Role of Teacher for the Successful Implementation Activity Based Curriculum

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ABSTRACT
The study aimed to evaluate the role of teachers in implementing activity-based curriculum, which is essential for successful education. A qualitative approach was used to collect data from a sample of five public school teachers in the Sahiwal district, through semi-structured interviews and thematic analysis. The findings revealed that teachers' ability to apply essential teaching skills is critical for successful activity-based teaching. However, the study identified several barriers to effective implementation, including inadequate training, poor planning, teacher stagnation, limited resources, lengthy course content, and overcrowded classrooms. The study recommends that teachers should receive proper training to master the necessary skills for activity-based teaching, and mechanisms should be established to monitor and evaluate their practices. Additionally, guidebooks should be prohibited, class sizes should be limited to 30 students, and special funding should be allocated to support activity-based curriculum. Adequate teacher training from institutions is necessary for the successful implementation of this curriculum.

KEYWORDS
Teacher, Students, Activity-based Curriculum

INTRODUCTION
Mkandawire (2010) defined the curriculum as a set of meaningful, planned learning activities. When the content or material of a course is taught through hands-on projects and activities, it is considered an activity-based curriculum. In Pakistan, activity-based curriculum is designed for primary, elementary, and secondary levels, and it is best suited to the natural needs of children.

The teacher's part in the application of the curriculum cannot be denied, and their role is of great value. If teachers are passionate and skilled in their academic and professional skills, they can enforce all this potential on their students. The teacher provides a base or foundation for curriculum implementation, and if the teacher does not play their role well, then the whole planning will flop. According to Azuka (2013), the teacher has to play the role of a guide and facilitator rather than a lecturer or instructor. Carl (2009) mentioned that the teacher played their role as a passionate facilitator in activities to achieve the educational goals prescribed by the curriculum. Fullan (1991) considered teachers as the center of curriculum development and educational reforms.

Previous research suggests that activity-based teaching methods are the best method to bring excellence in students' performance. Kuyate (2019) concluded that the activity-based teaching strategy was best suited for English learning. The activity-based method should be given preference for teaching English as this strategy focuses on the active participation of each student in the activities for better learning. The students' role is active instead of passive (Suparno, Wena et al., 2019). The study of Ul Haq (2016) resulted in activity-based teaching's outcomes being better than traditional methods. Anwer (2019) narrated that activity-based teaching is a more interesting way of teaching than the lecture method. ABT is a new approach to teaching, and engaging students in action is its basic part (Hansraj, 2017). In an activity-based model of teaching, students are constantly busy observing and watching their surroundings (Panko, Kenley et al., 2005). Prince (2004) said that in an activity-based class, students are engaged in the learning processes. Activities have positive effects on students' learning in the subject of mathematics (Noreen, Rafique et al., 2020). Mishra & Yadav (2013) suggested that the activity-based strategy enhances students' learning generally in any subject and particularly in science subjects.

Different studies have been done on the subject of activity-based teaching, measuring the effects of activity-based teaching in the subjects of mathematics, science, and English. However, these studies focus on students' learning only. The evaluation of the teacher's role regarding the implementation of activity-based curriculum is an unexplored area in previous studies. Are our teachers skilled enough to plan, design, develop, and conduct activities properly?

The literature review explored that activity-based teaching has great positive effects on students' learning in almost all general subjects. In our school, the curriculum is already activity-based. Now the question is, why is our activity-based curriculum not producing excellent students who meet the changes of the 21st century? What should be the essential qualities...
of teachers for activity-based teaching? What are the reasons for the failures of the activity-based curriculum? The performance of the teacher needs to be improved in this regard. Therefore, it will be beneficial to have a deep view of the teacher's performance regarding activity-based curriculum. This study will fill the gap both in literature and teaching practices too. It will empower instructors and subject specialists to adopt and utilize activity-based teaching properly. It will be helpful for teacher training institutes to make up the deficiencies of teachers in the area of conducting and designing activities. Consequently, our activity-based curriculum will be well-implemented.

RESEARCH METHODOLOGY

The interpretivist paradigm of qualitative research, which focuses on words rather than numbers, was used to explore the role of teachers in the success of activity-based curriculum implementation (Akhter et al., 2021; Akhter et al., 2021; Siddique et al., 2023). The study employed a qualitative research design and aimed to gain a detailed understanding of the teacher's role in implementing the curriculum. The population of the study was all teachers who teach in public schools of Sahiwal district (Ali et al., 2021; Azeem et al., 2021; Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022). Purposive sampling was used to select five participants from the population, all of whom were teaching in Govt Banat ul Islam High school. The data was collected through semi-structured interviews, which were conducted by the researcher herself. The interview questions were open-ended and aligned with the study's objectives and research questions. The collected data was transcribed and analyzed thematically, resulting in the emergence of two themes and 16 subthemes. The findings indicated that teacher's essential skills were critical to successful activity-based curriculum implementation. However, factors such as inadequate planning, untrained teachers, teacher stagnation, limited resources, lengthy courses, and over-crowded classes hindered the implementation of the curriculum. To overcome these challenges, the study recommended that teachers should be adequately trained and supervised, guidebooks should be banned, class size should not exceed 30, special funds should be allocated, and training institutions should provide adequate training.

RESULTS AND DISCUSSION

The researcher solicited detailed feedback from the teachers on their perspectives regarding the essential skills required, approaches to activity-based teaching, and reasons for the shortcomings of activity-based curriculum, and their responses varied.

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<th>S.No</th>
<th>Research question</th>
<th>Main theme and Sub themes</th>
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<tr>
<td>1</td>
<td>What should be the role of teacher for activity-based teaching?</td>
<td>Essential skills</td>
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<td>1) Committed teacher</td>
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<td>2) Highly knowledgeable</td>
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<td>3) Encouraging personality</td>
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<td>4) planning of activity-based teaching</td>
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<td>5) clear instructions</td>
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<td>6) facilitate the learner</td>
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<td>7) ensuring participant’s involvement</td>
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<td>8) best use of limited resources</td>
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<td>9) creativity</td>
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<td>10) collaboration</td>
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<td>11) patience</td>
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<td>12) Produce healthy learning environment</td>
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ESSENTIAL SKILL FOR ACTIVITY-BASED TEACHING

Teachers play a very crucial part in curriculum implication. Passionate, committed nature and highly knowledgeable teacher can play a best role in activity-based curriculum. Teacher’s role in activity-based teaching is associated with some attributes like clear instruction, facilitative role of teacher, ensuring participant’s involvement, collaboration, discipline, time management, best use of limited resources, creativity and patience and healthy learning environment. Without these competencies the objectives of curriculum cannot achieved.

COMMITTED TEACHER

Only passionate teachers can perform well his duties without being exhaust. Committed teachers invest their time and energy for the progress of learner. As the interviewed teacher responded the same views.

“Teacher should be passionate and enthusiastic about his teaching and job.” (respondent 5)
HIGHLY KNOWLEDGEABLE PERSONALITY
Teachers own professional qualification, updating knowledge and experience also responsible for the success of activity based curriculum. As per views of interviewed teachers
“Teacher should be a man of knowledge.” (respondent 2)

ENCOURAGING PERSONALITY
Researcher said that teacher should be encouraging personality. If he/she encourages his students and avoids to speak negatively of others, then the students interest for learning can be enhanced. Teacher should be familiar to student’s divers background. As interviewed teacher shows the same.
“An efficient teacher does not speak negatively of others and always tries to encourage his students and gives respect to them. Teacher can’t play facilitating role if he is unaware to his student’s divers background.” (respondent 3)
“A teacher should communicate with others effectively” (respondent 1)
“Teacher should listen consciously and give credit for their contribution” (respondent 2)
“Teacher should show a caring attitude towards their students” (respondent 4)
“A good teacher motivates students to achieve their goals” (respondent 5)

PLANNING OF ACTIVITY-BASED LESSON
Proper planning guarantees success. A good teacher preferred to plan activities according to the topic, age, objectives and learning styles of students. “How to design effective activities” should be the main intention of teacher. There are three sections of a lesson plan regarding activities like warm up activities, concept development activities and feedback activities.
“Without having a skill of well planning we can’t get good results”. (Respondent 1)
“Planning of warm up, concept development and feedback activities should be a part of lesson” (respondent 2)
“Teacher should keep in view that, what, when, to whom and how to teach.” (Respondent 3)
“Planned activities should be aligned with goals” (respondent 4)
“Teacher should focus on designing the meaningful activities with appropriate sequence. Designed activities should be incorporate with different learning styles” (respondent 5)

CLEAR INSTRUCTIONS
The most crucial part of teaching is the clear instruction about the activity. Without clear instruction activities cannot be implemented effectively. These views are also strengthened by a respondent as:
“I think mostly teachers have designed good activities, but they do not convey instruction clearly due to which excellent designed activities are not be performed effectively”. (respondent 2)

FACILITATE THE LEARNER
Modern curriculum is student centered. Teacher has to play a role of guider and facilitator rather than of lecturer or instructor. Teacher performs multiple role in activity-based curriculum like planner, designer, organizers, helper, decision maker and evaluator. Teacher role in AB curriculum is like a family member and he should assist his students in difficult situation to make it easy. An interviewed teacher expressed as
“Teacher has to perform a role of facilitator” (respondent 2)
“Teacher’s relation with his students should like a family member” (respondent 3)
“Teacher should not leave the children on their own, but take care of them with love”. (respondent 4)
Sometimes student’s mind does not work independently. It requires a teacher’s direction and assistance to run. (respondent 5)

ENSURING PARTICIPANT’S INVOLVEMENT
In activity-based teaching, students are divided into groups to accomplish assignment. All groups share ideas and information with their fellows. Working together is the foundation for activity-based method (Ravi & Xavier, 2007). Hake (1998) said students take more interest in group activities. This group working helps them to learn complicated concepts in an easy way. Teacher should have the skill to involve each participant into activities as:
“ensuring participant’s involvement in activities is essential skills for activity-based teaching.” (respondent 4)

BEST USE OF LIMITED RESOURCES
Mostly public school have limited resources to accomplish their task. Now it is totally a work of skilled teacher that how to manage their teaching activities in low budget as expressed by an interviewed teacher:
“Teachers should have the skill to use limited resources in the best way”. (respondent 3)

CREATIVITY
If teachers mind is creative, then he can lead his student to think for unique ideas. It is very helpful to get rid of boredom, as expressed by a teacher
“Teacher’s creativity in activity attracts the students and opened new ways of thinking. (respondent 3)
“Teacher should motivate his students to create new ideas” (respondent 4)
“Teacher should introduce innovative ways of working” (respondent 2)
COLLABORATION
Working together and sharing ideas is the part and parcel of activity-based teaching as it is said by an interviewed teacher.
“It is essential to have the skill to work collaboratively” (respondent 3)
“Teacher should encourage students to work in teams” (respondent 2)

PATIENCE
In order to raise academic standard of children, the teacher has to go through a period of great patience. A teacher should not be afraid that he has to work hard again and again to teach weak children. An interviewed teacher said;
“Be patience to resolve the problem during activity is requirement of effective teaching.” (respondent 3)

PRODUCE HEALTHY LEARNING ENVIRONMENT
Teacher should create trusty environment. Like it is said by respondents
“Creation of trustful environment is necessary for effective learning” (respondent 2)
“Students learn by their own mistakes. So mistakes open the doors of more learning posit” (respondent 1)
“Questions always open doors for exploring secretes of universe. when students asked some questions, they should be encouraged” (respondent 5)

Table 2. Teachers’ working for standard activity-based teaching

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<th>S.No</th>
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<tr>
<td>1</td>
<td>How do teachers work for standard activity-based teaching?</td>
<td>Evaluation of teacher’s working</td>
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<td>1. lecture method</td>
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<td>2. readymade guidebooks</td>
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<td>3. prepare few lessons with activities</td>
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EVALUATION OF TEACHER’S WORKING
After reviewing the responses of teachers about their approach to standard activity-based teaching, some surprising facts emerged. Despite the curriculum being designed for activity-based teaching, many teachers still prefer to use the traditional lecture method. Additionally, guidebooks for Punjab textbooks are readily available in the market, and some teachers opt to use them instead of designing activities themselves. This results in students simply copying and pasting the activities from the guidebook. As some interviewed teachers noted, this approach undermines the purpose of activity-based teaching and ultimately harms student learning outcomes. Therefore, it is crucial to evaluate teachers’ working methods and encourage them to implement activity-based teaching approaches effectively to enhance the quality of education.

USE OF GUIDEBOOKS
Many teachers rely heavily on guidebooks for each subject, as they contain readily-solved exercises. Instead of designing activities themselves, they instruct students to learn from the pre-solved guidebooks. "I am not proficient with technology, so I simply use the guidebook and direct students to complete activities from there," shared one teacher (respondent 2).

LECTURE METHOD
The majority of teachers prefer the lecture method over activity-based teaching, as they perceive the latter to be time-consuming and difficult to fit into the heavy syllabus. "I find teaching through activities to be very time-consuming, so I stick to the lecture method," explained respondent 4.

PREPARE FEW LESSON WITH ACTIVITIES
All topics are not taught with activities. Teachers consider it difficult work to teach each topic with activities.
“I have prepared some activity-based lesson plans but it is not possible for me to teach each topic with activities” (respondent 5)

Table 3. Reasons for the failures of AB curriculum

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<th>S.No</th>
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<td>What are the reasons for the failures of activity based-curriculum.?</td>
<td>Reason</td>
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<td>1. untrained teachers</td>
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<td>2. teacher’s stagnation</td>
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<td>3. inadequate plan</td>
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<td>4. limited resources</td>
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<td>5. lengthy course and over crowded classes</td>
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UNTRAINED TEACHERS & INADEQUATE TRAINING
Untrained teachers and inadequate training affect the whole system of education badly. Unqualified or untrained teachers are the causes of ineffective teaching. Ineffective teaching is directly responsible for the flop of curriculum. “Untrained teachers and inadequate training are very serious reasons to flop the AB curriculum” (respondent 5)

TEACHER’S STAGNATION & RESISTANCE TO CHANGE
Due to rapid advancement in technology, there are also introducing a lot of changes in education. Conventional methods are replaced by modern methods. But on the other hand, the situation is totally opposite. Requirements of the teaching profession has changed but teachers do not accept innovation and they stick to old ways. “Teacher’s stagnation and Resistance to change among teachers, students, and other stakeholders can impede the successful implementation of AB curriculum” (respondent 5)

INADEQUATE PLAN
Adequate planning is a red bone in success of any project. More good work can be done in less time through proper planning. “Inadequate planning can result in confusion, delays, and difficulties in executing the activities.” (respondent 5)

LIMITED RESOURCES
Lack of resources is at homes and institutions, it has always been a barrier to the way of students proper learning. As a respondent showed the same response. “Insufficient resources as time, funding, materials, and support can hinder the way of success” (respondent 2)

LENGTHY COURSE & OVER CROWDED CLASSES
The practices of activity-based teaching are possible with small number of students and short syllabus. As interviewed teacher said. “Overcrowded classes and lengthy syllabus are responsible for the failure of AB curriculum.” (respondent 3)

DISCUSSION
The first theme of this study demonstrated that the teacher’s role is crucial for the success of AB curriculum. The success of the curriculum depends entirely on the teaching skills of the teacher. Only under the guidance of expert teachers can the objectives of the curriculum be achieved. A passionate, committed, encouraging, and highly knowledgeable teacher can play the best role in an activity-based curriculum. The teacher's role in activity-based teaching is associated with certain attributes, such as clear instructions, a facilitative role of the teacher, ensuring participants' involvement, collaboration, discipline, time management, the best use of limited resources, creativity, patience, and a healthy learning environment. The findings of this study are consistent with previous studies. According to Alsubaie (2016), there is no doubt that the most important figure in the implementation of the curriculum process is the teacher. Teachers play a central role with their high knowledge, experiences, and professional competencies.

The second theme of this study explored that untrained teachers, inadequate training, teacher’s resistance to change, insufficient resources, overcrowded classes, a heavy syllabus, and inadequate planning are responsible for the failure of activity-based curriculum. These findings are also consistent with previous studies. Alshammari (2013) discussed that the lack of physical facilities is a barrier to the implementation of the curriculum. Financial resources, additional teaching materials, and in-service teacher training for the effective implementation of the curriculum are essential needs.

FINDINGS
The importance of teachers in implementing curriculum cannot be overstated. In order to achieve the objectives of the curriculum, it is essential to have passionate, committed, and highly knowledgeable teachers who possess the necessary attributes for activity-based teaching, such as clear instruction, facilitation, collaboration, discipline, time management, creativity, patience, and the ability to create a healthy learning environment. Without these competencies, the objectives of the curriculum cannot be achieved, as previous studies have also shown (Alsubaie, 2016).

However, when researchers asked teachers about their approach to activity-based teaching, some surprising facts emerged. Firstly, many teachers use the lecture method to teach activity-based curriculum, which is not effective. Secondly, some teachers prefer to use guidebooks available in the market, which provide solutions to all activities, instead of designing their own activities. This practice hinders the development of critical thinking and problem-solving skills in students.

Untrained and inadequately trained teachers are a significant cause of ineffective teaching, which leads to the failure of the curriculum. This finding is consistent with previous studies, such as Alshammari (2013), who highlighted the need for in-service teacher training and additional teaching materials to ensure effective curriculum implementation. Teachers' resistance to change and the lack of resources, including overcrowded classes and lengthy syllabus, also contribute to the failure of activity-based curriculum.

In today's world, rapid advancements in technology have brought about significant changes in education, replacing conventional methods with modern ones. However, some teachers still resist innovation and cling to old ways, which hinders
the effectiveness of the curriculum. Therefore, adequate planning is crucial to the success of any project, and lack of resources at homes and institutions remains a barrier to proper student learning.

CONCLUSION

Teacher's role is crucial in curriculum implementation. The present paper explains that the success of Activity Based Curriculum depends on passionate, committed, highly knowledgeable, and professionally trained teachers. The teacher's role is associated with essential skills such as planning activities (warm-up, concept development, and feedback) according to the topic, goals, time, age, and learning styles, clear instruction about activities, facilitating and guiding learners during activities, ensuring participant involvement, working collaboratively and sharing ideas, focusing on time management, and controlling behavioral issues with patience during activities. By following these professional skills, teachers can work towards the progress of an activity-based curriculum in the best way possible.

After reviewing teacher's responses, some surprising facts were exposed. Firstly, most teachers also teach activity-based curriculum through the lecture method. They consider activity-based teaching time-consuming and find it difficult to cover a heavy syllabus. Secondly, guidebooks for Punjab textbooks are available in the market in which all activities are solved, and many teachers prefer to use these guidebooks instead of designing activities themselves. Students copy and paste all activities from the guidebook. Thirdly, not all topics are taught with activities, as teachers find it challenging to teach each topic with activities.

This study revealed some major reasons for the failure of successful implementation of AB curriculum. Firstly, untrained teachers and inadequate training are serious reasons for the failure of AB curriculum. Secondly, teachers do not accept innovation and stick to old ways. The teacher's stagnation and resistance to change are the biggest reasons for the breakdown of the curriculum. Thirdly, insufficient resources such as time, funding, materials, and support affect the teacher's ability to teach properly. Fourthly, overcrowded classes and heavy syllabus make it challenging for teachers to teach each lesson with an activity-based method. Lastly, inadequate planning of activity-based lessons can result in delays and confusion.

RECOMMENDATIONS

- Teachers should be proficient in the boundaries required for activity-based teaching.
- A mechanism for supervising teachers' implementation of activity-based teaching should be established, and guidebooks should be prohibited in schools to promote creativity.
- Training institutions should provide adequate training on planning, designing, developing, and conducting activities to prepare teachers for activity-based teaching.
- There should be alignment between teachers' mindset and the latest teaching approaches. Innovative and modern methods should be introduced, and teacher's resistance to change should be addressed by organizing seminars, conferences, and workshops.
- The government should allocate special funds to schools to support the application of activity-based teaching.
- The class size should be limited to thirty students.
- The heavy curriculum should be condensed into a shorter syllabus to enable teachers to implement activity-based teaching effectively.

CREDIT AUTHORITY STATEMENT

Sobia Nageen: Conceptualization, Methodology, Software, Data curation, Writing- Original draft preparation, Visualization, Investigation. Dr. Khawaja Hisham ul Hussan: Supervision. Farhana Akmal: Writing- Reviewing and Editing

COMPLIANCE WITH ETHICAL STANDARDS:

It is declare that all authors don’t have any conflict of interest. It is also declare that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.

REFERENCES


