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FLIPPED CLASSROOM MODEL PERCEPTIONS AND CHALLENGES: PAKISTAN PERSPECTIVE

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Abstract
The study aims to investigate the student's perspective on flipped classrooms and challenges faced during the implementation of the flipped classroom in Pakistan. Flipped classroom model is new in Pakistan and the education system is shifting from a traditional classroom to a blended model in Pakistan. The shift is rigid for both the students and teachers in Pakistan. The study is qualitative in

nature and the survey method was used to understand the student's perspective on the flipped classroom. A structured questionnaire was developed and distributed among the higher studies students and teachers across Pakistan with a sample size of 200 participants. The results showed that students were recommending flipped classroom model in Pakistan and were of the view that flipped classroom give greater opportunities than the traditional classroom however, the results showed that flipped classroom is less engaging than the traditional classroom and it is not helpful for the students to improve their learning. The results showed that there are some major challenges for implementing flipped classroom model in Pakistan. Teachers' training with technology and teacher-students' engagement in this model. The study concluded that flipped classroom model is recommended by the students with improvement in terms of engagement and reducing students load.
Keywords: Flipped classroom, blended model, students learning, student's perception

Introduction

In a flipped classroom, students are introduced to a topic at home and then practiced working through it at school which is considered a new model by the students in Pakistan. This is in contrast to the more common process of teaching new content at school and then assigning homework and projects for students to finish at home on their own. Face-to-face engagement is combined with academic work via modern technologies in this blended education strategy. In a typical flipped Classroom situation, students might watch the videos at home before coming to the traditional classroom with questions and at least some background knowledge to complete homework. The flipped classroom concept is based on reconsidering when students have access to the tools they want for their studies. If the issue is that students need assistance performing the work rather than being introduced to the new thinking that motivates the task, the flipped classroom offers a solution that reversed the pattern. There are several key differences between a flipped classroom and the traditional classroom as two distinct learning environments. In the flipped classroom, students watch video-recorded courses outside of class, increasing the possibility for meaningful study and practice of numerous academic tasks (Strayer, 2012). Teachers strive to employ activities like involve students in seeing or listening to home lessons and completing projects in the classroom through various methods to operate a flipped classroom. Other skills can be developed in a flipped classroom (Bezzazi, 2019; Fulton, 2012). Learners can also utilize their free time to participate in active learning activities (Hamdan et al., 2015). Many teachers have flipped their classes and reviewed them to improve the quality of their education (McLaughlin et al., 2014). In summary, flipped learning can indeed be one approach to provide high-quality education, such as in language courses' listening classes.

Lin and Chen (2016) investigated the effects of the flipped model on learning capabilities by utilizing learning success as a proxy. The findings of their study revealed that, in terms of learning fulfillment, all persons from specialized and professional institutions (the first half), including professors and understudies, conveyed their inspiring demeanor about the implementation of the flipped learning paradigm. Simultaneously, the second half of focused and skilled school substitutes reasoned that using the FC method may have a detrimental impact on learning satisfaction. To summarize the foregoing, learning accomplishment has a limited intervening influence.

In the implementation of Flipped classroom model in Pakistan, the challenge comes from both sides

of teachers, students, and institutions. This method is new for all. In Pakistan, most of the issues that faced at the start of implementation. Because this model is reserved from the typical class model. The major issue is an approach towards Digital Technology of the teachers and also access to these technologies from students. From the ability to support and engage students to understanding how students learn through learning and assessment analytics, digital technology can play an important part in the success of the flipped classroom (McGrath, Anthea et al., 2017). Because technical challenges are becoming more widely available, educators can use them to supplement teaching and learning practices in the flipped classroom. Educators, on the other hand, continue to face technical challenges. Technology is the "second barrier" in establishing flipped classrooms. External barriers, such as time limits and a lack of support and resources, are represented by the former, while internal challenges, such as teachers' attitudes, confidence, and beliefs, are represented by everything else. (Ertmer, 1999)

The goal of this study is to learn more about the Flipped Classroom by focusing on student views. For effective educational initiatives, students must experience it as a pleasurable experience in addition to the educational benefits they will receive. The study's focus was on determining if students liked or disliked Learning in a Flipped Classroom because this would decide whether the instructor continued to use it. Further, an example of a Flipped Classroom implementation that focused on Aspects that required more than students watching videos and completing exercises was necessary. In this study, other features of a Flipped Classroom, such as proficiency skills and self, were investigated. This research contains information on the effectiveness of the Flipped Classroom as well as concrete examples of how it can and cannot be implemented in the classroom. (Johnson, G.B, 2013)

Research Objective

The main objective of the study is to investigate the student's perspective on the Flipped Classroom and to understand the challenges faced during the implementation of the flipped classroom in Pakistani educational institutions. However, some secondary objectives of the study are as under:

- To understand the student's point of view on the flipped classroom model in Pakistan.
- To examined student's perspectives on learning through the flipped classroom in Pakistan
- To investigate the challenges faced during the implementation of the flipped classroom model in Pakistan's higher education institutions.
- To explore the teacher-students engagement in the flipped classroom model.
- To understand the strength and weaknesses of flipped classroom.

Literature Review

According to Ozdamli, F (2016), the flipped classroom is an active, classroom strategy that was established to boost the quality of the period within the class. Generally, this approach, whose applications are done largely in Physical Sciences, also attracts the interest of educators and researchers in many disciplines recently. The concept of flipped classroom learning, which is gaining popularity around the world, is not generally known in our nation.

From the study of Bishop, J (2013), Student perception of the flipped classroom has been diverse, but overall, they have been good. In-person lectures are preferred over video lectures by students, although interactive classroom activities are preferred over lectures. Anecdotal data suggests that students learn better in a flipped classroom than in a standard classroom.

According to Hawks, S (2014) study, the flipped classroom is generating a considerable amount of buzz in academic circles. The flipped classroom is a pedagogical model that employs asynchronous video lectures, reading assignments, practice problems, and other digital, technology-based resources outside the classroom, and interactive, group-based, problem-solving activities in the classroom. This flipped classroom represents a unique combination of constructivist ideology and behaviorist principles, which can be used to address the gap between the didactic education and clinical practice performance. This article reviews recent evidence supporting the use of the flipped classroom in health profession education and suggests ways to implement the flipped classroom in nurse anesthesia educational programs.

According to the study of Awidi, I et al (2019), Overall, students expressed high levels of satisfaction with various aspects of the flipped classroom method. Some activities, on the other hand, were not well appreciated, prompting concerns from the course coordinator and students. Students' comfort, motivation, and involvement were all connected with features from the model for student learning. It was determined that modifying aspects of the flipped design, such as recorded lectures and the structure of class sessions, could improve the student learning experience in this course.
The teacher's role is also changed in the flipped classroom. In a traditional classroom, the teacher functions as the "sage on the stage," presenting knowledge engagingly in the hopes those participants would pay attention and retain it. The flipped classroom departs from this concept by reviving the teacher as a "guide on the side" who interacts with students to help them navigate their unique learning experiences (Bergmann, Overmyer, & Wilie, 2012).

According to the research of Jdaitawi, M. (2019), Self-regulated learning and social connections were found to be significantly improved among students in the flipped classroom mode compared to their traditional counterparts. From the findings Jdaitawi, M. (2019) study, flipped classroom technique can be used to improve self-regulated learning and social engagement among students.

One suggestion for using a flipped classroom in an introductory course is to provide step-by-step instructions for classroom tasks to give students greater structure (Strayer, 2007). A teacher could also scaffold the exercises to add more structure. Scaffolding is a type of instruction used while learning a new task that provides various levels of support, with the student steadily losing most or all of the support as the activity progress (Hogan & Pressley, 1997). Another suggestion is to keep open activities limited; no more than two lessons should be spent on any one activity. One result of the flipped classroom, according to Strayer, is that students become more aware of their learning processes. Students will require additional time to think about their activities to establish links to the course material as a result of their enhanced awareness (Strayer, 2007).

The flipped classroom introduces a new teaching and learning style and modality, requiring teachers to sacrifice their front-of-the-class position in favor of a more cooperative and collaborative approach to the educational process. Students' roles shift from passive observers to active participants as a consequence. The flipped classroom places more responsibility on students' shoulders and provides them with more motivation to learn. While it is uncertain how the flipped classroom will develop in the next years, early indications suggest that it will have a significant impact on traditional colleges and institutions. Combining traditional instructional approaches with online learning will undoubtedly help learners reach a great education. (Du, S. C, et al., 2014).

Research Question

The following research questions were developed to help concentrate the study:

1. How flipped classroom works?
2. What are the requirements for flipped classroom in Pakistani institutions?
3. What capabilities required for teachers to effectively utilize flipped classroom?
4. How flipped classroom is different from other blinded method of online classroom?
5. What knowledge do students have about Flipped Classroom in Pakistan?
6. What is the student's different perspectives about Flipped Classroom in Pakistan?
7. To what extent do students believe that Flipped Classroom helps them improve learning?
8. What are the challenges to make effective the Flipped Classroom for students learning in Pakistan?
9. How to overcome the challenges faced by flipped classroom in Pakistan?
10. What are the requirements for the students to effectively utilize flipped classroom in Pakistan?
11. How educational institutions in Pakistan is capable to effectively implement flipped classroom approach?
12. What are student's key role for effective implementation of flipped classroom in Pakistan?
13. How teacher's capacity can be built to effectively implement flipped classroom model in Pakistan?

Research Methodology

The study is qualitative, a structured questionnaire was developed and distributed among the students and teachers across Pakistan. The population for the study was whole Pakistani students and teachers, while 200 teachers and students were selected as a sample through convenience sampling technique. To understand the student's perceptions and challenges faced during Flipped classroom model the questionnaire was developed using "Google Forms," an online link to a digital questionnaire was created to collect the data across the country. It was also essential that the study included a comprehension of the students' impressions of the Flipped Classroom in their own words. The five open-ended questions at the end of the survey allowed students to explain their own experiences and provide comments, something a Likert Scale questionnaire did not allow. One of the primary goals of the study was to offer input from a student's viewpoint to educators who are flipping their classes and teachers who are exploring flipping their classrooms. The open-ended questions went into detail about

various Flipped Classroom implementations.

Result and Discussion

The study was conducted to investigate the student's perceptions about flipped classroom and challenges faced during the implementation of the flipped classroom in Pakistan. The results were collected through a survey method from 200 participants. Table-1 illustrated that 80 participants from GIFT University Gujranwala were responded to the questionnaire with 66.25% of the age group of 18 to 25 and 55% of male respondents. The table-1 shows that respondents from 3 provinces and one state AJK have participated in the survey, which enabled the researcher to generalize the results significantly across the country.

	No of responses	Participant Institution Name	Age			Gender	
			18-25	25-40	>40	Male	Female
1	80	GIFT University, Gujranwala	66.25%	30%	3.75%	55%	45%
2	40	Lead University, Lahore	47%	50.5%	2.5%	45%	55%
3	30	University of Peshawar, Peshawar	50%	43.33%	6.67%	30%	70%
4	10	Karachi University, Karachi	30%	50%	20%	40%	60%
5	20	Karakoram International University, Gilgit-Baltistan	42%	48%	10%	45%	55%
6	20	Degree College Barnala, Bhimber AK	50%	50%	0.0%	40%	60%

Table-1: Demographic results

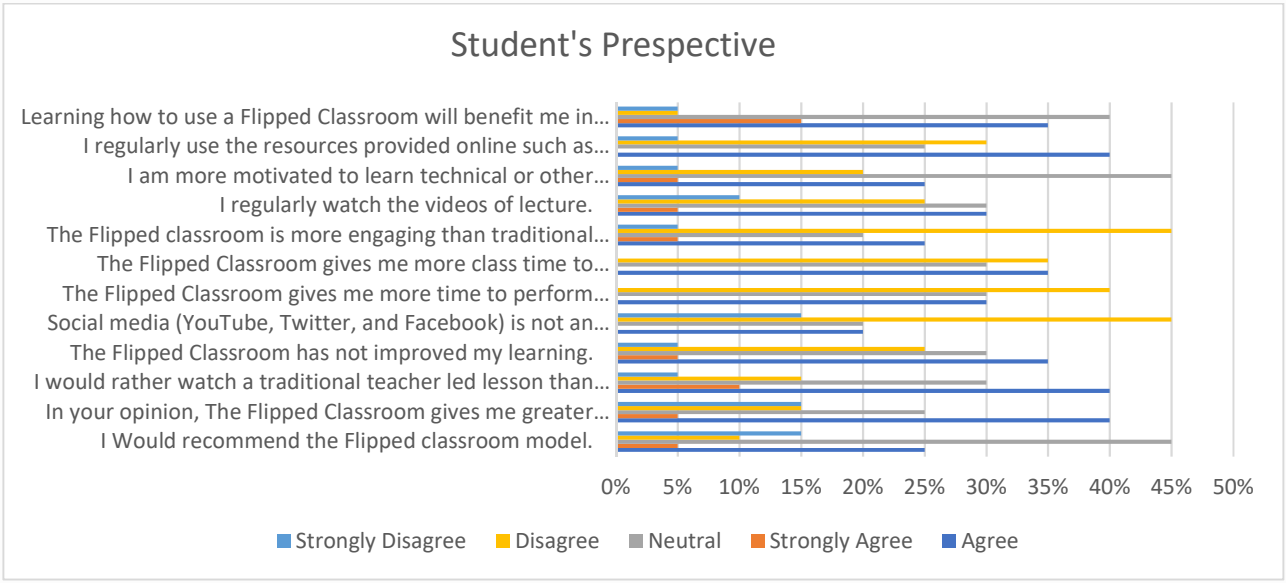

Figure-A: Overall results.

The results of this study showed 35% of the students were agree that flipped classroom is not helpful to improve their learning because it is less engaging, 5% strongly agreed that this model is not improving their learning and 30% remains neutral with the statement of improving learning in the flipped classroom. On the other hand, 25% of students were of the view that flipped classroom model was improved their learning while 5% were noted with the statement with strongly agree. 20% of students responded agree that social media tools like YouTube, Twitter, and Facebook are not important for their learning, 20% remained with no decision and were neutral with this statement that social media outlets are not important for their learning during studies. 45% disagreed that Social media apps like YouTube, Twitter, and Facebook are not an important part of my learning and 15% strongly disagreed with such statement. It means that most of the students used these social media tools for their learning during their studies. These social media apps are very important for the flipped classroom model as this model is technology-based and students and teachers need to be equipped with social media apps and technology for the effective use of the flipped classroom. The major challenge for the implementation of flipped classroom model in Pakistan is that teachers or educators must be equipped and viable with social media and technology.

As per Figure-A, 30% of the students agreed that flipped classroom gives them more time to perform laboratory activities in class, and the same amount of students remained neutral, however, 40 disagreed that with the flipped classroom model they have more time to perform laboratory activities which means that majority of the students were not pleased with the flipped classroom model as they have less time for practical activities in the class, the traditional classroom provides more time for laboratory activities to the students and was more helpful for improving the learning of the students than the flipped classroom model. The results also showed that 45% of the students disagreed, 5 % strongly disagreed that flipped classroom is more engaging than traditional only 25% were agree with the statement and 20% remained neutral. This illustrates that the traditional classroom is more engaging for the students than flipped classroom model. Teacher-students' engagement is very important for the learning during the studies, less teacher-students engagement leads to less learning while more engagement between teacher-students leads to improving the learning of the students. Figure -A showed that 30% of the students watch video lectures regularly, 30% remained neutral with the statement of watching lecture videos, 25% disagreed with watching lecture videos. Watching video lectures is very important in the flipped classroom, and it is the most important factor in this model. Without watching video lectures there is no learning in the flipped classroom model.

The results also showed that the majority of the students were not motivated to learn technical or other theoretical courses in the Flipped Classroom. 45% remained neutral with the statement of motivation to learn in the flipped classroom. 45% of the respondents agreed that they regularly use the resources provided online such as review games, practice tests. While the majority of the students were optimistic to learning how to use a flipped Classroom will benefit in future education. However, 40% remained neutral with the statement that they are learning the flipped classroom which will be helpful for their future education. The study showed that the majority of the students recommended the flipped classroom in Pakistan, and provide some suggestions for the improvement in flipped classroom model.

The results show that flipped classroom model is easy to use because students can access the lecture material anytime. Because if the students were not available due to some reasons during lecture or not understood anything that because they can easily access the data. But student don't have awareness about that this model, they added. The model is new for the students in Pakistan most of the students don't know about the method and technical perspectives of this model. Majority of the students confirm that laptop and internet are the basic requirements for this model, however, they don't know about other Apps used in this model. 45% of the students, responded that flipped approach facilitate them and also teachers to utilize their time for effective learning and provided them the study material on the classroom.

This study produced three significant findings that add to the field of Flipped Classroom research. The study's first key conclusion indicated that students in a Flipped Classroom did high homework than students in a regular classroom. This study endorsed (Butt, et al. 2021) the widely held idea that students in a Flipped Classroom perform more homework at home to free up time in the regular classroom. Students also indicated that time was used more efficiently in a Flipped Classroom. As a consequence, students had more time at the end of class to complete their daily projects or activities and watch the next day's instructional video. In the Flipped Classroom, students had less downtime. Participants made several assessment-related recommendations. One option was to make the unit examinations available online or in writing form, allowing students to show their comprehension in the format that most suited their learning requirements. Another suggestion was to remove the timer from the exams and quizzes. The timer, according to the students, created a substantial amount of tension. The final assessment improvement was to go through the quizzes and exams with the learning process. Participants performed all they required to in the classroom, reducing or eliminating the amount of time they needed to spend at home practicing arithmetic for some students. The study's second key conclusion was that students just loved studying in a Flipped Classroom. The agility of the Flipped Classroom was praised by students. They were able to connect with the teacher more regularly; they liked the increased number of learning activities in class, and they liked the reduced quantity of homework. The findings indicated that the Flipped Classroom enhanced students' perceptions of their involvement, interaction, and comprehension. The third important finding was that students benefit (Minhas, et al. (2021) from seeing video recordings of lessons. A worry that surfaced when designing this Flipped Classroom was whether students would be less interested and would prefer conventional teaching delivery. Students stated that being able to view the video at a time that suited their timetable and learning requirements were beneficial. They also liked how the films could be paused, reloaded, and even speedily when they had a hang of something. The results also showed that to handle the challenges faced by this model, is to build the capacity of teacher in first step and then also to train the students in the second steps. Pakistan is developing country and struggling in IT sector, while flipped classroom is technology based, so there is a dire need to equipped the institutes with lasted technologies for effectively implementation of flipped classroom. The results showed that students and teacher training is most important aspects for the effective implementation of flipped classroom. This study is significant because it demonstrates that instructional films in education may be a viable alternative to traditional lecturing.

Conclusion

The study concluded that that flipped classroom is less engaging than a traditional classroom as per the student's perspective and the students also recommended that flipped classroom for implementation in Pakistan but also recommended some improvement in the model. Flipped Classroom provides more time for practical and lab work than the traditional classroom, the students felt easy with the flipped classroom in the terms of time during however, students were of the view that flipped classroom model has overburden the students compare with the traditional classroom. More classroom time may be created by using the Flipped Classroom to deliver rich, relevant learning activities. A lesson does not have to consist of lectures and worksheets. In this study, it was discovered that students valued the extra classroom time as well as the varied activities that were integrated into classes. But how might this time be effectively used to enhance student learning? This is a question that needs to be researched further. Many instructors discover that they have spent their whole teaching careers lecturing. With the development of new technology and social media, instructors today have a plethora of resources at their disposal. However, the ideal one to utilize will most likely be determined by student requirements and educator views.

Limitations

This study is limited in the way that it was conducted with a small number of students enrolled in the model course. A similar study should be done with bigger sample size, in other courses, and at different levels of education, so that the findings may be generalized. Furthermore, The Influence of the Flipped Classroom Model on Students' Academic Success may produce a more in-depth and cross-analysis of the students' opinions and academic performance. Siegle (2014) presents a similar notion in his work. He claims that pupils may not be able to complete the learning materials when watching videos outside of the classroom. Furthermore, students' motivation issues may be caused by a lack of e-learning preparedness. Ylmaz (2017) investigated the relationship between motivation and preparedness capacity. Pupils' e-learning preparedness status was discovered to be a major predictor of their happiness and motivation (Ylmaz, 2017). Aside from the flipped classroom Model's efficacy, Yilmaz believes that it is necessary to assess students' readiness level for e-learning to enhance their happiness and motivation.

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