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

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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 (Safdar, 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 Merrill (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 vonErden (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 recourses 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,

biology, and the general sciences, but no research has been conducted on the application of activity-based teaching at the primary school level. Anwer (2019) said that activity-based teaching provides many benefits for both primary school teachers and students, such as strengthening lesson content, developing team-building skills, increasing student respect, encouraging learning to participate and problem-solving. It helps to strengthen students' communication to facilitate the practical application of course content to increase communication with various teaching materials. In the context of Pakistan, Priya (2015) recommended that primary school teachers be instructed in textbooks because they were unaware of activity-based teaching methods. Uncertainty of teachers, lack of financial resources, problems with teaching, anxiety, lack of time, lack of training, proper scheme, lack of AV assistants and dependence on textbooks of educational origin affect their participation (Lebuffe, 1994). It encourages me to do this research. As teaching methodologies act as a bridge between his/her teaching and students, learn in minimizing the learning gap and improving the quality of teaching. It also helps to enhance the learning proficiency of students (Bitchener, 2008).

In view of this, the researcher conducted a study on the teachers' perceptions of activity-based teaching at the primary school level in Punjab, Pakistan. It is to be mentioned here that no adequate research has been found in Pakistan on the implementation of activity-based teaching at the primary school level in Punjab, Pakistan. This study will be helpful for teachers to improve their teaching methods and curriculum designers as well as curriculum developers in developing curriculum at the primary level. The study's objectives were as follows:

1. To find out the teachers' perceptions about the implementation of activity-based teaching at the primary school level.
2. To identify the teaching-learning strategies used in activity-based teaching.
3. 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.
4. 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.

Research Methodology

Nature of the study was descriptive quantitative, while the survey method was used to gather information from the primary school teachers. Total 39,242 primary schools and 259,476 teachers who are teaching in primary schools of four districts, i.e. Bahawalpur 1,261 schools and 9,764 teachers, Rahim Yar Khan 1,976 schools and 10,166 teachers, Multan 911 schools and 8,211 teachers and Bahawalnagar 1,623 schools and 9,154 teachers were the populations of the study. Total 200 primary schools and 800 teachers participated in this study. A multi-stage random sampling technique was used to gather information from the target population. In light of the extensive literature review and objectives of the study, the research tool was developed. The questionnaire was used as a tool to identify the teachers' perceptions of activity based teaching. The research 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 Chronbach 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
		%	74.5	20.5	4.4	.3	.4		
2	The activities used in class are very interesting.	*f*	382	343	23	21	8	4.38	.762
		%	49.2	44.1	3.0	2.7	1.0		
3	The activities used in class are enjoyable.	*f*	296	365	78	28	10	4.17	.845
		%	38.1	47.0	10.0	3.6	1.3		
4	Participation in the activities during class makes the teacher uncomfortable.	*f*	102	108	124	216	227	2.54	1.379
		%	13.1	13.9	16.0	27.8	29.2		
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
		%	35.5	40.4	15.1	6.8	2.2		
6	I think that activities could be done in any size class.	*f*	229	319	140	60	29	3.85	1.048
		%	29.5	41.1	18.0	7.7	3.7		
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
		%	26.4	49.0	11.8	10.2	2.6		
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
		%	31.7	51.1	14.3	2.2	.8		
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
		%	29.9	45.4	18.3	5.0	1.4		

Item No.	Statement		SA	A	UD	DA	SDA	M	SD
10	Activities I started implementing in my lesson plans with the new curriculum made students more interested in the lessons.	*f*	355	337	48	31	6	4.29	.814
		%	45.7	43.4	6.2	4.0	.8		
11	I can implement activities in the anticipated number, type and content as indicated in the new curriculum.	*f*	217	392	119	20	29	3.96	.933
		%	27.9	50.5	15.3	2.6	3.7		
12	I have enough resources to implement activities in my lessons.	*f*	189	309	185	75	19	3.74	1.010
		%	24.3	39.8	23.8	9.7	2.4		
13	The activities recommended to teachers on textbooks are sufficient in terms of content, level and aim.	*f*	161	394	144	61	17	3.80	.930
		%	20.7	50.7	18.5	7.9	2.2		
14	I spend much more time preparing activities for my lessons tool.	*f*	153	377	119	95	33	3.67	1.056
		%	19.7	48.5	15.3	12.2	4.2		
15	I have use information technologies more frequently to prepare activities for my lessons.	*f*	202	315	152	64	44	3.73	1.106
		%	26.0	40.5	19.6	8.2	5.7		
16	I can evaluate and assess the students' performance sufficiently after each activity.	*f*	374	346	30	21	6	4.37	.751
		%	48.1	44.5	3.9	2.7	.8		
17	I implement many activities in lessons without having proper planning and preparation.	*f*	154	333	99	142	49	3.52	1.180
		%	19.8	42.9	12.7	18.3	6.3		
18	More in service trainings should be organized to provide with necessary knowledge, skills and experience to prepare various activities in lessons.	*f*	317	334	82	32	12	4.30	2.725
		%	40.8	43.0	10.6	4.1	1.5		
19	The new curriculum places great importance on activity based teaching in lesson planning.	*f*	283	399	49	29	17	4.16	.865
		%	36.4	51.4	6.3	3.7	2.2		
20	I get sufficient knowledge and skills from the training to implement activities in my lessons.	*f*	340	345	34	26	32	4.20	.972
		%	43.8	44.4	4.4	3.3	4.1		
	Average							.396	.524

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*=.605). The activities used in class were very interesting (M=4.38, SD=.762). They can evaluate and assess the students' performance sufficiently after each activity (M=4.37, SD=.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=.814). They get sufficient knowledge and skills from the training to implement activities in their lessons (M=4.20, SD=.972). The activities used in class were enjoyable (M=4.17, SD=.845). The new curriculum places great importance on activity-based teaching in lesson planning (M=4.16, SD=.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=.763). I receiving adequate feedback on their answers to questions the students raise in class (M=4.00, SD=.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=1.010). They have use information technologies more frequently to prepare activities for their lessons (M=3.73, SD=1.106). They spend much more time preparing activities for their lessons tool (M=3.67, SD=1.056). Many implement activities in lessons

without having proper planning and preparation (M=3.52, SD=1.180). Results of these statements explored that teachers of primary schools had a high level of activity-based teaching. The finding showed that the means score for 1 item (item no. 4) represented a medium level of activity-based teaching. Participation in the activities during class makes the teacher uncomfortable ($M = 2.54$, $SD = 1.379$). Table 1 shows the results that nineteen variables of teaching, which were the source of activity-based teaching was measured in the present study and found that teachers were mostly activity-based teaching. Teachers tend to satisfaction with these activity-based teaching that these variables motivated them.

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.	f	212	366	114	61	24	3.88	.999
		%	27.3	47.1	14.7	7.9	3.1		
22	They make a plan about the assignment how they will complete it.	f	165	364	143	76	29	3.72	1.023
		%	21.2	46.8	18.4	9.8	3.7		
23	The students are confident about doing it well before they begin the activity.	f	280	371	65	54	7	4.11	.890
		%	36.0	47.7	8.4	6.9	.9		
24	The students think they will do it well.	f	231	395	98	46	7	4.03	.861
		%	29.7	50.8	12.6	5.9	.9		
25	The students sometimes feel great after they have done it.	f	314	348	69	33	13	4.18	.884
		%	40.4	44.8	8.9	4.2	1.7		
26	They think the teacher will be disappointed if they do not work hard.	f	203	310	115	95	54	3.66	1.188
		%	26.1	39.9	14.8	12.2	6.9		
27	It is important for the students to be interested in what they are doing.	f	326	337	74	31	9	4.21	.858
		%	42.0	43.4	9.5	4.0	1.2		
28	The major goal of the students is to really understand what they have to do.	f	328	350	68	23	8	4.24	.813
		%	42.2	45.0	8.8	3.0	1.0		
29	The goal of the students is to show the teacher that they are good students.	f	330	354	54	26	13	4.24	.850
		%	42.5	45.6	6.9	3.3	1.7		
30	The students talk with each other through the steps as they are working.	f	308	373	60	25	11	4.21	.828
		%	39.6	48.0	7.7	3.2	1.4		
31	The students imagine what their work will look like in the end.	f	269	351	91	50	16	4.04	.952
		%	34.6	45.2	11.7	6.4	2.1		
32	The students try different ways to do it if they feel things are not going well.	f	202	350	107	88	30	3.78	1.073
		%	26.0	45.0	13.8	11.3	3.9		
33	The students keep on trying even if the task is difficult.	f	222	302	137	90	26	3.78	1.086
		%	28.6	38.9	17.6	11.6	3.3		
34	The students think if they have done the activity well, it is due to their ability.	f	165	343	172	78	19	3.72	.988
		%	21.2	44.1	22.1	10.0	2.4		
35	The students think that if they have done it poorly, it is due to how much effort they used.	f	189	285	175	97	31	3.65	1.098
		%	24.3	36.7	22.5	12.5	4.0		

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 imagine what 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 sown (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* = 26.359). 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

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