

## **Is attainment a reliable predictor of a pupil's engagement when working in mixed-ability groups?**

### **Introduction**

During my Professional Teaching Experience (PTE) I observed notable differences in the engagement levels of pupils working in mixed-ability groups. This led me to believe that whilst group work proved to be a successful classroom technique for some pupils, it had negligible benefits to others. The rationale for this research project was to investigate what factors influence engagement levels of pupils during mixed-ability group tasks. The outcome of the research project would hopefully then be able to inform any strategies which could be developed to increase engagement of pupils during group tasks.

Following discussion with other members of the research team it was decided that our research would focus on how attainment of a pupil influenced their engagement levels during group tasks. The aim of the project was to therefore to establish whether or not there is a difference in engagement levels between 'low', 'medium' and 'high-attainment' pupils when participating in a mixed-ability group task. In particular, the project sought to identify whether there is a positive correlation between engagement levels and attainment (i.e. whether high attainment pupils are more engaged with and focused on the given task than low attainment pupils). This was our hypothesis.

The study was undertaken in a high school based in South Wales, and classes used in the study were selected to represent a variety of key stage 3 and 4 lessons. The lessons observed were designed around a group task where, after a brief introduction to the task, there would be minimal direction provided by the teacher. All pupils in the focus classes were given the opportunity to opt into the study with consent and assent being given before any data was collected from participants.

### **Literature Review**

In order to address the research question, we were required to select a mixture of 'low', 'medium' and 'high-attainment' pupils; therefore, we must first define what these varying levels of attainment are.

Zohar and Kravetsky (2003) discuss that 'low-attainment' pupils tend to present a series of characteristics including a low degree of prior knowledge and a low degree of motivation. It can be inferred that high-attainment pupils therefore have a high degree of prior knowledge, good reasoning abilities and a high degree of motivation, and that medium-attainment pupils fall somewhere in between.

#### **Prior knowledge**

A lack of prior knowledge on a particular topic or subject has been cited as a reason for pupils to exhibit low effort during lessons (Zohar and Kravetsky, 2003). It is suggested that if a pupil's working memory is over-loaded (as a result of low prior knowledge on a task), all of their effort will be focused on trying to comprehend the task. This can induce feelings of frustration or negativity for the student, and result in reduced engagement with the task. Cognitive load theory (Sweller et al, 1998) discusses that in order for instruction to be effective, it must be designed in such a way so as not to overload a pupil's working memory capacity while processing information. A study by Martin (2016) supports this theory, also explaining that if working memory is overloaded then the pupil may experience cognitive overload. Martin goes on to suggest that when experiencing cognitive

overload, any new information presented to a pupil has the potential to be misunderstood and or misinterpreted, resulting in learning being slowed.

It is clear that there can only be negative outcomes from a pupil's working memory being overloaded during assimilation of new information. It can also be deduced that if a pupil does experience cognitive overload then the chance of the pupil becoming withdrawn and disinterested from the task will increase.

### **Motivation**

It is generally thought that an intrinsic motivation in a topic (wanting to learn for its own sake) is a desirable quality of students. Lepper (1988) describes that a student who is intrinsically motivated is more likely to exhibit pedagogically desirable behaviours during tasks, such as: increased time on task, and choice of an activity in the absence of an intrinsic reward. Findings from both Middleton and Spanias (1999) and a report from the American Psychological Association (2015) argue the point the pupils are more inclined to enjoy learning and perform to a higher standard when intrinsically motivated to achieve rather than extrinsically.

Coe (2013), however, argues the point that motivation is not necessarily an indicator of learning during lessons or tasks. While he does not dismiss the notion that engagement and motivation during a task can support learning, he makes a point that observation of motivation during a task is not indicative of learning taking place. Whilst Coe (2013) makes a valid point that we are unable to accurately ascertain where a pupil's motivation is being directed, the benefits associated with high levels of motivation cannot be ignored during observations of pupils and must therefore be acknowledged when pupils display signs of positive engagement with the task.

### **Self-efficacy**

An additional factor which appears to be related to the attainment of pupils is that of self-efficacy. Self-efficacy is defined as an individual's belief in their own capabilities to execute and manage the actions required to complete prospective situations (Banduras, 1977).

Self-efficacy has been used to predict outcomes throughout a person's life including academic performance, health practices, performance in sports and socialisation (Owen and Froman, 1988). Chowdhury and Shahabuddin (2007) clarify that only when the appropriate skill for the task is present can self-efficacy be a valid predictor of performance (attainment). Galyon (2012) was able to identify three 'levels' of academic self-efficacy that were predictive of both engagement and exam performance, albeit there was not always a positive correlation. It was found that high self-efficacy levels were observed in both high and low-attainment pupils, however, mid to low levels of self-efficacy were mainly observed in low-attainment pupils. Galyon explains the reason why high levels of self-efficacy exist in pupils with low participation & exam performance is because the low level-pupils may be impervious to how well or how poorly they are prepared for exams. This can also be explained by an individual grossly overestimating their own abilities attempting tasks beyond their potential (Multon et al., 1991). It has also been even when the appropriate skill for the task is present, a high-attainment pupil can show signs of complacency and diminished effort when preparing and performing tasks (Vancouver and Kendall, 2006) (Vancouver et al., 2001,2002).

While it is important to be aware of the potential shortcomings of having high self-efficacy, the benefits of having high self-efficacy have been clearly documented and should not be overlooked. It is assumed for the purpose of this study that the levels of self-efficacy correlate with the pupil's

attainment. Therefore, it is anticipated that higher levels of participation should be observed in high-attainment pupils compared with low-attainment pupils.

## **Methodology**

### **Lesson Study Model**

In Donaldson's (2015) review of the Welsh curriculum twelve pedagogical principles were identified, each describing key teaching practices which should be employed by practitioners to deliver the new curriculum. One of these pedagogical principles encourages the collaboration of peers. In accordance with this pedagogical principle, the research project followed the 'Lesson Study Model' which is being pioneered in Japan as a means of collaborative classroom professional learning. Fernandez & Yoshida (2004) discuss that classroom techniques can be enhanced when practitioners identify shortcomings in their lessons and then work together to develop new ways to improve their teaching practices. For this research project, lessons were designed to test our hypothesis in a classroom setting; three focus pupils were selected in each of the three classes for observation.

### **Selection of focus pupils**

Three observation classes were selected for this research project. As each of the observation classes were already set based on ability, it was necessary to further differentiate between the pupils' attainment levels within each class. In this research project, attainment levels were based on the results of previous assessments, quality of work produced in and attitude during recent lessons (as observed by their regular teacher). While test results and quality of work as a proxy measure of a pupil's attainment may be flawed (as a variety of external factors may affect a pupil's performance) it was decided that it would be a suitable measure for the scope of this report. In each of the observation classes, one high-attainment pupil (Pupil A), one medium-attainment pupil (Pupil B) and one low-attainment pupil (Pupil C) were randomly selected to act as the subjects for the research project.

### **Data collection**

Two main data collection methods were employed for the purpose of this research project. These included undertaking observations of the focus pupils during a lesson, and a questionnaire completed by the focus pupils post-lesson. To assist observations of the pupils, researchers completed a form which was based upon a modified Leuven Scale, as developed by Ferre Laevers (2008), and was used to identify the level of engagement of participants during a group task. Other observational notes regarding the lesson context and a general overview of pupils' behavior were made in order to assist researchers with analysing the data.

At no point before or during the lesson was it made clear to the focus pupils that they were the subjects of the research project; this was to reduce the risk of unnatural behaviour. During the course of the lesson, researchers indicated on their Leuven Scale the perceived levels of engagement of the focus pupils, by ticking boxes that aligned with the pupils' actions. Additional information about the lesson was also recorded in boxes so as to aid researchers with relating the actions of pupils to the context of the lesson.

At the end of the lesson, the focus pupils were informed of their role within the study, and were asked to complete the questionnaire. Pupils were asked to label their questionnaire with their assigned letter (A, B or C), but at no point during the debrief were the pupils informed of what attainment level was assigned to them. It was ensured that pupils completed the questionnaire separately to avoid any collaboration/ discussion of responses. The questionnaire was designed by

the research team to identify; how pupils rated the performance of themselves and their peers during the task, whether or not pupils knew what was required of them during the task, and whether or not pupils thought they had enough prior knowledge to complete the task. At times when pupils were unsure of what a question was asking of them, researchers re-read the question to them in more simplistic terms to avoid influencing their opinions. After pupils completed the questionnaire they were thanked for their contribution to the study and were asked if they had any further questions.

### **Interpreting the data**

After the lessons were complete, an 'engagement score' was calculated for each of the focus pupils. This was done by calculating the mean value of the Leuven Scale score recorded by the researchers.

The questionnaire given to the focus pupils was composed of seven questions, and included a mix of quantitative and qualitative questions. Four of the questions required the pupil to choose a 'very sad', 'sad', 'happy' or 'very happy' face in response to a question. The results of these four questions were converted into a numeric scale (1-4), and the average was calculated for each pupil. The other three questions required a written response from the pupil and these were interpreted by the researchers to assess the pupil's level of understanding and to collect feedback on the lesson for future improvements.

### **Ethical considerations**

All participants were made aware of the voluntary nature of this research proposal and chose to take part through their own choice.

Due to the passive requirements of participants in this study, the ethical considerations of this study extend only to consent being provided by participants and guardians in advance of any observation and data collection taking place.

A key consideration for this study was the anonymisation of personal data collected so as to prevent participants from being identified. All data collected from this study was stored on encrypted storage devices and will be destroyed upon completion of the project so as to comply with GDPR requirements. The full extent of ethical considerations was approved by Yr Athrofa ethics committee before the research commenced.

## **Results**

### **Lesson Study 1 (LS1) – Mathematics: Building a helicopter**

#### **LS1 – Lesson context**

Groups were determined by the class teacher to ensure that groups comprised pupils with mixed abilities.

In Lesson Study 1, groups were tasked with designing a paper helicopter that would take the longest time to fall from a set height. Pupils were given three attempts to drop their helicopters, and were allowed to change the dimensions of the helicopter in between each attempt to try and increase the time taken for the helicopter to fall. The recorded times for each group's final attempt was then compared to see which group did the best. Pupils were asked to make a note of the dimensions of each helicopter dropped, and provide a justification for why they had changed any dimensions.

In all groups a general decrease in fall times was noted by the teacher, showing that pupils were recognising how changes to the helicopter dimensions affected the fall time and applying that knowledge to achieve the goal. It was felt by the teacher that the lesson objective had been achieved by the class, and a plenary at the end of the session allowed pupils to discuss the main points that affected their helicopter fall times.

### **LS1 - Observation findings**

The conclusion drawn from observations of the focus pupils was unanimous amongst the researchers: Pupil B was the most engaged with the task, Pupil A showed moments of lapse in concentration, and Pupil C was observed to be generally off-task and did not contribute to the group effort.

### **LS1 - Questionnaire findings**

Results from the questionnaire appear to support the selection process of pupils with regard to their attainment levels; the higher attainment pupil stated they felt they had a high level of prior knowledge on the task, and this score decreased for the medium and low attainment pupils respectively.

Pupil A made it clear in his questionnaire that they fully understood what was expected of the group for the task and believed they possessed the skills required to achieve this. Overall, the pupil appeared to be satisfied with the group task as they did not recommend any changes to the group activity.

Pupil B indicated in their questionnaire response that they fully understood the task and what was required of them in order to complete it. The pupil felt that they had enough prior knowledge to complete the task and that most members of their group contributed fairly. Overall, the pupil appeared to be satisfied with the group task as they did not recommend any changes to the group activity.

Pupil C's response to the questionnaire indicated that they understood what was expected of the group and while they felt they lacked enough prior knowledge to complete the task, they did not find it too difficult. Pupil C also stated that they thought all members of the group contributed equally to the task, although this contradicts observations made by the researchers. While Pupil C did contribute to the task, observations indicated that they demonstrated only low to moderate levels of engagement during the task. Behaviours such as limited concentration, limited motivation and being easily distracted were frequently observed. This could be interpreted either as an intent to deceive the observers in regard to their performance during the task, or that they genuinely felt that their input to the task was comparable to that of their peers. Overall, the pupil appears to be satisfied with the group task as they did not recommend any changes to the group activity.

### **LS1 - Review**

Due to time constraints, the activity was cut short and groups were only able to make three helicopters, rather than four (as originally intended). This resulted in some members of the group not being able to perform a drop of their groups helicopter, which may have caused some of the disengagement observed during the lesson. In order to prevent this in future lessons, tasks should be designed so that all participants have an equal role in the task.

Due to the nature of the task, and the teacher having to leave the classroom to test the helicopters, pupils left behind in the classroom became restless during these periods as they were unable to

progress with the task. Support staff were present in the room so this behavior was manageable but if a practitioner was working on their own then the task would have to be carried out fully in the classroom.

## **Lesson Study 2 (LS2) – Geography: positives and negatives of settlement growth**

### **LS2 – Lesson context**

Groups were determined by the class teacher to ensure that groups comprised pupils with mixed abilities.

In Lesson Study 2, pupils were tasked with creating a mind map summarizing the positives and negatives of settlement growth. Prior to the task, pupils were given an introduction to the topic, and provided with historic and modern examples of settlements that have grown significantly.

During the lesson the teacher carried out classroom walks and discussed the task with all the groups individually to ensure that they were on task and knew what was expected of them. At the end of the lesson, the teacher felt that all groups had produced a high standard of work and had achieved the lesson objective.

### **LS2 - Observation findings**

The conclusion drawn from observations of the focus pupils was unanimous amongst the researchers; Pupil B was the most engaged with the task, with Pupil C showing intermittent moments of concentration and focus on the task. Pupil A was observed to be generally off task and not contributing to the group effort.

### **LS2 - Questionnaire findings**

Pupil A made it clear in his questionnaire that they fully understood what was expected of the group for the task and what skills were required to achieve this, they also highlighted that they weren't content with the group choices. In Pupil A's case they were the only one of their gender in the group, which may have contributed to them displaying a lack of engagement if they did not feel comfortable working with the rest of the group.

Pupil B indicated in their questionnaire response that they fully understood the task and what was required of them in order to complete it. The key point arising from pupil B's questionnaire was their rating of other members of the group's contribution to the task, giving them a score of 2/4. This could be indicative of Pupil B being the most engaged member of the group and therefore being acutely aware of those who aren't taking part.

Pupil C's response to the questionnaire highlighted their apparent dislike of the group work element of the task. Whilst they understood what was required of them during the task, they strongly felt like their group wasn't contributing to the task. This contradicts the observations made by the researchers, which indicated that while Pupil C did contribute to the task, they showed only low to moderate levels of engagement during the task (limited concentration, limited motivation, easily distracted etc.). This could potentially indicate an intent to deceive the observers in regard to their performance during the task, or that they genuinely felt that their input to the task was comparable to that of their peers.

## **LS2 – Review**

As highlighted by Pupil A in their feedback, it is clear that while the aim of this study was on mixed ability groups other factors could have been considered when selecting the groups. In this case, due to the gender ratio in the class it would have been very difficult to make all groups balanced in terms of gender.

## **Lesson Study 3 (LS3) – Business: Designing a business model**

### **LS3 – Lesson context**

Groups were initially decided by the teacher, with the intent of including pupils of mixed-abilities in each group. However, due to several individuals refusing to take part in the groups designated by the teacher, the groups ended up being based on friendship groups. A high, medium and low-attainment pupil was subsequently identified in each of the friendship groups for the researchers to observe. However, due to the groups being based on friendships it was impossible for observers to confirm whether the groups were mixed-ability or not and are therefore not applicable to this research. The data collected from this class are therefore excluded from the main analysis and discussion, but are described separately for the purpose of informing potential further work.

In Lesson Study 3, pupils were tasked with designing a business including a marketing mix, where they had to create a business model and include all the elements that would be required to successfully carry it out.

During the lesson the teacher carried out classroom walks and discussed the task with all the groups individually to ensure that they were on task and knew what was expected of them. At the end of the lesson, the teacher felt that some groups had performed better than others and this was possibly as a result of pupils working in friendship groups.

### **LS3 - Observation findings**

The conclusion drawn from the observation was unanimous amongst researchers: Pupil A was the most engaged throughout the task and Pupil B was the most passive. Pupil C was observed to display moderate to high levels of engagement throughout the task, despite the rest of their group appearing to be off task and distracted for the majority of the lesson.

### **LS 3 - Questionnaire findings**

Pupil A's questionnaire indicates that, overall, they were satisfied with the task and knew what was expected of them. Interestingly, when asked about what they would change about the activity, the pupil commented specifically on their dislike of the original groups suggested by the teacher, and suggested that they should be allowed to choose their own groups.

Pupil B seemed to misunderstand the questionnaire and, even when further guidance was provided by the researchers, they provided answers that would indicate that they were disengaged and showed little to no interest. The nature in which the questionnaire was completed by pupil corresponds to the observed behaviour of the pupil during the lesson.

Pupil C showed a high level of understanding of the task and what was required of them, indicating that they were satisfied with most elements of the task. One key point taken from the questionnaire is that they scored the involvement of the rest of the group in the task as low, showing that they were acutely aware that they were the main contributor to the task.

### **LS 3 – Review**

While the data collected during this lesson will not be considered when drawing conclusions, it was interesting to observe that pupils who show high levels of engagement tend to give their peers lower scores when asked to rate the groups involvement in the task. This is consistent with the data collected in LS1 and LS2, and indicates that the pupil who is the most engaged during the task is able to recognise other group members who are actively contributing to the work and those who take a more passive role.

For the purposes of this research project, it would have been preferable if the teacher had insisted on working in the pre-selected groups so that the data collected could be used in this study.

### **Discussion**

In both LS1 and LS2, the pupils' responses concerning prior-knowledge corresponded with our proxy measure for attainment i.e. high-attainment pupils stated that they had a high level of prior knowledge, and low-attainment pupils stated they had a low level of prior knowledge. This indicates that our use of exam results and quality of recent work as a proxy was accurate and an appropriate method for the scope of this work.

There was a general consensus amongst pupils as to the difficulty of the task, with all pupils (regardless of attainment level) finding the task relatively easy. This would indicate that none of the pupils were at risk of experiencing cognitive overload, and any differences observed in the engagement of pupils is likely a result of an individual's motivation to complete the task.

In LS1 and LS2, it was observed that the most engaged pupil was the medium-attainment pupil (Pupil B) and the low-attainment pupil (Pupil C) was the least engaged. These findings would appear to indicate that we are able to use attainment level to accurately predict the passive nature of low-attainment pupils during mixed-ability group tasks. However, the relatively low level of engagement from high-attainment pupils was unexpected, and does not seem to correlate with attainment levels. It is therefore considered that the low level of engagement observed in high-attainment pupils may be explained instead by self-efficacy. If we are to assume that attainment is correlated with self-efficacy, then as documented by Vancouver *et al.* (2001,2002), the lower levels of engagement observed in high-attainment pupils could be the result of diminished effort due to complacency during the task. The reduced effort of high-attainment pupils during the task could also be attributed to a lack of intrinsic motivation (Middleton and Spanias, 1999) (American Psychological Association, 2015). For the purpose of this research project, their attainment level has been defined by their academic achievements which would indicate that they hold at least some intrinsic motivation for the subject. However, if the tasks were not challenging enough, they may have become disinterested and their intrinsic motivation lapsed.

The reason for Pupil B being the most engaged during the lesson may be a result of the task being appropriately aimed for their level of understanding and motivation. In order to establish this further work using group tasks of varying difficulty would have to be undertaken to confirm or disprove this. This would also explain why the high attainment pupil and the low attainment pupil displayed lower engagement levels.

Another interesting finding was that the most engaged pupils in both LS1 and LS2 were critical of the rest of their group's involvement in the task. This suggests that, as the main contributor to the group task, they were acutely aware of members not taking part.

On average, medium-attainment pupils (Pupil B's) gave the highest score with regard to enjoyment of the task and the low-attainment pupils (Pupil C's) gave the lowest score (compared with their peers). These responses would indicate that the medium-attainment pupils had the highest levels of intrinsic motivation compared with that of their peers.

The implications of these findings for future lessons is that that motivation of high and low-attainment pupils must be increased in order for engagement levels to increase. It is possible that this could be achieved through the use of "role cards", whereby individuals are given jobs to perform within the group. It is likely that by being assigned individual roles, the pupils would develop a greater sense of responsibility within the group and their intrinsic motivation would increase, resulting in greater engagement during the task.

The benefit of using the Lesson Study Model for this research project was that we were able to compare and contrast observations made by researchers with the pupils' interpretation of events. If only questionnaires were used for the study, our results would have potentially been skewed in favour of the low-attainment pupils who tended to rate the overall engagement of the group as high. However, it was discussed by the research team that for future research, it would be useful if the questions were redesigned to reduce chance of misinterpretation. In particular, when analysing the responses to the question about group involvement, it was unclear whether pupils were including themselves in the assessment or just the other members of the group. For future research, this question should be split in to two questions; one asking how they rated their own performance, and one rating other group members' performances.

### **Conclusions and Recommendations**

The findings of the study indicate that in mixed-ability groups, medium-attainment pupils take the most active role in group tasks, and low-attainment pupils take a relatively passive role. The behaviour of the low-attainment pupil are likely to be attributed to the characteristics which were used to define their attainment level in the first instance; relatively low prior knowledge and motivation. It has been discussed that the reason for high-attainment pupils displaying lower levels of engagement than expected could be a result of diminished effort due to the task not providing enough of a challenge for the pupil.

The lesson study model used in this project has allowed student feedback to be verified by observers notes so as to reduce the chances of misinterpretation of data. The questionnaires used in the study can be improved to remove any ambiguity of pupils' responses. This would allow researchers to more accurately interpret pupils' responses when compared to observed actions.

However, all of these conclusions are, to some extent, overshadowed by the fact that the research was undertaken on a very small dataset, and six data points produced statistically insignificant results when tests were run. As such, all of the inferences made in this study are purely comments on observations made in the classroom and cannot be extrapolated and applied to all pupils. Future studies should be carried out on a larger dataset in order to improve the reliability of this study, and find out if the results of our study can be replicated or if there is no correlation between attainment and engagement levels.

The indication from our results that both high and low-attainment pupils are susceptible to decreased motivation in group tasks would suggest that additional factors need to be taken into account when planning group activities to improve the participation of all group members. By ensuring that all members of the group have a role it holds all members of the group accountable for

the performance of the task. This should provide each member of the group with an intrinsic motivation to complete the task.

The findings of this research may be discussed with peers but in doing so, emphasis put on the reliability of the findings so as not to contribute to the spread of potential misinformation due to lack of certainty of findings.

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