EFFECTIVENESS OF ACTIVE LEARNING STRATEGIES: ANALYSIS OF STUDENTS AND TEACHERS' PERSPECTIVES AT COLLEGE LEVEL

Dr. Munwar Bagum Assistant Professor
Department o f Education, Institute of Southern Punjab, Multan, Pakistan
Email:munwarbagum@isp.edu.pk

Muhammad Hasnain M Phil Scholar
InstituteofSouthernPunjab,Multan, Pakistan
Email:ideal2196@yahoo.com

Dr.Bushra Naz
Lecturer, Department of Education,
GC Women University Faisalabad,Punjab,Pakistan
Dr.bushra@gcwuf.edu.pk

Iqra Batool Ph.D. S cholar
Baha-ud-Din Zakriya University Multan
Email:iqra.batool.feb@gmail.com

Abstract

This study investigates the Effectiveness of Active Learning Strategies: Analysis of Students and Teachers' Perspectives at College Level. To achieve the study objectives, the researcher used the descriptive analysis approach through utilizing the questionnaire to collect data from the targeted sample. The study population included teachers and students of public colleges at intermediate level and participants of this study were 1776 female students & 1359 male students (Total = 3135); while 211 teachers (male & female) were served as population of the study. The questionnaire was consisted 25 statements for each student and teachers were served to examine the analysis of students and teachers' perspective. The collected data was analyzed through SPSS. The data were summarized using descriptive statistics including mean, standard deviation, and frequency distributions. Inferential statistics, such as correlation analysis, were used to investigate the interactions of the students and teachers about active learning. The result of the study showed moral incentive to promote active learning that increased students' interaction between teachers. In the light of obtained result, the researchers recommended the utilization of an active learning strategy in teaching that teacher should focus on updating their teaching techniques and methods to boost up students learning abilities. The result also showed that active learning also impact at students' perspective on their academic performance in term of learning motivation, learning achievement and learning engagement. Furthermore, flexibility, accessibility, learning autonomy, and boosting students' achievement become the strengths of conducting active learning.

Key Terms: *Effectiveness of Active Learning Strategies: Analysis of Students and Teachers' Perspectives at College Level.*

1 INTRODUCTION

The first revelation is quoted as "Read, Read in the name of your Lord who created; [He] created the human being from the blood clot. Read in the name of thy Lord who taught by the pen: [He] taught the human being what he did not know"(Al-Quran, 96:1-5).A great teaching strategy is active learning. Consider any skills you've acquired, such as how to drive, repair a tire, or put together a mea1 (Andersson Vogel, 2018).A parent may have given you some initial instructions or saw a tutorial video. But the only way you really got the skills was by actually changing the tire. The passive (and antiquated) teacher-led lecture is the antithesis of active learning. The transmission idea of teaching was best shown by the conventional strategy.Their responsibility was to spread that information. The students' part was to just listen and take in the information knowledge/education is the most important aspect in current era because it involves the contribution of every person.

This study focus on investigating the Effectiveness of Active Learning Strategies; Analysis of students and teachers perspectives at college level. The participants of this study were college students of Intermediate Level and teachers deputed on that general group of arts subjects in order to identify prior knowledge about "Effectiveness of Active Learning Strategies" and to determine if there is a significant change in Active Learning Strategy. The major findings of this study support the effectiveness of Active Learning Strategy and method and procedure to improve students learning. The findings on the effectiveness of active learning strategies used by the participants' perspectives were analyzed through questionnaire of Likert Scale that   how they can improve their learning.The pace of scientific and technological advancement has accelerated in recent years, and as a result, there are many and growing issues in education around the world due to the enormous changes in knowledge and information.

Active learning strategy in education can impact students' welfare at college level. A man can be educated for the rest of his life because there is no limit of age for education (Johan & Harlan, 2014). Education is the key which opens al1 the doors for coming era. It acts as a droplight to show path 0f success and the light which shows the trails. Effectiveness of Active Learning Strategies in connection with Analysis of students and teachers perspectives at college level ask to engage learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, pose solutions, and explain ideas in their own words

through writing and discussion. Traditionally, student input with regard to teaching consists of end of course evaluations, which, while limited, do provide some valuable information. Studies have suggested that students' evaluations of a teacher's overall teaching effectiveness are largely objective and not significantly influenced by knowledge of their grades.

Education research shows that incorporating active learning strategies into college courses significantly enhances student learning experiences (Freeman et al., 2014; Theobald et al., 2020).Active learning is one of the educational and psychological tendencies that have a great positive impact on the educational process. It transfers the teacher's role from a source of knowledge and information to an organizer and guides for the student's education. Through its application it is possible to create an educational environment rich in attitudes and tasks, where the student listens, reads, writes, speaks and thinks deeply about the matter that it supports the students' self-confidence, make them able to prioritize, solve problems, and make decisions, in addition to gaining cooperation and communication with others. Timely feedback, from either the instructor or fellow students, is critical to this learning process.

So, Active Learning Strategy requires viewing the learning process as a constructive process that brings individuals from all over the world together. A successful education should also foster in children the joy and happiness of living and to help them to take their place in the society as well as balanced individuals. As stated above education is a work which legacy nation and parents should bequeath to their children in order to have independent, intelligent and wise cadres of tomorrow. Students are involved in active 1earning when they members in the education process. The aim of active learning is to get students' to interact with the information, participate in class, and work together.

This study also focus about the analysis of teachers' perspectives and about the way that they teach to their students.The teacher-student interaction is a crucial component of a supportive learning environment, as has been often said. However, some teachers struggle to plan out lessons since they were chosen to teach subjects in which they had no formal training or education.Higher education institutions need to understand the value of Active

Learning Strategy in sustained education and promote them in their practices. In the '90s, higher education teachers had an intuitive grasp of "active learning," believing that learning is intrinsically dynamic and that students are actively participating when listening to formal lectures in the classroom (Bonwel and Eison, 1991).

The central aim of the current chapter is to review the current literature related to the t0pic of the search i.e. "Effectiveness of Acting Learning Strategies: Analysis of Students and Teachers' perspectives at College Level". Furthermore this evaluation of 1iterature also high1ights the avai1able c1assroom atmosphere & students motivation towards 1earning ski1l. The researcher consu1ted the vari0us b0oks, journals, artic1es Govt and non Govt documents and online material for completing the task. Finding facts and background information about the phenomenon being studied and developing an understanding of students' perspectives on active learning are the main goals of literature reviews. The goal of active learning is for pupils' to personally engage with the material and to contribute in the class and to cooperate with one another (CC Bonwell, JA Eison - 1991)

Several countries on the globe of the world aim to develop education and similar process is ongoing in Pakistan. Article 25 A in the Constitution of Islamic Republic of Pakistan states that country shall provide universal education to all children. Over the span of 70 years, from the Educational Conference in 1947 to the National Education Policy 2017 a series of documents have been issued. The first document was compiled by the Educational Conference (1947) in which the emphasis was on Islamic universal brotherhood, social democracy, social justice, complied with regional know1edge and integration of spiritual, social and vocational e1ements of education. The development of overall character traits such as se1f-re1iance, se1f-discip1ine, kindness, a sense of justice, work ethics, honesty, courage, civic responsibility, patriotism, se1f-sacrifice, friendly attitude, dignity of 1abor, safeguarding 0f national heritage, and confidence in oneself was suggested as a goal of teaching strategies.

The goal of active 1earning is for pupils' to personally engage with the material and to contribute in the class and to cooperate with one another. This might make students less motivated to learn material in a genuine attitude. The teacher-student interaction is a crucial component of a supportive learning environment, as has been often said. The effectiveness and motivation of students are significantly influenced by the activities that teachers plan.

However, some teachers struggle to plan out lessons since they were chosen to teach subjects in which they had no formal training or education. Managers of teachers and the Ministry of Education must therefore concentrate on this. This strategy guarantees their active participation in their education and promotes deeper thought. One of the educational and psychological trends, active learning, transforms the function of the teacher from one of transmitter of knowledge and information to one of facilitator and mentor for the students' education. (H Niemi, A Nevgi ,2016)

One of the educational and psychological trends, active learning, transforms the function of the teacher from one of transmitter of knowledge and information to one of facilitator and mentor for the students' education. (H Niemi, A Nevgi ,2016) Through its implementation, it is possible to create an educational environment rich in attitudes and tasks, where the student listens, reads, writes, speaks, and thinks deeply about the subject. This supports the students' confidence and equips them with the skills necessary to set priorities, solve problems, and make decisions, as well as to cooperate and communicate with others. The ability of the student to access skills that may be judged by academic success is one of the key goals of active learning strategy.

Active learning should be introduced to pupils at an early age, according to us as educators. Children learn rapidly and are adaptable (Frost, Susan H. 1991). They are more likely to develop habits that persist with them into adulthood when we introduce them to active learning. In general, students are enquiring and curious. They are constantly eager to learn new things and explore their surroundings. They experiment more than people of other ages do. However, if they fail, their confidence may suffer. This would ultimately occur at some point. Given its many advantages and prospects, active learning is a crucial strategy in the modern classroom. Students can learn more about their preferred learning styles through active learning. It aids children in developing their unique selves.

Any learning activity that students engage in in a classroom that isn't simply listening to an instructor's lecture is known as active learning (R Brent, 2009). Academic success is one of the variables that aids a student in the learning process and is crucial to that student's academic career because academic success serves as a gauge of a student's proficiency and the depth of their knowledge at each stage of education. Additionally, it supports students as they decide what they want to accomplish at each step of their education academic

performance provides insight into the success or failure of the school system and those responsible for preparing and delivering it to them. Academic success enables students to gauge their level of success in achieving their educational objectives.

Many students encounter problems when they learned communicate with (especially in English) teacher and among their other fellow in the class in college. When students exercise English considering as announcement instrument, their self-c0ncept&confidence are frequently l0w. Students have personal requirements when they study anything relating to their specific subject. They want f0r example m0re expressive communications with their education atmosphere & teachers.

Over this communication, their self-c0nfidence &inspiration t01earn English may progress. The statement of the problem is to direct the attention to provide students opportunities for feedback on how well they understand the material during lecture. There have been some lessons regarding education studies in previous and past literature that have surveyed the potential relati0nship between the atmosphere, motivation & attitude t0wards active learning. An educational concerns is to investigate the state and status of active learning and how the teaching environment effects on students motivation, expression and their analysis perspective towards learning at college level.

There for this study focus on investigating of the effectiveness of active learning strategy and analysis of students and teachers perspectives at college level. Active learning creates opportunity for deeper learning. It conflicts with students traditional views of teaching and learning. The teacher-student interaction is a crucial component of a supportive learning environment, as has been often said. The effectiveness and motivation of students are significantly influenced by the activities that teachers plan. However, some teachers struggle to plan out lessons since they were chosen to teach subjects in which they had no formal training or education

It is not necessary to give up the lecture format or minimize the value of a teacher-student interaction in order to use active learning techniques. Instead, incorporating even modest active learning techniques can significantly impact students' learning and engagement. These exercises give students the chance to assess their comprehension of current material, hone a skill, or identify knowledge gaps. Selecting the tactics with which one is most familiar is a great starting step for teachers in the implementation of active learning strategies. But it's also crucial that faculty developers, academic administrators,

educational researchers, and higher education professionals as a whole understand the need to support instructors' efforts to change and to follow up on them. After all, education is and will always be a collaborative endeavor

2   OBJECTIVES OF THE STUDY

The objective of this study to improve educational achievements and student training at college level. The main objectives of the study can be seen as follows.

1. To analyze the perception of students regarding effectiveness of Active Learning at college level.

2. To analyze the perception of teachers regarding effectiveness of Active Learning at college level.

3. To find out the relationship between teachers and students effectiveness at college level.

3   RESEARCH QUESTIONS

The objectives, mentioned above of the present study led to the formulation of the following research questions:

1. What are Active Learning Strategies?

2. What is the effectiveness of Active Learning Strategies?

3. What are these college students' perspectives towards active learning to improve their learning skills?

4. T0 what extent students' attitudes t0wards active 1earning and their perceptions of the classroom education atmosphere in college?

5. What are perspectives of teachers about their students learning skills?

4 Significance of the Study

This research could help in improving students' learning at college 1evel & may cover the way t0 help teachers t0wards fruitfulachievement0f the desired learning results. In this education, researcher anticipated to upgrade the quality of active learning. It will be beneficial to the development of the students to improve their learning skills. Researcher attempted to contribute by suggesting useful teaching strategies to teachers of college level enabling their students to express their own.

Therefore, teachers if equipped with research based evidence may serve in an effective manner. The more intensively advance learning strategies the learning quality of

students will also be increased. Moreover, the researchers through this research, attempted to determine what is working in the classroom at college level. It is definitely sure after this research that how students can achieve their target goals after obtaining degree through well-defined education system. Through this study, lecturers or professors can discover how to support students' active learning abilities beyond the material in textbooks in order to accomplish desired learning outcomes. For the achievement of learning objectives and the development of learning abilities, teachers may utilize appropriate assessment practices.

5 MATERIAL AND METHODS

This section outlines the study approach used to look at how well active learning strategy can improve the learning ability of students of colleges. The research design, population, sample, data collecting methods, data collection process, data analysis, scoring system, pilot study ,ethical issues ,and an over view of them methodology used in this study are all covered in this part of the study.

6 Research Design

For this study, quantitative research, cross-sectional and co-relational study design was used to examine the perception of participants, direction and strength of relationship among variables. Keeping in view the diversity of the population in terms of gender, sector, area, location cross sectional study design was used. Cross sectional design is most commonly used in the field of education to collect recent data at one point in time in terms of opinion, attitudes practices and beliefs (Creswell, 2012).

PopulationoftheStudy

All the students (male and female) enrolled in (18) public colleges at intermediate level Arts Group (i.e. both first and second year) in district Multan constituted the population of the study. The reason to select this level was its importance in career and future career planning and development through active learning.

Target Population of the Study (Table 1)

Levels	Public Colleges		Total	Colleges Students		Total	Colleges Teachers		Total
	M	F		M	F		M	F	
Urban	8	10	18	2664	4072	6736	251	261	512

Note: M= Male, F= Female

Table for the detail of population of the study is as under:-

Female Students Data (Intermediate Level)

Sr No	College Name	No of Students (female)		
		1st year	2nd year	Total
1	Govt College for Women Mumtazabad	450	413	863
2	Govt College for Women Chungai No 14	370	332	702
3	Govt College for Women Shah Ruk ne Alam	280	272	552
4	Govt Degree College (W) Makdoom Rasheed	130	111	241
5	Govt Degree College for Women JPP	100	92	192
6	GovtNusratul Islam Girls Inter College Multan Cantt	16	15	31
7	Govt Degree College for Women Shujabad	245	228	473
8	Govt College for Women Chungi No 6	270	251	521
9	GovtFatmaJinah Degree Co1lege (W) Masom Shah Rd Multan	125	102	227
10	Zainab Degree College (W) ChokShaheedan	150	120	270
	Total	**2136**	**1936**	**4072**

Male Students Data (Intermediate Level)

Sr No	College Name	No of Students (male)		
		1st year	2nd year	Total
1	Govt Degree College Shujabad	336	200	536
2	Govt College Civil Lines Multan	270	235	505
3	Wilayat Hussain Islamia Degree College	160	150	310
4	GovtMillat Associate College Mumtazabad	175	166	341
5	Alamdar Hussain Islamia College	150	140	290
6	Govt College of Science Multan	200	182	382
7	Govt Degree College Makhdoom Rasheed	90	72	162
8	Govt Associate College JPP	80	58	138
	Total	**1461**	**1203**	**2664**

Female Teachers Data (Intermediate Level)

Sr No	College Name	No of Teachers 1st year & 2nd year
1	Govt College for Women Mumtazabad	43
2	Govt College for Women Chungai No 14	34
3	Govt College for Women Shah Ruk ne Alam	49
4	Govt Degree College (W) Makdoom Rasheed	24
5	Govt Degree College for Women JPP	12
6	Govt Degree College (W) Qadirpur Ran	17
7	Govt Degree College for Women Shujabad	19

8	Govt Degree College Nawabpur (W)	18
	Govt Fatima Jinnah Degree College (W)	31
9		
10	Govt Degree College (W) BastiMalook	13
	Total	**260**

Male Teachers Data (Intermediate Level)

Sr No	College Name	No of Teachers 1st year & 2nd year
1	Govt College Civil Lines Multan	15
2	Wilayat Hussain Islamia Degree College	55
3	Alamdar Hussain Islamia College	60
4	Govt College of Science Multan	60
5	Govt Degree College Makhdoom Rasheed	28
6	Govt Associate College JPP	17
7	Govt Degree College Qadirpur Ran	16
	Total	**251**

All the 6736 male and female students and 511 teachers of Public Colleges Multan were served as the population in this study.

Sample of the Study

Total sample of 1776 female students & 1359 male students and 211 teachers (male & female) public sector of District Multan. Response rate was 75% from the public sector colleges of District Multan. Margin error was recorded as (18%) of actual sample. Table 3.2 presents Sample of the Study.

Table 2. Sample of the Study

Sector	Institutions	Gender	Target Sample	Achieved Response
Public	G. D. C	Male	1359	1332
Public	G. D. C	Female	1776	1020
Total Sample		**3135**	**2352**	

Note: G D C = Govt Degree College **1776** female students &**1359** male students and **211** teachers (male & female) were taken as the sample population of the study

7 Data Collection

Structured questionnaires were used to gather data from the students and teachers of selected colleges. The surveys were carried out under the guidance of qualified researchers during college hour's .After distribution of the questionnaire students they had been given the time of one week after that questionnaire had collected from them. The anonymity of their answers was guaranteed to the participants, and they were urged to give truthful and precise information.

8 Analysis of Data

Using the proper statistical techniques, such as inferential and descriptive statistics, the collected data was examined. Descriptive statistics (percentage, mean and standard deviation) were used to explain that how the measurements from different strata and stratum are spread out from the average mean (expected value). While inferential statistics (t-test, ANOVA and correlation coefficient) were used to compare the mean of two strata and stratum. It was used to identify which variable have more impact on the academic achievement and to find out the strength of relationship between cognitive test anxiety, perceived parental expectations and academic achievement respectively.

Demographic Information

Table3.Demographic information

Tehsil & District	Factors	Frequency	Percent
Tehsil & District	Multan City	2313	100
	Total	**2313**	**100**
Gender	Male	1299	56.2
	Female	1014	43.8
	Total	**2313**	**100**
Age	16-17 (Years)	84	3.6
	18-19 (Years)	1585	68.5
	19 or above	644	27.8
	Total	**2313**	**100**
Class	1st year	972	42.0
	2nd year	1341	58.0
	Total	**2313**	**100**
Subject	Arts	1344	58.1
	Science	969	41.9
	Total	**2313**	**100**
Sector	Public	2313	100

Table 3 showed the descriptive analysis about demographic information of participants. Table 3 also depicts that there were total 2313 participants of the study. The participants belonged to Multan City (100%). It was also depicted that participants were also take from Urban area of Multan. Moreover, Table 3 also showed that age based participation of participants were found as age group from 16-17 (Years) 84 in frequency with percentage of 3.6% , age group of 18-19 (Years) were 1585 in frequency with percentage of 68.5% and age group of 19 or above were 644 in frequency and having percentage of 27.8 %. Similarly Table 3 depicts that students of Arts and science were in frequency 1344 with percentage of 58.1 % and Science students were 969 in frequency with percentage of 41.9 % . More-so, the

male participants were 1299 in frequency with 56.2% and female participants were 1014 in frequency with percentage of 43.8%. It was concluded that participants were in more frequency from Multan City.

Table 4.

Descriptive analysis of demographic information of participant's Teachers

Tehsil & District	Factors	Frequency	Percent
Tehsil & District	Multan City	162	100
	Total	**162**	**100**
Gender	Male	63	38.9
	Female	99	61.1
	Total	**162**	**100**
Experience	1-5 (years)	42	25.9
	6-10 (Years)	48	29.6
	11-15 (Years)	48	29.6
	16 or Above	24	14.8
	Total	**162**	**100**
Sector	Public	162	100
Location	Urban	162	100

Table 4 showed the descriptive analysis about demographic information of participants.Table 4 also depicts that there were total 162 participants of the study. The participants belonged to Multan City (100%). It was also depicted that participants were also take from Urban area of Multan. Moreover, Table 4 also showed the male participants were 63 in frequency with 38.9 % and female participants were 99 in frequency with percentage of 61.1%. . The same table also showed the experience of the respected teachers as teacher having the experience 1 to 5 year were 42 in frequency with percentage of 25.9%, teachers having experience 6 to 10 Years were 48 in frequency with percentage of 29.6%, Teachers having the experience 11 to 15 Years were also 48 in frequency with percentage of 29.6% and teachers having experience of 16 or above were 24 in frequency with percentage of 14.8 %It was concluded that participants were in more frequency from Multan City

9 RESULTS AND DISCUSSION

Descriptive statistics for Students 'and Teachers 'perceptions
This section consists of a statement-wise analysis of all the factors.

Statement-wise Analysis of Perceptions of Students and Teachers PhysicalActivityLevels

It had twenty five items, descriptive analysis presented here on Likertfive-pointratingscalewithmean andStandard Deviation.

Table 5

*Descriptive analysis of **Students'** perception about Active Learning*

Sr.	Items Statements	SA	N	SDA	Mean	S.D
1	Active Learning process increases my motivation in learning strategy design.	2257	35	21	4.266	.5413
2	Participation with class discussion improve my understanding of the subject content and it is useful for active learning.	1806	426	81	3.9364	.74860
3	My Teacher develops an environment for active learning and he has good command on the subject he teaches.	1442	757	114	3.7008	.78507
4	All Teachers are well organized in their lecture and they give the main points 0r ideas 0f the lecture before going into detail	1346	506	1091	3.5244	.97078
5	My Teacher makes effective eye contact with the students in the class and 1evel of teaching match with mental leve1 of students.	1006	556	751	3.2693	1.10308
6	All Teachers have enough techno1ogical skills for operating the e1ectronic media.	1249	635	429	3.3913	.98010
7	My Teacher treats with me and other students with respect and he/she gets to understand his point of view if students do not understand.	1180	312	821	3.2892	1.16641
8	My Teacher provides prompt, helpful, and appropriate feedback on class work and assignment in timely fashion	1629	501	183	3.7471	.80037
9	The Lecture should have both video and PowerPoint where the lecturer explains further.	1731	323	259	3.7255	.91097
10	My Teacher provides an example of complete task that is similar to the one given.	1540	624	149	3.6870	.78353
11	Active Learning Strategy is pertinent to my self-development and it will be effective for the development of my professional skills.	1939	263	111	3.8958	.68407
12	My Teacher is confident in his / her ability in managing future behavior in class and uses problem solving strategy in order to maintain active learning process.	1964	262	87	3.9810	.67939
13	My Teacher actively provides response during class discussion and provides motivation during the lecture.	1371	569	373	3.5845	.96919
14	My teacher praises our positive behavior in class and also gives us rewards when we targets positive behavior with incentive (i.e sticker) in connection with active learning.	1156	255	902	3.1405	1.19133
15	My teacher is beware from the new development in education and he/she refresh his knowledge in accordance with current teaching strategy.	1293	528	492	3.4133	1.01521

My Teacher helps me to develop in understanding new ideas

No	Statement				Mean	SD
16	and also facilitate me to comprehend new concept of active learning strategy.	1548	524	241	3.6770	.86596
17	My Teacher gives proper feedback on my assignment and I feel motivate when teacher asks me question in the class.	1194	388	731	3.2771	1.11752
18	Teacher encourages all students equally in class discussion and students also arguments with teacher to understand well about the difficult concept.	753	160	1400	2.4777	1.45894
19	My teacher is able to adapt and be flexible in every context of teaching. He shows leadership quality and responsibility towards is teaching.	1523	592	198	3.6891	.88125
20	My teacher is concerned with educational event and has strong initiative and gives me direction for the development of active learning.	1231	807	275	3.4872	.92959
21	My Teacher tries to find out the student's learning style, interest or background through assessment and evaluation test.	727	126	1460	2.3420	1.45974
22	The availability of so much technology in class provides me more opportunity to learn effectively as it serves as catalyst from other student interaction also.	1462	652	199	3.6187	.88716
23	The contents of course material which has been used in my class by my teacherenhance my learning.	1924	272	117	3.8608	.67493
24	The availability of study space (classroom & accommodation) supports my academic achievement in the college.	1450	687	176	3.6476	.83755
25	The teaching strategy used by my teacher helps me to understand the topic (s) under discussion during class which also improves my academic and learning performance.	1880	275	158	3.8526	.77836
	Overall				**88.4819**	**23.2204**

Table 5 depicted the data about the "Descriptive Analysis of Students Perspectives at College Level about Effectiveness of Active Learning. Table 4.3 also showed that the mean range was 1.00 with maximum and 5.00 with minimum values. Table 5 showed that there were 25 statements were taken to find out the Students Perspectives at College Level about

Effectiveness of Active Learning Strategy was taken from the students selected as the sample of the study. The average score found of these twenty five statements was in mean value and in SD values. It was concluded from the table4.3.1that the average range of mean and SD were 3.41 and 1.01 and all the statements having the values of mean and SD in between these values. So it was concluded from the table 4.3 that most of the students have positive perception about Active Learning Strategy and motivation.

As per   statement No. 1   that Active Learning process increase my motivation in learning strategy design 2257 respondents showed their positive remarks   that Active Learning process increase their motivation in learning strategy design, while 21 participants were SDA and 35 of participants students remained undecided about the statement. As per statement No. 2 that Participation with class discussion improve my understanding of the subject content and it is useful for active learningin this regards 1806 respondents were agreed about the statement, while 81 participants were SDA and 426 of participants students remained undecided about the statement.

Statement No.3 depicts that My Teacher develops an environment for active learning and he has good command on the subject he teaches about this statement in which 1442 of students was agreed while 114 were strongly disagree and 757 of participant students remained undecided about the statement.As per statement No. 4 that "All Teachers are well organized in their lecture and they give the main points or ideas of the lecture bef0re going into detail" from this statement 1346 of the students were strongly agreed and 1091 were strongly disagree while 506 of the participants remained un-decided about the statement.As per statement No. 5 that "My Teacher makes effective eye contact with the students in the class and level of teaching match with mental level of students" regarding to this statement 1006 of the students were strongly agree and 750 were strongly disagree on the other hand 556 of the students remained un-decided about the statement.According to the statement No 6 that "All Teachers have enough technological skills for operating the electronic media" in this statement 1249 of the students were strongly agree and 429 were strongly disagree and 635 of the students remained un-decided regarding to the statement
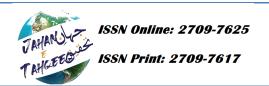
.As per the statement No. 7 that "My Teacher treats with me and other students with respect and he/she gets to understand his point of view if students do not understand" 1180 of the students were strongly agree and 821 of the students were strongly disagree while 312 of the students remained un-decided about the statement.In connection with the statement No. 8

that My Teacher provides prompt, helpful, and appropriate feedback on class work and assignment in timely fashion. In this statement 1629 of the students were strongly agree and 183 of students were strongly disagree whereas 501 of the students remained undecided to the statement.As per the statement No. 9, The Lecture should have both video and PowerPoint where the lecturer explains further. In this statement 1731 of students were strongly agree and 259 of the students were strongly disagree while 323 of the students showed their remarks None to the statement.

As per the statement No. 10, My Teacher provides an example of complete task that is similar to the one given". In this statement 1540 of the students were strongly agree and 149 of the students were strongly disagree and 624 of the students remained un-decided to the statement.As per statement No. 11, Active Learning Strategy is pertinent to my self-development and it will be effective for the development of my professional skills. In this statement 1939 of the students were strongly agree and 111 of the students were strongly disagree on the other hand, 263 of the students showed their remarks as none to the statement.As per the statement No. 12, My Teacher is confident in his / her ability in managing future behavior in class and uses problem solving strategy in order to maintain active learning process. In this statement 1964 of the students were strongly agree and 87 of the students were strongly disagree while 262 of the students remained un-decided to the statement.As per the statement No 13, that My Teacher actively provides response during class discussion and provides motivation during the lecture. In this statement 1371 of the students were strongly agree and 373 of the students were strongly disagree whereas 569 of the students remained un-decided to the statement.As per the statement No. 14 that My teacher praises our positive behavior in class and also gives us rewards when we targets positive behavior with incentive (i.e sticker) in connection with active learning.

Regarding to this statement 1156 of the students were strongly agree and 902 of the students were strongly disagree on the other hand 255 of the students showed their remarks as none to the statement.In connection with statement No.15 that "My teacher is beware from the new development in education and he/she refresh his knowledge in accordance with current teaching strategy". In this statement 1293 of the students were strongly agree and 492 of the students were strongly disagree while 528 of the students remained un-decided to the statement.As per the statement No. 16 that "My Teacher helps me to develop in understanding new ideas and also facilitate me to comprehend new concept of active learning

strategy". In this statement 1548 of the students were strongly agree and 241 of the students were strongly disagree on the other hand, 524 of the students remained un-decided to the statement.As per the statement No. 17 that My Teacher gives proper feedback on my assignment and I feel motivate when teacher asks me question in the class". Regarding to this statement 1194 of the students were strongly agree and 731 of the students were strongly disagree while 388 of the students remained un-decided to the statement.As per the statement No. 18 that "Teacher encourages all students equally in class discussion and students also arguments with teacher to understand well about the difficult concept". In this statement 753 of the students were strongly agree and 1400 of the students were strongly disagree while 160 of the students remained un-decided to the statement.

As per the statement No. 19 that "My teacher is able to adapt and be flexible in every context of teaching. He shows leadership quality and responsibility towards is teaching". In this statement 1523 of the students were strongly agree and 198 of the students were strongly disagree on the other hand 592 of the students remained un-decided to statement.As per the statement No. 20 that "My teacher is concerned with educational event and has strong initiative and gives me direction for the development of active learning". In this statement 1231 of the students were strongly agreed and 275 of students were strongly disagree while 807 of the students showed their remarks as none to the statement.As per statement No. 21 that "My Teacher tries to find out the student's learning style, interest or background through assessment and evaluation test". In this statement 727 of the students were strongly agree and 1460 of students strongly disagree whereas 126 of the students remained un-decided to the statement.As per statement No. 22 that "The availability of so much technology in class provides me more opportunity to learn effectively as it serves as catalyst from other student interaction also". In this statement 1462 of the students were strongly agreed and 199 of the students were strongly disagree while 652 of the students remained un-decided to the statement.As per the statement No 23 that "The contents of course material which has been used in my class by my teacher enhance my learning".

Regarding to this statement 1924 of the students was strongly agreed and 117 of the students were strongly disagreeing while 272 of the students showed their remarks as none to the statement.As per the statement No. 24 that "The availability of study space (classroom & accommodation) supports my academic achievement in the college". In this statement 1450 of the students were strongly agreed and 176 of the students were strongly disagree while 687

of the students remained un-decided to the statement.As per the statement No 25 that "The teaching strategy used by my teacher helps me to understand the topic (s) under discussion during class which also improve my academic and learning performance". In this statement 1880 of the students were strongly agreed and 158 of students were strongly disagreed on the other hand, 275 of the students remained un-decided to the statement.

Table 6

Descriptive analysis of Teachers' perception about Active Learning

Sr.	Items Statements	SA	N	SDA	Mean	S.D
1	I start the lesson in an usual manner to catch student's attention (e.g. telling an amusing story or personal anecdote; starting in a very quiet or low voice)	70	86	6	3.48	.782
2	I provide student-centered lesson and activation that are based on concepts of active learning and that are connected to real world application.	120	33	9	3.83	.813
3	In my class, generally my students begin with their assignment by identifying their goals. They are confident about doing it well before they begin and they think that they will do well	57	44	61	3.03	1.060
4	Active learning strategies provide students and opportunity to participate, self-direct and engage in their own learning process.	99	34	29	3.60	1.006
5	Active learning and group discussion in class give equal chance for students to involve in the lesson.	95	34	33	3.54	1.058
6	Student participation in class discussion in vital in order to ensure that they understand the study material and are successful in the course subject.	93	35	34	3.59	1.161
7	Critical thinking and problem solving are important skills for students as it is helpful to improve their learning ability.	98	22	42	3.60	1.243
8	Use of effective strategies and techniques can actively engage students in the active learning process.	94	33	35	3.55	1.148
9	My Students are good listeners and they request me for clarification if they do not understand.	77	48	37	3.36	1.073
10	My Students learn by themselves topics from the syllabus on receiving guidelines.	45	67	50	2.98	1.027
11	My Students maintain face to face eye contact with me and they do n0t hesitate t0 express their feelings, ideas and opinions.	59	49	54	3.15	1.017
12	Use of appropriate strategies design accommodate the varied talents and skill of my students.	136	14	12	3.89	.756
13	I try to find out the student's learning style, interest or background through assessment and evaluation test.	81	25	56	3.32	1.183

14	I help my students to become aware of their own thinking and help them to develop their ability to make decision by themselves.	75	45	42	3.38	1.143
15	I begin the lesson with activities to reinforce a sense of collaboration among students and teach them to work together co-operatively towards academic goals.	77	43	42	3.32	1.084
16	I present content through a variety of teaching strategies such as physical activities, individual learning and group interaction to help orchestrate student experience.	72	48	42	3.27	1.158
17	I present information to my students in context (real life thematic instructions) so the students can identify the pattern and connect with previous experience.	87	41	34	3.46	1.110
18	I always try to build up environment that promote positive attitude among student and about their work.	91	47	24	3.57	1.057
19	I always like using lecturing method (effective teaching strategy) whenever I teach the topic in class to my students.	86	43	33	3.51	1.035
20	I also offer additional guideline and suggestions to my students about their course work rather than my duty (after delivering lecture).	83	47	32	3.48	1.127
21	I involve my students in establishing and following the rules and regulations of the college in order to maintain discipline.	87	44	31	3.52	1.149
22	I also share the extra information with my students which is related to subject to increase the knowledge of the students.	93	31	38	3.48	1.121
23	I try to create environment in the class and make essential situation for student learning and experience.	96	24	42	3.47	1.159
24	I give proper feedback to my students for collecting their mistake during class or homework.	86	40	36	3.49	1.149
25	Active learning tasks help my students to meet their educational goals. It helps students to develop the knowledge / skills.	86	50	26	3.50	1.047
Overall					**86.36**	**26.666**

Table 6 depicted the data about the "Descriptive Analysis of Teachers' perspectives at College Level about Effectiveness of Active Learning. Table 4.4 also showed that the mean range was 1.00 with maximum and 5.00 with minimum values.Table 6 showed that there were 25 statements were taken to find out the Teachers' perspectives at College Level about Effectiveness of Active Learning Strategy was taken from the Teachers' opinions selected as the sample of the study. The average score found of these twenty five statements was in overall mean value 86.36 and in SD values were 26.666. It was concluded from the table 6 that the average range of mean and SD were

3.45 and 1.06 and all the statements having the values of mean and SD in between these values. So it was concluded from the table 6 that most of the Teachers have positive perception about Active Learning Strategy and motivation.

Discussion

The study was descriptive in nature with subject to "Effectiveness of Active Learning Strategies: Analysis of Students and Teachers' perspectives at College Level". The population of this study was intermediate students and their teachers of public colleges of District Multan. The target population of the students were 3135 in which 1359 male students and 1776 female students whereas 260 females teachers and 251 male teachers served as population of the study.It was also found from study that teacher's motivation for students at college level play an important function and helpful for enhancing quality of education.

Similarly, it was concluded that there was linear relationship between the teacher's motivation and student's achievements at college level. Similarly it was recommended that such type of active learning strategy should be carried out at university level also. Joseph (2010) stated that Teacher had higher teaching efficacy scores but lower outcome expectancy. However NgmanWara (2012) found that teacher had more teaching efficacy scores.

Thus regarding analyzing of teacher's perspective, teaching experience contributes in teaching strategy because higher the experience more will be the ability to face the challenges. They teach the students in more effective way as compared to the less experienced teachers. In our study academic qualifications and years of experience played an important role in determining the teaching strategy. In the same way other researchers have described that teacher's teaching strategy and teaching experience have a positive relationship because teaching strategy and efficacy improves with higher experience (Brady et al., 2008).

CONCLUSIONS AND RECOMMENDATIONS

In this research (study) the researcher discovers and explores ways to assess and deve1op students ability to learn motivation skills through active learning following by topic "Effectiveness of Active Learning Strategies: Analysis of Students and Teachers' perspectives at College Level". This study also main focus on "Effectiveness of Active

Learning Strategies: Analysis of Students and Teachers' perspectives at College Level.

The researcher found that by developing confidence students can present themselves better on the narrative and persuasive writing task. Whereas student from students of 2nd year also can show better performance in all areas focus in this study. It was discovered that some specific tactics, including presentations, in-depth reading, group work, lectures, brainstorming, and oral and written feedback, can significantly boost students' capacity for learning.

In connection with analysis of Teachers' perspective, it was found that Teachers also cannot improve their selves without making efforts and enhancing their teaching skills with the passage of time. They have to increase their knowledge and technical skill. They have to improve themselves by using different type of learning methods like epistemological belief.

Following recommendations are given based on the results of the study.

1. During the research survey, the researcher learnt that whenever the semester system has started in the colleges since then the lecturer / teacher has authority to give the numbers of students as per his choice. Most of the students consider that teacher gives them less numbers due to his personal grievances. So, the researcher tried to find out the reason, it revealed that due to communication gap between students and teacher, students fall the element of misunderstanding which need to be inquired. For future the researcher should to find out the reason that why the communication gap has been created /occurred between student and teacher.

2. For future research study may be carried out with wide sample size in other Tehsils of Multan's colleges to analysis the students and teachers' perspectives regarding active learning

3. It is also suggested that future research may be carried outStudents should be evaluated based on the intended learning outcomes, and examinations may include hidden questions to assess writing and prevent memorizing. More-so qualitative research design also be conducted instead of quantitative it will also give benefits for more accurate result.

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