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Teachers Perceptions And Beliefs About Use Of Activity Based Teaching At Secondary Level

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Abstract

Activity based teaching method is used for enhancing students' learning through their active participation in classroom activities in accordance with 21st century technological innovative changes. Aim of the study was to explore teachers' perceptions about use of activity based teaching in the educational context at secondary level. The study was descriptive type survey in nature, so questionnaire was used to collect data. All (3781) teachers teaching secondary classes in total (185) public secondary schools of Hyderabad division were comprised population of the study. Through random sampling technique, 220 teachers were selected from 44 schools as sample of study. Data was analyzed by using descriptive statistics such as frequency scores, percentages, standard deviation and Chi-Square. It was found that brain storming, problem solving, project method; class room experiments help students to improve their learning. It was recommended that activity based teaching may be adapted in classrooms for effective teaching learning process.

Keywords: Activity based teaching, Perceptions, Beliefs, Brain storming, Problem solving.

Introduction

Education plays a key role for uplifting socio-economic development of the country. It is a continuous process, changes the behavior of individuals through the required objectives to be achieved in due course of time. It is the most important process which alleviates poverty and improves life style of the people.

Education can be a means of communication, dissemination of public feelings, data, emotion, understanding and appreciation. It is responsible for strengthening the light role and developing national values and desires, and thus, trying to provide special assistance to society. It also provides support to the future generations for better life and improves their life in a better way. Education provides youth skillful and bright future.

Education is established as a powerful agency, which plays an important role in transferring the necessary needs in the social and cultural life of the country. The whole education system is developed and formulated to change human nature in a positive and optimistic way. This whole process plays an important role in any educational system. Setting up a very important skill factor is likely to be a top priority. Education may be a difficult achievement and individual education experts will meet the main responsibilities of building the country in a right direction. This goal can be properly developed and a sound angle for a prosperous future nation. The adoption of this setup, of course, is designed

to develop appropriate skills, teaching learning process, continuous development and learning.

Education is the "most important institutional organization of a nation; it plays a significant role in the development of a country. It enables a country to stand on her feet independently" (Stieglitz, 2007), (Giroux, 2014). Education "is a process which enables an individual to distinguish between the true and false, the good and bad, the right conduct and the evil doing" (Islam, 2016).

A teacher (also known as school teacher or, in some contexts, an educator) "is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task)" (Simonson, Smaldino & Zvacek, 2014), (Korthagen, 2012). Efforts are being made globally to improve teacher education programs and enhance teachers' professional development in the wake of the "advent of Information and Communication Technology and growing notions of globalization, including theories of free-trade market economy. The colossal socio-economic changes occurring at an exceptional rate in demographic, political, economic, cultural and technological arenas have influenced reforms in education in general, and teacher education in particular" (Ladson-Billings, 2017). It becomes more important for Teacher Education in Pakistan (Hargreaves & Fullan, 2012).

The teacher's "primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation" (Richards, & Rodgers, 2014), (Moore, 2014).

Activity based teaching explains a range of pedagogical methods to teaching. Its core qualities include the requirement that learning should be based on doing some hands on experiments and activities. The idea of activity based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to describe by their own and provided an optimum learning environment then the learning becomes joyful and long lasting (Agyei & Vogt, 2016).

Horsburgh with his wife Doreen and his son Nicholas "developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humor (Jewell, 2016).

Teachers are using different methods of teaching in class room now-a-days. Activity based teaching is a "method adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences" (Khan, 2015), (Rehmani, 2006). According to Yoon (2008) activity based teaching is the method of teaching in which students participate actively.

Statement of the Problem

The present research study aims to explore teachers' perceptions about use of activity based teaching in the educational context at secondary level. It determines teachers' perceptions about activity based learning in their professional learning experiences.

Objectives of the Study

The study was designed to achieve following objectives;

1. To explore teachers' perceptions about use of activity based teaching.
2. To identify teachers' beliefs about use of activity based teaching.

3. To find out relationship of teachers' perceptions and beliefs about activity based teaching.

Research Questions

The present research study is designed to answer the following questions:-

1. What are the teachers' perceptions about use of activity based teaching?
2. What are the teachers' beliefs about use of activity based teaching?
3. What is the relationship between teachers' perceptions and beliefs about activity based teaching?

Procedures and Methods of the Study

Study was quantitative and survey design was adopted. The population of the study was all the teachers teaching secondary classes of Hyderabad division of Sindh province. There are total 185(109 M+76 F/M) Govt. High Schools are located in Hyderabad division. The total number of teachers serving in the above 185 secondary schools of Hyderabad division was 3781 (2266 M+1515 F/M). Out of them, 220 (110M+110F/M) teachers were selected from 44 (22M+22F/M) schools of Hyderabad division through random sampling technique.

The self-made questionnaire was used by the researcher that was consist of 30 items by looking at the relevant themes from the literature containing teachers' perceptions, activity based teaching and challenges faced by teachers. The researcher was collecting the data through questionnaire. The researcher visits the sample of the study and administers the questionnaires to the respondents. The researcher guide and instructs the respondents regarding the filling of the questionnaire. The researcher was analyzing data through Statistical Package for Social Sciences (SPSS). Demographic information and questionnaire items was be analyzed using descriptive statistics such as frequency scores, percentage averages and Chi-Square analysis.

Presentation and Analysis of Results

Table 1 Respondents Opinion about Dramatization

Statement	Responses	Frequency	Percentage	Mean	SD
Use of dramatization creates interest among Students	SA	51	17.6	3.97	0.704
	A	194	67.1		
	UD	28	9.7		
	DA	16	5.5		
	SDA	0	0		

Table 1 indicates the use of dramatization. The respondents show tendency toward the dramatization creates interest among students. The respondents (51 + 194 = 245) (85%) responded that use of dramatization creates interest among students whereas the respondents (16) disagreed with the aforesaid statement. On the other way, the respondents (28) were uncertain about the use of dramatization. The mean score and standard deviation of the data (3.97) & (0.704) is respectively. So, it is concluded that majority (85%) of the respondents were agreed to the statement that use of dramatization creates interest among students.

Table 2 Respondents Opinion about Objective Tasks

Statement	Responses	Frequency	Percentage	Mean	SD
	SA	93	32.2	2.01	0.99

Quiz promotes objective tasks responsibility in students	A	137	47.4		
	UD	34	11.8		
	DA	14	4.8		
	SDA	11	3.8		

Table 2 illustrated about objective tasks. The respondents show tendency against the quiz promotes objective tasks responsibility in students. The respondents (137 + 93 =230) (80%) responded that quiz promotes objective tasks responsibility in students, whereas the respondents (25) agreed with the aforesaid statement. On the other way, the respondents (34) were uncertain about the objective tasks. The mean score and standard deviation of the data (2.01) & (0.99) is respectively. So, it is concluded majority (80%) of the respondents were agreed that quiz promotes objective tasks.

Table 3 Respondents Opinion about Role Play Method

Statement	Responses	Frequency	Percentage	Mean	SD
Role play method enhances students' realistic approaches	SA	70	24.2	3.78	1.030
	A	142	49.1		
	UD	23	8.0		
	DA	52	18.0		
	SDA	2	0.7		

Table 3 told us about role play method. The respondents show tendency about the role play method enhances students' realistic approaches. The respondents (70 + 142 =212) (73%) responded that the role play method enhances students' realistic approaches, whereas the respondents (54) disagreed with the aforesaid statement. On the other way, the respondents (23) were uncertain about role play method. The mean score and standard deviation of the data (3.78) & (1.030) is respectively. So, it is concluded that majority (73%) of the respondents were agreed that the role play method enhances students' realistic approaches.

Table 4 Respondents' Opinion about Educational Games

Statement	Responses	Frequency	Percentage	Mean	SD
Educational games help teachers to develop interactive skills among students	SA	69	23.9	3.74	1.061
	A	137	47.4		
	UD	24	8.3		
	DA	56	19.4		
	SDA	3	1.0		

Table 4 illustrated about educational games. The respondents show tendency about the educational games help teachers to develop interactive skills among students. The respondents (69 + 137 =206) (71%) responded that educational games help teachers to develop interactive skills among students, whereas the respondents (59) disagreed with the aforesaid statement. On the other way, the respondents (24) were uncertain about educational games. The mean score and standard deviation of the data (3.74) & (1.061) is respectively. So, it is concluded that majority (71%) of the respondents were agreed that

educational games help teachers to develop interactive skills among students.

Table 5 Respondents Opinion about Brain Storming Technique

Statement	Responses	Frequency	Percentage	Mean	SD
Brain storming technique helps teachers to generate useful ideas among students	SA	140	48.4	3.01	1.184
	A	65	22.5		
	UD	29	10.0		
	DA	40	13.8		
	SDA	25	8.6		

Table 5 presented data about brain storming technique. The respondents show tendency about the brain storming technique helps teachers to generate useful ideas among students. The respondents (110 + 65 =205) (80%) responded that brain storming technique helps teachers to generate useful ideas among students, whereas the respondents (75) disagreed with the aforesaid statement. On the other way, the respondents (29) were uncertain about brain storming technique. The mean score and standard deviation of the data (3.01) & (1.184) is respectively. So, it is concluded that majority (80%) of the respondents were agreed that brain storming technique helps teachers to generate useful ideas among students.

Table 6 Respondents' Opinion about Problem Solving Technique

Statement	Responses	Frequency	Percentage	Mean	SD
Problem solving technique helps students for better learning	SA	46	15.9	3.75	0.927
	A	176	60.9		
	UD	18	6.2		
	DA	48	16.6		
	SDA	1	0.3		

Table 6 illustrated about problem solving technique. The respondents show tendency about problem solving technique helps students for better learning. The respondents (46 + 176 =222) (77%) responded that problem solving technique helps students for better learning, whereas the respondents (49) disagreed with the aforesaid statement. On the other way, the respondents (18) were uncertain about problem solving technique. The mean score and standard deviation of the data (3.75) & (0.927) is respectively. So, it is concluded that majority (77%) of the respondents were agreed that problem solving technique helps students for better learning.

Table 7 Respondents Opinion about Debates

Statement	Responses	Frequency	Percentage	Mean	SD
Debates develop competitive ability among students	SA	96	33.2	4.00	0.997
	A	139	48.1		
	UD	11	3.8		
	DA	40	13.8		
	SDA	2	0.7		

Table 7 presented data about debates that debates develop competitive ability among students. The respondents show tendency about debates develops competitive ability among students. The respondents (96 + 139 =235) (81%) responded that develops competitive ability among students, whereas the respondents (42) disagreed with the aforesaid statement. On the other way, the respondents (11) were uncertain about debates develops competitive ability. The mean score and standard deviation of the data (4.00) & (0.997) is respectively. So, it is concluded that majority (81%) of the respondents were agreed that debates develops competitive ability among students.

Table 8 Teachers Believes About Dramatization

Statement	Responses	Frequency	Percentage	Mean	SD
Teachers believe that use of dramatization creates interest among students	SA	98	34	3.50	1.397
	A	135	46.7		
	UD	8	2.8		
	DA	12	19.0		
	SDA	36	12.5		

Table 8 presented data us about teachers believes. The respondents show tendency that teachers believe that use of dramatization creates interest among students, students and teachers. The respondents (98 + 135=233) (81%) responded that teachers believe that use of dramatization creates interest among students, whereas the respondents (48) disagreed with the aforesaid statement. On the other way, the respondents (8) were uncertain about dramatization creates interest. The mean score and standard deviation of the data (3.50) & (1.397) is respectively. So, it is concluded that majority (81%) of the respondents were agreed that teachers believe that use of dramatization creates interest among students.

Table 9 Teachers Believes About Quiz

Statement	Responses	Frequency	Percentage	Mean	SD
Teachers believe that quiz promotes objective tasks responsibility in students	SA	125	5.2	2.96	1.058
	A	108	43.2		
	UD	11	3.8		
	DA	30	42.6		
	SDA	15	5.2		

Table 9 told us about teacher's beliefs. The respondents' show tendency that quiz promotes objective tasks responsibility in students, students and teachers. The respondents (125 +108=233) (81%) responded that quiz promotes objective tasks responsibility in students, whereas the respondents (138) disagreed with the aforesaid statement. On the other way, the respondents (11) were uncertain about quiz promotes objective tasks responsibility. The mean score and standard deviation of the data (2.96) & (1.058) is respectively. So, it is concluded that majority (81%) of the respondents were agreed that quiz promotes objective tasks responsibility in students.

Table 10 Teachers Believes About Playing Method

Statement	Responses	Frequency	Percentage	Mean	SD
Teachers believed that playing method enhances students' realistic approaches	SA	110	38.1	3.02	1.012
	A	115	39.8		
	UD	0	0		
	DA	64	22.1		
	SDA	2	0.7		

Table 10 presented data about playing method. The respondents show tendency that playing method enhances students' realistic approaches, students and teachers. The respondents (110 + 115=225) (78%) responded that playing method enhances students' realistic approaches, whereas the respondents (66) disagreed with the aforesaid statement. On the other way, the respondents (0) were uncertain about playing method. The mean score and standard deviation of the data (3.02) & (1.012) is respectively. So, it is concluded that majority (78%) of the respondents were agreed that playing method enhances students' realistic approaches.

Table 11 Teachers Believes Regarding Debates

Statement	Responses	Frequency	Percentage	Mean	SD
Teachers believed that debates develop competitive ability among students	SA	126	43.6	2.84	1.370
	A	105	36.3		
	UD	12	4.1		
	DA	25	8.7		
	SDA	21	7.3		

Table 11 told us about teachers' believes regarding debates. The respondents show tendency against that debates develop competitive ability among students. The respondents (126+105=231) (80%) responded were in favor of statement, that debates develop competitive ability among students, whereas the respondents (46) disagreed with the afore said statement. On the other way, the respondents (12) were uncertain about debates. The mean score and standard deviation of the data (2.84) & (1.370) is respectively. So, it is concluded that majority (80%) of the respondents were agreed that debates develop competitive ability among students.

Table 12 Relationship of Teachers Perceptions and Beliefs about Activity Based Teaching

	df	Chi-square Calculated	Chi-square Table value	Sig.
Teachers Perceptions VS Teachers Beliefs	488	47.867	86.661	.001

The table 12 shows the relationship of teachers' perceptions and beliefs about activity based teaching. The Chi-square calculated value 47.867 and Chi-square table value 86.661 indicated that there was a strong relationship between teachers'

perceptions and beliefs about activity based teaching significantly.

Conclusions

On the basis of the findings it was concluded that

- Majority of the male respondents having 26-30 age from urban area responded that use of dramatization creates interest among students, quiz promotes objective tasks responsibility in students and the role play method enhances students' realistic approaches.
- Educational games motivate teachers to develop interactive skills in students, brain storming technique promote teachers to generate useful ideas among learners, problem solving technique flourish learners for understanding learning, promotes competitive ability in the educators, discovery methods capable learners to solving problems, project method motivates teachers to produce creativity in students, fieldwork studies indicates students to collect data for problem solving, class room experiments leads positively students to work in the form of groups to interpret their queries, activity based teaching promotes students for lifelong learning skills, teachers to emphasize their teaching and learners to learn by doing.
- The discussion method develops confidence among students; playing method enhances students' realistic approaches, problem solving technique is effective for better learning and debates develop competitive ability among students.
- The result of the study shows that discovery methods enable students to solve problems and project method helps them to produce creativity among students.
- The study concluded that fieldwork studies help students to collect data for problem solving, class room experiments helps students to work in groups to solve their queries and mapping techniques help students to understand mapping representation.
- The study further concluded that there was strong relationship between teachers' perceptions and beliefs about activity based teaching.

Recommendations

The following recommendations are made on the basis of findings of the study.

- Dramatization, quiz and role play method may used to promote objective tasks responsibility and enhances students' realistic approaches.
- Educational games, brain storming technique, problem solving technique, discovery methods, project method, fieldwork, class room experiments and activity based teaching should be followed by teachers to emphasize their teaching and students to learn by doing.
- Activity based teaching may adapt in the classroom for effective teaching learning process.

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