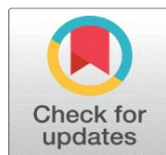


INNOVATIVE TEACHING LEARNING PROCESS IN ACCORDANCE TO THE CHANGING WORLD

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ABSTRACT

The goal of comparison, a research paper that was functionally identical was utilized in the evaluation. The objective of the evaluation was to investigate academic performance of “secondary school students” depending on their participation in Innovative teaching learning Process. One hundred pupils from high school of Anand District were chosen according to a random selection method. During the process of analyzing the data, the researcher analyzed estimates for the “mean, the standard deviation, and the t-values”. According to the data, it is advised that children who attend public & private rural schools participate in more Innovative teaching learning Process. This is the case despite the fact that these children have poor academic performance. The outcomes of the study indicated that “secondary school students” who attended urban & non-public schools had a lower engagement rate in Innovative teaching learning Process while concurrently demonstrating higher academic achievement. This was the case despite academic accomplishment being higher.

Keywords: Public Schools, Private Schools, Scholarly Accomplishment, Innovative Teaching Learning Process, Educational Level of Secondary School Understudies

1. INTRODUCTION

In today's highly competitive world, the individual's level of performance has emerged as the single most important determinant in determining their level of personal growth. The aspiration of parents is for their children to advance from developmental phases that are fundamental to more advanced levels of achievement. It is the children, the teachers, the schools, and the entire educational system that are impacted by this expectation. In spite of the fact that there are other anticipated outcomes, the primary focus of the educational system is on the academic achievement of students. A significant portion of the resources available to schools are devoted to supporting students in enhancing their academic performance. Considerations pertaining to finances, in addition to social and ecological factors, have an effect on academic performance. Accomplishment: The successful acquisition of new knowledge in a specific topic area by a student is an indication of the effectiveness of their efforts to study in that subject area. A student's accomplishment is the knowledge that they have acquired over the course of their education. A test of accomplishment evaluates the progress that has been done and draws attention to areas that require further improvement. In addition to this, it determines whether or not the student has acquired understanding of the topic. Based on a government-approved experiment that combines the two, as described in the reference to brain research, “educational achievement” is obtained by “academic work”, as advised by instructor.

2. INNOVATIVE TEACHING LEARNING PROCESS

Education programmes in the modern era are very different from those that were used in the past. Throughout the course of history, the primary motivation for starting a firm was. The researcher is of the opinion that the most important component of the educational curriculum is the level of arithmetic proficiency that a pupil possesses. Were people of the opinion that it was a different kind of activity? In order to conduct an analysis of Innovative teaching learning Process, the additional time that was made available by the school professionals was employed. When it comes to schools, the term "curriculum action" refers to any adjustment that is made to their lesson plans. While formal education has a long history, Innovative teaching learning Process has been around for a very long time. For the purpose of accomplishing key educational goals in 1909, school professionals employed a variety of clubs, including those for athletics, literature, debate, music, and craftsmanship, in addition to traditional teaching learning Process. In light of the fact that they are now recognised as an essential component of the educational institution, it is of the utmost importance that they be incorporated into the prescribed curriculum. It is becoming increasingly common for schools to include Innovative teaching learning Process as part of their curriculum.

3. IMPORTANT OF THE INNOVATIVE TEACHING LEARNING PROCESS

- According to the Discretionary Guidance Commission in 1952, "it is recommended that students participate in Innovative teaching learning Process such as National Cadet Corps and sports in order to maintain discipline among students". The academic performance of children is directly influenced by these Innovative teaching learning Process, which in turn have an effect on the children's entire development. When students participate in Innovative teaching learning Process, the school's efficiency is naturally increased. Children are provided with the authority and the drive to participate in academic teaching learning Process. It is to the kids' overall growth that they provide assistance.
- Understudies who participate in Innovative teaching learning Process have a better chance of experiencing emotional well-being. They are useful when used for impulse sublimation because of their effectiveness. Innovative teaching learning Process are a good strategy for sustaining mental well-being, and students should participate in them.
- Engagement in numerous extracurricular pursuits has the potential to elevate an individual's social standing.
- Beyond the confines of the classroom, experiential learning can be found in Innovative teaching learning Process. In most cases, they are a reflection of the pupils' own preferences and interests. They also increase the academic performance of a particular classroom by providing additional teaching learning Process for the students to participate in.
- Through participation in a variety of Innovative teaching learning Process, students acquire training in the metro system. An education was provided to the understudy regarding their rights and responsibilities as residents.
- Students have a positive experience when they take part in Innovative teaching learning Process at their school. The kids' interests and the things they enjoy doing are taken into consideration when designing the teaching learning Process.
- Innovative teaching learning Process are beneficial to the development of students' personalities and personalities in general. There are some students who develop moderate values, such as honesty and generosity towards people who are in need.
- Participation in Innovative teaching learning Process helps students develop the ability to self-regulate their behaviour independently.
- A variety of Innovative teaching learning Process provide managers with a substantial amount of enrichment. In order for a movement to be effectively connected, it needs a leader.
- Aesthetic development of the understudies is enhanced through participation in Innovative teaching learning Process such as music, dancing, visual arts, and sketching.
- When individuals participate in particular Innovative teaching learning Process, they are able to get benefits while simultaneously enjoying themselves.
- The educational curriculum should not be considered complete without the inclusion of Innovative teaching learning Process. Innovative teaching learning Process have to be seen as extremely beneficial by educational institutions that place a high priority on the academic success of their pupils. Their importance cannot be compared to anything else. By implying that a person with scholarly interests possesses attributes such as clear reasoning, enhanced capacity

to understand life's "problems, independence, bravery, balance, and other positive characteristics" that are rarely seen in school.

4. NEED & SIGNIFICANCE OF THE STUDY

It is of utmost importance for students to engage in Innovative teaching learning Process, as these teaching learning Process not only promote academic development but also contribute to personal growth. The school is largely responsible for organising a large number of extracurricular and on-campus events. A significant part of the responsibility for encouraging encourages pupils to take part in teaching learning Process outside of the classroom lies with the administrators and teachers of the institution. The responsibility of the instructor is yet another essential component in the process of cultivating extracurricular viewpoints in educational institutions. The Innovative teaching learning Process of the students in the lower classes have not garnered a lot of attention for a number of different reasons. It is difficult to provide support for the understudies who participate in Innovative teaching learning Process. This particular expert was of the opinion that it was of the utmost importance to concentrate explicitly on the impact that Innovative teaching learning Process have on "academic achievement".

5. OBJECTIVES OF THE STUDY

In order to learn how "secondary school students" Innovative teaching learning Process affects their academic performance; the following objectives are been set:

- i. To examine the relationship amid Innovative teaching learning Process & academic performance of "secondary school students".
- ii. To comprehend the impact of both high & low level participants at Innovative teaching learning Process on the academic performance of "secondary school students".
- iii. To determine the impact of Innovative teaching learning Process on the academic performance of "secondary school students" by analyzing impact of both high & low level members of the administration.
- iv. To understand how high-level involvement in Innovative teaching learning Process affects the academic performance of "secondary school students".
- v. To understand how sluggish cooperation in "Innovative teaching learning Process affects the academic performance of secondary school students".

6. HYPOTHESES

H1: Undergraduates in secondary school do not differentiate much amid their academic performance and their Innovative teaching learning Process.

H2: In terms of academic achievement, there is little difference amid Innovative teaching learning Process and their academic performance.

H3: Students attending secondary schools in urban & rural areas do not significantly differ in their academic performance on Innovative teaching learning Process.

H4: Academic performance of low level participants in "Innovative teaching learning Process among secondary school students" in rural & urban areas does not differ significantly.

H5: When comparing the "Innovative teaching learning Process & academic performance of students in public & private secondary schools", there is little to no difference.

7. METHODOLOGY

There are several different instructional exploration tactics that are frequently utilised in the field. Essentially, the majority of the diversity in methodology may be attributed to differences in the rationale and procedures that are utilised. The "survey method" is the approach that the researcher has chosen to take.

8. SAMPLE OF THE STUDY

The sample for this study is comprised of pupils attending secondary schools in the Anand district public & from private institutions. Despite the fact that there are other public & private schools in the region, certain schools in Anand district were selected on the basis of their concentration. The knowledgeable individual made a meticulous selection of one hundred students from both public & private institutions in the Anand district area. During the process of selecting the

case, important considerations such as the location, the type of management, and the results of annual evaluations were taken into account.

9. TOOL USED

The researcher devised a survey plan in order to collect the necessary information for the evaluation from a selection of students attending a variety of administrative schools. A primary focus of the research instrument was on the academic achievements of students as well as the factors that influence their participation in Innovative teaching learning Process. The survey method was developed with a total of twenty-five questions. A survey is being conducted with the purpose of determining the degree of interest and performance of undergraduate students in Innovative teaching learning Process. There are twenty-five items that are listed for the survey, and among them are six primary Innovative teaching learning Process: intellectual, physical, recreational, aesthetic, social, field trip, and community improvement. The undergraduate students who participate in more than 15 out of the 25 teaching learning Process were categorized as substantial level members, whereas the undergraduate students who participate in less than 10 teaching learning Process were categorized as low level members. The time limit for responses was one hour. During the survey, it was anticipated that information would be gathered about the Innovative teaching learning Process of the pupils. The final test scores of the students in lower classes have been collected. The information on their profiles has also been gathered by the test.

10. DATA COLLECTION PROCEDURE

Here, we aim to survey was to investigate the extent to which Innovative teaching learning Process have an impact on the academic performance of students attending public & private secondary schools located in regions that are either rural or urban in Anand district. Before responding to the questions, each student in the selected class was provided with a tangible copy of the survey and instructed to read the directions in great detail. The students were given spoken instructions that were in addition to those already given. There was an organization and evaluation of the information for each investigation.

11. DATA ANALYSIS AND INTERPRETATIONS

OBJECTIVE – 1: To examine the relationship amid Innovative teaching learning Process & academic performance of “secondary school students”.

H1: Undergraduates in secondary school do not differentiate much amid their academic performance and their Innovative teaching learning Process.

Table 1: Results that are relevant to the hypothesis

Area	Co-relation
Academic achievement	0.02
Innovative teaching learning Process	

Interpretation: A study that was conducted in a hypothetical setting discovered that there was no correlation amid the participation of “secondary school students” in Innovative teaching learning Process and their academic achievement. 0.02 is the value that was computed for the co-connection. Within the context of secondary school pupils, there is often no correlation that is thought to exist amid their participation in Innovative teaching learning Process and their academic achievement.

OBJECTIVE – 2: To comprehend the impact of both high- and low-level participants in Innovative teaching learning Process on the academic performance of “secondary school students”.

H2: In terms of academic achievement, there is little difference amid Innovative teaching learning Process and their academic performance.

Table 2:

Area	Numbers	Mean	SD	T
Academic achievement	100	374	56.84	3.22
Innovative teaching learning Process	100	403	79.1	

Interpretation: Taking into account the tabular characteristics, the overall value that was calculated is 3.22 overall. One hundred and ninety-nine degrees of freedom are significant at the 0.05 and 0.01 levels of significance. Speculation will no longer be taken into consideration. There is a substantial correlation amid participation in Innovative teaching learning Process and academic achievement among children who are enrolled in alternative educational programmes.

OBJECTIVE – 3: To determine the impact of Innovative teaching learning Process on the academic performance of “secondary school students” by analyzing the impact of both high- and low-level members of the administration.

H3: Students attending secondary schools in urban & rural areas do not significantly differ in their academic performance on Innovative teaching learning Process.

Groups locality	Numbers	Mean	SD	T
Rural High level	10	14.9	4.1	2.1
Urban High level	9	17.8	3.2	

Interpretation: When compared to a table quality of 2.11 at the 0.05 significance level & 2.90 at the 0.01 significance level, the projected "T" value of 2.10 is roughly equivalent to both of these values. For degrees of freedom equal to 17, none of these values are considered to be essential. The misguided theory is now recognised as being erroneous. It has been hypothesised that kids attending secondary schools in rural and urban areas have equivalent levels of academic achievement and participation in Innovative teaching learning Process.

OBJECTIVE – 4: To understand how high-level participation in Innovative teaching learning Process affects the academic performance of “secondary school students”.

H4: The academic performance of low-level participants in Innovative teaching learning Process among “secondary school students” in rural & urban areas does not differ significantly.

Groups locality	Numbers	Mean	SD	T
Rural High level	7	14.1	2.24	1.3
Urban High level	8	15.3	2.2	

Interpretation: It's possible that the "T" value that was computed doesn't accurately reflect ideal qualities. The difference amid the 0.05 and 0.01 values is not particularly significant. The following is an admission that the speculation that was made was incorrect: 13. There are thirteen degrees of freedom. Students at lower levels in rural and urban secondary schools do not significantly differ from one another in terms of their participation in Innovative teaching learning Process or their academic achievement respectively.

OBJECTIVE – 5: To understand how sluggish cooperation in Innovative teaching learning Process affects the academic performance of “secondary school students”.

H5: When comparing the Innovative teaching learning Process & academic performance of students in public & private secondary schools, there is little to no difference.

Groups	Numbers	Mean	SD	T
Private High level participants	10	32.7	2.21	3.5
Govt. High level participants	12	34.8	3.3	

Interpretation: At the 0.05 and 0.01 significance levels, the "T" value is 3.5 times more than the critical values of 2.09 and 2.84. This results in a significant difference. It is significant on both levels, particularly when the degrees of freedom are equal to twenty. In many cases, the theory is disregarded. The Innovative teaching learning Process that high school students participate in can have a significant impact on their academic performance, regardless of whether they attend a public or private school.

12. FINDINGS AND CONCLUSIONS

1. Despite the fact that they have a lower academic performance, research suggests that students attending public authority schools should enhance their participation in Innovative teaching learning Process.
2. The research revealed that kids attending private schools had a higher level of academic achievement compared to those attending public schools; nevertheless, private school students participated in fewer Innovative teaching learning Process.
3. Children attending schools in rural areas have a lower academic performance and participate in a bigger number of Innovative teaching learning Process than their urban counterparts.
4. The findings of the review indicate that students attending urban schools have a reduction in their participation in Innovative teaching learning Process while simultaneously exhibiting an improvement in their academic performance.

Instructive Implications: The mental and physical well-being of an individual are both essential to academic success. Both their mental and physical well-being will be improved through participation in Innovative teaching learning Process at their school. High-level participants outperformed low-level participants across a variety of educational institutions, according to the findings of the study, which verifies a considerable gap in academic achievement amid high-level and low-level participation in Innovative teaching learning Process. When compared to the members with lower ranks, the regular members of the fee-charging institutions showed significantly higher levels of academic success over that time period.

In public schools, there is no distinction made amid children who excel academically and those who have little interest in participating in Innovative teaching learning Process. The current investigation demonstrates that students' academic performance is influenced by the Innovative teaching learning Process they participate in. With regard to their academic achievements, young women who belong to the considerable level have a higher level of achievement than those who belong to the low level. It is anticipated that the implementation of Innovative teaching learning Process in educational institutions will result in improved outcomes. The academic accomplishment of children is influenced by these elements, as well as their cognitive development, physical development, and social development. Because of a number of different issues, it is less likely that government agencies and instructional organizers will provide financial assistance and support for Innovative teaching learning Process in schools. In order to demonstrate that they sincerely care about the overall development and academic accomplishment of children, organizers and government agencies should place an emphasis on Innovative teaching learning Process and ensure that they are carried out effectively.

CONFLICT OF INTERESTS

None.

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