



# A Study On Pre-Service Teachers' Perception Towards Activity Based Learning And Its Impact On Students' Classroom Participation

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## Abstract

Student participation plays a major role in meaningful learning. Still many classrooms rely on traditional teaching methods that limit student interaction and engagement. Activity-based Learning (ABL) can break the conventional classroom dynamics and provide an engaging and experiential one. This study tries to find out the perception of pre-service teachers toward Activity-Based Learning (ABL) and examines how it impacts students' classroom participation. The research was conducted in two stages. First, a survey was conducted to understand the level of awareness and attitude of pre-service teachers in using activity-based learning strategies. The second stage looked at the impact of activity-based learning through classroom observation made during school internship where student participation was observed before and after introducing activity-based activities in English lessons. The study also shows some gaps that exist in implementation of this theory into practical application in classrooms. The study as a whole looks at looks at the ability of activity-based learning in creating a more interactive classroom environment along with drawing attention to the importance of better teacher preparation and support for its effective implementation.

**Key Words:** Activity-Based Learning, Experiential Learning, Pre-service Teachers, Perception, Student Participation, Classroom Implementation, Challenges

## I. Introduction

Education is a continuous and forever evolving process. It is more than just the transmission of information. It focuses on the overall development of learners. There is no set rule for the methods that should be used for teaching. The aim is always to gain skills, knowledge and overall development. Eventually, teaching approaches have changed gradually from teacher-centered methods to learner-centered approaches that promotes purposeful learning and active involvement of the learners (Affandi & Tantra, 2022). Student engagement is one of the key factors of learner centered approach, as it is closely linked to better conceptual understanding and sustained motivation (Anwer, 2019). But still, traditional lecture-based teaching dominates many school classrooms. Traditional teaching methods limits the opportunities for students to be curious and think critically.

Activity-Based Learning (ABL) is a teaching approach that is based on the idea that learning through immersive methods and hands-on experiences is highly effective in teaching-learning process. It projects the idea that students learn more effectively when they are actively involved in constructing knowledge from their own understanding (Dewey, 1938). ABL can be incorporated in teaching through role-plays, projects, games, and problem-solving activities. It creates a more interactive classroom environment. Interactive activities builds interest in the learners and encourage learners to fully immerse is the learning (Bektaş, 2021). Activity-Based Learning is very impactful for English Language Teaching, where language learning is heavily depended on continuous exposure and interaction (Padmavathi, 2013). When English is taught through activities such as storytelling, and language games, students often show greater confidence and enthusiasm in using the language (Anwer, 2019).

But the successful implementation of activity-based learning largely depends on teachers themselves. It is their awareness and skills with respect to this specific teaching method that ensures its successful implementation in classroom meaningfully (Patel, 2024). This is where pre-service teachers can positively impact the teaching-learning process as they are under training and can be molded to use more effective and innovative teaching strategies as per learners' needs. Their understanding and familiarity of activity-based learning during their school internships can ensure proper application of the theory into practice. Gap may be existing between educational theory and classroom reality if the pre-service teachers feel underprepared to use experiential learning strategies (Gaspar Raja et al., 2025). This is why understanding and exploring pre-service teachers' perception towards activity-based learning is very much important. Understanding their level of comfort and awareness may help us identify both challenges and solutions that might be present as challenges in implementing ABL in classrooms

This research aims to explore the views of pre-service teachers on activity-based learning and examine its impact on student participation and classroom engagement. By analyzing both teachers' perspectives and classroom-based observations, this study attempts to connect the gap between educational theory and actual implementation of it in classroom teaching practice, while supporting the adoption of learner-centered approaches in school classrooms.

## II. Literature Review

Classroom teaching seem to be slowly stepping away from strictly teacher-centered methods to student centered methods over the years. In many studies it has been observed that only rote learning is not enough for helping students completely fulfill their learning needs (Patel, 2024; Anwer, 2019).

### Role of Activity-Based Learning Education

Activity-Based Learning stems from the belief that students learn more effectively when they are actively engaged in tasks rather than passively listening to explanations (Anwer, 2019).-Bektas (2021) examined that activity-based learning helped in improving student engagement during teaching. Fun and interesting activities and language games may encourage students to use the language without much hesitation (Padmavati, 2013; Sinha, 2021). ABL may help students express themselves more and participate actively as they are involved in the learning process.

### Rootedness of ABL in Constructivist Approaches

For effective learning individuals need to construct new knowledge from their prior experiences and interactions with their environment (Affandi & Tantra, 2022). Experiential learning theory suggest learning through experience first and then reflecting on it (Dewey, 1938). Connecting theoretical knowledge with real-life situations may help the learners develop more meaningful understanding of the content (Gaspar Raja et al., 2025). Activity-Based Learning is connected with constructivist theory which believes that learners learn through real-life experiences rather than just passively listening (Habok and Ngy, 2016).

Pre-service teachers' outlook towards effective teaching is that teaching is a student-centered process where learners actively participate in classroom activities and take responsibility for their learning (Sullivan & Demirhan İşcan, 2024).

Patel (2024) found that certain practical challenges such as large class sizes, limited teaching materials can discourage teachers from using ABL in classroom. Anwer (2019) in his study points out that poor infrastructure and lack of proper resources can make it difficult for teachers to move away from traditional methods. All these challenges suggest that only positive attitudes may not be enough to bring ABL from theory to reality. Teachers need skill development along with administrative support and convenient classroom conditions to execute the theory into practice.

### III. Objectives of Study

1. To gain understanding of pre-service teachers' perception and awareness towards using activity-based learning strategies in classroom teaching.
2. To explore the influence of activity-based learning methods on student participation and engagement.

### IV. Research Questions

1. How well does pre-service teachers have awareness of activity-based learning, and how comfortable do they feel while applying such methods in the classroom?
2. How does the use of activity-based learning seem to improve students' participation and engagement during classroom activities?

### V. Research Methodology

#### 5.1 Research Design

For a clearer understanding, this research has used a mix of both quantitative and qualitative methods. This study attempts to understand pre-service teachers' perception regarding Activity-based learning. This is to understand whether they feel comfortable or hesitant when using ABL in classroom. The research has also tried to show the outcomes occurred after implementation of ABL in classroom. The survey provided quantitative data, and the classroom observation which helped gain insight on ABL.

#### 5.2 Research Setting and Participants

The study contains two parts, and each part involves two categories of participant groups. The first part was quantitative in its nature which involved survey of 30 pre-service teachers enrolled in a teacher education program. Convenience sampling size of 30 was used, because the respondents were readily accessible. All participants responded voluntarily through online Google Form.

The study was done on 35 students studying in Class VI for the English course, consisting of with mixed academic abilities and varying levels of English proficiency. During the researcher's initial observation period, student participation was extremely low. Only about 6–8 students would respond to questions, while the rest remained just passive listeners. Most lessons involved passive reading from the textbook followed by explanation of the content using bilingual method (regional language and English), and rote memorizing answers to reproduce it in examinations. This setting gave a raw and realistic space to implement activity-based learning and its impact on student participation.

#### 5.3 Tools of Data Collection

Two tools were used to collect data. The first too was a questionnaire that was created through Google Forms and was shared to the participants via link sharing. There were 22 questions related to pre-service teachers' understanding of ABL and their perception towards it. The questionnaire used Likert scale to record the data.

The second tool was actual implementation of activity-based learning method in classroom. The classroom observation was noted down and presented in tabular form to gain understanding on the effect of ABL and its impact on student participation.

#### 5.4 Procedure of the Study

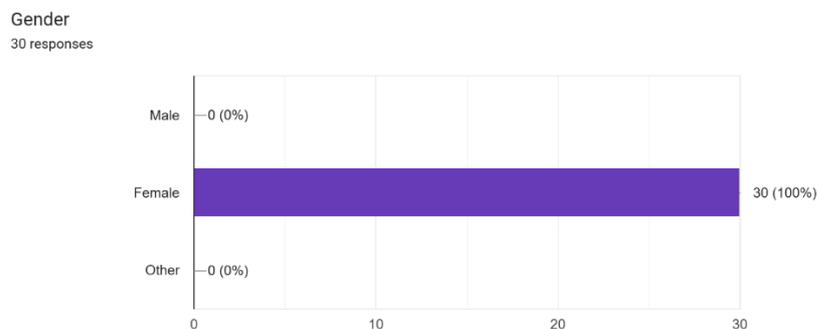
The study was done in two phases. The Google Forms questionnaire link was shared with pre-service teachers through social media. Participants were informed about the purpose of the study, and anonymity was maintained to encourage honest responses. The aim was to get an understanding of pre-service teachers' perception and preparedness toward ABL.

The classroom component was conducted over three weeks during internship. The initial observation before applying activity-based learning were recorded during traditional lecture-based classes. At that stage, approximately 7 out of 35 students (20%) showed classroom participation. Then, Activity-Based Learning strategies were implemented while teaching three chapters from the Class VI English textbook: a) *The Rainbow Fairies* (Poem), b) *The Story of a Bicycle* (Prose), c) *Safety Saves* (Prose). This time student participation and engagement were given slightly more importance than lecture of the content. Activities like group recitation with actions, role play, poster making and classroom discussions were conducted to gain student engagement. The researcher was like a guide, facilitating interaction and asked more open-ended questions prompting the students to derive meaning among themselves. This shift in the classroom dynamics reflects constructivist principles, where learning is constructed through participation (Dewey, 1938; Affandi & Tantra, 2022).

## VI. Results/Findings

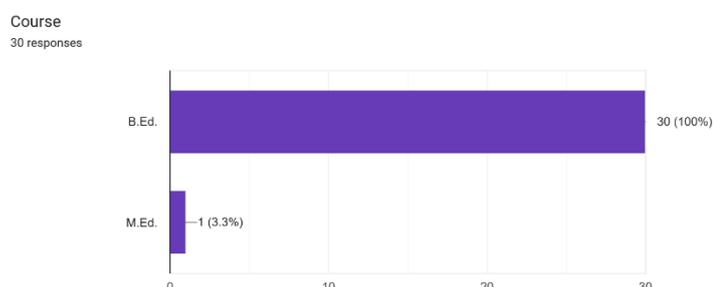
This part presents the results of survey conducted among pre-service teachers regarding Activity-Based Learning. The data has been displayed in pictorial form using bar graphs along with description for clarity.

**Figure 1**



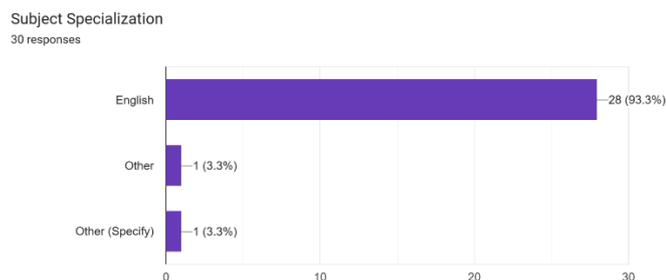
All the respondents were female (100%), which means that composition of the group that participated in the survey, happened to consist entirely of women only.

**Figure 2**



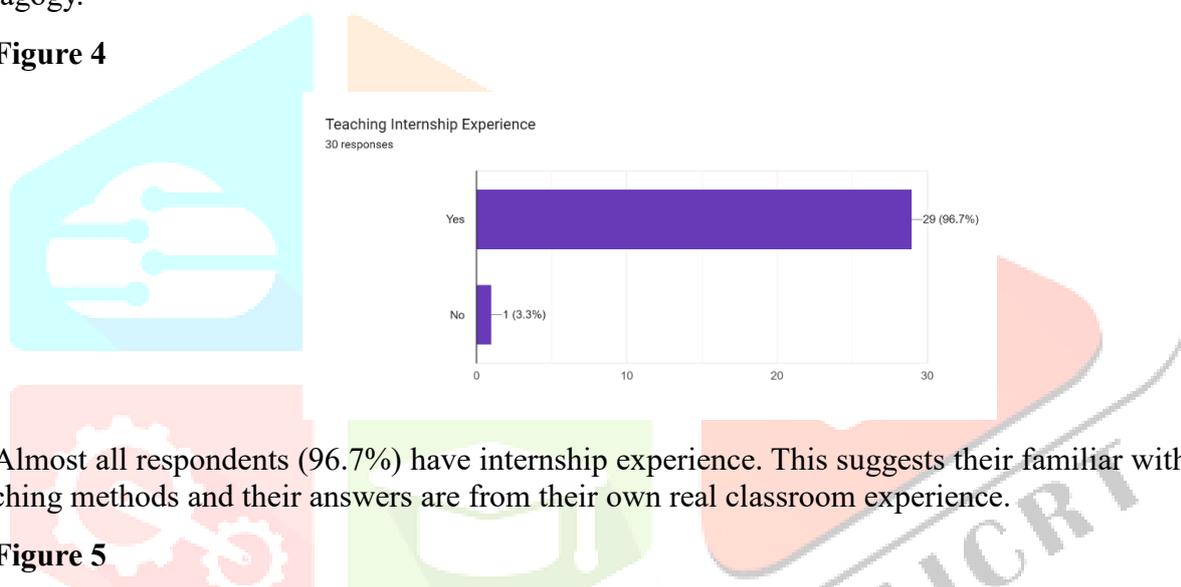
Most participants (96.7%) were pursuing B.Ed., and just one participant (3.3%) was from M.Ed. So, the responses largely represent the views of pre-service teachers who are still in their foundational training phase.

**Figure 3**



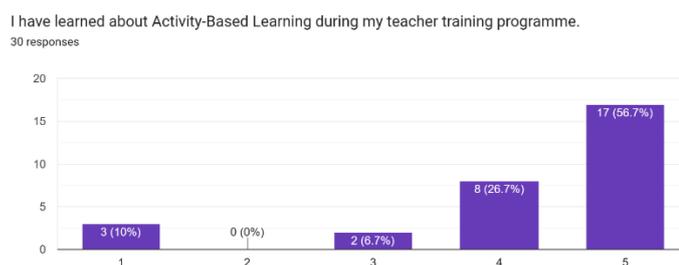
A clear majority (93.3%) specialized in English. Only a very small fraction was from other subjects (2 respondents). These two respondents were having two pedagogy subjects of English and Social Science. So, findings are shaped by the experiences and perspectives of participants who all have English as their pedagogy.

**Figure 4**



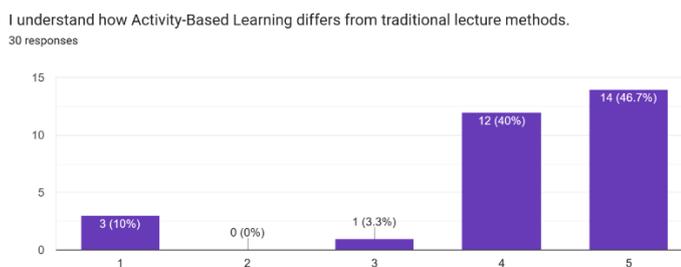
Almost all respondents (96.7%) have internship experience. This suggests their familiar with different teaching methods and their answers are from their own real classroom experience.

**Figure 5**



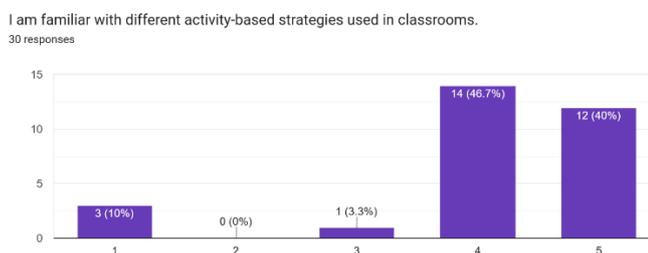
A majority of respondents (56.7%) strongly agreed and 26.7% agreed that they have learned about Activity-Based Learning during their teacher training programme. Only a very small percentage showed disagreement. This shows most participants have good knowledge and awareness on ABL.

**Figure 6**



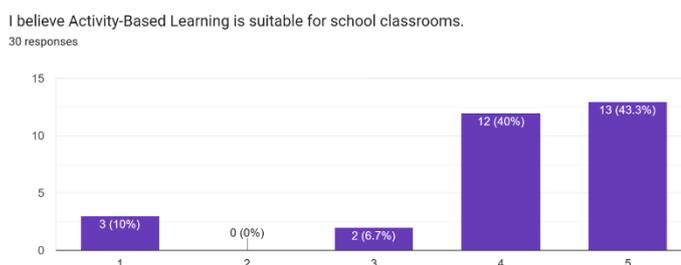
A strong majority (46.7% strongly agreed; 40% agreed) showed that they have understanding on the difference between ABL and traditional lecture-based teaching. Even though this shows that they have conceptual clarity on ABL, it may not mean that they are completely confident to use it in their teaching.

**Figure 7**



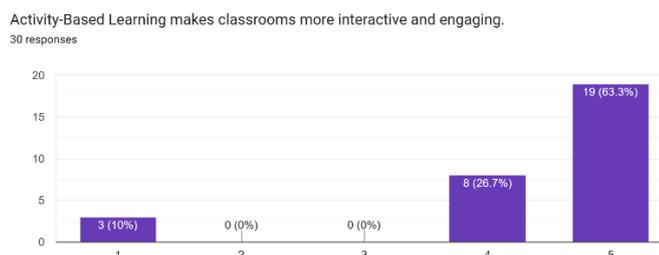
46.7% participants agreed and 40% participants strongly agreed that they were familiar with various activity-based strategies. This means that participants have practical and theoretical knowledge of ABL techniques like group discussions, role plays, poster making etc.

**Figure 8**



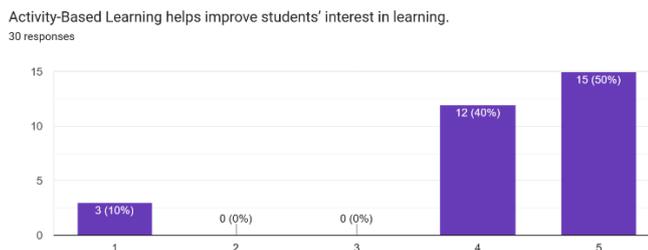
43.3% respondents strongly agreed and 40% respondents agreed that they believed Activity-Based Learning is suitable for using in school classrooms. Only very few participants expressed disagreement. This indicates that majority of respondents have great preference for ABL in schools.

**Figure 9**



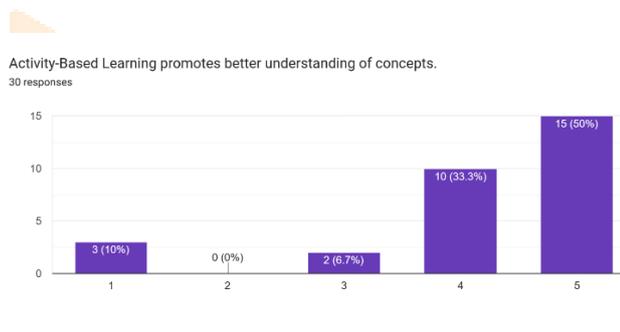
The graph shows a strong positive perception toward the effectiveness of ABL in classroom engagement. 63.3% participants strongly agreed and 26.7% participants agreed that they felt ABL can make classrooms more interactive and engaging.

**Figure 10**



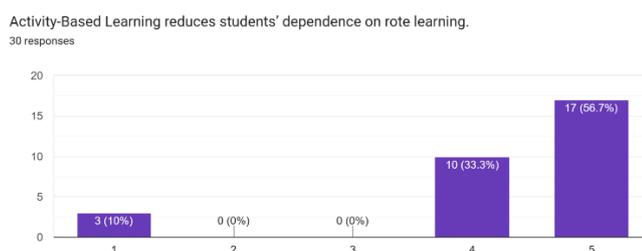
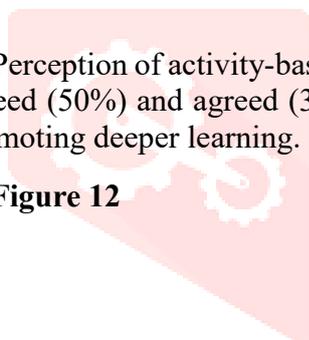
Half of the respondents (50%) strongly agreed, and 40% respondents agreed that ABL improves students' interest in learning. This shows that most of the participants believe that ABL can enhance learner motivation.

**Figure 11**



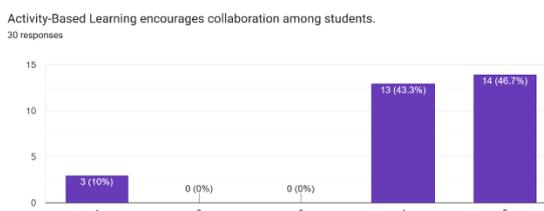
Perception of activity-based learning in promoting concept clarity is positive as majority opted strongly agreed (50%) and agreed (33.3%). This means that respondents feel ABL as a very efficient method for promoting deeper learning.

**Figure 12**



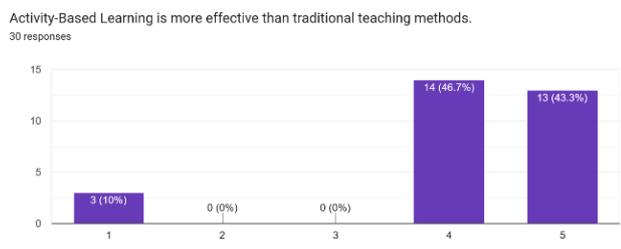
Majority of respondents (56.7% strongly agreed and 33.3% agreed) believed that ABL reduces students' dependence on rote learning. Participants appear to connect ABL with more active thinking processes. This indicates strong support for ABL as a method promoting meaningful learning.

**Figure 13**



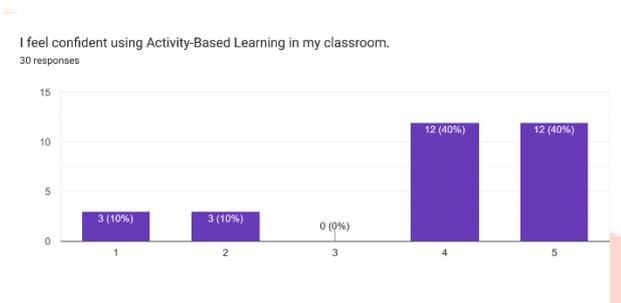
Most of the participants (46.7% strongly agreed and 43.3% agreed) felt that ABL encourages collaboration among students. The findings show that ABL may promote cooperative and interactive learning.

**Figure 14**



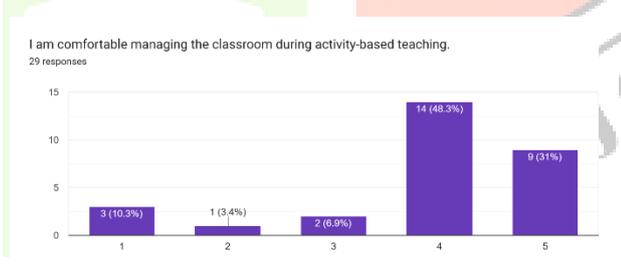
The graph shows that participants have positive perception of ABL’s overall effectiveness as majority of them (46.7% agreed and 43.3% strongly agreed) considered ABL to be more effective than traditional methods.

**Figure 15**



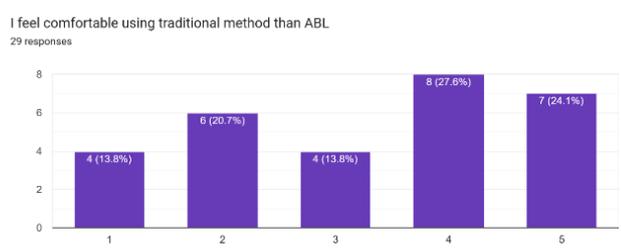
Most respondents showed confidence in using ABL in their classroom as 40% agreed and 40% strongly agreed. This indicates a high level of self-confidence among participants regarding usage of ABL.

**Figure 16**



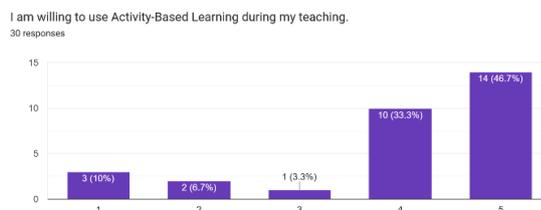
Most respondents (48.3% agreed and 31% strongly agreed) reported being comfortable managing the classroom during ABL. The findings suggest that participants feel capable of handling classroom dynamics during activities.

**Figure 17**



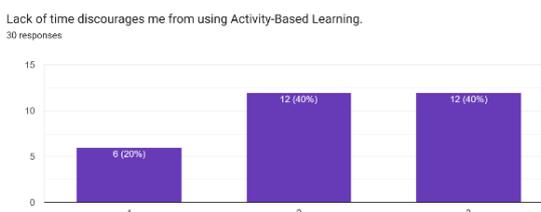
When it came to the comfort level in using ABL in their classrooms, the responses were more mixed, with some participants showing their readiness by 27.6% agreeing and 24.1% strongly agreeing. The remaining 20.7% disagreed and 13.8% strongly disagreed showing some hesitation in using it. This indicates that while ABL is preferred, there exists some comfort with traditional methods.

**Figure 18**



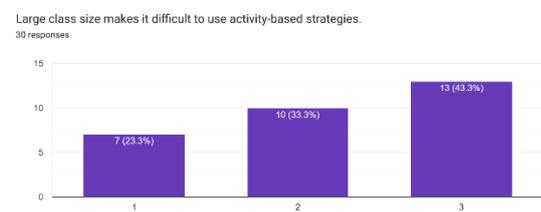
A strong majority (46.7% strongly agreed and 33.3% agreed) expressed willingness to use ABL in their teaching. This shows a positive attitude and readiness to implement activity-based approaches in their teaching.

**Figure 19**



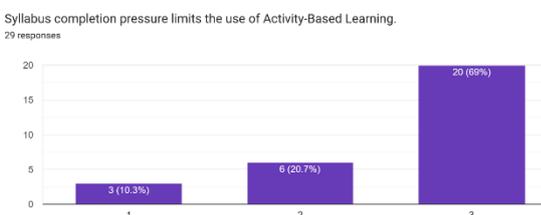
The bar graph shows responses were moderately distributed, with 40% selecting option 2 and 40% selecting option 3. This suggests that lack of time is perceived as a challenge by some respondents, though not very strongly.

**Figure 20**

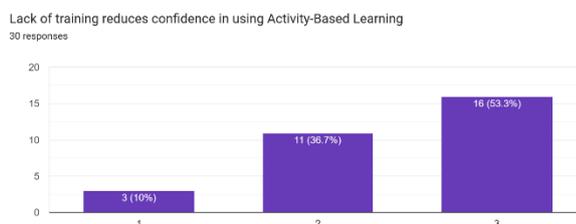


A considerable proportion of respondents (43.3%) indicated agreement that large class size creates difficulty. This reflects that classroom strength is viewed as a practical challenge in implementing ABL. Managing activities in crowded classrooms can be extremely demanding on the teacher.

**Figure 21**



Syllabus completion along with effect teaching is indeed a great challenge for teachers. Most pre-service teachers (69%) felt that the pressure to complete syllabus limits them from using ABL in classroom. This could indicate that academic demands may restrict the effective use of ABL.

**Figure 22**

Over half of the respondents (53.3%) selected option 3, showing that insufficient training affects confidence levels. This shows the need for more professional preparation in using ABL practices. This also points to a gap between theoretical learning and practical preparation.

## Part II: Classroom Observation

The researcher conducted classroom observations after implementing Activity-Based Learning. The classroom dynamic began to change after activity-based tasks entered the lessons. The researcher used group recitation, role play, show and tell, and poster making while teaching three chapters. Students worked in small groups and each student had a role.

**Table 1**

*Observations before and after implementing Activity-Based Learning*

Criteria	Before ABL	After ABL
Active Participants	7 / 35 (20%)	30 / 35 (86%)
Questions Asked	2–3 per class	10–12 per class
Confidence Level	Low	High
Use of English	Minimal	Frequent
Classroom Environment	Dull	Interactive

From the above recorded data, the interpretation can be made that student participation increased during these sessions. Around 30 students joined in classroom discussions and activities. Participation reached about 86 percent of the class.

## VII. Discussions and Conclusion

From the survey it was found that most of the pre-service teachers were aware about activity-based learning. They believed that activity-based learning can drastically improve student engagement and participation. They also showed a positive belief about the ability of using activity-based teaching methods to increase student motivation. This part of the survey is supported by the real-life classroom observation made by a pre-service teacher during school internship. The engaging lesson delivery and supportive classroom environment encouraged the students who earlier stayed quiet. The classes which were monotonous before now turned very active and engaged after implementing ABL. The students were motivated to participate in activities like recitation, poster making, reading, discussions. When class became interesting, their curiosity also increased. Students started asking more questions and started thinking. They no more feared about making mistakes instead focused on fully immersing themselves in the learning experience.

Even though the overall analysis shows a positive attitude and perception towards activity-based learning, the survey showed that there were some factors that limited the pre-service teachers in implementing them in classrooms. Factors like syllabus completion hinder with time management and thus discouraged them from using it in their class. Large class size makes it difficult for teachers to devote individual attention to students and organizing activities in large class may make it difficult to manage the class. They believe that lack of training can also cause ineffective teaching methods.

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