THE IMPACT OF ACTIVITY BASE JOYFUL LEARNING ON ACADEMIC ACHIEVEMENT OF STUDENTS AT ELEMENTARY LEVEL

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Abstract: This research study was conducted to determine the impact of activity base joyful learning on academic achievement of students at elementary level in science. Sixty pupils of grade five from GPS Chak No.29NB Sargodha were selected as the population of study. The experimental research design was adopted. The pretest was conducted on students to mark equal the two groups and results were obtained. The participants were divided into groups, namely experimental group and control group. Thirty pupils were volunteered for the experimental group sample and the remaining thirty pupils were nominated as the sample of control group. The experimental group was educated through activity base joyful learning methodology while the control group was taught through traditional method. MCQ tool was developed and administered to students before and after the activity and lesson delivery. The impact of activity base joyful learning on academic achievement of students was acquired through mean value, standard deviation and ‘t’ test scores of pre-test and post-tests. The study outcome reveals that the student’s scores were significantly increased in experimental group strategy as compared to control group method. The study perceived that the activity base joyful learning method can enhance the academic achievement of the pupil. The finding recommends that the uses of activity base joyful learning methodology are more effective to improve and develop the enhanced skill and academic achievement of students.

Keywords: Academic achievement, activity base, elementary schools, experimental group, traditional method,

Introduction:
The accentuation of efficacious learning in a classroom has crucial significance in the pupil’s upkeep and appropriation to change the classroom and pupils need, with the end goal that the pupils gain the course and obtained the objectives. Practically all youngsters love fun and show interests towards play. In this way, activity based joyful learning follows the standards of learning by-
2011, Brown, 2014). It exemplifies as a specific consistency as far as thinking (cognition), feeling (warmth), and inclination activity (conation) an individual against a perspective with the general condition (Huitt, 2011 and Tighezza, 2013). One such strategy is activity based joyful learning which is characterized as a learning procedure wherein understudies are continually engaged (Udvari-Solner and Kluth, 2017). Activity based joyful learning methodology as a technique of educating learning goals verifying maximal cooperation of understudies in the instructing learning process. A large portion of studies have been focused on various instructing learning techniques, identifying with activity based joyful learning methodology and the outcomes saw as positive. These are depicted as; the sensation strategy for the co-usable showing learning system (Udvari-Solner and Kluth, 2017). Audiovisual instructions following by instructors' conversations made the personalized arrangement of directions (Friskawati, et al., 2017). Activity based joyful learning of (Harris, et al., 2009) and others several examinations demonstrated productive outcomes. In the present investigation endeavors have been made to assess the impact of activity based joyful learning methodology over the customary technique for educating approach. Joyful learning is significant educating methodology. Generally, an instructor overlooks joyful learning or educator isn't pursuing for joyful learning in study hall. Joyful learning- getting the hang of "connecting with, engaging, and lively learning of significant substance in a cherishing and the steady network. Through the joyful learning process an understudy is continually improving information on personal and the world. "Joy, as described in English Oxford Dictionary is depicted as a strong sensation or sentiment of pleasure. The modifier of happiness is upbeat that in addition described a type of sense, cooperative and producing extraordinary cheerfulness. The "joyful learning" is a kind of learning methodology or experience which could make understudy feels have a great time a learning circumstance/process. Understudies merit school experiences that empower a sentiment of flourishing; that all children should experience accomplishment; and that all children must have open entrances for good atmosphere, while examination that all evaluation school satisfies the academic rules that develops future school and individual accomplishment. According to Tokuhama, (2015) as a nervous system specialist and study hall educator has demonstrated that there are a few advantages of bliss in the study room. Neuro imaging studies and the estimation of brain compound transmitters uncover that understudies' solace level can impact data transmission and capacity in the cerebrum (Sousa, 2016). At the point when understudies are locked in and persuaded and feel insignificant pressure, data streams uninhibitedly through the full of feeling the channel in the amygdale and they accomplish more elevated levels of cognizance, make associations, and experience "aha" minutes. Joyful learning in the study halls discover the delight in learning at the event that we need understudies to be accused of energy, if we need them to believe school to learn as joyful, we need to consider how and what we teach. Let them value learning similarly as they acknowledge games. Let understudies make things people like to make things. The once-over of what understudies can make over the instructive arrangement is in every way that really matters limitless: papers and magazines, leaflets, picture books, PowerPoint presentations, interviews, oral annals, models, diagrams and floor designs, expect and imagines, photographs, artistic creations, diagrams, narrative recordings and so forth. In perspective on current advancements in science and its significance development. Science educating has expected a noteworthy spot in the elementary school educational program. To boost the accomplishment inside a surrendered set is, thusly, the objective of each educationist, an instructor or instructive executive. The investigation on the impact of accomplishment toward science has become consideration in late decades (Murayama, et al., 2012), Ali and Awan (2013). This is the key for the idea dominance of Science (Nordin and Ling 2011). The positive effect toward science is demonstrated

Delimitation of the Study: The study was conducted on the students of Government Primary School Chak No.29NB District Sargodha. The study was confined to class fifth students.

inspiration and improvement by understudies in the joyful observation during the learning procedure. JCLS known likewise upholds instructor every understudy's capacity to get data rapidly and precisely to decide in-class instructional procedure and give after-school helps (Wei, et al., 2011), Hargreaves and Fullan (2015), Anggoro, et al., (2017). The usage of activity-based joyful learning (ABJL) methodology has been explained at a few primary schools in Maharashtra India Jalad (Kirikkaya, 2011), Jalad, (2012), Proity, (2015), Bhat, (2016), Ariawan and Pratiwi (2017), Singal, et al., (2017). Activity based joyful learning method is a learning procedure, the most extreme understudy influence in the learning procedure. This learning technique requires the inclusion of numerous tactile organs in understudies during the learning procedure. In view of a few investigations that utilize distinctive learning methodologies which allude to the joyful learning exercises give positive outcomes. Upgrading the quality of essential training is indispensably key to improve the learning strategy in school. If the school can offer to the kid’s assorted chance to learn by doing different exercises, at that point the school will be an interesting place for the understudies. Where the understudies can perform their exercises under the guidance of educator. Activity based joyful learning picking up/instructing give chance to estimating joyful learning through knowledge, direct perception and participation of youngsters. The activity based joyful learning methodology proved chance to understudies to work in a co-employable way, help to create unique thoughts making cheerful learning process in an engaging way. Accomplishment of skills can be conceivable through activity base joyful learning approach in instructing/learning process.

Significance of the Study:
The primary school students are in operational and concrete operational stages where intellectual improvement is significant. Along these lines, at this stage joyful learning ought to be critical for the understudies. Keeping this essence activity-based joyful learning methodology is very useful. If the
activities are well selected, planned and organized in education learning system is extremely valuable.

**Objectives of the Study:**

a. To analyze the academic achievement scores of experimental group and control group taught through activity base joyful learning approach and the traditional method of teaching the science subject of class fifth.

b. To compare the academic achievement scores of experimental group and control group taught through activity base joyful learning approach and the traditional method of teaching the science subject of class fifth.

**Research Hypotheses:**

**Hypotheses 1:** Activity base joyful learning methodology has the positive impact on the academic achievement of students in science whenever educated by the joyful learning method. The achievement scores will be significantly high than the students taught through conventional technique.

**Hypotheses 2:** The academic achievement scores of the students’ will be increased with the significant degree of impact in science by activity base joyful learning methodology.

**Research Question:**

a. What is the impact of activity base joyful learning on the academic achievement of the student in science instructing to class fifth?.

b. Is there a significant difference on the impact of activity base joyful learning on academic achievement in the experimental group vs. Control group?

**Literature Review:**

Activity based joyful learning methodology in instruction was underlined by various educationists like (Rousseau, Devey) and many others. The offspring of the essential stage are unequipped for formal thinking. They like those exercises which are brimming with vitality and think that it’s uncomfortable to sit blame for an extensive stretch. They love to be associated with various kinds of exercises. Their brains are only from time to time to rest. The requirement for acknowledgment is more prominent at this stage. They need to acknowledge in any event, for the little things which they achieve. Activity based joyful instructing give chance to estimating learning through understanding, direct perception and cooperation of kids. The activity based joyful learning methodology is a procedure for students to work in a co-employable way, assists with creating unique thoughts making the learning process in an engaging way. Accomplishment of capabilities can be conceivable through activity based joyful learning technique in showing the learning process. According to Proity, (2015) “edification is best when students” affiliation, commitment and cooperation are expanded. Mcgrath and macewan (2011), Drake, (2012), Mishra and Yadav (2013), Pasha, (2016), Arguedas, et al. (2016), Noreen and Rana, (2019), explained that, "In activity-based guidance, the student takes an interest in the instructive methodology during show of 'doing' than in regular strategy". According to Hubbard, (2012), John Wiley et al., (2018), Çelik, (2018), Merriam and Baumgartner (2020) “Activity-based joyful learning approach is a learning strategy where students are occupied in the teaching procedure". Exercises identified with the real-life practice that helps the understudies to skill information into their individual information which they can share the different conditions, (Kostelnik, et al., 2014), Udvari-Solner and Kluth (2017), Edward, (2001). Kumar, (2016), Akhalq, and Iqbal (2016) expressed that the, “Activity-based joyful learning methodology taking in procedure is assorted from the ordinary system of educating, students take dynamic part in it. Activity based joyful learning methodology is such training in which student is powerfully engaged with doing or in thinking about something arranged. As Himmele, P. And Himmele, W. (2017), Ranganath, (2012), Rankhumise, M. P. (2012) said, “such learning encourages students to make scholarly models that mull over 'higher request' introduction, for instance, applied basic reasoning and skill of information an aptitude". According to Larsson and Tibell (2015) "students' motivation by interfacing with students in
instinctual exercises is a possible and valuable procedure for teaching troublesome thoughts. He defined the importance of different exercises associated to the considerations being shown”. Student's motivation is high if these exercises are eye to eye to the students (Noreen and Rana 2019). Chen and Chiu (2016) indicated 4 (four) contention that concentrating on agreeable learning rather than singular learning advances in understanding and collaboration, which is a viable system of learning instead of routine-based outcomes and objectives. Intelligent based learning permits understudies to work in groups and gatherings with understudies from various foundations. This adds to the component of the assortment and expands the open doors for understudies to learn and share thoughts. Thusly, the info and yield of understudies is likewise boosted, and it makes a steady and intuitive learning condition. Activity-based joyful learning encourages understudies to learn self-heading and create basic intuition abilities for critical thinking at all degrees of instruction (Gutiérrez, 2012), Anwer, (2019), Cheng, et al., (2019). Activity-based joyful learning getting the swing of learning by doing is significant in effective information since it is demonstrated that more the faculties are roused, progressively an individual learns and longer he/she holds. Exercises bring animation and cleverness among the students. As we realize that instruction implies all round progress of the kid, in this way we should sort out various exercises to develop the student's characters in a few different ways. Activity-based joyful learning strategy goes about as a unique issue solver for the students. It improves the inventive piece of understanding and gives reality for learning. It gives different encounters to the students to energize the securing of data, experience, capacities and characteristics. It constructs the understudy’s self-assurance and makes understanding through works. It makes happy relationship and eagerness for them. That youngster can examine by his own and offered a perfect learning condition; at that point the study halls are the best working place. It motivates the students to apply their inventive thoughts, data and brains in taking care of issues. Under activity-based joyful learning guidance the key spotlight is on the kid or we can express that it is the one of the kid centered learning methodology. It makes self-learning capacity among the understudies and permits an understudy to get the hang of as indicated by their capacity (Tomlinson, 2014). It is the old example to give all the assets to the inert student by the instructor. The imaginative example is to powerfully interface students with assets and one another. According to Hussain, Anwar and Majoka (2011), activity-based joyful learning incorporated with peer guidance makes a perfect circumstance for instructing science subjects. In an activity-based joyful learning class, understudies are effectively associated with hands-on encounters and get the opportunity to relate conceptual thoughts and speculations with solid perceptions. This causes them to make profound comprehension of logical ideas, (Hazzan, et al., 2015). As Çelik (2018), Pang, (2010) and Khan, et al., (2012) defined, it was seen that activity-based joyful learning exercises improve understudies' scholastic accomplishments and mentalities towards exercises. According to Shah and Rahat (2014) activity-based joyful learning getting the hang of encouraging strategy creates a perfect circumstance for science instructing particularly at elementary level. In activity-based joyful learning picking up/showing strategies, students are included effectively in hands-on minds on encounters and get a chance to relate impalpable ideas and hypotheses with genuine perceptions. Activity-based joyful learning strategy causes students to comprehend the logical ideas. Understudies effectively associated with encouraging learning procedure and exercises help them in utilization of logical information in different genuine circumstances. “Activity based joyful learning science guidance depends on action by including students in perusing, conversation, down to earth exercises, commitment in tackling issues, investigation, union and assessment” (Festus, (2013), Brame, 2013). Creative instructing techniques that give positive science learning encounters could assist with improving understudy's
accomplishment in science, Savelsbergh, et al., (2016), Riley et al., (2017), Suryawati and Osman (2018). If the student is furnished with the chance to investigate their condition and gave an ideal learning condition, at that point the learning becomes joyful and durable. This learning system implies switching the conventional instructor focused comprehension of the learning procedure and putting understudies at the focal point of the learning procedure (Brown, 2012), Golji and Dangpe, (2016). In Pakistan, it is critical that educationists comprehend the significance of activity based joyful learning as it gives space for better comprehension of ideas. Many creating nations, including Pakistan, require monstrous contribution to the instructive part as it needs essential grades of educating/learning methodologies. In this way, it will help in improving the inspirational qualities alongside upgrading basic reasoning aptitudes and inventiveness of educators just as the understudies.

Methodology:

Research Design:
The investigation was the trial base on pre-test and post-test control group structure. The trial look into incorporates individuals from groups which are open for treatment (Fraenkel and Waller, 2012), Waller, (2019).

Sampling Techniques:
Purposive sampling procedure was utilized in the study and sixty understudies of class fifth were taken as a sample of the investigation. A pre-test was administered to students for assigning the group (experimental group and control group) based on consequence comparing equal marks. Thirty pupils were volunteered as a sample for the experimental group and the remaining thirty was nominated as a control group.

Research Instruments:
For the present examination, the researcher utilized two unique devices (instructional and estimating apparatuses) to gauge the academic attainment of understudies.

Instructional device:
The instructional device depends on a specific exercise plan having five stages; presentation, an introduction of various exercises, reiteration and assessment exercise plans were created in various subunits of each topic, keeping in see the need of understudies and exercises to be performed for each subunit. The activity-based joyful learning materials were created on various capabilities of the sub-units.

Measuring Instrument:
The researcher developed the accomplishment test was utilized as an estimating instrument. The test was allocated to quantify understudy performance in Science. It was comprised of 40% MCQ, 25% fill in the blank, 25% matching type and 10% true/false questions to estimate knowledge, comprehension and the critical thinking capacity of the understudies. The accomplishment test having thirty items were framed each dimension such as 50% knowledge, 25% comprehension and 25% application area related to the selected theme. The statements were presented before a panel of professional to evaluate its content validity.

Data Analysis Procedure and Results:
The pre-test and post-test scores were compared to perceive the impact of activity based joyful learning methodology on academic achievement in science. Mean score and Independent sample t test at .05 level of significant were applied on both the tests to check whether there is important distinction between the performances of two groups previously instructed and afterward the treatment. Mean values, standard deviation and t-value were calculated and represented in the tables. Hypotheses testing were completed according to the procedure.
Table 1: Comparison of pre-test scores of both groups:

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>14.13</td>
<td>2.968</td>
<td>58</td>
<td>-.176</td>
<td>.861</td>
</tr>
<tr>
<td>Control group</td>
<td>30</td>
<td>14.26</td>
<td>2.911</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 1 illustrate that the mean score of pre-tests of experimental group is 14.13 with SD 2.968 and the mean score of pre-tests of control group is 14.26 with SD of 2.911. The tabulated value for DF 58 is -.176. As calculation of t is less than table value. Therefore, it may be concluded that results of both groups were the similar before the treatment.

Table 2: Comparison of post-test scores of both groups:

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>42.50</td>
<td>9.020</td>
<td>58</td>
<td>7.766</td>
<td>P &lt; .001</td>
</tr>
<tr>
<td>Control group</td>
<td>30</td>
<td>26.50</td>
<td>6.781</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 2 indicates that the mean score of post-tests of experimental group is 42.50 with SD of 9.020 and the mean score of post-tests of control group is 26.50 with SD of 6.781. The computed t-value for df 58 is 7.766. As computed t-value is greater than table value so Hypotheses 1 (Activity base joyful learning methodology has positive impact on the academic achievement of students in science if taught by joyful learning method. The achievement scores will be significantly high than the students taught through traditional method in science at elementary school level) is accepted. Therefore, it may be determined that results of both groups were the different in post-test.

Table 3: Comparative results of pre-test and post-tests of experimental group.

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test scores</td>
<td>30</td>
<td>42.50</td>
<td>9.020</td>
<td>58</td>
<td>16.362</td>
<td>P &lt; .001</td>
</tr>
<tr>
<td>Pre-test scores</td>
<td>30</td>
<td>14.13</td>
<td>2.968</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 3 reveals that the mean score of post-test of experimental group is 42.50 with SD of 9.020 and the mean score of pre-test of experimental group is 14.13 with SD 2.968. The computed t value for df 58 is 16.362. As computed t-value is greater than required table value so Hypotheses 2: (The academic achievement of the students would increase with the degree of impact in science by activity base joyful learning methodology) is accepted hence it can be concluded that the students taught through activity based joyful learning methodology has strong impact on academic achievement in science at elementary level schools.
Table 4: Comparison of post-test scores of both groups in the domain of knowledge-based aspects.

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>13.13</td>
<td>3.002</td>
<td>58</td>
<td>7.724</td>
<td>P &lt; .001</td>
</tr>
<tr>
<td>Control group</td>
<td>30</td>
<td>7.83</td>
<td>2.260</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 4 indicates that the mean score of post-tests of experimental group is 13.13 with SD of 3.002 and the mean score of post-tests of control group is 7.83 with SD of 2.260. The computed t-value for df 58 is 7.724. As computed t-value is greater than required table value. Therefore, it may be determined that results of both groups were different in post-test. There is significance difference in the achievement score of experimental group and control group. Since the mean scores it can be concluded that the activity-based joyful learning methodology enhanced the academic achievement of science than the traditional methods regarding knowledge-based aspects.

Table 5: Comparison of post-test scores of both groups in the domain of comprehension-based aspects.

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>14.16</td>
<td>3.006</td>
<td>58</td>
<td>7.766</td>
<td>P &lt; .001</td>
</tr>
<tr>
<td>Control group</td>
<td>30</td>
<td>8.83</td>
<td>2.260</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 5 reflects that the mean score of post-tests of experimental group is 14.16 with SD of 3.006 and the mean score of post-tests of control group is 8.83 with SD of 2.260. The computed t-value for DF 58 is 7.766. As computed t-value is greater than required table value. Therefore, it may be determined that Results of both groups were the different in post-test. There is significance difference in the achievement score of experimental group and control group. Since the mean scores it can be concluded that activity-based joyful learning methodology enhanced the academic achievement of science than the traditional methods concerning comprehension-based aspects.

Table 6: Comparison of post-test scores of both groups in the domain of application-based aspects.

<table>
<thead>
<tr>
<th>Achievement test</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>T-value</th>
<th>Significance /p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>15.20</td>
<td>3.021</td>
<td>58</td>
<td>7.789</td>
<td>P &lt; .001</td>
</tr>
<tr>
<td>Control group</td>
<td>30</td>
<td>9.83</td>
<td>2.260</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value of “t” at 0.05 = 2.00

Table 6 demonstrates that the mean score of post-tests of experimental group is 15.20 with SD of 3.021 and the mean score of post-tests of control group is 9.83 with SD of 2.260. The computed t-value for DF 58 is 7.789. As computed t-value is greater than required table value. The mean difference of experimental group is better than control group. From the mean scores it can be concluded that the results of both groups were different in post-test. It may be defined that the activity-based joyful learning methodology enhanced the academic achievement of students than the traditional methods, concerning application-based aspects. It is depicted that the treatment group students performed better regarding knowledge, comprehension, and application domain than that the control group. Therefore, the activity-based joyful learning methodology is better than conventional method of teaching.
Interpretation of Results:
The main objective of the study was to evaluate the impact of activity based joyful learning methodology on academic accomplishment in science. The Hypotheses:1 is that the “Activity base joyful learning methodology have positive impact on the academic achievement of students in science if taught by joyful learning method”. Achievement scores will be considerable high than the understudies instructed through conventional strategy in science at elementary level schools. That ’t’ determined under (Table 2) exhibit that the t-value is 7.766. As the calculated worth is more noteworthy than the table worth, the t-value is viewed as a huge. Therefore, the directional speculation is acknowledged. It implies that the strategies for presentation impact the accomplishment score in science on the understudies for example, science accomplishment relies on the teaching method. Investigation of these two methods showed that, activity based joyful learning treatment was better than conventional treatment concerning knowledge, comprehension and application-based perspectives. The result of the study is supported by numerous studies such as Hussain, Anwar and Majoka (2011), mcgrath and macewan (2011), Kuh, et al., (2011), John Wiley and Sons. Expense, (2011), Crenshaw, et al., (2011), Kim, et al., (2013), for example Plenty, (2014), Shah and Rahat (2014), Gohokar and Dhend (2014), Bugaj and Abubakar (2015), Ogorodnyk, (2016), Musa, (2017), Çelik (2018), Pokhrel, (2018), ALBADI, (2019), in which evaluation have been made among the creative approach of instructing and conventional strategies of educating.

Findings:
The experimental group of understudies was performed well preferable in science over the control group of understudies. The experimental group is instructed through activity based joyful learning approach and the control group was educated through routine strategy for educating. The presentation of experimental group understudies was better with respect to the knowledge, comprehension and application-based perspectives. In this way, the above discoveries characterized that there is fundamentally contrasts between methods for accomplishment scores of analyses control group understudies in the wake of instructing through activity based joyful learning philosophy and methods for the accomplishment scores of the experimental group understudies subsequent to educating through the customary technique. It is determined that the activity based joyful learning approach reflects the positive impact on academic achievement on understudies of class fifth in science subject.

Educational Implication:
Activity based joyful learning methodology creates more concentration and better disposition regarding the material learned by understudies than that regular methodology (conventional strategy). It is by all accounts rewarding learning experiences, competitive learning conditions, co-operative and serious learning conditions, compensating learning encounters, personalized attention to each pupil customized consideration regarding every understudy learning issues and social issues of understudies. In this manner, activity based joyful learning procedure can satisfy the understudies’ in presentation learning circumstance by giving quality improvement guidance.

The present investigation has some viable perspectives and usage for the instructive framework as follows: -

a. The activity based joyful learning methodology gives joy and enthusiasm for the study hall circumstance.

b. The activity based joyful learning methodology can create academic performance of the understudies successfully.

c. In activity based joyful learning methodology, educator can grow great investigation environment, great strategy in instructing and various exercises identified with the substance.
In activity based joyful learning methodology, one can create imaginative workouts of the understudies in showing the learning process.

e. Activity based joyful learning method helps the understudies for better accomplishment in any subject and particularly in science

Conclusion:
Activity-based joyful learning philosophy coordinated with peer guidance makes a perfect circumstance for encouraging science subjects. In activity-based joyful learning strategy class, understudies are effectively engaged with hands-on encounters and get the opportunity to relate unique thoughts and hypotheses with solid perceptions. This causes them to make profound comprehension of logical ideas. The results of this study are supported by the findings as noted by Hussain, Anwar and Majoka (2011). Çelik (2018) described, it was seen that activity based joyful learning approach significantly improved the understudies' academic achievements and perspectives towards exercises. As indicated by Shah and Rahat (2014), Activity-based joyful learning getting the hang of instructing approach creates a perfect circumstance for science, educating particularly at elementary level. Activity based joyful learning and instructing strategies; students are included effectively in hands-on minds, encounters the goals and secure a chance to relate impalpable ideas and speculations with genuine perceptions. Activity based joyful learning and instructing strategy encourages students to comprehend the logical ideas. Understudies effectively associated with encouraging learning procedure and exercises help them in utilization of logical information in different genuine circumstances. "In activity-based, joyful learning guidance, the student contributes for the instructive system during the show of 'doing' than in customary strategy (mcgrath and macewan, 2011), Gohokar and Dhend (2014), Bugaje and Abubakar (2015), Musa, (2017), ALBADI, (2019). Activity-based joyful learning is a learning procedure where students are working in the teaching procedure (Plenty, 2014), Ogorodnyk, (2016), Pokhrel, (2018), Çelik, (2018). "Exercises identified with the real-life practice help understudies to discuss information into their individual facts which they can relate in various conditions (Kuh, et al., 2011), John Wiley and Sons. Expense, (2011) stated, "activity-based joyful learning technique taking in method is various from the customary strategy of educating students take dynamic part in it. Activity-based joyful learning is such instruction in which student is progressively associated with doing or in thinking about something arranged. "Such learning encourages students to make scholarly models that null over 'higher request' introduction, for instance, applied basic reasoning and trade of information an aptitude" (Crenshaw, et al., 2011), Kim, et al., (2013). It is concluded that the investigation on the impact of activity based joyful learning methodology enhanced academic achievement in sciences instructing. Activity based joyful learning procedure involved various exercises for multi-capable advancement of kids at the basic level. Activity based joyful learning ought to be set up by minimal effort material which is accessible in the nearby market. It very well may be inferred that activity based joyful learning philosophy is an essentially preferred effect over the customary methodology of educating.

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