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REVIEWER'S REPORT

Manuscript No.: IJAR-53935 Date: 20/09/2025

Title: Exploring the Effects of Activities on Grade V Students Perform In the Subject of General Science

Recommendation:
Accept as it is .....
Accept after minor revision.....
Accept after major revision .....
Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality			/	
Techn. Quality			/	
Clarity			/	
Significance			/	

Reviewer Name: Dr Ernel S. Merano **Date:** 20/09/2025

Reviewer's Comment for Publication.

(*To be published with the manuscript in the journal*)

The reviewer is requested to provide a brief comment (3-4 lines) highlighting the significance, strengths, or key insights of the manuscript. This comment will be Displayed in the journal publication alongside with the reviewers name.

Detailed Reviewer's Report

Clarity

The paper straightforwardly presents its purpose and findings, highlighting the benefits of activity-based teaching compared to traditional methods. The abstract effectively outlines the rationale, design, and outcomes. However, inconsistencies appear in describing the study as "qualitative" while applying a t-test, which is quantitative. Long sentences and grammatical lapses reduce readability, and some sections repeat ideas unnecessarily. Tables and statistical results are briefly mentioned but not integrated into the narrative for clarity. While the core message—that activity-based learning improves performance—is understandable, greater precision in language, logical flow, and structured presentation would improve clarity and coherence.

Significance

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The study holds strong significance in the field of education, particularly in improving science teaching at the primary level. By demonstrating that activity-based teaching enhances both achievement and engagement, it reinforces pedagogical reforms emphasizing learner-centered approaches. The findings address pressing issues of rote learning and lack of student motivation in traditional classrooms, making them highly relevant for teachers, curriculum developers, and policymakers. However, the contribution is somewhat diminished by limited contextual discussion. Broader connections to national or global educational practices, alongside practical implementation strategies for teachers, would strengthen its significance and ensure its impact extends beyond the study sample.

Originality

The paper's originality lies in applying experimental design to measure the impact of activity-based learning in Grade V General Science, a subject and level often dominated by rote memorization. Comparing pretest and posttest scores between experimental and control groups demonstrates a concrete evaluation of teaching effectiveness. However, the concept of activity-based teaching itself is not novel, as it has been widely explored in prior research. The study's originality is thus mostly contextual—showing how such methods can transform primary science classrooms. Its contribution would be greater if it introduced new activity models, innovative designs, or culturally specific teaching strategies.

Technical Quality

The study employs a sound experimental design with control and experimental groups, applying t-tests to compare achievement scores. Reporting of pretest and posttest results, including t-values, degrees of freedom, p-values, and means, enhances statistical credibility. However, inconsistencies arise: the study is labeled qualitative despite using quantitative analysis. Details such as sample size (n=60), sampling method, and intervention duration are not clearly described, limiting replicability. Presentation of data tables could be more integrated into the discussion. Despite these limitations, the statistical evidence convincingly supports the claim that activity-based teaching significantly improves student achievement in science compared to traditional methods.

Suggestions for Publication:

To strengthen the paper for publication, the author should improve consistency in research design by clarifying whether the study is qualitative, quantitative, or mixed-methods. Clearer descriptions of sample size, selection criteria, and duration of intervention would enhance transparency and replicability. The abstract should be streamlined to avoid repetition and grammatical errors, with statistical findings integrated more clearly into the narrative. Including detailed descriptions of specific classroom activities would improve applicability for teachers. Finally, linking results to broader educational theories and policy implications would expand the paper's relevance and impact, making it a stronger contribution to the field.