IMPACT OF INNOVATIVE TEACHING STRATEGIES ON STUDNT'S ACTIVE PARTICIPATION IN LEARNING

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Original Article

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ABSTRACT

In recent years, innovative teaching strategies have been introduced in the educational system to enhance student participation and engagement in the learning process. The purpose of this study is to investigate teachers' perceptions about the active participation of students in learning through innovative teaching strategies. This research employed a quantitative approach and utilized a survey questionnaire to collect data from a sample of 66 female teachers from various private schools in district Dera Ismail Khan. The results of the study indicated that teachers believed that innovative teaching strategies, such as problem-based learning, inquiry-based learning, and collaborative learning, fostered active student participation and engagement in the classroom. Teachers have a positive perception about innovative teaching strategies because they have witnessed their impact on students' learning outcomes. Innovative teaching strategies promote active participation by students in the learning process, which is crucial for their academic success. The study recommends that educational institutions should provide adequate resources and training to teachers enabling them to implement innovative teaching strategies effectively.

Keywords: *Innovative teaching strategies, problem-based learning, inquiry-based learning, collaborative learning, student's active participation*

INTRODUCTION

It's not easy for a teacher to always keep students interested and motivated. Teachers continuously seek innovative ways to teach and engage students due to technological and pedagogical advancements in the classroom. The students' involvement in their education is widely recognized as an important driver of educational outcomes like content mastery and dispositional change. One of the most successful ways to encourage greater student engagement in the classroom is to employ innovative teaching strategies (Franklin and Harrington (2019)). This article seeks to investigate teacher views about student engagement with innovative teaching strategies.

It is impossible to undermine the importance of a teacher. Teachers profoundly influence an individual's destiny because of the knowledge and direction they impart. However, due to technological advancements, conventional education methods are now becoming ineffective. Teachers' perspectives have been shaped by the emergence of innovative teaching strategies that aimed to encourage student participation in the learning process. As suggested by Achor, Samba, and Ogbeba (2010).

Innovative Teaching Strategies

Implementing novel educational practices is referred to as "innovative teaching strategies." These strategies aimed to improve students' participation in class and overall academic outcomes. Sharma (2017) enlisted project-based learning, collaborative learning, flipped classrooms, and gamification as four of the most cutting-edge and successful teaching strategies.

Improving student engagement and achievement requires the adoption of innovative teaching strategies. The term "innovative teaching strategies" describes strategies that are new to the field but have been proven effective and popular with students. Critical thinking, problem-solving, teamwork and communication are all vital in today's world and these strategies help students to improve self abilities. By reviewing pertinent literature (Thomas, 2000; Bergmann & Sams, 2012; Gee, 2005; Tomlinson, 2014; Johnson & Johnson, 1999), this article will introduce readers to several cutting-edge educational strategies that can be applied in secondary schools.

Project-Based Learning (PBL)

Students in a project-based learning, work together in classroom to solve a real-world issue while developing their communication, critical thinking, and problem-solving abilities. Students in project-based learning (PBL) classes take charge of their education by completing projects of their interest. Project-based learning (PBL) is a versatile teaching method that may be used for various topics.

Flipped Classroom

Students in a flipped classroom watch lectures, read textbooks or do other pre-classwork activities outside of class time, and then participate in in-class discussions, collaborative projects, and practical exercises. Students can progress through the material at their own pace, while teachers can devote their time to guiding the class discussion, offering constructive criticism, and offering additional resources.

Game-Based Learning

When used as a teaching tool, games and simulations fall under "game-based learning." Math, science, history, and even language arts can all be taught with the help of games. Games are exciting and interesting, allowing kids to learn by doing, experimenting, and solving problems.

Differentiated Instruction

In differentiated instruction, lessons are modified to suit individual students' strengths and weaknesses better. Teachers can differentiate instruction by adapting strategies, resources, and evaluations based on their students' needs. All students can expect to be both challenged and helped by this method.

Collaborative Learning

Students engage in collaborative learning when they work together on assignments or projects. Students benefit from collaborative learning because it allows them to work together to solve problems and improve their communication and teamwork skills while encouraging them to take charge of their education.

Teacher's Perception

Teachers have pivotal role to introduce successful and new strategies in the classroom. Their job is to make the classroom a place where students feel comfortable, speaking up and contributing. Students will learn more if exposed to fresh instruction strategies. Teachers argue that students are more likely to retain information when presented in a novel way. Meister (2010) and Gomez et al. (2020) found that teachers believe that using innovtive strategies helps students develop their critical thinking, problem-solving, and decision-making capacity.

Benefits of Active Participation

Students' engagement in the learning process is essential to their academic performance. Students' chances of remembering what they have learned and grasping more progressive ideas improve when they actively participate in their education. Students' ability to think critically, solve problems, and make sound decisions is enhanced when they actively participate. The atmosphere in the classroom can be improved through students' active participation. Students are more likely to acquire knowledge when they actively involved in teaching learning process with their teachers and classmates. This fosters a safe space where students feel comfortable making mistakes and gaining insight from them (Aguillon et al., 2020).

Engaging in meaningful activities during class has improved students' ability to think critically, creatively, and problem-solving. Students who want to succeed in today's competitive job market must have these abilities. Consequently, teachers have been pushed to try new approaches to the classroom that encourage more interaction from students. Daniel (2021) cites problem-based, project-based, and collaborative learning as examples of innovative teaching strategies. Students work together to find solutions to real-world problems as part of a problem-based learning method (Hmelo-Silver, 2004). In project-based learning, students work on a project for an extended length of time, which has been shown to improve their ability to think critically and solve problems (Thomas, 2009). By completing assignments in small groups, students engage in collaborative learning, promoting social skills and exchanging information and ideas (Barkley et al., 2014).

The purpose of this study is to investigate the perceptions of teachers about the effectiveness of innovative teaching strategies in promoting active student participation in learning. Innovative teaching strategies have been introduced to enhance students' active participation in learning, leading to better academic outcomes. Teachers' perception of the effectiveness of innovative teaching strategies is crucial in ensuring the successful implementation of these strategies.

Problem Statement

In today's competitive era, schools are making efforts to improve the quality of teaching and learning. However it is noted that academic outcomes at secondary level in district DIKhan is not producing adequate results. There are many factors that might be responsible for inadequate participation of students in the process and learning and consequent academic achievements. Among these factors traditional teaching strategies and passive participation of students are foremost important. In this perspective the current study was conducted to ascertain the perception of female private school teachers of District D i khan about the impact of innovative teaching strategies on active participation of students in the class.

RESEARCH QUESTIONS

1. Do the students show interest when being taught in class using innovative teaching strategies?

2. Wha do female private school teachers perceive active participation of students when being taught in the class using innovative teaching strategies.

OBJECTIVES

1. To probe interest of students when being taught in class using innovative teaching strategies?

2. To determine how innovative teaching strategies impact on students active participation in learning.

HYPOTHESES

1. Students do not take any significant interest in learning when taught through innovative learning strategies

2. The female private school teachers do not perceive significant active participation of students when being taught in class using innovative teaching strategies?

3.

LITERATURE REVIEW

Innovative teaching strategies are different from conventional approaches.These strategies encourage energetic involvement of students in the class. Problem-based, project-based, cooperative, and blended learning are just a few examples of what Dabbagh and Kitsantas (2012) call "innovative teaching strategies." Students are more likely to take an active role in their education when they have opportunities to think critically, solve problems, and work together.

Teachers' views on new methods of instruction have been shown to have a major bearing on how frequently they are used in the classroom. Teachers' faith in the efficacy of tried-and-true methods is a barrier to adopting new approaches, according to research by Kirschner, Sweller, and Clark (2006). Similarly, Maskit (2011) discovered that teachers' perspectives on technology as a novel pedagogical tool affect how often it is implemented in the classroom.

There is also strong evidence from studies indicating that teachers' expectations of their student's engagement in class significantly affect the implementation of new teaching strategies. The teachers who think their students should take an active role in learning are more likely to employ innovative teaching strategies like project- and problem-based learning, as found in a study by Chen, Lai, Lai, and Su (2022). Cooperative learning is an innovative teaching strategy, and it was discovered in a study by Gokhale (1995) that teachers who value student agency in the classroom are more likely to apply it.

Using activities, discussions, and projects, students actively participate in the learning process through active learning practices. Active learning strategies are more effective than standard lecture-

based teaching methods in enhancing student learning outcomes, as stated by Freeman et al. (2014). Peer education, group projects, and problem-based learning are all examples of active learning strategies that have been shown to increase student interest and participation (Prince, 2004).

Technology use in the classroom can potentially increase student interest and involvement in the learning process. Motivating students to take an active role in their education is possible with the use of digital tools (Dicheva et al., 2015). Technology-enhanced learning has increased student involvement and retention (Means et al., 2014).

The flipped classroom is a new teaching strategy in which students view recorded lectures outside of class time and then participate in in-class activities such as discussions, group projects, and problem-solving sessions. It has been shown that the flipped classroom model encourages student engagement (Tucker, 2012). The flipped classroom model has been found to boost student interest, motivation, and achievement in the classroom (Strayer, 2012).

Inquiry-based learning is a novel strategy to education that encourages students to actively participate in their education by using questions, investigation, and newfound understanding. It has been established that inquiry-based learning encourages students to participate actively in the learning process and enhances their critical thinking abilities (Gallagher, 1997). Inquiry-based instruction has increased student involvement and retention (Prince, 2004).

METHODOLOGY

The viewpoint of teachers regarding how students actively participate in their learning through innovative teaching strategies was investigated using a quantitative research method. A survey questionnaire was created to gather information from a sample of 66 female school teachers working in various private schools of Dera Ismail Khan. A sample of 66 female teachers was taken through a proportionate simple random sampling technique. The questionnaire consisted of closed-ended questions designed to gather information about teachers' experiences with innovative teaching strategies and their perceptions of student participation and engagement in the classroom. The questionnaire was made valid and reliable using proper procedure. A researcher personally collected data from sampled respondents. 64 out of 66 duly filled questionnaires were received. Data analysis was performed using descriptive statistics to determine the frequency, mean, and standard deviation of responses to each question. Linear regression analysis was also used in this study.

DATA ANALYSIS

Table 1
Shows Interest of Students in Learning Taught Through Innovative Learning Strategies

S#	The students:	Frequency	Mean	SD
1	Take keen interest in the class activities when innovative strategies are practiced instead of traditional strategies	64	4.30	.554
2	Do not hesitate in participating and asking questions	64	4.52	.797
3	Frequently ask questions for clarifications and better understanding of the concept under study	64	4.23	.750
4	Do not display aggressive behavior in the class during innovative strategies are practiced	64	4.23	.811
5	Take the process seriously when innovative teaching goes on in the class	64	4.41	.526
6	not only answer questions but to seek help or ask for clarification	64	4.44	.588
7	Show interest and willingness to participate when questions are asked in the class	64	4.19	.941
8	complete the assigned work well in time	64	4.19	.774
9	Confidently share their views about present topic.	64	4.50	.642
10	Also give their opinion about the classroom setting	64	4.44	.833
11	May not try to gain attention by interrupting classroom discussion	64	4.34	.570
12	Listen patiently to their classmates	64	4.11	.819
13	Remain kind and cooperative towards each other	64	4.53	.666
14	work together in polite way	64	4.44	.614
15	Confidently present their asign topic in the classroom.	64	4.44	.588
16	Do not interrupt when others speak	64	4.50	.667
17	Debate over the topic	64	4.31	.774
18	Debate over the topic for better undrstanding	64	4.23	.636
19	Debate over the topic for better understanding not due to the fear of punishment	64	4.20	.820
20	Try for making independent decisions	64	4.14	.974
21	Work better as team members	64	4.41	.660
22	Can manage projects and hold leadership roles	64	4.23	.868
23	Can develop Oral communication skills	64	4.23	.729
24	Can explain comfortably the concept learned through innovative process of teaching	64	4.16	.739
25	Can enhance their self-directed learning capacity	64	4.33	.714
26	Can improve their ability of oral and written responses	64	4.33	.714
27	Complete their homework on time	64	4.42	.793
28	Come in the class with proper stationery	64	4.48	.713
29	come in the school tidy and regular	64	4.47	.689
30	Attempt to learn use of multimedia while innovative teaching strategies are practiced in the classroom	64	4.42	.662
31	Use words app in the class for learning	64	3.89	.875
32	Share their knowledge maximum when innovative teaching strategies are execute in the class	64	4.41	.921

The study's findings show that female private school teachers perceive that students interst and active participatin in the classsroom is greatly influenced by innovative teaching strategies. They also perceive that these strategies are more effective to involve students in teaching learning process and

agreed that active engagement improves students interst and learning results. The study also showed that teachers observe students interst and active participation in learning when they apply innovative teaching strategies in their classes. The majority of teachers who employ innovative teaching strategies agreed that student engagement enhances learning results. Since the mean for all items is greater than 4 and closer to the agreement threshold, the teachers are interested in all statements. Teachers also perceive that when innovative teaching strategies are executed in the class students takes interest in the class by asking questions, polite behaviour, confidence, complete the work on time, dicuss the topic with classmates and teachers, come in school regular ans tidy and attempt to learn the use of multimedia.

Table 2

Shows Active Participation of Students in Classroom When Being Taught Through Innovative Teaching Strategies.

Respondent	R	R^2	Adjusted R^2	F	p-value	Beta
Teacher	.739	.546	.545	375.806	.000	.640

Linear regression was computed to see the perception of female private school teachers about the active participation of the students in the class when they being taught through innovative teaching strategies. A significant regression equation was found (F= 375.806), p = .000 with an R^2 of .545. So the teachers anticipated, innovative teaching strategies have 54.5% impact on students active participation

DISCUSSION

The findings of this study provide important information for teachers, who interested in searching best strategies of instruction for their students active participation in the classroom. The results indicate that students' interest and participation increase when teachers use novel strategies of instruction, such as solving problems, conducting research, and working together. Research has shown that children learn more and think more critically when teachers use innovative teaching strategies (Hmelo-Silver et al., 2007; Marzano et al., 2001). Therefore these results make sense. Using innovative teaching strategies in the classroom can greatly increase the engagement of secondary school students. These strategies surpass conventional classroom strategies by fostering an interesting setting that piques students' interest and motivates them to take an active role in their education.

Inquiry-based learning is one of the most cutting-edge pedagogical strategy, and it has been shown to boost students' engagement in the classroom. This strategy emphasizes inquiry-based learning by facilitating student-led inquiry and encourages critical thinking through open-ended questions. McCombs and Miller (2006) found that students' interest in learning increased, and their comprehension of the material improved through inquiry-based learning.

Project-based education is another creative strategy that has been shown to encourage student engagement. Students in this strategy work together on a project that tackles a genuine issue or difficulty. Students benefit from project-based learning because it encourages them to work together,

solve problems creatively, and put their knowledge to practical use. Thomas and Brown (2011) found that students were more invested in and motivated by their coursework when it was presented as a project.

The use of technology in the classroom has also been shown to boost students' engagement and participation in secondary school. Gamification and the flipped classroom are two examples of technology-based teaching methods that make education more engaging and relevant for today's students. Bergmann and Sams (2012) found that the flipped classroom model improved students' understanding and retention of the subject, and Owusu-Acheaw and Larson (2020) discovered that gamification had a beneficial impact on student's motivation and engagement.

The results of this study indicate that students take keen interst in studies when taught through innovative teaching strategies. When innovative teaching strategies are executed in the class students take interest in classroom activities, come school neat and tidy, show polite behaviour, ask questions, complete the assign work well in time.

The results of this study indicate that active participation of students is greatly influenced by innovative teaching strategies.The study emphasizes the value of innovative teaching strategies to involve students in their learning and enhance learning results. Teachers see innovative teaching strategies positively because they have seen how innovative teaching strategies affect students' learning outcomes. For students to succeed academically, innovative teaching strategies encourage active engagement in learning. Teachers consider that innovative teaching strategies helps to create a supportive classroom environment that promotes teamwork, critical thinking, problem-solving, and decision-making abilities. To improve students' learning experiences, teachers must keep implementing innovative teaching strategies into their daily classroom routines. This study also advises that innovative teaching strategies in schools should be promoted more vigorously, especially in secondary schools where there needs to be more active student participation in learning.

IMPLICATIONS

There are ramifications for academic institutions and policymakers stemming from this study's conclusions. The first step in successfully implementing innovative teaching strategies is for educational institutions to equip teachers with the resources, training, and support they need to do so. This may involve giving teachers time for professional development, allowing them to use modern tools, and offering administrative backing.

Second, decision-makers need to acknowledge the importance of innovative teaching strategies to increasing student involvement and contribution in the classroom. Funding, materials, and professional development for educators should also be made available through new policies that encourage the use of innovative teaching strategies in the classroom.

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