

# **PUPILS' PERCEPTION ON RELATIONSHIPS BETWEEN INTERACTION IN CLASS AND PUPILS' ACADEMIC AND SOCIAL ACHIEVEMENTS**

**Refik Çela**

Programme Implementation Manager, Save the Children, Tirana, Albania

E-mail: refikcela@yahoo.com

## **Abstract**

Interaction in class is a very important process that reflects directly on teaching effectiveness and pupils' achievements. The main question of the study is to research relationships between teacher- pupil and pupil- pupil interaction in class and pupils achievements seen by pupils' point of view. Based on generated results by research we may state that generally in IV, V, V grades predominates constructivist climate, inclusive, cooperative, but there is also instructive climate where the teacher is in the center and where the pupil is a little involved in restructuring of knowledge, abilities or attitudes. According to pupils we may conclude that in primary schools predominates high level of interaction in class, and that has a positive influence on pupils academic and social achievements, as well as there is a relatively low level of interaction in class that has a negative influence on pupils achievements.

*Keywords: Interaction, academic, social, achievement*

## 1. Introduction

This dilemma of the relationships between level of teacher- pupil and pupil- pupil interaction and pupils' achievements is the premise of this research.

Aim of the research is to find out the relationships between teacher- pupil and pupil-pupil interaction and pupils' academic and social achievements. Below there is the main question related directly to research objectives: Is there any relationship between teacher- pupil and pupil-pupil interaction and pupils' academic and social achievements?

Focus of research is to find out the relationships between two main variables: (1) independent variable: teacher- pupil and pupil- pupil interaction, (2) dependent variable: pupils' academic and social achievements.

## 2. Methodology

The main instrument of research, on base of that we made statistical quantitative analysis, was structured questionnaire that is compounded by five dimensions on questionnaire: (1) class climate, (2) interaction in class and pupils' social achievements, (3) interaction in class and pupil's academic achievements, (4) teacher professional development, (5) curriculum.

Statistical analysis to find out relationships between variables there were: (1) cross tabulation, chi Square test; (2) correlation; (3) bivariate regression and multivariate regression. In advance of these analysis we derived frequencies of variables.

Pupils' sample have been selected form pupil population of, IV, V, VI grades of schools supported by Save The Children Albania in six counties in the country. Pupils' sample is been compounded by experimental and control group. Their data has been analised and compared.

## 3. Findings

*Interaction in class* means a class where pupils involve in teaching and learning process and where they sustain each others and that supposed to influence positively on pupils' academic achievements; or a class where pupils work individually, where there is no inclusion and cooperation and collaboration in teaching and learning process, and that supposed to influence negatively on pupils academic achievements.

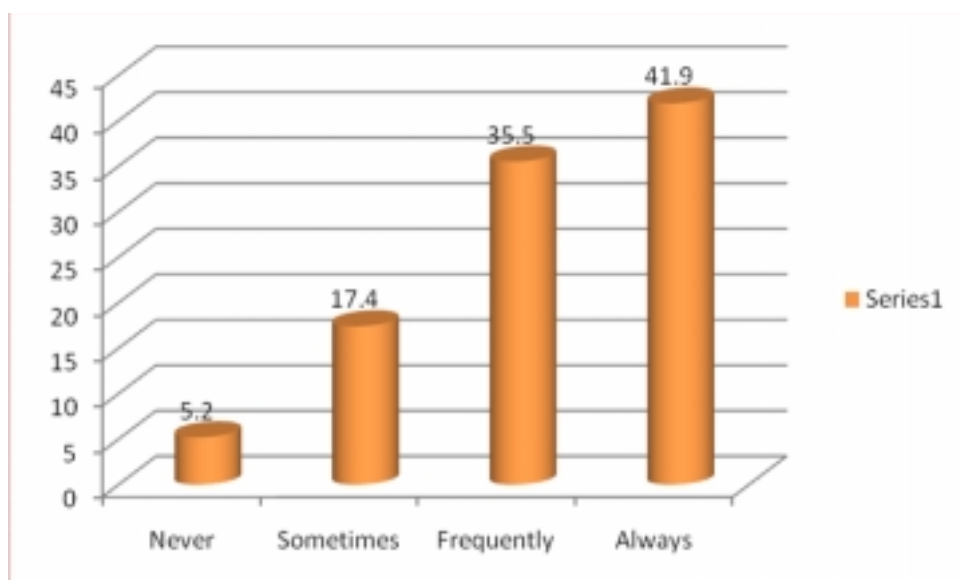
Below there is distribution of interaction in class with impact on pupils' academic achievements variable values - experimental group in table and chart form:

Table 1: Distribution of interaction in class with impact on pupil's academic achievements variable values - experimental group.

No	Interaction in class with impact on pupils academic achievements	Frequencies	%
1	Never	16	5.20
2	Sometimes	54	17.40
3	Frequently	110	35.50
4	Always	130	41.90

<b>Total</b>	<b>310</b>	100.00
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Almost 77% of respondents' pupils of IV, V, VI grades, of primary schools- experimental group, report that there is high level of interaction with impact on academic achievements in their classes frequently or always. Meanwhile about 23% of them report that there is high level of interaction with impact on academic achievements in their classes never or sometimes. This means that in majority of IV, V, VI grades predominates high level of teacher- pupil and pupil-pupil interaction in class, predominates active inclusion of pupils and as a result predominates teaching with pupil in the center, as well as presence of 20% of low level of teacher- pupil and pupil-pupil interaction in class, and as a result of teaching with teacher in the center.



*Chart 1: Distribution of interaction in class with impact on pupils' academic achievements variable values - experimental group in %*

Below there is distribution of interaction in class with impact on pupils' social achievements variable values - experimental group in table and chart form:

Table 2: Distribution of interaction in class with impact on pupil's social achievements variable values - experimental group.

No	Distribution of interaction in class with impact on pupils social achievements	Frequencies	%
1	Never	33	10.60
2	Sometimes	126	40.60
3	Frequently	85	27.40
4	Always	66	21.30
	<b>Total</b>	<b>310</b>	100.00

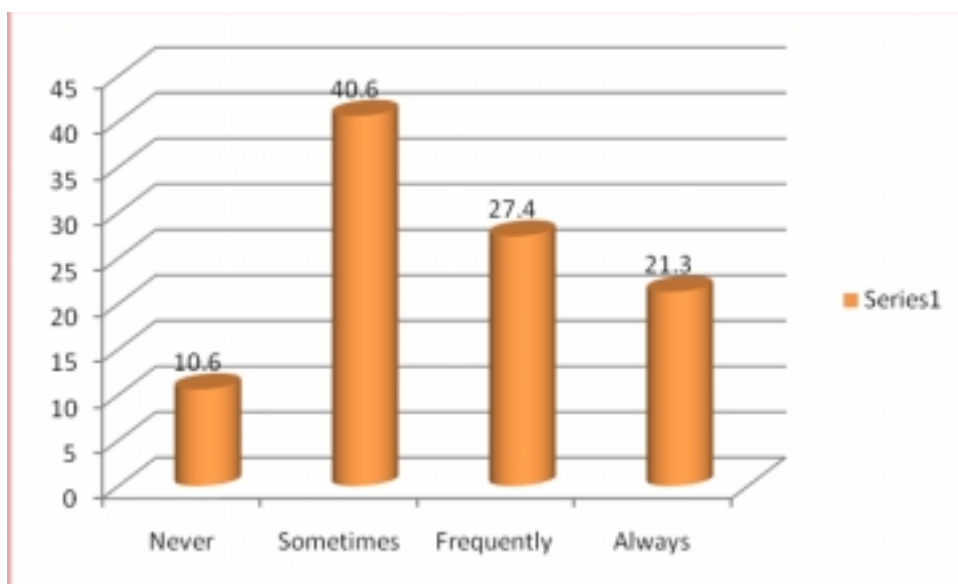


Chart 2: Distribution of interaction in class with impact on pupil's social achievements variable values - experimental group in %.

Almost 49% of respondents- pupils of IV, V, VI grades, of primary schools- experimental group, report that there is high level of interaction in class with impact on pupils' social achievements in their classes frequently or always. Meanwhile about 51% of them report that there is high level of interaction in class with impact on pupils' social achievements in their classes never or sometimes.

Based on *chi square test* results, statistical significance value derived from analysis made for "Pearson Chi Square" and for "Phi and Cramer's V" is .005 that means that the relationship between teacher- pupil and pupil- pupil interaction variables with pupils achievements is a significant and important one.

Generated data from *correlation analysis* for pupils' experimental group gave us Pearson correlation coefficient value equally 0.041 that means that there is a correlation between two variables near minimum value. Direction of correlation is positive linear that means that increasing of values of one variable would result in increasing of values of the other variable as well.

Meantime, data generated from *regressive analysis* for the relationship between teacher- pupil and pupil- pupil interaction with pupils academic achievements variables for pupils' experimental group gave us "R Square" value .008, that means that only 0.8% of variance on pupils' academic achievements dependent variable is caused by teacher- pupil and pupil- pupil interaction independent variable, meanwhile the other part of variance is caused by other unknown or hidden variables.

Based on *multivariate analyses* result that "R Square" is .039, that means that only 3.9% of variance on pupils' academic achievements is caused by by teacher- pupil and pupil- pupil interaction variable + new variables added in analysis: (1) class climate, (2) interaction in class

with impact on social achievements, (3) interaction in class with impact on academic achievements, meantime 96.1% of variance is caused by other variables that are not part of this study.

## **5. Conclusions**

Based on generated data result that generally in IV, V, VI grades of primary schools predominates constructivist, positivist, inclusive, and cooperative climate, but there is also instructivist climate, where the teacher is in the center, and where the pupil is a little involved in restructuring of knowledges, abilities, and attitudes.

According to pupils in the majority of IV, V, VI grades of primary schools predominates individualized pupils' teaching that damage inclusion of them, instead of cooperation between pupils that influences negatively on social formation of pupils.

High level of teacher- pupil and pupil- pupil interaction indicates positively on pupils' academic and social achievements.

The relationship between teacher- pupil and pupil- pupil interaction in class with pupils' academic achievements is a significant and important one.

Based on the generated data by the correlation, result that derived value of correlation between teacher- pupil and pupil- pupil interaction in class with pupils' academic achievements variables indicate that

There is a correlation near minimum value between teacher- pupil and pupil- pupil interaction in class with pupils' achievements, meantime direction of correlation is linear positive.

There is a low variance on the pupil's academic and social achievements caused by teacher- pupil and pupil- pupil interaction in class.

There is also a low variance on the pupil's academic and social achievements caused by other independent variables.

### **5.1 Recommendations**

Based on research's deductions for the relationships between teacher- pupil and pupil- pupil interaction in class with pupils' academic and non academic or social achievements variables, we recommend:

- The teachers must design a teacher- pupil and pupil- pupil interactive environment in their teaching, that would influence on pupils' working groups education, cooperation, coo participation, and responsibilities' sharing.
- The teachers must design a teacher- pupil and pupil- pupil interactive environment in their teaching that would influence on pupils' academic achievements.
- The teachers must design a teacher- pupil and pupil- pupil interactive environment in their teaching that would influence on pupils' social achievements.
- Responsible educational institutions for professional development of teachers, should compile and use interaction in class programmes.

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