

The Perspectives of Secondary School Educators Towards Project-Based Learning (PBL): A Case Study of Private and Public Institutes of Sukkur, Sindh

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Abstract

This qualitative study investigates the perspectives of both private and public secondary school educators towards Project Based Learning (PBL) in the context of the Sukkur, Sindh province of Pakistan. PBL is a student-centered approach to learning that makes use of challenging real-world issues as a means of fostering conceptual and theoretical understanding. The term perspectives comprise only teachers' perceptions, motivation and experience of the said instructional strategy. A case study was conducted on 08 secondary teacher educators (N=4) from a private school and (N=4) from a public school in Sukkur. The objective of the study is to develop the necessary skills of students at a higher level of education. The data was collected by personal in-depth semi-structured interviews. Thematic-descriptive analysis carried out on the data revealed that all participants regarded PBL as a more engaging and collaborative pedagogy than traditional teaching approaches because it develops learners' critical thinking, problem-solving and communication skills. Most teachers, however, do not apply PBL in class because of time constraints, low pedagogical knowledge, preference for lecture method, management barriers and lack of resources. The professional literature on PBL in teacher-education courses is enriched by this study, which may persuade teachers to include PBL in their curricula.

Keywords: *project-based learning (PBL), perspectives, perception, motivation, case study, thematic-description analysis*

1. Introduction

In the era of technological advancement, the area of education demands modern teachers who can develop and transform with the rise of new challenges. The twenty-first millennium requires educators to adopt innovative teaching and learning approaches that give students more freedom to express their ideas and perspectives. To prepare students, to thrive on these skills in a globalized society beyond high, there must be a switch of teacher focus and teaching practices (Boyers 2018). Teacher-centered education is one of the fundamental components of instructional methodologies which is quite a traditional approach. In contrast, such a change in strategy needs a fresh method of instruction that supports student-centered teaching. Among the most effective methods for taking into account, certain demands and prerequisites have been discovered to be project-based

learning, which has acquired the instructors' huge support (McCarthy, 2016). PBL (project-based learning) is an active teaching technique that emphasizes greater student involvement in the educational process. It calls on the teacher to energize the classroom by encouraging students to collaborate on research, decisions, and solutions to the project's issues. Besides, it highlights the formation of an evaluation system that promotes consciousness, reflective practice, and a critical attitude, enabling the most in studying (de la Torre-Neches et al., 2020). PBL is a form of instruction whereby students spend a significant amount of time, researching and responding to a challenging but authentic issue, problem, or obstacle (Buck Institute of Education 2018a).

PBL has already been promoted as a significant pedagogical approach, among several others, to help students get ready for the demands of their career prospects and everyday life. For PBL to be implemented successfully, it is crucial to support the instructors' viewpoints on the subject. (For instance, Kay & Greenhill (2011), Han et al. (2015), and Larmer et al. (2015).

According to Awan (2014), education is crucial to a country's success or failure, particularly in the twenty-first century. The development of international rivalry in science and innovation is mostly to blame. The main requirement for any country's success in this competitive atmosphere. Awan (2011) asserts that all nations, notably Pakistan, have distinct educational systems that may be divided into two main groups: private and public schools. To promote long-term national development, our private schools are currently receiving enormous attention. Hence, this paper aims, to understand the perceptions, motivation, and implementations of higher secondary school teachers of both private and public educational institutions specifically regarding the Project-based learning approach in their teaching culture. With the addition of techniques like PBL, the new skill set will make classrooms student-centered (Wan Husin et al., 2016). Teachers could no longer rely on educating pupils and utilizing grades as the main measure of proficiency (Riley & Ward, 2017). Teachers are expected to design lessons that will enable students to construct, express, cooperate, investigate, analyze, resolve issues, and use technology and information effectively in the 21st century (Smith & Gibson, 2016).

To help their students, teachers need to be equipped with the necessary tools and abilities. They must become facilitators in the classroom so that pupils can take ownership of their learning (Canuto, 2015) Although, no similar study was conducted in the Sukkur region especially when it comes to comparative analysis of both public and private sectors schools and secondary school instructors' understanding of PBL is still unclear. The Sukkur region currently has a knowledge and practice gap, which this research aims to overcome.

Physical facilities are requirements for providing quality education at secondary schools in the Sukkur region. Sukkur is a district in Sindh Province in Pakistan. It is the third biggest city in

Sindh. The Sukkur education system is mainly categorized into Public and Private sectors. Generally, it is assumed that private sector schools are providing better quality education as compared to public schools. A public institute is the responsibility of a governmental unit or over which a governmental unit exercises administrative control. In contrast, a private institution means an independent entity owned by a non-state entity, such as a firm, business enterprise, or individual. These private schools are self-sustaining; depend on the fee paid by students. Additionally, this study was conducted to compare physical facilities, teachers' perception, motivation, and their implementation of project-based learning at public and private secondary schools in district Sukkur using action theory frameworks to reveal how they are making sense of designing PBL, its role, and then transferring those understandings into practice (Tighe, Christina 2020). The results of this study will be useful for policymakers, academicians, teachers, and heads of educational institutions.

1.1 Research Objectives and Questions

The aims and objectives of the study are i.e. (a). To explore the perception, motivation, and experiences of secondary school teachers regarding PBL in classroom settings; (b). To compare the perspectives of public and private secondary school teachers of Sindh Pakistan on PBL and its implementation; and (c). To identify the challenges and opportunities for adopting PBL in secondary schools in district Sukkur. Whereas, the research questions are i.e. (a). What are the perceptions of private and public sector secondary school teachers regarding Project-based learning (PBL)?; (b). To what extent private and public sector secondary school teachers are motivated to implement PBL?; (c). Do private and public sector secondary school teachers implement PBL?; and (d). How different are the perceptions motivations and experiences of public and private sector secondary school teachers from each other?

2. Literature Review

2.1 Project-based learning

PBL has been described in a variety of ways by various authors. As a result, there is no single definition for this phrase, and no consensus has been formed (Baş, 2011). Project-based learning is often regarded as a viable alternative to traditional teacher-led instruction. This approach is an active instructional strategy that encourages maximum engagement of students in the learning process. It requires the teacher to activate the learning environment by promoting students to work together to investigate, make decisions, and respond to the project's problems. It also focuses on the activation of an assessment system that fosters awareness, reflexivity, and a critical mindset, allowing for more in-depth learning (de la Torre-Neches et al., 2020).

Project-based learning (PBL) assists students in developing abilities to solve problems and other meaningful learning content by incorporating self-directed learning to assist students in building

their knowledge, processing and realistically completing their work, and showcasing their products (Ibragimov, 2021). This is a teaching approach that allows teachers and students to implement their ideas. As a result, project-based learning is a process-based learning strategy that demands interactive classroom settings. PBL is an essential teaching approach since it accommodates a variety of learning types, such as cognitive, visual, kinesthetic, auditory, and verbal (Markula & Aksela, 2022). During the project-based learning process, students are allowed to work independently or in groups. Students in project-based learning handle challenges through innovative, program-related, and frequently multidisciplinary group activities (Belayneh, 2021).

Project-based learning has a medium to big favorable influence on students' academic achievement when compared to traditional schooling, according to authors Chen and Yong (2019). Students can learn more specifically by looking for answers, asking questions, discussing ideas, creating plans, and connecting with others (Choi et al., 2019). Project-based learning encourages student collaboration, with the teacher serving only as a guide throughout the project (Greenier, 2020). It supports critical thinking and problem-solving, interpersonal communication, information, and media literacy, cooperation, and leadership (Chu et al., 2017). Project-based learning is seen as a valuable instrument for student mobilization, engaging interpretation of educational content, acquiring new knowledge, as well as the development of personal characteristics necessary for collaborating with others and resolving problems (Chmelárová & Pasiar, 2017). It establishes a clear link between students' participation in their projects and their learning outcomes (Pedersen & Hoby, 2020). Consequently, project-based learning is regarded as a very effective method of teaching and the pinnacle of a teacher's didactic abilities. The right assumption that students should not memorize abstract definitions but rather learn by completing complex projects is the foundation of project-based learning (Apek, 2019).

2.2 Teachers' Perception, motivation, and Implementation of Using PBL

Due to variances in experience, teaching subject, and other circumstances, teachers understand PBL in a variety of ways. According to empirical studies on teacher perceptions of PBL, instructors have good pedagogical beliefs regarding PBL (Harrigan, 2014; Tamim & Grant, 2013). PBL is perceived by teachers as a student-centered strategy that promotes self-learning (Baysura, Altun & Toy, 2016; Bell, 2010; Harrigan, 2014; Tamim & Grant, 2013). Simultaneously, teachers recognize their position as facilitators and revisors, providing students with direction and scaffolding through teacher-student interactions, guiding questions, peer counselling, and practice worksheets (Intykbekov, A. 2017).

Classroom management, according to PBL teachers, is considerably different from other traditional instructional approaches such as discussion, lecture, or seatwork. During PBL, teachers do not employ teacher-oriented methods, nor do they present information or lead activities. Most of the time, students work independently in small groups. Some teachers even claim to feel as

though they are acting as peers rather than as classroom managers (Intykbekov, 2017), PBL is also viewed by teachers as an authentic learning process in which students are required to create final realistic products, presentations, or models (Yam & Rossini, 2010). Teachers also believe that PBL encourages them to employ continuous assessment, which is regarded as a continuing process of evaluation from the beginning to the end of PBL (Hugerat, 2016). Positive PBL experiences can affect teachers; those who report modifying their teaching approaches when adopting PBL prefer to relinquish control and become facilitators, enabling their students to make decisions (Dole et al., 2015; Li & Tsai, 2018).

2.3 Benefits of implementing Project-based learning in classrooms

PBL is one of the methods for implementing lifelong learning techniques (Arwatchananuku et al., 2022; Ismail et al., 2021; Trilling & Fadel, 2009). PBL supports a variety of learning types, including but not limited to cognitive, visual, inaeesthetic, social, and verbal (Indrawan, 2019). PBL provides students with the opportunity to study and use 21st-century skills that prepare them for real-world settings and difficulties (Capraro, 2013; Pusztai Kovácsné, 2021). This teaching style has been shown to increase student interest, and academic achievement, and deepen comprehension of the assigned material (Indrawan et al., 2019; Markula & Aksela, 2022; Pusztai Kovácsné, 2021; Carrabba & Farmer, 2018).

PBL promotes deeper thinking, comprehension, and awareness of real-world circumstances (Knezek & Christensen, 2020). According to Capraro (2013), the positive effects of PBL include higher-order thinking, the ability to break down challenging issues to discover solutions, making links, developing more powerful interests in fundamental subjects (math, science, technology), and encouraging ownership through expansion and solutions. Reid-Griffin et al. (2020) discovered that PBL enables for participation in real-world difficulties and collaborative learning. According to their research, children will learn from others (and themselves) who provide ideas and collaborate.

2.4 Project-based Learning in Pakistan

The literature analyzed above mainly comes from the developed context and suggests that PBL has been used as an effective teaching approach compared with conventional instructional practices. As shown above, this approach not only adds to the enhanced academic achievement of students but also leads to the development of their soft skills. It is interesting to note that, although limited, studies conducted in Pakistan on PBL also present it as an effective approach when compared with traditional approaches. While conducting experimental research on the effectiveness of project-based learning in English language teaching at the college level in Karachi, Sultana and Zaki (2015) found this approach to be a better instructional method compared with traditional approaches. These authors argue that implementing project-based learning allows using child-centred pedagogies and thus, leads to students' active engagement in learning and language

skills development. Consequently, students also develop an interest in language learning which otherwise is quite challenging for them. In addition, while working on projects, students avail opportunities for collaborative work that develops their skills and attitude towards collaboration. Similarly, a study conducted at the school level in Multan (Imtiaz & Imtiaz, 2012) shows that engaging students in project-based learning not only results in their improved language skills but also makes them autonomous learners making them less dependent on others as in conventional teaching. These authors further argue that as the students actively work in different activities during the project, they develop their soft skills such as working in a team, self-regulation, self-motivation, time management and confidence.

Another study conducted on BS level students in Karachi reveals both academic and non-academic benefits of project-based learning (Sultan & Javaid, 2018). The academic benefits were related to a deeper and more meaningful understanding of the content whereas non-academic benefits included time management skills, negotiation skills and critical thinking skills. This study finds two major challenges faced by the students – the challenges related to time management and working with others in groups. Similarly, a study conducted on PBL in the context of higher education in Jamshoro, Sindh (Gopang, Gopang & Chachar (2023) stresses the importance of giving more attention to the process during the project based learning rather than the outcome to ensure that students learn the language skills as well as soft skills such as leadership, time management, problem solving, negotiation and confidence as they work together during the project work.

However, these studies are mainly limited to the teaching of English. In addition, these studies have paid little attention to the perspectives of teachers on PBL. Our understanding is also limited to the main cities such as Karachi and Multan, for example. What we still do not know is how science teachers perceive PBL in the context of Northern Sindh such as Sukkur. The current study aims to fill this significant gap.

3. Methodology

The purpose of this research was to examine the perspectives of public and private secondary school teachers toward project-based learning (PBL) in classroom settings. The study employed a qualitative research method, utilizing an interview guide to gather data. The qualitative approach was chosen to understand the world of the participants and to explore the phenomenon from different perspectives. The thematic analysis method was employed to differentiate between the perspectives of teachers from public and private sector schools. The analysis focused on three categories: the perception of public and private sector teachers towards PBL, their motivation towards PBL in classroom learning, and how they implement PBL. Semi-structured, in-person interviews were conducted to collect the data. The researchers obtained consent and approval from

the participants to record the qualitative data. The interviews were recorded to capture the voices of the participants.

The data was collected from teachers in both public and private sector institutions to provide diversified but reliable data. This research followed a qualitative case study methodology, which allows for the exploration of a phenomenon within a specific context using various data sources. The use of multiple lenses helps to reveal different sides of the phenomenon. The qualitative method was suitable for this research as it focused on the participants' views, allowing for more freedom in analyzing the data and facilitating the emergence of themes during the analysis process. The practical features of qualitative research also made it suitable for this topic.

The sample comprised of total eight secondary school teachers of both public as well as private educational institutions, involving (04 men and 04 women) who teach the students of 9th-12th standard. These school teachers have specialization in one or more than one subjects like English, art, math, science education, and computer literacy. They teach in different classes in a day, based on their specialization. The current study aims to analyze the perspectives of secondary school teachers through a qualitative approach using a semi-structured interview guide tool has been used.

The participants were acknowledged for being part of educational research, the duration, the process, and the obscurity of their data. We have thoroughly followed the ethical principles and guidelines as stated by The Swedish Research Council (2017). To certify confidentiality for the participants, all participants, including people stated in interviews, and schools and locations, have been given fictional names in transcriptions and publications.

4. Results, Findings and Discussion

The findings of the current study on the perception, motivation, and implementation of PBL practices among public and private secondary school teachers include:

1. Both public and private school teachers are motivated to implement PBL in their classes.
2. Teachers from both sectors acknowledge the positive effects of PBL on student academic success.
3. Public school teachers, despite facing resource and privilege limitations, are fully motivated to embrace the PBL approach.
4. Private school teachers are found to be more resilient and active in implementing PBL.
5. Private school teachers actively encourage and engage students in PBL activities.
6. Time constraints and managing activities pose initial difficulties for private school students, but teachers try to facilitate their learning.
7. Private school teachers tend to design more precise lesson plans for PBL.

8. These factors contribute to the development of a productive learning environment and help teachers achieve the goals of their lessons.
9. Both public and private school teachers are dedicated to ensuring the benefits of PBL for their students.

The perspectives of both Public and Private sector secondary school teachers are viewed in the following Table I. and Table II. Which are categorized into perception, motivation, and implementation.

TABLE I.

<i>Codes (key domains)</i>	<i>Theme</i>	<i>Response of Public School Teachers</i>	<i>Response of Private School Teachers</i>
1. Perception	Teacher's beliefs towards PBL	About half of the teachers believe it is the 21st-century approach where students are engaged and through PBL, students gain knowledge.	In the private sector, a large majority of teachers strongly believe that it is the most important approach in which students explore and resolve their problems on their own.
	Students' participation	Half of the teachers are percept that Students are encouraged to participate in PBL when they have been assigned a project.	A majority of the teachers stated that most of the students are highly encouraged to participate in PBL activities. The students usually show their involvement; even those students who remain silent do participate.
	Students' attendance	Half of the teachers stated that there is a beneficial influence on students' attendance because they were enjoying PBL activities.	A majority of the teachers are motivated when Students come into the classes in larger groups when the PBL approaches practices.

2. Motivation

Students' attitude	Half of the teachers are willing to make a strong student attitude to involving them and participating them in PBL.	A large majority of teachers use methods to help pupils acquire a good attitude about PBL, while others believe that employing technology might help them do so.
Students' involvement	Half of the teachers state that they involve every student in PBL, especially when they conduct any science activity students keep participating with their interests.	A large majority of the teachers are willing that they try to involve every student by having small groups of students participate in the PBL task Since some students are already strongly motivated to engage.
Teachers' experience	A minority of teachers stated that they had a rich experience in PBL	A large majority of teachers said that they have a nice experience with PBL.
Effectiveness of the PBL approach	According to half of the teachers, it is the most important method for students' accomplishment where they become good experimental students and effectively learn the idea.	A large majority of teacher states they are motivated to implement PBL in their classrooms therefore it is found to be a highly effective learning technique, students learn with interest through PBL activities
Objectives behind PBL activities	Half of the teacher's whole focus is on students' understanding of how much they understood about the topic and,	A large majority of teachers focus on students' development and learning outcomes.

3. Implementation

	after that, how they explain it too.	
Benefits for students	The most important benefit for students is that PBL make students more confident in the studies they learn in-depth, given by half of the teachers.	A large majority of the teachers state that PBL helps students in their real circumstances, and they become more practical in their lives.
Impact of PBL on Students' Learning	According to half of the teachers, PBL encourages the students to deeper learning and establishes students' clear learning goals.	A large majority of the instructors agree that PBL has a significant influence on students' learning because it allows pupils to clarify their understanding and strengthen it in their long-term memory.
Challenges for teachers to use PBL	Half of the teachers faced challenges in the public sector school while implementing PBL, that is, costly material, lack of resources, and student's prior knowledge.	A majority of teachers faced some challenges, is as student noise, management support, or some right resources.
Successfully designed activity	Half of the Teachers organized activities like concept mapping, brainwriting, and watching videos to understand the topic, which is easy to understand for students.	A large majority of teachers organized successful PBL activities in different subjects English, science, Pakistan studies, and math.

Assessment of PBL	A minority of teachers' state that they take the presentation at the end of the class to assess the student's performance.	Half of the teachers create rubrics and indicators to assess students' work, whereas the remaining half of the teachers assess by soliciting feedback from students at the end of the class.
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TABLE II.
Use of the PBL approach by public and private sector teachers

<i>S/No.</i>	<i>Items</i>	<i>Total average percentage</i>
01	Government School Teachers	About half (46%)
02	Private School Teachers	A large majority (94%)

As shown in Table II, it is clear that only around half of public-sector teachers believe in using the Project-Based Learning (PBL) method in their classroom teaching. On the other hand, in the private sector, the vast majority of instructors reported using the PBL method in their classrooms.

The data were taken using the methods of an interview guide. A questionnaire was given to teachers with open-ended questions, and the teacher was asked to describe their situation. Semi-structured interviews were discovered to be an effective tool for conducting this research. Likewise, a semi-structured interview guide was created, with a list of selected questions including, what is the teacher's belief in PBL? What are the teachers' perceptions of learning secondary school education using the method of PBL? What are the positive aspects of applying project-based learning, whether as a study strategy or method? How effective is the use of the PBL approach in secondary students' achievement in science? How much experience do you have with PBL? What objectives do you keep while conducting any particular PBL activity? Do your students have the right and sufficient resources to conduct the project? What are the challenges of using PBL? Please quote any PBL activity that you have successfully implemented in your classroom. Did that PBL project help students get ready for the real world in any way? How? How do you assess your students while engaging them in PBL? Do you think that students based-

learning is easily assessable for teachers? What challenges do you see in assessing PBL? That was in line with the principal points of the study and some designed prompts to ask the participants. Correspondingly, it was attempted to make the interviews seem more casual to lessen the participants' hesitation and reluctance and to make them feel at ease when discussing their opinions and experiences. In particular, the participants' entire conversation was later broken down into various themes related to the research questions. The comments provided by the participants to justify their responses were transcribed and analyzed. The study demands taking advantage of a small group of participants to support the qualitative analyses.

The results of the study have been classified under research questions as discussed:

4.1 How do private and public sector secondary school teachers perceive PBL?

The majority of public school teachers strongly believe in PBL's ability to involve students in an active learning environment and develop their problem-solving skills. PBL is seen by teachers in private schools as a student-centered approach where students investigate the real world, while teachers play a passive role. The instructors claimed that the PBL stimulates student participation and attendance. Teachers also think that creating assessments for courses is simpler. Because there is no "PBL"-based assessment in the curriculum, some teachers (majority of the private sector) believe that pupils are less engaged in PBL. A few reported that teacher attitude frequently has an impact on teachers' responsibility for implementation however, teachers' execution of a plan or project may suffer if the teachers have a negative attitude toward them (Su et al., 2018). Encouraging teachers can put in more effort to embrace the program or method successfully. As they move through the process, effective teachers may foresee the results of their work.

4.2 To what extent private and public sector secondary school teachers are motivated to implement PBL?

The majority of public school teachers are strongly motivated to implement PBL in the classroom. They believe that becoming a good experimental student is an essential stage in increasing student achievement. It works best with conceptual subjects; it offers students and teachers strength and boosts their confidence. In contrast, they do not have the resources needed to put this learning strategy into practice, factors including insufficient resources, inflexible schedules, and lack of technology hinder its application similar barriers were also reported in an earlier study (Aldabbus, 2018). Project-based learning, according to highly motivated private school teachers, is an essential teaching strategy for scientific classes. It is very significant and affects pupils greatly. Most students are unable to comprehend and learn in science classes when a teacher employs the direct technique. However, kids learn well when project-based learning (PBL) is used in the classroom. This method is a powerful teaching and learning tool. They want students to consider developing their reading, writing, speaking, and listening skills. Additionally, the teachers see a

variety of advantages in adding project-based learning into their lessons. Since PBL offers pupils a variety of learning opportunities, most teachers welcome it. This could be about subject knowledge, skills (such as teamwork, social interaction, and problem-solving abilities), or general learning (often related to making videos). They believe students who are motivated by their teachers and encouraged to be curious, and capable of investigation and exploration, will grow into adults who can contribute to the social and economic growth of their communities. Thus, a generation that is capable of developing the tools the community needs as well as of forming responsible members of society will emerge (Hugerat, M., 2016).

4.3 How do private and public sector secondary school teachers implement PBL?

Because PBL is a student-driven technique that enables students to collaborate on the assigned project, the majority of private school teachers are adopting it as effectively as they can. They engage in various activities to promote PBL in the classrooms. They do, however, encounter numerous difficulties, such as time management problems and a dearth of qualified teachers with specific educational knowledge (Mentzer et al., 2017). Additionally, students' independence and responsibility are monitored by their teacher, who watches over them while they complete certain activities and evaluates their performance. Other challenges include their management who also foster PBL but they both are not solely responsible because the way their course (curriculum) is structured encourages pupils to memorize or cram. As it takes time to learn to use PBL in practice—even two to three years for teachers to shift their understanding and teaching practices in teacher training—there is a need to develop long-term or even continuous and collaborative models for teacher training (Aksela & Haatainen, 2019) if the syllabus lacks this capability so neither management nor students are accused of it. This should also include pre-service teacher training. Studies have frequently shown the requirement for lecturers to have preparation training in PBL, notably in facilitation and evaluation abilities (e.g., Lee et al., 2014; Mills and Treagust, 2003). More research is required to comprehend how novice instructors use PBL in practice if we hope to engage more teachers in the usage of PBL in the future. The majority of public-school teachers' comments remarked that it can be difficult to facilitate PBL. This covers all ideas related to teachers' project management and PBL time management abilities.

4.4 How different are the perceptions, motivations, and experiences of public and private sector secondary school teachers from each other?

The fact that secondary school teachers in both the public and private sectors have different opinions on PBL and different justifications for doing so demonstrates the diversity of teachers' perspectives. However, the review reveals that teachers see it as a learning environment focused on students, where they act as facilitators and advisers, and provide students with adequate guidance and feedback rather than lecturers. When it comes to contrasting the perspectives of secondary school teachers from the public and private sectors, it has been found that the public

sector teachers exhibit positive beliefs and their perceptions are strong to practice PBL. They are also found to be enthusiastic and willing towards PBL in the classrooms, but they lack the necessary resources and strategies to do so. Additionally, the data point to and confirm past studies on the challenges instructors have while using PBL. Public sector schools' and teachers' attempts to implement PBL are being inhibited by the structural problems mentioned in this and prior research (e.g., Viro et al., 2020; Mentzer et al., 2017). They demonstrated a lack of administrative system support for engaging in PBL activities which puts them in disagreement with the perspectives of secondary school teachers in the private sector who are more engaged and professional content experts and constantly revise their teaching methods to better pursue learning and academic success. They provide a variety of project-based curricula that not only adhere to the requirements of each academic grade level but also enhance student learning. They have been using PBL in their classrooms, with positive results for student engagement and the development of 21st-century skills. However, they also mentioned difficulties with management, time constraints (Aksela et al., 2019), and persuading parents that PBL is a curriculum-related method that enhances and supports their child's learning. It is also thought to be an excellent tool for encouraging kids to work in teams, share ideas, and support one another as they resolve real-world challenges. Not least of all, PBL is recognized as a successful method for assessing students as it is being implemented.

5. Conclusion

This paper aimed to explore the perspectives of private and public secondary school educators on PBL and its implementation in their classrooms. As PBL is significant for developing problem-solving skills, fostering collaborative skills, and connecting students' learning with real-life situations, it is important to understand the factors that facilitate or hinder its adoption in different contexts. This study found that half of the public secondary school educators are not aware of PBL and face various barriers to implementing it in their classrooms, such as lack of support, experience, resources, and the degree of training and assistance. As was mentioned, the majority of the challenges that educators and learners encounter when implementing PBL are caused by the adjustments that the technique calls for in their roles and responsibilities (Shpeizer, 2019). On the other hand, private secondary school educators plan and execute PBL more effectively due to better administrative and expert support. However, some inconsistencies were observed between teachers' beliefs and practices regarding PBL across both types of schools highlighting the need for further research on how to improve the awareness and strategies of secondary school teachers towards modern pedagogies like PBL. The study, therefore, emphasizes the need for teachers to equip themselves with the necessary tools and abilities to become facilitators in the classroom so that students can take ownership of their learning and ultimately enhance their academic success and life skills.

6. Suggestions

1. The government should ensure that public schools perform well in PBL activities by creating a suitable system of accountability and support. For example, schools should receive qualified teachers, PBL awareness sessions, the necessary materials, and a well-functioning system that fosters teaching and learning.
2. The government should also monitor privately run schools and create clear regulations and rules that ensure the quality and consistency of their faculty, curriculum, and instructional practices.
3. Teachers should focus on meeting the student's needs, facilitating the exchange of material, allocating adequate time for PBL, addressing concerns and issues, engaging students in various activities, and fostering students' self-confidence.

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