IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Participatory Learning Program: To Promote Interpersonal Relationship Among Students of Secondary School Level

1. Dr. Sheenu G S, 2. Prof. (Dr.) Issac Paul

1. Assistant Professor, 2. Professor, GCTE, TVPM

1. Kerala University College of Teacher Education, Kollam, India

Abstract

The new system of education is child-centered and they are the active participants in teaching learning process. They learn through different activities and they construct their ideas and contribute their best in teaching and learning. Here knowledge is constructed with the maximum participation of students. Participatory learning helps a learner to construct ideas easily and develop life skills among learners. The main objective of the present study was to find out the effectiveness of participatory learning program to promote interpersonal relationship of secondary school students. The present investigation was a quasi- experimental approach with pre-test post-test non-equivalent comparison group design. The sample comprised of 60 secondary school students studying in standard IX. Participatory learning program and interpersonal relationship inventory for secondary school students were the major tools used for the study. Data obtained were analyzed by using ANOVA and ANCOVA. The results showed there is significant difference in the means of experimental and control groups with respect to interpersonal relationship. The Fy and Fyx values for interpersonal relationship were significant at 0.05 level. The significant values indicated that the experimental and control groups differ significantly in the post- test scores with respect to interpersonal relationship. This clearly proved that participatory learning program was more effective to promote interpersonal relationship skill among secondary school students.

Key words: Participatory Learning Program, Interpersonal Relationship

Introduction

Participatory learning makes learning accessible and offers open participation, unbounded progression, through different stages of achievement. Participatory leaning supports students so that they become active members who participate in socially and personally relevant activities in which they appropriate various cultural resources that enable them to participate in and contribute to the larger society. It helps students to analyze their own situations, rather than have it analyzed by outsiders, and to ensure any learning is then translated into action. Thus, self-learning is possible in participatory learning process. Participatory leaning help pupil to build self-confidence and make them to involve in the subject matter as it is interesting and fun. Participatory learning engages students as active participants in the full life cycle of learning process. It helps the learner to develop a sense of responsibility, working towards a common objective, collaborating, fostering dialogue, mutual appreciation, empowerment, and leadership. Encourage broader and qualitative participation of all members in the learning situation, and a more equitable sharing of their ideas, must become the central element in the development of participatory leaning program. It promotes a sense of belongingness and sense of contribution. In the learning situation, learner develops new skills and adapt to it and improve the existing skills. Active participation in learning situations helps to increase learning of course materials and evaluation skills and peer evaluation. Regular review and progress of objective is carried by the team members and not by an external assessor or teacher. Emphasis is on learners drawing their conclusion with the help of team members. Different perceptions help in rethinking, reorganizing and developing plans for the next stage. As the activities of the participatory program are inherently enjoyable and interesting to the learner, it encourages motivation for learning, development of habits and underlying capacities.

Participatory Learning program is a well-planned group of activities which are collective, coordinated with each other and specially designed for a specific purpose of students' participation. Participatory Learning helps students to learn subject matter, acquire skills and behavior through active involvement of the learner in the learning process as possible. In the context of the present investigation, Participatory Learning Program is defined operationally as a set of participatory learning techniques in which the learner is an active participant, designed by the investigator for enhancing Interpersonal Relationship among Secondary School students. Interpersonal relationship skill help us to relate in positive way with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social wellbeing. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively. A strong bond between two or more people refers to interpersonal relationship.

Objective of the Study

The objective of the present study is

To test the effectiveness of Participatory Learning Program to promote Interpersonal Relationship among students of secondary school level.

Hypothesis of the Study

Participatory Learning Program is effective in promoting Interpersonal Relationship Skill among students of secondary school level.

Theoretical Framework

The prime objective of the present study is to find out the effectiveness of Participatory Learning program on Interpersonal Relationship of Secondary School students. Hence, the study is designed with Participatory Learning Program as the independent variable. The dependent variable employed in the study is Interpersonal Relationship of Secondary School students. The research *Teacher Participatory Practices to Enhance Students' Leadership Skills* (Sarawut, 2021) aimed at helping students to improve their leadership skill by utilizing by methodology of Participatory Action Research. The finding revealed that working collaboratively allows for the exchange of knowledge and enhances the success of the work in a better way than working individually

Ambili & Sreejith (2010) on *Efficacy of Participatory Learning and Action for Quality Improvement in Environmental Education and Research*. In thisip article they propose participatory learning and action strategy in environmental education and research by reviewing the efficacy of participatory learning and researching model. The approaches and methods to learning and teaching and research of environmental dimension of any subject must be necessarily active and participatory in nature. This paper also outlined several strategies found effective in engaging students in participatory learning making them experts challenging them to develop their own theory and develop skills in problem solving.

Josiah., Ajiboye and Ajitoni (2008) conducted a study on the topic *Effects of Full and QuasiParticipatory Learning Strategies on Nigerian Senior Secondary Students' Environmental Knowledge: Implications for Classroom Practice.* Participation in small group discussion helped students to learn and remember the material and group activity fostered personal involvement, encouraged cooperation and sensitivity among the participants, and help to clarify knowledge and values. Sarma (2017) made a study on *Life skills counselling for enhancing the personality of high school students.* The study revealed that Life skills counselling enhanced the overall personality of high school students effectively

.**Methodology in Brief**

The study aims to create Participatory Learning program for Secondary School students. The current study compared the effectiveness of Participatory Learning Program and prevailing activity oriented mode in promoting Interpersonal Relationship of Secondary School students, hence used an experimental approach.

Design of the Study

The present study tests the enhancement of Interpersonal Relationship Skill scores of the treatment group and control group. For the purpose of the present study, the pretest - posttest Non-equivalent Groups Design (specified by Best and Kahn 2007) was adopted.

Sample

A random sample of 60 Secondary School students of Kollam District, Kerala was categorized as one experimental group and the other control group. The experimental group was treated with Participatory Learning Program and control group followed prevailing activity oriented instruction

Major Tools Used in the Study

- An Interpersonal Relationship Skill Inventory for Secondary School students
- Participatory Learning Program for Secondary School Students.

Statistical Techniques of the Study

- Inferential statistics like Independent sample t-test to determine the significance of the difference between the students' perception.
- Analysis of variance (ANOVA) to determine whether there is a significant difference between the experimental group and control group, Participatory Learning Program over prevailing activity oriented mode for the Interpersonal Relationship Skill scores (Pre-test, Post-test and gain scores).
- Analysis of Covariance (ANCOVA) used to test the comparative effectiveness of the Participatory Learning Program over prevailing activity mode for Interpersonal Relationship post-test scores with pre-test scores as covariance.

Analysis and Interpretation

Analysis of the collected Data to find out the Effectiveness of Participatory Learning Program to Promote Interpersonal Relationship among Secondary Level School Students

The t-value, using the test of significance of difference between means were calculated and tested for significance. The mean and standard deviation of the pre-test scores of Experimental and Control groups with respect to Interpersonal Relationship Skill were subjected to test of significance of difference.

Table I. Results of Test of Significance of Difference between the mean Pretest scores of Experimental and Control group with respect to Interpersonal Relationship Skill.

Variable	Group	Size	Mean	SD	T value	P
Interpersonal Relationship	Experimental	30	40.80	6.53	0.437	P>0.05
	Control	30	40.06	6.44		

From the table t, for df (1,58), t0.05 = 2.001

Table I shows that the t- value obtained for Interpersonal Relationship Skill was not significant even at 0.05 level. Hence, there were no significant difference between the mean pre-test scores of Experimental and Control groups with respect to Interpersonal Relationship Skill. This indicated that the pre-Experimental status of the students in the Experimental and Control groups were the same with respect to Interpersonal Relationship Skill.

The mean and standard deviation of the post test scores of Experimental and Control group with respect to Interpersonal Relationship Skill were subjected to test of significance of difference.

Table II. Results of Test of Significance of Difference between the mean Post test scores of Experimental and Control group with respect to Interpersonal Relationship Skill.

Variable	Group	Size	Mean	SD	T value	P
Interpersonal Relationship	Experimental	30	50.76	3.79	8.60	P<.05
	Control	30	39.46	6.11		

From the table t, for df (1,58), t0.05 = 2.001

Table II shows that the t- value obtained for Interpersonal Relationship Skills was significant at 0.05 level. Hence, there were significant difference between the mean pre-test post test scores of Experimental group and Control Group with respect to Interpersonal Relationship Skill. The mean post test score of Experimental group was significantly higher than that of the mean post-test scores of the Control group. This clearly proved that the Experimental treatment using Participatory Learning Program was effective in promoting Interpersonal Relationship Skill among secondary school students.

The mean gain scores of the Experimental and Control group with respect to Interpersonal Relationship Skill were found out and compared for significance of the mean difference between the independent samples. The details of the analysis is given in the Table III.

Table III Results of Test of Significance of Difference in Mean Gain Scores of Experimental and Control Group with Respect to Interpersonal Relationship Skill.

Variable	Group	Size	Mean	SD	T value	P
Interpersonal Relationship	Experimental	30	9.96	7.24	5.01	P<.05
	Control	30	1.6	9.00		

From the table t, for df (1,58), t0.05 = 2.001

Table III shows that the t – value obtained for Interpersonal Relationship was significant at 0.05 level. Hence there were significant differences in the mean gain scores of the Experimental and Control groups with respect to Interpersonal Relationship Skill. The mean gain score of Experimental group was significantly greater than the mean gain score of Control group with respect to Interpersonal Relationship Skill. This clearly proved that Participatory Learning Program was more effective in promoting Interpersonal Relationship among secondary school students.

By using single factor ANCOVA, the investigator studied the relative effectiveness of Participatory Learning Program and Activity Based Instruction in promoting Interpersonal Relationship Skills. Before proceeding to Analysis of Covariance (ANCOVA), the scores were subjected to Analysis of Variance (ANOVA). The summary of the results of ANOVA are given in the following Table IV

Table IV. Summary of Analysis of Variance (ANOVA) of Pre test (x) and Post test (y) scores in Experimental and Control groups with respect to Interpersonal Relationship Skill

Variable	Source of Variation	df	SSx	SSy	MSx (Vx)	MSy (Vy)	Fx	Fy
Interpersonal Relationship	Between Groups	1	8.067	1915.35	8.067	1915.35	.191	74.019
	Within Groups	58	2444.667	1500.833	42.149	1915.35		
	Total	59	2452.733	3416.183				

From the table of F, for df (1/58), F0.05 = 4.006

Table IV shows the Fx value and Fy value obtained for Interpersonal Relationship Skills. The Fx value was less than the table value and hence was not significant at 0.05 level. This indicated that there was no significant difference between pre-test scores of the Interpersonal Relationship Skill of Secondary School Students in the Experimental and Control groups. The Fy value obtained was greater than the table value and hence was significant at 0.05 level. The significant Fy value indicated that the Experimental and Control groups differ significantly in the post test scores with respect to Interpersonal Relationship Skill. For correcting the post test(y) scores for the difference in the pre-test(x) scores, the adjusted sum of squares and mean square variances for post test scores were computed and F-ratio was calculated. Hence ANCOVA was adopted and its summary is shown in Table V

Table V. Summary of Analysis of Covariance (ANCOVA) of pre-test (x) and Post test (y) Scores in Experimental and Control Groups with Respect to Interpersonal Relationship Skill

Variable	Source of Variation	df	SSx	SSy	MSx (Vx)	MSy (Vy)	Fyx
Interpersonal Relationship	Between Groups	1	8.067	1915.35	1905.437	19.5.437	72.392
	Within Groups	58	2444.667	1500.833	1500.313	19.5.437	
	Total	59	2452.733	3416.183			

All Fyx values were significant at 0.05 level.From the table of F, for df (1/57), $F_{0.05}$= 4.009

Table V. shows that the Fyx value obtained for Interpersonal Relationship Skills was greater than the table value and hence were significant at 0.05 level. The Fyx value for the adjusted post test score showed that the final scores of the Experimental and Control groups differ significantly. The adjusted means for the post test scores of the students in the Experimental and Control groups were computed using correlation and the results are tabulated in the Table VI

Table VI. Adjusted Means for the post test scores of students in the Experimental and Control group with respect to Interpersonal Relationship Skill

Variable	Groups	N	Mx	My	Mxy	SEm	t value	Level of Significance
Interpersonal Relationship	Experimental	30	40.80	50.766	50.761	.937	12.04*	p<0.05
	Control	30	40.06	39.466	39.472	.937		

All the t values were significant at 0.05 level. From the table of t, for df (1/57), t0.05 = 2.003

Table VI shows that all the t-value obtained for Adjusted Means for the post test scores of students in the Experimental and Control groups with respect to Interpersonal Relationship Skill were significant at 0.05 level. As the adjusted mean score of the Experimental group was significantly higher than that of the Control group, Interpersonal Relationship Skill of the Experimental group was better than that of the Control group. Thus, it was concluded that Participatory Learning Program was more effective than Activity Based Instruction in promoting the Interpersonal Relationship Skill among Secondary School Students.

Findings and Conclusions

The major findings that have emerged from the study are listed below

Participatory Learning Program in promoting Interpersonal Relationship Skill among Students of Secondary School Level.

The t- value obtained for the means of pre-test score of Interpersonal Relationship Skill was 0.437 and was not significant even at 0.05 level. Hence, there was no significant difference between the mean pre-test scores of Experimental and Control group with respect to Interpersonal Relationship Skill. This indicated that the pre-Experimental status of the students in the Experimental and Control groups were the same with respect to Interpersonal Relationship Skill.

The t- value obtained for the means of post test score of Interpersonal Relationship was 8.60 and value significant at 0.05 level. Hence, a significant difference between the mean post test score of Experimental and Control group with respect to Interpersonal Relationship Skill. The mean post test score of Experimental group was significantly higher than that of the mean post-test score of the Control group. This clearly proved that the Experimental treatment using Participatory Learning Program was effective in promoting Interpersonal Relationship among Secondary School Students.

The t – value obtained for the mean gain score for Interpersonal Relationship was 5.01, significant at 0.05 level. Hence there were significant differences in the mean gain scores of the Experimental and Control group with respect to Interpersonal Relationship Skill. The mean gain score of Experimental group (9.96) was significantly greater than the mean gain score of Control group (1.6) with respect to Interpersonal Relationship. This clearly proved that Participatory Learning Program was more effective for promoting Interpersonal Relationship Skill among Secondary School Students.

From the analysis using ANOVA, the Fx value for Interpersonal Relationship was 0.191. Since the value is less than the table value required, Fx value is not significant at 0.05 level of significance. This reveals that there is no significant difference between the pre test scores on Interpersonal Relationship Skill of the students in Experimental and Control group. The Fy value for Interpersonal Relationship was 74.01. The value was significant at 0.05 level. The significant Fy value indicated that the Experimental and Control groups differ significantly in the post test scores with respect to Interpersonal Relationship.

Since the sample selected for the present study was intact classroom groups, it cannot be conclusively said that these groups differed significantly by merely comparing the post-test scores or gain scores of Experimental and Control group. So, when the post-test scores of the Experimental and Control group were compared using ANCOVA, the Fyx values for Interpersonal Relationship was 72.39. The significant ratio shows that the mean post test scores of Interpersonal Relationship Skill of Experimental and Control group differ significantly after they were adjusted for the difference in the pre-test scores. The difference in the adjusted means for post-test scores of Interpersonal Relationship of Experimental and Control group were tested for significance and the t-value obtained was 12.04 for Adjusted Means for the post test scores of students in the Experimental and Control groups which was significant at 0.05 level. This reveals that there is significant difference in the adjusted means scores on Interpersonal Relationship Skill of Experimental and Control group. This leads to the conclusion that there exists a significant difference in Interpersonal Relationship between Experimental and Control group. Participatory Learning Program is significantly effective in promoting Interpersonal Relationship among Secondary School Students. Hence hypothesis is substantiated.

REFERENCES

[1] Ajiboye, J. O., & Ajitoni, S. O. (2008). Effects of Full and Quasi-Participatory Learning Strategies on Nigerian Senior Secondary Students' Environmental Knowledge: Implications for Classroom Practice. International Journal of Environmental and Science Education, 3(2), 58-66.

[2] Ambili,G.,Sreejith, A.(2010). Efficacy of Participatory Learning and Action for Quality Improvement in Environmental Education and Research. UGC Sponsored National Seminar on Quality Improvement in Educational Research. http://ssrn.com/abstract=1733264

[3] Baker, W. J., & King, H. (2013). Participatory learning walks: reflective practice for the conductor-music educator. Australian Journal of Music Education, (2), 35-45.

[4] Best,J.W.& Kahn, J.V.(2007).Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.

[5] Chinelo,Duze.O. (2010). Effects of participatory learning technique on achievement and attitude of B. Ed. Students in educational research methods. Journal of Social Sciences, 22(3), 185-189.

[6] Jacobsen, M., Lock, J., & Friesen, S. (2013). Strategies for engagement: Knowledge building and intellectual engagement in participatory learning environments. Education Canada, 53(1), n1.

[7] Kumar Anith. (2018). A study on the effect of Participatory Approach on Developing Environmental Competencies and the Related Variables at Primary School Level [Doctoral Dissertation, University of Mysore]. Shodhganga @ INFLIBNET.http://hdl.handle.net/ 10603/191478

[8] Kwon, S. M. (2003). Promoting social skill development in a community of practice.Northwestern University.

[9] Lynne (2014). Influences on teachers' use of participatory learning strategies in health education classes. Health Education Journal, v73n6p702-713. http://sagepub.com.ej1044577

[10] Obaidalah, H.A.,Sarah,M,A.(2020). The Role of Learning Neighbourhood Programme in Achieving the necessary Life Skills for Adult Learners in Saudi Arabia to Confront Covid19 crisis. Australian Journal of Adult Learning Vol.62, n2, p57-277 Nov.2,

[11] Pai,R.P.(2010). Effects of Participatory Learning Techniques on Attitude Towards and Achievement in Educational Statistics of B.Ed. Students. Edutracks, 10(3),32-35.

[12] Sarawut., K.& Phrakhru,D.(2021). Teacher Participatory Practices Enhance Students' Leaderships Skills. The Asian Institute of Research, Education Quarterly ReviewVol.5, No.3,2022:372-386.https://doi.org/10.31014/aior.1993.05.03.552

[13] Sarma, (2017) Life skills counselling for enhancing the personality of high school students.http://hdl.handle.net/10603/200801

[14] Subita,G.V.(2013). Current Educational System Imparting Life Skills Education.http://www.indiaeducationreview.com

[15] Sung, Y. (2009). The Effect of Social Skills on Academic Achievement of Linguistically Diverse Elementary Students: Concurrent and Longitudinal Analysis (Doctoral dissertation, Virginia Tech).

[16] Tsai, H. T., Huang, H. C., & Chiu, Y. L. (2012). Brand community participation in Taiwan: Examining the roles of individual-, group-, and relationship-level antecedents. Journal of Business Research, 65(5), 676-684.

[17] Wurdinger,Scott et al (2020) Measuring life skill, hope, and academic growth at project based learning schools. Improving schools,v23 n3 p264-276

[18] Yilmaz,A.(2021). The Effect of Technology Integration in Education on Prospective Teachers' Critical and Creative Thinking, Multi dimensional 21st Century Skills and Academic Achievement. Participatory, Educational, Research, 8(2),163-199