

**Ability Grouping and Its Effect on Students' Performance in Science at Primary Level**

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**Abstract**

*The aim of the study is to see the impact of ability grouping on science performance of the students at primary level. The variables included in this research are classroom setting both homogeneous and heterogeneous, (independent variable) and science performance (dependent variable). Population of the study included 5<sup>th</sup> grade students of Federal Government Schools in Rawalpindi (Pakistan). The sample is the 5<sup>th</sup> grade students and sample size is 48 students. The design of the study is experimental. Before teaching pre-test is conducted to check the pre-requisite knowledge of the students included in both groups and then both groups are taught in different types of classroom settings. Experimental group is taught in homogeneously grouped classes and they are divided in three groups, high achievers, average students and low achievers, and all these groups are instructed in three different classes and control group is taught in mixed ability setup. After teaching the module States of Matter, post-test is applied to assess the difference in the performance of both groups. From the overall results, it is clear that students in experimental group have performed better as compared to the students in control group. Therefore, it has been proved that ability grouping has a positive effect on student's science performance at primary level.*

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