

INTERACTIVE PEDAGOGY IN PRIVATE SCHOOL CLASSROOMS: AN  
INTERPRETIVE INQUIRY

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of the dissertation of *Karunakar Joshi* for the degree of *Master of Philosophy in Education Leadership* presented on 26 April 2023, entitled *Interactive Pedagogy in Private School Classrooms: An Interpretive Inquiry*

ABSTRACT APPROVED

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Teacher-student interaction in the classroom is the foundation for students' intellectual, emotional, and behavioral growth. Students collaborate in groups, think critically, assess problems logically, and change their behavior since 21st-century schools prioritize similar instructional approaches. Based on such norms, this research explores how interactive pedagogy is perceived, what challenges teachers face while implementing it, and how these can improve the context of private schools in Nepal.

Eight participants from two private schools participated in the study, including the two principals, two teachers, and four students. I delimited this study in classroom interaction that was interpreted through the theory of social constructivism and the theory of reality pedagogy. This qualitative study was based on an interpretive design that employed classroom observation and in-depth interviewing techniques to gather the information.

The research participants considered interactive pedagogy a cutting-edge strategy that enhances institutional strategies, increases the capacity to solve challenges, offers more vital skills to examine problems constructively, and produces better learning outcomes. The study found that the teachers lacked adequate training and knowledge of interactive pedagogy. However, they have employed class discussion, question-answer sessions, and material demonstrations to the best of their ability and expertise. They have also started using project work and presentations to involve students in the learning process. Furthermore, the research found that the biggest obstacles to successfully using interactive pedagogy in classroom instruction were lengthy courses, inadequate training, part-time teachers, and an examination-

focused educational system. Additionally, schools can successfully implement interactive pedagogy by overcoming obstacles. In that case, they might be able to transition from traditional teaching to modern student-centered instruction to fully engage students, enabling them to think more critically and apply better ideas in different learning contexts.

*Keywords:* classroom interaction, interpretive inquiry, social constructivism perception and practice, interactive pedagogy, collaborative learning

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I understand that my dissertation will be part of the permanent collection of the library of Kathmandu University. My declaration authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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## DEDICATION

I dedicate this dissertation to my respected late parents, Father Jaggnath Joshi and Mother Maheshwori Joshi, for their eternal love and inspiration encouraged me to complete my research work.

## DECLARATION

I hereby declare that this thesis has not been submitted for any other degree.

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## ABBREVIATIONS

PBL:	Problem-Based Learning
IBL:	Inquiry-Based Learning
NCF:	National Curriculum Framework
NEP:	National Education Policy
ICT:	Information Communication and Technology
SLC:	School Leaving Certificate
SEE:	Secondary Education Examination
TPD:	Teachers' Professional Development
MoEST:	Ministry of Education, Science, and Technology
SSDP:	School Sector Development Plan
SESP:	School Education Sector Plan
ZPD:	Zone of Proximal Development

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## CHAPTER I

### INTRODUCTION

The chapter begins with my research interest in the topic and the background of the research I wanted to undertake. I have introduced the research title 'Interactive Pedagogy in Classroom' relating to my personal experience and by considering further research. This chapter also includes the statement of the research problem, followed by the purpose of the study. I have posed two research questions guiding this study. I have also presented the rationale for conducting this study. And at the end, I discuss the delimitations of the study.

#### **My Research Interest**

I have been a teacher for more than twenty years now. Moreover, I have performed various jobs in schools, such as a school leader. My experiences have led me to consider how a teacher may organize classroom activities to reflect students' learning accurately. Teachers deserve the most praise for their successful efforts to guarantee that their students learn. Teachers and students are essential players in any academic setting. To ensure that students sufficiently interact and actively participate in a learning environment, teachers can work to uphold the quality of education by allowing students with multiple opportunities to share their ideas, learn from each other and develop an inquisitive mindset. Constructive classroom engagement can be an excellent teaching-learning process since it inspires students to develop more sophisticated talents.

Linking my experience with a research study by Tlhoale et al. (2014) conducted to find the consequence of classroom interaction on the achievements of the students indicated that the interactive teaching method significantly promotes student's learning by developing the student's understanding level and their capability to resolve innovative problems and motivates them to focus in the classroom activities. Such interaction between students and teachers helps students achieve their goals. Hence, student-teacher interaction during the teaching-learning process to enhance the high academic performance of the learners is essential.

My experience tells that the private schools and teachers have been observed imparting knowledge of the course material rather than immersing the students in the learning process, which may be because our educational system is exam-oriented. As

a result, they cannot comprehend the material accurately or acquire critical thinking abilities. Students can receive poor test results and fail to develop the requisite skills as predicted. In this regard, when I returned to teaching in a private school two years ago, one of my ninth-grade students was found to have received low grades in the majority of subjects. As the class teacher, I wondered why he was in such an embarrassing situation. In the beginning, his answer was nothing. But after developing a rapport with him over time, he revealed that he was not given enough attention and care by the respective subject teachers, resulting in him receiving low grades. He added that he used to feel uncomfortable interacting with the teachers focused on course completion. On the contrary, his response favored the teachers of the subjects in which he excelled.

When I questioned the subject teachers about the student's lower academic performance, they said they did not have enough time to focus solely on one out of the 40 students. Additionally, some teachers were dissatisfied with their motivation to participate in the school's teaching-learning activities. Other educators claimed to have reached the limits of their experienced and expertise. Similarly, one of the teachers claimed that although they performed at their level, the students ignored them and did not engage in the learning process. I did not understand why this circumstance transpired at the time. This instance emphasizes the need for teacher-student connection for a student's success in a learning environment. If the interactional environment between teachers and students is not improved, the pupils may not learn. Thus, creating a favourable academic environment between teacher and student is essential to motivate students to learn. A research study was carried out to understand how teachers and students may collaborate to enhance learning in private schools in Nepal.

### **Background of the Study**

Teachers can experience difficulties in addressing the learning needs of twenty-first- learners in the classroom due to their traditional way of teaching-learning process that results in undesired learning outcomes (Khuzwayo & Booi, 2021). This information made me think that knowledge construction in schools must be promoted in light of global changes and advancements in sociocultural systems. The conduct of classroom teaching-learning activities can be more meaningful and consistent with our expectations by changing the mindset of knowledge constructors.

This might be possible that teachers can implement more learner-centered and interactive pedagogies in the classroom.

The general assumption of interaction is about interacting with someone, mainly when working, having fun, or just spending time with them. In this regard, interaction in the classroom refers to student-teacher and student-student interaction in a classroom setting. Class interactions include talks, debates, presentations, group discussions, etc., engaging students in sharing their ideas. These practices can also be employed to motivate students to participate in the learning process. Hence, classroom interaction is a learning concept that asserts academic activities follow the experience of interacting with others.

In my experience, the learner, teacher, and environment are the three key elements of interactive pedagogy. It is practiced through purposeful interaction among the learners or between learners and teachers in a conducive classroom setting. The learner is the one who begins the process of obtaining new knowledge by using their resources. The individual who plays the role of a facilitator is the teacher. The learning environment refers to the many psychological, mental, social, physical, and cultural aspects in which students get motivated to learn and achieve their goals.

Petrova (2005) also mentioned that interactive pedagogy is a student-centered pedagogical method between teachers, students, and the learning environment, primarily focusing on student participation. It implies that students' active participation is always at the center of interactive learning. Moreover, a positive interconnection between teachers and students fosters the school's learning environment. In the course of learning, students face challenges either independently or in groups. They could work in pairs or small groups with their teachers to make sense of the lesson by compiling information and posing inquiries to promote learning. This is how interactive pedagogy supports active learning in the classrooms.

Interactive teaching methods encourage student participation with various tools, peer groups, and a mentor. These methods are more efficient than conventional or other outmoded teaching methods (Shete, 2022). These help learners enhance their analytical and critical thinking abilities by engaging with educational resources (Lead, 2010, as cited in Ayub et al., 2021). Moreover, they discuss topics and try to offer alternative viewpoints. Students' skills are enhanced when they are provided with opportunities to solve problems independently and participate in small group projects. The students learn new facts by creating a design and building for a real-world issue



from daily life. This could involve using a constructivist approach to set up a classroom where knowledge is created by the teacher and the students or a collaborative process where students study in groups while exchanging ideas (Garrett, 2008). Hence, this study reminds the subject experts and the teachers to think about applying learner-centered pedagogies to achieve expected learning outcomes.

The interaction between teacher and student plays a vital role in students' academic (formal learning) and social and emotional growth. Mutual communication between teachers and students motivates students to socialize, encouraging their active classroom- participation to challenge themselves academically (Koca, 2016). It entails that teachers and students are supposed to have a healthy academic interaction that positively affects their educational activities. Such interaction generates many learning opportunities and a supportive environment in the classroom to develop students' knowledge, skills, and attitudes. In an interactive approach, a teacher organizes and encourages learner-centered activities and encourages the students to participate in curriculum-related activities that assist in discovering the students' hidden skills rather than having them repeat exercises and tedious lectures. Hence, adopting a learner-centered approach fosters students' imagination and creativity.

Despite the essentiality of classroom interaction for academic excellence, teacher-student interaction's significance is not prioritized in many classrooms. As a result, establishing an excellent educational environment to promote students' learning achievement in the existing academic scenario is challenging (Camp, 2011). In my experience of teaching in private schools, there is poor open contact, inspiration, engagement, and mutual support, which resulted in low grades and the failure of many students in their examinations.

People have perceived leadership as vital to the success of any institution for hundreds of years. The positive role of the principal motivates teachers to work with zeal, which directly impacts creating a positive environment where teaching-learning activities take place with interactive relationships (Nelson, 2018). The principal's primary responsibility is to support the teachers based on mutual trust that creates a conducive atmosphere for teachers to participate in activities that benefit students (Mulford, 2003). Teachers' working performance increases when the principal motivates and inspires them, improving students' learning. Likewise, students construct knowledge and skill in an atmosphere of friendly interaction for academic success. A close teacher-student connection is one of the significant environmental

factors in improving students' educational direction (Baker, 2006). This makes the learning creative and constructive, which helps not only in their relationship but also in achieving the overall objectives of the institution.

Interaction-based student behaviour, positive culture, discipline, harmonious relationships among all, and positive perception greatly cultivate a positive learning atmosphere in schools. Paschal and Mkulu (2021) explored that a good relationship between teachers and students can determine and catalyze students' actual learning achievement, highlighted by Meyer and Turner (2002), who stressed the importance of the feelings of both students and teachers in their performance. Their findings indicate that including interpersonal attachment in the educational setting promotes an interactive learning environment.

A student-centered strategy includes the building of interpersonal ties since strong relationships between students and teachers are thought to reduce the need for control and serve as the basis for all classroom engagement (Dollard & Christensen, 1996), which was supported by Martin and Dowson (2009) exploring that the connection between teachers and students, along with their motivation and engagement, is what creates the knowledge necessary for better learning achievement. These interactions are, in turn, spurred by the interdependence and interrelationships that already exist between them. The consistency of the student-teacher interaction, according to Downey (2008), would result in more learning in the classroom. Learning requires participant interaction; otherwise, our activities are in vain. Interaction between teachers and students widens the horizon of knowledge and understanding of the students. At the same time, teachers get a good chance to know the standard of the student to adopt a suitable teaching strategy in the classroom. Downey (2008) shows that trust, respect, and care determine the mutual teacher-student interaction to promote academic performance. My professional experience in school teaching also signifies that mutual understanding, beliefs, and respect impart influence on building educational exchange in schools. The closer we are to our students, the more they are open and expressive. Teachers who influence their students can draw their attention to their learning process and engage in the given task. It emotionally motivates both teachers and students to act responsibly.

Furrer and Skinner (2003) observed that good teacher-student interaction might also have an energizing effect, causing positive academic emotions to surface. A positive relationship between teacher and student is branded by common

acceptance, comfort, nearness, self-confidence, self-esteem, care, and support (Leitao & Waugh, 2007). It demonstrates how a good understanding between teacher and student can foster a sense of belonging among students and motivate them to participate in an interaction actively and creatively in academics and extracurricular activities. Ruzek et al. (2016) discovered that students had upper stages of independence and more positive peer connections in classrooms with warm teacher-student interactions. It means teachers' better interaction with their students positively affects their performance, and they feel joyful rather than angst in the classroom. Students gain interest in such an atmosphere, and teachers can better help students to solve problems. A positive relationship between teacher and student is branded by common acceptance, comfort, nearness, self-confidence, self-esteem, care, and support (Leitao & Waugh, 2007). It demonstrates how a good understanding between teacher and student can foster a sense of belonging among students and motivate them to participate in an interaction actively and creatively in academics and extracurricular activities.

Neugent (2009) found that interactive teaching enhances students learning and develops their desire for achievement and love for wisdom. In connection to my research, these positive relationships foster effective teaching methods, classroom attitudes, and a supportive classroom atmosphere, as well as provide a forum for students to be inspired and motivated to develop a good rapport for academic interaction.

To sum up, an academic institution aims not only to impart knowledge but also to develop overall attributes of a good citizen in a student, such as good moral, social, mental, physical, and emotional behaviours, which ultimately lead to academic excellence. A teacher's role is undoubtedly vital in developing such attributes in a student. Only a caring, friendly, and professional teacher who can take his profession beyond the job can instill such attributes in a student. However, many components in the school can contribute to developing such professional traits in a teacher. Students become more interactive, feel comfortable to open up to create their academics, and show interest in self-development. Moreover, the attributes of teachers like pedagogical skills, motivational skills, use of technology and aids, and frequent concern with the learners open up an interactive learning environment for their higher achievement (Kurthen, 2014). Hence, a crucial aspect of such a prosperous learning

environment could be the purposeful interaction between students and teachers practiced consciously in the schools.

### **Statement of the Problem**

In my experience, the teacher-centered approach is a method that intends teachers as the commander, and the students are expected to be submissive and obedient listeners. As I experienced during my schooling, the teacher was the ultimate expert. In such an approach, there is primarily no opportunity for teacher-student contact. Paul (2017) defines passive learning as a process in which a teacher presents material to students in the form of a lecture, the students memorize it, and the teacher offers no feedback. Students are expected to jot down, record, and engross knowledge when the teacher reads the definitions to the class. Hence, due to conventional knowledge transfer practices, academic institutions have not been able to produce creative, constructive skills in the students.

Furthermore, students have so lacked imagination and critical thinking. I feel it is time to adopt a different strategy in this context. To accomplish the purpose of education, empowerment of the students is necessary. It is not enough for students to be empowered by the dry lectures they attend in class. They need a conducive learning environment by sharing their ideas in groups and interacting with the teachers.

In the course of my teaching in private schools, I have found that a significant number of students have low academic excellence in private schools. Various components could have played a vital role in this scenario. One of the reasons behind this could be the poor interaction between teachers and students in their schools. Some students are just found going to school and coming back home. They seem bored with their learning activities and are not happy at school. This group of students is uninterested in doing their assignments and participating in school events. This shows that students have many problems which they don't want to share with anyone. Is it because of poor interaction practices in the classroom? It might be because the school does not have such a culture of academic interaction for sharing students' feelings and care for them.

In my experience, students are also indifferent to developing meaningful interactions with their teachers to get academic support. Such a classroom climate is not considered to be conducive to learning. In support of my experience, Osterman (2000) states teachers wield all control, and students lack a sense of belonging on the

one hand, and on the other hand, students do not trust their teachers. Students do not have a warm, friendly, and safe learning interaction in such an environment. In a poor interactive school environment, students breach the rules and procedures and distrust teachers by not paying attention to what they are taught (Boynton & Boynton, 2005). It demonstrates that if an outcome-oriented interaction is missing, students' learning will suffer. Suppose this situation is not solved on time. In that case, a climate of mistrust, disorder, or disregard impedes student-teacher motivation and may limit the hidden potential students are expected to achieve.

In the context of private schools in Nepal, I have found poor teacher-student interaction, and the students and teachers have trouble accelerating their academic performance. However, some schools have adopted practices to establish a conducive learning environment using learner-centered and interactive methods and approaches. In my personal experience, teacher-student interaction is as vital as the heart of the human body in the learning process. Vygotsky (1978) claims that innovative ideas are generated through social interaction. A capable teacher can encourage intentional interaction to mold a student's thought process.

Downey's (2008) study explored that the constructivist approach determines the essence of classroom interaction in learning. This approach focuses on the active sharing of the students. Moreover, celebrating *Guru Purnima*, Children's Day, and other co-curricular activities also bring teachers and students together for interactive learning. Likewise, some schools facilitate teacher-student interaction programs, organize different sports activities, and conduct motivational and counseling programs to create understanding between teachers and students. These programs give opportunities to both students and teachers to be close and know each other through open communication.

Similarly, National Education Policy Nepal (NEP) (2019) emphasizes that teachers should be professionally responsible for adopting student-centered pedagogy. However, private schools in Nepal are more profit-oriented (NEP, 2019). Moreover, teacher turnover is high among private schools due to job insecurity. The instability caused due to frequent turnover of teachers results in poor understanding between teachers and students, leading to a problem in mutual interaction.

Hence, the deep-rooted practice of teacher-centered pedagogy, exam-oriented education system, insufficient teacher training, profit-oriented academic institutions, rare use of digital technology in classroom teaching, frequent teacher turnover, etc.,

can be some of the reasons behind not having a conducive learning environment in the private schools of Nepal. As stated by Subedi and Shrestha (2020), although creating a student-friendly environment for teaching and learning is becoming increasingly popular, many obstacles exist, including ambiguous facilitator roles, infrastructure limitations, and people's rigid attitudes toward student-centered teaching and learning. Hence, the overall scenario of student learning in my observation and experience is not so encouraging, and one of the reasons may be poor student-teacher interaction in the classroom. This issue of classroom interaction has not been well-explored in the context of private schools in Nepal. This calls for a fresh investigation to understand the actual situation of teacher-student interaction in the private schools of Nepal.

### **Purpose of the Study**

The study aimed to explore the perception of principals, teachers, and students on interactive pedagogy in the classrooms of private schools in Bhaktapur, Nepal.

### **Research Questions**

Based on the stated purpose above, I focused on exploring principals', teachers' and students' experiences and perceptions through their descriptions and my observation of their actual classroom practices. To ease doing so, I set the following two research questions:

- 1) How do principals, teachers, and students perceive interactive pedagogy in private schools in Bhaktapur?
- 2) What challenges and prospects do principals, teachers, and students experience while maintaining an interactive learning environment?

### **The Rationale of the Study**

The good practices developed in schools can strengthen mutual interaction between teachers and students. The heightened interaction motivates teachers to be more responsible and professional and keeps students engaged in learning. Students feel more comfortable learning with their teachers feeling safe when a meaningful teacher-student interaction could be maintained. It helps the students to improve their academic achievement. Despite the value of the teacher-student academic interaction for mutual benefit, private schools are paying more attention to teacher-centered and exam-oriented pedagogy rather than taking time to reflect on its value. Hence, there is a need to practice interactive pedagogy in Nepali schools so that many low-

performing students can proactively participate in their learning to excel in their achievement.

This study is anticipated to support the academic sector by offering essential guidance on building strategies that the schools are supposed to apply to enhance academic teacher-student interaction through student-centered pedagogy. In our setting, this research is helpful for pedagogical advancement in educational institutions. Likewise, teachers can realize the theme of purposeful interaction to make their classroom teaching more effective. Similarly, students can have a suitable learning environment in their school through effective interactions with their teachers.

### **Delimitations of the Study**

This study examined how interactions between teachers and students in private schools support a supportive learning environment. My research was confined to investigating how principals, teachers, and students in Nepal's private schools perceived their interactions in the classroom. Similarly, I used Vygotsky's social constructivism and reality pedagogy to explore the actual situation of collaborative and constructive classroom pedagogy and student participation.

### **Structure of the Dissertation**

This dissertation has been organized into six chapters. The first chapter introduces the context, states the problem, the purpose for the study, research questions, and rationales, and specifies its delimitation. The review of current literature is essential for understanding the research presented in the second chapter. Thematic review, policy recommendations, theoretical review, review of prior literature, and research are all included. This gives the subsequent analytical chapters a crucial context and theoretical foundation. The methodology of this study, including the research design, tools and techniques, information gathering method, quality standards, and ethical considerations used in this study, is covered in the third chapter.

Similarly, the subsequent three chapters consist of analyzing and interpreting the collected information. The fourth chapter is related to the participants' understanding and practice of interactive pedagogy in the classroom of private schools in Nepal. The fifth chapter explores the challenges and prospects of interactive pedagogy experienced by the participants while practicing it in their classrooms. The sixth chapter presents the research study's significant insights, conclusion, and implications.

### **Chapter Essence**

This chapter started with a scene-setting explanation of how and why I became motivated to pursue research on interactive teaching. In this section, I discussed the teachers' perspectives on a student's subpar academic performance. I used some of the material from previous research in comparable situations to introduce interactive pedagogy as a novel teaching-learning technique. The condition of classroom instruction in Nepalese schools concerning national education planning and some literature, as well as the rationale for doing this study, are covered in the problem statement. It has also mentioned the aim of the study, which was to investigate how teachers and students perceive the interactive learning being developed in Nepal's private schools. This was done by asking research questions about how principals, teachers, and students see the interaction and its difficulties and potential. The research's justification was given after the research questions. Last but not least, the chapter discusses how interactive pedagogy fits into collaborative learning in the classroom and how Vygotsky's social constructivism informs students' participation in learning.



## CHAPTER II

### LITERATURE REVIEW

The foundational elements of the research study were covered in this chapter. Thematic review, theoretical review, review of prior studies, review of the research gap, and study of associated policies were all included. The theoretical review helped connect this research study with related theories, the thematic review provided the research study's framework, and the review of linked prior research helped identify the gap in my research. The precise area that needed research was discussed in the research gap. Broadly, the literature was mapped around the interactive and constructive pedagogy theme. Notably, a framework of interactive pedagogy (dimensions of interactive pedagogy) has been developed based on the insights I draw from the literature.

#### **Understanding Interactive Teaching–Learning**

A new standard for teaching and learning, in general, is a top priority for 21st-century education. Teachers aren't just there to impart knowledge but also to foster interaction among the students, engage them in the learning process, and help them develop crucial social personality traits. The old educational system does not meet the needs of the students because they want to comprehend and learn information that can be used in real-world situations. The foundational components of a recently created technique to encourage learning—also known as interactive teaching methods—constitute dynamic and communicative teaching approaches, allowing students to develop a critical perspective for learning ideas. Moreover, the students remain more engaged when using interactive methods, gain more knowledge and hence become more satisfied.

#### **Dimensions of Interactive Pedagogy**

Several constructive approaches promote interactive teaching and learning processes in the classroom. Some methods are problem-based learning (PBL), collaborative, cooperative, inquiry-based learning (IBL), inquiry-based learning, experiential learning, technology integration, and active learning approaches. According to Kuhlthau and Maniotes (2010), inquiry-based learning, which enables students to create their understanding as they go along, is an effective student-centered educational strategy. Students learn about subjects, their surroundings, and

themselves first hand by asking questions, looking into issues, and making decisions based on data while working with others. Research suggests that inquiry-based teaching techniques can increase students' achievement and engagement (Darling-Hammond et al., 2020). Moreover, as Shrestha et al. (2020) argue, using student-centered pedagogy helps to raise the critical consciousness of both self and students through various transformative pedagogies, such as constructivist, collaborative, problem-solving, inquiry-based, activity-based, project-based, etc.

Collaborative learning, to the best of my knowledge, is the term used to describe the educational approach of using groups to enhance learning through cooperation. During this process, students working in groups of two or more work together to resolve problems, complete assignments, or comprehend novel concepts. This technique actively engages students in analyzing and synthesizing knowledge and concepts, preventing memorizing any topic or subject matter. Students collaborate on tasks when they are expected to grasp ideas as a group. According to Laal and Laal (2012), learners gain a more comprehensive understanding as a group than they could by debating issues, reframing ideas, considering opposing viewpoints, and clearly outlining their arguments. As a result, learners collaborate to address issues and develop new ideas.

In a teacher-structured cooperative learning activity, students are divided into groups, each given a clear role and task. By planning group activities where kids employ this technique to study in small, organized groups designed to maximize everyone's learning, this strategy seeks to develop successful teamwork (Gillies, 2016).

Hemelo-Silver (2004) stated that students learn about a subject by working in groups to solve an open-ended problem as part of the problem-based learning (PBL) methodology. PBL is a teaching method that enables students to gain knowledge while participating in significant tasks. Through practice and reflection, students can collaborate to solve challenges, create a schema of their learning, and cultivate self-directed learning abilities. This issue is what spurs learning and motivation.

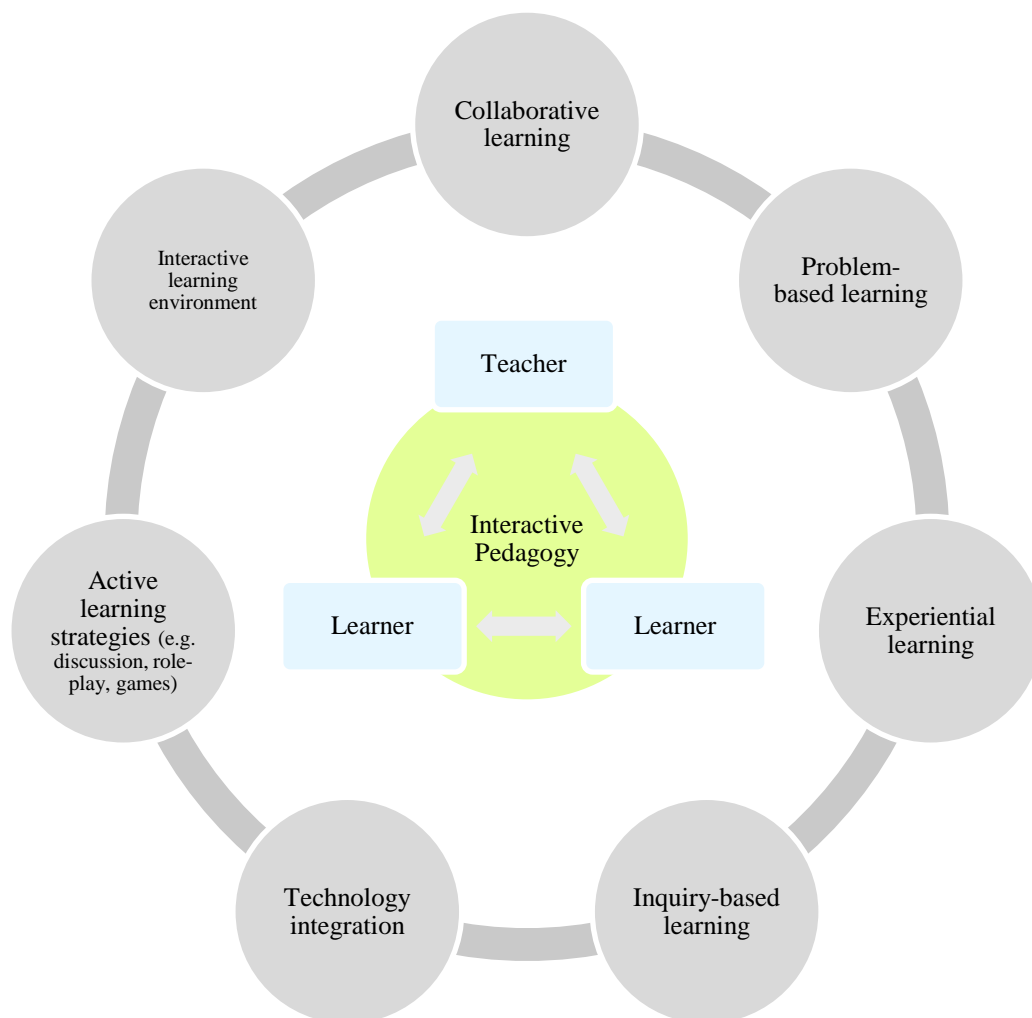
With video lessons, digital research, and online collaborative discussion, flipped pedagogy as a blended student-centered classroom pedagogy seeks to increase students' engagement, satisfaction, and higher-order thinking development (Alsowat, 2016). Therefore, technology integration in the classroom is also viewed as an effort toward creating a more interactive learning environment. Therefore, a learner-

centered, empowering, and educationally stimulating classroom environment (United Nations Relief and Works Agency, 2013) is crucial for enabling students to be interactive learners. In this approach, students apply their self-gained knowledge to work on problem-solving in class with the assistance of their teachers or peers and explore in-depth concepts. Students actively participate in knowledge development as the teacher and students' interactions become individualized.

The following figure, developed from my literature reading, illustrates the major dimensions of interactive pedagogy and how teacher-learner interaction occurs.

**Figure 1**

*Major Dimensions of Interactive Pedagogy*



(Source: Researcher's depiction)

These pedagogical approaches and facets are based on the notion that learning can be seen as an active, collaborative, self-directed activity. The social constructivist educational philosophy portrays students as active knowledge searchers and co-

creators who use existing knowledge to incorporate new, relevant experiences into their own mental models or schema with the help of teachers and peers. In the interactive learning approach, learners are at the center of educational activity, “enter into dialogue with the teacher and other participants of the pedagogical process, and actively participates in the cognitive activities, performing creative, searching and problematic tasks” (Kutbiddinova et al., 2016, p. 6558). Students can participate in their learning process by employing the strategies mentioned above. It makes teaching and learning more cooperative and allows students to work together and develop advanced learning skills. This better equips students to deal with challenges in the future.

### **Why Interactive Pedagogy?**

Interactive pedagogy in learning holds great importance in teaching to incorporate existing knowledge into acquiring new ideas. As learner-centered pedagogy gives students a more active role in the learning process (Paul, 2017), students can improve their capacity for learning by drawing on existing information and incorporating new experiences. As a teacher, I think this is effective at fostering student cognition and creating a more hands-on learning environment, which typically results in improved comprehension and higher learning abilities.

### ***Classroom Interaction Creates a Harmonious Learning Environment***

Interactive methods and practices enhance a cordial understanding between teacher and students needed for students’ creative learning and friendly behaviour.

A healthy teacher-student interaction ensures a good understanding between teacher and student where students feel free to clarify their doubts and promote emotional and behavioural adjustment, thereby improving the learning environment to participate actively (Hughes, 2012). Interactive learning boosts students’ moral and intellectual capacity, which can eliminate hesitation and increase their curiosity to widen their learning horizon. Hanum (2017) finds that mutual recognition, intimacy, and collaboration are the prerequisites for effective teacher-student interaction in the classroom. Mutual acceptance and good understanding are the bases for maintaining an interactive learning environment.

In support of the above research findings, Todd (2018) mentions that caring for the students encourages a sense of connection from which endless opportunities for learning spring. This study suggests that students feel safe and expand their capacities in an atmosphere surrounded by loving teachers. They can contribute more

of themselves to improve the learning process. Labby et al. (2012) also argue that students' academic performance is aided by their confidence and comfort in their teachers' willingness to help and encourage them. These studies underscore that students' academic success is assisted by an atmosphere that highlights care from the teachers to their students, and learning could be more enjoyable. It leads to creating an interactive learning environment, which significantly affects students' achievement.

### ***Interaction Promotes Students' Self-engagement and Behavior Modification***

As Kutbiddinova et al. (2016) mention that the use of interactive methods can pique students' interest, encourage everyone to participate in the educational process actively, appeal to each person's feelings, aid in the efficient assimilation of the material being studied, have a multifaceted effect on students, allow for feedback, help students develop life skills, and encourage behaviour modification. This research study adds value to incorporating interpretive teaching-learning practices in the classroom.

Classroom teaching and learning activities are frequently sparked by teacher-student interaction. Frequent and positive discussions, interactions, and talks between students and teachers may inspire them to be more interested in their studies. By fostering a peaceful classroom environment, it might increase student attendance. An interactive classroom environment may promote intimate interpersonal relationships between teachers and students by fostering connectivity, fostering cognitive competence, strengthening students' emotional and psychological elements, encouraging them, and preventing cheating (Bouville, 2010). It promotes students' self-esteem and enthusiasm and prepares them to learn. They also become more open to sharing their academic problems with their teachers to improve by creating a positive classroom atmosphere. Such a classroom environment supports students to feel free to express their opinions, agreement, or disagreement in their learning process, fostering collaborative learning.

The interactive teaching-learning process is vital to developing students' intellect and making them active listeners (Ahmad et al., 2019). Hence, teacher-student interaction is indispensable for a successful teaching-learning process, and recommends that teachers talk with the students. Their feedback on learners' performance can help overcome classroom problems. Hence such interaction can ensure a successful teaching-learning process.

As a teacher, I perceived interactive pedagogy as a student-centered pedagogy that involves teachers' facilitation and students' active participation in problem-posing, inquiring, asking, and proposing learning agenda in a mutually respected environment. I have experienced that an interactive learning environment enhances students' intellectual capacity. The students who get the opportunity to interact with their teachers are more pleasant, hold higher intellectual power, develop leadership qualities, have a cooperative motive, and are friendly.

Students modify their behaviour with the teachers' applied pedagogy, and its practises and caring in the classroom (Lim & Chai, 2008). This care and support of teachers impart a good impression among the students, which opens a way to interact. Hence, care, support, and interaction practices motivate students to become valued learners.

### **How is Interactive Learning Implemented in the Classroom?**

In my experiential understanding, learners, teachers, and the learning environment make up the triangular structure of interactive pedagogy. Student participation is the interactive pedagogy's guiding principle regarding interactions between teachers, students, and the learning environment (Cristine et al., 2022). The available materials help students learn new things. Teachers act as facilitators and direct pupils in learning by pointing them on the appropriate path. A good learning environment inspires students to learn, act morally, and support one another. The interactions between the three components might occur in various ways. Student collaboration in pairs or small groups to make sense of the lesson through discussion, group presentations, question-answering, case studies, problem-based learning, and debate are some of the possible interactive methods.

In addition, students acquire civility, sociability, collaboration, and coordination in schools, like mini-societies where these skills are taught alongside the subjects (Mead & Schubert, 1934). Students acquire social behaviours through interaction with teachers, transforming them into responsible learners. A teacher is an instigator to guide students toward achieving their learning goals (Xhemajli, 2016). The influential role of the teacher depends upon how they interact with the students during classroom teaching. An instigative teacher applies interactive methods and approaches to motivate students by creating a pleasant school environment.

The interactive method is practiced through role play, group discussion, demonstration, question-answering, audio-visual technology, and project work. Peng

(2019) studies what teachers can do to make group work learning effective. It was found that group works through purposeful interactive activities encourages students to do more than listen to the teachers. Such interactive group work provides instant response, promotes evaluation, and encourages students, leading them to metacognitive awareness to work harder. It supports students and teachers to make discussions, argumentation, and reflection through a collaborative process. Teachers motivate students in classroom activities where they can work together to empower their learning experiences (Englehart, 2009). When teachers connect with the students during an interaction, they can apply appropriate teaching pedagogy to enhance students' outcomes.

Various materials and contents, visual objects, audio-visual materials, experiments, and demonstration activities promote interactive teaching and learning activities (Shabiralyani et al., 2015). These elements improve students' problem-solving, analytical, and creative thinking skills. In the twenty-first century, classroom instruction and the art of education have blended. Therefore, teachers can conceptualize the teaching-learning process using Information, Communication, and Technology (ICT). In stating the significance of ICT in education, Castro Sanchez and Aleman (2011) noted that educators who are informed about pedagogy and ICT could improve the quality of instruction and help teachers create positive attitudes and confidence in their job. It supports requiring teachers to complete technology-related training to deliver effective teaching in the classroom.

Even though the excellent outlook of interactive pedagogy among scholars and practitioners, Sinem and Reigeluth (2015) highlighted several difficulties that teachers might encounter while implementing this pedagogy. According to their findings, students struggle to modify their predominant mindsets and find it challenging to participate in their learning actively. It's because they're trained to memorize ready-made information from teachers. This idea appears somewhat similar in my school context, where some teachers still promote rote memorization. Similarly, the main obstacles to interactive learning, according to An and Reigeluth (2011), include inadequate class time, assessment, organizational barriers, a lack of knowledge about student-centered teaching, teacher attitudes toward this approach, a lack of interest and confidence in the part of teachers, low teacher-student engagement, class size, and students who feel uneasy when working with others. I have observed in my school that the school administration is often against student-centered and more

interactive classes since such classes may produce some ‘noise.’ The ‘noise’ is the “learning buzz” (Bonnett, 2020), but many private school administrators seem to suppress such noises to maintain ‘strict discipline.’

### **Policy Guidelines**

Nepal’s National Education Policy (NEP) (2019) focuses that teachers should be professional and responsible for creating interactive learning opportunities. This indirectly calls on the importance of open communication between students and teachers because only an experienced and responsible teacher can contribute to producing students with academic merits through meaningful interaction. It also reiterates the need for counseling, motivation, and inspiring students to maintain an open and interactive environment. However, private schools in Nepal are focusing on exam-oriented academics and gaining profit through commercial motives (NEP, 2019). This statement regarding private schools is similar to my experiences in that schools, as promoters, attempt to collect more students by giving inadequate facilities and incentives to the teachers to increase their profit. It is inauspicious that teacher turnover has resulted in poor learning opportunities because of their instability in maintaining trust and consistent interaction with students.

The concept and need for interactive pedagogy is also highlighted in university-level (undergraduate and postgraduate) curriculum, especially in education faculty. Sharma and Sharma (2012) explained teaching pedagogy with some of the ideas of student-centered teaching methods like role play, group discussion, field visits, project works, etc., in which students get an opportunity to involve in the activities, and hence they can have experiential learning. Such type of learning helps them to be an active learner and thus develops their understanding level.

Similarly, it is seen that the Government of Nepal has introduced child psychology in the education faculty at the university level, which deals with the importance of understanding students’ psychology while teaching-learning activities in the classroom. Pathak-Rimal (2014) mentioned that in university-level courses, child development and child psychology, an adequately selected child-friendly classroom teaching method can support students in the learning process. It indicates that the teaching-learning process, which ensures the involvement of the students, can develop their skills and hence they can have higher learning achievement.

The National Curriculum Framework (NCF) of Nepal- 20077 B.S outlines some instructional techniques and states that interactive methodology could be



implemented in classroom teaching. How a curriculum is put into practice determines its effectiveness. In the context of our country, the curriculum is created by the central government, and the instructional activities are conducted following the curriculum. Instructional activities are conducted primarily based on textbooks based on the curriculum. The atmosphere in which students and teachers interact is mostly teacher-centric. NCF also indicates that traditional classroom education is the foundation for school-level teaching practices. Thus, it enlists some issues caused by not incorporating students' active participation in classroom teaching. It further states that the current situation in Nepalese Education has been observed due to the lack of an operational calendar in schools, inefficient head teachers, inadequate local mobilization, minimal use of the available materials in the classroom, weak school community relationships, lack of extracurricular activities, teacher training that is more theoretical than practical, and a lack of effective interaction between teachers, students, and guardians. Nevertheless, it envisions that a realistic and effective teaching strategy is required in every school to change the learning outcomes set by the curriculum.

The quality of education remains subpar at all school levels, despite the successes of earlier School Sector Reform Plan and School Sector Development Plan (SSDP) plans and programs. Improving teaching approaches to enhance learning was one of the SSDP's primary strategies. SSDP also supports interactive teaching methods focused on students and children for active learning and skill development. However, SSDP's quality goals for 2016–2022 have not been entirely met, particularly in achieving better learning outcomes due to the impact of COVID-19 (Ministry of Education, Science, and Technology [MoEST], 2022). The School Education Sector Plan (2022/23–2031/32) has drawn attention to student-centered, technology-friendly, program-based, community-based, and project-based learning (MoEST, 2022). As such, improving teaching practices is essential for improving educational outcomes.

Since interactive pedagogy reflects current SESP provisions and recommendations (e.g., interactive digital materials) to improve teaching methods, the actual classroom practice is that the teacher is always playing a dominant role in the classroom, resulting in students' reduced participation in the teaching-learning process. This demonstrates that there is a gap in practice and difficulties with implementation. So it is the present need to identify the actual situation of interactive

teaching-learning in the classroom of our schools. Although policies and programs (NEP, 2019; SESP 2022/23-2032/32) have been established to maintain a child-friendly and child-centered pedagogy, healthy teacher-student relationships, and a respectful learning environment, many private schools are lagging in implementing the interactive teacher-student learning environment in their institutions. The topic of investigating the actual situation in private schools from the perspectives of their instructors and pupils has arisen due to the discrepancy between policy and its implementation regarding healthy teacher-student interaction.

### **Theoretical Review**

Effective interaction between teachers and students is needed for students to succeed. Teachers' ability to form and sustain good interactive relationships is critical to their success. Interaction with others is more significant in organizing their thoughts and enhancing their understanding level and reasoning capacity. It also helps classroom management and maintains a harmonious teacher-student relationship.

I have reviewed two theories pertinent to my research agenda in this section. The first theory is the socio-cultural theory of learning by Vygotsky (1978), and the second is the theory of reality pedagogy by Emdin (2011).

Vygotsky's socio-cultural theory is essential to this research since learning depends on social processes. Learning occurs during social interactions between individuals. It assumes that social interaction is the first step in learning, followed by individuals internalizing social behaviours. Students' daily contact with teachers fosters a supportive relationship, which benefits their learning. Human cognition development occurs through social interaction, where people learn social and cultural values, norms, and practices. No other suitable higher learning means exist except social context and culture (Vygotsky, 1978). It shows that meaningful communication between teacher and student in the classroom can promote students' cognition, enabling them to tackle their problems and reason.

According to Vygotsky, infants are born with basic cognitive skills like memory and perception. These skills grow into more complex mental processes when they interact with others in social settings. He termed it the Zone of Proximal Development (ZPD). The core tenet of the ZPD is that a teacher can improve a student's learning by helping them complete a task that is just out of reach of their abilities.

Vygotsky (1978) opined that through conjunction with more competent colleagues, an eruption of undiscovered potential takes place (as cited in Turuk, 2008). It shows that through interaction with teachers with more excellent subject matter expertise, students can control their learning, and, as a result, the door to higher learning opens. It is also that students come closer to the teachers during meaningful interaction for a prolonged time. Teachers may get sufficient time to guide the students, and at the same time, students get more motivated and build a positive perception toward the teacher. It also heightens support, respect, and values for each other. In this way, Vygotsky's theory of social learning can support the development of teacher-student interaction.

Another theory pertinent to my research is reality pedagogy. According to Emdin (2011), reality pedagogy emphasizes the teacher's understanding of the students. Here, the reality of the student's experience serves as the foundation for both teaching and learning. The teacher is aware of each student's background. The teacher uses the student's information as a starting point for instruction in the classroom. According to reality teachers, there must be a knowledge-exchange between the student and the teacher for teaching and learning to take place. To facilitate this communication, teachers need a collection of resources known as the "5 C's" that help them understand the realities of their students and give them the freedom to be themselves in the classroom.

**Cogenerative dialogue:** In this setting, the teacher and students talk about the classroom atmosphere, whether it is beneficial or not, and, if not, what can be done to improve it.

**Co-teaching:** Teaching makes learning more effective. In this situation, the teacher permits the students to create lesson plans and lead class instruction. Both the teacher and the learner are positioned to be the other. Students are more equipped to deliver or convey information because they know how they learn. The student is permitted to impart knowledge based on personal experience.

**Cosmopolitanism:** This instructional approach strongly emphasizes distributing responsibilities among students fairly so that everyone benefits and the class improves. This method not only helps students learn but it also helps them become more positive people.

**Context:** It is the utilization of particular outside-the-classroom activities inside the classroom. As a result, learning is more successful since students feel as at ease as they would outside of the classroom.

**Content:** The teacher should concentrate on a subject that is more pertinent to the students' daily activities, and that is simple to relate to their lives. The teacher must also know the student's skill level and effectively convey the subject matter.

To apply interactive pedagogy in classroom teaching, teachers must know the actual psychological, mental, social and academic level of the students to adopt the effective method during classroom teaching. Similarly, teacher-student dialogue promotes a harmonious environment for interaction. Taher et al. (2017) state that students' participation in learning increases through cogenerative dialogues practiced in the classroom. This promotes students learning achievement through effective engagement of the students in the classroom. Students also get motivated when treated equally, giving them some responsibilities. In this way, all these actions foster interaction in the classroom. Hence my research entitled 'interactive pedagogy in private school classroom' connects well to reality pedagogy.

### **Review of Previous Studies**

The study of the previous literature has a great role in providing significant evidence in support of the need for academic interaction between teachers and students for the academic improvement of students in schools. It involves various research studies that have been conducted investigating the role of interactive learning, which is essential for students' higher achievement. As a teacher, I have perceived that the interaction between the teacher and the students is a crucial catalyst for effective classroom instruction. Students in the classroom may be inspired to become more engaged in their studies by having productive interactions with the teachers. By fostering a harmonious classroom environment, it might increase student attendance. According to Kutbiddinova et al. (2016), there are several ways teachers and students can engage in classroom interaction, including cooperative learning strategies, group discussions, simulation games, debates, case/situation analysis, project work, moderation, computer simulations, and other techniques. The student's professional competencies, analytical thinking skills, cognitive abilities, desire to learn new things, and personality inventiveness are all enhanced via interactive approaches.

Akpan et al. (2020) highlighted that due to its emphasis on student involvement, discussion, and sharing, social constructivism in an educational setting is also known as collaborative learning, which promotes interactive teaching–learning processes through class-wide conversations, talks in smaller groups, or group projects together and so on. The fundamental tenet of the theory is that students share ideas in groups while brainstorming to find causes and effects, solutions to issues, or to produce something new to supplement prior knowledge.

Shah (2019), highlighting the significance of the constructivist teaching and learning approach, notes that real learning necessitates students' active participation in constructing their interpretations of the material while the teachers serve as facilitators in the classroom. It suggests that teachers and students can work together to create a learning environment in which students are inspired and motivated to acquire higher-level skills through ongoing misperception correction.

A survey on teacher and teaching effects on students' attitudes and behaviours by Blazar and Kraft (2017) in the United States explored how teachers affect students' achievement on tests. They found that happiness, emotional support, classroom organization, and the behaviour of the teachers in class determine students' attitudes and behaviours. Such attributes of the teachers direct the student's improving test scores. In connection to my research study, it can be perceived as a crucial concern because the positively influencing qualities of the teachers are backbones for adopting an interactive environment to improve students' learning abilities. This situation positively boosts students' attitudes and behaviours, generating strong bonds and assessing them for mutual interaction.

Recently, Bhusal (2022) conducted an interpretive study on student-centered learning through the teachers' perspective in the Nepali context. His study focused on how teachers perceived student-centered learning. The study found that student-centered learning methods encourage students to participate in learning activities aimed at personal interaction and revealing their hidden talents. He believes that societal changes can be possible through changes in the classroom. His study implicitly indicates that student-teacher relations and empowering learning environment are crucial for children learning. From this study, I deduced that furthering this research and exploring the dimensions of interactive pedagogy in the Nepali school context would be essential.

Concerning interpersonal relationships and mutual interaction between teacher and student, Gablinske (2014) conducted a case study. The researcher found that behavioural management of the students through consistent routines and procedures is essential for building good interpersonal relationships. She further added that behavioural management creates a communal feeling. My experience supports this finding because such a sense of collective feeling may make an accessible interactive environment. She also identified effective teaching practices as the fundamentals of interpersonal relationships required for effective interaction between teachers and students in academics.

LoCasale-Crouch et al. (2018) conducted a research study in the united- states to examine how interactive learning enhances students' engagement and achievement. It also highlights the importance of quality interaction in building interpersonal relationships. It identifies that students who experience more consistency in interactions have more positivity about the school, remain more involved, perform better, and have more understanding with teachers. In contrast, less interactive students were observed to be less engaged and have more conflict with teachers. These researches conclude that teachers' interaction with students is significant for student motivation and learning.

A qualitative research study conducted in the context of the United Arab Emirates (Ibrahim & Zaatari, 2019) through observations and semi-structured interviews with female eleventh-graders and teachers to explore the effect of teacher-student interactions on adolescents' sense of school belonging mentioned that the connections based on mutual understanding and support could encourage students to achieve better and makes teachers more accountable to their profession. The findings of this research study might indicate that the absence of trust, respect, openness, and cooperation degrades the interrelationship between teachers and students, negatively influencing students' sense of school belonging and leading to retarded learning abilities.

A quantitative study conducted in the Chinese context involving 398 college students by Sun et al. (2022) on the influence of teacher-student interaction on the effect of online learning found that interaction not only improves students' learning but also generates a positive psychological atmosphere which makes learners more engaged in their task. It shows that interaction enhances students' academics, maintaining a positive classroom atmosphere.

A research study conducted by Claessens and Wubbles (2017) using the mixed method in the Netherlands to investigate teachers' perceptions of teacher and student interpersonal behaviour in positive and problematic relationships through an exploratory interview study show that there is a need to practice meaningful teacher-student interactions out of class which might have a positive impression on interactions inside the classroom. From the results and discussions of this research study, I have learned that welcoming teacher-student communications might be the strong base of relationships between them. Moreover, it shows that teachers are more responsible in the relationship-building process. Similarly, a study by Madill et al. (2014) found that the teacher-student connection improves the students' emotional and instructional support, ultimately encouraging academic progress. Therefore, a strong relationship between teachers and students fosters interactive learning and creates a supportive learning atmosphere in the classroom.

Several elements influence the interactive teaching and learning process. It may include the parents, teachers, and students' roles and attitudes, school vision, curriculum, number of students in the class, training given to the teachers, and so on. Through interview and observation methodologies, Sundari (2017) performed a study to investigate the interactions in the classroom and the influencing elements in language classes in Jakarta. The findings revealed that verbal, non-verbal, and pedagogical interactions in the school could all be categorized. This proves that many aspects influence interactive teaching and learning, rather than just one that has to be improved, such as learners' and teachers' attitudes, interactive learning time spans, national curricula, parental involvement in school systems, and class size.

These studies notice that teachers are supposed to have a democratic relationship with their students so that they feel easy to come to the teachers and participate in the learning process openly. Also, the way that teachers follow to tackle the challenges of dealing with problematic students and promoting harmonious relationships has not been identified in the study. Hence, this research study explored how the interrelationship between teacher and student plays a vital role in the learning process which might be. However, the study remains silent on how teachers can present themselves to create such a booming environment of mutual respect, effective communication, and motivation where students and teachers could stand together to create a conducive learning environment.

### **Research Gap**

Based on the review of some existing empirical studies, I realized that the issue of interactive pedagogy and its contribution to enhancing teaching-learning practices in Nepali contexts is somehow lacking. Though Bhusal's (2022) study has indicated how teachers experience student-centered learning, he did not focus on the role of interactive pedagogy. Likewise, some other studies applied quantitative methods, tested variables, and sought relationships. A few qualitative studies looked into the students' school belonging and behavioural management rather than fully aligning with improving teaching-learning through constructive and interactive pedagogical approaches. Therefore, I found the interactive pedagogy area in the private school context worth exploring.

### **Theoretical Framework**

This framework holds the overall picture of the theoretical guideline of my research study. My research study was focused on exploring the perception of principals, teachers, and students of private schools in Nepal and their experience with the opportunities and threats of adopting interactive approaches in classroom teaching. The study was delimited to classroom interaction in Nepal's private schools, where eight participants were involved, including two principals, two teachers, and four students. Their perception and practices were interpreted and then discussed through Vygotsky's theory of social constructivism and Emdin's reality pedagogy. In social constructivism, as Schreiber and Valle (2013) highlighted, individuals actively develop their knowledge and comprehend most effectively in social and cultural contexts rather than alone. The students learn through interactions with classmates and teachers, and teachers promote and enable discussion and natural conversation in the classroom. Hence, effective teaching and learning depend greatly on interpersonal contact and conversation, with the primary objective being the students' comprehension of the debate.

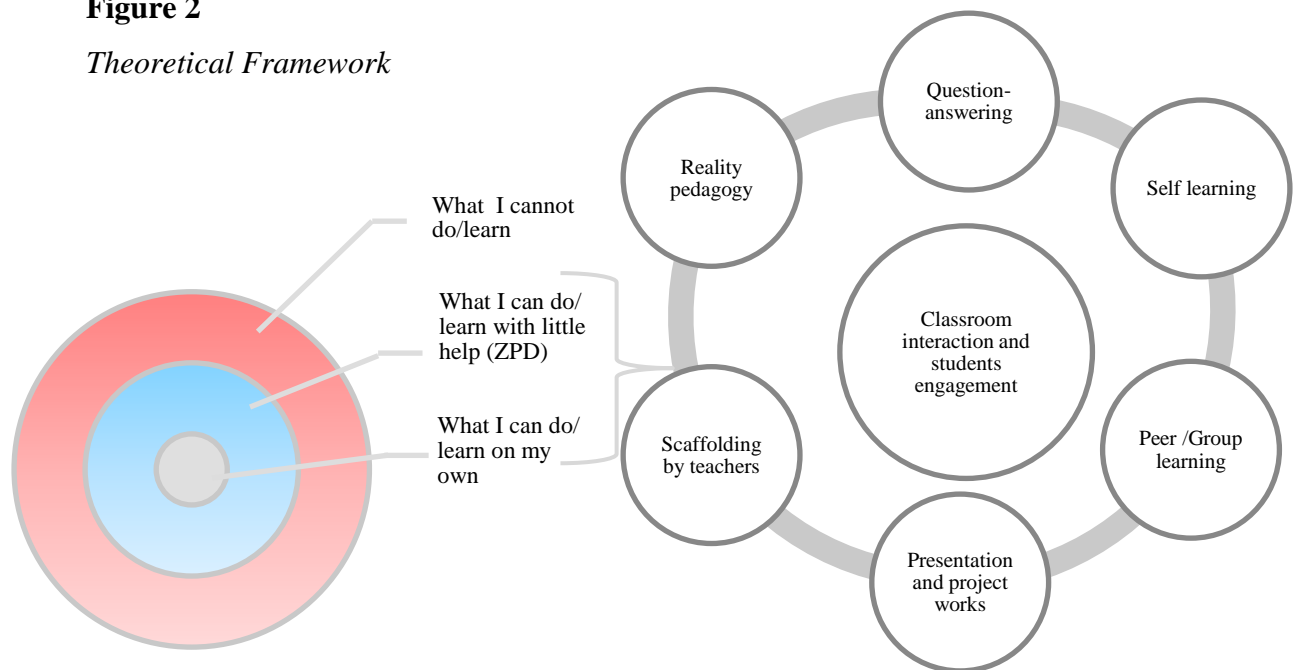
Connecting Vygotsky's theory of social constructivism to my research study, classroom interaction has enabled the students to get into the ZPD to some extent through understanding concepts and developing skills with the help of peers and teachers that they couldn't achieve on their own (Chen, 2012). Moreover, the students in the classroom may attempt to explore the solution to given problem through an interactive approach in which they apply collaborative strategies like group discussion, question-answering, peer discussion, presentation, and project



works. My experience and observation indicate that some teachers provide limited and guided support (i.e., scaffolding) when they expect to achieve in-depth understanding and skills aspiring to reach the ZPD. Hence, my research explored how this knowledge construction approach has influenced teachers' and students' teaching-learning activities. Likewise, as part of reality pedagogy, the teacher understands the student's background and promotes interactive engagement between learners and teachers to facilitate student learning. Hereunder, I present the diagrammatic representation of the theoretical framework of this study.

**Figure 2**

*Theoretical Framework*



(Source: Researcher's depiction)

### Chapter Essence

The goal of the literature review was to compile relevant studies related to my study topic to create a cogent synthesis of the body of information already known in this area. It helped me become more familiar with the facts and knowledge concerning my research project that is currently available. Additionally, it gave me the time to consider the value of further study in this area.

I started this chapter with a thematic review in which I discussed the significance of implementing interactive pedagogy in the classroom and the various strategies used to create effective interaction in the classroom, including collaborative, cooperative, problem-solving, inquiry-based, and flipped learning. Similar to how I

discussed Vygotsky's social constructivism theory in my overall research project, I also looked at the National Education Policy (2076) to see how it characterizes the teaching-learning process in a classroom. I discovered by studying many prior studies completed globally in classroom instruction that they were not adequately conducted in our setting, necessitating the necessity to conduct research studies in our schools. I discovered gaps that enabled me to research this vital area. Finally, I explained how the theory of social constructivism and reality pedagogy thoroughly guides my research study under the theoretical framework.

## CHAPTER III

### RESEARCH METHODOLOGY

The numerous methodological elements that contributed to achieving the research objectives were the main focus of this chapter. Philosophical comprehension, a research paradigm, a research design that considered the choice of the study site and participants, study techniques, study instruments, a fieldwork procedure, and methods of evaluating and interpreting the material gathered are all included. Additionally, it discussed the ethical standards and quality requirements for my study.

#### **Philosophical Underpinning**

The research study is governed by research philosophy. This research project involved the subjective interpretation of experiences, behaviours, and viewpoints by humans, necessitating the use of interpretive inquiry techniques such as interviews and observation. Thus, interpretivism justified my research work. A rigorous and exploratory qualitative research design was used to expose the participants' perspectives and experiences. As a result, this research was conducted using an interpretive design and a quantitative method.

Study philosophy is crucial since it helps researchers choose the best research design. According to Saunders et al. (2019), a researcher who practices research philosophy considers knowledge's origin, nature, and progression. The philosophical pillars of research, ontology, epistemology, and axiology, are covered in the following paragraphs. According to Singh (2019), a thorough understanding of any research's ontology, epistemology, and axiology is essential for its successful completion.

#### **Ontological Assumption**

Ontology concerns our beliefs, values, and perception of the typology and character of reality in the social world that exists now in perceptual understanding (Crotty, 1998). Its problems are problems that are concerned with questions about society. According to (Bryman, 2008), schools are like miniature societies and are social institutions (Dewey, 1930). Hence interactive academics are essential for improving student learning. My research on teacher-student interaction in the classroom supports this. I think that the perception of academically diverse school stakeholders, such as principals, teachers, and students, actually exists, and that perception is different. They each viewed reality from a unique perspective, which led

to multiple realities in their minds. In other words, the ontology of my research study was multiple reality. Regarding the educational setting, cordial relationships between educators and students and acceptance of one another's viewpoints and views foster a positive learning environment.

### **Epistemological Assumption**

The teacher-student interaction in the learning process had an epistemological connection because, according to Crotty (1998), epistemology is a lens through which we view the world. The interactive approach to teaching and learning can help students and teachers better understand one another and consciously strengthen teacher-student relationships. It conveyed that students could be inspired through meaningful interaction in various pedagogical activities. By talking about their concerns openly with the teachers, they become closer to them. Students can study more effectively, steadily expand their knowledge, and perform at their best through academic interaction. Hence the sources of the perception, experiences, and practices of the principal, teacher, and student were interpretation.

### **Axiological Assumption**

Axiology refers to the value of study incorporated with research ethics concerning the nature of the value developed in ontology and epistemology. Lobo (1974) questioned that values are the preferences made on what we consider good in various fields of life. It tells that axiology focuses on what a researcher values in the research. This is important to guide a researcher in conducting the research with value in the findings. Regarding the axiology of teacher-student interaction, they indicated that there was a value adopted by every teacher and student and validating their perception and perspectives. Moreover, as a teacher, I valued my perception of teacher-student academic interaction. Instead, I allowed principals, teachers, and students to share their ontology and epistemology from their perspectives, beliefs, and values regarding interactive learning.

### **Research Paradigm**

Since my research was qualitative and aimed to examine how the principal, teacher, and students saw interactive pedagogy in the classroom, I decided to use the interpretative paradigm as my research strategy to investigate the problem. Yanow's (2014) instruction enabled me to explore subjective perceptions, experiences, and behaviours through interpretation and meaning-making. In other words, I conducted my research using the interpretivism paradigm, which studies interpretation theory

and practice, following my ontological, epistemological, and axiological beliefs. It is a more individualized information interpretation method connected to constructivist epistemology, also known as naturalistic inquiry. The interpretive approach was used in my research study to gather information naturally through methods like interviewing and observing, which motivated me to discover the meaning of the research, which typically came after the research process. Therefore, as a researcher, I used this method to recognize how people differ in how they express themselves (John & Foss, 2009). I believe the interpretive paradigm supported me in exploring students' performance and interactive practices in the schools as interpretivism tends to understand the interpretations of the individual surroundings (Cohen et al., 2017). It focused on understanding the subjective world of human experiences, believing in relative realism. With believe in multiple realities, the researcher tried to understand the participants' perceptions and practices through interviews and observation.

### **Research Design**

As stated by Erickson (1986), interpretive research explores the participants' perception and practice in a social context. My research study explored the principals, teachers, and students' perceptions of interactive classroom activities. It was purely qualitative with an interpretive inquiry design. In my understanding, the interpretive design of teacher-student interaction involves the study of the perception of teachers and students towards their academic interaction for effective pedagogy and achievement-driven students' participation in their classroom learning. Schwartz-Shea and Yanow (2013) mentioned that interpretive design studied what the participants said and what they did in practice. The research study connected to the participants' perceptions and practices through interviews and observation. While conducting an interpretive inquiry, I collected in-depth interpretations of their perception and thick description of their interpretation and practices of the interactive teaching-learning process in the classroom. I observed the students' results and activities, interacted with the participants about them, and collected the required information for further documentation. As Gobo (2008) suggested, I maintained a distance needed of my opinions and views to see and understand participants' actual perceptions and practices.

### **Research Site and Selection of the Participants**

A teacher, two students (a male and a female), and the principal of each of the two private schools I purposively selected in Bhaktapur made up the study's eight

participants. Since I have lived in Bhaktapur for a while, it was easier to visit the schools to do this study more readily. The research participants were chosen purposefully as needed, and they had a range of opinions about interactive teaching-learning strategies. In general, the teachers who participated in my research study focused on Math and Science subjects, where a sizable number of students had poorer grades (as per my own experience and observation of the school where I had been working). The students who took part in it were those who did not achieve satisfactory results on various tests.

I believe interpretive research could be conducted on a smaller group of participants who might provide adequate information based on their perception of a qualitative study's ontological and epistemological aspects (Morse, 2015; Moser & Korstjens, 2016). Being under this version, I selected only eight participants for the study. The rationale for choosing private schools in my study was to explore the perception of the teachers, principals, and students of these schools about student-teacher academic interaction in the classroom. As a private school teacher, it was easier for me to understand the information obtained from the participants.

### **Profile of the Schools and Participants**

I purposefully chose the study locations and participants. During the interview time, the respective principal provided the short profiles of the research schools which were studied, giving pseudo names as given below:

The Research School 1 (RS1) was a secondary school founded in Bhaktapur in 2039 BS. The fame of this school in Bhaktapur has been accomplished despite many ups and downs. About a hundred teachers and staff members were employed there, and there were roughly 1200 students enrolled. This school was well-known and well-respected for having won the first position by a student in one year of SLC in the 2050s. Additionally, the school consistently performed well in the SLC Board exams. Among the private schools in the Bhaktapur district, this school had also started to dominate several extracurricular and curricular activities. As a result, many parents and children have chosen it as their school of choice and a center of excellence.

In 2060 BS, the Research School 2 (RS2), a secondary institution, was founded in Bhaktapur. About 30 teachers and staff members worked there, with 300 students enrolled. Since her birth, the SLC (School Leaving Certificate)/SEE (Secondary Education Examination) exam results at this school have been satisfactory. Most of the students at this school were from the neighborhood. The

students at this institution had access to average facilities. As a result, this school had less student pressure.

My research participants included the selected schools' principals, teachers, and students. My teaching experience shows that the principal is regarded as a change agent in schools and that teachers and students are always at the center of any educational institution. The school's principal, who supervises the instructors, support staff, and students, has the authority to govern and administer the institution (Sebastian et al., 2014). The principal has a major and beneficial effect on students' learning and instruction, which enhances the institution's overall efficacy. Additionally, I've seen how essential principals are to advancing teaching, innovation, and action research. Keeping this in mind, I have involved the research schools' principals, teachers, and students as the participants of my research study.

The teachers' participants were from the areas of math and science subjects which are regarded as the subjects of higher priority for the students of school level. Moreover, my experience and the participant principals indicated that most of their students have problems in those subjects – considered more difficult than others. The student participants represented a range of learning styles, with one student from each school being a high achiever and the other a low achiever. This distinction aided me by giving me knowledge from various experiences and viewpoints. The fictitious names (i.e., pseudonyms) were given to each participant. The principal, Maths teacher, high achiever student, and low achiever student of the first school (RS1) were designated RP1, RP2, RP3, and RP4. Similarly, the participating principal, Science teacher, high achiever student, and low achiever student of RS2 were designated RP5, RP6, RP7, and RP8, respectively.

The school's principal from RS1 was RP1. He has been working in education for nearly forty years and is 61. From academic coordinator to founding principal, he accumulated expertise as a teacher and a leader in education. He earned a science bachelor's degree from Tribhuvan University. After he passed his SLC exam, he began instructing. He began teaching in a private boarding school in Kathmandu after receiving his B. Sc. He put in a lot of effort to help pupils learn more effectively. The school management committee honored him with certificates for being the best teacher there in recognition of his earnest efforts, and he was chosen as the school's vice-principal.

After receiving his B.Sc., he began teaching Math and Science in a government school outside the valley. He was pleased due to the students' outcomes, which motivated him to work in teaching. When he was just starting his teaching profession, these incidents ultimately increased his self-motivation and encouragement. He then realized that everyone can effect positive change if they honestly perform their duties. This revelation shaped his decision to work in the field of education.

My research participant, RP2 of the first school (RS1), was a Maths teacher. He was a married 31-year-old male. He lived in Bhaktapur. Even though his parents had a difficult time meeting their fundamental requirements, they gave him a chance to pursue his education. So he got an opportunity to complete his master's degree (i.e., M.Ed. in Mathematics). He began teaching during his study in grade eleven as a tuition teacher. Then he began teaching at the lower secondary level. Everywhere he taught, the children had good grades in mathematics, which greatly motivated him to improve in this area. It gave him more self-assurance. This self-assurance encouraged him to continue teaching math even after earning his M.Ed. He now relies heavily on this field for both his livelihood and happiness.

A male student was my third study participant, designated as RP3. He was 17 years old tenth grader. He was admitted to RS1 in grade three after completing class two at another institution. He worked extremely hard and was a brilliant student who consistently got top grades. He preferred math and science over other courses. His interest in Nepali subjects seemed to be little. He seemed comfortable with the education programs and the teachers, and he had been receiving timely support from the teachers.

A 15-year-old girl in the tenth grade served as my fourth research participant. She had finished class one in a Montessori school in Bhaktapur before enrolling in RS1 in grade two. She exuded happiness and thanked teachers for trying to help her with science and math, which she found challenging. They constantly stimulated and inspired her to do better in her studies. The school's programs, in her opinion, were quite fascinating and helpful to the students.

The founder principal of RS2 was participant number five in my study (RP5). He was a married 65-year-old male who was born in the Gulmi district and was residing in Bhaktapur for quite some time. For his higher studies, he came to Kathmandu and earned a master's degree focusing on English. He initially began



teaching to meet his survival needs, but over time it developed into a passion for him. He began working hard to improve student learning while teaching in a private boarding school in Kathmandu. He spent much time with the students, helping them with their difficulties and building their confidence. He also routinely counseled them and tried to help them break negative habits. His confidence and self-motivation gradually rose due to students' better performance in both their academic work and personal behaviour. This made him work in the field of education.

A 64-year-old female science teacher with more than 30 years of teaching experience was the sixth participant in my research study. She was residing in Bhaktapur. Originally, she was from India's stunning city of Darjeeling. After that, she wedded a Nepali national. Consequently, she lived in Nepal since her marriage. Her parents offered her the opportunity to pursue further education in consideration of the value of education for women. She subsequently enrolled in a government college in Darjeeling and earned her master's degree in zoology there. She later entered teaching after completing her Bachelor of Education (B.Ed.). She worked as a teacher for more than thirty years. Her mother, who had been a teacher in a school in Darjeeling, had influenced her preference for a career in education. She started teaching in a primary school after receiving her master's degree in zoology and later began the journey as a lecturer at Tribhuvan University in Nepal. She has also taught in some colleges in Nepal.

The seventh participant in my research study was a male student, aged 15, who was born and raised in Bhaktapur. His parents took his academics very seriously and gave him the time he needed to learn even though they did not have a college degree. He registered for the Nursery class at this school in 2067 BS. He was pleased with the teachers' instruction because they were diligent and self-assured. He felt Nepali was a bit more complex than other subjects, mainly because he found it hard to focus on this subject.

My eighth participant was a female tenth grader who was 15 years old. Her residence was Bhaktapur. She was not initially comfortable in this school, and her academic performance was 'not so good,' as she shared. She eventually became comfortable there and was impressed with the teachers and their techniques of instruction. With the help of dedicated teachers, she increased her academic performance compared to earlier.

Hereunder, I present the brief personal profile of the participants.

**Table 1***Profile of the Participants*

S.N.	Participants	Research Site	Designation	Personal Characters
1	RP1	RS1	Founder Principal	61 Years married, male, Chettriya, Hindu, originally from Khotang, now lives in Bhaktapur, Passed Bachelor's degree in Science, 40 years of experience in the teaching and administrative field, very gentle in behaviour.
2	RP2	RS1	Mathematics Teacher	31 years married, male, Hindu from Newar community, lives in Bhaktapur, more than 8 years teaching experience, completed Master's degree in Mathematics, lives in a joint family, very gentle in behaviour.
3	RP3	RS1	Student	16 years old, male, unmarried, Hindu, Chhetriya, Originally from Nuwakot and now lives in Bhaktapur, joined this school in grade three, lives in a joint family, Good in academics, speaks well, and looks gentle and smart.
4	RP4	RS1	Student	15 years old, female, unmarried, Hindu from Newar community, lives in a joint family in Bhaktapur, Joined this school in grade two, feels difficult to study mathematics and science, looks active and gentle.
5	RP5	RS2	Founder Principal	65 years married, male, married, Hindu from the Brahmin community, originally from Gulmi, and now lives in Bhaktapur, completed master's degree in English, a good counselor, have teaching experience of about 35 years, very gentle and a good academician.
6	RP6	RS2	Science Teacher	64 years married, female, originally from Darjeeling and now lives in Bhaktapur, Hindu, born in Rai community, has teaching experience of more than 30 years, good command over English language, completed master's degree in science, looks smart and gentle.
7	RP7	RS2	Student	15 years old unmarried male, a student of grade 10, Hindu from Newar community, lives in Bhaktapur in a joint family, joined this school in grade

8	RP8	RS2	Student	Nursery, has good academics, looks smart and gentle. 15 years old unmarried female, a student of grade 10, Hindu from Newar community, lives in Bhaktapur in a joint family, joined this school in grade six, feels Maths and Science difficult.
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### **Research Methods**

As per the nature of my ontology, epistemology, and research paradigm, I needed to capture the personal and professional experiences of the principals, students, and teachers related to the activities that enhance teacher-student interaction. Hence, the in-depth interview was the critical method for generating data for my study. As Coughlan et al. (2007) indicated, an interview is generally a qualitative research technique that involves asking open-ended questions to collect the required information. As per Coughlan, in qualitative research, it is better to use unstandardized interviews, which are not based on a specific framework for questioning. Considering this notion, I conversed with the participants about teacher-student interaction, motivation, support, etc., asking broad, open-ended questions. I observed how teachers and students performed academically to understand the participant's circumstances. The observation was done to compile more credible insights. In other words, as a researcher, I collected information on what participants do rather than what they claim to do through observation of classroom teaching (Ciesielska et al., 2018).

#### **Means for Information Collection**

As I mentioned earlier, I used the in-depth interview to collect the experiences of the teachers, students, and principals regarding interactive classroom practices. I prepared a few guiding or broad/open-ended questions to conduct an in-depth interview. As Coughlan et al. (2007) suggested, the guiding questions for the interview were prepared based on the research purpose and questions. I tried to prepare accessible and non-threatening questions with an excellent demographic profile of the participants. The sequencing of the questions was correctly followed. As Ciesielska et al. (2018) recommended, I created a very flexible observation proforma to assist the qualitative observation in documenting the participants' continuing teaching-learning practices and students' accomplishments in a natural setting.

### Field Work Process

After finalizing the means for information collection, I prepared for my fieldwork. I tried to collect authentic information from the field. Before approaching the participants in the area, I informed all the needy organizational bodies. After getting a recommendation letter from University to research the selected private schools, I visited the schools to meet the principals of the schools. I provide detailed information about my research purpose and process to the responsible persons. I started promoting good rapport with the schools' principals, teachers, students, and staff for a comfortable journey of my research study. As Dhakal (2019) suggested, I adopted a very informal approach for rapport building – e.g., *chiya-guff*, which provided “an informal space for rapport, relationship, and trust building” (p. 3). As Andoh-Arthur (2020) indicated, they were the mediators for making a suitable situation to conduct the study. I approached the participants and developed a rapport with them to accelerate my research work. I received the consent of the participants and started with the interview. I began taking interviews with the principal of the first school (RS1). It was a long session of about an hour, starting with an informal talk. It was about 11 am, and I gradually began the formal session and talked about interactive pedagogy, their understanding of it, and the practices and challenges they have been facing in classroom teaching. We had a comfortable time there. The principal of the school was found to be very open and friendly. He honestly provided the necessary information during the interview session. Then I requested the interview of the teachers and the students for the following day. I interviewed the teacher and the students on separate days and times per their comfort. I developed a degree of ease in interacting with teacher and student research participants. In the beginning, they were found to hesitate to discuss related matters openly. Still, gradually I made a good rapport with them which helped them be more comfortable answering the questions as per my research needed.

Similarly, I visited the next school to interview my research participants. I began taking interviews with the principal, who was already familiar to me for some years. So it was easier for us to conduct an interview. After getting consent from the principal, I reached the school at about 3 pm. He was having leisure time, and hence there was no problem for him to give me his valuable time. We proceeded to his office room and had our interview session there. Beginning with the informal session, I entered the major portion of my responsibility. I interviewed him for about 40

minutes. I found him very open and easy to have such an effective discussion. I got consent from him to interview other participants the next day. Then I met the participating teacher and the students for their support and time. I followed the agreement we had there.

The next day, I went there to interview them. I successfully conducted my interview sessions. Hence, I conducted a series of interviews with my participants, capturing their experiences related to their classroom teaching and learning practices. While doing this, I tried to make the discussion simpler but meaningful using probing and emerging questions. I recorded all the interviews on my laptop and mobile phone by getting permission from my participants.

I visited twice to both schools to get some more information required for my study, which I realized later in the data analysis period. I visited both schools for the third time to observe the classroom teaching process and practice. I used Observation Performa to note the activities that were essential for my research study.

My research work was completed in around six months. My research study took me around three months to finish. The writing of the proposal began in July 2022 and was finished in October. It took roughly 20 days to gather the necessary data for my study after I successfully defended my proposal on October 19th. I engaged with research participants more than twice over my four to five visits to research sites. I began transcribing the information completed on November 10, i.e., in 15 days. I returned to the participants during this time to get more clarification on a few points that perplexed me. As soon as the transcription was finished, I began writing the chapters, which took about 1.5 months to complete. I finished writing the chapters by the middle of January 2023. In this way, I finished writing my research dissertation.

### **Data Organization, Analysis, and Meaning Making**

After conducting the interview, I transcribed and translated the interview. While doing this, as suggested by Azevedo et al. (2017), I used the naturalized transcription method. I tried to transcribe and translate what and how it was said in this specific kind of transcription. Moreover, as Dhakal (2021) suggested, I collected some ambiguous statements from participants and returned to them asking for clarification. After thoroughly reading the transcription and identifying the codes, similar codes were clustered and categorized. I used different colors to identify the principles. Then I generated about twenty meaningful themes from the liked categories linking with the research questions. Experiences and practices expressed by

the research participants were organized under different themes and further analyzed based on my experiences and also with ample support from literature and theoretical backing. As I know, qualitative research is always interpretive at every stage. I tried interpreting meaning by analyzing policies, thematic structures, and sociocultural referents. Besides, I tried to link the related literature and themes during the interpretation.

### **Quality Standards**

I have maintained the quality of my research from the beginning to its conclusion. I paid my full attention to get an answer to my research questions. My research was qualitative. So, I tried my best to maintain the quality of the study in general. As suggested by Lincoln and Guba (1985), credibility, dependability, conformability, and transferability are the elements of trustworthiness. I considered each of these components to keep my research study's quality level high.

To maintain credibility, I spent maximum time with the participants collecting their experiences and practices in their actual setting (Creswell, 2017). I was heartfelt about getting to the depth of data (richness). My engagement was extended as per the need of the research task. I also did a member check of the interview transcription of my research participants. Regarding conformability, my research claims that the data and interpretations were derived from participants' interviews and my observation not from my imagination which the participants again confirmed. Concerning transferability, I provided a detailed description of the information collected from my participants, which can be transferable to other similar settings.

Vaismoradi et al. (2016) suggested I conducted peer debriefing to obtain constructive inputs for my research and proceeded with member checking to add value to my study, which maintained trustworthiness, and the feedback and suggestions were incorporated again during meaning-making and discussion. I maintained authenticity by using the original data given by the participants. Regarding dependability, I used data triangulation from multiple sources like leadership, teaching faculty, and learners. Also, I made observations of the classroom teaching from my level.

Hence, I tried my best to use the appropriate research method as per my ontological and epistemological beliefs of the study. I paid full attention to ensuring that the research findings would be robust, rich, comprehensive, and well-developed. As Likewise, I also maintained interpersonal and relational interactions comprising

the participants' lives. Moreover, I was equally aware of data-grounded insights and the study's conclusion, as Vaismoradi et al. (2016) suggested.

### **Ethical Considerations**

I strictly followed ethical principles while conducting the research. I informed them of the research purpose and its contribution and took voluntary consent from the participants. I maintained the confidentiality of the information about the participants (esp. personal identifiers) and anonymity. I further ensured that participants would not be harmed by being engaged in this research. They were not forced to participate in the study process. I received consent for recording the interviews and taking photographs and getting permission to conduct observation as per my requirement. I maintained seriousness against data misuse and possible harm to the participants. As Iphofen (2013) stated, I assured all the participants that their privacy, dignity, psychological well-being, and autonomy were preserved. Similarly, I maintained the accuracy of the research design, participants' selection, data collection, analysis, and reporting. I believe I have followed what Dhakal (2016) means by "responsible research practice" (p. 1).

While designing the research, the research problem's essence was considered. More attention was paid to collecting accurate data from the participants. I strictly followed the ethical guidelines provided by Kathmandu University School of Education. I was equally serious about the nature of the data and their appropriate analysis using the proper procedure. Additionally, I was equally conscious about the originality of the writing.

### **Chapter Essence**

In this chapter, I presented the philosophical underpinnings of my research study through the lenses of ontology, epistemology, and axiology. Through the use of interpretative design, I was able to explain the qualitative approach used in my research study. The research process, which supported the entire methodology, included selecting the research site and participants, participant profiles, study design and data collection methods, fieldwork procedures, information analysis and interpretation, quality standards, and ethical considerations.

I selected two private schools in the Bhaktapur district, along with eight participants—two students from each school, their principal, and a teacher. Both the research sites and the subjects were selected on purpose. Classroom observations and in-depth interviews were used to gather the necessary data. Information was gathered,

and then it was coded and categorized. I created twenty themes based on the related categories. Relevant thematic literature and Vygotsky's social constructive theory were used to study and interpret the subjects. Through credibility, trustworthiness, transferability, authenticity, conformability, and dependability, I have maintained a high-quality standard of research study. The entire course of the research was conducted under rigorous adherence to ethical guidelines.



## CHAPTER IV

### PERCEPTION OF INTERACTIVE PEDAGOGY IN CLASSROOM

This chapter begins with the data analysis and interpretations I gathered from my research participants utilizing the interview and observation research instruments in a natural context. It outlines the participants' opinions on interactive teaching-learning methods as seen in the classroom and gleaned from their interviews. To achieve this, I carefully examine and contrast their understandings, perceptions, experiences, and insights in light of my first research question: How do principals, teachers, and students perceive interactive teaching-learning in their classrooms?

#### **Understanding Interactive Teaching-Learning Process**

Education is the process of assisting someone in getting knowledge and skills and forming habits (Lamichhane, 2018). It includes transmitting and receiving information as the two main components. In the end, a teacher does his best to transmit knowledge as he has comprehended it. Education aims to prepare students for the workforce by developing their creativity, knowledge, and independent thought in addition to their literacy. A student's success is influenced by their teacher and their creative teaching techniques. Utilizing innovative techniques in educational institutions can enhance instruction, empower individuals, enhance potential, and support goal achievement.

Creating an effective learning environment is necessary to overcome the challenges that people with fundamental learning disabilities may experience in their academic and social lives. Since achieving educational objectives rely primarily on the use of practical teaching approaches, it is crucial to consider various pedagogical means, such as problem-solving, discovery, inquiry methods, games, lectures, and case studies, as well as group discussions and question-answer, to highlight efficient pedagogical processes (Ünal, 2017). An innovative approach might be a technique to advance the interests of the student and the institution, which is the primary goal of education.

Students' ability to think critically and creatively to obtain new knowledge for advanced learning is enhanced by such teaching techniques utilized in the classroom. Instead of directly presenting facts and concepts to students, the teaching approach known as problem-based learning (PBL) uses complicated real-world issues to

encourage student understanding of concepts and principles. PBL can help students enhance their critical thinking, problem-solving, and communication skills in addition to the course material (Jayashree, 2017). When learners are actively involved in a task that they acknowledge is for learning, they are not just following a prescription or set of rules but contributing their own ideas to the task. Consequently, using these methods of instruction aids pupils in retaining information or connecting ideas.

### **Interactive Pedagogy as an Innovative Technique**

Innovative teaching involves various pedagogical techniques that engage students deeply, foster creativity, promote teamwork and enhance understanding using relevant methods and activities. Project work, group discussions, presentations, and question-and-answer sessions are possible activities. When I asked my participants about interactive pedagogy in the classroom, how did they perceive interacting teaching-learning pedagogy? RP1 from the first school (RS1) replied:

*All right, so when I first started teaching, I did it in an old-fashioned manner. There was little interaction with the students at that time. I thought lecturing, yelling at the kids, and keeping them quiet in class were effective teaching techniques. I gradually came to understand that my classroom teaching strategy was entirely teacher-centered. Even while students did well on their tests, the education was purely result-driven and did not help students improve their skills in the actual world. Gradually, I came to know new methods of classroom instruction. I began urging students to ask questions and have a discussion with their friends about their subject-related issues, along with my concept-building lecture. They were inspired to work through challenging issues with the help of their friends. It helped students to generate ideas and work creatively. (RP1-RS1, Interview).*

The above statements show that conventional teaching pedagogy is still practiced in schools, but teachers of this modern era have added some teaching methodologies that ensure students' active participation. Students' learning abilities are considerably improved by instructional tactics that involve them in the classroom, which increases their potential even to overcome problems they face. It also strengthened the relationship between teachers and students.

RP6 also expressed a similar version. She replied,

*It is tough to handle this century's students through traditional teaching methods. They enjoy modern techniques and processes of teaching and*

*learning in the classroom. Students' active participation in classroom teaching-learning can be made more fruitful by applying interactive methods of instruction (RP6-RS2, Interview).*

This statement also considers interactive teaching-learning a more effective and innovative classroom instruction process. It can be understood that such methods in which students are involved in the learning process make the classroom environment more interactive and participatory. It also ensures higher learning skills among the students. Bottino (2003) states that higher-order abilities like working across time and space and solving complicated real-world problems are developed in the classroom through contemporary techniques like group discussion, project works, peer learning, etc. It indicates that group discussion and peer learning helps students to understand the subject matter more clearly and achieve better learning skills.

I observed the teachers' classroom practices and noticed that while they had not fully embraced the collaborative approach suggested by social constructivism, they nonetheless put it into practice by involving the students in discussions and question-and-answer sessions. During this, the teacher acted as a facilitator in their learning. This must have enabled them to develop a deeper level of comprehension and the ability to think and act in more original ways. According to Mulholland (2019), collaborative learning, sometimes called peeragogy or paragogy, is a cutting-edge method of education that focuses on co-creating and co-learning with peers. This involves students in the process of acquiring new knowledge (Jamaludin et al., 2020). Co-creating involves sharing interactivity & cooperation, accountability, meanings, and knowledge. This has resulted in substantial reflection on peer-centered learning and elevated student and teacher motivation. Long-term involvement in the learning process is maintained for students by this method.

### **Interactive Teaching is a Concept-building Strategy**

It is necessary to find new classroom instruction methods involving students in the learning process to address students' passive nature in traditional learning environments. A teaching method is needed to encourage students to be more active by participation. In this regard, I questioned the participants, how do you perceive interactive teaching and learning? According to the RP2 from the first school (RS1):

*Student-centered interactive learning gradually replaced memorization. Using these interactive teaching methods in the classroom motivates students to actively engage in class activities individually and in a group, cultivating their*

*self-study habits. My experiences show that after encouraging students' engagement in classroom instruction, I noticed an improvement in their learning attitudes, transforming them into active learners. (RP2-RS1, Interview).*

The above statement shows that active learning allows for interaction on all levels—physically, cognitively, and emotionally. It takes a comprehensive approach to comprehend the material. Students participate in active learning by working in groups, pairs, or partnerships and occasionally on their own. Such self-directed learning helps students thoroughly understand the material while gradually avoiding rote learning.

Freeman et al. (2014) explored that active learning increases students' engagement and develops creative ideas required for higher levels among the students. It develops students' study habit and their overall performance. Improving students' learning habits improves their grades, ultimately motivating them to achieve higher-level skills.

RP3 of the first school (RS1) replied on the same question;

*Interaction with the teachers increases the greed of knowing the subject matter in depth. Interacting with the teachers makes me more thoughtful, and I usually remain engaged in finding new ideas. (RP3-RS1, Interview).*

From the above statement, I came to understand that interaction between teachers and students in the classroom allows students to gain in-depth knowledge. As a result, students become more interested in gaining even higher skills and knowledge. This course of gaining higher knowledge gradually develops students' learning attitudes. It makes them good learners. Krumrei-Mancuso et al. (2020) mentioned that knowing more makes us aware of how important it is to keep learning and promotes intellectual openness and collaborative learning. Interactions with teachers and other students enhance students' knowledge, and more knowledgeable people encourage others to master more advanced abilities. Emdin (2011) has also suggested that adopting cogenerative dialogues between teachers and students is a form of interaction that helps the teachers know the students from the actual level. Hence, teachers can apply suitable teaching methodologies to make the students learn about the subject matter. They can understand the content that teachers teach in the classroom. In this way, interaction in the classroom can help students learn profoundly and enduringly by linking academic concepts and real-world

circumstances and actively blending existing knowledge into new ideas. It allows teachers to prepare a suitable plan to guide the students in the classroom.

The reply of RP5 from the second school (RS2) on a similar question is that; *Interactive pedagogy positively influences students' learning. Especially because it makes the subject matter simple and easy, it helps students build the concept of the subject matter and gradually develops new thoughts among them to generate a higher level of skills in the learning process. (RP5-RS2, Interview).*

This opinion of the participants shows that the proper use of interactive pedagogy enhances student learning as interactive learning is learning by doing the process. So when students are involved in classroom activities, it improves their academics. During their participation in activities, they gain clear concepts that make complex subjects understandable. Hence, it aids students in developing a conceptual understanding of the subject and gradually fosters new ideas to produce a higher degree of ability to learn even challenging issues.

Wilson and Peterson (2006) state that Innovative teaching-learning enables students to construct the meaning of what they learn in the classroom. Innovative teaching involves an interactive teaching-learning process in which teachers act as facilitators and students search for problems they are hungry to answer. This triggers students' curiosity to learn and enables them to solve challenging issues. Students gradually become able to construct their meaning about the subject matter taught in the classroom. Teachers facilitating purposeful classroom interactions allow students to learn deeper and broader than ever (Sølvik & Glenna, 2022). Students may learn more advanced material more quickly and easily because of this practice of in-depth study. This encourages students' participation in the learning process and helps them become procedurally competent in knowing how, when, and why to use their knowledge to address new issues and adjust to novel circumstances.

### **Interaction as an Effective Means to Eliminate Students' Hesitation**

Throughout my teaching career, I have worked with many students who avoid talking to their teachers because they lack topic expertise or are afraid of them. They consequently do not raise their academic performance. For some students in our classrooms, hesitation has become a significant barrier. I've understood that fostering close relationships with teachers can help students overcome shyness. Students can

get to know their teachers and develop a bond with them through interaction.

Regarding this, a participant RP4 from the first school (RS1) stated,

*In the lower grades, I was very shy. I had never dared to talk to the teachers about my problems. In grade seven, I got failed in many subjects. I came into touch with the maths teacher who counseled me. Gradually I started talking to him about my personal problem and academics. This became a turning point in my life. It helped me to remove my hesitation. Now I easily interact with all the subject teachers. It helped to make noticeable improvements in my study. So I think it is a valuable teaching method in the class (RP4-RS1, Interview).*

As mentioned above, the statement is that students' hesitancy is one of the main reasons they tend to be passive listeners. They don't participate in classroom activities in such circumstances, contributing to their poor academic performance. Students' hesitancy is eliminated through interaction in the classroom.

RP2 of the second school has also expressed his opinion similarly. He expressed,

*When I realized the importance of students' participation in the learning process, I started engaging them in classroom activities through question-answer sessions or dividing them into different groups, allowing for discussion on the given topic. I found that the students who used to stay silent started talking and discussing with their friends and teachers. I realized that interactive teaching-learning processes could remove students' hesitation (RP2-RS1, Interview).*

The above statement of the participant also indicates that interaction in classroom learning helps students open up more with their classmates and teachers. This open nature allows them to get more ideas about their learning and become good learners. While observing, I found a girl student openly discussing her opinions on the subject. It demonstrated how students' participation in the learning process enhances their aptitude and eliminates their hesitancy.

The teacher-students purposeful interactions in the classroom create a track line for the students to enter the ocean of information. According to Mahripah, as cited in Ajani (2021), the absence of psychological components, including motivation, openness, and personality, impairs students' ability to engage in class fully. This entails that students' overall timidity and lack of enthusiasm prevent them from

interacting with the teachers, harming their subject-matter competence development. In the end, their ignorance causes them to receive low grades.

### **Improvement of the Learning Environment through Interaction**

In the classroom, the interaction between classmates and teachers helps maintain a positive learning atmosphere. A positive learning atmosphere encourages students to be self-motivated in their work. Regarding this, the perception of RP6 from the second school (RS2) was related to discipline and classroom environment. She said:

*When students participate in classroom activities, they stop the unnecessary talk. It makes a good environment in the classroom. I feel easy to conduct activities in the classroom. (RP6-RS2, Interview)*

According to the participant, classrooms with interactive teaching and learning are more conducive to learning. Students' discipline is one of several factors contributing to keeping such an environment in place. High school students are teenagers; by nature, they are more unstable in their behaviour. When they have free time, they don't miss the chance to engage in some unintelligent pastimes. But integrating them into classroom activities makes them occupied in learning ideas. As a result, they focus on their core duty, i.e., gaining skills. It generates a suitable environment for the teachers to use creative activities about the subject matter.

Etyang and Okoth (2018) remark that active engagement of the students in the classroom provides a conducive learning environment and upholds students' discipline in their discussion of classroom interaction and behaviour. Teachers directly affect students' behaviour through interaction. It is true to claim that teachers are the primary human resources needed to foster a supportive learning environment in which students are actively involved in various learning activities. From the previous explanation, it can be inferred that maintaining students' discipline management is essential from interactive learning perspectives and higher academic achievement since students' poor academic achievement results from the school's inadequate disciplinary procedures (Ehiane, 2014), which emphasizes the value of discipline in creating a supportive learning environment for students' overall growth.

The succeeding participant, RP7 from RS2, shared a similar viewpoint about how the interaction between students and teachers enhances student learning and relationships between them. He said,

*When I share my problems with the teachers, I find myself closer to them. It makes me feel happy that I get the support of the teachers to solve my problems. My friends who are not interactive are low performers, and their relationship is not good enough with the teachers. (RP7-RS2, Interview).*

This participant's experience and observations show that classroom interaction improves student performance and preserves positive teacher-student relationships. A healthy connection fosters mutual trust, belief, and respect. Teachers are happy to be with the pupils and cheerfully lead them. Additionally, it promotes respect for the teachers among the students. Higher skills are taught to students with the support of the teachers. Additionally, it has been seen that harmful teacher-student interactions have a detrimental effect on students' performance. This effective collaboration between teachers and students improves the school atmosphere as well.

A positive teacher-student relationship provides an inclusive learning atmosphere where each student feels involved and well-supported by the teachers (Mucaj et al., 2021). Teacher-student relationships impact students' competency, involvement, and participation in the learning process. In my experience, students' and teachers' personal character also determines the teacher-student relationship. Students and teachers of extroverted nature can develop good interpersonal relationships. This relationship develops positive psychology of the students about their teachers and the school at large. Hence, a supportive environment is maintained within the school, ultimately promoting students' academic quality.

When I entered to watch their classroom activities, one of the subject teachers was giving a motivational speech to win the students' trust. The trust that has grown between teachers and students motivates students to participate in the learning process. Students seemed to be paying attention to teachers in an engaging way, and the learning environment seemed to be fairly conducive. The students seemed enthusiastic. The overwhelming of the students were found actively participating in his class after he finished a brief speech, while a few of the students at the back were still observed to be passive. This incident showed that teachers must set more effective strategies to involve passive students in learning by motivating them to act in line with their interests.

In this regard, the perspective of RP8 of the second school (RS2) was as below:



*While studying at my previous school, I failed in many subjects in grade 6. After joining this school, they behaved harshly toward me due to my poor result. I got an opportunity to talk openly with the teachers even when I failed in some subjects. I do not have a fear of failure here. I get the support of my teachers, listen to them and participate in classroom activities as well. They give us problems to solve independently and support us when necessary. I have improved my study in this school. (RP8-RS2, Interview).*

When students consistently perform below average in their academics, they experience worry. There could be several causes for it. Some may include the pedagogy used in the classroom, relationships with the teachers, and school motivational techniques. A carefully chosen classroom teaching strategy can improve students' exam performance. Students must continue to be interested in the learning process for this. Students who participate fully in class learn more effectively and earn higher grades.

In support of this statement, Ibrahim and Zaatari (2019) explored that students find classroom instruction uninteresting when teachers use traditional teaching methods. This prevents them from actively participating in group projects, negatively affecting their academic performance. Cooper (2014) says that educators must select assignments to encourage students to consider how their thoughts and beliefs relate to what they have learned in the classroom. As I understand, students who feel their teachers only serve to mechanically transfer material without considering their needs and interests tend to participate in fewer in-class activities. So Teachers should deal with students' challenging behaviour to prevent their learning from slowing down.

### **Classroom Teaching Practices**

Effective instructors are always receptive and open-minded and frequently consider the best ways to engage and inspire their students to learn. For this, they constantly experiment with various interactive teaching techniques in the classroom. In my experience, students cannot delve deeply into the subject matter without actively participating in the learning process. Brainstorming, thinking pair and share, buzz session, question-answering, and group discussion are some techniques teachers apply in the classroom teaching-learning approach.

### **Group Discussion as a Key Interactive Technique**

Group discussion is one of the most effective methods applied in classroom teaching. This method improves students learning by making them active listeners and

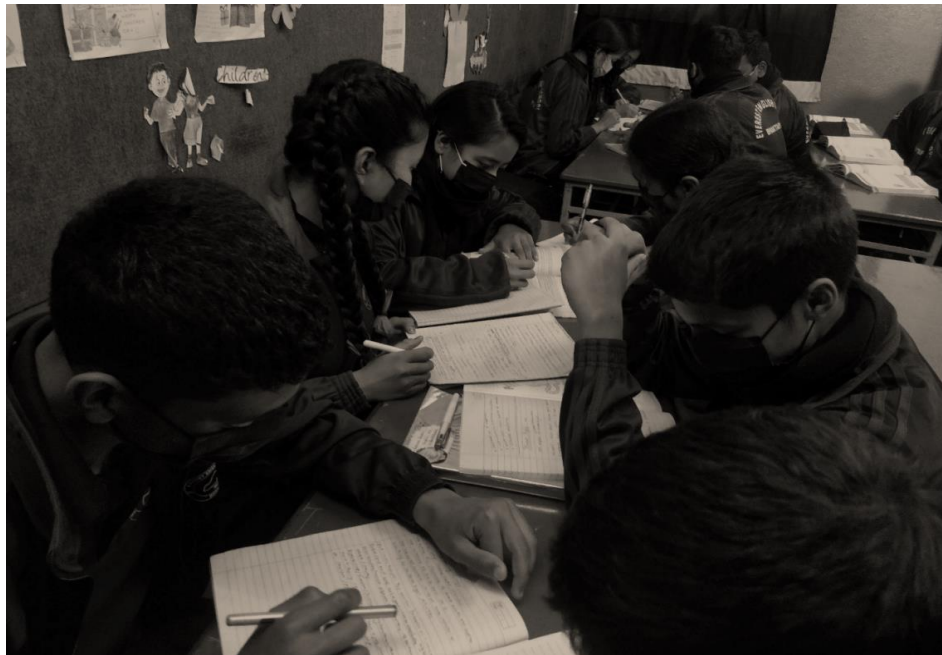
motivates them to learn by themselves in the group. It also enhances students' thinking abilities. That can be practiced in large as well as small groups. In my experience, small group discussion is more effective since it provides time and space for the few participants to discuss and share their creative ideas. According to Roshni and Rahim's (2020) research, Small Group Discussion (SGD) is a more effective instructional approach for increasing students' attention spans and developing concepts and memory. Hence, classroom interaction encourages participation, holds students' attention, sets the learning environment, and stimulates their progressive mindset.

In this regard, when I asked participant RP1 from RS1, How do you encourage interaction during lessons in a classroom? He replied,

*We have divided the students of a class into four different houses. Each house includes some good achievers and some poor achievers. The problems raised in classroom teaching are given to each group for discussion. Then they share with the whole class. (RP1-RS1, Interview).*

RP2 of the same school also has a similar version in this regard. He said,  
*We have realized that after implementing group discussion in classroom teaching, students have improved their learning and have become more interactive with their teachers. (RP2-RS1, Interview)*

The claims above provide information regarding small group discussion as an efficient teaching strategy. It is a student-centered methodology in which pupils participate in the teaching and learning process as active learners. The inclusion of both high achievers and low achievers may be done so that the high achievers can assist the quiet achievers in finding solutions to their issues. Sharing group solutions with the entire class not only aids in problem-solving but also fosters a culture of group consensus. It creates a highly engaging classroom climate.

**Figure 3***Students Discussion During Classroom Teaching*

The illustration demonstrates how the participating school uses discussions to engage students in learning. During my observations in the classroom, I saw that this type of discussion during classroom instruction made them engaged learners and helped them develop the habit of working in teams. I also noticed that most students contributed to lively conversation within the class. The group consisted of the students seated next to each other on a bench, not as the participants claimed, who may have included both slow and active learners.

Group discussion is also a means of problem-solving by sharing ideas. Neo (2012) studied the student's work to address a problem in multimedia design, and students collaborated in groups. The findings demonstrated that the students were highly motivated, worked well in teams, and had improved project understanding. The study provided encouraging evidence for applying such a strategy in classrooms. This expression of research participants also reflects that the schools have adopted such problem-solving concepts through interactive group discourse.

Similar to this notion, Roshni and Rahim (2020) discovered that small group discussions (SGD) teach students how to listen, constructively discuss topics, ask questions, think through solutions, and reach an agreement. This encourages students

to think independently and contribute original ideas to the team to solve difficulties. As Taher et al. (2017) suggested, the cogenerative dialogues between the teachers and students keep them closer to each other, ultimately improving student participation in various classroom activities. This participation helps them generate new and creative ideas that promote the learning environment and contribute to developing innovative ideas among the students.

### **Interaction Through the Use of Teaching Materials**

Teaching materials play a significant role in thoroughly comprehending the subject matter. Students get better ideas about the related course through the use of materials. The research participant, RP2 from the first school (RS1), said,

*I usually go to the class with the required teaching materials. The materials are given to the students, allowing them to discuss in their groups. Then I ask questions related to the teaching materials and the course content to be taught. We have a short discussion in the group, and then I start the lesson. (RP2-RS1, Interview)*

The above statement gives an idea about interaction in classroom teaching. His interactive method includes a demonstration of teaching materials, question-answering, along with group discussion. In my understanding, demonstrating the related material gives a real idea about the subject matter and helps students understand it easily.

RP6 from the same school expresses her similar experience with the teaching method to which she was applying. She said,

*I have been a science teacher at this school for about twenty years. At the beginning of my teaching career, I taught by explaining the content in classroom teaching. I used to give notes, and students used to memorize the matters. But time has changed. I also have learned new experiences in this field. So I am now focusing more on demonstration and practical-based classes. I take students to the laboratory, demonstrate the items required and involve them in experimental-based learning. Since we do not have all the required materials for all the activities, I try to involve them using some locally available materials. It has helped students in making deeper concepts of the subject matter. (RP6-RS2, Interview)*

The assertions demonstrate that the science teacher uses experimentally based lessons, enhancing pupils' capacity to master more advanced abilities. The pupils can

better understand the physical world when they can see, touch, and handle the material. Their understanding of the issues gets more crystal apparent. Students can study science by using their daily knowledge and comprehending nature and natural events.

When I observed the classroom teaching of the math teacher, who was also my research participant, I noticed that he was carrying a cone-shaped object. He demonstrated the object to the students and posed inquiries regarding its form, makeup, and intended application. Then he explained why he brought that material to class. He then started talking about the cones, the lesson's topic. I observed that the students were paying close attention to what the teacher was presenting and that there was good interaction between the two parties. I saw that the students comprehended the information better after this demonstration. Highlighting the importance of material-based interaction. Groth (2017) explored that personal interaction with material settings and material explorations help develop an experiential understanding of materials. Malafouris (2013) explored that our thoughts and behaviour are shaped by experiences that result from encounters with the physical world. These studies concluded that the experience gained by the material experience triggers self-reflective ideas to understand the subject matter in more depth.

### **Question-Answering for Metacognition**

Questions are of various types and levels. Yes/ No questions, multiple choice questions, Knowledge level questions, application level questions, and higher order questions are common categories practiced in teaching–learning. Higher-level thinking questions are open-ended inquiries that motivate students to explore the subject by letting them use their skills and knowledge. Open-ended questions do not have a straightforward yes/no or other one- or few-word response. These questions demand that the respondent critically evaluate the knowledge they have acquired and create a compelling and pertinent reply. Higher-order thinking exercises enhance metacognition use as well. The act of thinking about thinking is known as metacognition. Learner must consider their learning process and the relevant material to respond to queries requiring higher-order consideration.

In this regard, I asked participant RP3 from RS1as, Do you enjoy the teaching methodology the teacher applies in the classroom? He expressed,

*When teachers come to the class and teach by giving lectures only, I feel bored. But when they explain the subject matter through question-answering, it makes the study more enjoyable. (RP3-RS1, Interview).*

This statement talks about the demerit of using only the lecture method in classroom teaching and the benefit of question-answering as the method of interactive classroom teaching. Since the lecture method is also essential during teaching, but only giving a lecture becomes teacher-centred, students cannot get a chance to participate in the learning process. Therefore, they may feel bored. On the contrary, the addition of question-answering sessions with lectures ensures students' participation making them active learners and enjoying learning.

Yip (2004), highlighting the importance of question-answering in classroom instruction, claimed that well-chosen higher-order questions are pure progressors that do not allow students to answer just from recall. Instead, they demand a much higher level of cognitive demand, challenging students to think beyond the obvious and thereby assisting them in applying newly learned information in various contexts. It implies that these classes immerse students in perception, deduction, conjecture, and hypothesis. According to Madhuri (2012), teachers engage students in inquiry-based learning by establishing links to the actual world through investigation and challenging questions. Giving imaginative questions, statements, or scenarios to generate discussion indicates that the teachers have adopted inquiry-based teaching-learning.

A similar question was asked to my next participant, RP4 from RS1, and she replied,

*Teachers apply different methods like discussion, question-answering, presentation, etc., during classroom teaching along with the lecture method. Sometimes Social Studies and English subject teachers conduct presentation sessions. Question-answering is most common. I can make more profound concepts through a question-answering session that helps me achieve a better exam score. (RP4-RS1, Interview).*

Her knowledge suggests that question-answering is more advantageous than other techniques since it provides a sense of how to respond to questions during an exam. Students who participate in question-answering develop the ability to reason and provide correct replies. Cuccio-Schirripa and Steiner (2000) claim that questioning is a thinking-processing ability that fosters critical and creative thinking

in both teachers and students. Therefore, it may be contended that educators who work to improve in-class inquiry have more success in advancing students' level of thinking. This led me to the realization that pupils with higher levels of thought have a greater understanding of how to react to a question, which enhances their performance.

The next participant, RP7 of the second school RS2, expressed a similar experience. According to him,

*I do not have a problem solving the general questions the teachers gave as an assignment or asked in the exam. Still, when teachers ask questions during classroom teaching, it opens my mind and helps me multiply my knowledge. I can apply my broader understanding to solve higher-level questions. (RP7-RS2, Interview).*

This statement gives an idea of a naturally hard-working genius student. So he does not have a problem achieving good grades in exams. But he seems much more hopeful that the questions asked by the teachers are quite informative and useful for him to understand them in depth, which makes him able to use the gained knowledge in his practical life. Tofade et al. (2013) researched the advantages of question-answering for students and found that well-crafted questions encourage critical thinking skills and constructive conversation. It entails that teachers ask questions to promote conversation and peer engagement, assist students in understanding what they have learned, and thoroughly examine the material. It opens students' hidden potential to generate higher working abilities.

The teachers began their classes with a brief question-and-answer period on my visit to observe the classroom instruction. This activity encouraged students to pay attention to their teachers and grasp the material more conceptually. When students gave incorrect answers to the questions, they had the chance to clarify their knowledge.

### **Teaching Activities for Learning Satisfaction**

Students participate in their learning through interactive classroom instruction. Their attempt to learn encourages their enthusiasm and helps them comprehend the material more effectively. When I asked the research participants how rewarding interactive teaching-learning in the classroom was, participant RP5 from RS2 responded, "It's satisfying." He further expressed,

*Question-answering or presentation, or any other specific method only, does not give interactive teaching the full meaning. It is the entire process of how teachers and students present in the teaching-learning process and how they have performed activities for students' learning satisfaction. (RP5-RS2, Interview)*

The above statement of the participant indicates that teaching-learning that satisfies students is student-centered, where students get a chance to actively and enthusiastically participate in classroom activities. The participant's version is that interactive teaching should not be confined to applying a particular method. Instead, it should be taken as a process that satisfies students' learning.

I found a similar expression from the research participant RP8 from RS2. She said,

*I was inactive in my previous school because the teachers of that school were very strict, and students hesitated to ask problems about their teachers. The classroom teaching was entirely based on the lecture method, and no student was encouraged to ask a question during classroom teaching. I am really happy in my present school because the teachers are friendly and we have no fear of asking a question to them. They encourage us to open up and interact more with them (RP8-RS2, Interview).*

This statement implies that interactive teaching-learning motivates students to share their problems with their teachers, so students' participation increases in the learning process. As a student-centred method, Eom et al. (2006) emphasized several crucial components regarding student satisfaction with teacher interactions. The survey made it clear that students want consistent interaction and feedback from teachers, instruction that the teacher enables, and subject-matter experts as instructors.

### **Feedback on Students' Work**

Statement of the eighth participant RP8 of the second school RS2 has a different version than others. When I asked her about saying something about the teaching method used by the teachers in the classroom, she said,

*The teacher's style of teaching is good. They give a good concept of the subject matter. But I think they are supposed to return our copies on time with the necessary feedback. I can correct my misconception about the subject matter by studying the feedback. (RP8-RS2, Interview)*



This statement tells that along with many other methods of classroom interaction, practical feedback on the classwork and homework of the students helps them understand the right concept of the subject matter. The feedback given by the teachers can be the basis for eliminating their wrong idea.

I found a similar opinion from the next participant RP7 of the same school, RS2. He replied,

*Some teachers provide feedback on our work within a few days, but most take more time to return our notebooks with the necessary feedback. Late teacher feedback causes challenges in finding the correct answer to some difficult questions (RP7-RS2, Interview).*

This statement also informs the need for quick and creative feedback on the student's work. Students can improve their understanding through the feedback provided by their respective teachers. Feedback on coursework was found by Elson et al. (2018) to be significantly connected with the success of the course and to allow for teacher-student interactions in the classroom. It means that when teachers provide quick and valuable feedback on their student's work, it enables students to clear up any misconceptions about the subject matter and allows them to communicate with the teachers as needed.

I observed the students' homework and found that most had completed their assignments per the teachers' instructions. The teachers looked over the students' finished work. But I couldn't find the complete rectification of the students' assignments with the required teacher input. Some students rejected the teachers' suggestions and didn't finish their tasks. It may have happened this way because teachers could not correct and promptly deliver students' homework.

### **Theoretical Discussion**

Participants' perception of interactive teaching pedagogy in the classroom reveals that the interactive approach is the communicative approach of classroom teaching which occurs between teachers and students or among students. It helps the teaching and learning activities to be more effective. It removes a gap between teachers and students so that students participate actively in learning. Students get support from the teacher to uplift their academics. Students learning abilities are considerably improved by instructional tactics that involve them in the classroom, which increases their potential even to overcome problems they face. Students learn the subject matter in-depth. A good understanding exists between teachers and

students, providing a space for open communication. It facilitates effective teaching and learning. As a result, the teacher and the students have an equal role in the teaching and learning process. The teaching and learning process will also involve active dialogue between the teacher and the students. This idea also links with the concept of reality pedagogy. Connecting reality pedagogy in the classroom, Emdin (2011) suggested that effective teaching starts from knowing the students in their own reality. When teachers know the students' actual level, they can guide them. It ultimately improves the institutional atmosphere and students' learning.

The participants also expressed that they have been using group discussion, question-answering, class work, demonstration of materials, and conducting some practical classes to promote interactive learning. Regarding using different interactive methods in classroom teaching, Sundari et al. (2017) found that a productive class is one in which a teacher interacts with the entire class or with an individual student or a student interacts with other students during the teaching-learning process. I understand the teacher communicates with a group, a pair, or a single student. Students can also interact with one another while working in pairs, groups, or alone while using materials or aids. These activities demonstrate how interaction is carried out in the classroom to speed up information transmission and guard against failures in communication.

The perception and practice of participants in interactive classroom teaching have interlinked with the theory of social constructivism (Vygotsky, 1978). According to Vygotsky (1978), infants are born with basic cognitive skills like memory and perception. These skills grow into more complex mental processes when they interact with others in social settings. He termed it the ZPD. The core tenet of the ZPD is that a teacher can improve a student's learning by helping them complete a task that is just out of reach of their abilities.

Vygotsky (1978) opined that through conjunction with more competent colleagues, an eruption of undiscovered potential takes place (as cited in Turuk, 2008). It shows that interaction with teachers who have more significant subject matter expertise opens the door to higher learning. It is also that students come closer to the teachers during meaningful interaction for a prolonged time. Teachers may get sufficient time to guide the students, and at the same time, students get more motivated and build a positive perception toward the teacher. It also enhances support,

respect, and value for each other. In this way, Vygotsky's theory of social learning can support the development of teacher-student interaction.

### **Chapter Essence**

I present an analysis and interpretation of the data obtained from the participants of my research study. I explored the participants' perceptions and practices of interactive pedagogy in classroom teaching. The discussion concluded that the participants had taken interactive teaching as an innovative technique that promotes student learning where students actively participate in classroom activities in groups or individually, and teachers play a supportive role. Group discussion, question-answering, and presentations were the major techniques applied by the teachers in classroom teaching. Besides, such methods develop students' potential to learn the subject matter, enabling them to construct new ideas to encounter their problems.

## CHAPTER V

### CHALLENGES AND PROSPECTS OF INTERACTIVE PEDAGOGY IN CLASSROOM

Science and technology have advanced beyond our wildest dreams today. It has created several technologies that are very helpful in improving the educational system. Schools have begun employing intelligent boards, interactive whiteboards, and multimedia projectors to make classroom instruction more learner-centered and goal-oriented. As a result, students can now write with pens on screens. Numerous educational philosophies and theories have been used in classroom instruction worldwide. However, in developing nations like ours, many rural schools have been having issues, even with the late delivery of textbooks. Although some urban schools have tried to incorporate the most cutting-edge tools and techniques in the classroom, we still lag far behind other countries. Because of this, interactive education does not have the desired effect.

Hence, this chapter details the research participants' perspectives on the difficulties and potential of interactive classroom teaching. The problems and opportunities the participants see are based on using interactive pedagogy in the classroom. Because instructors use a variety of pedagogies in the classroom, they have diverse perspectives on the obstacles and opportunities. Even though they have used one kind of interaction or another at the school, they all acknowledge that there are still some challenges they must overcome. Because of this, interactive classroom instruction has not been more efficient or goal-oriented. Additionally, they have stated that resolving their difficulties guarantees very successful interaction in the teaching-learning process in the classroom.

#### **Challenges of Interactive Pedagogy**

In this section, I have discussed the major challenges of interactive pedagogy shared by the research participants and based on my observation of their classroom practices.

#### **Bulky Course Contents and Exam-Oriented Education System**

A heavy course and an exam-oriented education system can be the influencing factors for interactive classroom teaching. In this regard, the participant RP5 of the

second school (RS2) responded on the question, what challenges you have been facing to make interaction in classroom teaching that,

*The huge course designed by the curriculum development center is difficult to finish on time. So we must finish the course on time, and at any cost, we must try to make the students pass their exams. Mathematics, science, and social studies like subjects are overloaded. Students memorize the content and do not get time to understand it practically. Due to this, classroom interaction has not been made much effective. (RP5-RS2, Interview)*

This claim indicates that lengthy courses reduce classroom engagement. Even for teachers, completing the course on time seems challenging. The course is a constant source of pressure for teachers. As a result, they do not focus much on engaging with the students during lectures and instead seek to complete the course by merely comprehending the material. It is more prevalent in academic fields, such as the sciences and math. Because additional courses mean more work for the students, they continue to be overburdened with teacher assignments. As a result, interaction in the classroom is ineffective. Moreover, students do not try to understand the matter but recite the information.

Similar exploration has been made by Kirkpatrick and Zang (2011), who state that it is common for students in Chinese high schools to be able to memorize facts but lack the intellectual depth to integrate or appreciate abstract ideas due to the daily avalanche of schoolwork surpasses their natural memory capacities. According to this study, students are forced to perform more work because of the lengthy courses, forcing them to adopt a traditional learning style that stops them from developing a deeper comprehension of the subject.

A similar opinion was given by the next participant RP6 from the second school (RS2).

*Along with the high density of the course, we have an exam-oriented educational system. As a result, the priority of schools always remains to make students pass their exams. Parents and teachers also work to enable students to achieve good grades. Students are also suggested to work hard for good grades. For these, teachers give notes, and students recite them. (RP6-RS2, Interview)*

This statement shows that our educational system is exam-focused. So, to get good marks, parents and instructors advise students to put forth a lot of effort to get

good scores. Students recite notes that teachers have provided to them. So required interaction in the classroom is lacking. Analogous to this study, the main problem with an education system emphasizing exams is that students often cheat and attempt to memorize information rather than understand it (Kirkpatrick & Zang, 2011). This study shows that exam-oriented education puts psychological pressure on students, which may lead them to follow the wrong method of getting high exam scores. Moreover, a curriculum that prioritizes exams undervalues the development of critical thinking, which is education's main goal.

### **Teachers' Mentality: Reluctant to Change**

I've noticed that many teachers have had extensive careers in education. They started their educational career when technology was not integrated into the curriculum. They do have a unique classroom instruction method that might not be compatible with modern classroom instruction. Without technology, the instruction seems teacher-centred and does not allow students to engage in the teaching and learning process fully. In this regard, when I asked participant RP1 of the first school (RS1), he asked, what are the challenges of interactive teaching pedagogy in the classroom? He replied,

*I have often told the teachers that they need to use technology in the teaching–learning process. But some of them do not take it seriously. Adding technology to classroom teaching is difficult for them. They take it as a burden. They want to continue their work as previously. (RP1-RS1, Interview)*

This claim suggests that some teachers who have been in the profession for a long time view technology as a burden. They don't want to add any additional responsibilities to their job. They believe that using technology requires them to acquire additional concepts that they do not find appealing at this point in their lives. They maintain their joy by carrying on with their unique brand of instruction. There can be many reasons behind not using technology, but one can be a teacher's low confidence level.

A study by Howard and Mozejko (2015) suggests that if teachers are uncomfortable using them and are dubious of their ability to do so, they are less motivated to use digital technology in their work. They feel they won't be able to handle technical problems when teaching. This problem is prevalent among the majority of teachers. Teachers do not take the risk of using digital technology in their classroom teaching. Since technology in education has played a great role in making

classroom teaching more interactive in the 21<sup>st</sup> century, its absence may negatively affect teaching-learning. Sebastian et al. (2014) also explored that teachers more inclined to integrate digital tools tend to employ more student-centred strategies in the classroom.

### **Larger Class Size and Students' Behaviour**

Dealing with larger classes is a challenging task. More students mean opinions and diversity in thoughts. As a result, a chance of disruptive behaviour may exist. Although Nepali education policies do not consider 40 or so students in a single classroom as being a large class, from the perspective of interactive pedagogy and teachers' experience of managing various interactive strategies (also based on available resources and the physical size of the classrooms), the classrooms are considered large in this study.

When I asked the question to participant RP2 of RS1 about the challenges he has been facing while applying interactive pedagogy, he replied,

*We have about forty students in a class. Dealing with forty students is difficult. Students are of different levels. Most of the time, we remain busy with homework corrections and other work. So it is tough to ensure everyone's participation in the learning process. Involving them effectively is difficult.*  
(RP2- RS1, Interview)

Large classes make it harder to govern the class and prepare lessons. When dealing with huge types, teachers are more stressed. Teachers remain busy with homework correction and correction of exam papers, and hence they do not get time to prepare lessons properly. Students in a large class cannot be provided with guided instructions well. As a result, a disturbance may occur. A study by Ayeni and Olowe (2016) revealed that large class size increases disruptive behaviour and makes teaching more difficult. Bhattarai (2018) also asserted that a large class often creates problems for teachers in conducting classroom activities smoothly. It has been understood that larger classes make it more challenging for teachers to establish and enforce behavioural norms, keep an eye on kids, and give each student individualized attention. More chaos in the classroom due to larger class sizes eventually impairs student learning. It tells that students' behaviour in a large class is challenging. Teachers become stressed while working with them. As a result, teachers can not physically and mentally prepare to do their best. They do not even get the time and a

suitable environment to apply modern teaching pedagogies where students can actively participate. It ultimately suffers students learning achievement.

The reply of the student participants RP8 from RS2, RP3, and RP4 from RS1 on the same question is similar, and the reply of RP8 was:

*Due to the large class, teachers cannot focus on all the students equally during classroom teaching. As a result, some backbenchers make a disturbance by making unnecessary talk. Teachers of some subjects scold them, but they do not obey. It disturbs teacher-student interaction during teaching. (RP8-RS2, Interview)*

The above statement shows that students' unnecessary talk is one of the major causes behind less effective classroom teaching. Students who are not active in learning gossip excessively, resulting in a disturbance during study hours. It may divert teachers and students. Unruly behaviours like getting up from the seat, shouting in front of the class, throwing fits, cursing, or yelling are disruptive. Hence, the teachers can not involve the students in the required activities. According to Shala (2021), behaviour problems in the classroom affect teachers' capacity to control the learning environment, which affects how well children learn. It lessens student contact. Due to the students' chatty behaviour, teachers and students become disoriented, which disrupts classroom interactions.

Throughout my visit to the classroom, I noticed it was crowded with students. About forty students were present. Some of the students in the back of the class were seen to be less engaged in the learning process when the teacher was explaining the lesson. Few students even did not take their involvement in the learning process seriously. If fewer students were in the class and teachers could more easily monitor the students' activities, the teaching-learning process would be more successful.

### **Part-Time Teachers**

The research participants expressed that the part-time teaching faculty is one of the challenges of effective classroom interaction. Responding to the challenges of classroom interaction, the research participant RP5 of RS2 said,

*Keeping in mind that part-time faculty helps to reduce costs, we have managed some part-time teachers for major subjects like Mathematics and Science. They immediately return after taking classes here. So they have fixed time to teach and cannot provide extended time to interact with the students. They do not get time to prepare lessons and activities in the classroom. They*



*just teach to finish the course. So it negatively affects interactive activities in the classroom. (RP5-RS2, Interview)*

The above statement tells that part-time faculty cannot be fully dedicated to school activities and achievement. Their main focus seems to be finishing the course without sufficient classroom interaction. Hence teacher-student interaction is minimum in such conditions resulting in lower academic achievement. As Turley and Graham (2019) described, Moore thought a high-quality and positive learning environment occurs when there is longer interaction time. It indicates more interaction is possible if teachers can provide sufficient time to their classroom.

Student participants RP7 and RP8 from RS2 also have similar experiences, and they expressed

*Although the teacher nicely gives a good concept of the lesson, sometimes we do not get sufficient time to go to the teachers to learn Maths and science problems because they have limited time. They come to the class and go after finishing their period. (RP7 & RP8 – RS2, Interview)*

The students stated they needed extra time to have in-depth and extended discussions with the subject teachers. They were not getting this opportunity due to the part-time faculty appointment in their school.

The larger span of teacher-student interaction promotes students learning achievement. According to a study by Rossol-Allison (2011), part-time teachers are less effective in the classroom because they are paid less, have less training, and devote less time to lesson planning, which lowers the graduation rate of the students. They don't seem as motivated to enhance the school's learning environment. As a result, they are unable to engage students effectively in the classroom. According to Eagan and Jaeger (2008), students who take introductory courses with more part-time faculty instruction have fewer meaningful connections with that faculty. As a result, they are less integrated into the academic culture of the institution. They discovered that courses taught by part-time instructors have a detrimental effect on students' learning results.

I observed and realized that the partially appointed teachers had become a barrier to implementing fresh and cutting-edge techniques in the teaching-learning process. I wanted to pick one of the part-time teachers hired there, but I could not meet him in person because of the teacher's busy schedule. The teacher had to leave for the next school when class was finished. He, therefore, had no time to prepare for

the subsequent class. He was more intensely motivated to complete the course on time. This demonstrated that the appointment of part-time teachers was not appropriate for properly implementing interactive learning strategies.

### **Ineffective Teachers Training**

In my experience, many organizations have been conducting training sessions for teachers. Except for some, most training is flooded by the resource persons of the local and district Education who have little or only theoretical knowledge of classroom pedagogy and are not experienced with real classroom situations. They present their sessions just because they have been appointed as an officer of an education department or appointed as training heads of government offices. So instead of focusing on specific training needed for the teachers, they provide general theoretical knowledge, which does not significantly affect teachers' professional skills in classroom teaching. Hence teachers continue teaching in their own way even after attending training. It does not enhance noticeable change in the classroom teaching learning approach.

Teachers' training is important for better classroom performance. One might expect that the training increases teachers' performance in the classroom, which will benefit students' performance. The fact that students do better on exams as a result of improved classroom instruction following training is one sign of high-quality teacher preparation. Even using a simple analogy, if a teacher is well trained, they can perform better in class, teach their pupils more efficiently, and help them perform better on tests. The research participants expressed their views on why they are not able to make classroom interaction more effective. The research participant, RP2 of the first school (RS1), replied expressing his experience as;

*Yes, sir...., I started my teaching career as a traditional teacher, but gradually, I learned new techniques of teaching. Still, the methods that I apply in classroom teaching are not so effective. The pieces of training have been given theoretical knowledge rather than a practical idea on classroom teaching that we need to take some pedagogical training, umm ....though we have attended many general pieces of training. We have not learnt newer ideas on classroom interactive pedagogy from such training. I think we need some specific training on effective classroom teaching. (RP2-RS1, Interview)*

This expression demonstrates that schools only offer general teacher training, not specialized training depending on the needs of the teaching staff. The pedagogical

training required for efficient classroom instruction and turning students into active learners is very important but is not provided in schools. So teachers are unable to create a positive learning environment in their classrooms. In my experience, a pedagogically sound teacher looks confident and influences teaching-learning positively, whereas, in its absence, the teacher's professional effectiveness diminishes. Similar to this perspective, Wagley (2010) noted that a teacher's personal and professional development depends on the training he/she has acquired.

A teacher without professional and pedagogical training applies teacher-centred pedagogy, teaches content without a proper lesson plan, primarily uses the lecture method in the classroom, assigns insufficient homework, and appears exhausted and less enthusiastic, whereas a well-trained teacher is always supportive to students and remains enthusiastic and makes classroom teaching much interesting. It demonstrates the need for in-service training for teachers working with school-aged children to enhance students' learning potential through efficient pedagogy. Hence, training, in my opinion, strengthens teachers' capacity to facilitate classroom instruction while also enhancing the learning environment.

RP6 of the second school (RS2) also has a similar version about why they have not been able to apply modern approaches to classroom teaching to make students well-engaged. She replied;

*I have learned pedagogical approaches during my one-year B. Ed. 30 years back. After joining the teaching profession, I have attended many training and seminars organized by the District Education Office, PABSON, Schools, and other local and national organizations working in the field of education. But the pieces of training were not well-focused on classroom interaction and student engagement. This is why we have been experiencing a great challenge in handling students these days. (RP6-RS2, Interview)*

The participant's statements also indicate that the training given by the various organizations seemed less effective in changing teachers' professional ideas and practices. It emphasizes the need for more effective training based on classroom pedagogy.

Biku et al. (2018) explored how teachers employ personalized teaching strategies due to a lack of pedagogical training, which has a negative impact on the standardization of delivery methods. All teachers must acquire the appropriate pedagogical training depending on their needs to resolve this problem. Instead of

providing the training just for the sake of training, teacher training sessions should focus on discussing the issues and challenges they face in their classrooms. Gautam (2016) concluded that teacher training programs had to consider teachers' experiences when instructing students in a classroom. This would enable them to provide good guidance and produce highly knowledgeable students.

My observation revealed that the teachers' use of instructional pedagogies was primarily based on their extensive professional background. Very few teachers were observed during classroom instruction employing contemporary technology, such as a multimedia projector, in teaching. Some teachers brought materials into the classroom to help students understand the subject matter. However, some other teachers remained limited to their textbooks and presented concept notes to the students in the school. This circumstance demonstrated that teachers had not received the pedagogical training to improve their instruction ability more effectively.

### **Prospects of Interactive Pedagogy**

Interactive learning is a distinct method of organizing educational activities where students interact to exchange information, collaborate on problem-solving, evaluate their actions, and model situational tasks.

For today's students, the interactive process is a powerful learning motivator, increasing their attention to the process. This learning process accelerates students' learning of educational material, increases their interest, and optimizes teachers' and students' information-presentation processes. The outcomes are quite effective when these pedagogies are used with interactive equipment that encourages student learning, such as an interactive whiteboard. These instructional methodologies inspire pupils to think critically and devise problem-solving techniques.

### **Interactive Pedagogy Develops the Habit of Working in Teams**

Participants in the study found it beneficial that students in interactive pedagogy collaborate and share their ideas in groups, promoting a negotiable learning habit. It allows students to hone their interpersonal, social, and teamwork skills. In this regard, when I asked what opportunities have you gained while applying the interactive method in classroom teaching? My research participant, RP1 of the first school, RS1, he replied,

*Okay, group work given to the students has positively influenced them. They have been able to share their vision with friends and solve problems. Some weeks back, I went to grade 10 and told them to make a presentation on*

environmental issues. *I was just sitting in the class. I saw that students were discussing with each other and writing on the chart paper. After they finished their work, one of the students of the group presented their shared work confidently. (RP1-RS1, Interview)*

This statement states that when students are allowed to work in groups in the classroom, their performance improves as their confidence level rises. They are not afraid to openly discuss their problems with their peers and negotiate the best solution. This eventually leads to them being interpersonally, socially, and intellectually competent.

The next participant, RP6 of the school RS2, also has a similar experience: using an interactive teaching-learning method has enabled the students to work in a group. He replied,

*The interactive method can positively change students' way of dealing with teachers and other students. Mira, (name changed), my research participant, was a very shy girl up to grade 8. In grade 9, when her parents talked about her study and her nature of not talking with others, I started giving her some group work making her the group leader. Gradually she started questioning the teachers and her friends whenever she had problems. Now she has no problem sharing her difficulties with her friends and teachers. She has also improved her study. (RP6-RS2, Interview)*

This statement also discusses how the interactive classroom teaching method helps to open up the students and make them more interactive with the teachers. It conveys that students develop a good rapport with their peers and teachers while working in groups during teaching-learning activities, making it easier for them to share their problems with others. As a result, they can improve their skills and achieve their full potential.

Like my research participants, Yang et al.'s (2022) reveal that group work encourages students to take the initiative in their learning and facilitates self-learning and task completion through team collaboration. This exploration of the researchers gives an idea about how vital teamwork learning is in the development of students learning attitudes. Thus, interactive teaching promotes teamwork learning by helping students develop a good understanding by accepting each other's ideas during group discussions. This leads to improved problem-solving through collaborative effort, bringing out the best in everyone (Volkova et Al., 2021).

My observation of the classroom revealed that the math teacher assigned the students a task they were to tackle in groups. The problems were eventually solved after the students discussed their thoughts with their group members. This highlighted how using interactive teaching methods in the classroom encourages teamwork.

### **Promotion of Students' Engagement**

Interactive pedagogy includes activity-based learning approaches which make the students participate actively in the classroom. The research participants expressed that interactive pedagogy makes students active in the classroom involving them in various activities. When I asked the participants how is interactive learning helping students in their learning? The research participant RP2 of RS1 replied,

*I experienced that in the beginning days of my teaching; I used to apply more lecture methods in classroom teaching. When I started applying group discussion in classroom teaching, I found that students actively listen to the teachers and then do the given work seriously. They do not get time to make unnecessary noise in the classroom. They are found busy with classwork and discussion with their group members. (RP2-RS1, Interview)*

This statement tells that interactive teaching includes various strategies teachers apply to ensure students' active participation in the classroom. The students remain engaged in doing the assigned task and solving problems by sharing their ideas with the group members. It also creates a good learning environment that encourages students to learn ideas from their peers. It orients them toward achieving their goal. Active learning, in which students participate in various activities in the classroom, reduces learning and achievement gaps by providing students with better ideas about the subject matter (Theobald et al., 2020). It implies that students' learning skills improve when they participate in the assigned task in the classroom, discuss difficulties with friends, and share ideas. As a result, the learning and achievement gap narrows, increasing the likelihood of success. Prolonged participation in activity-based learning and group discussions helps students retain course ideas, improves their ability to use materials, raises their knowledge level, improves their understanding of the topic, and increases their attendance rate, all contributing to their success (Hadie et al., 2018).

A similar experience was expressed by another participant RP4 of RS1, on the question how is interactive method supportive to your learning? She replied,

*I usually cannot focus on what teachers teach in the classroom. My mind goes off. I feel bored when teachers give long lectures. I learn and understand better when teachers ask questions during classroom teaching. The discussions made during question-answering develop clear ideas about the course and content. (RP4-RS1, Interview)*

According to the participant's statement, one-way teaching methods, such as lectures, are boring to students. It does not keep students interested in learning. Students do not have better ideas about the subject matter taught in such a classroom because they do not participate in learning. So, interactive teaching-learning methods, such as question-answering, should be used to engage students in the learning process and help them learn new skills. Chin and Osborne (2008) discovered that students' questions could help them focus on the subject matter, regulate their own knowledge, analyze and frame their ideas, guide their thinking in a particular direction, and develop their understanding. It means that question-answering linked with classroom teaching widens students' ideas on various course issues, enabling them to achieve higher skills and focus on what the teachers want to teach.

#### **Figure 4**

*Students' Engagement in the Learning Process*



My observation of a teacher's interactive classroom instruction employing peer discussions, question-and-answer sessions, and small group discussions led me to conclude that these strategies helped students learn happily. When teachers provide their students the freedom to work independently and guide the class, students

engage more passionately and actively in learning new ideas and skills. As a result, I realized that student engagement in every classroom would have made the teaching-learning process much more effective.

### **Develops Higher Learning Skills**

Classroom interaction is a two-way communication among students or between teachers and students. It involves the exchange of ideas, views, and feeling between people. When students interact in the classroom, they get an opportunity to improve their skills and ideas through information from other group members. My research participants also seemed optimistic that classroom interaction promotes students' skills to solve difficult problems and develop a higher-level mindset. When I asked the participants what are the opportunities for classroom interaction? The research participant RP3 of the first research school RS1 replied,

*Nepali is a bit difficult subject for me. I remain less active in this subject. Teachers of this subject teach nicely, but interaction is minimum in this subject than in other subjects. But teachers in Mathematics, English, and social studies allow us to discuss various subjects. They ask questions and give materials to discuss, so my understanding level of these subjects is higher. I can solve even difficult problems. I have been achieving excellent grades in these subjects. (RP3-RS1, Interview)*

This participant's statement indicates that interactive teaching methods increase learners' knowledge and make learning more interesting. Teachers who use interaction in the classroom make it more alive and effective. Students gain a thorough understanding of the subject matter and gain the ability to analyze the context. It fosters the ability to think creatively to solve problems.

I received a similar idea from another participant, RP7 of second school RS2. He said,

*We have attended some practical classes in science. We got the opportunity to draw atomic structures. Later, our school organized a science exhibition in which we prepared some models of molecular structures like Methane and Ethane. We also prepared DNA molecules during the exhibition. I think practical classes make us more creative. (RP7-RS2, Interview)*

This participant's realization suggests that small classroom activities with students' active participation generate newer and higher ideas in them. As a result, they can think in new ways and perform higher-order functions. After practicing



atomic diagrams by students in their notebooks, they prepared some molecular models with local materials.

### **Figure 5**

*Students' Creative Work: A DNA Model*



When I went to the school to observe the classroom, I noticed some educational materials the students had created that were safely stored in the cupboard. The DNA model was particularly original among them. I scrutinized the model carefully and questioned the students and teachers about it. Finally, I found that the model was created by grade ten students who had studied heredity in class. This helped me realize that students may execute higher-level skills through a creative classroom learning environment.

According to Bhandari (2021), effective interaction can boost student engagement and performance by motivating autonomous work throughout the learning process. The teaching and learning process quality in the classroom is mainly defined by how actively the teacher and students interact since active students learn more efficiently than passive students. Individuals can connect information with prior knowledge, build bridges to new perceptions, and understand the meaning of the matter more creatively through questioning, activities, and group discussions, which opens the door to metacognitive learning (Chin & Osborne, 2008). Hence, students can express their current understanding of a topic and connect it to various ideas, promoting their skills through classroom activities.

### **Improves Teacher-Student Interrelationships**

The teacher-student interrelationship is vital for making teaching and learning meaningful. A good relationship between teachers and students generates a positive learning environment in the school. Interaction between teachers and students is only

possible when they have good relations between them. My research participants seemed positive to this aspect, and hence RP8 of the second school RS2 expressed,

*My study was not good at my previous school. The teachers were stringent, and we could not ask questions in the classroom. When I joined this school, I could easily talk to the teachers and share my personal and academic problems. The teachers are amiable here. I have improved my study here than previous grades. (RP8-RS2, Interview)*

This expression of the student participant tells that when the teachers are open to and interact with the students in the classroom, students get encouraged to resolve their problems in support of the teachers and peers. This also enhances the interest of the students in learning. Hence this interaction gradually promotes the interrelationship between teachers and students. This relationship promotes a conducive learning environment in the classroom.

The research participant, RP6 of the second school RS2, also has a similar perspective on the prospects of classroom interaction. She expressed,

*Classroom interaction brings students closer to the teachers; hence, teachers can understand the individual student. It helps them to guide the students as per their interests. (RP6-RS2, Interview)*

This participant's statement emphasizes the importance of the teacher-student relationship in the learning process. As a result of classroom interaction, this relationship develops. When teachers and students communicate effectively, teachers get to know the students personally.

When I arrived at the Second School to conduct my research, I saw some teachers having fun with the students and the principal cracking jokes. I appreciated how the English teacher created a friendly atmosphere in the classroom. This was an illustration of how well the students and teachers worked together. In my experience as a teacher, the interaction between teachers and students promotes students' academic progress and enhances their interpersonal relationships. Such an encouraging bond between them improves the students' spirits. Similarly, Coristine et al. (2022) discovered that interactions generate a comfortable learning environment by strengthening student-teacher relationships, which increases students' motivation and confidence and improves learning outcomes.

According to Pianta et al. (2012), student-teacher relationships developed by classroom interaction and personalized feedback promote a healthy learning

environment in the school, help students develop self-esteem, and improve their mental well-being. The support of the teachers to the students increases students' engagement and interaction. According to Zheng (2021), it is crucial to emotional and behavioural growth and maturity. A child's affiliation with a caregiver produces a particular behaviour that can later develop into autonomy. A person's sentimental attachments are believed to influence their interactions, interests, and level of interest in tasks and work.

### **Promotes Teacher Training and Digital Technology in School**

Teachers are the key people in an educational institution. They promote students' interest in learning by providing necessary support and feedback on their work. During supporting them, teachers face some challenges occurred due to students' behavioural challenges. To deal with diverse students in the classroom, teachers must have some skills they can develop through training. Skillful teachers can handle the situation more tactfully by applying different interactions based on the students' needs. Hence, interaction in the classroom demands professional training for the teachers to make them sound and competent.

The research participants also seemed positive about this version that interaction promotes training. In this regard, research participant RP5 of the second school expressed,

*The current educational system demands student-centered pedagogy linked with digital technology. But then, teachers are still not trained to apply such an effective pedagogical method in classroom teaching. Although we have managed some multimedia projectors, teachers do not properly use them. It made us feel that our teachers need to have some pedagogical and ICT training to teach students through effective interaction. (RP5-RS2, Interview)*

According to the participant, modern teaching pedagogy requires skilled, digitally savvy, and qualified teachers. However, teachers find implementing such strategies in their classrooms difficult due to insufficient teacher training. It has compelled schools to provide teacher training so that they can effectively teach in the classroom using modern tools and techniques. Teachers can satisfy students after learning about pedagogy and digital technology.

Another participant, RP1 of the first school RS1, also has a similar understanding of how interactive pedagogy promotes teachers' training and digital technology. He said,

*The students do not simply listen to what the teachers tell them. They need some work that keeps them busy in the classroom. Keeping this in mind, we managed some multimedia projectors and organized training sessions for the teachers. But still, it is not as expected. We still have teachers not well-updated with digital technology and attended pedagogical training. We plan to train teachers to make them skilful in modern pedagogy and digital knowledge to improve student learning. (RPI-RS1, Interview)*

This participant's expression indicates that students in the modern era seek serious attention and guidance from teachers. To accomplish this, teachers and schools have adopted a student-centred teaching method to assist students in advancing their studies. Pedagogy and digital skill training for teachers are organized to implement student-centred teaching and learning in the classroom. As a result, modern interactive pedagogy encourages teacher training and the use of digital technology in the classroom.

I learned that some classes featured multimedia projectors that the instructors used to instruct the students. The teacher retorted that they were using such technology to display the necessary materials, diagrams, and course-related information and that students occasionally presented the work using it. It was disclosed that the school planned to implement these technologies to support digital teaching and learning soon. Furthermore, it was revealed that the institutions would set up pedagogical training for the instructors. Teachers' and principals' comments suggested that teachers who had a solid understanding of pedagogy and ICT might significantly improve the learning outcomes of their students. With the aid of technology, students are more willing to learn and remain engaged, and their learning can be enhanced (Lennox Terrion & Aceti, 2012). It indicates that using technology motivates the students to engage in the learning process, and the motivated students think more creatively and interestingly. Similarly, Hikok (1998) stated that while fine buildings, equipment, and textbooks are essential for educational excellence, a better learning environment is created by the teacher's skill and dedication (as cited in Gautam, 2016). This indicates the role of the teachers as the key actors in any educational institution where teachers' skill and effort play a more significant role in making them well-learned.

It would be challenging to positively influence students' learning without appropriate teaching methods in a real learning environment. Students may struggle to

comprehend things properly and perform to their desired levels. Teachers who participate in training programs have the opportunity for continuous professional advancement - learning new methods, methods, strategies, and skills - because the effectiveness and quality of teachers are completely reliant on their classroom practices (Podolsky et al., 2019). It is challenging to grow into a great teacher if a teacher has excellent technical competence but lacks pedagogical skills (Castro et al., 2019).

### **Theoretical Discussion**

Participants believed that using interactive pedagogy was beneficial to students' learning. They stated that using interactive pedagogy in one form or another has enabled students to work in groups, think critically, and solve difficult problems with creative and constructive ideas. However, they have encountered numerous difficulties while employing such methods. The course's weight makes it challenging to complete on time. Teachers have struggled to have sufficient discussions about subject matters to develop students' confidence in the subject matter, and based on the concept of Vygotsky's social constructivism in the classroom, Topciu and Myftiu (2015) mentioned that every teacher must understand that every child is unique and requires special assistance. Students get unique assistance in the classroom when the teacher provides support per the needs and interests of the students of a diverse society (Subedi, 2010). Hence, it can be stated that proper classroom interaction is difficult in an education system like ours, which recommends extensive courses for students.

Teachers cannot give sufficient time to the students to engage them through various activities, so they cannot promote their learning skills. Another barrier to adopting new and student-centred approaches in classroom teaching is the teachers' rigid mindset. Because of the appointment of part-time teachers in some major subjects to save money, there is less interaction between teachers and students. It is because part-time teachers have a set amount of time to devote to school. As a result, students cannot contact them whenever they require assistance from a teacher. Vygotsky's theory (1978) of learning explains that students learn through interaction. Teachers are the key players in schools who can make positive changes in students' learning.

In this regard, without accepting and practicing the interactive approaches by the teachers as per the need of the students, they cannot reach the actual development

level. Ineffective classroom interaction is also negatively influenced by teachers' insufficient and inadequate training. Properly designed teacher training assists them in developing their potential, which in turn helps students develop their creativity. Students cannot create higher abilities unless effective and well-trained teachers guide them. According to Vygotsky (1978), social interaction with a skilled tutor accounts for a large portion of a child's meaningful learning. The teachers gain this ability through purposeful training.

Vygotsky (1978) explored that creative potential can only be developed through effective teacher mediation (as cited in Piskie et al., 2014). Teachers' training programs, in this sense, develop teachers' skills, which promote student engagement and learning achievement. As a result, teachers are better able to create a stimulating environment for their students' potential and abilities and carry out work that requires creative thinking. According to Vygotsky (2010), creativity is the most important activity because it expresses consciousness, thought, and language. Through training and practice, this aspect of creativity can be developed as a factor inherent in the human condition.

Similarly, the participants' perception revealed that interactive pedagogy had created many opportunities for themselves, the students, and the school as well. They perceived that the interactive process is a powerful educational source of motivation, increasing students' focus. This learning process accelerates students' learning of educational information, increases their desire to participate, and optimizes teachers' and students' workflow. Effective interaction between teachers and students and among the students in a group develops their abilities to work in a team. This also engages students in classroom activities and enables them to promote their understanding.

Students learn to collaborate, communicate, and think critically and creatively through group work. Putting students in groups connects to a cogenerative discussion, which is a crucial component of reality pedagogy and emphasizes critical thinking. This is very important to the learning process. It is the responsibility of teachers to set up situations in which students can connect, ascertain their requirements, and engage in learning activities (Emdin, 2011). They also get an opportunity to express their thoughts and perspectives.

The constructivist approach is similar to learning by doing, assuming that the more one does something, the better one becomes at it. Hussain (2012) found that the

constructivist approach involves experiential learning, problem-based learning, and inquiry learning in collaboration with others, enabling students to learn higher abilities. However, generating new knowledge is based on learners' active participation and interactions. They can critically analyze and tackle the problems faced through a shared vision. As stated in Ayub et al. (2021), Scott mentions that interactive pedagogy promotes student interaction on the one hand and engages them with different tools, fellow groups, and mentors, which empower them with critical thinking and analytical abilities. More so, according to Beetham and Sharpe (2013), twenty-first-century learning technologies significantly impact knowledge sharing and help fill the gap generated due to the rapid generation of knowledge by fostering better inquiry and dialogue between mentors and students.

During the implementation of interactive pedagogy in the classroom, the need for teacher training to make them a skill for the successful practice of such an innovative teaching approach is realized. Because this approach uses digital technology, the school feels compelled to install multimedia projectors and other forms of technology used to interact with students. As Beck and Kosnik (2012) discovered, teachers' knowledge gained through experience and training is beneficial for constructive dialogue with students to promote their understanding and learning ability. The activity also shifts and reshapes their perspectives to apply social constructivism theories in the classroom. It teaches them to transition from "teachers" to "learning facilitators." A knowledgeable and experienced teacher can effectively question students' correct or incorrect answers to ensure the concept is understood.

Through my observations of classroom instruction in Nepal's private schools, I have understood how slowly the institutions are attempting to adopt student-centered pedagogies to engage the students in the learning process. I saw that a classroom contained a broad collection of children, each with unique learning challenges. Schools have strongly emphasized creating an environment where English is spoken. Students from Nepalese schools cannot fully talk and debate their concerns in English because they speak Nepali or its dialects as their mother tongue. As a result, the level of classroom involvement has not been as high as anticipated.

According to Pangeni (2016), the readymade pedagogical techniques imported from developed nations have not been appropriately supported to address classroom issues. The teachers are not provided with the requisite training to enable them to apply effectively in the classroom. It suggests the need for in-depth dialogue between

educationalists and the authority of Nepal's education sector to glocalize proven practices for successful adoption in our classrooms.

Awasthi (2010) also demonstrated the importance of teachers training to make them more skilled in providing quality education. His study highlighted that the training for the teachers promotes teachers' professional competencies, and hence the quality of education could be enhanced.

### **Chapter Essence**

According to the interpretation of the information gathered from the participants, using interactive pedagogy in classroom teaching presents challenges and opportunities. The extensive curriculum is the most difficult challenge for teachers and students, as they do not have enough time to engage students in classroom activities fully. They are all eager to complete the course on time to fulfill the exam-oriented system's purpose. As a result, teachers teach the content, and students learn it to pass the exam rather than understanding the subject matter to learn higher skills. Similarly, teachers' attitudes toward interactive learning and adopting student-centered approaches are other challenges because they are accustomed to teaching traditionally, for which they do not need to work hard. Additional challenges, such as insufficient and ineffective teacher training, prevent teachers from updating themselves and benefiting from modern classroom pedagogy.

On the other hand, interactive pedagogy has created numerous opportunities for students, teachers, and schools. Interactive pedagogy in the classroom encourages students to work in groups and share their ideas to solve problems. It also develops a higher level of ability in students to solve problems they face through their group's common ideas. Teachers' training programs and digital technology are also promoted due to the use of such an innovative approach in classroom teaching.



## CHAPTER VI

### INSIGHTS, CONCLUSION, IMPLICATIONS, AND REFLECTION

This chapter contains the major findings of this research study, their implications, closing remarks, and my reflection. In this chapter, I discuss the insights gained from the information gathered from research participants via interviews and observation based on the research questions. I've also included the implications of the research findings for future research in this field. This chapter also contains the research report's conclusion. Finally, my thoughts on the entire research study have been included in this chapter.

#### **Major Insights**

This research study has broadened my understanding of the use of interactive pedagogy in classroom teaching in Nepalese private schools. The interviews with the principals, teachers, and students who participated in the research and my observations based on research questions aided in exploring the participants' perceptions of interactive learning, its challenges, and its prospects. The research questions are as follows:

- 1) How do principals, teachers, and students perceive interactive academic practices in private schools in Bhaktapur?
- 2) What challenges and prospects do principals, teachers, and students see in maintaining an interactive learning environment?

Based on the information obtained from the research participants in the previous chapters, IV and V, I attempted to interpret and discuss each research question. The key insights are summarized below.

#### **Participants' Perceptions and Practice of Interactive Pedagogy**

According to the study's findings, teachers and students perceived the interactive approach as a life-experience technique that occurs through collaborative discourse. Students explore the depths of their emotions and intrapersonal conflicts during this process. As a result, new and innovative ideas are generated and shared among members to solve personal and group problems. Students also gain communication skills while working together to solve problems with a shared vision. Furthermore, coming up with ideas allows them to clear up confusion about their

issues by generating constructive ideas. Students become more accessible, versatile, and imaginative as a consequence of such collaborative efforts.

The research participants have perceived interactive pedagogy as an innovative approach that improves institutional tactics, develops the potential to overcome problems, provides higher skills to analyze the issues, and achieve better learning outcomes constructively. In the following paragraphs, I discuss the insights from interviews and observations of participants' perspectives on interactive pedagogy.

Students get the chance to study in depth through interaction with teachers in the classroom, which gradually shapes their attitudes toward learning. One of the leading causes of students' tendency to be passive listeners is their hesitation, which can be overcome through classroom participation. It demonstrates that classroom engagement enhances both student performance and teacher-student interactions, fostering mutual trust, belief, and respect and eventually enhancing the learning environment. Participation in the classroom helps students learn more efficiently and achieve higher grades. Interaction in classroom teaching through material demonstration helps students get a real object idea, which aids in learning the subject matter. Incorporating a question-and-answer period within the lecture ensures that students participate, becoming engaged students who enjoy learning. Question-answering is another helpful strategy since it helps students strengthen their capacity to reason analytically and give more accurate answers to questions during exams. The teacher's questions are highly instructive and helpful for students to fully comprehend, which enables them to use the learned information in their everyday lives.

From the teachers' perspectives, physical, mental, and emotional engagement are all made possible through active and interactive learning. Students engage in active learning by working in groups, pairs, or partnerships and occasionally by themselves. While gradually avoiding rote learning, such self-directed learning aids students in fully comprehending the subject matter and increases their ability to master more complex skills. Students who can see, touch, and feel the material during an interactive lesson will better grasp the physical world. When conducting experiments-based lessons, teachers improve students' ability to learn more complex skills. Using group discussions and sharing group solutions with the whole class promotes collaboration and problem-solving skills. It produces a stimulating environment in the classroom. According to the participant, interactive teaching

should be viewed as a process that satisfies students' learning rather than being restricted to a specific approach.

Principals believe that when teachers adopt instructional strategies in the classroom that involve their students, their learning abilities significantly rise, increasing their potential even to solve difficulties. Additionally, it improved the bond between teachers and pupils. This participant assessment demonstrates how effective interactive pedagogy enhances student learning. Since interactive learning generally involves learning through doing, participation in classroom activities helps students' academic performance. As students engage in activities, they develop clear concepts that help them understand difficult concepts. As a result, it helps students gain a conceptual understanding of the material and progressively introduces new ideas, giving them a greater degree of ability to understand even complex subjects. Students actively engage in the teaching and learning process with this student-centred model.

### **Participants' Perceptions of Challenges and Prospects of Interactive Pedagogy**

Through interviews with participants and my observations, I gained insights into the challenges and opportunities they faced while using an interactive approach to teaching and learning in the classroom. The following are the insights:

#### ***Challenges of Interactive Pedagogy***

This research has revealed many challenges the participants experienced while adopting the interactive pedagogy. In this regard, the lengthy course designed by the government has been perceived as a challenge of interactive pedagogy that reduces the students' classroom engagement. Due to this, teachers do not have enough time to make their classroom teaching more interactive because they are pressed for time to complete the course. Likewise, an exam-based education system impedes fully implementing an interactive approach in classroom teaching. Rather than thoroughly learning the subject, all stakeholders concentrate on helping students achieve good grades.

Modern technology has been experienced as another major challenge in classroom interaction. Some teachers in the classroom for long time see new technology and pedagogy as a burden. They believe combining new pedagogy with technology adds additional responsibility, affecting the interactive approach. Similarly, another challenge when using the interactive method is the large class size. A larger class size stresses teachers and keeps them busy with homework corrections and exam paper corrections, preventing them from properly preparing lessons and

negatively impacting classroom interaction. Furthermore, students with low learning achievement might cause unnecessary disruption in the classroom by talking, moving around unnecessarily, and shouting at others, which disrupts the teaching. Teachers have limited time to teach in the class, which may prevent them from making time for effective interaction.

Further, a challenge of interactive pedagogy is the appointment of part-time faculty in schools to reduce economic burden. Because part-time teachers work in multiple schools, they have limited time to devote to one school and thus cannot prepare lessons in advance. This is how interactive pedagogy suffers. Ineffective and insufficient training is another issue with interactive pedagogy. The general training provided to teachers does not affect their professional or personal behaviour. As a result, schools lack purposeful training based on teachers' professional development. As a result, teachers cannot update their skills to apply interactive approaches effectively.

### ***Prospects of Interactive Pedagogy***

Numerous opportunities have been created due to the application of interactive pedagogy in the classroom. Interactive pedagogy allows students to develop the habit of working in groups. This habit of the students enables them to discuss their issues in groups and reach a point of consensus, resulting in them being interpersonally, socially, and intellectually competent.

Teachers use various strategies to ensure student participation in interactive pedagogy. Students' self-engagement in their work assists them in learning more advanced skills. Similarly, the interactive teaching method stimulates students' interest in learning. When students enjoy learning, they can develop better study habits and thus achieve better learning skills. Students benefit from interactive teaching-learning when they learn thoroughly and thoroughly understand the subject matter, gain the ability to analyze the subject matter creatively, and develop new and brilliant ideas. A good interrelationship between teachers and students is formed during the interaction. This type of interdependence fosters a positive learning environment in the classroom. As a result, students' learning achievement improves. Teachers get to know their students on a personal level during classroom interaction. As a result, teachers can tailor their teaching strategies to the needs and interests of their students.

The interactive approach necessitates the use of newer technology in the classroom. As a result, as schools adopt this approach, they gradually promote digital technology in the classroom. It can be used effectively in the classroom only when teachers are well-versed in interactive pedagogy. Therefore, it helps schools manage various teacher training programs focusing on classroom pedagogy. This leads to promoting training programs in schools.

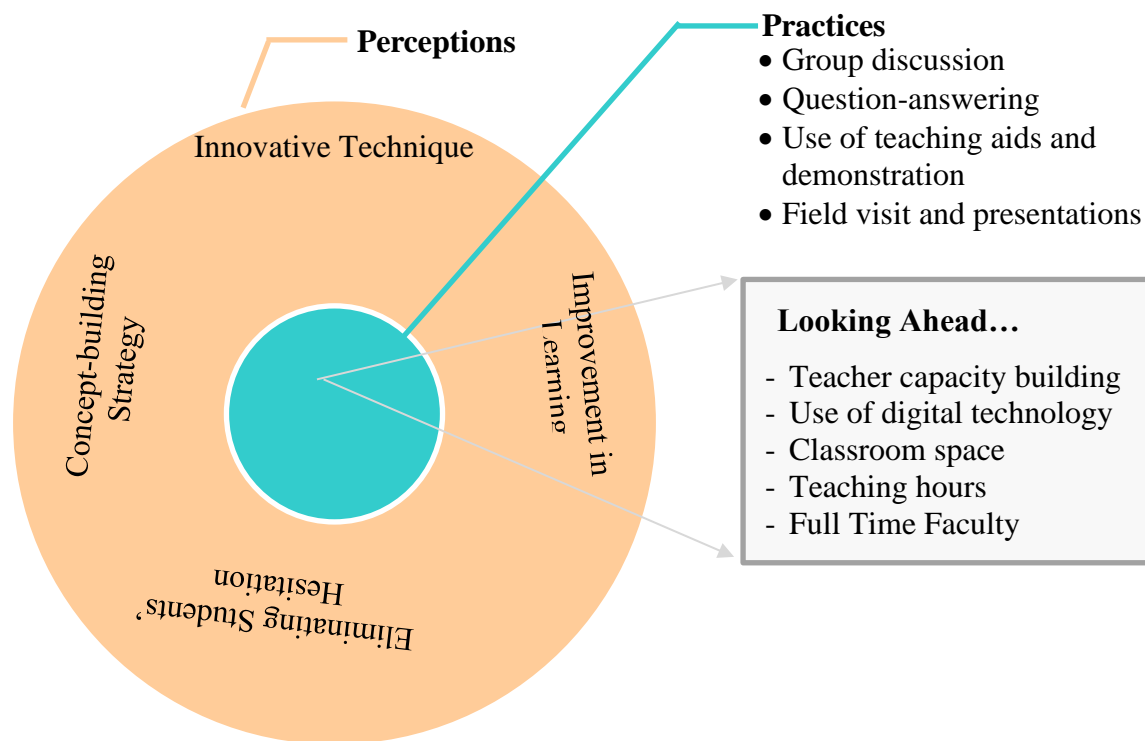
### **Insights Based on Classroom Observation**

During classroom observations, I found that due to a lack of understanding of interactive pedagogy, teachers frequently entered the classroom without preparing the material that were necessary. The teachers were trying to engage their students with activities like question-and-answer sessions, group debates, and presentations, in which only a small number of students participate. Such activities could develop creative ideas among the students. Gradually they also become more critical in thinking and behavior. Although classroom teaching-learning activities somehow reflect the core concept of social constructivism and reality pedagogy, other important components, such as co-teaching, context, scaffolding, etc., have not been fully practiced in the research schools.

Some training in pedagogy and digital technologies, in general, has been provided scantily for teachers. However, they were found unable to integrate education with contemporary technologies as a result successfully. The practice of teachers handing out concept notes and students repeating them back to them has demonstrated that students only absorb material superficially and just for exams, which is completely at odds with the idea of interactive pedagogy. Overall, though some interactive activities are scantily practiced in schools, following social interaction methods (esp. collaborative interaction) as suggested by Vygotsky are not fully conceptualized and materialized in private schools of Bhaktapur.

### **The Substance of All**

As I could clearly see, the participants' perceptions were diverse, and so were their experiences of challenges and possible ways to improve classroom interaction. From all of such opinions, experiences, and expectations, I could summarize the substance of my research engagement on this topic as follows:

**Figure 6***The Substance of the Research*

Based on the interaction with the participants, listening to their perceptions, stories, and challenges, and also what I noticed during classroom observations, the gist of all appeared to be somehow comprehensible to me – that is, interactive pedagogy matters so as to engage learners actively in the classroom activities as well as giving teachers a sense of pride in the teaching profession.

### **Conclusion**

Immersed in the findings of the research study and keeping the entire research journey in mind, I concluded that supportive and well-trained teachers, a conducive learning environment, adequate educational materials, and well-furnished school buildings are all necessary components for promoting quality education. Still, all of these components function effectively only when an active and interactive teaching pedagogy is implemented in the classrooms. The student becomes more of a focus of the teaching process in interactive pedagogical approaches, engages in dialogue with the teacher and other participants, and participates actively in cognitive processing activities. Some major activities that promote interactive pedagogy include group discussions, question-and-answer sessions, material demonstrations, presentations,

and field trips to engage students in the learning process. All of these methods engage students and turn them into active learners. Moreover, working in (small) groups and sharing ideas is also crucial for promoting the active engagement of learners in the classroom. Working together to complete tasks in groups or pairs allows them to interact with one another. This can arouse their interest, encourage active participation in the learning process, meet their emotional needs, and support them in better grasping the learning units. As a result, classroom interaction has a multidimensional influence on students, including promoting behavioural change.

However, implementing interactive pedagogy is not easy for all teachers. In fact, teachers confront numerous challenges while implementing interactive pedagogy in the classroom. Some challenges include large course content that consumes a lot of time, prevents adequate interaction in the classroom, and an exam-oriented education system that drives students, teachers, and parents to focus on grades rather than skills. Similarly, teachers' unwillingness to take on the additional responsibility of experimenting with new approaches to classroom teaching can become a major challenge to interactive learning in the classroom. Aside from that, in the Nepali private school context, insufficient teacher training, devoid of modern forms of interactive classroom pedagogies linked with digital technology, can be seen as the challenges of the interactive teaching approach.

Nevertheless, the benefits this approach brings are also numerous. The opportunity to develop higher-level thinking ability and constructive ideas in students while working in a team can be life-changing for teachers/learners. Furthermore, teachers can learn about each student's needs and interests through classroom interaction, allowing them to use the most effective teaching technique to meet the needs of each student. Furthermore, interactive pedagogy emphasizes digital technology and teacher training programs, both necessary for promoting quality education. My overall observation and reflection are that interactive pedagogy used in Nepal's private schools has not been entirely successful due to a lack of the necessary knowledge, the expertise of interactive pedagogy, and an insufficient understanding of digital technology.

This study contributes to the discussion of interactive pedagogy in Nepali schools. Since this idea has not been widely discussed, though somehow practiced, this study creates a discourse of the need to re-orient our teachers to promote empowering and encouraging behaviour to promote interactive pedagogy. Likewise,

schools (administrators) can also explore ways to develop a positive learning environment in their schools. Teachers are trying their best to make their students learn based on their long-term service in teaching, but they still lack some specific knowledge of interactive pedagogies. In this context, the study could be meaningful for school leaders to organize teachers training on educational technology to make classroom teaching more student-centered. Likewise, this study encourages local-level education authorities to monitor private schools' educational activities since private schools also hold a significant role in developing the nation's education.

### **Implications of the Study**

The research study attempted to investigate the perceptions of Nepalese private school principals, teachers, and students. Throughout this research, I tried to understand their perspectives on interactive pedagogy, its challenges, and prospects, and then I drew conclusions. The following implications have been identified as a result of the discussion.

#### **Implications for Teachers**

Interactive pedagogy is regarded as a novel approach. It enables teachers to be more current and relevant to their student's interests and needs. Hence, teachers can apply this approach to improve student's learning outcomes. Likewise, this pedagogy shifts the educational scenario from traditional to modern to maintain learners' abilities and skills. Therefore, teachers can adopt this pedagogy as a modern teaching-learning methodology.

This method allows teachers to assess individual students' performance regularly. It helps teachers determine whether or not a student is heading in the right direction. Teachers could help students with disabilities or special needs learn and encourage them to participate in mainstream learning communities. Because of the interactive approach, newer classroom technology is required. As a result of this approach, as schools adopt it, digital technology in the classroom is gradually promoted. Teachers who receive pedagogical training gain skills and resources. A creative teacher can help students reach their full potential. Teachers well-versed in interactive pedagogy can use student-centered pedagogy effectively in the classroom.

#### **Implications for Learners**

Learners are motivated to participate in classroom activities actively, so they develop an interest in developing new ideas during the learning process. This concept of applying the interactive method in classroom teaching can increase students'



participation. Using interactive pedagogy in the classroom promotes teamwork and collaborative learning, allowing students to learn from their peers; hence, it significantly influences knowledge sharing. Because interaction is a collaborative function, it assists students in developing a positive rapport with their peers and developing the habit of negotiating when necessary. Hence interactive approach can boost a friendly environment in the classroom.

Moreover, teaching methods have a more significant impact on students' learning and self-efficacy. The interactive approach allows them to understand and deal with problems thoroughly. Hence this method develops ideas among the students to tackle the problems raised during their lifetime.

Likewise, the emphasis of interactive pedagogy is on the student. Students can learn at their own pace and take full responsibility for their learning in this approach, which boosts their confidence and encourages self-exploration. Hence, it promotes the quality of education in schools. Because interactive pedagogy focuses on construction, critical thinking, and analysis, it can help students develop cognitive skills. Learners develop an interest in solving difficult problems, leading to becoming more imaginative, analytical, and constructive.

Moreover, students can think outside the box and go beyond traditional learning methods with interactive pedagogy. When students learn to apply class assignments collaboratively, they are interested in creative and analytical thinking. It also improves students' ability to adapt to what they learn in class.

### **Policy Implications**

Since the overall student-teacher relations, as well as the learning experiences of the students, are positive while the teachers adopt interactive pedagogy, all teachers must receive pedagogical support (e.g., training) in implementing the interactive pedagogy effectively. For this, teacher professional development curricula may include interactive pedagogy components. Likewise, teacher competency frameworks and other local or national education policies might also make teachers apt at implementing interactive pedagogy.

### **My Reflection on the Study**

After about a decade of teaching in private schools in Nepal, I gradually realized the importance of developing a suitable teaching technique to advance my professional career. As a teacher, I have observed classroom instruction as an art in which teachers, as artists, shape the partially filled minds of the students with

potential ideas and visions. During this course of instruction, I realized that teaching a beautiful art requires a higher level of thinking ability and in-depth knowledge of innovative teaching techniques. To better understand teaching and promote it through research ideas, I enrolled in Kathmandu University's M.Phil. Program in Educational Leadership in 2019. My journey began with the hopes and objectives of arming myself with research knowledge and skills.

As a secondary-level science teacher, I have realized the importance of educational research as a career booster. I was very excited at the start of my MPhil journey and did everything I could to make it a success. I allotted enough time to gather as much information as possible for effective research studies. I was initially scared because of my suddenly occurring vertigo problem, which caused some disturbances, but it was gradually corrected. As a result, I completed the eighteen months of my MPhil program successfully.

When I began the thesis writing process, I experienced vertigo again, which bothered me for several months. After recovering from my illness, I started working on my research inquiry, which was designed as an ethnography. I was almost finished with my ethnography design proposal. Unfortunately, I lost my parents during that time, making it impossible for me to work physically, mentally, and emotionally on such a demanding task. I was completely exhausted and had no hopes or aspirations for success in life. My self-assurance was low at the time. After a year of such a miserable situation, I gradually awoke and resumed normal daily activities.

I resumed my research journey, but it was too late because the subject required in-depth interpretation, which took more time. My respected professors at Kathmandu University's School of Education advised me to conduct the research inquiry using a new research design that could be completed within a shorter period. I began drafting a proposal for an interpretative design project on the theme of classroom interaction pedagogy. Before the end of September, I finished writing my proposal with the assistance of reputable academics. Still, because of the busy schedule of Kathmandu University's School of Education, I did not get the chance to present it until October 19th, 2022. With the completion of my research, I was able to advance my research significantly. At the department head's advice, I began my next phase of fieldwork, data collection, and analysis. I selected the principals, teachers, and students from two private schools in Bhaktapur. And then, I began gathering information from the chosen participants following the guidance of my supervisor.

Purposive sampling was used to determine the participating schools and the participants. I began communicating with the principal at the schools. I had the opportunity to meet them on a personal level at their school and tell them about my goals and research. I visited the schools one at a time and gave them a thorough explanation of my research. After developing a rapport with them, I was allowed to select teachers and students from their school. They assisted me in choosing appropriate participants. I met briefly with each school's participants to inform them of my purpose and plan and to seek their permission to be valuable participants in my research journey. The next day after our meeting, I received their consent and began my research study by visiting there several times. They accepted my request and agreed on an interview and class observation date and time. Their friendly behaviour and supportive nature inspired me to continue on my journey.

I began interviewing the participants after the teacher; students were on the designated day. On my laptop and mobile devices, I captured the participants' voices. Every participant was honest and receptive to my questioning. I conducted interviews in Nepali with each participant. After the interview, I went to see them observe a lesson. Through class observation, I gathered additional data that I used to triangulate the information obtained from them, the essential data. I transcribed and translated the information into English. I began coding and categorizing the research information. Twenty themes were created by me, which were studied and interpreted later. I covered the concepts in chapters IV and V and discussed the themes using a theoretical lens. I also provided a summary of each chapter. With significant insights, conclusions, implications, and reflections on the study, I finally finished the concluding chapter (VI). As a result, I completed my research adventure while going through ups and downs in my personal life. This voyage helped me realize that completing a research project is both exciting and challenging.

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## APPENDICES

## Appendix I

**RS1 विद्यालयबाट शिक्षक सहभागी (RP2) सँगको अन्तर्वार्ताको नमुना**

अनुसन्धाता : शिक्षण पेसामा आवद्ध भएको कति वर्ष भयो ?

**सहभागी :** मैले कक्षा ११/१२ पढेदादेखि नै ट्युसन/कोचिङ्गका रूपमा कक्षा १० सम्मका विद्यार्थीहरूलाई पढाउने गरेको थिएँ । कक्षा १२ उत्तीर्ण गरिसकेपछि निम्न माध्यमिक तहको शिक्षकका रूपमा गणित विषयको शिक्षण गरें । तत्पश्चात् पढाउने क्रम जारी नै रह्यो । पछि एम.एड गरिसकेपछि वि.सं. २०७४ सालदेखि यस विद्यालयमा निरन्तर कार्यरत छु । यसरी हेर्दा मेरो शिक्षण अनुभव करिब १० वर्षभन्दा बढी भइसकेको छ ।

**अनुसन्धाता :** तपाईंले कक्षा शिक्षण गर्ने क्रममा विद्यार्थीहरूलाई सिकाइ प्रक्रियामा कसरी सहभागी गराउनुहुन्छ ?

**सहभागी :** सुरु सुरुमा मैले कक्षामा प्रवेश गरिसकेपछि विद्यार्थीहरूलाई होहल्ला गर्न नदिई सिधै विषयवस्तुमा प्रवेश गर्ने गरेको थिएँ । विद्यार्थीहरूलाई पढाइसकेको विषयवस्तु अभ्यास पुस्तिकामा सार्न लगाउँथे र उक्त विषयवस्तु पढ्न निर्देशन दिने गरेको थिएँ तर विस्तारै शिक्षणसम्बन्धी थप अनुभव प्राप्त गरिसकेपछि शिक्षण सिकाइ प्रक्रियामा उनीहरूलाई पनि सहभागी गराउनुपर्दछ भन्ने जानेपछि सोको लागि प्रयास गर्दथेँ । यसक्रममा कक्षामा प्रवेश गर्दा विषयवस्तुसँग सम्बन्धित आवश्यक सामग्रीहरू कक्षाकोठामा लगी प्रदर्शन गर्ने, प्रश्न सोध्ने, छलफल गर्न लगाउने जस्ता कार्यहरू सुरु गरें । यसो गर्दा अधिकांश विद्यार्थीहरू उत्सहित भई सिकाइ प्रक्रियामा सहभागी हुने गरेको पाइयो ।

**अनुसन्धाता :** विद्यालयमा कक्षा शिक्षण गर्ने क्रममा गरिने यस्ता क्रियाकलापहरूबाट विद्यार्थीहरू कसरी लाभान्वित हुन्छन् ? हामीले के महसुस गरेका छौं भने कक्षाशिक्षणका क्रममा विद्यार्थी सहभागी सुनिश्चित गर्न सके उनीहरूको सिकाइ राम्रो हुन्छ । यसले उनीहरूमा सामूहिक छलफल गर्ने, समस्या समाधान गर्ने, फरक तरिकाले सोच्ने बानीको विकास हुन्छ । यत्ति मात्र होइन, ती क्रियाकलापहरूले विद्यार्थीहरूलाई पढाइप्रति उत्प्रेरित गर्ने गरेको देखिन्छ ।

## Appendix II

### Interview with RP2 from RS1

#### A Sample of English Translation of the Transcription

R. Would you like to share something about your teaching career?

P. When I was in the eleventh grade, I began teaching younger students. I began conducting math coaching sessions. In the same institution where I received my higher secondary education, I began teaching in the lower secondary level. Now for more than twelve years I have been involved in this field.

R. In your teaching career, how have you been involving students in learning process?

P. In the early days of teaching career, I would describe the material that would be covered, and the students would make notes of the key ideas that were covered. However, I have gradually begun to teach in the new approach. I usually go to the class with the required teaching materials. The materials are given to the students and allow them for making discussion in their own group. Then I ask questions related to the teaching materials and the course content to be taught. We have a short discussion in group and then I start lesson.

R. How do you view interactive teaching and learning?

P. Student-centered interactive learning gradually replaced memorization. The use of these interactive teaching methods in the classroom motivates students to actively engage in class activities individually and in group, and cultivates their self-study habits. My observations show that after I started encouraging students' engagement in classroom instruction, I noticed an improvement in their learning attitudes that has transformed them into the active learners.

R. How rewarding the applied methodologies have been found in the classroom teaching?

P. Addition of the new approaches in the classroom has encouraged majority of the students to participate actively in the classroom. Group-wise discussion among the students has developed their habit of learning higher skills from peers and teachers. It also has provided an opportunity to open up more to get immediate support of the friends and the teachers.

R. Would you like to share the challenges you have been facing while applying modern approaches of teaching learning in the classroom.

P. Majority of the teachers don't know how to apply modern technology based on computer in the classroom teaching. So they can't make teaching-learning activities more interactive.. The trainings have been given theoretical knowledge rather than practical idea on classroom teaching that we need to take some pedagogical training, though we have attended many general trainings. We have not learnt newer ideas on classroom interactive pedagogy from such trainings. I think we need some specific trainings on effective classroom teaching.

### **Appendix III**

#### **Interview Guidelines adopted for the Research Study**

##### **Plan for Interview**

- 1) The time period of generating data was from 25<sup>th</sup> October to 15<sup>th</sup> November, 2022.
  - 2) No of a participants were eight, four from each school.
  - 3) The number of research school and site: Two private schools of Bhaktapur
  - 4) The geographical location was semi-urban
  - 5) The questions were almost same for the participants based on research questions but probes were slightly different.
  - 6) The questions were semi-structured/open ended
  - 7) The interview was initiated with informal talk and rapport building
  - 8) The time of interview was 30 minutes to 55 minutes
  - 9) The mode of interview was in person.
  - 10) The period of interview was till the saturation of the data
  - 11) The interview was conducted in the leisure time of the participants as per the agreement.
  - 12) The Kathmandu University guidelines were strictly followed during the journey of my research
  - 13) The medium of interview was Nepali language.
  - 14) Laptop and mobiles phone were used to record the voices of the participants.
  - 15) Reflective notes were maintained every-day after the visit to the schools.
- 1) Questions for Interview
- i) Greeting: Good afternoon/Good morning sir/madam. How are you?
  - ii) Where do you live?
  - iii) Would you like to share about your birth place, year of your birth, early education and higher education?
  - iv) Would you like to share something about your teaching career?

##### **Questions on participants' perception of interactive pedagogy**

- i) In your teaching career, how have you been involving students in learning process?
- ii) What other activities do you apply during your classroom teaching for increasing students' participation in learning process?
- iii) How do you encourage the low graders to be involved actively in the learning process?
- iv) How do you perceive interactive pedagogy in the classroom?

- v) Do you use digital technology in the classroom teaching?
- vi. How rewarding the applied methodologies have been found in the classroom teaching?
- vii) How do teachers involve you in the classroom activities? (For student participant only)

**Questions on challenges and prospects of interactive pedagogy**

- i) . Would you like to share the challenges you have been facing while applying modern approaches of teaching learning in the classroom.
- ii). Have you attended any training/ seminar/workshops specific to interactive classroom pedagogy?
- iii). Have you found students participating in the learning process actively in your classroom teaching?
- iv). How do you interpret the role of the teachers and the school do, to make classroom interaction more effective?
- v) Would you like to share some of the opportunities that the students and the teachers gain due to the application of interactive teaching-learning process.
- vi).Would you like to share the plans that the school has formulated to execute in near future for making effective classroom teaching?

**Appendix IV**  
**Observation Proforma**

S.N.	Parameters	Remarks
1	Turn out of teachers and students	
2	Classroom condition	
3	Use of lesson plan	
4	Teaching materials	
5	Number of students	
6	Teaching methodology	
7	Students' Engagement	
8	Question-answering	
9	Group Discussion	
10	Students' presentation of their work	
11	Use of digital Technology	
12	Teaching Performance	
13	Students' Discipline	
14	Teachers' motivation and encouragement	
15	Knowledge of subject-matter	
16	Teacher-students' Relationship in Learning Process	

## Appendix V

### Consent Letter

मैले ... स्वेच्छाले यो अनुसन्धान प्रक्रियामा भाग लिएको हुँ । अहिले यस प्रक्रियामा मेरो स्वैच्छिक सहभागिता रहे पनि कुनै पनि समयमा मेरो सहमति फिर्ता लिन सक्छु वा जवाफ दिन अस्वीकार गर्न सक्छु । अनुसन्धान अध्ययनको उद्देश्य र प्रकृति बारेमा मलाई लिखित रूपमा व्याख्या गरिएको छ । अध्ययनको बारेमा प्रश्न सोध्नका लागि सहमति दिएको छु । यो अध्ययन अनुसन्धानमा भाग लिए पनि यसबाट म प्रत्यक्ष लाभान्वित नहुन सक्छु भन्ने कुरामा समेत सचेत र सहमत छु । मैले उपलब्ध गराएको सूचनाहरू सुरक्षित र व्यवस्थित हिसाबले प्रयोग गरिने छ भन्ने कुरामा विश्वस्त छु । मैले उपलब्ध गराएको सूचनाहरू अनुसन्धानकर्ताको एमफिल अध्ययनको प्रयोजनका लागि मात्र हुने छ भन्ने कुरामा विश्वस्त छु । यो अध्ययन अनुसन्धानका क्रममा प्राप्त सूचनाहरू एवम् सामग्रीहरू श्रव्यदृश्य माध्यमबाट प्रस्तुत भएमा फरक नपर्ने कुरामा समेत सहमत छु । यो अनुसन्धान अध्ययनको रिपोर्टिङमा मेरो नाम उल्लेख गरिने छैन भन्ने कुरामा म पूर्ण विश्वस्त छु । मैले उपलब्ध गराएका सूचना चाहेको बेला प्राप्त हुने छ भन्ने कुरामा पनि पूर्ण रूपमा विश्वस्त छु ।

अनुसन्धाता : करुणाकर जोशी  
काठमाडौँ विश्वविद्यालय  
एमफिल, शैक्षिक नेतृत्व (सन् २०१९ ब्याच)

अनुसन्धाताको सही

मिति :

सहभागीको सही

मिति :



**APPENDIX VI**

**KATHMANDU UNIVERSITY**

**SCHOOL OF EDUCATION**

**Guidelines for Ethical Approval**

**(Approved by the Research Committee on 21 January 2019)**

**January 2019**

**Hattiban, Lalitpur**

**Kathmandu University School of Education**

**Research Committee**

Application for Ethical Approval

<b>1: About research project and student/faculty</b>
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**1.1 Title of the research project:**

<b>INTERPRETIVE PEDAGOGY IN THE CLASSROOM: AN INTERPRETIVE PEDAGOGY</b>
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**1.2 Duration of the research project**

<b>Research activities start</b>	<b>October 19, 2022</b>	<b>Scheduled Completion date</b>	<b>December 31, 2022</b>
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**1.3 About applicant/s:**

<b>Applicant's name and title:</b>	<b>Karunakar Joshi</b>	
<b>Department/Unit</b>	School of Education, Educational Leadership	
<b>Email:</b>	<b>karunakarjeejoshi@gmail.com</b>	<b>Phone: 9841655727</b>
<b>Role in the research:</b>	Researcher	

**1.4 Student project (to be filled up the student if it is undertaken for his/her studies)**

If the project is to be undertaken by a research student as part of their studies, please indicate below.

**Section 7** must also be completed.

<b>Admitted year</b>	2019 February	<b>Level of study</b>	Master of Philosophy	<b>Department</b>	Educational Leadership
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**1.5 Faculty research**

<b>Names of all researchers:</b>	<b>Area of Expertise</b>

**1.6 Has this project been submitted for ethical approval before? If so, when?**

No. This is the first time.
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## Section 2: About the research project

### 2.1 Introduce your research project (100 words)

I am an MPhil scholar. I'm working on this research project as part of my MPhil program on the subject of "Interpretive Pedagogy in the Classroom: An Interpretive Study." At the long run of my teaching career at the secondary level in private schools, I have discovered that a sizable number of pupils do not receive good results on their exams. Analyzing student performance and speaking with the kids led me to the conclusion that there isn't enough academic engagement between teachers and students in the classroom. Course completion is the only goal of the teaching and learning process. As a result, I came to the realization that teachers need to exercise greater responsibility in their work. This incident sparked my curiosity about how other schools are fostering collaborative learning environments and their viewpoints in this area. I therefore decided to use an interpretive design to perform this research in a qualitative manner.

### 2.2 State research questions.

1. How do the teachers and students perceive interactive academic practices in private schools in Nepal?
2. What challenges and prospects are perceived by teachers and students for maintaining an interactive learning environment?

### 2.3 Methods of study

**Describe how the study will be undertaken and explain what interactions will occur between researchers and participants (100 words)**

The "interpretive" paradigm is the foundation for my study. I shall therefore attempt to investigate how interactive pedagogy is perceived and used in their comprehension. In order to comprehend the viewpoints of my participants regarding the interactional practices used in private schools, I will employ a qualitative approach with an interpretative design. I will collect the data for this through in-depth interviews and careful observation. The comprehension of the classroom interaction techniques will be revealed through interviews with the participants. I will monitor them during the observation to see how they implement teaching pedagogy and track student progress.

### 2.4 Location/s of the research (site/s where the research will be carried out)

Private Schools of Bhaktapur, Nepal

### 2.5 Are you familiar with the local culture/context/professionals? If not, what do you do to adjust with the local culture/people/professions?

Yes, I am.

### Section 3: Participants

#### 3.1 Who will be the participants in this project?

Principals, Teachers and Students of the private schools will be the participants in my research study.

#### 3.2 What is the number of participants?

Eight (8) participants: Four participants from each school.

#### 3.3 What is the age range of participants?

14 to 55 years old.

#### 3.4 If this research involves children under 18 years of age, describe how do you comply the study?

My research participants will be the secondary level students with the age below 18 years. Their participation will be involved getting consent from their school principal. They will be assured that there won't be any harm to them physically and mentally.

#### 3.5 What is the participant selection and exclusion criteria?

I will select the participants purposively. The participants will be the principals of the schools, Math and Science teachers who are teaching in the secondary levels and the students who secure low grades in these subjects. In the course of research if participants deny to involve more in the research process they will be replaced by new ones.

#### 3.6 Will any personal information including names, contact details, email addresses of participants etc. be accessed for purposes of report writing?

No, I won't disclose any participant information in order to respect their privacy and confidentiality. Therefore, I won't give the specifics in any report.

#### 3.7 Do you provide the information of the participants to the other person/organization? Explain

No, I won't share any participant details out of respect for their confidentiality and privacy. I won't provide the details in any reports as a result.

#### Section 4: About ethical considerations

##### 4.1 Describe the likely burden/s of participation and any risks to participants during this the research. If so, how will you minimize the risks?

I shall represent participants using a pseudonym.

##### 4.2 Are you providing any reimbursement or pocket expenses to the participants? If so, justify.

No.

##### 4.3 Will you disclose about you and research process to the participants? How?

Yes. I will disclose the purpose of my research to my participants. I will make informal talk to them, conduct interviews and observation. I will also assure them the research will not harm anyone.

##### 4.4 What risks can be there in the field? If so, how do you mitigate?

The participant might conceal the truth. By developing a connection and trust with my participants, I will encourage them to be open about sharing their perception and practices.

##### 4.5 Please confirm by putting tick (√) that you have ensured the following:

	Yes	No
Security of respondents during the research process	√	
Security of researchers during the research process	√	
Protection health hazards because of the research	√	
Avoidance of environmental hazards because of the research	√	
Maintaining where applicable the gender and other inclusion	√	
Avoidance of sexist and stereotypical language	√	

##### If explanations are needed in case of above points, please write here.

#### Section 5: About confidentiality issue

##### 5.1 How do you protect the privacy and confidentiality of participant data and samples during the collection?

To ensure the privacy and confidentiality of the participants in my research during the data collection, I will manage encryption for the sensitive data and use fictitious identities for the participants.

**5.2 How do you protect the privacy and confidentiality of participant data and samples during the analysis and report writing?**

In order to maintain privacy and confidentiality of my participants' data during analysis and report writing, I will prevent the access of other people to the information collected during the research process.

**5.3 Are you using photographs or recordings of participants using audio tape, film/video, or other electronic medium and how are these to be used? Will you take consent from the participants?**

I will use photographs and recordings of the participants using a mobile and a laptop after the written and an oral consent of the school administration and the participants.

**5.4 When the project is completed, for all the records and materials (written or electronic) used or collected during the project, outline how will the records be stored?**

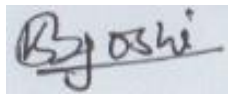
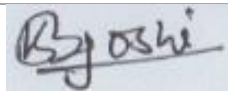
The records and materials will be stored by using files, folders in electronic devices.

**Section 6: Declaration of the researcher (s)**

**I/we, the researcher(s) agree to:**

- conduct the project in accordance with ethical guidelines.
- start this research project only after obtaining final approval from the Research Committee
- submit final report to the Research Committee and get its approval before it is submitted to KUSOED or another agency.
- accept responsibility for the conduct of this research project remaining in ethical principles.

Name and signature of applicant/s.

<b>Applicant's signature:</b>		<b>Name:</b>	Karunakar Joshi	<b>Date:</b>	19 October, 2022
Researcher's signature:		Name:	Karunakar Joshi	Date:	19 October, 2022

HoD/Program Coordinator's signature for submitting this application to the Research Committee for ethical approval.....

Date: .....