The Effects of Classroom Interaction on Students' Academic Achievement at Secondary School Level

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Abstract *This research study focused on investigating "The effects of classroom interaction on students' academic achievement at secondary school level". The main objective of the study was to see the students' academic achievement with and without classroom interaction. The study was significant because it tells about the effects of classroom interaction at the secondary school level. The population of the study was all the secondary level school students. 60 students studying in Class 9th of University WENSAM School and College were taken as the sample of the study. The study was experimental, and pre-test, post-test were used for the collection of data. The experimental group was taught by the classroom interaction and the control group without classroom interaction method. Mean Standard deviation, variance and the difference between means t-statistics were used for the analysis of data. The result showed that experimental group performed significantly better than the control group on the post-test. It is recommended that teachers should adopt interactive learning style in their classrooms because it actively engages students in the learning process. Teachers may be provided support so that they may implement various interactive activities in the classrooms.*

Keywords: Classroom interaction, Students, achievement, Secondary School level

1. Introduction

Education is a social process which brings positive changes in the behavior, character and knowledge of the students. A school is one of the social institutes established to achieve specific goals of bringing changes in the behavior, knowledge and character of the students. The teacher is not mere a transmitter of knowledge, he is rather supposed to play quite a significant role in modifying the modes of thinking and acquitting among students. In this regard instructions towards purposeful direction are quite necessary for the success and fecundity of learning process.

This modified role of teacher requires that instruction should be an active process rather than passive one. It should be a two way communication and both the parties (students and teachers) should be actively engaged for its best accomplishment. Effective teaching learning process requires conscious efforts by the teacher and the taught (Henry.C.L, 1980). The above desired situation is achieved when a substantive interaction between the students and teachers is established. This sort of interaction requires that students should be tempted to participate actively in the process by the teacher. It should be acknowledged that the effectiveness of school education much depends upon the development of sound relationship between the teacher and his pupils who become more active partners in education process. Unfortunately in Pakistan the education system depicts an opposite and undesirable situation, whereas the classroom environment is particularly rather concerning. AT secondary level, the teaching learning process in the country is extremely week and it is totally based on rote learning. The teacher seems to be in a very

dominant role in the class while the students are given very less time for active participation and interaction. According to Siddiqui H.M (2005) interaction between students and teachers is an essential part of teaching learning process. It promotes involvement, enhances learning and motivates the students. It promotes a shift from teacher centered to a student centered environment while maintaining a teacher led activity (Daivd. F, 1985). This study entitled "effect of classroom interaction on student achievement at secondary level" was thus initiated to know the effectuality of classroom interaction on student's academic achievement.

2. Statement of the Problem

The problem under study was to investigate "The effects of classroom interaction on students' academic achievement at secondary level".

3. Objectives of the Study

Following were the objectives of the study:
  vi) To measure the academic achievement of students without classroom interaction.
  vii) To examine the academic achievements of students consequent upon the classroom interaction.
  viii) To determine the effects of classroom interaction on students' academic achievement.

4. Significance

The study was significant for the following reasons:
- The study may provide proper professional guideline in order to make the learning more effective.
- The findings of the study may be helpful in planning and organizing of classroom interaction in most effective way.
- The study may motivate the participating teachers to use the classroom interaction as a tool of success for the students.
- This research study may prove helpful in improving instructions by increasing the volume of student participation in the activity
- The findings and conclusions of this research study may provide a guideline to all the practicing teachers for improvement of their teaching strategies.

5. Hypothesis

The following null hypothesis was tested.
H0: There is no significant effect of classroom interaction on students' academic achievement.

6. Delimitations of the Study

The study was delimited to:
The 60 University WENSAM School and College students of 9th class.

7. Review of Related Literature

A great deal of research has been conducted into the nature of effective teaching and education researchers have concluded that a systematic approach to providing instruction greatly improves student's achievement (Johana.T. 1979). The researchers also state that teachers can learn the specific components of an effective teaching systematic approach, for providing more purposeful instructions, and can modify and thereby enhance their teaching behavior. Use of this sort of a systematic approach with whatever is being taught can only assist in further improvement of educational opportunities for all students, especially those who have learning disabilities.

Rohnshine and Stevens (2002) identified common teaching practices of successful teachers, such as teaching in small steps, exercising after every step, guiding students during initial practice, and providing all students with opportunities for success. Englert (2000) pointed out that successful teachers use lesson

strategies to provide students with both direct instructions and the opportunities for success practice.

Sindelar et al. (1997) added that the more time an actively engaged educator spends in the instructional process, the more positive student behavior and achievement will be. They further suggested that effective teacher limits seat work activities, provide ample opportunities for students over learning through teacher questioning and allow to socially interact with student.

Research indicates that teacher directed rather than student directed activities provide for an effective educational experience that is more likely to improve student's achievement (Nowacek et al. 2001). Higher level of student achievement occurs because teacher, using a systematic approach are more organized, have clearer student attention and provide immediate, corrective and constructive feedback.

8. Methodology and Procedure

8.1 Population

All the secondary level school students of constituted the population of the study.

8.2 Sample

60 students of WENSAM School and College studying in class 9th which were divided into two groups i.e. experimental and control groups were taken as a sample of the study.

8.3 Instrument

The following two instruments were used for data collection.
1- Pre-Test: To check the academic achievement of the students before experiment.
2- Post-Test: To check the academic achievement of the students after experiment.

8.4 Administration of Pre-Test

Pre- test was administered to the students of class 9th. On the basis of their scores, students were equally divided into two groups the experimental and the control group.

8.5 Treatment of the Groups

Both the groups were taught by the researcher himself. Time factor was controlled during the treatment. Both the groups were exposed to same experience, except the style of learning. Group formation was based on the pre-test scores in which mix ability students were chosen for each group.

8.6 Administration of Post- Test

Soon after the treatment was over, post- test was administered to the students of both groups. Administration and scoring of the test were done by the researcher himself.

8.7 Data Collection

The researcher personally taught the experimental group and control group for the period of four weeks. Both the groups were equated on the basis of pre-test scores. The control group was taught without interaction, while experimental group was taught by class interaction method. After the completion of experiment, post-test was administered to both groups. Post-test scores served to measure the academic achievement of the students of both groups in order to determine the effect of the treatment.

8.8 Data Analysis

The following statistical procedure was applied for the analysis of the collected data.
Mean and standard deviation were applied on the scores of both the pre-test of the experimental group and of the control group. Then, t-test was applied to make sure that both the groups were equal on dependent variable before treatment. Mean and standard deviation were applied on the scores of both the

post-test of the experimental group and of the control group. For comparison of the score of Post-test t-test was used.

Table 1: *Showing the pre-test scores of control and experimental groups.*

Groups	Size of Group	Mean	Variance	Standard Deviation	t-Tabulated	t-calculated.
Control	30	16.4333	10.6447	3.2629	+2.000	-0.1509
Experimental	30	16.4667	11.4478	3.3835		

The above table shows that calculated t-value for significant difference between control and experimental group was -0.1509, at 0.05 level of significance. Tabulated value of t was 2.000. Since computed value of t-test falls in the acceptance region. This means that both the groups were equivalent before starting the experiment.

Table 2: *Showing Post Test Scores Of Control and Experimental Groups.*

Groups	Size of Group	Mean	Variance	Standard Deviation	t-Tabulate	t-Calculated.
Control	30	15.8	4.6733	2.1618	+2.000	-4.3911
Experimental	30	18.1	2	1.4142		

The above table shows that in the post test calculated t value was -4.3911 at 0.05 level of significance for V=n1+n2-2=30+30-2=58. d.f whereas the tabulated t value was 2.000. Since computed value of t-tested falls in the critical region so Ho was rejected and it was thus concluded that there is a significant effect of the classroom interaction on students achievement.

9. Findings

Following were the major findings of the study:
- Mean, Standard deviation, and Variance on pre-test for the control group (taught without classroom interaction) were 16.4333, 3.2629 and 10.6447 respectively.
- Mean, Standard deviation, and Variance on pre-test for the experimental group (taught with classroom interaction) were 16.4667, 3.3835 and 11.4478 respectively.
- Calculated value of t on pre-test was -0.1509, where as tabulated value was 2.00.
- Mean, Standard deviation, and Variance on post-test for the control group (taught without classroom interaction) were 15.8, 2.1618 and 4.6733 respectively.
- Mean, Standard deviation, and Variance on post-test for the experimental group (taught with classroom interaction) were 18.1, 1.4142 and 2.0 respectively.
- Calculated value of t on pre-test was -4.3911, where as tabulated value was 2.00.

10. Conclusions

- On the pre-test, the calculated t-value for significant difference between control and experimental group was -0.1509, at 0.05 level of significance. Tabulated value of t was 2.000. Since computed value of t-test falls in the acceptance region, it was therefore concluded that both the groups were equivalent before starting the experiment.
- On the post test calculated t value was -4.3911 at 0.05 level of significance for V=n1+n2-2=30+30-2=58. d.f , whereas the tabulated t value was +2.000. Since computed value of t-test falls in the critical region so the null hypothesis that "there is no effect of classroom interaction on students achievement was rejected". So we conclude that there is a positive effect of the classroom interaction on student achievement.

11. Discussions

Teacher pupil relations were interdependent and the pupils emotional and teacher's professional needs had to be met in order to generate a positive atmosphere. Studies conducted during the 1960s show that teachers with an emotional climate spoke to more pupils, made specific statements of praise to pupils who had been co-operative but made general statements when they whish to control. Stubbs (1976) considered the function of teacher talk in some detail and found that teachers were mainly concerned with controlling the class by continually explaining, correcting, evaluating, editing and summarizing. Much time was spent merely in keeping in touch with their pupils. The author draws out eight functions of classroom and shows that certain charac teristics of teacher talk are very much effective to the teaching situation.

A pupil's morale and behavior is affected by his view of himself and his relationship with his peers. Individual morale is a function of the degree of similarity between the individual's views of himself as he is and as he would wish himself to be. Schmuck (1963) showed that classrooms with widely spread liking choices (diffuse liking structure) had a more positive climate than those with narrowly focused liking structures.

From the above discussions it is clear that classroom interaction leads to the students' success and contributes a lot to an effective classroom teaching and classroom climate.

12. Recommendations

Following recommendations float up from the findings and conclusions of the study.

v)   Teachers should established high level of interaction through questioning as it promotes involvement, enhances learning and motivates students.

vi)   Teachers should give attention to all the students in the class including back benchers to increase achievement of students.

vii) Teachers should increase the amount of student's participation by redirecting, probing, and focusing questioning techniques.

viii) Teachers should provide chances to the students to participate in the teaching learning process and start classroom discussion.

ix)   Teachers should try to help students to achieve best possible understanding, through class room interaction.

x)   Teachers should avoid over reaction against incorrect response, but rather guide the student to encourage and motivate them in the classroom interaction.

xi)   Teachers should ask students to clarify their ambiguities through questions where they don't understand the lesson.

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Effect of Word of Mouth on Consumer Buying Behavior

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Abstract *The objective of this study is to examine the negative and positive affect of word of mouth marketing on consumer buying behaviour. The study is based on primary data collected from one hundred households and university students from the area of Rawalpindi and Islamabad cities of Pakistan. The data is analyzed using the techniques of frequency distribution and ranking. The result reveals that consumers tend to rely on word of mouth for the purchase of everyday items as well as long-term goods. The people that seem to have an influence on the decision of the consumers the most are closed family, friends and acquaintances. Results further show that a bitter experience of a product/place can create problems for the company as it is a major factor of negative word of mouth. Viral Marketing is gaining rapid popularity among consumers as it's depicts in the results. Finally, a negative word of mouth travels faster than positive comments.*

Keywords: *Consumer buying behaviour, Products, Viral marketing, Externalities, Pakistan.*

1. Introduction

Consumer behavior is a young discipline; the earlier books were written in 1960's however, its intellectual forefathers are much older. Understanding of consumers is the consumption process provides a number of benefits. These benefits include assisting the manager in decision making and providing the marketing research with a theoretical base from which to analyses consumers in making better purchase decision. The study of consumer can help to understand more about psychological, sociological and economics factors that influence human behavior. A general knowledge of consumer behaviors also has personal value. It can help people to become better consumers by informing them of the way in which they and others go about their consumption activities. In addition it can assist consumers in the buying process by informing them about some of the strategies used by companies to market their products (Foxall & Goldsmith, 1994).

The field of consumer behavior explores why people make certain purchasing decisions, what products and services they buy, where they buy them, how they use them, the frequency with which they purchase them, and the consumer decision process in action. In this context, consumer behavior has been defined as the activities of people engaged in actual or potential use of market items-whether products, services, retail environment, or ideas (Berkman & Gilson, 1978).

One of the important means of dissemination for information is word of mouth. Word of mouth both negative and positive can have a profound impact on consumer behavior. If utilized correctly, it can go a long way to promote products or service and build a perception created through this method can persist for a long time and adversely effect to the marketing. Therefore the effect of word of mouth can be harsh as well as beneficial (Solomon, 1996). Word-of-Mouth Marketing progress align advertising campaign messaging and product releases with local market influencers, Trendsetters, and Tastemakers to craft mass opinion and purchase behavior.

Effective word of mouth marketing campaign connects with Influencers and Trendsetters who initiate consumer trends (e.g. Fashion trend, automobile purchase trends, consumer product trends, entertainment trends, and beverage consumption trends) that are followed by mainstream consumption trends) that are followed by mainstream consumers. Consumers value word-of-mouth twice as much as they value advertising. In a world in which we all are bombarded with advertising all day (and all night), what is the first thing we usually do to learn more about a business, a restaurant for example? We try to find someone we know who has been there, or someone who knows someone who's been there. It's true. Word of mouth does have more credibility than advertisers can even imagine, much less conjure up. And yet word of mouth suffers from the same virtue that makes it so strong. It is personal and therefore, limited in its reach (Pusateri, 1999).

In this paper an analysis has been carried out to find the impact of word of mouth on consumer buying behavior in Pakistan using primary data of one hundred households and universities students in the periphery of Rawalpindi and Islamabad. This paper does not include all dimensions and factors of the consumer buying behavior but limited to the following key terms:

• **Consumer Behavior**: According to Loudon and Bitta (1994); the decision process and psychosocial activity individuals engage in, when evaluating, acquiring, using or disposing off goods and services. With growing numbers of consumers suffering from 'confusion by over-choice' and distrusting product claims, cutting through advertising "clutter" with a credible message has never been more important.

• **Word of Mouth:** It is not Street teaming, where people hand out freebies or flyers to you while you're walking down the street. Word of mouth is not Shill marketing, where companies hire actors to create staged conversation with consumers, without telling consumers they're staged (also known as "reaching marketing"). Word of mouth is not fake online marketing, where people send e-mails to individuals who don't want them, or companies post fake opinions online in chat rooms, or review sites like Amazon. Word of mouth is honest, real and powerful. Its something we all do everyday – it's the way we communicate. It's part of our social fabric. Word of mouth is shared opinion about a product or services between two or more people. Share your honest opinion, and you're creating word of mouth (Balter, 2004).

• **Viral Marketing:** It is the most effective when promoting experiential, complex, premium, quirky and cool products. Given that most packaged goods products do not meet these criteria, marketers will benefit from devising campaigns that enhance consumers' involvement in general product purchases and their emotional attachment to brands.

This study investigates the influence and effect that word of mouth marketing can have on consumers and their buying decisions. Further, how positive and negative word of mouth can manipulate the behavior of consumers? The more specific objectives are:

i.   To study the influence of word of mouth marketing on the buying decision and individuals.
ii.   To gather first hand knowledge about the influence of other's opinions, this at times can be   more powerful than one's own perception.
iii.   To study the relationship between influencer and the consumer.
iv.   To see weather consumers are likely to pay more attention to negative word of mouth rather than positive comments.
v.   To understand which situations are more likely to be influenced by word of mouth?
       Based on the above objectives, the present study seeks to test the following hypothesis:
H1:   A previous bad experience of a particular product/service leads to negative word-of-