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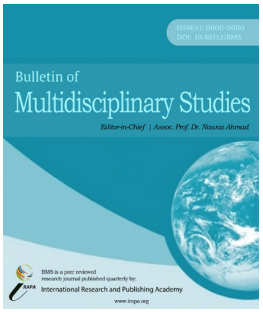

Original Article

Examining Effectiveness of Interactive Teaching Methods in Fostering Ethical and Social Skills in Students at Secondary Level Schools: Implementing Standards Based Education in Sindh, Pakistan

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ABSTRACT

This study aimed to examine the effectiveness of interactive teaching methods in fostering ethical and social skills in students at secondary-level schools for implementing standards-based education in Sindh, Pakistan. Non-participation observation was adopted by using an observation inventory of ethical and social development as the research instrument for data collection. Students enrolled in grade X were targeted for the data collection and randomized into two groups of classroom size. One was taught through the currently practicing teaching methods and the other was taught through the interactive teaching methods. The obtained numerical data was analysed using statistical tools to compare the groups' mean values to measure the effectiveness of teaching methods in students' ethical and social development. The findings determined that interactive teaching methods were significantly effective in fostering students' ethical and social skills and values while teaching them the English language. The findings of the study suggest that using interactive teaching methods possesses more opportunities to follow ethics and interact socially to be groomed while learning the English language.

Keywords: *Ethical development, Inculcating social skills, Interactive teaching methods, Standard-based education, Traditional teaching methods*

INTRODUCTION

Teaching-learning in a school system is the core process. Whole progress of the education system depends on its effectiveness. The process progresses in the class through curriculum and teaching methods. Traditionally teaching methods were not considered so crucial for imparting education, and the learner was not placed at the centre of the education system (Alam & Mohanty, 2022). Modern education places the learner at the centre position for developing any education system. As a result, the nature of the education system and its components; curriculum, teaching methods, content, assessment, etc. have changed their shape and structure, all are set around the learner. Instead of students' cognitive development, holistic development is focused and desired. Educational leaders, teachers, school counsellors, social workers, and school psychologists have long argued that some students were under-performing academically because they lack proper social and ethical skills (Eleby, 2009; Greenwood, 1991; Birzer, 2004).

Traditional Teaching Methods

Traditional teaching methods make classroom teaching uninteresting, teacher-cantered, and content-based. Even the most lucid and brilliant lecture lacks the opportunity of interaction or development of social and ethical values and understandings (Aqeela et al., 2023). Instead of the desire to expend the mental effort to follow the presentation, understanding the arguments, making sense of the positions, and validating the inferences mere passive learning of some facts occurred in these methods.

Interactive Teaching Methods

Interactive teaching methods make classroom teaching interesting, student-cantered, and activity-based. Afzal and Rafiq (2022) say students learn by doing, making, writing, designing, creating, and solving. Pose questions, encourage students to suggest approaches to solve a problem or to guess the results of an experiment, work in a group, meet with friends, plan with friends, and share with friends are the things that are inherited in every individual. They enjoy these phenomena in interactive teaching methods (Malikovna, 2022; Afzal et al., 2023). The methods provide students with a lot of opportunities to interact, develop norms, and remaining abide by them or follow ethics. In this approach, students satisfy their intellectual, ethical, moral, social, and emotional needs.

Ethical and Social Development

Development of Ethical and social are the most important tasks that the education owes. It has direct impact on improvement of academic performance. Ray et al., (2024) argue that a student's self-concept, social skills, and social support influence academic achievement. Students learn much about fairness, injustice, and problem solving through play. Logue (2007) identified four specific academic enablers: interpersonal skills, study skills, motivation, and engagement. Longobardi et al., (2021) explored a positive relationships between a student's behaviours and attitudes and his or her academic achievement.

The study was conducted in a classroom setting to collect facts inductively from the class. The researchers hope that the findings help present empirical implications to improve programs for

teachers' professional development at the time of planning. In classroom teaching, the use of interactive teaching methods contributes greatly in fostering students' ethical and social skills. It saves time and facilitates learners in learning new concepts at higher levels joyfully as well as strengthens the learned knowledge and skills. It also makes the classroom congenial place to work, learn and employ the acquired skills confidently. The learners enjoy the working environment throughout the learning process instead of being boredom in the classroom.

The study contributes to the local as well as international empirical literature. The findings are significantly useful for the given stake holders to bring educational reforms at all levels of the education system in Pakistan:

- Instructors / Teachers
- Organizations
- Administration
- Curriculum developers and
- Researchers

Research Objective

- To compare the effectiveness of two different teaching methods for fostering students' ethical and social skills while teaching them English language teaching

Research Question

- Do interactive teaching methods foster students' ethical and social skills more effectively in comparison to traditional teaching methods in the Implementation of "Standard-Based Education?

Research Hypothesis

- Interactive teaching methods are significantly different from traditional teaching methods in fostering students' ethical and social skills.

LITERATURE REVIEW

Interactive teaching is old as the education itself. The interactive teaching method is just giving students opportunity to do himself or to think to find the solution. Giorgdze and Dgebuadze (2017) found that in interactive teaching approach teacher gives students something to do and get back what they have done that in order to decide what would be best to give them next.

Interactive Teaching Method: A Strategy for Students' Ethical and Social Development

Parke (1998) found that there is a link between the development of social and ethical skills and academic performance. Interactive teaching methods play a vital role in developing and maintaining students' ethical and social skills development. Students' ethical and social skills are increased when they have abundant opportunities for interaction (Eleby, 2009). When the teaching methods are student-cantered and based on activities they provide the students many opportunities to interact with each other to groom their selves socially and ethically. Classroom teachers recognize the significance of ethical and social skills by observing cooperation, following rules, accepting coexistence, self-control among the students. These skills are critical to achieve academic and behavioural success (Chow & Wehby, 2019; Skinner, 2012; Lane, et al., 2003). Students' lack of social skills affected their ability to acquire proper academic achievements. Under the realm of behaviourism, the intellect, feelings, and emotions of a person's inner life can be taught and developed in an individual by using a formal education system. Logue (2007) suggested that many children grow into social and ethical competence through negotiation, taking turns, and internalizing rules, and making friends.

METHODOLOGY

All Government secondary school students in Hyderabad district who were enrolled in the Board of Intermediate and Secondary Education Hyderabad and had passed their Ninth-grade examination were the population for the study. The researchers obtained the sample only from the boys to carry out research study to obtain the empirical data to maintain the daily attendance in the class of experiment. The researchers used the chance procedure in selecting the sample and assigning them into groups. Multiple Probability Techniques were adopted for sampling technique (Teddlie & Yu, 2007). Randomization attained the possible inclusion of each population element using chance only. The number of 80 students was selected randomly from the determined population of 26689 students and then randomized them into two groups with the name experimental and control. The population was large and known.

As a research instrument, the researchers developed an observation inventory of students' ethical and social to measure their attitude in the class. It was based on the

elements that effect students' ethical and social skills; the development of good habits, good teacher-student relationships, and student-student relationships were means of the inculcation. Greeting others (familiar and unfamiliar) appropriately helped in developing students' confidence and making them friendlier. Waiting for their turn helped students in improving their social ethics. Listening to and respecting others' opinions helped students in making them acceptable in every segment of society. Interactive teaching methods and teacher's motivational strategies helped them in nurturing the social and ethical skills among the students.

In an experimental study, the researchers administered the inventory to both groups in forty-five minutes' class to collect the evidence of development of their ethical and social skills daily throughout the experiment. The control group was taught by using traditional teaching methods and experimental by interactive teaching methods. Two observers observed the classroom teachings of each group for 78 days to collect empirical evidence of the development of their social and ethical and social skills by marking the tallies on the observation inventory. The experiment was started by teaching the control group and then carried out on the experimental group to protect the research from the validity threat of interaction.

The mean of these two observers' scores was used for analysing the data on the development of their social and ethical skills. Data was obtained through the ethical and social development inventory for classroom observation with the help of tallies. The researchers obtained construct validity of the instrument .98 and reliability .87 by using SPSS22. They employed ANOVA to analyse the data in order to find evidences of hidden facts that enabled them to predict the behaviour of population.

RESULTS & FINDINGS

Interactive teaching methods are significantly different from traditional teaching methods in fostering students' social and ethical skills.

Table 1
Difference of Effectiveness of Teaching Methods Used for the Development of Students' Ethical and Social Skills while Teaching them English Language at the Secondary Level

Sources of Variance	Sum of Squares	df	Mean Square	F	Sig.
(01)	(02)	(03)	(04)	(05)	(06)
Between Groups	72180.112	1	72180.112	44656.346	.000
Within Groups	126.075	78	1.616		
Total	72306.187	79			

The table represents the result of the (ANOVA) to test the Hypothesis. Interactive teaching methods are significantly different from traditional teaching methods in fostering students' social and ethical skills. In this regard, column 01 of the table shows groups of the study as the sources of variance. Column 02 contains the sum of squares for each group, the value 72180.112 shows between groups' variance, the value 126.075 shows within groups' variance, and the value 72306.187 is the sum of these two variances in the last row. Column 03 represents degrees of freedom, 1 is df for between-groups analysis, 78 df is for within-groups analysis, and the total of both rows 79 is shown in the last row of the column. Column 04 shows the mean square between groups is 72180.112 and in the second row the value of the mean square within-group is 1.616. Column 05 contains an Obtained F ratio of 44656.346. The obtained higher F-ratio is significant enough to predict the behaviour that determines the P-value 0.00 given in Column 06. The P-value 0.00 expresses that there is no option of occurring of Type-I Error. There is no possibility that this finding occurs because of chance so the found results are significantly credible to reject null hypothesis and accept the alternative hypothesis that Interactive teaching methods are significantly different from traditional teaching methods in fostering students' ethical and social skills.

Thus the impact of interactive teaching methods is significantly stronger in development of ethical and social skills that enables the researchers to predict the behaviour of the population for students' ethical and social development in implementing standards-based-education. The researchers adopted appropriate teaching behaviour in English language classes using interactive teaching methods that enabled them to foster students' proper social and ethical skills. Development of good habits, good teacher-student relationships, and good student-student- relationships

were taken as the means of fostering social and ethical skills. Interactive teaching methods and teacher's motivational strategies helped in fostering the students' social and ethical. Some of the sub-skills of social and ethical development are given here as during the activities, saying "please" and "thank you" while making appropriate eye contact helped students in maintaining student-student- relationships.

Dealing with anger and frustration appropriately without physically acting out or yelling taught the students to manage their aggression. Accepting responsibility for their own mistakes and decisions enabled students to remove their rifts and contradictions. Apologizing for their wrongdoings helped students in developing humility. Learning of manners of interrupting when joining a group discussion/conversation that was already in progress helped in improving students' social ethics. Greeting others (familiar and unfamiliar) appropriately helped in developing students' confidence and making them friendlier. Waiting for their turn helped students in improving their social ethics. Listening to and respecting others' opinions helped students in making them acceptable in every segment of society. Accepting "no" for an answer and accepting praise from others without gloating, taught students to avoid conflicts; following directions and rules developed students' skills of a good citizen

The researchers conducted direct observation as an assessment tool measure the students' ethical and social skills development throughout the experiment. Two observers were assigned to observe students constantly when they worked in the class during the teaching process. The observers used an observation inventory to collect Subjects' Nonverbal communication; such as inattention, looks of frustration, interest, motivation, and other cues gave researchers/ observers greater insight than their verbal feedback. The observation inventory contained several items for the construct of social and ethical development. Inter-item homogeneity of the inventory was estimated as .928 through Cronbach's Alpha coefficient so the items of the test were more than 96% homogeneous. The hypothesis was analysed by employing One-Way ANOVA. The control group who were taught through traditional teaching methods obtained smaller means i.e. 54.2 while the experimental group who were taught through interactive teaching methods obtained higher means i.e. 114.2. The difference of the mean scores 60 deduced the significant effects of treatment on the sample and predicted the behaviour of the population regarding the impact of interactive teaching methods on the development of students' social and ethical skills while teaching the English language in the implementation of Standard-Based-Education.

Discussion

The obtained inferential statistics of the intervention are significant in predicting the behaviour of the population and the impact of interactive teaching methods for fostering the students' social and ethical skills while teaching the English language by accepting the alternative hypothesis that Interactive teaching methods are significantly different to traditional teaching methods in fostering students' social and ethical skills. The findings are aligned with the study conducted by Wigfield and Karpathian (1991), Wentzel (1993) and DiPerna (2006). Furthermore, the findings of the study conducted by Aqeela et al., (2023) reveal that traditional teaching methods make classroom teaching uninteresting, teacher-cantered, and content-based. Even the most lucid and brilliant lecture lacks the opportunity of interaction or development of social and ethical values and understandings.

CONCLUSION

It is concluded that the traditional teaching methods are passive in nature and quite unable to provide students opportunities to work collectively where they may interact with each other in a wider range of situations that are essential in developing students' ethical and social skills, on the other hand, interactive teaching methods provide the students ample of opportunities to work collectively where they interact each other independently in a wider range of situations that help them in developing their social and ethical skills. The teaching methods are observed significantly effective in developing students' ethical and social skills. Students-cantered and activity-based methods provide students with many opportunities to observe different attitudes, think, judge, and make decisions as well as work collectively in the environment of various kinds of people where they learn ethical and social norms. They learned to consider individual differences in their group or community and learn the skill of managing their attitudes to maintain coherence in the group or community. They learned patience and tolerance that is the essence of social and ethical development.

Recommendations

In light of the findings of the research given below recommendations are put forward

- A teacher should be a role model for teaching students ethical and social values and norms.

He or she should adopt the action necessary to inculcate students' ethical and social values and practices.

- A teacher should teach students to say "please" and "thank you" while making appropriate eye contact in every classroom activity to develop them ethically and socially.
- A teacher should teach students to deal with anger and frustrations appropriately by avoiding physically acting out or yelling in the classroom to develop them ethically and socially.
- A teacher should teach students to accept responsibility for their own mistakes and decisions in every classroom activity to develop them ethically and socially.
- A teacher should teach students to accept "no" for an answer and accept praise from others without gloating in classroom activities to develop them ethically and socially.
- A teacher should teach students to listen to and respect the opinions of others in every activity of the classroom to develop them ethically and socially.
- A teacher should teach students to wait for them to develop them ethically and socially.
- A teacher should ask students to apply the learned ethical and social attitude in daily life out of the classroom.
- A teacher should investigate students whether they have applied the learned ethical and social attitude in daily life out of the classroom. By asking them various questions.
- A teacher should praise students when they have applied the learned ethical and social attitude in daily life and encourage them.

Teachers' act will strengthen students' behavior in employing ethical and social skills in their interactions with the people

Competing Interest

The authors had no competing interests.

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