Teachers’ Perceptions about the Implementation of Activity Based Teaching at Primary School Level in Punjab, Pakistan

Fozia Parveen
PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan. Email: fouzia193m@gmail.com

Irem Mushtaq
Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.

Abstract: The activity-based teaching method is a technique adopted by a teacher to emphasize his/her method of teaching through activity. The key purpose of this study was to explore the teachers’ perceptions about the implementation of activity-based teaching at the primary school level in Punjab, Pakistan. This study was quantitative and descriptive in nature. The sample consisted of 800 teachers from 200 schools through a multi-stage random sampling technique. The questionnaire was used on a five-point Likert scale for data collection. Inferential statistical analysis techniques such as frequency, percentage, mean scores, standard deviation and independent-sample t-test were used for data analysis. The results of the study illustrated that activity-based teaching had a positive effect on students’ achievement. It is concluded that female teachers were more agreed about the implementation of teaching-learning strategies in activity-based teaching as compared to male teachers. It was recommended that workshops and seminars should be organized for the training and re-training of teachers on using activity-based teaching methods in primary classes.

Key Words: Implementation, Activity-Based Teaching, Efficient Learning Experiences, Pedagogical Approaches to Teaching

Introduction
Teaching is a process of imparting instruction to the learners for installing knowledge, skills and expressions. Different teaching methods and approaches are used by teachers while teaching. Various psychologists, educationists and curriculum developers take up the requirements for a multiplicity of teaching methods in their teaching and predict three influences in favor of this situation, i.e. (a) when the same teaching methods are adopted; all students do not learn equally well, (b) some instructional methods are more applicable than others in any specific situation and (c) any sole teaching method is not best in order to improve student’s learning (Saédar, 2007).

The task to educate the students is complex and very important as well to be held exclusively by teachers or concluded the causal constructions of the entire periods. A modern generation’s needs schools worked with experts and highly skilled teachers in the procedure as well content to give instructions to the students. As professionals are proficient, hence they practice the finest way of teaching to support pupils, to learn important skills, attitudes and information (Arends, 2004).

The world in the 20th century has witnessed enormous changes in education mostly due to the advance in science and technology. Traditional and old teaching methods, which are teacher-centred and based mainly on teaching, have become a student-centred structure over time, and today schools in many countries have become places where active learning strategies are applied. Many teaching and learning approaches have been developed in activities based learning, such as student-centred learning, applied learning, cooperative learning and project-based learning. Teacher to play the role of a guide in the teaching-learning process in pedagogical language. It is necessary to use activities called activity-based teaching methods or activity-based learning paradigm.

Activity-based teaching means the teaching approach in which students learn by doing and comprises many different in-and out-of-school activities practised by students either individually or as a group. Nowadays, many different activities take place in teaching and learning, from pair work, class discussion and sample learning methods to fieldwork. Therefore, activity-based teaching in primary schools...
is fully applicable because it is a better instructional approach to teaching different subjects in primary schools. Activity-based teaching is a general term for a variety of activities that place different demands on the abilities of both students and teachers who have different goals. Activity-based teaching is a method that allows students to learn with the same enthusiasm as natural activities. David Merril (2007), the fact that the teaching method integrates elements of joy, team spirit, respect for each other's opinions and reduces abstraction in different scientific concepts. Noreen and Rana (2019) said that in this teaching method, although the work is an uninteresting subject, it is carried out with enthusiasm throughout the lesson. The activity-based teaching method is consistent with Piagetian tasks as it provides students with a variety of activities and experiences involving the use of specific objects. This speeds up students' ability to order events by assigning application, knowledge and events. Marie von Erden (1994), the adequate and appropriate use of this training method by stimulating rich experiences can lead to a strong concept after progressing from the concrete to the abstract. Learners will think or make assumptions with symbolic or ideas rather than the need for objects in the physical world as the basis of critical thinking. The learner can therefore use a hypothetical, deductive procedure that no longer ties the learner thought to existing reality but could consider all possible explanations to the problem and can evaluate alternative explanations or solutions to the problem.

In the activity-based teaching approach, local resources are effectively utilized in the teaching and learning process. Activity-based teaching is a research-oriented teaching method recommended by the National Education Policy, The Federal Ministry of Education (2004) for the teaching of basic sciences. Action-based learning strategies promote learning in three areas of knowledge; the action-based teaching method allows students to work on specific material that reduces the abstract nature of the concepts learned—the activities given to students in this approach help to develop students' mental horizons. Students begin to see that many other matters, besides those purely scientific interests, are involved when scientific knowledge is used to benefit any community (Shaibu & Mari, 2002).

The activity-based teaching strategy encourages group instruction among students, and if it is properly used, the spirit of teamwork, exchange of ideas and respect for each other’s point of view will be enhanced at the early stages of learning. Another important feature of the activity-based learning strategy is local resources can be used efficiently and effectively in the teaching-learning process. Churchill (2003), an activity-based learning approach makes students active participants helps them retain what they have learned, builds self-confidence, helps students build their potential and supports internal motivation among students. This is fundamental to academic achievements and effective teaching and learning in schools.

Students learn by doing, and it is employed when the teacher allows doing a piece of work, and they learnt at the same time. Students try to do the same thing as someone else in the class. Students need to know their purpose and be interested in the work before they can do it. There is no teaching method in the classroom that fully meets the learning needs of each student. David (2007), all teaching strategies have limitations and strengths. Felder and Brent (2005) argue that there is a more balanced activity-based teaching approach that seeks to meet and enable students' different needs in the classroom. The best learning process with the direct involvement of students in the teaching-learning process. They further described that the activity based teaching approach is scientifically and conforms to the tenets of acquisition of knowledge by doing or direct participation of learners.

Previous researches in the Pakistan context also reveal the importance of activity-based teaching. For example, Hussain (2004) has compared two methods of teaching science, i.e. Traditional and super learning- methods and explored that super-learning is the best teaching method, which is based on the engagement of students in activities, in contrast to the conventional teaching method. Khan (2008) examined the best teaching method and traditional method among cooperative learning, and the results of the study showed that control was better performed in post-tests than in the pre-test, which showed that cooperative learning was the best teaching method in connection with the method of lecture in the field of teaching. Mahmood (2004) compared traditionally, and computer-assisted learning, and the results of this study showed that computer-assisted teaching is an important teaching method compared to traditional teaching. Various studies are conducted on a variety of activity-based teachings such as computers, physics,
As the research tool was developed. The questionnaire was developed on 5 points Likert scale consisted of 51 closed-ended items having two sub-factors implementation and teaching-learning strategies used in activity-based teaching were included in this study. The validity of the research instrument was checked by the experts related to education, senior faculty members of the education department and supervisor. After their feedback, few items were deleted, and few items were included. With regard to the reliability of the instrument, the researchers conducted a small-scale pilot study to establish the reliability and face validity of the questionnaire. Therefore, a pilot study was carried out in which a small sample consisting of 40 teachers belongs to different primary schools were selected. Results were calculated with the help of the Statistical Package for Social Sciences (SPSS-23.0), and the Cronbach alpha value was found to be 0.932 for the questionnaire for teachers. This study posed no risk, and the results were kept confidential. Total 800 questionnaires were distributed among teachers, and 777 questionnaires were returned properly. The returned rate was 97.1%.

Data Analysis

After completion of the data cleaning process, the quantitative data were analyzed with the help of Statistical Package for Social Sciences (SPSS) software. The researchers used a number of statistical methods...
for data analysis, interpretation and tabulation, such as frequency, percentage, mean scores, standard deviation and independent-sample t-test were used for data analysis. The objective aimed to compare the perceptions of male and female teachers about the implementation of activity-based teaching and teaching-learning strategies used in activity-based teaching. To compare the perceptions of urban and rural area school teachers about the implementation of activity-based teaching and teaching-learning strategies used in activity-based teaching. Mean score criteria low level (1.00-2.40), medium level (2.5-3.40), high level (3.50-5.00). Criteria adopted from Oxford and Crookall (1990) having the object of enhanced comprehension of the overall scale use and use of all categories. Such a type of taxonomy has been a well-liked statistical analysis of the scale with all its categories. Hence the same criterion is adopted to enhance comprehension of the results of the current data analysis. The results are presented in tabular form:

Table 1. Demographic Characteristics of Teachers’

| Demographic Variables | Frequency | Percentage |
|-----------------------|-----------|------------|
| Gender                |           |            |
| Male                  | 265       | 34.1       |
| Female                | 512       | 65.9       |
| Locality              |           |            |
| Urban                 | 199       | 25.6       |
| Rural                 | 578       | 74.4       |

Table 1 reveals that greater number of female respondents (n = 512, 65.9%) participated in the study compared to male respondents (n = 265, 34.1%). Higher number of participants from rural areas (n = 578, 74.4%) were participants compared to respondents of urban areas (n = 199, 25.6%).

Table 2. Teachers’ Perceptions about the Implementation of Activity Based Teaching

| Item No. | Statement                                                                 | SA | A  | UD | DA | SDA | M      | SD     |
|----------|---------------------------------------------------------------------------|----|----|----|----|-----|--------|--------|
| 1        | Activity based teaching is necessary for primary classes.                 | f  | 579| 159| 34 | 2   | 3      | 4.68   | .605   |
| 2        | The activities used in class are very interesting.                        | f  | 382| 343| 23 | 21  | 8      | 4.38   | .762   |
| 3        | The activities used in class are enjoyable.                               | f  | 296| 365| 78 | 28  | 10     | 4.17   | .845   |
| 4        | Participation in the activities during class makes the teacher uncomfortable. | f  | 102| 108| 124| 216 | 227    | 2.54   | 1.379  |
| 5        | I receive adequate feedback on my answers to questions the student’s raises in class. | f  | 276| 314| 117| 53  | 17     | 4.00   | .988   |
| 6        | I think that activities could be done in any size class.                  | f  | 229| 319| 140| 60  | 29     | 3.85   | 1.048  |
| 7        | Sometimes I find myself thinking about the activities even when I am not in class. | f  | 205| 381| 92  | 79  | 20     | 3.86   | 1.002  |
| 8        | The number of activities that I implemented in my lessons has increased apparently since the new curriculum was put in action. | f  | 246| 397| 111| 17  | 6      | 4.11   | .763   |
| 9        | The types and format of the activities which I implement in my lessons have changed substantially after the new curriculum was put into practice. | f  | 232| 353| 142| 39  | 11     | 3.97   | .900   |
Table 2 explores the results of teachers’ perceptions about the implementations of activity-based teaching. The finding showed that the mean score for nineteen items represented a high level of teachers’ perceptions about the implementations of activity-based teaching. Activity-based teaching was necessary for primary classes (\(M=4.68, SD=0.605\)). The activities used in class were very interesting (\(M=4.38, SD=0.762\)). They can evaluate and assess the students’ performance sufficiently after each activity (\(M=4.37, SD=0.751\)). In-service, trainings should be organized to provide with the necessary knowledge, skills and experience to prepare various activities in lessons (\(M=4.30, SD=2.725\)). Activities they started implementing in their lesson plans with the new curriculum made students more interested in the lesson (\(M=4.29, SD=0.814\)). They get sufficient knowledge and skills from the training to implement activities in their lessons (\(M=4.20, SD=0.972\)). The activities used in class were enjoyable (\(M=4.17, SD=0.845\)). The new curriculum places great importance on activity-based teaching in lesson planning (\(M=4.16, SD=0.865\)). The number of activities that they implemented in their lessons has increased apparently since the new curriculum was put in action (\(M=4.11, SD=0.763\)). I receiving adequate feedback on their answers to questions the students raise in class (\(M=4.00, SD=0.988\)). The types and format of the activities which they implement in their lessons have changed substantially after the new
curriculum was put into practice (M=3.97, SD=.900). They can implement activities in the content as indicated in the new curriculum (M=3.96, SD=.933). The activities recommended to teachers on textbooks were sufficient in terms of content, level and aim (M=3.80, SD=.930). Sometimes they find themselves thinking about the activities even when they were not in class (M=3.86, SD=1.002). They think that activities could be done in any size class (M=3.85, SD=1.048). They have enough resources to implement activities in their lessons (M=3.74, SD=.933). The students think they will do it well. It is important for the students to show the teacher that they are good students. The major goal of the students is to really understand what they have to do.

### Table 3. Teaching-Learning Strategies used in Activity-Based Teaching

| Item No. | Statement                                                                 | SA (%) | A (%) | UD % | DA % | SDA % | M   | SD   |
|---------|---------------------------------------------------------------------------|--------|-------|------|------|-------|------|------|
| 21      | The students begin activity by identifying their goals.                   | 212    | 366   | 114  | 61   | 24    | 3.88 | .999 |
| 22      | They make a plan about the assignment how they will complete it.          | 165    | 364   | 143  | 76   | 29    | 3.72 | 1.023|
| 23      | The students are confident about doing it well before they begin the activity. | 280    | 371   | 65   | 54   | 7     | 4.11 | .890 |
| 24      | The students think they will do it well.                                  | 231    | 395   | 98   | 46   | 7     | 4.03 | .861 |
| 25      | The students sometimes feel great after they have done it.                | 314    | 348   | 69   | 33   | 13    | 4.18 | .884 |
| 26      | They think the teacher will be disappointed if they do not work hard.     | 203    | 310   | 115  | 95   | 54    | 3.66 | 1.188|
| 27      | It is important for the students to be interested in what they are doing. | 326    | 337   | 74   | 31   | 9     | 4.21 | .858 |
| 28      | The major goal of the students is to really understand what they have to do. | 328    | 350   | 68   | 23   | 8     | 4.24 | .813 |
| 29      | The goal of the students is to show the teacher that they are good students. | 330    | 354   | 54   | 26   | 13    | 4.24 | .850 |
| 30      | The students talk with each other through the steps as they are working.  | 308    | 373   | 60   | 25   | 11    | 4.21 | .828 |
| 31      | The students imagine what their work will look like in the end.           | 269    | 351   | 91   | 50   | 16    | 4.04 | .952 |
| 32      | The students try different ways to do it if they feel things are not going well. | 202    | 350   | 107  | 88   | 30    | 3.78 | 1.073|
| 33      | The students keep on trying even if the task is difficult.                | 222    | 302   | 137  | 90   | 26    | 3.78 | 1.086|
| 34      | The students think if they have done the activity well, it is due to their ability. | 165    | 343   | 172  | 78   | 19    | 3.72 | .988 |
| 35      | The students think that if they have done it poorly, it is due to how much effort they used. | 189    | 285   | 175  | 97   | 31    | 3.65 | 1.098|
| Item No. | Statement                                                                 | SA  | A  | UD  | DA  | SDA | M    | SD  |
|---------|---------------------------------------------------------------------------|-----|----|-----|-----|-----|------|-----|
| 36      | They think that if they succeed in doing it well, it is because the teacher usually explains things well. | f   | 244| 390 | 114 | 15  | 14   | 4.07| .834|
|         |                                                                           | %   | 31.4| 50.2| 14.7| 1.9 | 1.8  |
| 37      | The students think that if they do it well, it is because they are lucky.  | f   | 197| 286 | 146 | 76  | 72   | 3.59| 1.226|
|         |                                                                           | %   | 25.4| 36.8| 18.8| 9.8 | 9.3  |
| 38      | Sometimes, the students feel unhappy about their performance.            | f   | 155| 291 | 165 | 107 | 59   | 3.48| 1.175|
|         |                                                                           | %   | 19.9| 37.5| 21.2| 13.8| 7.6  |
| 39      | The students keep on trying, although the task is difficult.             | f   | 155| 347 | 160 | 89  | 26   | 3.66| 1.026|
|         |                                                                           | %   | 19.9| 44.7| 20.6| 11.5| 3.3  |
| 40      | The students think they will succeed because they do the assignment well. | f   | 192| 404 | 131 | 34  | 16   | 3.93| .879 |
|         |                                                                           | %   | 24.7| 52.0| 16.9| 4.4 | 2.1  |
| 41      | The students will be able to do it because the teacher has modelled it.  | f   | 211| 422 | 110 | 27  | 7    | 4.03| .796 |
|         |                                                                           | %   | 27.2| 54.3| 14.2| 3.5 | .9   |
| 42      | The students think that they are able to do it because teachers have told them that they are good students. | f   | 215| 434 | 74  | 34  | 20   | 4.02| .883 |
|         |                                                                           | %   | 27.7| 55.9| 9.5 | 4.4 | 2.6  |
| 43      | Sometimes the students start to feel excited about doing their work.     | f   | 275| 372 | 76  | 36  | 18   | 4.09| .915 |
|         |                                                                           | %   | 35.4| 47.9| 9.8 | 4.6 | 2.3  |
| 44      | The students think that it is important for them to complete the work on their own. | f   | 234| 327 | 164 | 30  | 22   | 3.93| .958 |
|         |                                                                           | %   | 30.1| 42.1| 21.1| 3.9 | 2.8  |
| 45      | The students believe that working well with their classmates is important for them. | f   | 230| 356 | 160 | 16  | 15   | 3.99| .871 |
|         |                                                                           | %   | 29.6| 45.8| 20.6| 2.1 | 1.9  |
| 46      | The students struggle and work hard so they can feel good about themselves. | f   | 274| 315 | 88  | 67  | 33   | 3.94| 1.091|
|         |                                                                           | %   | 35.3| 40.5| 11.3| 8.6 | 4.2  |
| 47      | The students avoid making too great an effort; they think they will feel bad about themselves if they fail. | f   | 158| 281 | 184 | 105| 49   | 3.51| 1.143|
|         |                                                                           | %   | 20.3| 36.2| 23.7| 13.5| 6.3  |
| 48      | The students avoid trying so hard because they are scared of failure.     | f   | 157| 227 | 171 | 184| 38   | 3.36| 1.185|
|         |                                                                           | %   | 20.2| 29.2| 22.0| 23.7| 4.9  |
| 49      | The students concentrate fully on their tasks to complete the task in time. | f   | 194| 328 | 142 | 88  | 25   | 3.74| 1.054|
|         |                                                                           | %   | 25.0| 42.2| 18.3| 11.3| 3.2  |
| 50      | When the task is difficult, the students break down the task into smaller, easier parts. | f   | 219| 327 | 87  | 122| 22   | 3.77| 1.107|
|         |                                                                           | %   | 28.2| 42.1| 11.2| 15.7| 2.8  |
| 51      | The students will try new strategies to succeed and to complete the task. | f   | 181| 311 | 156 | 98  | 31   | 3.66| 1.084|
|         |                                                                           | %   | 23.3| 40.0| 20.1| 12.6| 4.0  |
|         | Average                                                                  |     |     |     |     |     | 3.87| .542|

Table 3 explores the results of activity-based teaching and students’ learning strategies. The finding showed that the mean score for all items represented a high level of activity-based teaching and students’ learning strategies. The major goal of the students was to really understand what they had to do (M=4.24, SD=.813). The goal of the students was to show the teacher that they were good students (M=4.24, SD=.850). It was important for the students to be interested in what they were doing (M=4.21, SD=.858). The students talked with each other through the steps as they were working (M=4.21, SD=.828). The students sometimes feel great after they have done it (M=4.18, SD=.884). The students were confident about doing it well before they began the activity (M=4.11, SD=.890). Sometimes the students start to feel excited about doing their work (M=4.09, SD=.915). They think that if they succeed in doing it well, it is because the teacher usually explains things well (M=4.07, SD=.834). The students think their work will look like at the end (M=4.04, SD=.952). The students think they will
do it well (M=4.03, SD=.861). The students will be able to do it because the teacher has modelled it (M=4.03, SD=.796). The students think that they were able to do it because teachers have told them that they were good students (M=4.02, SD=.883). The students believe that working well with their classmates was important for them (M=3.99, SD=.871). The students struggle and work hard so they can feel good about themselves (M=3.94, SD=1.091). The students think that it was important for them to complete the work on their own (M=3.93, SD=.958). The students begin the activity by identifying their goals (M=3.88, SD=.999). When the task was difficult, the students broke down the task into smaller, easier parts (M=3.77, SD=1.107). They make a plan about the assignment how they will complete it (M=3.72, SD=1.023). The students try different ways to do it if they feel things are not going well (M=3.78, SD=1.073). The students kept on trying even if the task was difficult (M=3.78, SD=1.086). The students concentrate fully on their task to complete the task in time (M=3.74, SD=1.054). The students think if they have done the activity well, it was due to their ability (M=3.72, SD=.988). They think the teacher will be disappointed if they do not work hard (M=3.66, SD=1.188). The students kept on trying, although the task was difficult (M=3.66, SD=1.026). The students will try new strategies to succeed and to complete the task (M=3.66, SD=1.084). The students think that if they have done it poorly, it was due to how much effort they used (M=3.65, SD=1.098). The students think that if they do the activities well, it is because they are lucky (M=3.59, SD=1.226). The students struggle and work hard so they can feel good about themselves (M=3.51, SD=1.143). Sometimes, the students feel unhappy about their performance (M=3.48, SD=1.175). The students avoided trying so hard because they were scared of failure (M=3.36, SD=1.185).

Table 4. Compare the Perceptions of Male and Female Teachers about the Implementation of Activity-Based Teaching and Teaching-Learning Strategies used in Activity-Based Teaching

| Variables                        | Gender | N   | Mean  | SD    | 't'   | df  | 'p'   |
|----------------------------------|--------|-----|-------|-------|-------|-----|-------|
| Implementation                   | Male   | 265 | 95.36 | 18.97 | 3.904 | 775 | .000***|
|                                  | Female | 512 | 99.37 | 17.74 |       |     |       |
| Teaching Learning Strategies     | Male   | 265 | 104.18| 20.58 | 3.378 | 775 | .001**|
|                                  | Female | 512 | 107.80| 17.55 |       |     |       |
| Overall Activity Based Teaching  | Male   | 265 | 99.77 | 19.77 | 3.641 | 775 | .000***|
|                                  | Female | 512 | 103.58| 17.64 |       |     |       |

*p < 0.05

Above Table 5 shows that the t value (3.641) was significant at p <0.05 for the overall activity-based teaching subscale, hence the female teachers’ (M = 103.58, SD = 17.64) were better in activity-based teaching as compared to male teachers’ (M = 99.77, SD = 19.77). The analysis regarding the activity-based teaching factors revealed that the t value of ‘implementation’ (3.904) and ‘teaching-learning strategies’ (3.378) were significant at p <0.05. Therefore, it is concluded that female teachers were more sensitive in the implementation of teaching-learning strategies in activity-based teaching as compared to male teachers’.

Table 5. Compare the Perceptions of Urban and Rural Area School Teachers about the Implementation of Activity-Based Teaching and Teaching-Learning Strategies used in Activity Based Teaching

| Variables                        | Locality | N   | Mean  | SD    | 't'   | df  | 'p'   |
|----------------------------------|----------|-----|-------|-------|-------|-----|-------|
| Implementation                   | Urban    | 199 | 82.08 | 10.118| 4.176 | 775 | .000***|
|                                  | Rural    | 578 | 78.37 | 10.471|       |     |       |
| Teaching Learning Strategies     | Urban    | 199 | 123.85| 14.098| 3.418 | 775 | .001***|
|                                  | Rural    | 578 | 118.94| 17.571|       |     |       |
| Overall Activity Based Teaching  | Urban    | 199 | 205.93| 21.508| 3.998 | 775 | .000***|
|                                  | Rural    | 578 | 197.28| 26.359|       |     |       |

*p < 0.05
Above Table 6 shows that the t value (3.998) was significant at p <0.05 for the overall activity-based teaching subscale, hence the urban area school teachers’ (M = 205.93, SD = 21.508) were better in activity-based teaching as compared to rural area school teachers’ (M = 197.28, SD = 26.339). The analysis regarding the activity-based teaching factors revealed that the t value of ‘implementation’ (4.176) and ‘teaching-learning strategies’ (3.418) were significant at p <0.05. Therefore, it is concluded that urban area school teachers were more agreed in implementation of teaching-learning strategies in activity-based teaching as compared to rural area school teachers’.

Discussion

The purpose of the study was to explore the teachers’ perceptions of activity based teaching at the primary school level in Punjab, Pakistan. The major objectives of the current study were to find out the teachers’ perceptions about the implementation and teaching-learning strategies used in activity-based teaching at the primary school level. Findings of the current study favour that activity-based teaching is necessary for primary classes as the activities used in classes are very interesting and make the learning process enjoyable. Another important role that students play in the classroom when implementing activity-based teaching is to explain to each other and help their lower-level classmates. Similarly, Azuka (2013), in her study of activity-based teaching strategies in classrooms, found that students understood the concepts and registered higher retention rates when they actively participated in lessons.

The first objective of the study was to find out the teachers’ perceptions about the implementation of activity-based teaching at the primary school level; findings related to the said objective indicated that the activities used in the lessons are enjoyable and participation in the activities during the lesson ensures the comfort of teachers and students. The number of activities that teachers implemented in their lessons has increased apparently since the new curriculum was put in action. Teachers are agreed that more in-service training should be organized to provide with necessary knowledge, skills and experience to prepare various activities in their lessons. The results of the study show that the new curriculum places great importance on activity-based teaching in lesson planning. This study including everything, assimilating information, writing exercises that help the student react to the lesson material, starting more complex group lessons, and applying real-life situations. The findings are inconsistent with the literature (Mehmood & Kanwal, 2021; Hall, Kellar & Weinstein, 2016) on the risks that students engage in activity-based learning while conducting this study; researchers have never found that students are willing to take risks and engage in active learning. This is due to the small number of students in the class (comparatively) and the fact that this experiment was conducted on students, so they are not afraid to participate because they know each other very well.

The second objective of the study was to identify the teaching-learning strategies used in activity-based teaching; findings related to the said objective indicated that the students begin the activity by identifying their goals and make a plan to complete the assignment, and they are confident about doing the activity. Teachers are agreed that the students sometimes feel great after they have done the activity, and they take more interest in further activities. The students try different ways to do the activity, and they keep on trying even the task is difficult. The students think that they were able to do it because teachers have told them that they were good students. The students believe that working well with their classmates is important for them to complete the task in time. Both teachers and students play an important role in activity-based teaching. The teacher must be open-minded, answer students’ questions and respond to students’ needs. Students express themselves in activity-based teaching by gathering information to defend and explain their ideas to others and participating in group discussions and debates with classmates. The characteristics of a modern teacher in action-based learning are friendship, good communication, support, and a love of the subject. These results are supported by the findings of Hung, Jonassen and Liu (2008), Schmidt and van der Molen (2001) and Schmidt et al. (2006), Thornton (2001), Schmidt and van der Molen (2001) and Schmidt et al. (2006).

Conclusion

It is concluded that activity-based teaching is necessary for primary classes. The activities used in class are very interesting and enjoyable. Students’ participation in the class activities makes the teacher comfortable.
Teachers receive adequate feedback on the answers to questions the student’s raises in class. The number of activities that teachers implemented in their lessons has increased apparently since the new curriculum was put in action. The activities of teachers in the classroom have changed significantly since the introduction of the new curriculum. More service training should be provided to provide the necessary knowledge, skills and experience to prepare for a variety of activities in the classroom. The activities recommended for teachers in the textbooks are sufficient in terms of content level. Students continue to work, albeit difficult. It is due to how much effort they used. The students think that it is important for them to complete the work on their own. Activity-based teaching encourages children to be creative in expressing their knowledge. This method of learning allows students to express what they have learned both verbally and verbally. Activity-based teaching encourages children to take responsibility for their own learning experiences, and group-based activities also help students develop teamwork and social skills. These skills will be very important later in their work and social life. When children put pencils on paper, they do not always understand the importance of learning material. Activity-based teaching helps children understand the importance of learning material “in real life” by encouraging them to explore and solve real problems and scenarios. It is concluded that female teachers were more agreed about the implementation of teaching-learning strategies in activity-based teaching as compared to male teachers. Urban area school teachers were more agreed about the implementation of teaching-learning strategies in activity-based teaching as compared to rural area school teachers’.

**Recommendations**

On the basis of the results of the current study following steps are recommended to be taken in this regard. Interesting and enjoyable activities should be included in the class with the involvement of the teachers. Teachers trainings should be organized to teach activity-based teaching quarterly a year. Implementation of the activities based teaching must be kept under a proper check and balance. A survey must be conducted on the output of each activity-based learning. Teachers and researchers should be encouraged to develop new and effective activities, and they must be kept dynamic. Male and female gender teachers should develop activities for both gender students. Teachers should be discouraged who avoid being involved in activity-based teaching. To reform the primary curriculum of teachers’ training schools, it is imperative to improve the awareness and knowledge of teacher trainees in activity-based teaching methods. Workshops and seminars should be organized for the training and re-training of teachers on using activity-based teaching methods in primary classes. Primary schools should have periods with enough time allocation to accommodate the use of activity-based teaching in the classroom. It is also recommended to get the service of an extra teacher to support the primary school teacher in implementing the activity-based teaching-learning process in the classroom.
References

Anwer, F. (2019). Activity-Based Teaching, Student Motivation and Academic Achievement. *Journal of Education and Educational Development, 6*(1), 154–170.

Arends, R. I. (2004). *Learning to teach* (6th ed.). New York: McGraw Hill Company.

Azuka, B. F. (2013). Activity-based learning strategies in the mathematics classroom. *Journal of Education and Practice, 4*(13), 8–14.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing, 17*(2), 102–118.

Churchill, D. (2003), *Effective design principles for activity-based learning: The crucial role of ‘learning objects’ in science and engineering education*. Paper Presented at the Ngee Ann Polytechnic, 2.

David, S. O. (2007). A Task-Centered Instructional Strategy. *Journal of Research on Technology in Education*, *40*(1), 5–22. [https://doi.org/10.1080/15391523.2007.10782493](https://doi.org/10.1080/15391523.2007.10782493).

David, S. O. (2007). Effects of Activity-based teaching method on the academic achievement of slow learners in chemistry at the senior secondary school level (Unpublished Med. Thesis). Department of Education (Science) of the Faculty of Education, Ahmadu Bello University, Zaria.

Federal Ministry of Education. (2004). *National Policy of Education*. Lagos Federal Government Press.

Felder, R. M., & Brent, R. (2005). No.5 The Intellectual Development of Science and Engineering Students: In Modes Challenges. *Journal of Engineering Education, 93*(4), 269–278.

Hall, D. C., Kellar, G. M., & Weinstein, L. B. (2016). The impact of an activity-based learning environment and grade point average on student final course grade in an undergraduate business statistics class. *Academy of Educational Leadership Journal, 20*(1), 50–64.

Hung, W., Jonassen, D. H., & Liu, R. (2008). Problem-based learning. In D. H. Jonassen (Ed.), *Handbook of research on educational communications and technology* (3rd edition). Mahwah, NJ: Lawrence Erlbaum Associates.

Hussain, S. (2004). *Comparison of traditional and super-learning techniques for teaching science at elementary level* (Unpublished Ph.D. thesis). University of Arid Agriculture, Rawalpindi, Pakistan.

Khan, S. A. (2008). An experimental study to evaluate the effectiveness of cooperative learning vs. traditional learning method (Unpublished Ph.D. thesis). International Islamic University, Islamabad.

Lebuffe, S. (1994). Problem-based learning: what and how do students learn? *Educ. Psychol. Rev., 16*(3), 235–266.

Mahmood, M. K. (2004). *A comparison of traditional method and computer assisted instruction on students’ achievement in general-science* (Unpublished Ph.D thesis). Institute of Education and Research, University of Punjab, Lahore.

Marie, V. J. (1994). *An Assessment of the need for Training to Incorporate Religious/Spiritual Values In Psychotherapy* (Doctoral dissertation), Indiana University of Pennsylvania.

Mehmood, K., & Kanwal, W. (2021). Implementation of activity based teaching at primary level: A theoretical perspective. *Pakistan Journal of Educational Research, 4*(1).

Noreen, R., & Rana, A. M. K. (2019). Activity-Based Teaching versus Traditional Method of Teaching in Mathematics at Elementary Level. *Bulletin of Education and Research, 41*(2), 145–159.

Oxford, R., & Crookall, D. (1990). Vocabulary Learning: A Critical Analysis of Techniques. *TESL Canada Journal, 7*(2), 09–30. [https://doi.org/10.18806/tesl.v7i2.566](https://doi.org/10.18806/tesl.v7i2.566).

Saifdar, M. (2007). *A comparative study of Ausubelian and traditional methods of teaching physics at secondary school level in Pakistan* (Unpublished PhD dissertation). National University of Modern Languages, Islamabad.

Schmidt, H. G. & van der Molen, H. T. (2001). Self-reported competency ratings of graduates of a problem-based medical curriculum. *Acad. Med.*, *76*(5), 466–468.

Schmidt, H. G., Vermeulen, L., & van der Molen, H. T. (2006). Long-term effects of problem-based learning: a comparison of competencies acquired by graduates of a problem-based and a conventional medical school. *Med. Educ.*, *40*(6), 562–567.

Shaibu, A. A., & Mari, J. S. (2002). Development and standardization of an instrument for assessing students’ acquisition of science process skills in integrated science at the junior
Thornton, K. R. (2001). *Teaching Physics Concepts with Activity-based Learning*, University of Wisconsin-Madison 
http://www.wcer.wisc.edu/nise/jl/on03Dec,2011.

Yadav, P. (2015). Effect of Using Activity Based Teaching on Achievement of Students in Mathematics at Primary Level. *International Journal of Advanced Research in Education & Technology (IJARET)*, 2(4), 157–159.