such as Talyer's motivational theory, Skinner's reinforcement theory, etc. support the viewpoint that motivation is rewarded in the past that can be repeated several times. The theories posit that these types of experiences will motivate the students to perform the activity in the future as a part of their learning process. In such a type of situation, a teacher has to increase the motivation of learners; he or she should have strategies that would help increase student motivation. The strategies, which can improve student motivation include giving interesting study material, setting good goals, creating conducive learning situations, and also providing them with a variety of activities and exercises to keep them engaged in the teaching-learning process.

Some people are motivated to learn, while others are motivated to perform well and get good grades. It is important that teachers should try to convince their students towards learning rather than grades. This can be done by using different types of teaching strategies. In the present study, the researcher tried to focus on one of the teaching strategies named “Active Engagement Teaching Strategy.” Such an active engagement teaching strategy would be helpful in creating motivation among the student and also getting satisfaction and building up confidence among the student. This Active Engagement Teaching Strategy is based on all these aspects such as motivation, confidence, and satisfaction are included in which John Keller’s ARCS Motivational Model.

Arcs Motivational Model & Active Engagement Teaching Programme (AETP):

John Keller was a person, who developed Motivational Design when he was researching to find ways that could be helpful for the learning process with motivation (Keller, 2009). Tolman’s and Lewin’s Expectancy-Value Theory, which assumes that people are driven towards learning when there is value in the presentation of knowledge, forms the basis of the motivational model.

The model is based on four main areas: Attention, Relevance, Confidence, and Satisfaction. In Keller's ARCS motivational theory Attention and Relevance are essential to learning. These first two components motivate the learners, and hence it is considered the main support for the ARCS theory (Keller, 2009).

Teachers often face challenges in their bid to encourage students for learning, sustain the motivation of the learner, and the difficulty of identifying dependable and accurate methods for motivating learners. The ARCS model proposes one solution to meet such challenge, helps determine the motivational attributes of a group of learners and aids in crafting motivational strategies based on this analysis.

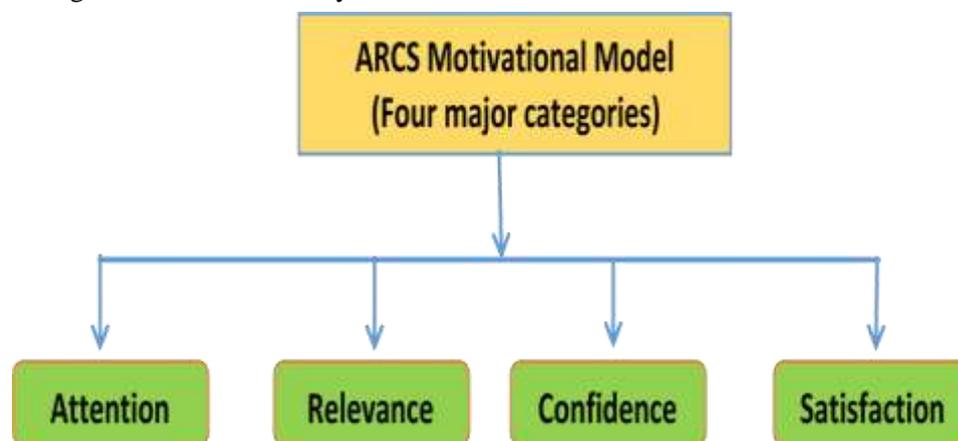


Figure 1 - ARCS Motivational Model and Its Main Areas

Active Engagement Teaching Programme (AETP) is based on ARCS Motivational Model, which was developed by John Keller. This ARCS Motivational Model was developed by using four basic concepts: Attention, Relevance, Confidence, and Satisfaction. These four elements are expedient for engaging students in the teaching-learning process. All four elements in ARCS motivational model are considered for the development of AETP for the subject of Geography.

The chief role of AETP is to engage students in the teaching-learning process by using certain teaching strategies. AETP plays an important role in arousing the attention of the students, how to relate things to understand the content developing confidence among the students through AETP, and getting satisfaction about learning for the students.

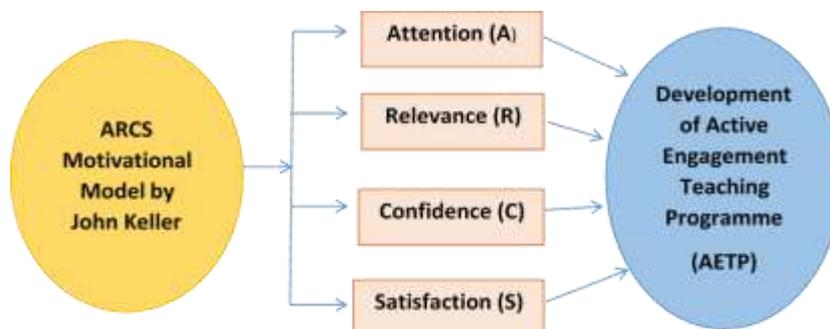


Figure 2- Relation of ARCS Motivational Model and AETP

Objectives:

- 1) To develop Active Engagement Teaching Programme (AETP) for Ninth standard students of Geography.
- 2) To find out the effectiveness of Active Engagement Teaching Programme (AETP) on achievement of Ninth standard students of Marathi medium school.

Research Hypothesis:

H1. There is a significant difference between the mean scores in the post-test of the control group and the experimental group after using the Active Engagement Teaching Programme for IXth Std. Geography students.

Null Hypotheses:

H01 There is no significant difference in the mean scores of the post-test between the control group and experimental group after using the Active Engagement Teaching Programme and the traditional method for the topic Distributional Maps.

Scope:

The present study is applicable to only IXth Std. Geography students for learning and Geography teachers for teaching at secondary level in Satara taluka in the state of Maharashtra, India.

Limitations:

1. The researcher prepared Active engagement teaching programme which is based on ARCS motivational model.
2. The researcher has not considered other factors that affect learning such as: Maturation, Intelligence, Interest, Fatigue and Gender.

Delimitations:

1. The study was delimited to Satara taluka only.
2. This study was delimited only to the Geography subject of Std. IX for the selected topic.
3. This study was delimited only for Std. IX students of Marathi medium schools.
4. The present study was delimited only to Active Engagement Teaching Programme.
5. The study was delimited only by Marathi medium schools in Satara taluka.
6. The present study was delimited only to selected topic Units-Distributional Maps.

Population:

The experimental research was conducted for examining the effectiveness of the Active Engagement Teaching Programme (AETP) and Traditional Teaching. The Ninth standard students of a Marathi medium school in a rural area from Satara Taluka as the population for the study.

Sample for Study:

The purposive sampling method was used to school for the selection 60 students who are learning in Ninth standard in Marathi medium school. The New English School Sayali is located in rural area of Satara taluka.

Group Formation for Experiment:

The researcher prepared content tests based on basic concept of Geography content. The content was given to the 60 students which were studied in IXth Std. in New English School Sayali in Satara taluka. The scores of content test achieved by the students were arranged in descending order and serial numbers was given to each and every students. Two groups formed based on odd and even number and mean score of each group calculated by the researcher. The mean score of each group was nearly equal. This way two equivalent groups were formed.

Reserch Tools :

- 1) Active Engagement Teaching Programme (AETP)
- 2) Lesson Plan for teaching through AETP & Traditional Method
- 3) Achievement Tests based on blue print

Above three research tool were developed by researcher.

Research Design:

The paradigm of the research design

Table 1 - The Post-test-Only, Equivalent-Groups Design

Group	Treatment	Post-test scores
Experimental=E(R)	X (Active Engagement Teaching programme based on ARCS Motivational Model)	O 1
Control=C(R)	C (Traditional Method used for control group)	O 2

Whereas,

X- Experimental Treatment

O1 O2- Post-test scores

C- No Treatment

Variables of the Study:

Two types of variables namely independent and dependent variables were studied:

1) Independent Variable

Active Engagement Teaching Programme (AETP) based on ARCS Motivational model

2) Dependent Variable

Students' achievement in term of post test score in Geography

Analysis of Data:

H01 There is no significant difference in the mean score of the post-test between the control group and experimental group after using the Active Engagement Teaching Programme and the traditional method for the topic Distributional Maps.

Table 2 The Means, Standard Deviation and 't' Value of both the Groups for the Achievement Test for Topic Distributional Maps

Sr. No.	Group	N	Mean	SD	df	't' value	Remark
1	Control	30	8.63	2.18	58	5.18	Significant at 0.01 & 0.05
2	Experimental	30	10.97	1.6			

The table value for df 58 are : at level 0.05 = 2.00 at level 0.01 = 2.66

Observations and Interpretations:

1. Mean of the Control group was = 8.63
2. Mean of the Experimental group was = 10.97
3. The SDs were 2.18 and 1.6 respectively for Control and Experimental groups.
4. The calculated 't' value was 5.18, this calculated t value is greater than the tabulated t values 2.00 and 2.66 which is significant at 0.05 level and 0.01 level respectively. Thus, in Hypothesis (H01), there is no significant difference in the mean scores of post-test control group and experimental group post-test mean score of the achievement test for the topic Distributional Maps, and therefore, the null hypothesis is rejected and accepted the research on the basis of statistical calculations.

Conclusion:

- 1) There was a difference between mean gain scores of experimental and control group. The experimental group is greater than control group.
- 2) The Active Engagement Teaching Programme (AETP) help to engage students in the teaching learning process which leads to grater achievement in the subject.
- 3) AETP is a great way to motivate students and promote towards the learning and built confidence among the students.
- 4) AETP is more effective than conventional teaching method of teaching.
- 5) AETP is more effective on student achievement of secondary school students in Geography.

Therefore, *Active Engagement Teaching Programme (AETP) was effective for IX Standard Geography subject.*

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