RESEARCH PAPER

Exploring Secondary School Students' Classroom Learning Experiences: A Qualitative Investigation

[1]Dr. Ayesha Zulfiqar and [2] Dr. Munaza Nausheen

1. Visiting Lecturer, Institute of Education and Research, University of the Punjab, Lahore, Pakistan
2. Associate Professor, Institute of Education and Research, University of the Punjab, Lahore, Pakistan.

| ***Corresponding Author:** | Ayesha.zulfiqar400@hotmail.com |

ABSTRACT

This study aimed to explore the classroom learning experiences of secondary school students. Classroom learning experiences impact students' enthusiasm, engagement and achievement. A qualitative, descriptive research design was used. All students enrolled in 10th grade of the public secondary schools affiliated with the Board of Intermediate and Secondary Education (BISE) Lahore, were the population of the study. Eight groups (4 of boys & 4 of girls) were selected from four districts affiliated with BISE by convenient sampling technique. Each group comprised of eight participants. Semi-structured focus group interview protocol was used for collecting detailed data about students' learning experiences in classroom. The results of thematic analysis reflected varied learning experiences. Overall, the results emphasized that the preference for active learning in classroom where multiple approaches are employed by teachers to enhance students' interest in learning. It is recommended that proper facilities and teacher training may be provided to improve students' learning experiences and engagement in classroom.

| **KEYWORDS** | Learning Experiences, Secondary School Students |

Introduction

Learning occurs as a result of experiences and individuals do not always learn in the same way. The foremost goal of all educational institutions is to create and offer a conducive environment for students' learning. For creating such a stimulating learning environment students need to be involved actively in the learning process to exhibit their maximum potential. Students have to face different experiences in classroom and these experiences are helpful for the students' learning (Bakhshialiabad et al., 2015). For this purpose, teachers are responsible to highlight students' strengths and areas that need improvement, as these support or hinder students' learning (Khan, 2012). Different studies have been conducted on student learning experiences inside and outside classroom as well as associated with different subjects (Rind, 2015; Tran, 2011). Previous researches suggested that teachers' academic and emotional support, teachers' monitoring of the classroom such as ability to provide structure and clarity, and teachers' support of student autonomy are distinct and important aspects of the learning environment (Cosmovici et al., 2009; Lee & Croninger, 2004).

Effective classroom learning experiences and environment influence the enthusiasm level of students and degree of learning effectiveness. Meaningful and relevant experiences can link behaviors with mindset which enhance students' involvement in learning and achievement. It has a significant role in encouraging the students' engagement in learning processes and using the different learning styles. Recent studies have shown that educational institution environment and classroom

environment impact on academic achievement (Gloria & Ho, 2003; Gross & Rutland, 2017).

Active and powerful learning are the learning conceptions which students have to experiences in school and classroom. Powerful learning is the learner-centered concept in which activities address the definite interest of different students. The purpose of powerful learning is to provide enriched learning experiences to at-risk students so that they can have enhanced progress in their academic achievement. Active learning can be more appealing than other practical learning activities because students can become enthusiastic when their mental ability is challenged. Active-learning pedagogy has had a positive influence on students' academic achievement (Aji & Khan, 2019; Chiu et al., 2002; Finnan & Swanson, 2000; Sivan et al., 2000). So, there is a need to explore classroom learning experiences of students in detail. This study investigates classroom learning experiences of the secondary school student enrolled in secondary schools affiliated with the Board of Intermediate and Secondary Education (BISE) Lahore.

Literature Review

Literature shows that earning is influenced by different factors which students face during classroom and school activities. An effective learning behavior and learning environment lead to better learning experiences in school and classroom, moreover powerful and active learning experiences effect academic achievement (Mary & Jebaseelan, 2014). Preuschoff (2011) reported four global indicators of effective learning using data from TIMSS and Progress in International Reading Literacy Study (Trends in International Mathematics and Science Study & Progress in International Reading Literacy Study, 2011): (a) effective classroom and school environments for learning to read, (b) effective home environments for learning to read, and (c) students' motivation to learn. Literature showed that student performance is strongly correlated with demographics, "but the strongest predictors of overall academic success are the grades the students receive in core knowledge courses that are typically taken in the earlier semesters of business students' plans of study" (Kaighobadi & Allen, 2008, p. 427). Study skills are often determined by the students' learning behaviors which affect their learning pattern. Learning styles are different ways or methods of learning. It includes teaching methods, especially for someone who is thought to be allowing that person to learn better. Most people choose the seemingly unconventional approach to interaction, acceptance, and processing of motives or information. Students prefer different learning styles which vary student to students (Chit-Khong, 2006).

Different students have different learning experiences in classroom and they get knowledge from these experiences. Knowledge can be formed by combining lessons and feelings from experience (Kolb, 1984). Experiential learning theory defines learning as the process by which knowledge is made through the transformation of experiences. Experiential learning theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. School and classroom develop learning climate by using different strategies in which students gain the active learning. A variety of school and classroom factors such as teacher involvement, school quality and student motivation influence the students' academic achievement (Mary & Jebaseelan, 2014).

Students' learning experiences also focus on the importance of teacher-student relations and peer to-peer relations, positive relationship enhance students learning which effect academic achievement. Teacher-student relationship improves the student engagement in learning and enhances the academic achievement (Boulton, Don, &

Boulton, 2011; Furrer & Skinner, 2003; Klem & Connell, 2004). There is, however, only a small body of literature focusing on classroom learning experiences of students (see Kiley, 2003). There is limited in-depth study about the learning experiences at secondary level in Pakistan. So, the present study focused on the learning experiences of the student which makes effective and active students learning experiences in classroom.

Methodology

This study was informed by the interpretive paradigm. Interpretivism uses qualitative research methods that focus on individuals' beliefs, motivations, and reasoning to gain understanding of social interactions (Myers, 2008). For this study, a qualitative, descriptive research design was employed.

All students enrolled in enrolled in Grade 10 at the secondary schools affiliated with the Board of Intermediate and Secondary Education Lahore were population of this study Convenient sampling technique was used for selecting participants for the focus group interviews. Eight groups (four of boys & Four of girls) were selected from four districts (Lahore, Nankana Sahib, Kasur and Sheikhupura) affiliated with BISE Lahore. Two focus group interviews (1 boys group and 1 girls group) were conducted from each of the four districts. Each group consisted of eight participants who willingly agreed to participant in the interview. The eight groups were homogenous in essential dimensions such as age, gender and arts and science students (Flick, 2009). This homogeneity encouraged students to share their learning experiences related to classroom. The duration of each focus group interview was one and half hour. Semi-structured focus group interview protocol was used for collecting detailed and in-depth information about the classroom learning experiences of the students. Five factors namely positive and active learning experiences, teacher's support in learning, students' engagement, learning style, and relationships with teachers and students were included in the focus group interview protocol which were taken from the Chit-kwong (2006), Zerihun, Beishuizen, and Os (2012), and YouthTruth Survey (2008) questionnaires.

Thematic analysis was performed by using NVivo software. The focus group interviews were conducted for this study and researcher used audio recordings and taking notes for gathering data which was generated during focus group interviews. After listening audio recording of the participants, the responses were translated in English. Soon after the interviews, transcripts were prepared and notes were written about the interviews then transcripts were uploaded to computer software (NVivo 10) for further analysis. We read the transcripts and identified the codes from the data and shifted the responses from codes to themes. We identified different themes from each factor. In the last, we reviewed and refined the themes.

Results and Discussion

By using thematic analysis, themes were identified according to five pre-specified factors as positive and active learning experiences, teachers support in learning, student engagement, relationship with students and teachers and learning styles. Total thirty-three (33) key themes were found in five (5) factors of classroom learning experiences. These key themes provided an in-depth understanding of classroom learning experiences of students. The findings are organized around the five themes and presented with the participants' evidence and percentage with graph. As well as, words cloud presented the most frequent words used in the themes of each factors.

Factors 1: Positive and Active Learning Experiences

Positive and active classroom learning experiences enhance the learning of the students. Students' comments presented in Table 1 suggest that teacher applied individual and group activities in the classroom which enhance their learning experiences. Their views also showed that teacher conducted board and written activities, reading activities and outside class activities. Students' comments also reflect that positive and active learning experiences helped them to learn self-understanding, learn ethical and collaborative behavior, comparison and analytical skill. These results confirmed findings of Koksal et al., (2013); and Wesolowski (2019) stating that for active learning students involves in subject related activities and collaborate with each other which enhance their learning experiences. These findings are consistent with the claims that teachers understood students' psychological and academic needs and conduct different activities accordingly in classroom. They encouraged the students for reading. All these aspects are fruitful for learning of students. These findings are in line with the results of previous studies (e.g., Mcmahon et al., 2013; Ryan & Deci, 2000).

Table 1
Classroom Learning Experiences of Student as Positive and Active Learning Experiences

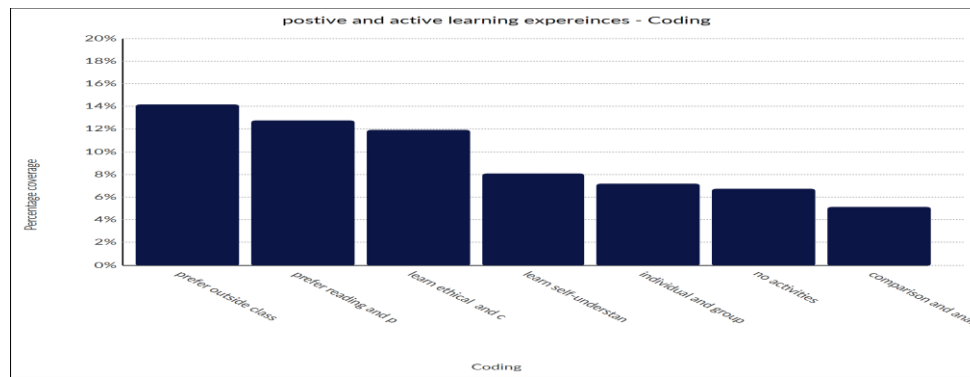| Theme	Evidence
Individual and group activities	Our teachers make the groups in the class and assign topics for discussion then we share our discussion with teacher" (G7.7). "My teacher conducts the dialogue activities in class as the paring. This dialogue activity is based on the lesson and course content" (Gb7.7). "Our teacher makes the group in class in which they create group of brilliant and weak student. It is a helpful activity for weak students" (G2.2).
Written and content focus activities	"Sometime our teachers use the black board for activities. On the board, teacher writes any topic then student solve and write on the board. And give topic for assignment as separate student and group vise" (Gb2.4). "Teacher uses white board for written the lesson and teaches us. Sometime make diagram on board for explaining lesson" (Gb2.1). "My teachers give task of making the test in class based on lesson. She asks the question related to topic. She focuses only the textbook activities" (G3.7). "Our teacher focuses only reading and writing activities. Sometime teachers take test on board." (G4.5).
Prefer reading and practical activities	"I like to read different books because I get more knowledge from reading and concept clarity" (G2.7). "I prefer practical work because it increases information and knowledge" (Gb1.6). "I prefer lab activity and practical experiment because it increase our attention on learning and learn things easily" (Gb2.3). "I prefer read the different books because it increases our vocabulary and language skills" (Gb3.6).
Prefer outside class activities	"I prefer inside and outside activities such as games, dialogue it makes active the student. I like to play games outside class because it develops the team spirit" (G3.1). "I prefer the field trip and outside activities because it develops confidence and independency" (G2.6). "I prefer the playing games and sports because it fresh our mind and make healthy mind and body" (Gb4.1).

	"I prefer sport relevant activities in school, it makes healthy and body. I think teacher should go to for field trip of students because it provides first-hand information in natural setting" (Gb4.5).
Learn self-understanding	"By participating in different activities and experiences, I learn confidence and teamwork skill etc" (Gb1.5).
	"I understand my abilities in engaging different activities and self-awareness. I come to know my capabilities" (Gb2.5).
Learn ethical and collaborative behavior	"I learn good behavior and manners, I talk with friends and teacher friendly and polity" (Gb1.3).
	"Different activities teach us moral and ethics value such as when we work in team then I learn how to interact other and how to tolerate other behavior" (G1.3).
	"I aware my abilities, teacher help to enhance confidence and motivation level" (Gb3.7).
	"I learn good manner and ethical value which help me develop good interaction with fellow. I also help the fellow in difficult situation and handle the situation effectively" (G1.8).
Comparison and analytical skill	"I learn the ability of comparison among different situation and ability to develop handle difficult problems" (Gb2.1).
	"I learn that how to think deeply for understanding and use logical thinking" (Gb3.4).
	"I learn how to give logic and example for deeply understanding. When I think deeply then curiosity also increase" (G3.3)
	"I learn to explain everything in better way and logical way. I can find the solution of any problem by using the proper use of mind" (G3.6)
	"When I read the lesson then I thing deeply and search new information and relate them, I learn problem-solving skill" (Gb4.8).

Words cloud in (Figure 1) shows the most prominent words used in the themes of positive and active learning experiences. The size of the word represents the frequency of the word.

Figure 1 Words Cloud of Positive and Active Learning Experiences Themes

Figure 2 *Percentage of Themes for Positive and Active Learning Experiences*

Above graph shows the percentages of different themes such as individual and group activities, written and content focused activities, prefer reading and practical activities, prefer outside class activities, conducted no activities, learn self-understanding, learn ethical and collaborative behavior, comparison and analytical skill. This graph indicates participants' preference for outside activities because these activities enhanced the learning ability of the participants. Whereas only few participants preferred comparison and analytical skills in classroom learning experiences.

Factor 2: Teachers' Support in Learning

Teachers' support in learning is also important indicator for enhancing student learning experience. Table 2 represents that the teachers support in learning during classroom by using different ways. Students' comments reflected that their teachers provide different opportunities for learning in classroom. They encouraged for reading and practical work and used effective teaching methods which increased their learning. This finding is consistent with the result of other studies (Boulton et al., 2011; Gloria & Ho, 2003; Lei et al., 2018). Figure 3 shows the words cloud of the most prominent words used in the themes of positive and active learning experiences. The size of the word represents the frequency of the word.

Table 2
Classroom Learning Experiences of Students as the Teachers' Support in Learning

Theme	Evidence
Use of effective technique in teaching	"Teacher teaches us to use computer for exploring knowledge and give time for lab work" (G1.8). "Teacher supports in learning by using questioning answering method, discussion method for enhancing our interest" (G2.7). "Teacher focuses on individual instruction and give extra time to students. When we have any problem then teacher explains separately for each student" (Gb1.5). "Some teachers supports in such a way that they teach us according to our mental level. If we face any difficulty, then they explain in a very easy way" (Gb2.2)
Provide different opportunity to participate for learning	"My teacher gives the group task and activities in classroom" (Gb2.2). "Teacher arranges group activities in classroom. She prefers visit the library and laboratory work for engagement" (G2.8)
Facilitates academically and psychologically	"Our teachers give extra time for study and motivate for future progress. They conduct test session" (Gb1.5). "My teacher always praises me and motivate for participating in activities. He also teaches with practically and support with providing material" (Gb1.8).

		"My teacher provides extra material and notes for support in learning. He prefers the intrinsic motivation; he praises the students which increase the power level to do work" (G1.2).
		"Some teacher always praises and appreciate the student in each activity, if any student does not perform well then teacher motivate and give guidance. Some teacher promotes student mindset according to situation and demand" (g1.8).
Encourage reading and learning	practical	"Our teacher asks for using the library and laboratory work for active learning. They encourage students to present and share work regularly" (G2.2).
		"Teacher tries support to develop supportive relationship with student and focuses on group discussion. Teachers prefer the practical work because it provides first hand experiences" (G3.5).
		"Teacher suggests use of technology for more knowledge and understanding. He/she prefers lab activities, when we have any topic which needs to be done practically, teacher also provides such opportunity" (Gb3.7).
		"Our teachers encourage us to present and share our work regularly. They suggest to reading the other material and share with class fellow and this knowledge should be related to real world examples or apply this knowledge practically" (Gb3.2)

Figure 3 *Words Cloud of Teachers' Support in Learning Themes*

Figure 4 *Percentage of Themes for Teachers' Support in Learning*

Above graph presents the percentages of different themes for teachers' support for learning. Most of the teachers supported participants and suggested for reading and practical work. Whereas, only a few participants said, that teachers recommended self-understanding and group work spirit by using different method in class.

Factors 3: Student Engagement

Student engagement is an essential feature in enhancing student learning experiences. Students' comments presented in Table 3 highlight the different ways used by teacher for engaging in classroom. Teachers arranged inside and outside classroom activities which were helpful in enhancing critical and analytical skills, personal and academic skill, and communication and interpersonal skills. All these skills and activities provide the bases of learning experiences. This finding is consistent with the researchers (Klem & Connell, 2004; Zainuddin, 2017) claim that students demonstrated their involvement in class activities with great confidence and diligence. Class activities also worked to cultivate students' deep thinking by small group discussion and supported the establishment of good communication with class fellows at any given time

Table 3
Classroom Learning Experiences of Students as the Student Engagement

Theme	Evidence
Use of active teaching methods	'When our teachers teach, they give example which relate to real world and encourage for applying good manner and behavior with others" (Gb4.4).
	"Teachers use the proper and effective teaching method which enhance the student understanding. Teacher share their ideas and knowledge with example and we show interest in learning" (Gb2.8).
	"My teacher uses learner centered method. Teacher teaches us according to our mind level" (G3.6)
	"Our teacher uses latest method of teaching and use audio video aids. Teacher adopts the different method according to topic and subjects" (G3.7).
Participating in classroom activities	"Teacher engages in board activities in which he gives any task for write on the board. Sometime our teacher conducts the games in classroom" (Gb1.1).
	'Some teacher gives time for doing homework in class or learn the lesson and prepare notes of the lecture" (Gb1.4).
	"Our teacher arranges group or individualize activities in class according to student interest and mind level for active engagement and participation. When student take interest in activities than they learn and show active engagement for learning" (G3.5). After giving the lecture, teacher listen the previous lesson or ask question about today's lecture from students. Teacher engage in different activities as self-writing" (G3.3).
Get outside	Our teacher engages us outside activities. Sometimes they visit the class museum and other tour related to studies for learning. Sometime teachers give extra reading for material" (G4.5).
Critical thinking and analytical skills	"I learn the creativity and problem-solving skill develop from participating in activities. Teacher gives any task in which we have to solve by using own mind" (Gb2.5).
	"By engaging in activities, I learn logical and critical thinking; I can criticize on any topic and understand each aspect" (Gb1.8).
	"When we participate in class activities, it enhances and improves our higher-level thinking. I learn the problem-solving skill when teacher give any activity" (G1.1).
Personal and academic skill	"I learn about self-consciousness and awareness" (Gb1.4).
	"From class participating, we learn organization and active participating skill indifferent situation" (Gb2.8).

	"Different activities develop the confidence in student as well as enhance enthusiasm level. Some activities increase the student curiosity about things which they have to learn" (G1.6).
	"We learn reading and writing skill learn from classroom activities" (Gb3.3).
Communication and interpersonal skills	"We learn the oral and written communication skills from class activities" (Gb4.1).
	"We learn the communication and interaction skill in classroom activities. As well as competition skills develop between groups in class" (Gb2.4).
	"We learn the interactive way to talk with others and develop competition skills" (G2.4).

Words cloud (Figure 5) shows the frequent words used in the themes of student engagement. The size of each word indicates the frequency of the word.

Figure 5 *Words Cloud of Student Engagement Themes*
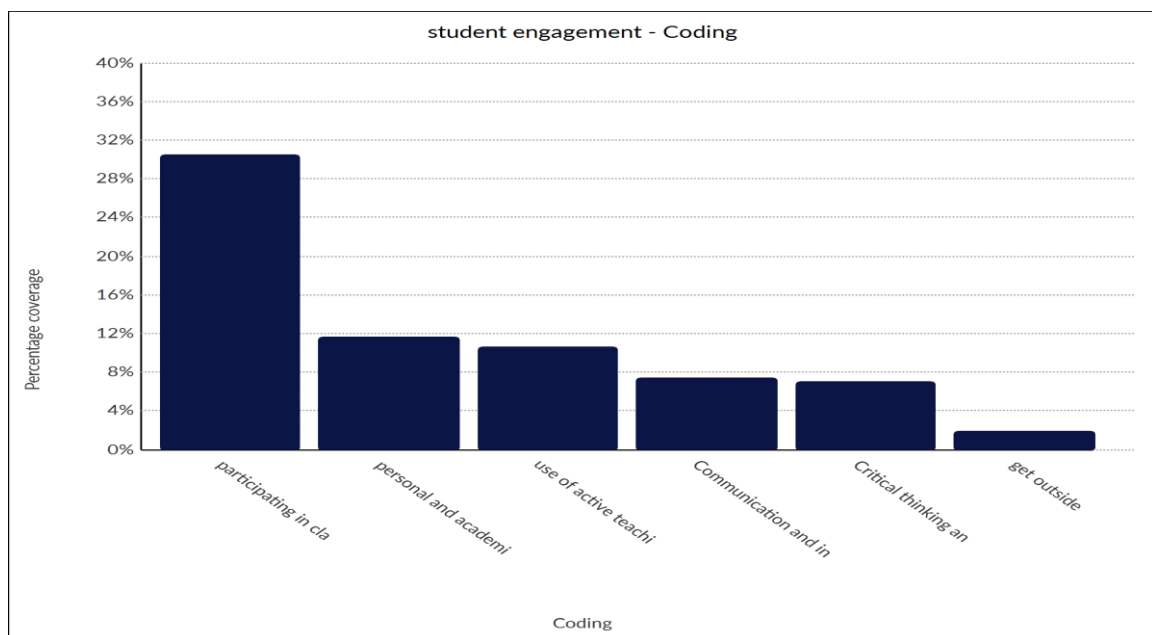
Figure 6 *Percentage of Theme for Student Engagement*

The above graph represents that teachers engaged the students by using different activities in which students have equal chance to participate in activities. The teachers prepared the classroom activities according to the content and student interest level. Four percent of the participants found that their teachers conducted the outside activities for engaging their student in learning.

Factor 4: Relationship with Students and Teachers

Good teacher and students relationship is also important for gaining effective learning experiences. Table 4 presents essential evidence to document students learning experiences related to relationship with students and teachers. The views of students showed that the students who showed more engagement in learning, good behavior in the class with class fellows then achieved high level in academically. Friendly and supportive environment considered important aspect for effective learning experiences. Teachers' behavior and courtesy included in developing healthy relation between teachers and students. These results are consistent by Rimm-Kaufman and Sandilos (2010), who reported that good teacher-student relationships draw attention into the process of learning and promote their desire to learn.

Table 4
Classroom Learning Experiences of Students as the Relationship with Students and Teachers

Theme	Evidence
emotional and friendly relationship with students	"We adopt friendly relationship in class and adopt good moral value with fellows and peers" (G1.5).
	"I have good relationship with friends, playing together. I use good behavior with friends develop good relation" (Gb1.2).
	"I am sincere and faithful with friends; I talk with polity and friendly with students" (Gb2.2).
	"I motivate and praise of the other students, when my friends are in some difficulty then I motivate them" (Gb4.7).
	"When I work in group then I create friendly and cooperative relationship with group member" (Gb4.1).
supportive relationship with students	"I give the idea about study and playing with friends and fellows and help in study when they face any difficulty" (Gb2.5).
	"I help my friend in learning and suggestion in difficult situation or problem" (Gb3.1)
	"I sharing knowledge and things with peer and always support their friends and class fellow when they do not understand anything. I share my books with fellow if they need" (Gb3.2).
	"I share my personal things with friends when they need. I also help in study" (G4.8).
	"I understand other problem and try to solve it. I am also saying something nice to a friend. I ask friends to share objects" (G1.8).
supportive and friendly relationship with teachers	"Our teacher gives opportunity for enjoyment in classroom as well as studying. Teacher support us in studying and participating in different activities then we create friendly environment in classroom" (Gb1.8).

	"We play games and fun with the students in class. We support and help each other and our teacher also support and give guidance to us" (Gb2.7).
	"Our teacher always motivates and appreciates us. They never teach strictly" (Gb2.4).
	"Our teacher shows the interest in the student lives outside the school and they support in difficult situations" (G3.4).
	"Teacher create interactive environment and focus on student interest for conducting activities" (Gb3.3).
	"My teachers are very cooperative and they incorporate humor into lessons when teach or conduct any activities in class. We do fun with learning and enjoy" (G4.4).
positive behavior of teacher	"Our teacher uses good language and politely behavior in classroom and understands the students. They tolerate the student misbehavior and guide in right way" (G1.2).
	"Our teacher adopts good manner and behavior with students. They do not use rudely behavior. When we do not learn lesson then they explain with love and example" (G2.7).
	"Some teacher reacts positively and with polity behavior. They help in study and solve problem" (Gb1.3).
	"We all have positive and politely behavior with each other. Teacher also uses good behavior and attitude with student. We create interactive environment with classroom. We respect our teachers" (Gb4.3).
Teacher courtesy with students	"Teacher give the respect all student in classroom and do not insult any student" (G2.5).
	Our teacher teaches us with enthusiasm, and teacher give the respect all student in classroom" (G3.6)
	"Our teacher behaves in good way with students, they never insult and degrade student. They teach us with care and love and do not give punish while teaching" (Gb2.5).
	"My teacher equal treatment with all students and he give the respect all student in classroom. But some teacher favors some students" (Gb4.4).
friendly and frankly environment trusting	"We develop good moral and code of conduct in classroom then we create positive environment in classroom" (G1.3).
	"We listen the talk of teacher and class fellow carefully than create friendly environment. We have frankly behavior with teacher and friends" (Gb1.5).
	"I do fun and enjoyment in the classroom with the students which create friendly environment. I use good communication way and behavior with fellow" (Gb2.6).

Student centered environment	"Teacher prefer our interest in classroom for conducting activities and students feel valued and want to participate in activities" (Gb1.7).
	"Student and teacher adopt positive behavior for creating positive environment. Teacher should enhance the intrinsic motivation among classroom which helpful good environment" (Gb3.6).
	"Teacher focuses on the learner centered environment in which activities are conducted on student interest and level. When teacher help and support the students then it creates effective environment in classroom" (G3.1).
	"Teacher conducts different activities in class which create interactive environment. Teacher asks the students about conducting activities. Teacher changes the seating arrangement to ensure students engage with a variety of students in the class" (G2.7).
Supportive environment	"My teacher is available every time when I need, they give extra help instead of lecture time" (G1.1).
	"My teacher helps me in study and give extra time, if I face any problem then available for me" (Gb3.8).
	"My teacher is very good; she helps and support in study and give extra time for learning" (G4.5).
	"Our mostly teacher give extra time for learning when we have free lecture and sometime, they conduct extra session for study. They provide time outside the classroom" (G4.8).

Words cloud as displayed in below (Figure 7) provides evidence about the most prominent words used in the themes of relationship between students and teachers. The size of the word represented the frequency of the words in this figure.

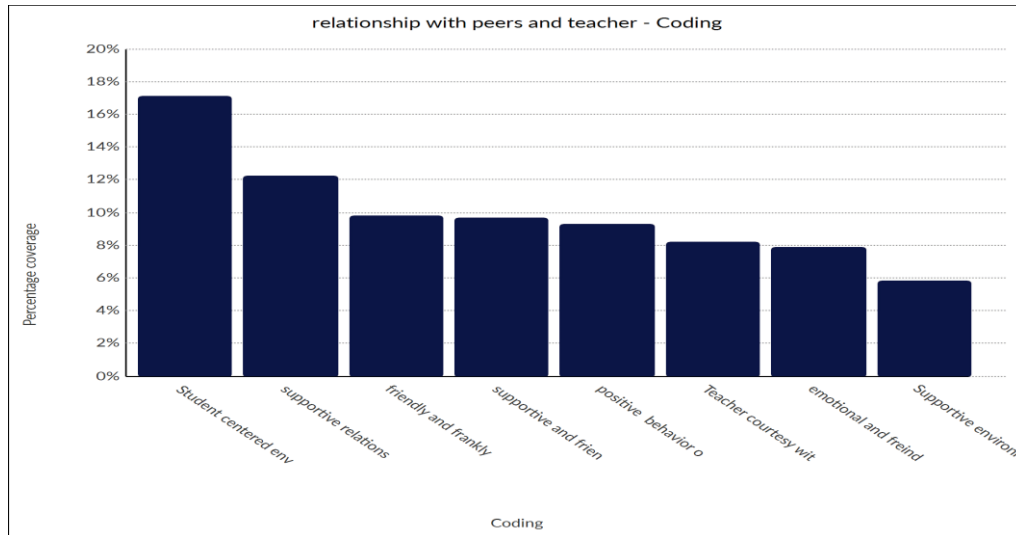**Figure 7** *Words Cloud of Relationship with Students and Teachers Themes*

Figure 8 *Percentage of Theme for Relationship between Students and Teachers*

According to this graph (figure1), most of the participants expressed that the teachers established the student-centered environment which increased the positive learning experiences of the students. Some participants pointed that teacher created the supportive environment in which teachers provided extra time and help in study.

Factor 5: Learning Styles

Learning styles and meaningful learning are key factors in the learning process of the students. Students learnt in classroom by using different methods such as group study, self-study, kinesthetic learning style, reading and writing learning style, converging learning style, and visual learning style. Teachers also encouraged for using different learning styles for learning of the students. The result of this study is similar to Fahraeus (2013), Omar et al. (2013), Porter and Hernacki (2011) that learning style preferences are influential in students' learning and academic achievement, and explain how students learn.

Table 5
Classroom Learning Experiences of Students as the Learning Styles

Theme	Evidence
Group study	"I prefer the group discussion and cooperative learning in classroom" (G1.4).
	"We studied in together for learning, and read the lesson then discusses with others then we learn better. My teacher also prefers group study style because in this way we share knowledge with each other" (Gb1.6).
	"I satisfied with teacher preference style group learning; they prefer the combine study with fellow" (Gb1.6).
	"I use group study learning style in classroom; I discuss with fellow and work in team" (Gb3.6).
Self-study	"I prefer the self-study, and focus on teacher instruction carefully" (G2.7).
	"I prefer the alone study and separate from others then lean positively" (G4.2)
	"I learn alone then I understand the things carefully and easily" (Gb1.8)
	"I like to learn alone; I cannot learn with others" (Gb4.3).

Kinesthetic learning style	"I satisfied that teacher prefer the Kinesthetic style on which learner do best when they can participate in activities or solve problems by using hand and body" (G1.1).
	"I prefer project base activities and learn by the practical activities and hand on activities in which I directly participate" (G4.1).
	"I have interest in project type activities, and I learn better when I participate in activities. My teacher also prefers the hand on activities and practical work" (Gb2.4).
	"I like practical and lab experiences and learn better. I prefer project type activities and manually experiment" (Gb4.5)
Reading and writing learning style	"I like to learn read the lecture again, I learn the lesson then write, it helps to point out my mistake. Teacher also suggest the writing way for learn the lesson, it is very beneficial for me" (G4.4).
	"I learn the lesson by reading the lecture and making notes. After reading I make notes then easily learn. Teacher also prefers written way for learning" (G2.6).
	"Teacher suggest us reading material and books, and making notes, these notes help the learning" (Gb1.2).
	"I read the different book and make notes, teacher appreciate us for making notes" (G3.3)
Converging learning style	"I learn better when teacher or anybody give logic and example, and I do directly experience" (G3.2).
	"I read the deeply lesson then understand. teacher prefer that we should face directly experiences and do and perform any activity base on their experiences (Gb4.4).
	"I like to solve any problem; I collect information about topic then solve it. It is best way to learning" (Gb4.2).
	"I read the any topic with logic and think deeply about topic. When teacher give logic then I helpful for me. It is helpful for effective learning" (G2.3).
Visual learning style	"I learn in better way from picture, chart etc. teacher teach use by making diagram on board. Sometime teach us by displaying chart" (G4.2).
	"I understand lesson by seeing the picture and remember for long lasting. Teacher use flashcard in class during lecture" (Gb4.1).
	"Different color attracts me then I show attention for learning. it is good way for memorize the knowledge and my teacher also prefer this style" (Gb3.4).
	"I use computer for learning in which I see picture and image for learning and search new knowledge" (G3.4).

Words cloud as displayed in below (Figure 9) provides evidence about the most prominent words used in the themes of relationship between students and teachers. The size of the word represented the frequencies of the words.
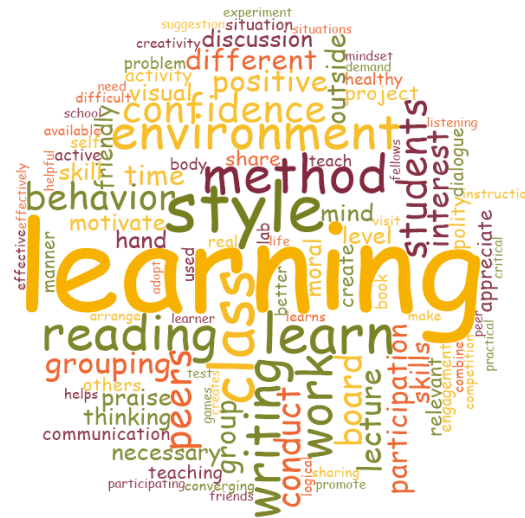
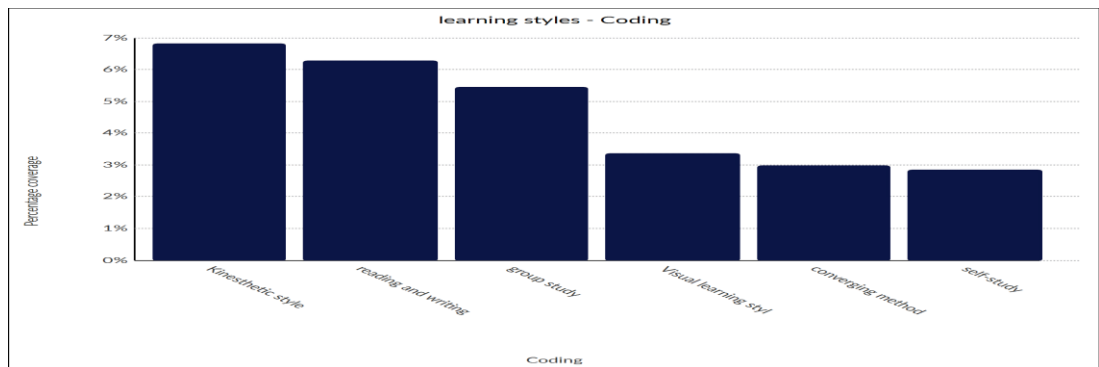**Figure 9** *Words Cloud of Learning Styles Themes*

Figure 4.10 *Percentage of Theme for Learning Styles*

This graph shows the percentages of the learning styles used by participants. Kinesthetic learning style showed the higher percentage as compared to other learning styles. On the other hand, very few participants showed their interest in self-study learning style (see comments in Table 5).

Conclusion

The findings suggest that students have various classroom learning experiences. Active participation in both in-class and extracurricular activities is found to significantly enhance their learning experiences. This research sheds light on various facets of students' classroom learning experiences including positive engagement, student-teacher relationships, and diverse learning styles.

Positive and active learning experiences encompass group and individual participation in activities, with students favoring reading and hands-on tasks. Such experiences contribute to the acquisition of skills like ethical conduct, collaboration, critical analysis, and self-awareness. Teachers play a crucial role in supporting students' learning through varied teaching methods and fostering self-awareness, group work, and practical learning.

Teachers' classroom activities facilitate student engagement, which aids in the development of critical thinking, communication, and interpersonal skills. Establishing supportive relationships between teachers and students, characterized by mutual assistance and a welcoming atmosphere, is pivotal. Teachers' positive demeanor and courtesy also contribute significantly to these relationships, ultimately enhancing the learning environment.

Furthermore, the study underscores the influence of learning styles on students' learning experiences. It explores diverse styles such as group study, self-study, kinesthetic, reading and writing, converging, and visual learning, all of which are utilized by secondary school students. Overall, the research emphasizes the multifaceted approaches employed by teachers and students to enrich the classroom learning journey.

Recommendations

Based on the results, it is recommended that government and policy maker should focus on higher qualification and in-service training of teachers so that they arrange activities in the classroom for the active learning of the students. Government should provide proper facilities for students' learning in classroom and school, and should encourage the teachers provide learning experiences for engaging the students. Teachers should be trained to promote positive and supportive environment and relationships with students in order to enhance the positive learning experiences

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