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Role of Teachers in the Promotion of Activity Based Learning at Primary Level

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Abstract
Role of teachers in the promotion of activity based learning at primary level was a novel study. In this study these research objectives were used: (1) To investigate instructors' practical application for activity-based learning at primary level; and (2) To find out the effects of activity-based learning at primary level. In this research work the following research questions were tested: (1) What are teacher's practical application for activity based learning at primary level? and (2) What are the effects of activity-based learning at primary level? All the (20) Private Primary Schools in Sheikh Maltoon Mardan were the population in this study. A sample of (12) Private Primary Schools in Sheikh Maltoon Mardan was selected randomly. In which the following respondents were included. A closed-ended questionnaire with three options was developed, validated, reliability was calculated @ 0.80, and the study was delimited to Sheikh Maltoon in District Mardan. It is concluded that majority of teachers are using activity-based learning. Teachers encouraging participation, plan activities, simplify a challenging subject, make a topic clear, and boost students' creativity. It was suggested that teachers concentrate on activity-based learning based on the findings. For them to function well in teaching and learning environments, the authorities must provide them with the necessary training.

Keywords: Activity based learning, Primary level teaching, Instruction method

Introduction

Activity-based learning is a method of instruction that emphasizes on active student participation via hands-on activities, problem-solving assignments, group discussions, and practical experiences. By encouraging students to take active part in the process of learning, this student-centered method improves information retention and fosters the growth of critical thinking abilities (Hmelo-Silver, 2004). Activity-based learning enables teachers to customize activities to each student's unique learning preferences, styles, and skill levels. Students are more likely to feel a connection to the material and have a greater understanding of it when a variety of needs are met (Barak et al., 2020). According to Piaget's (1964) research, active learning experiences help people retain information for a

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long time. Students are more likely to remember and retain the knowledge they have acquired, even after a considerable amount of time, when they actively engage in activities and experiences. Activity-based learning promotes information transfer and application in a variety of settings. By relating the theoretical ideas to actual circumstances, students can make learning more applicable and get ready for real-world issues (Mallick et al., 2021).

In light of the diverse array of activity-based learning approaches, educators recommend the following techniques or activities: role-playing tests, dramatization, play, projects, problem-solving, discovery learning, field work, experimentation and concept mapping (Festus, 2013; Noreen & Rana, 2019). Both indoor and outdoor activities are possible.

Students are encouraged to investigate and try out various solutions through activity-based learning, which stimulates creativity. It gives pupils the chance to think creatively and deepens their understanding of how to solve problems creatively (Ho, 2018). Group projects and presentations are a common component of activity-based learning strategies, and they help students improve their public speaking and communication skills (Johnson & Johnson, 1999). These abilities are beneficial in personal, professional, and academic contexts. Activity-based learning experiences that are entertaining and engaging foster a favorable link with education. Students that get this positive reinforcement may develop a passion of learning and get more self-driven and self-motivated (Vygotsky, 1978). In the classroom, learning via activities can support diversity and accommodate a range of learning requirements. Students can actively engage in and make contributions to the educational process regardless of their backgrounds and skill levels (Harlen, 2006). A significant change in the function of educators may be seen in the transition from typical teaching to activity-based learning, where they serve as facilitators or guides.

Research Objectives

- To inquire instructors' practical application for activity-based learning at primary level.
- To find out the effects of activity-based learning at primary level.

Research Questions

- What are teacher's practical applications for activity based learning at primary level?
- What are the effects of activity-based learning at primary level?

Statement of the Problem

ABL is recognized for its ability to enhance student engagement and learning, many teachers struggle with limited training, inadequate resources, and a lack of institutional support. These barriers prevent the full integration of ABL into everyday teaching practices, ultimately hindering its potential to improve student learning outcomes and foster active participation in the classroom.

Literature Review

As the name implies, learning through activities includes students engaging in the gaining knowledge process actively rather than "passively" taking in lectures. It is founded on the core notion that education has to include more than just

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listening to lectures; it should involve conducting some practical experiments and activities. Reading, writing, conversation, hands-on activities, resolving issues, analyzing, synthesis, and evaluation these are all components of activity-based learning. Active learning may also be defined as any method "that involves students in doing things and thinking about the things they are doing." (Bonwell & Eison, 1991).

According to Singh (2015), this method makes it easy to explain a subject, enhances learning for students, and fosters concrete knowledge. According to different academics, pupils take benefit greatly from Activity Based Learning (ABL) strategies. According to numerous academics, kids that are interested in active learning tactics would rather learn through activity-based instruction than more conventional approaches. Shaheen and Kayani (2017), for example, found that there are notable distinctions between lecture-based and activity-based learning approaches. Additionally, Rama (1998) recommended that educators use active learning strategies. Students should be treated like learning resources rather than empty jars.

Involving children in the learning process is the fundamental objective of a primary school teacher. These procedures should be guided by the Intended Learning Outcomes (ILOs). It is important to remember that student performance is more significant than instructor performance (Shaheen, Ullah & Shah, 2019). Nonetheless, the educational activity must to be meaningful, intentional, and practical. Activities should build on existing knowledge. With these exercises, pupils should be able to engage with the material and improve their understanding, abilities, and knowledge. Additionally, the activities should be transferable to different activities. Activities that can be applied to other activities in a different environment are considered useful learning activities.

In light of the diverse array of activity-based learning approaches, educators recommend the following techniques or activities: role-playing, tests, dramatization, play, projects, problem-solving, and discovery learning, field work, experimentation and concept mapping (Festus, 2013; Noreen & Rana, 2019). Both indoor and outdoor activities are possible. Experimentation and job completion are well-known in Pakistan because of the educational environment and culture. Activity-based critical learning necessitates firsthand engagement with tasks or occurrences. This is because, according to Hussain, Anwar, and Majoka (2011), learning without activities never contextualizes the teaching and learning process. Activity-based learning (ABL), however , aids in the contextualization of learning for pupils.

The following are some advantages of activity-based learning, according Morable and Okwudishu (2011): strengthens the course material, fosters the development of steam building abilities, boosts students' self-worth, supports collaborative learning, enables innovativeresolving issues, and advances the concept of discovery learning. Additional advantages include energizing and invigorating participants, strengthening the bonds between students, providing variety to accommodate different learning styles, facilitating the actual implementation of course material, improving discussion with a variety of learners, creating an exciting and enjoyable learning environment, enhancing student motivation and retention, giving students a way to be recognized and rewarded, and encouraging fun.

Children are encouraged to creatively convey their understanding and thoughts

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via activity-based learning. Pupils have the chance that they can demonstrate what they have learned both verbally and via the act of doing when using the activity-based learning approach.

The approach that allows pupils to take an active role in their education is called activity-based learning. It is predicated on the fundamental tenet that learning should involve the effective use of exercises and assessments to fundamentally pay focus on objectives. Reading, writing, hands-on activities, comprehensions, discussion, debates, investigations, a combination of these, and tests are the most important elements that can be taken into account in ABL (Larmer, Mergen Doller & Boss, 2015; Noreen & Rana, 2019). Additionally, it is portrayed as any technique or approach which highlights an idea that students ought to be motivated to participate in performing tasks. On the other hand some traditional teaching methods that include lectures. During the learning process, educators serve as facilitators, providing direction and support to students (Hug, Krajcik & Marx, 2005; Khan, Muhammad, Ahmed, Saeed & Khan, 2012; Khan, Shah & Saba, 2020).

RESEARCH METHODOLOGY

Population

All the (20) Primary Schools in Sheikh Maltoon Mardan were the study's population. **Sample**

A sample of (12) Primary Schools in Sheikh Maltoon Mardan was chosen randomly. In which the following respondents were included.

School No	Teachers	Total
12	65	65
Sample: 65		

Research Instrument, Validity, Reliability, & Delimitation

A closed-ended questionnaire with three options was developed, validated, reliability was calculated @ 0.80, and the study was delimited to Sheikh Maltoon in Mardan.

DATA ANALYSIS

Item No: 1 You are using activity-based learning in the class				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	98.40	1.60	00	98.40

Item No. 1 shows that Maximum Primary School Teachers, with a Percentage of 98.40, were of the opinion that teachers are using activity-based learning in their classes.

Item No: 2 You are giving different tasks to students in the class				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	86.90	13.10	00	86.90

Item No. 2 shows that Maximum Primary School Teachers, with a Percentage of 86.90, were of the opinion that teachers are giving different tasks to students in their class.

Item No: 3You are encouraging students to participate in activities				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	95.10	3.30	1.60	95.10

Item No. 3 shows that Maximum Primary School Teachers, with a Percentage of 95.10, were of the opinion that teachers encourage students in their classes.

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Item No: 4You plan your activities before taking class				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	83.60	9.80	6.60	83.60

Item No. 4 shows that Maximum Primary School Teachers, with a Percentage of 83.60, were of the opinion that teachers plan their activities before taking class.

Item No: 5You make your class interesting through activity-based learning				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	96.70	1.70	1.70	96.70

Item No. 5 shows that Maximum Primary School Teachers, with a Percentage of 96.70, were of the opinion that teachers make class interesting through activity based learning.

Item No:6You are using different tools for activities				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	75	21.70	3.30	75

Item No. 6 shows that Maximum Primary School Teachers, with a Percentage of 75, were of the opinion that teachers are using different tools for activities in their classes.

Item No: 7 Activity based learning makes class interesting				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	95.10	1.60	3.30	95.10

Item No. 7 shows that Maximum Primary School Teachers, with a Percentage of 95.10, were of the opinion that activity-based learning makes class interesting.

Item No: 8Activity based learning helps in students' participation				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	98.40	1.60	00	98.40

Item No. 8 shows that Maximum Primary School Teachers, with a Percentage of 98.40, were of the opinion that activity-based learning helps students' participation in their classes.

Item No: 9Activity based learning encourage students in homework				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	91.70	5	3.30	91.70

Item No. 9 shows that Maximum Primary School Teachers, with a Percentage of 91.70, were of the opinion that activity-based learning encourage students in their homework.

Item No: 10Activity based learning makes a difficult topic easy				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	98.40	1.60	00	98.40

Item No. 10 shows that Maximum Primary School Teachers, with a Percentage of 98.40, were of the opinion that activity-based learning makes a difficult topic easy.

Item No: 11Activity based learning makes a topic clear				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %
P-PST-65	91.70	3.30	5	91.70

Item No. 11 shows that Maximum Primary School Teachers, with a Percentage of 91.70, were of the opinion that activity-based learning makes a topic clear.

Item No: 12Activity based learning increases students' creativity				
Defendants	Agreed %	Disagreed %	Undecided %	Maximum %

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P-PST-65	96.70	1.70	1.70	96.70

Item No. 12 shows that Maximum Primary School Teachers, with a Percentage of 96.70, were of the opinion that activity-based learning increases students' creativity.

Conclusion

It is concluded that maximum primary school teachers were of the opinion that they use activity based learning in their classes, gives different tasks to students, encourages students to participate in activities, plan activities before taking class, make class interesting, uses different tools for activities, makes class interesting, helps in students' participation, encourage students in homework, makes a difficult topic easy, makes a topic clear, increases students' creativity.

Recommendations

On the basis of conclusions, it was recommended that the teachers may be focused on activity based learning. They must be properly trained by the authorities to perform good in teaching learning environments.

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