The Behavior Of Students And Teachers Towards Interactive Teaching Approach At University Level

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Abstract

The Interactive Teaching Approach always influence on the teacher-students and student-student interaction. As well as it also refines the teaching skills of teachers by using many other teachings approaching along with interactive approach while teaching in classroom. The research conducted was descriptive and quantitative in nature. Data was collected using close ended questionnaire generated in Google Form. A questionnaire was developed on five points of Likert Scale (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree). The questionnaire contains 10 items relevant to the students-teachers interaction and also another questionnaire contains 10 items relevant to student-student interaction. Convenient Sampling technique was used for sample selection. The sample size of 59 students from the universities of Punjab and 30 teachers from universities were including. After collected data it was statistically analyzed by Statistical Package for Social Sciences (SPSS).The goal of the study was to look at the impact of interactive teaching and learning on students at the university level, including the use of audio-visual aids, hands-on demonstrations, and activities. It was statistically proved that Organizing collaborative sessions with teachers to emphasize the value of interactive instruction.

Keywords: Interactive Teaching, Teacher-Student Interaction, Interactive Learning skills, Interactive Teaching Skills,

Introduction

The Interactive Teaching Approach always influence on the teacher-students and student-student interaction. As well as it also refines the teaching skills of teachers by using many other teachings approaching along with interactive approach while teaching in classroom. Instructions given through the interactive teaching approach develop more listening, analyzing, problem solving skills and critical thinking in students. Also, it helps students to integrate the previous knowledge
and relate it with the current knowledge to improve their interaction skills and their oral expertise. (Zhou, 2017)

The Interactive Approach: In (Brown, 2001) defines the definition of the concept of interaction as follows:

"Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to ‘negotiate’ meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa". (Brown, 2001)

It's a type of teaching and learning approach that relies on information and emotive contact between teachers and students. Teachers and students must actively participate in the teaching process or convey fascinating information to one another, and the teacher must serve as an organizer who arranges classroom activities or a designer who creates learning assignments in the teaching process.

The learner is positioned as a topic and an equal partner of the instructor in interactive teaching. Teachers who value their students and their opinions structure the learning process in such a manner that students gain knowledge more readily while also experiencing joy and interest when the program's contents are implemented. (Xhemajli, 2016)

Interactions as a real relationship are observed through the mutual activity of individuals who characterize their conduct based on the attitudes they hold toward one another. If we've already said that education is incomplete without interpersonal relationships, we can now add that education is incomplete without interaction.

Learning via action is what interactive teaching entails. It is distinguished by a high degree of pupil inclusion. Constructivism, which views learning as a process of reflection via personal experience, provides the foundations for interactive education. The role of the instructor in interactive learning is that of a trainer and an assistant, who uses their real-world expertise while also having patience or expectations that the students would attain a particular degree of quality (Musai, B., 2014, p.52).

Interactive teaching, according to Zylfi, is an active model of learning in the modern school that has assistance in the process of development of the problem of learning with research components as part of the global strategy of the system of operation of the teaching techniques. The cooperative components of interactive learning improve the quality of knowledge (Zylfi, N., 2011, p. 239).
Interactive teaching entails providing opportunities for students to fully understand and reflect on the contents, concepts, and issues of a given academic subject through talking, listening, writing, and reading (Meyers and Jones, 1993, p.6).

Since the commencement of school, the function of the teacher has been a continual topic of discussion; there is no educational issue that does not include the instructor. According to Bardhyl Musai, we typically use the term teacher to refer to those who have a primary, functional, and professional responsibility for assisting others in obtaining information, developing habits, and learning new ways of behaving (Musai, B., 2014, p.3).

According to Lanier (2015), the most important task of the teacher is to make an effort to provide a well-understood teaching experience that allows students to solve real-life problems and demonstrate that they have learned great ideas, acquired good capabilities, and fulfilled the laws of the mind and heart while adhering to educational standards.

According to Rice (2003), excellent instructors emphasize the significance of students' freedom and encourage them to use their imagination. Pupils are inspired to study through material or courses that are tailored to their interests. This indicates that instructors have power and obligation for their students' personal development. They are honored and delighted to have such power and responsibility. As a result, all instructors should aspire to be excellent educators.

Statement of the Problem

The purpose of this study is to examine the interaction among teachers and students as well as interaction among students and students while teaching and learning with interactive approach. The study is also conducted to examine the impacts of interactive approach on students and teachers at university level.

Objectives of the study

1. To examine the opinion of students towards the use of interactive approach at university level.
2. To examine the attitude of teachers towards the use of interactive approach at university level.
3. To examine the effect of interactive teaching approach on students interactive learning skills.
4. To examine the teacher’s behavior towards the use of audio-visual aids while teaching using interactive approach.

Research Questions

1. What is the opinion of students towards the use of interactive approach at university level?
2. What is the attitude of teachers towards the use of interactive approach at university level.
3. Is use of interactive teaching approach develop interactive learning skills among students?
4. Is the use of audio-visual aids beneficial for students while teaching with interactive approach.

**Hypothesis**

**H₀:** There is no significant effect of interactive teaching approach on students interactive learning skills.

**H₁:** There is significant effect of interactive teaching approach on teacher-student interaction.

**Significance of the Study**

This study will be beneficial for in-service and pre-service teachers to develop positive attitude towards using of interactive teaching approach while teaching at university level. This study will also be beneficial for the students and future researchers because it’ll bring a contribution into their studies and accelerate their knowledge regarding teachers-students interaction, student-student interaction and use of interactive teaching approach.

**Theoretical Framework**

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**Constructivism** relies on the learner to select and transform information, build hypotheses in order to make decisions and ultimately construct meaning.

**Whole-class teaching** brings the entire class together, focuses their attention and provides structured, teacher-focused group interaction.

**Active learning** learners actively engage in the learning process through reading, writing, discussion, analysis, synthesis and evaluation, rather than passively absorbing instruction (e.g., lecture model of instruction).

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SMART Technologies, 2006
These theories value the importance of student engagement and believe that this is vital for student learning and achievement (SMART, 2006). For instance, the constructivist learning theory suggests students learn best when they are included in the learning and are creating meaning through social interactions (Nyikos & Hashimoto, 1997). Similarly, the active learning theory allows students to construct knowledge and discover meaning through their surroundings where students are “doing things and thinking about what they are doing” (Bonwell & Eison, 1991). Finally, the whole class teaching approach encourages all students to work as a team.

The usage of interactive whiteboards is supported by the following social learning theories because it attempts to create an atmosphere where students are actively involved in their learning and allows them to collaborate (Betcher & Lee, 2009). Students may also engage with the IWB using a variety of resources included in the program as well as the internet. Furthermore, the variety of materials available helps teachers to accommodate the diversity in the classroom, therefore facilitating whole-class instruction.

I've observed that interactive whiteboards (IWBs) allow kids to connect with teachers, peers, and material accessible on the internet based on my observations.

**Methodology Outline**
Literature Review

- Origin of Interactive Approach
- Interactive Learning Environment
- Previous Studies of Interactive Approach
- The role of Teacher in Traditional Teaching
- The role of Teacher in Interactive Teaching
- Interactive Activities
- Advantages of Interactive Activities
- Benefits of Incorporating an Interactive approach in Teaching

Population & Sampling
- Universities from Punjab, Pakistan
- 2 Group of Respondents
  - Teacher (30)
  - Students (60)

Data Analysis
- Descriptive Statistics
- Inferential Statistics
Literature Review

Teachers open the door,
But you must enter by yourself.
Tell me and I forget.
Teach me and I remember.
Involve me and I learn. (Chi, 2009)

Since its inception in the 1970s, the interactive method has evolved into a widely utilized instructional system that has achieved widespread support in European and North American nations. The interactive technique involves a sequence of exercises including teacher-students, student-student, and student-text collaboration to complete various learning tasks. Wilga M. Rivers examines and highlights the essential function of interest in the interactive activity from the standpoint of cognitive psychology. Rivers adds that if listeners are interested in the conversation's subject, information feedback will automatically occur (Zhou, 2017).

Interactive Learning Environments

Our major focus is in learning that takes place in digital environments, which is referred to as e-learning. E-learning is an acronym for "electronic learning," and it refers to learning that takes place through electronic media and is intended to aid in the learning process (Tavangarian, Djamshid and Leypold, Markus E and Nölting, Kristin and Röser, Marc and Voigt, Denny, 2004). The primary idea behind e-learning was that it should improve learning through the use of video and sound, with the emphasis on the individual student (ibid). It's most often used at institutions that provide distance learning, or when you don't have to be physically present at a certain location to learn.

Virtual Learning Environments, or VLEs, are e-learning environments that are utilized in higher education (Brown, 2008). The VLE is used to handle online interactions between students and teachers, as well as learning instructions and individualized learning (ibid). The student's access to the VLE is frequently limited to static files containing content that must be downloaded (Tavangarian, Djamshid and Leypold, Markus E and Nölting, Kristin and Röser, Marc and Voigt, Denny, 2004) The e-learning environment transforms into a distribution platform once the information is downloaded. As soon as we leave the confines of the setting, the entire objective of e-learning is lost (ibid).

E-learning has the potential to be much more than it is now. According to Tavangarian et al. (2004), e-learning should be described as any type of electronic learning that incorporates knowledge production based on constructivist philosophy. Several successful interactive learning environments that support the constructivist viewpoint have already been developed. Stephenson
(2007) employed constructivism and e-learning to teach unskilled workers in a highly specialized topic. Interactive learning greatly increased the skills of their staff, according to their research. They conclude that interaction is an important component of a successful e-learning environment (Stephenson et al., 2007)

**Previous Studies of the Interactive Approach**

The interactive method to foreign language education is now widely recognized in the United States, and it has been effectively implemented in classrooms. In China, this participatory method is slowly but steadily replacing the traditional teaching style. As a result, reviewing and analyzing current research on the interactive method in other countries will be beneficial (Zhou, 2017)

**The Role of the Teacher in Traditional Teaching**

The profession of teacher is one of the oldest, dating back to the time when school was established as an institution. This honorable occupation was reserved for those who were well-liked in society. The level of instructional knowledge obtained is mostly determined by the instructor and his or her professional abilities. With his or her behavior, education, and job, the teacher is supposed to be a role model for the students and society as a whole. The sort of activities that the instructor will be able to complete successfully, as well as the activities' objectives, are determined by the degree of such competencies. In the old system of education, the teacher's job was ineffectual and inadequate for the students. In the traditional method of teaching, the teacher was seen as the primary facilitator of educational and vocational activities in the classroom. He or she is the agent of the activities in the class in this kind of teaching. The instructor takes on the function of information supplier, i.e., a lecturer who relies on literature. Due to long-standing traditions, changing a teacher's position from a passive doer to an active doer is difficult; at the same time, there is a reluctance among instructors to embrace new trends and advances. Teachers have a difficulty in interactive teaching because they must modify their work habits while maintaining a high degree of professional readiness (Xhemajli, 2016)

**The Role of the Teacher in Interactive Teaching**

In interactive teaching, the teacher must be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and adviser in addition to being an educator and advisor (Ili, M., 1999, p.141). The teacher, in particular, is the organizer of instruction and a participant in communication with his or her students. For the requirements of today's schools, William Glasser demonstrates a way to high-quality education that is not dependent on coercion or the teacher's authoritative manner. During this time, the teacher's managing role should shift (Glasser, W., 1994 p. 25).

According to this source, an interactive teacher is one who manages to get all of his or her students involved in the learning process. The author also underlines that teaching is a challenging task that must be tailored to the needs of students. It is critical to establish a good classroom environment
that will increase child pleasure as well as their desire to learn in order to encourage productive work and motivation. Unlike traditional teaching, which places a larger emphasis on the substance of the lesson, interactive teaching places a greater emphasis on how information is learned.

With his or her actions and attitudes, an interactive teacher respects all students, listens to them, and assists them in solving issues on their own as well as jointly exchanging good ideas. The instructor's posture and demeanor, which are just as important as the activities that the teacher engages in with the children, are given equal weight. An interactive teacher is someone who understands and knows certain fundamental concepts about how children learn while also knowing how to employ various forms and techniques of teaching in order to assist all students.

By using interactive teaching, students' relationships improve, they have a better grasp of the common objective, communication improves, and they obtain better results in acquiring instructional subject. It's not easy to put interactive teaching into practice. Most instructors are accustomed to teaching in the manner in which they were taught as students, with the addition of some additional information acquired during their studies at the Faculty of Pedagogy and during other trainings. Changing old teaching practices and pursuing new approaches is challenging since we don't know how to get to interactive teaching and what its goals are.

The creation of interactive teaching opportunities necessitates instructors becoming familiar with a variety of techniques for facilitating and supporting child dialogue. It implies that teachers should be familiar with and capable of employing interactive models in which students participate in small and large group activities on a regular basis. Teachers must have a higher level of professional competence, as well as a higher level of commitment, in order to teach interactively. The instructor must plan and prepare the teaching activities in advance in order to properly use interactive teaching in the classroom (Rice, 2003)

**Interactive Activities**

**Brainstorming (brainstorming)** – Brainstorming is a strategy in which pupils are forced to exhibit or write all they know about a topic, without regard for whether or not the ideas they express are valid. This method helps teachers to comprehend students' knowledge and build implementation strategies based on that understanding. This is mostly true during the advocacy stage. Osborn's assertion that group brainstorming may create more ideas than people working alone is debunked by a large body of data. In most cases, interactive brainstorming is done in a group setting. The method may be used to generate innovative ideas and concepts. Brainstorming helps students learn to work together, and above all, learn from each other.

**Roles and simulation game** – students roleplay and interpret something in this approach, which is usually improvised.

**Think, pair, and share** - Set a problem or a question for your pupils to solve around a specific topic. Let ample time for each pair of students to come to a proper conclusion and allow the
students to present their conclusion in their own words. Your kids will be more engaged, communicate more, and remember more than ever before.

Scrabble - Allow teams to brainstorm as many terms pertinent to the topic as feasible using the chapter (or course) title as a pool of letters from which to construct words (e.g., mitochondrial DNA). You may also play scrabble with the pupils and have them create terms using the newly acquired vocabulary.

Who/what am I - Tape a term or name on the back of each student. You can also tape it on their forehead. Each student walks around the room, asking “yes or no” questions to the other students in an effort to guess the term. Of course, the term has something to do with your lesson topic.

Buzz session - Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group. Everyone should learn from each other’s input and experiences. As a teacher, you could give your students some keywords to spark the conversation.

Advantages of the interactive Teaching Approach

The following are some of the advantages of interactive methods: increased student engagement with the teacher and peers, and the dominance of student participation in the learning process. Students actively participate in instructional activities, mimic professional scenarios, complete creative and research projects, engage in conversations with peers, learn to support their points of view with arguments, and explore dispute resolution techniques. The teacher's action gives way to the students' activity, and the teacher's job is to set the stage for the students' initiative.

It's worth mentioning that interactive techniques don't replace lectures; rather, they help students better understand the content and, more significantly, build views, attitudes, and behavioral skills. Students' participation in practical sessions (round tables, messages in the form of press conferences, intellectual games, etc.) "gives them the opportunity to engage in scientific work, which undoubtedly contributes to the development and support of their research potential," according to Eromasova A.A.

Interactive methods can pique students' interest, encourage active participation of all students in the educational process, appeal to each participant's feelings, aid in the efficient absorption of the material being studied, have a multifaceted impact on students, allow for feedback, help students develop life skills, and promote behavior change.

Benefits of Incorporating an Interactive Approach in Teaching

The goal of interactive teaching methodology is to engage students in a way that allows them to actively participate in their learning. Though there are many other techniques to create an interactive learning environment, the most common ones include teacher-student contact, student-student interaction, audio-visuals, and hands-on demonstrations/exercises.
Because today's children are growing up in a technologically advanced world, incorporating interactive learning alongside traditional learning techniques has become essential. This encourages students to participate in class and think for themselves, resulting in better long-term memory retention. Interactive learning not only increases knowledge, but it also promotes students' enthusiasm, engagement, strength, team spirit, and freedom of expression.

Students may get together for a collaborative learning experience within the classroom walls by having a buzz session of Q/A conversation. Anything from exciting discussion sessions to technology-assisted teaching approaches that catch students' attention can help make courses more interactive for students and provide a more seamless learning experience. Students may think, discuss, and exchange ideas with one another through interactive learning.

**Use of Technology in Interactive Learning**

Even while interactive learning may be achieved through conversations, seminars, and collaborative activities, adding a splash of technology can enhance the experience. Technology is a fantastic tool to break up the monotony in the classroom and make regular sessions more engaging. You may utilize today's technology in a variety of ways to pique students' attention and boost classroom engagement by leaps and bounds.

**Interactive Learning is Engaging and Enjoyable**

Students' motivation and active participation have been shown to increase when teachers use an interactive method to be teaching. To motivate pupils to participate in learning sessions, teachers might make them more entertaining and even competitive. In today's digital environment, using digital tools to create digital content may offer tiers of success for kids in learning, which they will undoubtedly find more appealing. Students might be attracted to presentations, posters, films, and blogs, among other things.

**It is Flexible and Adaptable**

The value of interactive teaching is that it helps pupils become more self-reliant and focused on their studies. They are able to study at their own speed, develop excellent research and communication skills, and improve their talents for the better. Interactive learning's flexibility and adaptability allow it to be tailored to each student's specific needs, which is especially beneficial for children with unique learning challenges.

**Research Methodology**

Methodology of this study was Quantitative analysis of The Behavior of Students and Teachers towards Interactive Teaching approach at University Level.

**Research Design**
The research conducted was descriptive in nature. Data collected was quantitative in nature and collected with the help of close ended questionnaire generated in Google Form. A questionnaire was developed on five points of Likert Scale (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree). The questionnaire contains 10 items relevant to the students-teachers interaction and also another questionnaire contains 10 items relevant to student-student interaction.

**Population Frame**

The study is being conducted to find out “The Behavior of Students and Teachers towards Interactive Teaching approach at University Level”. Population of study consisted of universities from Punjab, Pakistan.

**Sampling Framework**

The sample of this study is including two group of respondents which are students at university level and teachers at university level selected for the purpose of collecting data. Convenient Sampling technique was used for sample selection. The sample size of 59 students from the universities of Punjab and 30 teachers from universities were including.

**Data Collection**

A brief description of a questionnaire was made available to the entire respondent before filling it. The intended use of the data provided by the respondent was also protected. Researcher shared the questionnaire to the students and teachers ask them to fill the questions. Each respondent was given reasonable time for filling a questionnaire.

**Data Analysis**

Data was collected through close-ended questionnaire generated in google forms. After collected data it was statistically analyzed. “The data collected to know about the behavior of students and teachers towards interactive teaching approach and students-teachers interaction during” will be analyzed by Statistical Package for Social Sciences (SPSS).

**Data Analysis and Interpretation**

This chapter is concerned with analysis and interpretation of data. Analysis of data is edited and presented in graphical and tabular form in this chapter each item of this questionnaire holds a table and graph in this chapter.

The data was analyzed using a statistical technique SPSS (statistical package for social sciences). The data was entered into SPSS and then analyzed through SPSS by finding St. deviation and median. The result of teachers’ responses is given in each table.

a. **Descriptive statistics**

b. **Inferential Statistics**
Descriptive statistics include Mean score, standard Deviation, and percentages of items.

**Responses of Teachers:**

In tables Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA) as follows.

**Table 1**

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Statements</th>
<th>SD %</th>
<th>D %</th>
<th>N %</th>
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<th>SA %</th>
<th>Mean</th>
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<td>You encourage students to participate in classroom discussion.</td>
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<td>6.5</td>
<td>35.5</td>
<td>58.1</td>
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<td>2</td>
<td>You encourage students to share their interest.</td>
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<td>3</td>
<td>You always prefer teaching with using interactive approach.</td>
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<td>3.2</td>
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<td>4</td>
<td>Do you think that use of interactive approach helps you in delivering subject matter knowledge more effectively.</td>
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<td>9.7</td>
<td>54.8</td>
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<td>5</td>
<td>You always assign activity to the students in form of “pair, share and repeat” group.</td>
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<td>Use of AV aids makes learning more understandable for the students.</td>
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<td>70</td>
<td>23.3</td>
<td>4.1333</td>
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<td>10</td>
<td>Interactive games and activities (jigsaw, peer review writing, scrabble &amp; who/ what I am) makes learning easy for every type of learner.</td>
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<td>6.7</td>
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**One sample t-test**

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<td>Interactive games and activities (jigsaw, peer review writing, scrabble &amp; who/ what I am) makes learning easy for every type of learner.</td>
<td>---</td>
<td>6.7</td>
<td>13.3</td>
<td>33.3</td>
<td>46.7</td>
<td>4.2</td>
<td>.92476</td>
</tr>
</tbody>
</table>
Responses of Students:

In tables Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA) as follows.

Table 2

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Sd.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student-Student Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Your teacher encourages you to interact with your peers.</td>
<td>---</td>
<td>3.2</td>
<td>17.7</td>
<td>56.5</td>
<td>22.6</td>
<td>3.98</td>
<td>0.73</td>
</tr>
<tr>
<td>2</td>
<td>Do you always prefer to perform activities in group.</td>
<td>---</td>
<td>6.5</td>
<td>19.4</td>
<td>38.7</td>
<td>35.5</td>
<td>4.03</td>
<td>0.90</td>
</tr>
<tr>
<td>3</td>
<td>You always use interactive brainstorming to perform group activities.</td>
<td>---</td>
<td>3.2</td>
<td>19.4</td>
<td>58.1</td>
<td>19.4</td>
<td>3.93</td>
<td>0.72</td>
</tr>
<tr>
<td>4</td>
<td>Do you think that “think, pair and share” activity develop your focus towards classroom discussion.</td>
<td>1.6</td>
<td>6.5</td>
<td>12.9</td>
<td>50</td>
<td>29</td>
<td>3.93</td>
<td>0.91</td>
</tr>
<tr>
<td>5</td>
<td>Do you always prefer buzz sessions.</td>
<td>1.6</td>
<td>4.8</td>
<td>48.4</td>
<td>33.9</td>
<td>11.3</td>
<td>3.48</td>
<td>0.82</td>
</tr>
<tr>
<td></td>
<td>Hands on Demonstrations and activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It helps developing critical thinking.</td>
<td>3.2</td>
<td>1.6</td>
<td>14.5</td>
<td>59.7</td>
<td>21</td>
<td>3.93</td>
<td>0.84</td>
</tr>
<tr>
<td>7</td>
<td>It helps in developing problem-solving skills.</td>
<td>1.6</td>
<td>1.6</td>
<td>17.7</td>
<td>51.6</td>
<td>27.4</td>
<td>4.01</td>
<td>0.81</td>
</tr>
<tr>
<td>8</td>
<td>It helps you to engage in classroom learning activities attentively.</td>
<td>3.2</td>
<td>3.2</td>
<td>14.5</td>
<td>58.1</td>
<td>21</td>
<td>3.9</td>
<td>0.88</td>
</tr>
<tr>
<td>9</td>
<td>It helps you in listening and analyzing the difference of right and wrong concepts.</td>
<td>1.6</td>
<td>3.2</td>
<td>19.4</td>
<td>51.6</td>
<td>24.2</td>
<td>3.93</td>
<td>0.84</td>
</tr>
<tr>
<td>10</td>
<td>It helps developing the ability of “learning by doing” in you.</td>
<td>1.6</td>
<td>---</td>
<td>22.6</td>
<td>51.6</td>
<td>24.2</td>
<td>3.96</td>
<td>0.78</td>
</tr>
</tbody>
</table>
Findings, Conclusion & Recommendation

Findings

Findings of this study shows that use of audio visual aids helps teacher to interact with their students and make learning easy and accessible for them. Teacher-students interaction is necessary as it helps teacher to deliver subject matter knowledge more effectively. Teacher-student interaction increases communication, collaboration, and cooperation among them. Use of AV aids makes learning more understandable for the students. Interactive games and activities (jigsaw, peer review writing, scrabble & who/what I am) makes learning easy for every type of learner.

Interactive approach helps increase students’ participation in classroom activities. Its also helpful for student-student interaction and encourage students to collaborate and cooperate with their peers. When using Interactive approach of teaching teachers use collaborative and cooperative teaching strategies to make learning easy for students. Hands on demonstration helps students to develop the ability of learning by doing. It’s also increase the interactive brainstorming while doing group tasks.

Conclusion

The goal of the study was to look at the impact of interactive teaching and learning on students at the university level, including the use of audio-visual aids, hands-on demonstrations, and activities. There is no empirical study assessing the impacts of an interactive approach to learning and teaching at the university level, despite numerous studies on the consequences of the use of interactive learning in different educational environments. At the university level, an interactive approach to teaching and learning emphasizes better communication among all subjects in the educational process, as well as the use of teaching strategies that increase student activity and motivation, such as problem-solving learning, cooperative learning, learning through play, active learning, and experiential learning.

Teachers employ interactive teaching strategies to foster student cooperation and engagement, but the ultimate objective is for students to develop autonomous thought. Teachers must plan activities...
that allow for interactive learning in order for the process to go forward and for student learning to be effective. According to the replies of respondents, utilizing audio-visual aids during teaching makes learning more appealing to pupils and encourages them to exhibit interest and dedication. Students can provide each other feedback.

Encourage students' critical thinking and comprehension by using a variety of methodologies and instructional styles. Working in groups is beneficial, with the exception of the book and the teacher, where they collaborate and get knowledge from the internet and community resources.

Thus, interactive education approaches enable a person's cognitive, emotional-sensual, and motivational realms to be influenced. Students' interest in professional subjects is piqued, learning motivation is boosted, and communication skills and the capacity to work in a group are developed as a result of these techniques.

**Recommendation**

1. Any topic may be made interactive; all it takes is a stronger commitment on the part of the instructor.
2. Interactive teaching should not be reserved for when study objectives are at stake; it should be used more frequently in the classroom.
3. Organizing collaborative sessions with teachers to emphasize the value of interactive instruction.
4. Teachers should be able to visit each other and share their experiences.
5. It is necessary to provide a presentation of teachers who use interactive teaching methods.
6. Instructions for instructors (related to teaching models) should be written.
7. When compared to traditional teaching methods, interactive teaching has several advantages, and teachers should use it more frequently.

**References**


http://www.webology.org