

## School Curriculum Focused on Class Interaction According to Experimental and Control Group of Teachers' Perceptions

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### Abstract

*Based on data by experimental and control group of teachers it has been resulted that in general school curriculum complete pupils' s interests. Meantime there are conceptual overloads problems, non accordance of colour with pupils' group ages, that do not create the possibilities to use in different contexts by the pupils. This is a positive conclusion meaning the flexibility of curriculum, but it does not give us the data if this flexibility would have the indication on interaction in class that would influence pupils' achievements.*

### 1. Introduction

This dilemma of the relationships between of teacher- pupil and pupil- pupil interaction' level and pupils' achievements that is directly linked to class climate is the premise of this paper.

The aim is to find out the role of school curriculum in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements, related to other variables as well.

The paper focus on teachers' perceptions on school curriculum as a variable that influences in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements.

### 2. Methodology of Research

The main instrument of research, was structured questionnaire that was made by five dimensions: (1) class climate, (2) teacher- pupil and pupil- pupil interaction in class and pupils' social achievements, (3) teacher- pupil and pupil- pupil interaction in class with pupil's academic achievements, (4) teacher professional development, (5) curriculum.

Besides statistical analysis made to verify the relationships between variables, school curriculum' frequencies values according to pupils and teachers' perceptions are compounded the basis of findings and conclusions of paper.

Teachers' sample has been selected form teachers that teach pupils of, fourth, fifth, sixth grades of schools supported by Save the Children Albania Organization in six counties in the country. Teachers's sample was compounded by experimental and control group. The data came out by two groups has been compared and analyzed.

### 3. Findings

Curriculum according to Taba is everything taught in school, that means: (1) written curriculum compounded by curriculum framework, learning and achievements' standards, subjects' programs, as well as other components support its using, and (2) used curriculum that means teaching process in classroom under teachers' guide as well as with pupils' cooperation. The findings of this paper has been generated by a structured questionnaire with teachers of experimental and control group that teach at fourth, fifth, sixth grades of primary school in six counties of the country.

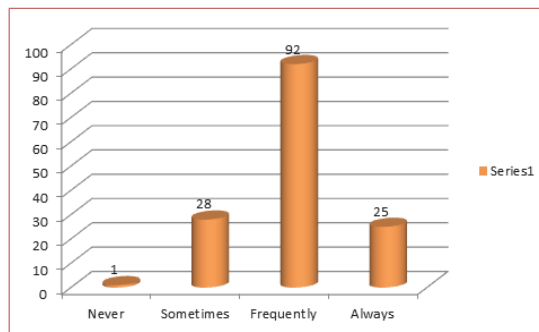
#### 3.1 Curriculum- experimental group

How much curriculum, that is to say school programs and texts allow pupils to apply their knowledge in different contexts. These are the values of this variable generated by teachers' sample- experimental group.

**Table 1:** Distribution of curriculum variable values - experimental group

No	Curriculum	Frequencies	%
1	Never	1	0.70
2	Sometimes	28	19.20
3	Frequently	92	63.00
4	Always	25	17.10

Almost 80% of respondents teachers' experimental group, report that there is flexible curriculum frequently or always. Meanwhile about 20% of them report that there is flexible curriculum never or sometimes. This means that majority of teachers' experimental group report that generally curriculum: programs and texts are in accordance with pupils' interests, meanwhile  $\frac{1}{4}$  of them report that curriculum do not create conditions that pupils apply their knowledge in different contexts.



**Chart 1:** Distribution of curriculum variable values - experimental group in %

Statistical constants values of curriculum variable according to teachers' experimental group: mean 2.9658, median 4, standard deviation 0.62604, as well as minimum 1, and maximum 3, confirm tendency in distribution of values frequencies of curriculum variable according to teachers' experimental group.

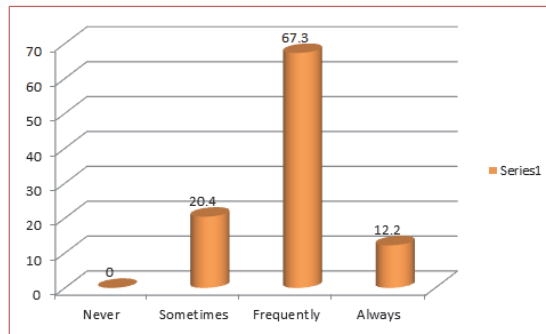
### 3.2 Curriculum- control group

These are the values of this variable generated by teachers' sample- control group.

**Table 2:** Distribution of curriculum variable values - control group

No	Curriculum	Frequencies	%
1	Never	0	0.00
2	Sometimes	10	20.40
3	Frequently	33	67.30
4	Always	6	12.20

Almost 80% of respondents teachers' control group, report that there is flexible curriculum frequently or always. Meanwhile about 20% of them report that there is flexible curriculum never or sometimes. This means that majority of teachers' control group in an absolutely equal way with experimental group think that generally curriculum: programs and texts are in accordance with pupils' interests, meanwhile  $\frac{1}{4}$  of them think that curriculum does not create conditions that pupils apply their knowledge in different contexts.



**Chart 2:** Distribution of curriculum variable values - control group in %

Statistical constants values of curriculum variable according to teachers' control group: mean 2.9658, median 3, standard deviation 0.62604, as well as minimum 2, and maximum 4, confirm tendency in distribution of values frequencies of curriculum variable according to teachers' control group.

Regarding to curriculum variable values, if it is flexible in the meaning that gives space to apply knowledge in different contexts by the pupils, two groups experimental and control one have reported the same figure; 80% of respondents' teachers from experimental group and 80% of respondents teachers' from control group reports that curriculum is flexible frequently or always in their classes; meanwhile 20% of respondents teachers from experimental group and 20% of respondents teachers from control group reports that curriculum is flexible never or sometimes in their classes.

#### 4. Conclusions

- Curriculum meaning programmes and school texts that are in the usage of pupils and teachers complete pupils' s interests in general.
- Meantime there are conceptual overloads problems, non accordance of colour with pupils' group ages, that confirm also from the qualitative data, that do not create the possibilities to use in different contexts by the pupils.
- ¼ of teachers think that curriculum does not create the facilities for the pupils to apply the knowledge in different contexts.
- This is a positive conclusion meaning the flexibility of curriculum, but it does not give us the data if this flexibility would have or not the indication on interaction in class that would influence pupils' achievements.

#### 5. Recommendations

- Teachers should create in their teaching a cooperation, collaboration, and inclusive climate in restructuring of knowledge, and abilities that would influence on promotion of teaching with the pupil in the center.
- Teachers should create in their teaching a cooperation, collaboration, and inclusive climate of pupils in class that would increase pupil's participation in the learning process and would also support their achievements.
- Teachers as well as educational institutions should revise and adapt curriculum to avoid conceptual overloads problems, non accordance of colour with pupils' group ages in order to create the possibilities to use in different contexts by the pupils.

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