ROLE OF ACTIVITY BASED TEACHING IN LEARNING

A CASE OF SELECTED PRIVATE AND PUBLIC SCHOOLS IN ISLAMABAD

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CERTIFICATE

This is to certify that this thesis entitled: **"Role of Activity Based Teaching in Learning-A Case of Selected Private and Public Schools in Islamabad"** submitted by **Amna Batool** is accepted in its present form by the PIDE School of Social Sciences, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Public Policy.

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Dedicate

To

My Beloved Family

To my loving Parents, siblings, and my friend Sana Gull, who bestowed

pearls of wisdom upon me and lead me down the path of spiritual and personal

enlightenment in this world and the next.

&

My Honorable Teachers

Who educate me and made me believe that I can do everything.

Acknowledgement

"All praises for Almighty Allah, who enables us to know about certain unknown things in the universe and helps us to overcome many difficulties"
"All respect for Holy Prophet Muhammad (PBUH) who clearly mentioned the difference of right and wrong path, to ensure the success in our lives"

After ALLAH, I wanted to acknowledge parents for this thesis. They believed and supported at each phase of education from beginning until now. It was their trust that encouraged working hard and complete dissertation. Also, wanted to acknowledge other family members too who helped in fulfilling educational purposes.

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ABSTRACT

Activity based learning as an effective learning method which develops the student skills like motor skills, cognitive skills, and intellectual skills. Primary level is the most important stage for children development. That is why the role of teachers and schools is very important. Earlier people used the traditional method of teaching children in which the learning skills of the children were not developed well. At that time, the teaching style started to change and the activity based learning (ABL) method started to be used. In this enduring study researcher has given some tips on how to improve the practice of ABL method in primary schools. This study used a qualitative approach by using convenience sampling technique and data was collected by interviewing 60 participants in which 30 were parents and 30 were teachers from 10 different public and private schools because teachers and parents both play a vital role in children development. The results indicate that the most of the schools are just good at learning by rote and memorization method and teachers are using medieval teaching techniques. The teachers teach an entire lesson to the students without having a discussion or session of questioning with them. The teaching-learning process is absolutely one sided in these schools. Teachers are not concerned about the conceptual understanding of the students. There is an immense lack of practical work, critical thinking, creative activities, motivation, cooperation, class presentations, oral testing, multimedia, dramatic and sports activities in these schools. The Students are neither given adequate opportunities, nor are they encouraged to participate in extracurricular activities. These things are neither mandatory, nor graded here. There is no effort regarding developing creative skills in the students. The class presentations are not mandatory, and no teacher takes them. The schools are not provided with sports equipment. Students should be encouraged to work in groups. However, duty of teacher is to make groups carefully or to mix the weak and intelligent students in small groups. It is important to highlight the fact that teachers role in activity based teaching method is different from the role they play in traditional teaching method of teaching.

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INTRODUCTION

Education is the process of receiving or giving systematic instruction, especially at a place of designated learning like a school or college. It is an enlightening experience which in turns the society more productive and is a tool that aims to work side by side and provide or equips its learners with the right knowledge at the right time. This knowledge further improves the skills of a learner and has a direct impact on the employment rate and society. 'It is an act of offering, educating, obtaining information, create good thinking, basic leadership and preparing persons to adapt to change the situations in forthcoming life'. (Rizwan, 2011)

Education is the process of simplifying the act of learning, acquiring information, attaining general knowledge, and understanding ideologies and philosophies. Education is perceived as prerequisite for development. The developing countries of the world spend a larger chunk of their budget on education. The difference between the developed and underdeveloped countries is the vast gap between their spending on education and acquiring knowledge (World Bank Report, 1998-99).

Education can transform the world and any investment in education is investment in the human capital of a country. The country's wellbeing is directly related with the investment in the investment in the enhancement of human capital. Education both formally and informally transforms societies and is a source of transmission of information from one generation to the next. It is the new nation's helping hand as it gives a solid foundation for smart thinking. It is simply the process of societal change, self-discovery, or the transmission of instructive qualities to people in the future. It is a necessary aspect of life and development and designed to aid a child's development. The most important and natural thing we can do is to educate our children. According to Ahmed (2004) "Education is the understanding of mind in the operations of nature. This encompasses not just items and the abilities but also men's and their behaviours. It's not just a demands mental discipline but it also a desire to be creative."

People gain knowledgeable information, skills, conduct, ethics, and attitudes through education. It aids in the preservation of their cultural heritage and the enjoyment of their life. It also helps in the acquisition of domestic occupational skills.

Everyone nowadays recognizes the importance of education for personal development and society advancement. It not only promotes moral ideals and character development, but it also increases mental power. It is the responsibility of educationist to discover human potentials and put them to good use for the benefit of society.

Our educational system is depicted in Figure 1.1 as a series of concentric circles, with the outmost circle representing the overall framework, the second internal circle representing the institute, the thirdly inward round circle representing the schoolroom and the deepest round circle representing the learner or student. Education ideologies guide curriculum decisions and practises at all levels.
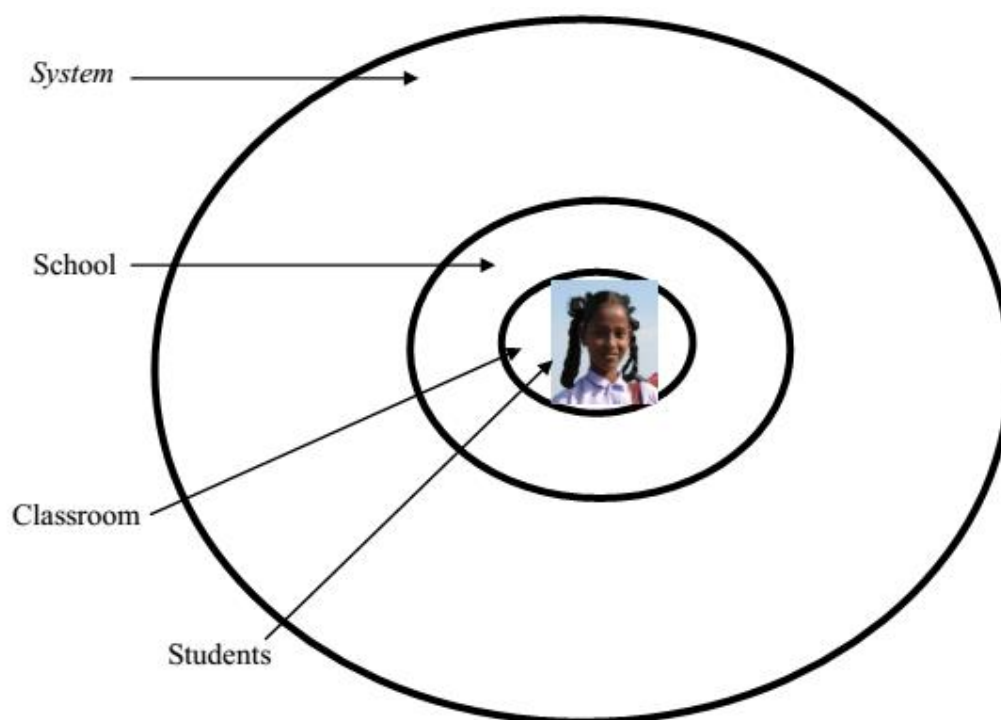
Figure 1.1   **Diagrammatic Conceptualization of Education System**

Source: (Prabha Hariharan, 2011)

The greater the number of students in a single class room with no further capacity hold any single inch is the dilemma of a public school in Pakistan where the teacher-student ratios is far much larger than the number of students per teacher in a private setup. The pupil – teacher ratio for primary and upper primary schools is laid down in the right of children to free and compulsory act, 2009. According to this act, the pupil- teacher ratio at primary level is 30:1 while at the upper primary level the ratio is 35:1. The large student-teacher ratio makes it

harder for a teacher to oversee each one of them independently with attention is this is impossible for a single teacher to look after such vast numbers in a single room. Furthermore, the role of teacher as an information giver instead of a facilitator of learning which is not fear enough with the students as they need fresh knowledge. Students are not much interested in school education due to the fear of the teacher where the teachers physically punish the students for any wrong doings which in the developed world is strictly forbidden and is considered a sin against the children. Furthermore, in many urban and rural schools have only one instructor, requiring all pupils to be grouped into one or a few classes' resultant in multi-grade classrooms.

The Education is a multi-faceted procedure and the three main components in this process that is the teacher (instructor), student (learner) and the syllabus (curriculum). The instructor is one who planned the syllabus or organizes the activities in the curriculum. It is the most effective method for the student's learning where the component of the education is explained as:

Teacher

The instructor is a part of the educational system's success. If a teacher has an elevated level of knowledge, character, and moral value, he/she may teach these traits in his students to help them succeed in life. A teacher is a person who is responsible for the knowledge which they give to the student and training of students and performs the obligation of giving education. The teacher must have been sharp, knowledgeable, and musty be competent enough to not only possess but also share this knowledge with the students. The transmission of knowledge must be in a unique and neutral way which may designed to enhance the creativity and boost the skills acquisition in the learners. Teachers should show love and respect to the students, be fair, find appropriate ways to solve problems, avoid favouritism, humiliation, painting them into a corner, avoid behaviours that damage student's self-esteem and respect, reducing their fear of making mistakes, creating an environment that enables students to show their abilities and thoughts, and show students how valuable their decisions are (Eksi, 2003)

Teachers are the central part to provide the youth with the best standards of information according to their need. That information or knowledge enables the student to build skills in a creative way. He/she plays a significant role in a student's life as well as the advancement and progress of a country. He not just imparts bookish knowledge, but they also provide those

manners and knowledge about all aspects of life. An instructor has the power to change the lives of the students. He serves as a mentor to the kids and acts as a guiding star. In all matters, students follow the professors' instructions.

The title of teacher appealed to the Holy Prophet Hazrat Muhammad (SAAW) where the kind profit has loved the title of teacher (instructor) for Himself. Every civilization has put an excellent value on teachers. He dubbed a "human soul artisan." It is critical for a teacher to feel a sense of responsibility when it comes to teaching psychologically.

The role of the teacher in the educational process was described by (Mirza, 2011) as follows: "The instructor not only imparts knowledge or information to the learners, but they also direct him in all matters. It has the potential to bring enormous success to the student's life as a result of his dedication, hard effort and skill. If an instructor is well-trained and knowledgeable in the art of teaching, he can foster true spirit in the educational process."

The teacher plays a vital role in the education. Instructors are regarded as "constructors of country," as the state futures lies in their hands. A teacher's influence lasts a lifetime. An image is created in the same way that a painter creates one. In the same way, a teacher shapes a child's personality. As a result, we can conclude that a teacher has a unique chance and a vital role to play in a child's overall development.

Learner (Student)

The student, for whom the entire educational process is designed, is the most important component in the educational process. The instructional method is intended for him. In terms of schooling, the students differ from one another. He is an active participant in the learning process. Society creates educational structures to guide students' growth and development in accordance with their unique needs, behaviours, and interests.

A learner is an important part of the nation or society. Educating a child is actually educating a whole society. The goal of society is to educate students to be good citizens who know about the rights and their duties. If we leave the kids without educating them, they could mature age-wise however their standards will not be in line with the country's social and national standards. If we didn't care of the pupils, than they learned something from their experiences and surroundings but their standard may not be up to par with what is expected because the goal of life isn't just to keep up with the connection between the spirit and the body but also to make a living and shape oneself into a valuable citizen of society and state.

Individual disparities exist among all students. They are all different in terms of age, habits, interests, behaviours, abilities, and trends. Students require education to address such diversity and social requirements.

According to (Mirza, 2011), knowing about student requirements in terms of age, capabilities, personal interests, and trends is critical for the effectiveness of the educational process. It is vital to consider his national, religious, and social demands in light of individual characteristics, nature, and capacity.

Curriculum

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. The syllabus is designed in a way to cater for the student abilities, needs and to enhance the ability of learning among the students. It is indeed the central idea in education and is a central guide for all educators. The curriculum is needed to know what is essential for learning and sharing of knowledge with the students according to their need, age and rigorous academic experience.

In a broader sense, curriculum refers to the entire educational endeavour of a school that is focused toward the growth of children. As a result, instructional activities at school cannot be considered without it. (Dash, 2007).

According to Razia 2018, it is divided into two sections:

- **Content**
- **Co-curricular activities**.

The substance of the curriculum depends on knowledge gained from many sources because of human's experiences, studies and observations. The content is supplied to the instructor and student for the purpose of learning and teaching. Exams are usually taken from the students as part of the curriculum. Depending on the result of the tests and exams the educational plan should be made and matched to student's mental capacities, requirements and interests as well as their life ideology, moral, societal, political and financial demands. Educational plan ought to provide space to adaptability and transformation to adjust to future requirements.

The second most important component of any educational programme is co-curricular activities. In the case of various educational institution activities, this plays a vital role in

growth, and the formation of student personalities. These activities have a significant impact on the student's ability to succeed in the future as well as his or her character and behaviour as a citizen. The curriculum refers to all of the experiences that students have in order to achieve their educational goals. It covers all of the learner's experiences, the inside and outside activities of the class or schools that are part of the programme.

The first few years of schooling known as primary education and the primary education is the most crucial in children's learning process. It serves as a foundation for the beginners, the school and the educational system to evaluate and grow upon. At this age, the child begins to learn, meets individuals outside of his or her family for the first time and develops some fundamental notions about life, relationships and the larger social world. Activity based teaching method is useful for children in terms of educational aids in order to promote self-learning and skills. Numerous social activities construct and stimulate the interest and involvement for the students so that they can actively participate and not become passive listeners. Today's teacher makes more efforts in the subject matter. Activity based learning provide an attractive environment for better classroom teachings (Edward 2001).

The emphasis of learning plays an important role in learner retentions. A learning method in which student is engaged properly towards its activity to improve his skills, is named as Activity based learning method. This method engages the student's attitudes toward learning. The duty of the teachers to build a strong goal and a adaptive environment to help the student to enjoy the course (Panko, 2005).

When a learner is presented with a problem-solving situation, he or she can recognise, capable of explaining and defending his or her thoughts. In the ABL approach, the instructor serves as a facilitator, creating a good environment in which students can ask questions, share personal perspectives, and critically assess the perspectives and ideas of others.

The Activity based learning (ABL)enhances such abilities in the students at primary level which not only reshape their ideas about learning and schooling but also makes the learning process an activity which makes their skills and concept clear about the material that has been taught to the students at such young level. ABL requires that children must keenly take part to carry out investigations, explore and ask the basic question about things which will further enhance and develop their curiosity. Such exploration of knowledge through such activities will make the children to suggest solutions and answers to the questions being aroused in their mind (Lai, 2008). Learning, according to (Jonassen D. , 2000), is a tremendously

complex process. Thus, a fruitful education system cannot be achieved using a single method. ABL was established on this foundation or a learning strategy that stimulates and improves learners' active engagement in learning concepts or theories through a variety of actions and the applied experiences in a variety of learning environments both on plus off campus.
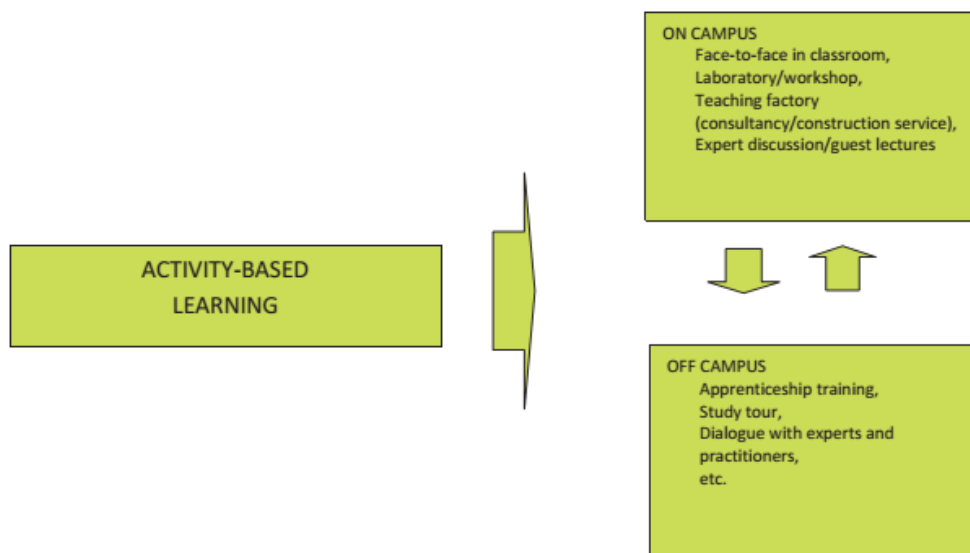

ON CAMPUS
Face-to-face in classroom,
Laboratory/workshop,
Teaching factory
(consultancy/construction service),
Expert discussion/guest lectures

ACTIVITY-BASED LEARNING

OFF CAMPUS
Apprenticeship training,
Study tour,
Dialogue with experts and practitioners,
etc.

Figure1.2 **Inside and Outside learning activities of the Campus**
Source: (Priyono, Made Wena, Boedi Rahardjo, 2017)

Activity Based learning (ABL) provides the most needed skill to the student and is consider the baseline for the enhancement in student's ability and creativity. The ABL promotes the critical thinking skills and steer the students from basic education to creativity. Students must be engaged in interactive active activities where such engagement is guaranteed in a unique fashion to use their actual potential and making them more creative. This method is actually the backbone of the Activity based learning. Hake (1998) examines the ABL and states that ABL is a cognitive-based approach to learning. The ABL in his words is a constructive way of learning. He stresses the activity bases teaching methods which in fact increase the cognitive learning and is a mix of various activities and is relevant to their everyday needs.

ABL emphasises the growth of children actively participation and the creativity in the learning process. In this scenario, ABL may provide a healthy balance of mental, physical, cognitive and emotional activity. Furthermore, the ABL anticipates a balanced and coordinated result of knowledge, attitudes, and abilities as a learning result. In other words, the ABL emphasises the significance of students' whole growth. The majority of traditional

systems only emphasise learning through memorization of supplied material. Only what pupils understand and remember is used to determine learning progress. Therefore, many students are unaware of the importance or purpose of the subject which they have studied. According to (Anandalakshmi., 2007), the textbook is replaced by cards in the ABL technique and different units of the textbooks were used to create these cards. Individual and group activities are included on these cards.

ABL is one kind of advancement that can help in improving the educational quality and students learning. (Shah, 2014). According to the (Awasthi, 2014), the Activity Based Learning can considerably increase learning worth if instructors are experienced and fully trained or to know about the ideas and application of Activity based learning.

As per (Harfield K. D., 2007), ABL should be effectively involved in real-world involvement in order to get higher-order performance like high-level problem thinking skills. The cooperation of ABL into the instructive interaction can be refined through the formation of course readings. The learning activities are tailored to the chosen learning method, strategy or model. ABL was created based on various researches that suggested that pupils' intellectual abilities may be boosted to their full potential. Learning practises can be used to help people increase their intellectual talents.

The ABL approach was designed to promote meaning-oriented learning among students. Students who are used to action based learning will have a meaning orientation, whereas content-based learners would have a reproductive orientation.

The ABL method is an instructing technique they highlights understudies' dynamic learning through an assortment of exercises to similarly foster the three spaces of learning (intellectual, passionate, and psychomotor). Activity-based learning method is the baseline of critical thinking and creative for the skills development. If students are less motivated enough to achieve their actual prospective, this method will not function properly. The most useful method to involve students in activities that are concept of complex nature to learn and achieve goals ,called as backbone of ABL. Activity based learning, improve skills utilize energy ,activate critical thinking and fulfil our desire gaps according to our need (Thayniath, 2015). ABL method is different from traditional in some ways like, active role and interest of each student in a classroom, effort of each student and collaboration among others in a specific environment. (anwer, 2019).

1.1 RESEARCH BACKGROUND

The analysis on the productive ways of education has exhibited from number of years, the rebuke practice prevails where efficacy of pupils is complaint. In an aged lore, the pedagogue organized whole instructing stuff for their pupils who had finite or just slight venture orientate behaviour. The aim of the instructor was to just convey rebuke, as the involvement of pupils was complaint, the main goal of teacher was that the pupils should participate into the discourse at highest extent. But it was pointed out that the feedback of pupils in terms of participation was not remarkable or not even satisfactory (Johnson, 2005).

Activity Based Learning was first introduced by David Horsburg in 2003, where he was an Englishman and a Royal Air Force officer, the pioneer of Activity based learning. First time he introduced this method in India after the end of World War-II. After world war he came back and worked twenty years in schools. He wants to change traditional educational system because in that time the teaching only relay on books or lectures and this is so boring. He opened his school in Kolar district Neel Bagh. He changes the curriculum from books to other activity like games, music, gardening, sewing, carpentry and includes this in school subjects or also part of education system.

David Horsburgh also arranged and accomplished a rigorous and exclusive course for teacher. He provide theoretical material to trainees ,which than can be utilized or setup at different parts of the countries in the form of small hold schools .the trainee should give several hours to craft work as an main part of syllabus .the material was used in schools and build-up by teachers as an important tool for students learning (rajesh, 2017).

Activity method is a tool adopted by teachers to put their students towards learning, improving his or her skills, and to improve or develop efficient experiences in learning. In this method learning by doing is the key objective where student grow his skills and education more successfully, and it is well focussed that doing by learning stimulate the senses and a person learns more and retains it longer. Many developing countries like Bangkok, china, India, Thailand etc. adopt this method in the past and their education level is now growing very fast.

It is now necessary to inspect or explore the execution of action-based learning attitude in Pakistani's educational institutions. According to the (Lai 2008), numbers of students are impacted by the course where it is essential to cram the stuff. Also, students are instructed in

overflowing study halls where cross-examination is not possible. For that, our specialists analytically realised the importance of the strategy that could be helpful to lighten up the internal skills of the students. As such, activity learning is an instructing approach that is focused on in class activities and out of the class exercises, which helps learners in accomplishing their objectives, acquiring esteem, mentality, information, and abilities encouraging their intellectual, full of feeling and engine abilities and completing learning through doing.

1.2 Problem Statement

This research aimed at determining the effectiveness of activity-based learning techniques and to determine whether the collectively impact of ABL techniques is different from partial ABL method. The ABL approach has multi-dimensional effects not only on student's motivation but also on the academic success of the learners.

In all levels, the Primary level is most important stage in which students are completely depended on their teachers. The days are the initial learning building lines of a student. At this level, student developed their skills like motor skills, cognitive skills, intellectual skills, psychomotor and these skills are further developed through ABL methods. Our schools are facing constant barriers at the primary level in adapting activity-based learning in teaching methodologies for the promotion of student's development growth, which needs to be explored.

Now a day, developing countries are focusing on child concept development by using different activity methods. It is the most important responsibility for effective teaching skills to give them a comfort zone or engage them in learning process by different innovating things. This is the high time to bring change in the educational system by polishing student's skills for the betterment of their and country's future that is why this research was designed to measure or access the role of ABL technique on the student's motivation levels and their academic excellence.

1.3   Literature Gap

The cooperative learning, critical thinking, project based learning are include in learning method and these were the apart of Activity based learning because of method was similar but instructors introduced or innovate the new activities or method of learning according to necessity, when they feel or realized the faintness of learners they are important for teacher to

started to find out the solutions and one way or the other started using activity based learning method (Hopkins & Harris, 2000). The different researchers were done their research separately to examine the impact of these techniques (practical learning, critical thinking cooperative learning) on Activity based learning. However, this

research aimed at determining the effectiveness of activity-based learning techniques and to determine whether the collectively impact of ABL techniques is different from partial ABL method and what are the barriers in adopting the activity-based learning techniques in primary school.

1.4 Objectives of the Study

➢ To explore the role of collective Activity based learning techniques on the children development skill.
➢ To explore whether the collective technique is different from the partial technique.

1.5 Research Question

1. What are the barriers in adopting the activity-based learning techniques in primary school?

1.6   Significance of the study

The basic idea of conducting this study is to improve our education system and put more focus on children development and learning. The activities from this study could be used as tools to motivate student's learning without hindrances like anxiety and shyness in the classroom or schools. The ABL method is being used in many schools but there are some issues in this field. This research will help you to get better by triggering points.

Chapter 2

LITERATURE REVIEW

In Pakistan, educational institutes are divided into different sections like primary, middle, higher, non-formal, formal, training institutions and universities. As per article 25th of the constitution of the Islamic republic of Pakistan "The State shall provide free and compulsory education to all the children between the ages of five to sixteen years in such manner should determine by law."

(Prince, 2004), differentiates the new Activity based teaching method from the traditional by two different points. First, students are made to take and play active role in the learning process and secondly the collaboration amongst the learners. (Higgins, 1977),quotes the ABL methods as in their words "students is actively involved in doing something or in seeing something done". The frequent use of manipulative materials in the learning process differentiates the Activity Method from the customary way of teaching (Jonassen D. H., 2003). "Activity Based learning helps students to build mental model which makes the learners able for higher order performance such skills through the methods which enhances their skills of applying such tools and shaping their abilities in improving skills". (Churchill, 2003)

Singh (2015) states that using this method one can easily teach a concept, and students' learning is enhanced, and concrete learning occurs. Different scholars suggest that Activity Based Learning (ABL) techniques have a very long- lasting and positive influence on students. Shaheen, Shah, and Naqeeb (2019) pointed out that when we use the experience-based learning framework, then our students become more active and progressive. They become more responsible towards their learning. They live in the real-life world and relate to things around them. This approach is considered much productive. Many types of research emphasized this learning approach. Now, after a long time, the educational institutions of Pakistan realized the importance of activity- based teaching and now the departments are developing activity-based learning material (Shaheen & Kayani, 2017).

In educating method, the lecture method is the essential method and mostly relies upon the rationality of idealism. The teacher talks where the students are supposed to note down the lecture. In this method the students remain passive or inactive. At the school and college

level, lecture technique has been used mostly. The proficiency depends on the communication ability of the instructor. According to (Zubair, 2012), "A lecture method is defined as an interaction by which learning material is transferred from teacher notebook to student notebook without going through whichever". In the lecture technique instructor should prepare a lesson on a point and convey it to the class. The role of the student in lecture method is to pay attention to the instructor, take notes and list down issues.

According to (hamid, 2003) the concept modelling in primary level education is of dire importance as it is the basic nursery for all such newcomers who have just joined the world of learning. Making them part of the process will make them not only to learn more effectively but such young children will love to attend the school rather on goes on skipping the school days. The dawn of new century has put forth some new rules for education and the public and private sectors in the field are working to adopt many such new tools that enhance the teaching process not relying mostly on the traditional methods of sticking to the classrooms and course materials.

Activity based teaching method is not limited to one country. In a lot of countries like India, Thailand, U.K teachers resort to this method. A Chinese philosopher and politician named Confucius wrote a famous line which summarizes the importance of activity-based learning *''Tell me and I will forget, show me and I may remember; involve me and I will understand''*. This quote puts emphasis on the perquisites of learning by doing. The activity-based Teaching method permits the students to get involved in their learning. This method encourages each and every student to participate in activities put forward by the teacher. The teacher's role changes with this method. His role is to prepare the activities, to help the students as a guide and to monitor them. With this method, the teacher's speaking time reduces profoundly which leads to a tremendous increase in the speaking time of students.

In the state of Tamil Nadu, the activity-based learning method of instruction in elementary schools was introduced as an innovation by the Sarva Shiksha Abhiyan of Tamil Nadu to improve the teaching methods in schools and promote universal education in India than this ABL method proposes to enable students to learn at their own pace and engage in self-learning, group learning and mutual learning to a greater extent.

In Turkey, instead of traditional approach, constructivist approach and teaching methods come to the fore. However, most of teachers who conduct the teaching process may prefer to use traditional teaching methods which are still habits due to the crowded classes, limited

time, material inadequacy and inadequate facilities. After the students receive this information, they are led to repeat these via questions related to the subject. Solution to the questions is created beforehand and they have only one answer. A student who provides or finds this answer is academically successful. In an environment of such an approach, students are passive receivers (Olkun & Ucar, 2014).

As far as (stoblein, 2009) is concerned, this method is a ''successful teaching model'' in the domain of science. These activities can help students to develop a lot of their skills, if these activities are effectuated seriously. Moreover, if the activities are more realistic and are more real-life experience-based, the students can use such in their everyday life. Those skills learned during those activities prepare the students for their future life and for their future job.

Teachers in the twenty-first century should use innovative teaching strategies instead of traditional teaching methods and viewpoints, the activity based learning method is one of them (Padmavathi, 2013).ABL is a method that employs natural or meaningful behaviour stimuli and provides knowledge to pupils in a natural setting, selects functional and generalizable skills and activities focused on the children's needs and shows individual objectives inserted in routines and planned activities (Özen A, 2011)

This activity-based learning method allows the students to be no longer passive listeners and become active learners. They take interest in their learning and are most interested in playing active role in this teaching experience. As they are constantly pushed to take part in the activities, they no longer sit passively. (Edward 2001).

According to (Quin, 2012), the active based learning technique is frequently referred to as collaborative learning, inquiry-based learning or problem-based learning and cooperative learning is the educational technique in which the students were involves actively in the learning process. It offers a diverse choice of exciting activities. Instead of passively taking information, the student will be totally engaged. It is well recognised that even the best books and materials in the world will not entice pupils to want to learn and work hard if they are unmotivated.

Action based on schooling is the term which is determined by (Higgins, 1977). According to him schooling is an operation where pupils are successfully gaining and noticing anything that is often participated by the usage of calculated stuff. In learning based on action and schooling, pupils discusses their knowledge, after writing it, they connect it to real

circumstances. By this, inspiration of pupils kept high due to the individual involvement in education (Chickering, 1987). As reported by the (Churchill.D, 2003), this method of schooling assists pupils to build or produce intellectual styles which are essential for solution or modification of talent. In 1998, Hake asserts this method of schooling and education as motivated exercise where pupils inspired as they keep themselves busy in successful collective project on actions.

Movement based educating is a successful and advantageous strategy for guidance. In this setting, an action based showing strategy is understudy focused and upholds autonomous learning. Besides, action-based learning assists everybody with acquiring information about their own capacities and abilities (Shah I, 2014) (Bansal V, 2012).

An activity consists of at least one action that when completed, achieves the initial purpose and all acts are carried out in explicit contexts which decide to a considerable extent the conditions under which the activities can be carried out and the underlying rationale can be met (Su, 2017). Students were physically and cognitively investigate a subject through simulation of the work environment, manipulation of tools and materials related with the universe of work or performance of a genuine work assignment in activity-based education. In terms of information, attitude and competence, this learning technique incorporates the desired activities (Ravı, 2007).

Learning by (Schunk, 2011) is the process which acquiring and changing "knowledge, beliefs, attitude, skills, behaviours and strategies". Learning has a goal and a goal of learning. Marton & Pang (2006), learning outcomes are specific insights, skills, or capabilities that students are intended to achieve throughout a class or a limited sequence of lessons. When the learning environment is teacher-centered and they rely and focus on the lecture technique, a large proportion of teachers succeed.

ABL method allows students to collaborate with their classmates or specialists in their own learning environments. It additionally permits understudies to examine and impart their perspectives to each other. Through activity-based learning, students develop independent and critical thinking skills. Students can engage in autonomous and critical thinking through activity-based learning (Serag, 2011).

According to (Inekwe, 2002), this method allows learners to learn with the similar zeal that characterises their natural activities. According to (David, 2007), the Activity Based Method

brings fun, cooperation, regard for one another's perspectives and limits dynamics in science subjects.

The pupil has the ability to learn by their own activities and experiences and to begin forming their worldview. They assess things based on their own perceptions and experiences. They can construct their knowledge with the support of activity-based instruction (Shah, 2014). Interactivity among students is a critical component of good learning and learners benefit from interactive resources or environments because they can access them at any time (Ravı, 2007).

The (Prince M. , 2004) explain it as a learning practice in which students are engaged in the learning processes and (Harfield, 2007) explained "students actively participate in the learning experience rather than sit as passive listeners".

Practical learning is a crucial strategy for teaching students to think creatively about their own challenges, making it easier for them to identify practical answers and boosting confidence for kids in their learning stages (Öcal, 2012)

Students effectively take an interest in the learning system as long as the substance and way of guidance for the subjects are charming and captivating to them. As a result, the use of teaching activities during classroom processes is important in terms of learning. (Camci, 2012).The teaching profession is one of the most under paid professions in the country due to which there is a dearth of motivation and hard work in school teachers. (Zafar, 2003).

One of the best way is Activity based learning method because it's not only increase their knowledge but also its have healthy impact on student life. According to Rasberry et al. (2011), if there is a playful and new method of learning with tricks students mind may remain fresh and fit. Scientifically it is proved so the main issue of traditional learning is their less interaction of teacher with students. The different researchers were done their research separately to examine the impact of these techniques (practical learning, critical thinking cooperative learning) on Activity based learning. However, this study determining the effectiveness of activity-based learning techniques and to determine whether the collectively impact of ABL techniques is different from partial ABL method and the barriers in adopting the activity-based learning techniques in primary school.

Chapter 3

RESEARCH METHODOLOGY

This chapter explains the methodology and data for the current study. Firstly, it defines the research method selected for conducting this research, and then explains the sample, theoretical framework, conceptual framework and instruments of the study.

3.1 Research Method

The qualitative research method is used in this study by using convenience sampling technique. Convenience sampling is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. Convenience sampling is selecting participants because they are often readily and easily available. Typically, convenience sampling tends to be a favoured sampling technique among students as it is inexpensive, and an easy option compared to other sampling techniques (Ackoff, 2020).

A qualitative research design is one which emphasize on the quality of the data rather than quantification of phenomenon or issue under analysis (Bryman, 2012). The qualitative research admits the researchers to discover the participants' inner experience, and to figure out how meanings are shaped through and in culture (Corbin, 2008).

During qualitative research, research design depends upon the method used participants observation in depth interview and focus groups (Kassu, 2019). The study conducted in-depth interview of small group of teachers and parents. In this study uses the purposive sampling which is also known as selective sampling technique. The collected data from parents and teachers in the study to further explore the performance of student learning through activity-based teaching method. Parents and teacher both are taken and considered as a sample because teachers work as a role model for student if teacher are active or skilful than student learn more, and the parents know the performance of their children. In early education is associated with parent's involvement in early learning activities at home and in school. (Yoder, 2013) explain that involvement of parents as an element in kids' education by which children's achievement can be enhanced academically or at the same time the positive behaviour is promoted.

A teacher is the most important actor in the academic life of a student but at the same time the parents are required to play their part too. The main reason behind this minimal participation of the parents is that either the parents are illiterate, or they do not consider it a part of their job. They send their children to schools and put their entire responsibility on the teachers. The parents are not aware of the fact that the grades of the students are related with the role of teachers as well as parents (Muhammad, 2002). There is a significant role of parents in the academic life of their children. In Pakistan, parental participation is insufficient in this regard. The success or failure of the students is entirely dependent on the performance of the teachers and the students themselves.

The teachers or the parents are selected randomly for the purpose of interview and their results are based on judgmental using the Purposive Sampling technique. The method of sampling is effective when used by knowledgeable experts within to study a certain cultural domain or selection amongst schools within a state or city. The data was analysed using thematic analysis approach in order to find the actual views of the participants.

3.2 Sample

Broadly speaking, two types of schooling system (public/government and private) exist in Pakistan. Both type of system comprises of primary (five years of education), three years of secondary school followed by two years of high secondary schooling/ matric and after that, two years of intermediate. Public and private classified education divides students into different groups (munir, 2017). In Pakistan, after 18th amendment, education system is now decentralised, and responsibility of management and delivery has shifted to districts (Devolution Plan 2001). Some private schools follow state curricula while some opt for syllabus of Cambridge International Examination. In urban areas, upper middle-class children attend high level private schools offering Cambridge/ oxford curricula (O and A levels). In addition to these two educational systems there also working Deeni-madrassas providing free religious education and these are mostly managed by native communities. These madrassas system is financed through charity and donations. These several systems has propagated inequalities and economic stratification in Pakistan. Children majority, residing in rural areas or belongs to low-income families attend public schools offering free education but has several issues including quality education, absence of teachers, non-availability of learning material (farooq, 2005) .

According to Pakistan Education Statistics 2017-2018. The Total Private Sector Schools in Islamabad is 1225 and Total Public sector schools in Urban Islamabad is 143 or in rural Islamabad 280. The total Public Sector Schools in Islamabad is 423.In the study, 10 private and public schools were selected; the convenience sampling technique is used in this research. Convenience sampling is selecting participants because they are often readily and easily available and in qualitative research there is no formula for the calculation of sample size, however various theorists suggest that the researcher should focus on attaining the saturation point. Saturation means that the information obtained from participants is sufficient enough and no new information is being added into the already information when asked from more participants (Brayman, 2012). There are separate guidelines for the number of participants required to saturate the information. For this study a sample of 60 participants was deemed appropriate, such as Morse (1994) mentioned that 40 to 50 participants are good enough to reach the saturation level.

The 10 primary schools were selected in which 30 teachers and 30 parents were selected for interview. As a study only adopted primary students for analysis. Normally they have not the understanding of analysis of the study (role of ABL). So, in the study the parents and teachers were selected as a sample/ participants. In this study Private and Public primary level school will be selected because they are initial learning building lines of a student.at the initial level, student developed their skills like motor skills, cognitive skills, intellectual skills, psychomotor and these skills are developed through activity-based learning methods.

3.3 Instrument of the study

I have selected semi-structured interview method for leading this research. Interview is a main source of data collection in instrument. Interview method allows the researchers to ask questions directly or to control the dynamics discussion, or to engage the discussion in dialogue with a specified person at a time (Nyumba, 2017). The purpose of an interview is to extract information from a related person or persons about a topic by asking them questions (Aziz, 2011).The in-depth interview has been used to extract the detailed information and to not restrict the information and study only to surface level questions. This is the reason these interviews are quite long than usual interviews. (Cresswell and Kuzel, 2007) State that, the 5 to 25 sample size is need for an in-depth study analysis whereas 25 to 30 interviews are requiring for heterogeneous population. In interview were based on structured or open-ended questions as shown in appendices. Most of the questions which I asked were already written in the interview schedule as I was following the theme of an interview schedule. This

technique was adopted to have a greater insight and deeper comprehension of the experiences of the participants. A number of questions were added in this schedule while taking the interview of the participants. Changes were made in the sub questions for different participants.

3.4 Theoretical Framework

In 80's china introduces a new cognitive theory, as constructivism it has significant result in education sector. This theory change and modify the old traditional system of education and also help for learning psychology of education. It's generating so many effects on practicing teaching. The Chinese scholars may open new door of teaching research for all education field. This theory developed by Piaget and some others, the theory is related and connected with old knowledge or existing and on this base, there is exploring a new thing which may be more understandable of students (Bransford, 1999). Constructivism argues that the experiences of the people allow them to build or construct a knowledge which is based upon their understanding or experiences. (Olusegun,2015).

According to this theory, the main subject of teaching is student. This theory helps student to explore more things according to base of traditional knowledge teachers focus on humanism, affections and make friendly teaching environment so student can learn more and easily. This theory helps the students so they can learn from their own experiences and help to explore things from their own way of learning from innovative ideas of mind than the students are more active in modern teaching system. Constructivism theory is important for student because there is brainstorming involve students to use their brain or to make their own innovating things and experience new things (Mahoney, 2004).

3.5 Conceptual Framework

For handling the complex hierarchical relationship between the variables, the conceptual framework has constructed on the base of earlier research studies. The distribution of variables in this framework is in three groups:

Teachers, Activity Based Learning Method and Students

In this research the Activity based learning directly affect the students. Teacher helps the students to learn, and they understand how to teach, how to care the growing child or to give him scholarly practice or prepare him. The best principle for the education of all the children

can be conceived of as one where student have successful educational experience in the classrooms and school. Here the class time should be in fruitful way and effective learning activities for students. So, this will lead the growth of skills and knowledge resultant in all round development of our students /children.

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┌──────────┐      ┌──────────────┐      ┌──────────┐
│ Teaching │ ──▶  │Activity Based│ ──▶  │ Student  │
│          │      │  Learning    │      │          │
└──────────┘      └──────────────┘      └──────────┘
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Teaching:
- Active
- Skills
- Maintenance

Activity Based Learning:
- Games
- Field Trips
- Quizzes
- Group Activity
- Brain Storming
- Discussion
- Presentation

Student:
- Passive
- Discussion
- Development
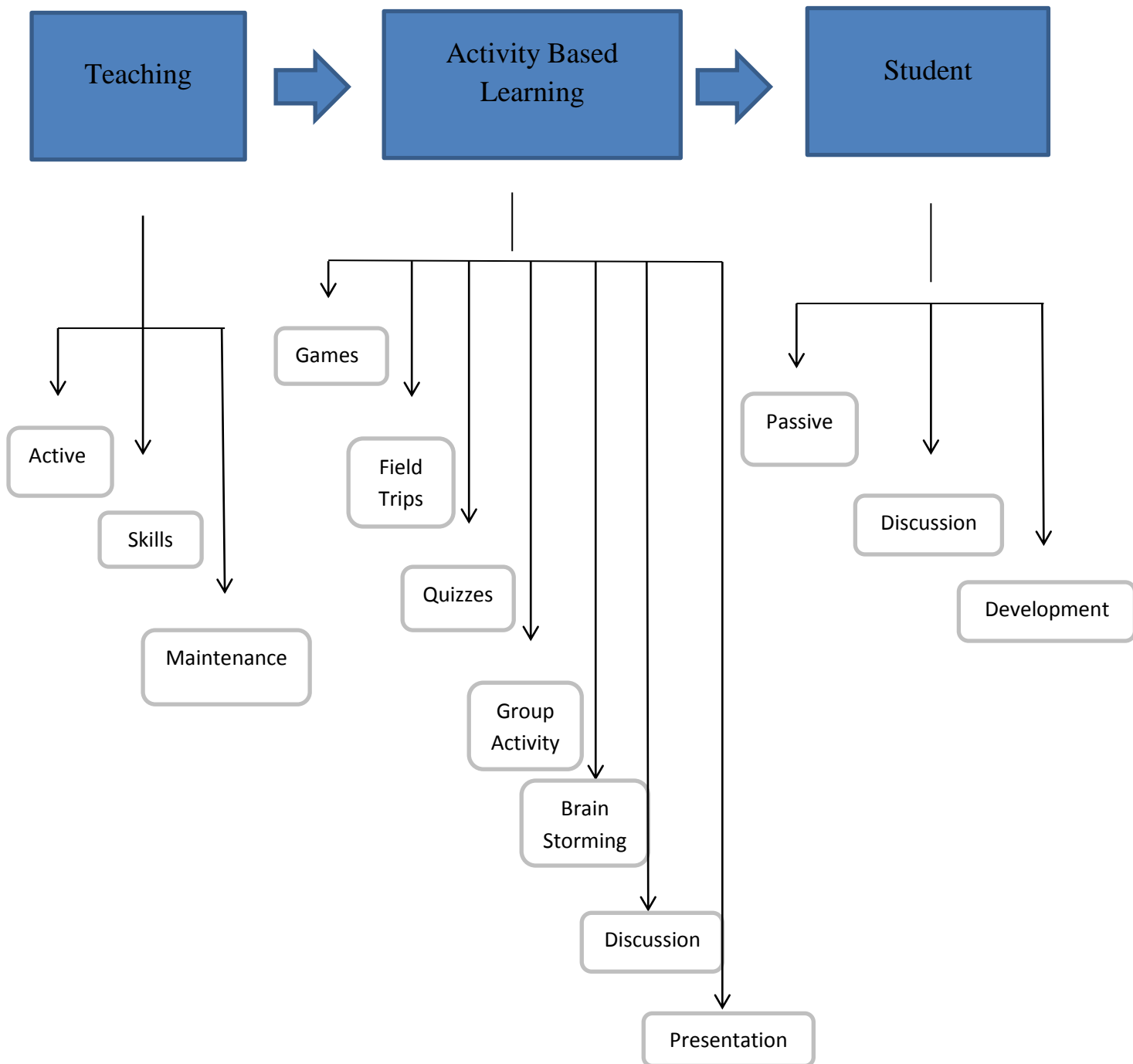
Source (Made by Amna batool, 2021)

As shown in framework, teaching is an art which enables the development of attitudes and responsibility and values of social consciousness through development of different skills. Teachers must be an active and know about the weaknesses of every child. The teacher can teach the students more interesting by Activity Based Learning method. A lot of activities should be done like Group activities, Field trips, Demonstration method, Discussion, Presentation, Chain stories, Brain storming, Quizzes etc. Hence, we all know that the education means all round the growth and development of the students, through this method the child personalities also developed in many ways. So, the Activity based learning act as an active problem solver for the student.

3.6 Data Analysis

The process of data analysis includes explaining, establishing, and forming the data obtained. It is the method of providing the readers an insight of the data from the viewpoint of participants and researcher. There are several methods of analysing data which includes analysis by people, by issue, by instrument and by research question (Cohen et al, 2007). The data is analysed by issues to understand the main points related to each specific issues. Thematic analysis includes to identifying the descriptive themes from the real data of others study and developed the analytical themes that built a new concepts or ideas that apply across them. The figure below explains the process of data analysis used in this research.

Themes	Sub Themes
Resources	Multimedia facility Financial management/ Mismanagement / dishonesty
Teachers Concerns	Oblivious behaviour of students Student and Teacher ratio Disable students
Activities in School	Chain Stories Brain Storming Cooperative learning Ice breaking
Teaching Methods	Lecture method / rote learning Discovery method / Heuristic method Discussion method Project based learning/ Practical work Critical thinking Inquiry method Audio/visual aid
Level of involvement/ interest	Teacher's involvement Parents/ sibling/ friends involvement
Skills issue	Training Motivation Creative Activities

CHAPTER 04

RESULTS AND DISCUSSION

This chapter briefly present the detailed answer of the respondent, research finding and discussion on the research question. Following are the main themes which would be used in order to have a qualitative analysis of the data.

4.1 Resources

Resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate school administration and simplify the teaching- learning process. Education resources include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources covers all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process.

4.1.1 Multimedia facility

In Pakistan, primary education is confronted with intense issue of absence of learning assets. This issue is more constant in public schools where even schools don't have course reading, library, boards and other related learning assets to help students and teachers in the cycle of educating and learning (Muhammad, 2002). The lack of learning materials in school affects the development of learners like playgrounds which are compulsory in our school that affects physically (Qureshi, 2002). The present circumstance has made more issues for instructors as they can't give the students opportunities to learning and advancement. In our education system teachers have a pressure to complete the syllabus during the session period or focus on them. The learning and the teaching both becomes mechanical. In these conditions instructors neglect to create good environment for learning in schools (Hussain, 2001)

When I asked a teacher of the primary school about the barriers you are facing in adopting ABL in teaching strategies then she told me about the *lack of facilities in their school which affect their teaching, so many teachers have a same issue*. One primary school teacher says "*I asked the administration to provide us any digital medium/ multimedia which can be efficiently used to develop morality in students through telling them stories, they did not cooperate with us, now time has changed, children of them era learn from television and*

media, they don't take mere lectures seriously". According to teacher, *there is a lack of multimedia facility in their school. She needed a multimedia facility for teaching students about morality and ethics. She considers the availability of multimedia necessary for making students watch documentaries and videos endorsing ethics. In these times, media is an effective tool to teach students. Students learn a lot from electronic as well as digital media.* According to her, *the principal was willing to provide this facility and much aware of its importance. She was unable to provide it because of lack of facilities. It is because there is no policy by the directorate to provide issues funds for multimedia facility in primary schools.* While explaining the need of multimedia facility, a teacher of the primary school said "*When I teach students social studies and discuss about a place, I want to watch them videos about that place, but we have no multimedia to show them that".* This teacher feels the need of multimedia during teaching the subject of social studies to the students. Whenever there comes a topic any country/city, she needs multimedia facility to show the graphics and videos related to that place for developing the interest of the students in the lesson.

A teacher of primary school who teach different subject to class two said, "*I need multimedia badly; I teach my students videos on my mobile phone. I asked the head of primary section once to provide me that but she said we can't have multimedia in classes, we have a computer lab for that purpose. I went to computer lab but they didn't let me do that .I want chairs for my students in class, we just have stools here, and students get tired while sitting on them for hours".* This teacher uses her personal mobile phone for the sake of showing students videos while teaching them. She pointed towards the lack of coordination among certain entities within the school. The staff of the computer lab of the school did not cooperate with this teacher, despite of the fact that she was given suggestion by the principal.

4.1.2 Financial management/ Mismanagement / dishonesty

One of the major reasons behind the poor plight of education sector in Pakistan is the non-availability of adequate funds needed to run a system efficiently. This sector is highly abandoned by the government of Pakistan in terms of fiscal support and backing. The insufficient resources are responsible for its lowly performance. Almost every other report regional or international, points towards the ineffective policies made by the policymakers but the right policies need resources for their implementation. The teaching profession is one of the most under paid professions in the country due to which there is a dearth of motivation and hard work in school teachers. (Zafar, 2003).

As respondent says that *"government is not provide funds so we cannot teach the student through activity based method"*. One of the respondents says that *"there is a lack of finances in schools the government can allocate funds but school management cannot give priority to ABL method, they can utilize funds in other things.*

One of the respondents says that *"finance department of government schools are not providing us resources, they take funds from government but not utilizing it properly. They further said that there should be monitoring teams to utilizing funds on their real perspective".*

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- ❖ All financial regulations and procedures are complied with,
- ❖ All financial transactions are recorded accurately,
- ❖ Adequate controls are in place to ensure that expenditures do not exceed income, and
- ❖ Only authorized expenditures are incurred.

Financial management is therefore, an integral part of the responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

As contrast with different nations, after gaining opportunity, Pakistan began with a frail of education system. The present circumstance proceeded till date. There were some surface level measures taken through getting reserves structure giver organizations; however these projects were failed because of supportability issue (Qureshi, 2002). The present circumstance has seriously influenced the degree of nature of the schools both in management and academic terms. A few schools even don't have fundamental offices, for example, wash rooms, study hall and furniture which propel the learners to get some knowledge under trees. In some places there is no proper school boundaries which give safe house to numerous creatures at evening time. In certain spots school building is utilized by the local people as spots for their creatures and visitor houses because of helpless checking and authoritative oversight (Saleem, 2002).

A larger chunk of the education budget goes to the salaries of the teachers. Whenever the education budget is increased, there are increments in the salary structure of the teachers. No

one pays attention to spend the additional budget to increase the quality of education in the primary schools.

4.2 Teachers Concerns

4.2.1 Oblivious behaviour of students

I have also inquired about the extent of interest and attention capturing by the teachers while delivering the lectures. One of the major factors that contribute to education is the interest of students in their studies. When I have asked a teacher of Primary school about the causes of disturbance in the class and the inability of the teachers to capture the interest of the students in their class, she replied "*Pin drop silence is natural up to a certain extent only, but when you teach the students in an interesting and refreshing way, not even a single student would disturb you. A teacher should know how to capture the attention of the students. A teacher should act like a child in the class, tease students lovingly, share jokes with them, and then start acting seriously once she is about to start teaching a lesson/topic*". According to this teacher, it is natural for the students of a primary school to not maintain pin drop silence in the classroom. It is because these students are in childish age that they cannot sit absolutely silent for hours and hours. They would talk to each other and exchange things and it is quite a normal thing. According to her, "*the teachers should not beat or insult them over such acts; instead she should become a master of capturing the interest and attention of the students while teaching them*".

4.2.2 Student - teacher ratio

Another problem faced by the teachers of the high school is the huge size of classes. It is one of the most important issues faced by the teachers. When the size of a class is huge, then the teachers are not able to provide individual attention to the students. The teachers are also not able to conduct enough tests and provide feedback to a class having huge strength. There is also a difficulty in building concepts of a huge number of students in a class. Another major drawback of huge size of class is difficulty in maintaining discipline and silence in the classroom. I have observed a huge size of classes in both schools.

When I asked a teacher of the primary school about the most important issue faced by the public schools, she replied "*the main issue is of strength. We have so many students hence we can't give individual attention*". This teacher considered huge class size as the most important issues faced by the public education system of Pakistan. It leads to the lowering of

the activities in classroom. A teacher cannot give individual attention to a class having a large size. The average size of any class in this primary school is 40-45.

A teacher of grade 5 suggested a reform to minimize the issues faced during activities is the class size this issue affect the students also because teacher did not gave attention to all class. When I asked a teacher of the primary school about the impact of class size on the ABL, she replied "*strength of a class should be lesser, the objective is not to cover the course, and I want to develop the skills among students or to give clear understanding of chapter*". According to her, "*when the strength of the class is less a teacher would be able to focus on every student and their level of understanding, skills etc if the strength is less*".

Some of government school have forty plus students in class; therefore, it is difficult for a teacher to pay proper attention to every student. This strength of class create difficulty for student to communicate properly with teachers While in private schools the situation is little better. He concluded that there are thirty plus students in a class, which is comparatively a better situation and a teacher, can pay attention to students properly (Awan, 2015).

Teacher for class1&2 said: "*The strength of class is so high, this is difficult to teach them in ABL method the resources are very limited like cards etc. given to a student, there is a deficiency of cards and the students were fighting among themselves that some students didn't receive cards*". In class forth, the one teacher handle 35 students, the teacher says that "*something ought to be changed to further develop the student's skills and learning. The base number of learners in ABL class or primary class is 25-30*". One teacher argues that "*the ratio of ABL classrooms is 1:20 and pushed that smaller number of students would empower them to accomplish more progress*".

4.2.3 Disable students

Here it is additionally helpful to look at how teachers cooperation of youngsters with disabilities in teaching through ABL settings. Note that when use the words like dull students, slow students, the educators were not referring to kids with in capacities, rather they were discussing youngsters who they are below averages students. When alluding to kids with disabilities, the educators were alluding by and large to kids with some sort of impairment lie sensory or physically and in one case a youngster who was identify as she is mentally retarded.

An intriguing perception which arose during the interviews of teachers is that when I asked some information about the presence of kids with disabilities in their classes, all aside from one teacher, didn't raise any worries or scrutinized their presence.

According to class one teacher, "*a girl she can't talk and hear appropriately. She will be sitting and when I am instructing the other students, she will make sounds with tunes that I am instructing and gradually she has gotten to make sounds like the words however she can't pronounce accurately. This is a result of ABL. At the point when she came in first class, she could not express even a single word yet presently she can convey proper rhyming sounds*".

In other ways, the teachers noticed that they help or support those child's with inabilities was through peer contribution, *i also ask intelligent students to help those or to teach those students who are less intelligence or capable*. Another teacher were similar said that, *When a debilitated student combines up with a normal students to learn it is valuable for him*'. Scarcely any instructors talked as far as making little educational program variations, for example, we give them the assignments dependent on their own capacity. We give them the activity which can be performed by them'.

Another instructor noted rather extensively, we work dependent on their capacity to learn'. Three instructors talked for a long time, portraying how the utilization of pictures, cards and other showing supports the ABL in classroom worked with learning for kids with incapacities. Distinctively abled children are inspired by drawings, game cards and painting.

One teacher said that, *last year in my class a girl, she would draw shapes, yet we can't say that what shape it is. At the point when we give her colours then she will be attentively participate. It is valuable for distinctively abled children. For intellectually impeded kid, when they take the card they realize that it is something to peruse and essentially look at the photos*. Despite the fact that they will be unable to comprehend anything on it but they will basically check it. The teacher for class 1&2 was extremely clear cut in her dismissal of ABL for kids with disabilities and justified that: "*disable child's were face issues in getting cards, to compose, to get up from the spot and move to somewhere else. ABL method requires that the children should be moving around for example they need to take cards, to walk and check the ladder these types of activities are difficult for disable students*".

Another instructor, who recently had depicted exhaustively that it was so critical to work at the level of every student, recognized that there were some issues when it came to working

with kids who were challenging for you. She said that, *'They don't understand it. I had children in my class, who is challenged you mentally. I will teach him on verbal level however written work with these students were impossible. There is no chance to get something in hand written form"*.

4.3 Skills issue

4.3.1 Training

The teachers of the public sector schools are not fully trained and they lack content knowledge. The development of a teacher is composed of three elements i.e. skills, attitude and knowledge. The entire emphasis of the policymakers is on the lack of knowledge and teaching skills whereas the issue of attitude is highly ignored and hardly discussed. The teacher training programs are unable to alter the attitude of teachers. The teachers after attending these programs become more well-informed, but they still lack efficient teaching skills. It is a difficult task to improve the teachers' education. The state machinery is not able to make policies in this regard but not able to implement these policies. One main reason behind this inability to implement the policies is the non-involvement of the major stakeholders i.e. teachers and students in the process of formulation of policies. Another reason behind this mess is the lack of active monitoring and accountability system (Siddiqui, 2010).

The training of the schools teachers is the responsibility of the respective education department. The teachers are trained through education training programs of the Allama Iqbal University and teacher training courses conducted in the all private and public schools. The teachers who received training through these institutions are provided with Certificate in Teaching (CT) or Primary Teaching Certificate. These courses are compulsory for the teachers. The effectiveness of these courses is judged though evaluating their impact on increasing the education quality methods etc. It is assumed that the thoroughly trained teachers are able to teach efficiently. These teachers training programs will also influence the learning of the students hence the teaching-learning process will be better off through these programs. Many parents said that "*there is a severe lack of training facilities in the country*". Another parent said that, "*teachers are not well equipped or trained in such kind of activities so they require a proper training to organize such kind of activities*".

4.3.2 Motivation

Every student is motivated to study in the early years of his academic life. A student of play group or Montessori level is always motivate to study. A student steps in a school for the aim of getting education and learning new things. He is mentally prepared for the activities to acquire education. We see a decline in the level of motivation among the students with the course of time. As the time passes, the urge of students to learn things gets low. Some of the students leave their studies before graduation and they can't make it to tertiary or university level. Some of them are bodily present in the classrooms but they remain absent minded most of the times. The passion for learning tends to decrease over time. First we have to understand the meaning of word "motivation" in this regard. A student's motivation is his wish to engage in the process of learning.

There are a number of reasons which are responsible for making a student unmotivated towards studies. When a student is enthusiastic to study, he will enjoy every bit of the process of learning and will take keen interest in pursuing the academic activities. The students, who like the process of learning, often choose the tasks or activities that are relatively challenging. These students has an innate urge to discover and learn new ideas, hence they keep on experimenting. On the contrary, the students who studies for sake of reward, select easy tasks to do. They are not in favour of doing activities in which they need to face difficulties. They prefer easy route to success and hence it reflects in their choice of activities. Motivation in education can affect the students learning and their behaviour towards subject matter. It can direct behaviour toward particular goals, increase initiation of, and persistence in activities, enhance cognitive processing, lead to increased effort and energy, determine what consequences are reinforcing and lead to improved performance (Cerdan, 2017).

Every student should be motivated to study but their source of motivation may vary. Some students enjoy the course of study and the satisfaction they get through it. These students get the feelings of accomplishments after they learn something. On the other hand, one source can be achievement of a reward or avoidance of any penalty. These sources will define how effectively a child would learn or to motivate. According to parents, "*the environment of a child gets in his home determines his ability to get motivated*". Some parents who develop the curiosity to discover things in their children through encouraging them to question. The children belonging to such homes develop positive attitude towards learning. There is a natural curiosity in them to learn new ideas. It is the responsibility of the parents to foster

their natural curiosity. The teacher can make this possible through providing their children an environment which is favourable and encouraging for learning. It is observed that the students in their early age work harder as the compare to the students who have been studying since years. The level of putting effort tends to decrease with time (JereBrophy, 1987). There is a phenomenon called "attribution retraining" in which special attention is given to weak students in order to help them. These students are helped through special practices and exercises. The motive behind these practices is to help students to avoid the fear of failures, find and rectify their mistakes and correctly judge the reason behind their failures. The students should consider the low level of effort or hard work as a primary source behind their failure. A student has the ability to work hard than before. When a student considers lack of ability as a reason behind their failure, it would negatively affect the process of learning. Such students soon become disappoint and leave their studies. They think that they are not capable of learning, so in their opinion there is question of putting effort in a process which is beyond one's capabilities. The environment of a classroom is of crucial importance when it comes to the process of learning. If a student gets value, admiration and reverence in a classroom, he will more keenly engage in the learning process. The positive attitude of the surroundings will have a positive effect on the attitude of a student (Brophy, 1986).

Respondent says that they motivate the students by using sentences like *"I know you can do, I am sure you will do it etc."* Many respondents say that *"I have gave responsibility to the student and also offering rewards"*.

4.3.3 Creative Activities

An activity, that outcome in acts impartially or emotionally new item that has individual and public importance. We consider that creativity as an interaction that ensures the improvement or development of individual potential. (Massyrova R, 2014)

A parent of primary class student said *"There is an extreme lack of creative activities in my kid school. There are no periods for drawing and art projects. This is the reason our students were not so creative"*. According to this parent, creative skills are something which can be instilled in the students through giving them opportunities to explore their creative skills and engaging them in creative activities. Another parent said *"There should be a separate period for drawing and creativity is mentioned compulsory in primary schools. These subjects should be given immense importance by making them graded. We have nothing here related to Arts but the students tend to study computer science (orally)"*.

One woman said that, I am a mother of two kids and also a teacher and teaching English to grade 3, 4 and 5. This English teacher seemed to be very compassionate of having these subjects in the primary schools. She went on to say "*I teach English language, but apart from teaching lessons and basic grammar rules, I try a little to boost their creative skills too. Unfortunately I have very lesser time and resources for doing all these things*". She briefly stated the activities, which students of any primary school should be doing. This teacher hinted towards her interest in creative activities and any duty assigned to her in this regard. I asked this teacher about the number of creative activities being performed by the students in the current time, she replied *"Our students are quite interested and enthusiastic when it comes to creative activities, they take part in such activities happily when we ask them to decorate the auditorium for farewell party and their classrooms for the beginning of a session. They love to paint and draw".* She brought my attention towards the interests and desires of the students that revolves around the creative activities. The passion of the students for painting and drawing cannot be ignored.

She explained in detail the financial obstacles in the way of inclusion of creative activities. The teachers themselves have to provide painting colours, card sheets etc. in order to make students participate in such activities. According to her, *it is very difficult for the teachers to fund such activities and it is the responsibility of the administration to provide these necessary items.*

While discussing the issue of lack of creative activities, the parents of primary school said "*In private schools, the students do a number of creative activities like drawing, painting etc. but we have students from the poor backgrounds so they cannot fund such activities themselves and neither can the government afford it".* The teachers of public school clearly said that "*they cannot have such activities in their school because it is a public school and the government do not provide them enough financial resources. A number of students of the public schools are very least confidence".* Such students are unable to take this initiative of discussing their queries with their teachers on their own without getting approached or asked by the teachers.

4.4 Level of involvement/ interest

4.4.1 Teacher involvement

Learning and teaching are closely connected. A competent teacher is always learning new things about their subject areas and ways to help students learn. Understanding what students do with information – how they practise, transform, code, store and retrieve it – is vital for teachers (Schunk, 2011).

Role of teachers who work with differentiated classrooms is possibly different from traditional classroom teacher in some significant ways. Differentiating instruction mean, teachers see themselves as organizers of learning opportunities instead of just informant. Subject matter is also important, as these teachers do not want to propagate and convey their own views, instead focus more on contributions by their students. The teachers play a vital role to promoting an effective learning. They struggle for taking attention of the student and lead to understanding.

Application of interactive teaching within a class also dictates a change of the teacher's role. Such a change requires the teacher to possess knowledge, to be an educator, advisor, friend, organiser, coordinator, associate, assessor, in a word, to be a versatile person. More specially, the teacher has a wider and more versatile role in interactive teaching. He/she should be active in school, outside school during the after school activities and in the implementation of cultural activities in school. A good teacher does not impose his/her attitudes; however, his/her role also imposes on him/her to cooperate with pupils. Cooperating with pupils does not imply that the teacher should only listen to their proposals. Good and democratic work in a class implies that the teacher accepts the influence by the pupils.

With interactive teaching, the pupil is positioned in the role of a subject and equal partner of the teacher. Teachers who respect their pupils and the pupils' opinion organise the teaching process in a way in which the pupils acquire knowledge more easily and at the same time, they instigate pleasure and curiosity in them during the implementation of the programme contents.

The role of the teacher has been discussed constantly, since the very beginning of school, there is no pedagogical issue that is not about the teacher. According to Bardhyl Musai (2014), we usually employ the term teacher for persons who have a main, functional and professional task to help others in gaining knowledge and acquiring habits as well as new ways of conduct.

For student's effective learning, their academic motivation, interest, attitude and behaviour in the class are the factors which have been studied and correlated. Students' academic motivation, interest and attitude shape their behaviour. Teachers' behaviour, traits and skills are the most important factors that affect the students to participate actively in the classroom. Teachers' traits such as understanding, friendliness, supportive, approachable, through positive nonverbal behaviour, giving smiles and nodding for acknowledging students answers (Melor, 2010). According to parents, "*a instructor is the only one who respects all the learners, listens and helps them to solve their issues or problems by themselves, as well as they mutually exchange their good ideas with the way of his/her attitudes and his/her action*".

4.4.2 Parents/ sibling/ friends involvement

There is a significant role of parents in the academic life of their children. In Pakistan, parental participation is insufficient in this regard. The success or failure of the students is entirely dependent on the performance of the teachers and the students themselves. A teacher is the most important actor in the academic life of a student but at the same time the parents are required to play their part too. The participation of parents in the learning process of their children is very crucial. The main reason behind this minimal participation of the parents is that either the parents are illiterate or they do not consider it a part of their job. They send their children to schools and put their entire responsibility on the teachers. The parents are not aware of the fact that the grades of the students are related with the role of teachers as well as parents (Muhammad, 2002).

Pre-primary education becomes more effective when Parents as well as community involve with pre-school activities. When school, parents, family and societies work cooperatively to help the students in learning tend to get grades higher, regularly they attend school and to enrol in higher education (National Education Association, 2008).

When parents play actively in their kid's education then their children understood that is education is very important in our society. When parents involved in it, then children grow intellectually, cognitively, spiritually or emotionally and mentally. Kids additionally acknowledge how important they are when guardians become more associated with school functions or activities. The involvement of Parent play significant role because children could not only depend on teacher for a good education or to become a better personally.

Important role that parents can play to improve their child education is through attending parent's teachers meeting. When parents show involvement in their children education then there is chance of student achievements rate may increase. Strong relation exists among students, teachers and parents. Parents and teachers should know that what kind of motivation their child need related to studies. Teachers and parents must know what type of motivation their child needs related to studies. By this students interest may develop and can perform better in studies (Sarfaraz, 2013).

The data in this study reports that "*the involvement of parents is very important for child's performance their success and behaviour yet parents are also involved in homework and in activities. Guardians are some of the time reluctant to become involved on the grounds that they don't have time or don't have the idea how to be involved in it*". In some cases instructors don't permit parents to participate in school activities. Socio-economic factors strongly prevent parents to involve in schooling activities. At the point when parents don't include in kids' initial learning at home and didn't go school physical, intellectual and socio-emotional development might be delayed.

According to (National Education Association, 2008), too many policy maker, the parents and the community think and still view the school and learning of student is the only responsibility of teacher. While instructors approach their expert obligations in a serious way, they perceive that they can't do it alone. They require and rely upon the help from the parents and members of community. Education Testing Service (2007) struggles in knowing how best to communicate with parents, are often anxious about it and reluctant to do it.

Most of the teachers mentioned that "*parent's involvement in children's learning activities are significant for children's overall development*". During interview, one teacher stated that "*In my opinion parents' involvement in children's learning activities are very significant. If parents' follow-up children are learning progress at school, communicate with teachers, attend various school programs then children encouraged to learn.*"

One teacher said, "*Parents think that one of their main roles is to drop and pick up their children from school. Contrarily many responded perceive that parents have more responsibilities in children's learning activities. Parents need to involve at home as well as school learning activities. Parents need to communicate with teachers, need to know their academic result and also need to know what are they learning at school. They also added that it is important to attend parent teacher meeting (PTM) and other school function*". One participant stated that "*I think parent's involvement in school is important. This is why*

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parents have to come to school, contact with teachers, know their academic result and attend various school programs."

However, guardians can effectively take part in the instructive exercises maintained in our children school. They can notice kids, support the instructor, and participate in school's decision or in measuring process (Carlisle E., 2005).

As indicated by (Mc Wayne C, 2004), parent or siblings involvement practices can incorporate going to teachers and parents meetings, to visit the class and to help those activities which are going in class. This participation should affect the student performances. Guardians who keep in touch with the early instructive setting or experience fewer obstructions to involvement have kids who exhibit positive commitment with adults, friends and learning. The nature of parent, friends, community, teacher's relationship likewise gives off an impression of being a factor in the achievement of intercessions intended to foster supportive of social practices among little youngsters with behaviour issues (Sheridan, 2012).

4.5 Teaching Methods

4.5.1 Lecture method / rote learning

This is the technique for teaching that focused *"talk and chalk"* to the educating of different subjects. This technique is at times alluded to as the "talk and chalk" strategy. It is described by the single direction stream of information. In this, the teacher should me active but the students were passively sitting in class rooms. In its real essence the lecture method isn't successful for teaching. (Abdullahi, 2005) And (Usman, 2000), the lecture method of teaching isn't effective for many reasons like it doesn't promote a lot of significant learning as it requests to hearing only, distinctions in ability of a student are not considered in light of the fact that it can't fulfil the distinctions in people like sharp or fast learner and slow learner and the learners handily become disruptive since their capacity level is very restricted.

According to (Sidhu, 2006), it is the system for giving the word picture of an idea; or the procedure for transmission of information by talking. Talk is an elective title for a communication and when you are talking constantly to a get-together of people/students than your thoughts should be addresses. It is the procedure for telling or explaining all things in words. The moderator tells and the spectators were listen it. The speaker gives thoughts and the audience members take them. The students sit quietly and attempt those ideas or thought. The achievement of lecture method also depends on the instructor ability to examine

effectively in the class. In any case, in this technique the info isn't incredibly clear and accordingly the instructor should develop a sharp discernment for indirect responses and reactions from the class-facial appearance, method of taking notes and obvious interest or less interest in lesson.

According to (Suneetha, Methods of Teaching Mathematics, 2004) Stated that, this is a teacher centred technique in which the instructor is a powerful part and the kid is a dormant student. This is certainly not a psychological method. In this strategy the instructor talks on a talk on a specified topic and the students should listen or write it. It is single direction action in light of the fact that the instructor gives ideas and the kids get them. In this method it is difficult to know how much the child has been proficient to learn. Every instructor needs to realize how to make and give the lecture. The lecture method is utilized to introduce new subjects, summing up idea, showing connections, reemphasizing on the focus point.

As indicated by (Education, 2012), It is an old instructing strategy. In this technique a lecture on various points of any lesson in a serial order are conveyed and a few inquiries are asked by an instructor from the learners in his lecture to draw their proper attention. He fully prepared and then go to the class for talk and lays a lot of tension and stress on the analytical and the presentation of the lesson during in lecture.

Rote learning is considered as one of the major issues faced by the students in the schools. When I talk about teacher of grade 5 lecture method or rote learning, she said "*Rote learning becomes the last option when students did not understood the basic concepts of a lesson or understood them partially*".

I asked about the widespread practice of rote learning in the school, a primary school teacher who teaches English and Science to grade 4 said "*I ask the students of my class to make sentences individually, but only a few students are able to do that. Then I select the best sentence, write it on the white board and ask the students to copy it from the board. Contrary to this, a majority of the teachers in this school make sentence on their own and make students write these sentences in their notebooks.* If students are asked to memorize these sentences word to word, there is no incentive left for the students to make a sentence on their own. This teacher made it clear that there is a trend of rote learning in this school which cannot be eliminated as it is adopted by the majority. According to her, *there are only a few teachers in the school who encourage students to write on their own, majority depends on the rote learning.*

4.5.2 Discovery method / Heuristic method

This technique shows finding of oneself. In this technique children put in the spot of find. The strategy includes the learning or discovering by the children. The achievement of this interaction lies in the capable utilization of various methods to be taken after while educating Mathematics. This strategy makes legitimate and logical and numerical disposition consequently it has an extraordinary spot in Maths teaching. This strategy has been also found useful in the instructing of Mathematics. It emphasizes to preparing the children in the strategy of learning. Development, opportunity of judgment, confidence and thinking power are to be made in the individuals to make him an effective student.

In this technique, the teacher is an observer a stand quiet in a side and the student choose his own opinion or way and do it according to his own thoughts. The teacher isn't imperative to lead or support him. There is no obligation for the teachers; she is satisfied or not satisfied with his work. The teacher should not to constrain his reasoning and struggle on him. Let the youth himself with thinking and question. The academic, readymade and teacher made arguments should not to be forced on him. This method develops the confidence and students feel free in it. The teacher's work isn't to deal with issues for the children but to engage the student to determine the issues for himself.

As per (Kindersley., 2012), Heuristic really means that 'I find.' In this strategy the teachers and the children's learn themselves. The teachers built a difficult situation for the students and learners learn without anyone else. Every child discovers the arrangement of the tricky circumstance independently by experimentation strategy. In this strategy educator shows the issue for solution in the classrooms. Instructor gives ideas or information about the resources and abilities that is valuable in the solution of the issue. The students should outline the actual speculation and gather the data for testing the theory or hypothesis. This technique can end up being more important if instructor clarifies the attitude, interest various needs of students. This methodology should be used for specific objectives just when kids will have sufficient learning of Mathematics.

Heuristic technique is relied upon to change the inert beneficiary of data into a functioning independent enquirer and find of learning. The maxim, *'practice makes a man great'* and *'Learning by doing'* are material not only to actual activities yet in addition for analytical activities. The essential inspiration behind this method is to prepare the kids to think. This is extremely crucial technique in informative the light of the way that by the usage of this

strategy analytical and logical attitude should be produced in students. (Suneetha, Methods of Teaching Mathematics, 2004), stated that, the word heuristic should be started from Greek word "Heurisco" which signifies "I discover". The profounder of this method was Prof. Hennery Edward Armstrong. This methodology is more significant according to informational perspective educational; in this strategy children's are work like an expert and tackles the issues.

Discovery is an instructional technique which permits the students the independence to utilize their psychological process to contribute it in knowledge to understood the ideas, generalisations and provide answers to problems with minimal guidance from the teacher. The processing will lead to exploration and discovery. It is also a strategy where the student is directed by the instructor to find logical realities and formulae through perceptions and organize the activities. In this methodology, the teachers were provides the important teaching material and teachers guide the children to complete some activities which would lead the children to show up at new information. Such activities should be done individually or sometimes in a groups. This methodology enables the students to actively participate in learning and discover something new for them.

The discovery method can either be guided or unguided, either inductive or deductive. Both guided and unguided discovery involves finding out and requires learners to engage in some complex intellectual processes including formulating problems for investigation; formulating hypotheses to guide investigation; to design experiment through collect data; making generalisations from knowledge acquired from the data; finding solutions to the problems and developing certain attitudes such as curiosity, honesty, objectivity and open-mindedness (Yusuf, 2007). A study to determine the effects of guided expository and the discovery instructional approach on the transfer of learning. The guided discovery was performs well with respect to the transfer of knowledge in biological concepts than the expository group students. A student is energetic or active in this learning which provides for individual changes as well as creating the learning process self-sequenced and goal perceived and the pace self-determined (Akinbobola, 2009).

According to my interview, a teacher she told me, *this method equips the students with the means of gaining knowledge or information on their own through actively participation and developing their minds by using them to solve the problems. This method also challenges the learners to find out information for themselves thus making instruction to students-centred. It*

encourages analytical thought and promotes development. Whether guided or unguided, the discovery approach trains and opens up students' minds to knowledge from interacting with the environment and they eventually use the knowledge to solve problems. Most of the teachers might not be able to apply this approach as it calls for a great deal of creativity and practice. It can become frustrating for both teacher and students as the students may not be discovering anything outside the intended.

Another teacher says that, *it develops students' potential and ability to work on their own gaining skills to deal effectively with their environment. This approach offers the best tool for developing manipulative skills in students and it provides intellectual development of the student, leading to a high degree of assimilation and retention of things student have discovered on their own but this method requires much funds to buy equipment and material.*

According to (Yusuf, 2007), Successful discovery builds up self-confidence in the students and provides motivation for further exploration. The work of teacher becomes that of a director, supervising and directing every student in his class instead of just a "talker".

4.5.3 Project based learning/ Practical work

The project based learning method is used by the instructors to individualize directions; usually it should be given by the individual persons or in a small group of peoples. The children's are needed to look for lessons or topic of their interest and search the solutions to using their projects. The project method is one of the activity based techniques in which the resources should be effectively used in teaching process. This method is derived from instructive thought of one of the great American teacher John Dewey, he argued that education cannot prepared the students for future this is unknown, yet rather that should be fit him into this society. Perhaps the most ideal way for doing this is to permit the students to take full part in neighbourhood or community Later, the followers of Dewey further developed this idea into what we called in schools "the project method: put it in another form, a school projects it is the cooperative study of real life situation over situation by either a class or the whole school, usually under the expert guidance or a teacher (Bello, 1996).

Sometimes students obtain topics for the project work from the sources available. The teacher is expected to guide them where necessary. The project method could take a week, month, or even some years, (Abdullahi, 2005).

A project learning strategy, instructing and taking in are considered according to the children's viewpoint and in this method the data and aptitude are learned by child's through practical treatment of issue in their setting. This technique is an ideal strategy for advance innovation, creativeness, arouse the interest and impart the spirit of enquire among the students. This is a unit of activity where children are made answerable for orchestrating and purposing.

This strategy relies upon practical way of thinking. This procedure contains for the most part of building a total unit around an action which may be carried on in the school or outside. It does include a variety of activity. In this technique, all students cooperate with each other. As indicated by (Kindersley, 2012),"In this technique teacher assigned a project to the students such as these projects are done, direct utility for learners as well as instructor and they both discover the issue based on their own practices." The task based learning is one of the standard teaching methodologies. It is a sub-kind of activity based and students coordinate in this learning and imagination in which children take a part in critical thinking for a particular time span.

Generally, the activities are begun by the teacher yet beyond what many would consider possible they are organized and performed by the actual students, individually or in a groups. Despite conventional techniques, projects focus on applying, not conveying, specific data or aptitudes and more completely than lecture method or recitation etc. In this strategy students need to bear on in an open-ended procedure using basic reasoning strategies. They outline and set into training their own specific game plans for making do with the investigation inquiries and assume their responsibilities for the hearings and results. A student needs to search out for their resources and they can get demonstration skills in the technique (Nayak, 2002).

The project method constitutes a teaching-learning design in which is meant to enable a teacher to relate his or her teaching to real-life situations in the interests of learners. The method is conceived as a collaborative learning design in which young learners are trained to identify problem areas of their interests and an operative manner so as to solve the problem encountered. The idea behind the project method is that learner/students would learn to think if they worked on project of genuine interest to them. (Tanner, 2008), endorsed that "thinking" is problem solving. They maintained that "thinking" constitutes to the key of intelligent action, as opposed to the routine action. They recounted (Dewey, Education today.

New York, 1952), that there are five phases in the complete act of thought. These phases, constituted as indispensable traits. Include:-

(a) Defining the problems. (b) Identifying all the important factors of the problem, including gathering the data concerning the problem. (c) Formulate hypothesis (d) elaborating (reasoning out) the probable value of hypotheses for solving the problem. (e) finest solution for the problem. The project method, according to (Tanner, 2008), "constitutes a holistic, purposeful and activity-centred instructional design conceived in a social environment". It is proposed as a complete theory for curriculum development. Since it is a child-centred pedagogical design, it is often pinned down to an actual choice between the learner and the teacher.

The project method represents a problem-centred instructional design which is geared at integrating subject matter, teaching reflective thinking and helping learners to solve their problems. The activity-based method is rooted in creativity. From this perspective, the teacher presents to his or her students a problem within their reach and understanding. Thereafter, they are left alone to find a solution to it. The teacher has a number of steps to, adhere to including the following: (a) makes the needed learning materials available in classroom or outside where the learning is to take place. (b) Arranges the classroom into work areas. (c) Uses the classroom according to these work areas. (d) Permits students to choose their own activities. (e) Permits students to decide whether they want to work individually, in pairs or in groups. (f) Permits students to interact with each other. (g) Tries to act as a guide, catalyst or resource person between the learners and the learning materials.

Practical work is immensely vital for the development of certain skills. Practical work is equally important as the theoretical work. It is crucial to make the connection between the abstract and the real worlds. During the process of taking interviews, I have observed an extreme dearth of practical work in the schools of Islamabad. The entire focus of the teachers is on the theoretical work. The teachers are seen to be worried for teaching the lessons and covering the entire course. Practical work can be considered as one of those things which are given the least importance in these public schools.

A teacher, who teaches of grade 6 said "*In our school, very less importance is given to the practical work. Students can have conceptual understanding through the practical work. Due to burden of huge quantity of syllabus, we are unable to allot much time to the practical work even during teaching computer subjects. When I take my students to practical lab, they learn*

as well as enjoy a lot. But I cannot do this much, because we have to cover the whole syllabus one month before the final exams. It also happens because the portion of the practical work has much lesser marks in the final exam as compared to the theoretical work".

According to teacher, *they are not able to engage the students much in the practical work, because of huge amount of theoretical syllabus. They can compromise on concept building, but they cannot compromise on the quantity of syllabus.*

4.5.4 Critical thinking

Critical thinking is the name of analysing different facts in order to reach towards a certain conclusion and form a judgment based on the analysis of these facts. It is also known as "reflective thnking".it is a tool used in educational settings to develop analytical, critical and problem solving skills in the students. Contrary to the popular opinion held by majority of the teachers, the students should be exposed to the critical thinking at a very early age in the primary schools. When a student of primary school will make to think critically, this thing will goes on with him till the tertiary level and even beyond that. Critical thinking is very important because they enable the learners/ students "to deal effectively with all problems like social, practical and scientific" (Shakirova, 2007). Simply put that the students who think critically than these are able to solve the problems efficiently.

 According to teacher*, the students having low level of intellect are unable to respond to such things she used to pose that urges the students to think critically. The students tried to imply that her students are not able to think critically in any way as if these students are mentally challenged.* When I asked her to explain this fact in detail as I did not understand when she told, she said "*whenever I ask questions from the students which involve critical thinking e.g. something which is different in application from the things mentioned exactly in the textbook, the students keep silent over such questions and do not answer at all".* While explaining her argument, she clearly missed the point of clarity of concepts of the students. If students have no understanding of a lesson or a topic, then how can he or she thinks critically about it. Critical thinking necessarily requires the clarity of concepts which in turn comes from the sessions of questions-answers and discussions within the classrooms. Critical thinking is a mental habit that requires students to think about their thinking and about improving the process, it requires students to use higher-order thinking skills not memorize data or accept what they read or are told without critically thinking about it (Scriven, 2007) (Tempelaar, 2006). Therefore, critical thinking is a product of education, training, and practice.

The entire focus of the teachers, schools is on covering the syllabus within the given time. This teacher considers the understanding of a topic by a student as her top priority and according to her she has no extra time left to make students think critically because of this chief task. She thinks that critical thinking does not contribute to understanding a topic fully. According to her, these both things are not mutually exclusive, which is contrary to reality. When a student thinks about a certain topic critically, he tends to understand it more efficiently. He is able to think about it in a number of dimensions. He would be able to know about its different possible applications in this way. So it is evident from this teacher's response that she does not engage her students in thinking critically and that is something which is not her priority while teaching to the students. It is something not so vital in her opinion. According to her, *the most important thing is to teach the students a lesson and each and every word of what is written in the textbook. It is not important for the students to think anything beyond it.*

According to him, people send their children to schools, for making them able to think critically. Books can be read at home but a kid would not be able to think critically at home on his own. He made some sarcastic points too in order to convey his point in a humorous way. It shows the priorities of the teachers and the policy makers of this country. In real, he wanted to point the finger towards the system of education overall which should be blamed for the absence of critical thinking in the schools. It is the fault of the government generally and the respective authorities that control and regulate the system of education specifically. In public schools, time is used for many activities, we just need to manage the time. Again, time management has much to do with the priorities. The system of education has to maintain the priority list in a way so that the critical thinking remains on the top of the list.

According to research, "*critical thinking is important in education, when a child thinks on his own, he would think about anything and in any dimension. Thinking always lead to constructive as well as critical thoughts. When a student is taught to think critically, he will be able to think about any topic and hence become unstoppable. A critical thinker would not care for the official narrative as he is a free thinker. If such students raise questions in the classrooms, it will cause problems for us. Firstly, there is no trend of asking questions in the classrooms, secondly there is no chance of asking controversial questions without keeping in mind the possibility of getting backlash. Critical thinkers may raise objections over the material written in the textbooks. There would be considerable contradiction between the official narrative and thoughts of a free thinker*". The students studying in private schools are

able to think critically, because critical thinking is not suppressed there because they are not bound to follow the teaching methodologies and pattern of examination decided by the state. They have their own distinct system.

4.5.5 Inquiry method

The importance of inquiry method, according to Dewey's thoughts 1938, argued that democratic citizens should inquirers with respect to the nature of their social and physical environment and the active participants in the development of society. They asked the questions and have the material to find out answers of the questions. Since there is a share, cooperative perspective to life in a democratic society, children's need to developed a collective inquiry into the nature of the world.

In the light of the above, science education pre supposes that student should be allowed to explore fact and ideas by themselves and to solve problems in a logical and systematic manner. (Okam, 2007), opined that these processes of science are characterised by various skills such as observing, comparing, inferring, hypothesising, experimenting and collecting interpreting of data.

(Okam, 2007), observe that teacher is a person he or she is responsible for all the planning and contriving of the learning situation to which the students respond. As the controller he or she is also responsible for exposing students to a learning experience that offers a stimulating impetus to inquisitive minds.

The inquiry can help the students to develop different skills like psychomotor, intellectuals abilities etc. Psychomotor abilities include to do something physically like to setting up apparatus and gatherings, to make observations and measurements, recording the data and draw a graphs while in intellectual skills involve analyse the data, to compare and evaluate results or prepared the reports and communicate the results to teachers or others. Moreover, children's attitudes and disposition like interest, curiosity, freedom of mind and an individual searching for meaning about the world should also be improve.

One teacher said, *the inquiry method is a time-consuming and as a result the syllabus is rarely covered in depth. The planning of a good inquiry lesson is not easy and it creates a burden and task of thinking on the part of the learners; if progress is not being made, this situation could lead to frustration.*

4.5.6 Audio/visual aid

In educational literature several terms can be used as an alternative for 'audio-visual teaching materials that is video and audio media, educational or instructional technology, audio and video equipment's and communication technology etc. (Selvi, 2007). Basically these all terminologies denote the same concepts. for example the teaching material are generally used by instructor, guider, facilitator, teachers to complement their words and that eventually help students with further developing learning and to remain on track, clear and inquisitive. Earlier the term teaching aids were used as 'audio- visual aids' however with the advance technology and opening of horizon in the arena of electronic innovation and media communication and new equipment and teaching or learning material have developed and on second thought ' teaching aids' further developed terms were used for example 'instructive' or 'educational innovation'. Instructive innovation refers to the uses of technology in the schools, which helps in expanding the speed of learning and results in assisting educators to teach less and students to find out more (Singh, 2008). The audio-visual teaching method is good for communication with other pupils and the students. This aid facilitates the teaching methods and help the teaching session also.

The general media showing materials as kept up with by (Jadal, 2011), help in keeping up with and holding understudies' advantage nearly till the finish of the study hall meeting. The utilization of general media showing supports the study hall or other instructional meetings works on the exhibition of the understudies, when an instructor gives most extreme openings alongside alternate points of view; utilizing assortment of Audio-visual guides for specific idea greatest understudies gets accomplishment in fathoming such talk. General media helps are instrument or mechanics used to work with the learning experience of the individual and to make it more practical and dynamic (Jadal, 2011).

When an audio- visual teaching resource is used by instructor, there should be a few advantages and benefits of in its utilization. Some generally known benefits of utilizing audio-visual are communicated in the idea of different scholars are as follow:

According to research, *"The utilization of audio-visual helps in perception by acquiring the kid direct contact with the idea and how it really works in actuality, circumstances"*. Utilizing of audio-visual aids improves the performance of a teacher by saving their time and energy (Brown, 1985).The children are very active, mindful, motivated as contrasted with the classrooms period that role without the utilization of audio and visual aids (Sampath, 1998).

The audio-visual aids gives opportunities to the students like, discussion, comments or expression of students which can't show in teacher typical lecture method is in. Simultaneously this conversation helps them in creating language other than their first language, or gain confidence by showing the tolerance to reverse opinions (Sampath, 1998). Conceptualizing is more-clear and more real as the utilization of audio-visual aid requests, to enact and uses the five feelings of individual child i.e., smell, hear, taste, see and touch (Prasad, 2005).

Besides advantages, there are some limitations in using audio-visual teaching materials aids, as posited by (Mangal, 2008).

i.   One-to-one communication between teacher and student is obstructed.
ii.   Overuse of audio-visual aids can distract the minds of students from the subject matter.
iii.   The importance of the teacher in the classroom is reduced.
iv.   The extra cost of using audio visual aids will ultimately burden the parents.
v.   The teacher has to invest more time in preparing the lectures.

4.6 Activities in School

4.6.1 Chain Stories

It is an excellent practise for improving kids' creative abilities and vocabulary. As per my research, separating the students is equal four or five groups to construct an activity in classroom. The teacher can write the title on the board and will ask the student groups to explain the main elements of the story, for example, one group will write the story's introduction, the second group then describe the problem or the story's build-up, then third group describe solution, and the fourth and last group will describe the story's ending with moral lesson. This activity may be done orally or in writing, depending on the teacher's preference, but it is extremely beneficial in improving kids' vocabulary as well as their inner creative abilities. Students will exchange their thoughts with each other in groups, and various brains may develop or invent something new or remarkable when they work together. According to teacher, noticed that the "*students' attitudes shift and their responses are becoming more optimistic and supportive*".

4.6.2 Brain Storming

As according to teachers, "*brainstorming is necessary for starting the lecture that put on the lecture outline, theme and flows in the students mind easily and correctly. For example, if the teacher is teaching a comprehension then she can relate a story toward that lecture. She can give a brief example of how to do that*". Whom session will might last from five to seven minutes. According to different views, through brainstorming activity, *the classroom environment becomes a welcoming and innovative/creative and the lecture becomes more fascinating and simple. Before starting the lesson, the curiosity will have aroused among students regarding the lesson.*

According to teacher, "*Students gain confidence in themselves and their ability to communicate in English independently through brainstorming activities. Individually or in groups, on the blackboard or orally and it can be done on paper or on the blackboard. It's a quick way to collect thoughts for subsequent connection and reflection*".

Another teacher said in brainstorming session, "*students express all their ideas they have on the theme or topic. To capture the learners' ideas and information, we can use spider diagrams, Venn Diagrams and other tools. Brainstorming relies heavily on both quantity and fluency. During a brainstorming session, all suggestions, without criticism all the ideas should be taken or accepted. Learners should endeavour to combine their own and others' ideas, as well as listen to what their peers have to say*".

4.6.3 Cooperative learning

The word "*cooperative learning*" indicates to an instruction strategy wherein children at different from each other and their performance levels cooperate in small groups towards a shared goal. The students are liable for each other's learning just as their own. Subsequently, achievement of one student assists another that should be successful. In contrast to an individualistic classroom, children in a cooperative class do or die together. Every individual from a group is responsible to other not in learning but also they all helping each other learning, through this they create an atmosphere of achievement. Children work through the task until all the members of group effectively comprehend or understand and complete it.

Cooperative learning is a pedagogical technique that enables a small group of students to collaborate to accomplish a common goal. Collaboration and conversations are examples of this teaching approach. Collaboration develops a personal connection between students and

the topic of study. Cooperative learning makes the classroom more dynamic for all students. This involvement might help lecturers overcome obstacles while also help to achieve other organizational goals. Advocates of collaborative classrooms, according to (Atkins, 2010), think that students learn better from each other and the instructor is just not the sole source of information within the classroom. (Binta, 2014) performed a study in Soba, Kaduna State, Nigeria, on the impact of a cooperative teaching approach on the academic success of Basic Science students. Her research found that students educated to the lecture mode of education had poorer academic success than those that are exposed to the cooperative teaching technique.

The influence of the group teaching approach on students' performance in chosen Basic Science subjects was investigated by (Theodora, 2011). He chose junior secondary school year-one Basic Science learners from a school of science in Ile-Ife, Osun State, Nigeria, using purposive sampling. His research revealed that exposure to group instructional strategy showed better performance than that exposed to individualized learning treatment; the below-average students exposed to group instruction improved their performance over those who were not exposed to this method, indicating that they gained a better understanding on the Basics science concept. There is a substantial difference between the collective work done by the students exposed to the group teaching and their individually performance, indicating that students got more insights if they work on projects collectively rather than when they worked on them alone. According to interviews, group work is more useful than individual performances because learners with creative minds discuss their ideas and learn more quickly and readily.

According to (Atkins, 2010), Effective communication and cooperation are important to become successful learners. Students learn best when they are involved in activities that are relevant to their interests and previous experiences. Collaboration can be used by basic science teachers to measure students' ability to operate as a team, leadership qualities, or presenting skills.

4.6.4 Ice Breaking
The term ice breaker comes from two foreign words, namely ice which means ice has a rigid, cold, and hard nature, while the breaker means solving. Meaning literally an ice-breaker is an "*Ice breaker*". So, an ice breaker can be interpreted as attempts to break or melt the atmosphere that is rigid as ice to become more comfortable flowing and relaxing. Ice

breaking is an activity that can be used to solve the tension and saturation of students in learning, so that the class becomes fun and more conducive before entering into core activities. The conducive situation will be more effective to help students achieve learning goals compared to a tense situation. Ice breaking can do in various activities, such as game, short story, and guessing. This activity was done in 5 until 15 minutes.

There are several benefits of doing ice breaking activities, including the ones eliminate boredom, anxiety and fatigue because they can get out while from the routine of the lesson by doing free and cheerful activities, also other benefits such as: Train creative thinking and broad students, Develop and optimize the brain and creativity of students, Train students to interact in groups and work together in a team, Train systematic and creative thinking to solve problems, Increase self-confidence, Practice determining strategies carefully, Train creativity with limited material, Practice concentration, dare to act and not be afraid of being wrong, Gluing tenuous interpersonal relationships, Train to respect others, Strengthen self-concept, Train the soul of leadership, Practice being scientific, Practice making decisions and actions. According to interview, "*through this activity students know each other easily, their personal interest, share their things and make friends and they create good environment in classroom. In this student were feel comfortable while taking the risk of speaking in other or foreign language. Also, if students know each other well, it makes pair and group work easier and more productive. One ice-breaker to try begins with handing out slips of paper. Ask students to write something interesting about themselves, then collect and redistribute. The students read what is on the slip you gave them and mingle around the room asking their classmates questions that help them find the person it belongs to*".

One teacher said, "*Some people, myself included, are not morning people, which makes an early morning class challenging. If your students' lattes haven't kicked in yet, an effective way to wake them up is to get them moving with warm-up exercises that require your students to mingle around the room. One tried and true classic is "Find Someone Who". Create a bingo card with various things like "plays the guitar". The focus can be on verb tenses or it can be used strictly as an ice-breaker and be all about personal likes and experiences. The students mingle and ask their classmates the questions until they get a bingo. To encourage them to speak with as many people as possible (and move around the room as much as possible too), ask the students to only ask one question per classmate. This is a wonderful*

exercise to do in classes that follow the lunch period as well, another time when students are in a quiet".

According to my interviews, teacher told me, we all know the value and necessity of review and reinforcement of the points we teach. One way to do this is through a warm-up exercise. Perhaps in your previous class, your lesson was on adjectives. The next day, you can write a few sentences on the board with mistakes in the use of adjectives. As the students come in, ask them to read the sentences and find the mistakes together with a partner. This immediately gets the students talking and thinking about what they learned the day before. Then, go over the sentences together as a class. Maybe you teach communication, and your previous lesson was on inverted word order for emphasis. Your warm-up exercise could be the beginning of a sentence on the board. Again, as the students arrive, ask them to complete the sentences with a partner, but one variation could be for the students to find a new partner and complete the sentences again. With each new partner, the students will get better at using the target phrase. At last, call on a few to share with the class.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter includes the recommendation and suggestions in the end. It summarizes the objective and conclusion of the entire research work.

5.1 Conclusion

In many European Countries, the ABL method had already proved its worth as it enabled students to develop several skills. It is important to highlight the fact that teacher's role in activity-based teaching method is different from the role they play in traditional teaching method of teaching. In traditional method, teachers are always active as they transfer their knowledge to their students without any involvement from students.

In schools, the major factors behind this method are huge class size, medieval teaching methodologies, rote learning, lack of concept building, lack of critical thinking and incompetent teachers. These are just a few factors which, are responsible the most.

In the results section, I have focused the most on the lack of critical thinking because it develops reasoning and analytical skills in students, which is a major determinant in development of skills. The students of the public schools are not able to think critically at all. Critical thinking is necessary for the cognitive development of the students. There is no focus on the cognitive development of the students studying in the schools.

The medieval teaching methodologies adopted by the teachers in the schools are also responsible. The teachers teach an entire lesson to the students without having a discussion or session of questioning with them. The teaching-learning process is absolutely one sided in these schools. Teachers are not concerned about the conceptual understanding of the students. Their only motive is to complete the lesson; they decided to teach in a period.

The teachers do not try to capture the interest of the students during the course of teaching. They do not consider it a part of their job. Neither do they bother about the concept building, nor do they focus on capturing the interest of the students. A teacher just considers teaching the whole syllabus to the students as her job.

There is a huge relation between the teacher student bond and learning of the students. The lack of confidence and element of fear caused by the rude behaviour of the teachers

discourage the students to ask question from teachers in the class. It is a major reason behind the lack of conceptual understanding by the students. Development of concepts is only possible when the students ask questions. There is an immense lack of practical work, creative activities, motivation, cooperation, class presentations, critical thinking, oral testing, multimedia, dramatic and sports activities in these schools. The students are neither given adequate opportunities, nor are they encouraged to participate in extracurricular activities. These things are neither mandatory, nor graded here. There is no effort regarding developing creative skills in the students. The class presentations are not mandatory, and no teacher takes them. The schools are not provided with sports equipment. Students should be encouraged to work in groups. However, duty of teacher to make group groups carefully or to mix the weak and intelligent students in small groups.

The teacher training programs are incapable of bringing a considerable change. It is because they lack consistency, and they are not mandatory for each and every teacher at these schools. Secondly, there is no check on the truthful application of the techniques taught by these programs. They are just an activity for the teachers and nothing else. There is an absolute lack of research centres in the schools which are crucial for training the teachers within their schools on regular basis. The issues faced by the teachers include the huge size of class, low daily wages, lack of funding and lack of important facilities like multimedia etc. It is difficult for a teacher to provide individual attention and take questions from a class having huge strength. She has to have a lot of energy to maintain decorum of the class in this way.

This study has answered the above research questions. It fulfils the objectives mentioned in the beginning too. This research was conducted in primary schools of Islamabad. While interviewing the teachers, I inquired about their issues too. I have also discussed the issues faced by the teachers to adopt this method and parents too. This research would be of immense significance for policymakers. They can be able to know about the insight of these schools because it is qualitative research. I have tried my best to cover all aspects.

5.2 Recommendation

In light of current research findings, study purpose following policy recommendations.

- Teachers should be provided adequate training and objective of the training should be focalizing on equipping the teachers with activity-based learning methods.
- With the coordination of State, Provinces should take initiative to strengthen the best possible ways to promote Activity-Based Learning (ABL).
- Implementation of the ABL explored as mismanagement and lack of resource (Human Resources/Financial Resources). So, allocation should be reevaluated to ensure the funds are expended effectively and efficiently.

5.3 Research Limitations

This study encountered a few limitations, which are as follow:

1. Islamabad, the capital city of the country, has been chosen as a sample. There seems to be a bias among masses, which somehow change the behavior and accessibility of a woman as a data collector. To avoid difficulty in data collection (ideally from various cities), only one city and that being the capital city has been selected.
2. The study took place in only ten primary schools of Islamabad due to limited time and resources, which means that the sample may not represent all the primary schools of the capital city. It might be difficult to ensure that the results of this study could be widely generalized to the whole city. A wider coverage of schools in this study could furnish more comprehensive results.
3. A related issue is that the experiments are often conducted on newly implemented programs, and this is the only way to make the evaluation feasible. In the current study, the same issue was faced. The short-term measurable impacts do not proxy the long-run impacts very well.
4. The onset of Covid-19 pandemic has also brought about changes to the education. Several other issues may have arisen due to the pandemic, but they are not discussed in this study.

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Role of Activity Based Teaching in Learning

A case study of selected private and public schools in Islamabad

Name:

School name: Class:

Interview Guide from Teachers

1. Which subject do you teach?

   _____

2. How do you deal with the different teaching method of your student?

   _____

   _____

   _____

3. How do you maintain the attention of your student?

   _____

   _____

4. How have you used technology to enhance your teaching?

_____

_____

_____

5. How do you communicate with the students? Like learning goals or student progress or celebration.

_____

_____

_____

6. How you motivate students while starting a new task?

_____

_____

_____

7. What do you think that time is enough for activity?

_____

8. What types of activities have done in your classroom or school?

_____

_____

_____

9. What is your experience in dealing with disable students?

_____

_____

10. What do you think about statement:

'If student not learn the way you teach, teach them the way they learn'

_____

11. Are you comfortable with technological changes in education system?

_____

_____

12. Which are the major barriers you face in adopting activity based teaching strategies during classroom lectures?

_____

_____

_____

13. What is your suggestion for improvement in the school environment to promote activity based learning?

_____

_____

_____

14. What do you think about the role of parents/ siblings/ friends in enhancing the growth of students?

_____

_____

_____

Appendix 2

Role of Activity Based Teaching in Learning

A case study of selected private and public schools in Islamabad

Name:

Class:

Interview Guide from Parents

1. In which school your kid study, private or public?

   _____

2. Are you satisfied with the teaching methodology at your children's school?

   _____

3. Are you familiar with the activity based learning techniques?

   _____

4. What do you think about activity based learning?

   _____

   _____

5. Do you think activity based learning is good for student?

   _____

   _____

6. Do you think every primary school should have this type of activity?

   _____

7. Would you suggest that the activity based learning must be part of every educational institute at primary, secondary and higher levels?

_____

_____

8. Do you think academic work take most of your child's time and hence restrict them from enjoying other activities?

_____

_____

9. Do the schools improve your child social skills, development skills, cognitive skills e.t.c?

_____

_____

10. Do you think extra stationary (like colours, charts, paint) requirement by school is a financial burden on you?

_____

_____

11. What is your suggestion for improvement in the school environment to promote activity based learning?

_____

_____

12. Does activity based learning shows any improvement in your children's overall

academic performance?