

EFFECT OF CLASSROOM ACTIVITIES IN TEACHING LEARNING PROCESS AT PRIMARY LEVEL

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ABSTRACT: Classroom activities play a pivotal role in teaching learning process not only at primary level but even in high classes also because it arouses the interest of the learners and makes them creative minded. Therefore, the present study was designed to highlight the role of classroom activities in teaching learning process at primary level. Major objectives of the study were: To determine the role of classroom activities in teaching learning process at primary level. To compare the learning competencies of primary level learners regarding classroom activities. To highlight the role of classroom activities in teaching learning process at primary level. The null hypothesis of the study was: The first null hypothesis was that there is no significant difference between classroom activities based learning and without activities learning. The second null hypothesis was that there is no significant difference between the mean Scores of experimental and control group. The third one was that there is no significant difference between the mean scores of those students who participate in classroom activities and those who not participate. In order to achieve the desired objectives the researcher randomly selected 20 students for this experimental study as respondents and then divided them according to their age, academic achievement, and their intellectual level. An equivalent writing test, developed by the researcher was applied on the control and the experimental groups before the study started to ensure their equivalence; and was also used as a post-test. The result of this study showed that Facebook

Key words: (Classroom Activities, Teaching-Learning Process, Primary Level Learners)

INTRODUCTION

Education is the backbone of progress and development, on which a state's economy depends. It is also acknowledged fact that quality education leads to progress and a strong economy. Instructional qualities carry its importance for the promotion and upgrading students' understanding. That is why the teacher is liable to provide quality education to the individuals. It is known that teacher has a dominant and pivotal role in the society. In the process of learning teachers have been given a high rank, and it is true that a teacher can make the students able to lead the individuals onto the right path [1]. There are many dimensions about teachers and their teaching in which the most focus one is teachers efficacy having the notion that if teachers have the ability and capability regarding classroom control and its students learning, teachers have to adopt and apply advance classroom strategies [2].

Learning means modification of behavior and teaching is basically a two-way process because the teacher is a more mature one and delivers something while learners learn it that is why a classroom is a place which is specific for teaching-learning process. As we know that we learn different subjects through different methods which are suitable for it that is why there are different kinds of classrooms i.e. in schools, colleges, universities and similarly there are also classrooms in other corporations, religious institutions, and humanitarian organizations. The importance of classrooms may not be neglected because it is a place which is specific for teaching-learning activities [3]. The decoration and proper adjustment of classroom directly effect upon the quality of education because if the classroom is well decorated and set according to the needs of learners then it not only suitable one but motivates learners and makes the teaching-learning process more fruitful for learners. Therefore, the importance of classroom may not be neglected in all walks of life because it

is a place which is used to make the foundations of the nation [4]. There are different classrooms regarding different subjects because the requirements of one subject differ from that of the other. The teacher is basically a model for the students and students learn from their teacher in each and every stage that is why the importance of teacher role in classroom activities is always dominant. The teacher should be aware of the classroom activities and should keep in mind the importance of classroom activities. The classroom activities interact the learners and motivate them to learn new ideas.

There are various features of the classroom which are described by various exports regarding classroom development like the color of classroom walls and doors, decoration, entertainments, and attentiveness. All these factors affect the learners learning process and it makes the teaching-learning process effective and interested for learners to a greater extent [5]. Students have constrictive perceptions in respect of social environments. The teacher is a model for learners because students follow their teacher in society because it is basically the model for them. When learners work properly and regarding learning and share their views and knowledge in group works get higher competencies and marks in tests and complete their work well in time in contrast to those learners who do not utilize their talents and do not work properly in group activates [6]. Classroom activities are very important for teaching-learning process because it encourages learners and helps them in fulfillment of their learning in the specified time [7]. Co-operative learning and learning through activities based learning is highly beneficial for learners in order to achieve their goals and reach to the highest standard of learning [8]. The main point in the application of classroom activities is that in classroom activities learners learn through group activities which encourage learners to present their knowledge in front

of other students in the classroom which help them to present their ideas in demonstration and group works [9].

Review of Literature

When the learning takes place in the co-operative environment and through classroom activities based learning then it is highly effective and the learners may get enough and may increase their potential [10]. The other important point is that when teachers and learners co-operate with each other and there are active classroom activities then it enhances the motivation of learners and is useful especially for psychological adjustment of learners [11]. The previous research studies also showed that classroom activities and learning in a co-operative set up are helpful for learners and facilitate the learners. In classroom activities and co-operative learning environment the learners may learn easily and they share their views with others freely and take benefits from each other; students learn and increase their potentials when they get help from one another; they support each other and get help from one another that is why the classroom activities and co-operative learning is very important [12, 13, 14]. The distribution of knowledge also helps learners to increase their understanding regarding new ideas and new things [15]. When the learners achieve the required knowledge in the classroom-like successful teaching-learning process develops the learning environment and motivates learners for further learning. it means that when learning is progressive then it interested for learners not only in one aspect but also increase the personal and social aspects of learners to a greater extent [16].Classroom activities are not a source of Complementary learning but helpful in this regard that it is a social process of learning and facilitate learners to learn in a social environment. It is classroom activities which increase learning and used as a supplementary way of learning [17, 18, and 19]. Classroom participation and classroom activities are helpful for learners in this regard that it is a social process. The learners learn in classroom activities like the social process of learning. There are different activities which are used in classroom-like pair work, group work, peer groups, presentations, which makes the learners able to work with other students in group form [20]. Classroom activities in teaching learning process are very important in at primary level because at this stage the learners may be easily motivated to learn [3].

Objectives of the study:

1. To determine the role of classroom activities in teaching learning process at primary level.
2. To compare the learning competencies of primary level learners regarding classroom activities
3. To highlight the role of classroom activities in teaching learning process at primary level.

HYPOTHESIS OF THE STUDY

The study was guided by the following null hypothesis.
 Ho1. The first null hypothesis was that there is no significant difference .
 Between classroom activities based learning and without activities Learning.
 Ho2: The second null hypothesis was that there is no significant difference
 Between the mean Scores of experimental and control group.

Ho 3: The third one was that there is no significant difference between the mean scores of those students who participate in classroom activities and those who not participate.

DELIMITATION OF THE STUDY

The study was basically experimental in nature that is why the study was delimited to primary level learners of Green Model School District Bannu.

STUDY DESIGN

The study design was experimental in nature because the experimental method is more suitable one in order to find out the significant difference between two groups.

RESEARCH METHOD

The method of research which the researcher has used in this present experimental study was that the researcher randomly selected twenty (20) students out of sixty (45) students from Green Model School District Bannu. The students were divided into two equal groups according to their age, academic level and especially the free test score i.e. experimental group and control group. After the division of students into two groups the researcher treated them as a teacher for complete on month the experimental group through classroom activities and control group without classroom activities and then at the end of the treatment the researcher administered post-test as a research instrument in order to find out the significant difference between these two groups and to determine the significant difference between the classroom activities based learning and without classroom activities at primary level.

DATA ANALYSIS

The data which was collected by the researcher through pre-test and post-test (research instruments) was successfully analyzed through descriptive statistics like Mean, Standard Deviation, T-test, Co-efficient of variance, and correlation had been used to measure the data in proper and systematic way and find out the significant difference between the Mean scores of Experimental group and Control group. Then after the successful completion of this process, the results of the study were tabulated in tables in order to highlight the main difference between the activities based learning and without classroom activities teaching-learning process at primary level.

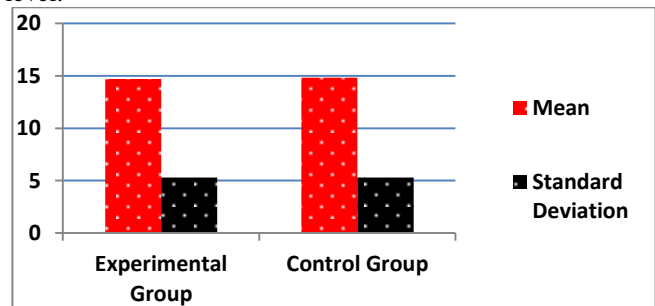


Figure No# 4.1

Table No 4.1: Mean and Standard Deviation of Experimental and Control groups on Pre-test

S.No.	Group	Mean	Standard Deviation
1	Experimental	14.7	5.3
2	Control	14.8	5.3

The above table shows that both the experimental and control group are equal in pre-test scores. The Mean scores of the experimental group are 14.7 and Standard Deviation is 5.3, on the other hand, the Mean scores of Control group are 14.8 and Standard deviation is 5.3. The above table shows that both of the groups are equal in light of pre-test score before the treatment.

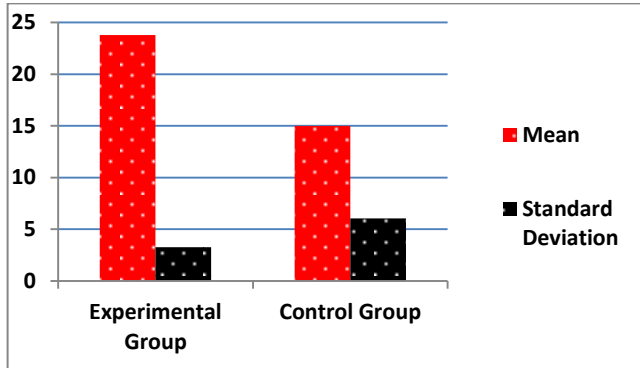


Figure No# 4.2

Table No 4.2: Mean and Standard Deviation of both Experimental and Control groups on Post-test

S. No.	Group	Mean	Standard Deviation
1	Experimental	23.8	3.29
2	Control	15	6.05

This table indicates that the learning achievement of the experimental group is better than the control group. Thus the Mean scores of the experimental group are 23.8 and Standard deviation is 3.29 and on another side, the Mean Scores of the control group is 15 and Standard Deviation is 6.05. This table shows the clear difference between the learning process of experimental group and control group in a proper manner. The result of the post-test clearly highlights that classroom activities increase facilitate teaching-learning process may help the learners in the learning process.

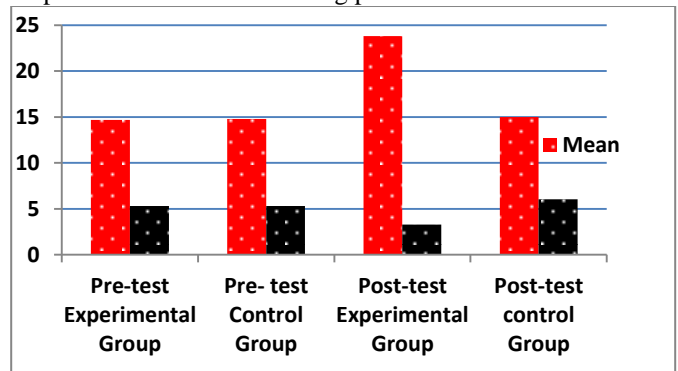


Figure No# 4.3

Table No 4.3: Pre-test and Post-test results of both experimental group and control group

Pre-Test Result			Post-Test Result		
Group	Mean	Standard Deviation	Group	Mean	Standard Deviation
Experimental Group	14.7	5.3	Experimental Group	23.8	3.29
Control Group	14.8	5.3	Control Group	15	6.05

The data of this table is already presented in table no 4.1 and 4.2 but here the researcher has presented the data in one signal table in order to highlight the difference between the two mentioned groups (Experimental, control in a clear and systematic manner. The above table clearly indicates the significance between the experimental and control group in

the post-test result. It means that classroom activities are very important for students at primary level because it motivates them towards the learning process and engages the learners in various activities which are beneficial for them regarding the teaching-learning process.

Table No 4.4: Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

S.No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	14.7	5.3	0.041	0.05
2	Control	14.8	5.3		

In this table,t-calculated value and level of significance 0.05 are presented along with Mean scores and Standard Deviation of pre-test scores of both experimental group and control group in the very systematic manner in order to highlight the t-calculated value of experimental group and control group. Here in light of the t-calculated value of both the experimental and control group scores clearly show that there is no significant difference between the experimental group

and control group in pre-test scores but equal. The Mean scores of the Experimental group are 14.7, the standard deviation is 5.3, and control group Means scores are 14.8 and the standard deviation is 5.3. Similarly, the t-calculated value of both of the groups is 0.041, which is smaller than ± 2.0303 at 0.05 level of significance. And at $df = -18$.

Table No 4.5: Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

S. No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	23.8	3.29	4.11	0.05
2	Control	15	6.05		

Table No.4.5 indicates the mean scores of control and experimental groups in post-test are 23.8 and 15. Thus Standard Deviation of experimental and control groups are 3.29 and 6.05. Similarly, the t-value between both of the groups experimental and control groups is 4.11. Which is greater than ± 2.0303 at 0.05 level of significance. And at $df = -18$ Thus in the light. The table shows that the learning achievement of the experimental group is better than the control group.

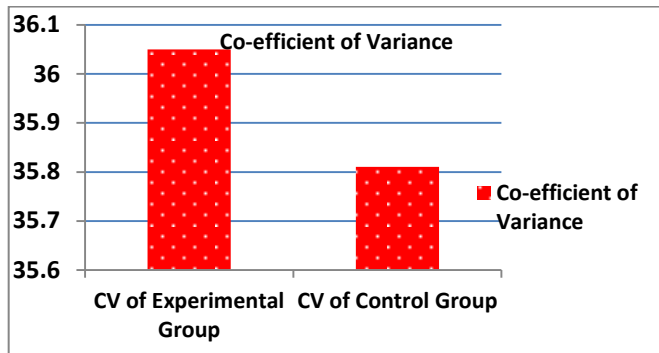


Figure No# 4.4

The Co-efficient of Variance (C.V) classroom activities in Pre-test result.

C.V of Experimental Group	C.V of Control Group
36.05	35.81

The above table shows the co. efficient of the variance of pre-test scores obtained by the respondents in this experimental study. The coefficient of variance between the experimental group and control group is 36.05 and 35.81. The coefficient of experimental group and control clearly describes that there is no significant difference between the experimental group and control group in pre-test score.

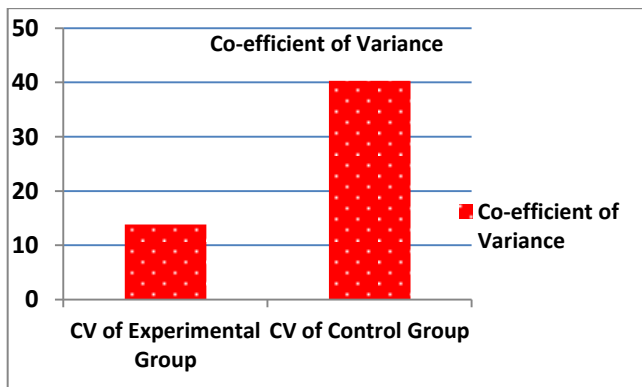


Figure No# 4.5

Table No 4.7: The Co-efficient of Variance (C.V) classroom activities in the Post-test result.

C.V of Experimental Group	C.V of Control Group
13.82	40.33

This table 4.7 clearly highlights that experimental group is stable than the control group in light of the post-test scores obtained by the respondents. The coefficient variance between the experimental group and control group is 13.82 and 40.33 which is not a slight difference but it is a great difference between these two groups and the result of post-test score showed that the role of classroom activities are very important in teaching learning process at primary level.

Conclusion

It was concluded in light of the present experimental study that classroom activities play a dominant role in teaching learning process at primary level because it makes the learners engage in teaching-learning activities and facilitate teachers especially. Classroom activities provide a practical environment to learners at the primary level to utilize their talents in various classroom activities and to increase their knowledge regarding various things in the surrounding. The promise is to encourage students to learn actively and constructively. In a cooperative, atmosphere the role of teachers is different as they assist learners like midwives to give birth to their healthy ideas and constructive thoughts (George, Jacobs & Ward, 2000).As they interact with each other, they learn more in the process. They soon discover the significance of student-student communication. Research indicated that cooperative learning reduces misbehavior in the classroom leaving more time for academic instructions and student growth (Blades et al., 2000)

RESULTS

The result of the present study clearly showed that classroom activities play a great role in teaching learning process at primary level and may not be neglected its status in teaching learning process at primary level.

1. The findings of the study showed that it makes the teaching-learning process effective.
2. The findings of the study also indicated that classroom activities create self-confidence among the learners at primary.
3. The study findings also highlighted that it makes the primary level learners to present their views in front of other class fellows and teacher as well which encourage the learners.
4. The result of the study also showed that classroom activates engage the learners in during the teaching-learning process.

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