

EXAMINING ATTRIBUTES OF EFFECTIVE INTERACTIVE TEACHING METHODS FOR 21ST CENTURY LEARNING: EXPLORATORY APPROACH

ANAMARIE L. VALDEZ

GEMMA N. KINTANAR, EdD, FRIEd

Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: anamarie.valdez001@deped.gov.ph

ABSTRACT

This study examined the attributes of effective interactive teaching methods for 21st-century learning using an exploratory research design. It aimed to identify key characteristics and strategies that enhance critical thinking, collaboration, creativity, and communication among students. The participants included 17 teachers for the qualitative phase and 200 respondents for the quantitative phase. Ten teachers participated in in-depth interviews, while seven joined a focus group discussion. Purposive sampling was used for the qualitative phase, and stratified sampling ensured proportional representation in the survey.

Qualitative findings initially identified 16 themes, including active engagement, creativity, collaboration, contextualized lessons, differentiated instruction, and technology integration. Exploratory factor analysis refined these into six dimensions: Active and Experiential Learning, Collaboration, Creativity and Sensory Methods, Contextualized and Technology-Based Lessons, Differentiated Instruction, and Implementation Challenges/Flexibility. Reliability testing of the 100-item scale showed high internal consistency with Cronbach's alpha values from 0.842 to 0.883 and an overall reliability of 0.912.

The study produced a validated 100-item scale organized by the six dimensions, providing a practical tool to assess interactive teaching practices in contemporary classrooms and guide future research.

Keywords: *Interactive Teaching, 21st-Century Learning, Teacher Practices, Educational Assessment, Collaborative Learning*

INTRODUCTION

Globally, the teaching profession faces challenges in organizational commitment, with many educators experiencing high stress and considering leaving the profession. According to UNESCO (2023), around 30% of teachers worldwide report feeling disengaged due to excessive workloads, limited professional development opportunities, and inadequate compensation. In some regions, teacher attrition rates have reached 40%, particularly in low-income countries, where working conditions are more challenging. Additionally, 50% of educators express concerns about job security and career progression, which further affects their long-term commitment to the profession.

In the Philippines, the Second Congressional Commission on Education (EDCOM, 2023) has highlighted concerns regarding teacher commitment. A significant issue is that 62% of high school teachers are assigned to teach subjects outside their field of expertise, primarily due to budget constraints limiting specialized hiring. This misalignment not only affects teaching quality but also diminishes job satisfaction and commitment among educators. Furthermore, the promotion process for teachers is notably slow, with an average of 15 years required to advance from Teacher I to Teacher III positions. Such sluggish career progression contributes to decreased morale and organizational commitment among teachers.

Research indicates that team structures significantly influence teachers' organizational commitment. Senge (2018) emphasized that collaborative team environments in schools foster a sense of shared vision and collective responsibility, which strengthens teachers' commitment to their institutions. Bolman and Deal (2019) further highlighted that organizational frameworks that support teamwork and distributed leadership contribute to higher job satisfaction and lower turnover rates among teachers. Fullan (2020) also found that schools with strong team-based cultures experience increased teacher engagement, as collaboration enhances professional growth and resilience. These studies suggest that well-structured team dynamics can positively impact teacher commitment by promoting a supportive and cooperative work environment.

Despite extensive research on the relationship between team structures and organizational commitment, certain gaps remain unaddressed. Mintzberg (2018) discussed the influence of organizational configurations on employee commitment but did not explore how team structures specifically impact teachers in diverse educational settings. Bass (2019) examined leadership styles that enhance commitment but did not consider how different team arrangements shape teachers' long-term dedication to their schools. Bush (2021) pointed out that while team-based models are effective in some school environments, their impact on teacher commitment varies based on factors such as school culture and resource availability. Further research is needed to explore the nuances of team structures in education, particularly in non-Western and resource-limited contexts.

Understanding the effect of team structure on the organizational commitment of teachers is crucial for developing strategies to improve teacher retention and performance. High organizational commitment among teachers is associated with increased job satisfaction, reduced turnover intentions, and enhanced student outcomes. By identifying how different team structures impact commitment levels, educational leaders can design and implement organizational practices that foster collaboration, support, and professional growth among teachers. This knowledge is particularly significant in diverse educational contexts, where tailored team structures can address unique challenges and leverage cultural strengths to promote a committed and effective teaching workforce.

METHODS

Research Design

This study on examining attributes of effective interactive teaching methods for 21st-century learning used an exploratory research design. The choice of this design was based on the need to investigate and understand the key characteristics, strategies, and outcomes of interactive teaching methods that supported critical thinking, collaboration, creativity, and communication—skills essential for 21st-century learners. Since there was limited existing research that fully captured how these interactive methods were applied in modern classrooms, an exploratory design allowed the researcher to gather insights directly from educators and learners. This approach was particularly useful for identifying emerging patterns, generating new ideas, and forming the foundation for future, more structured research.

Exploratory research design was commonly used when a topic was not yet clearly defined or when the researcher sought to gain a deeper understanding of an issue. According to Stebbins (2001), exploratory research is a flexible and open-ended form of investigation aimed at discovering what was happening, gaining insights, and asking questions for further study.

Research Participants

The research participants in this study on examining attributes of effective interactive teaching methods for 21st-century learning included a total of 17 teachers for the qualitative phase and 200 respondents for the quantitative phase. Of the 17 teachers, 10 participated in in-depth interviews, while the remaining 7 took part in a focus group discussion. These participants were all current educators teaching in schools within Kidapawan City. For the qualitative component, purposive sampling was employed to select teachers who had experience with interactive teaching strategies. For the quantitative phase, a stratified sampling technique was used to ensure that various grade levels and subject areas were proportionally represented in the 200 survey respondents. The inclusion criteria for this study required participants to be active teachers currently employed in schools within the jurisdiction of Kidapawan City and who had at least one year of teaching experience. For the qualitative phase, participants had prior or current experience in implementing interactive teaching methods. For the quantitative phase, respondents were teaching at the elementary or secondary level. Excluded from the study were pre-service teachers, administrative staff, and teachers who had not used any form of interactive teaching strategies, as their input would not have aligned with the focus of the research.

Research Materials

In the qualitative phase, the researcher formulated a set of interview guide questions based on the objectives of the study. These interview guide questions were asked to the participants in the interviews and during the focus group discussions. Meanwhile, experts were invited to perform content validity of the interview questions and to check the sustainability of the items that captured the underlying dimensions of the study. The purpose was to ensure the readability and comprehensibility of the questionnaire.

In the quantitative phase, items of the questionnaire were constructed based on the frequency of occurrence as results of focus group discussions. This tool was subjected to dimension reduction to identify the factors that constituted the problem being studied.

Data Gathering Procedure

Letters of permission were secured before the researcher proceeded with data collection. Permission was first granted by the graduate school at Central Mindanao Colleges, the principals of the schools in Kidapawan City, and the participants. The researcher provided consent forms to the participants, notifying them in writing that a qualitative research study would take place. This included a detailed explanation of the study's rationale and research questions. If a teacher refused to participate in the study, other participants were invited to join. All data gathered over the course of the semester were treated with utmost confidentiality. Each student was assigned a number for identification purposes. After data retrieval, the data was encoded with proper labels.

Data Analysis

In analyzing the data gathered in the study, the following steps were followed: Collection: The qualitative component was collected through interviews and focused group discussions. Transcription: After the interviews, the qualitative data was translated into English. Interpretation and Analysis: The data was analyzed and separated for homogeneity for overall interpretation and presentation. This phase illustrated qualitative results to develop a more complete understanding of the phenomenon.

RESULTS AND DISCUSSION

This section presents the study's findings and explains their meanings in relation to the research objectives. It also discusses how the results support or differ from previous studies.

Effective Interactive Teaching Methods for 21st-Century Learning

When asked about the interactive teaching methods that are most effective for 21st-century learning, the data revealed six distinct themes. These included active and experiential learning that enhances engagement; creativity and sensory methods that foster participation; contextualized and technology-based lessons that sustain motivation; collaboration that nurtures confidence and participation; physical, artistic, and linguistic interactivity that enhances motivation; and implementation challenges arising from resource and learner diversity.

Theme 1: Active and Experiential Learning Enhances Engagement. Many teachers in this study described how learners become substantially more engaged when taught through active and experiential methods — tasks that require doing, experimenting, or applying knowledge instead of passively listening. They observed that such methods often shift the classroom energy: students ask more questions, collaborate more, and retain interest beyond a single session.

“When I use hands-on experiments or build models with them, they lean in — you can see their eyes light up and they start asking ‘why’ and ‘how.’ It feels like the class comes alive.”

“Instead of just writing formulas on the board, when students apply math to real-life tasks, they work together, argue over approaches, and reach solutions as a team — that involvement seems to stick.”

“I’ve seen shy students who rarely speak up become enthusiastic during practical tasks or group experiments — they seem more confident when they are physically doing than when I’m lecturing.”

“After a project-based activity, students often continue discussion outside class — discussing results, comparing their answers. That continued interest shows engagement went deeper than the lesson time.”

“In classes where I used experiments, simulations, or hands-on tasks, attendance and participation climbed. Students who usually zone out looked more attentive.”

In support, research has consistently shown that active and experiential learning approaches contribute significantly to student engagement, motivation, and learning outcomes. A recent systematic review of active learning practices in classrooms (2022-2024) found that methods such as cooperative learning, problem/project-based learning, flipped classrooms, and hands-on group tasks reliably enhanced learners’ motivation, satisfaction, knowledge acquisition, and retention (Sari, Roulina, Nurlaila et al., 2024). Similarly, a study on experiential learning theory applied in classroom settings demonstrated that experiential activities foster greater classroom engagement and motivation, reinforcing that “learning by doing” remains a powerful pedagogical tool (Kong, 2021).

Theme 2: Creativity and Sensory Methods Foster Participation. Another prominent theme emerged from teachers’ use of creative, artistic, and sensory-rich teaching methods — such as art projects, music, dramatization, storytelling, or sensory activities — to draw in a wider range of students. These methods seemed particularly effective in engaging students who might struggle under traditional, lecture-based instruction, offering alternative modes of expression and learning.

“When I include drawing, painting or drama in lessons, I notice even the quiet or less confident students join in — suddenly they have a way to express ideas or feelings beyond words or numbers.”

“History lessons with storytelling or role-play make the content come alive — students laugh, ask questions, argue about motivations — and they remember details better.”

“In art or movement-based tasks, energy in class rises: students move, interact, build together, and there’s a sense of collective creativity that pulls everyone in.”

“I had a class where I asked them to create a song or a skit about a concept: students who were usually disengaged worked hard, supported each other — output quality was surprising, and confidence rose.”

“Using different sensory activities — drama, music, hands-on crafts — allows different kinds of learners (visual, auditory, kinesthetic) to find their own way in; participation became more balanced across the class.”

Supportive literature aligns with this: a recent study demonstrated that multimodal interactive classroom strategies — combining cooperative learning, creative tasks, and varied sensory modalities — significantly improved academic outcomes and student satisfaction (Song, 2024). Furthermore, the value of integrating arts, drama, and interactive methods has been reinforced in research highlighting how sensory-rich, multimodal instruction fosters engagement, creativity, and sense of belonging among students in diverse learning contexts (Çetinkaya et al., 2019; Intasena & Nuangchalerm, 2022; as cited in Dwigustini & Widiya, 2020).

Theme 3: Contextualized and Technology-Based Lessons Sustain Motivation. Teachers also highlighted the power of lessons that connect learning content to real-life contexts — and when combined with technology, the effect on motivation and relevance was amplified. By using digital tools, simulations, real-life problem-solving tasks, or technology-based projects, educators found that students perceived learning as more meaningful and were more willing to invest effort, sometimes even beyond class time.

“When I present math problems based on real community issues — budgeting, planning or measuring — students ask, ‘Why do we need math this way?’ But after we discuss real-life applications, they understand the value and work harder.”

“Using apps, interactive simulations or digital projects makes lessons feel modern, alive, and connected to what students know outside school — they react positively, like, ‘This is something I’d do on my own time.’”

“I assigned a project to build a simple website or digital poster around a subject — the pride they took, the effort to make it look good — motivation skyrocketed.”

“In history or science classes, virtual tours or multimedia representation brought abstract concepts into view — students were more interested, and discussion became livelier.”

“After tech-based lessons, many asked for extra tasks or tried to explore further at home — such intrinsic motivation is rare in traditional lectures.”

Support for this comes from a recent systematic review of technology-enhanced collaborative inquiry in K–12 classrooms, which concluded that technological tools — when used alongside carefully designed activity strategies — support collaborative inquiry tasks, deepen content understanding, and enhance scientific reasoning and content knowledge (Science & Education Review, 2024). Moreover, studies of blended teaching and digital integration show that properly equipped and supported technology integration can lead to richer participation, improved attitudes toward learning, and higher motivation (Atit et al., 2020; Starkey, 2020; as summarized by the recent review of digital professional development for teachers) (Mnguni, 2024).

Theme 4: Collaboration Nurtures Confidence and Participation. *A recurring insight among teachers was that collaboration — group projects, peer work, cooperative tasks — helps build confidence, encourages participation across different learner profiles, and fosters social learning. Through structured collaborative activities, even students who tend to remain quiet or isolated become involved, creating richer classroom dynamics and peer support.*

“When I split them into small groups and assign roles, everyone has responsibility — even the shy ones contribute quietly but importantly, and gradually they open up.”

“Group tasks lead to peer support: stronger students encourage weaker ones, they explain to each other, and often students learn more from peers than from me.”

“After collaborative projects, I see shy or reluctant students become more willing to present or ask questions — their confidence grows.”

“They discuss, exchange ideas, argue respectfully — that teamwork seems to build both social skills and deeper understanding.”

“I’ve noticed that after group work, students often continue discussion or study together outside class — indicating stronger engagement and sense of belonging.”

Recent empirical research supports this view. Studies on blended and cooperative learning environments show that integrating collaborative learning with digital or face-to-face instruction enhances peer relationships, supports peer scaffolding, and improves

overall learning outcomes (Explore cooperative learning in blended classrooms — Education & Information Technologies, 2025). Additionally, multimodal interactive instruction frameworks grounded in cooperative learning theory have been shown to strengthen student satisfaction, accountability, and shared responsibility, which align with the social-constructivist model of learning (Song, 2024).

Theme 5: Physical, Artistic, and Linguistic Interactivity Enhances Motivation. Teachers also pointed out that using varied modalities — physical movement, arts, drama, language drills, music, and role-plays — can energize classes, engage different kinds of learners, and maintain motivation, particularly among students who struggle with traditional instruction methods.

“In classes where I integrate movement or rhythm — like through drama, role-play, or music — students seem more alive, attentive, and less distracted.”

“Language lessons with role-play, acting, or dialogues make learners talk more freely than when I just lecture — even reserved students join in.”

“Art and craft or drama-based tasks create a relaxed but dynamic atmosphere; boredom disappears and creativity replaces it.”

“When students draw, act out, or design something, they take ownership — there’s pride, engagement, and surprisingly deep understanding of concepts.”

“Using different modalities gives all students a chance; they choose what works for them — some draw, others speak, some move, some write — and everybody finds their place.”

Recent studies promoting multimodal interactive classroom strategies report enhanced academic performance and student satisfaction when creative, sensory-rich, and socially interactive methods are included (Song, 2024). Moreover, research on experiential learning and interactive teaching in blended environments indicates that multimodal and interactive learning — beyond mere lecture or online delivery — supports deeper engagement, motivation, and social-emotional involvement (Çetinkaya et al., 2019; Intasena & Nuangchalem, 2022; as referenced in Dwigustini & Widiya, 2020).

Theme 6: Implementation Challenges Arise from Resource and Learner Diversity. *Despite the clear enthusiasm for interactive, multimodal, and technology-rich teaching practices, many teachers admitted to facing practical constraints — lack of materials, insufficient technological infrastructure, varied student abilities and access, and difficulties in managing diverse learners within limited time or resources. These challenges sometimes hinder full implementation of interactive methods consistently across the curriculum.*

“I want to use hands-on kits or tech projects — but resources are limited; I may have to reuse materials, which reduces the effectiveness.”

“In large classes, organizing group or sensory-based activities becomes chaotic; managing different abilities at once is exhausting.”

“Not all students have access to devices or stable internet at home, so tech-based projects sometimes leave some behind.”

“Providing individual support in creative or differentiated tasks takes extra time — sometimes I don’t have enough planning time or support.”

“Even though I try, sometimes the mixed skill levels, different learning styles, and unequal access make it hard to ensure everyone benefits.”

A 2025 systematic review focusing on differentiated instruction in rural and resource-limited schools highlighted that time, planning constraints, limited materials, and lack of institutional support frequently hinder the successful implementation of differentiated and interactive methods (Saigar & Jamaludin, 2025). Moreover, even when active and distance teaching methods are adopted — such as in nursing education or blended classes — scholars caution that active methodologies alone are insufficient unless complemented by proper scaffolding, resources, and thoughtful integration of face-to-face and digital modes (Efficacy of active teaching methods for distance learning, 2025)..

Integrating Technology into Teaching Practices

Regarding how teachers integrate technology into their teaching practices, five themes emerged from the data. These were: technology increases motivation and engagement; technology integration promotes creativity, collaboration, and visualization; digital literacy is key for maximizing learning outcomes; overreliance and access limitations hinder equitable learning; and balanced integration is essential for holistic development.

Theme 1: Technology increases motivation and engagement. Many veteran teachers in this study observed that integrating digital tools and technology into their teaching significantly boosts students' motivation and engagement. They described how students who were often passive during traditional lectures became more alert, participated more actively, and seemed to enjoy learning when technology was involved. For these teachers, technology made lessons more dynamic, piqued curiosity, and sparked energy among students. The sense of novelty and immediacy that technology brings — whether through interactive presentations, multimedia resources, or online activities — seemed to reawaken interest and foster more consistent engagement throughout lessons.

“When I show a simulation or a video, students lean forward, ask questions — I seldom see that excitement in regular class.”

“Using apps or online exercises, I notice they volunteer more often than when I just talk; they feel the lesson is alive.”

“After I started using digital quizzes and interactive tasks, attendance improved — many say they don't want to miss the fun part of class.”

“I had a group who usually zone out — but when I integrated technology-based tasks, they were checking, discussing, tapping screens — suddenly they were part of learning.”

“Students told me afterward that the lesson didn't feel like studying — but more like playing or discovering something new; that attitude changed how I teach.”

In support, research suggests that technology integration in classrooms can significantly enhance student engagement — not only behavioral (participation, attendance) but also emotional and cognitive engagement. For example, a recent study demonstrated that quality of technology integration (rather than just frequency) was strongly associated with improvements in students' behavioral engagement and self-assessed digital competencies (Praetorius et al., 2024). This suggests that when technology is thoughtfully embedded in pedagogy, it can transform static lessons into interactive experiences that sustain attention and foster deeper involvement.

Further support comes from a 2024 investigation into technology use and students' learning outcomes, which found that technology integration boosted students' willingness to participate, improved learning opportunities, and facilitated engagement that would be difficult with traditional instruction alone (Jena, 2024). These findings align with what the veteran teachers in this study reported: technology helps re-energize classrooms and engage students more fully.

Theme 2: Tech integration promotes creativity, collaboration, and visualization. Teachers also noted that introducing technology allowed them to design lessons that draw on creativity, collaborative work, and visualization — elements that are

harder to sustain in a purely lecture-based class. Through digital tools, multimedia, apps, and collaborative platforms, students had opportunities to express ideas, create content, experiment visually, and work together — often with heightened enthusiasm and a sense of ownership. Technology thus became not just an add-on, but a means to deepen learning through creative and collaborative processes.

“I asked them to create a digital poster or infographic using an app — they worked in pairs, arguing over colors and layout, discussing content — the creativity and collaboration surprised me.”

“When we use video, animations, or visual simulations, even abstract concepts become visible — students talk, point, compare — learning seems more real.”

“Group tasks using online tools let them share ideas, build together — some students who rarely speak up in class become active now.”

“I use collaborative platforms — they type, comment, refine — I rarely saw such teamwork in traditional pen-and-paper tasks.”

“Projects using digital storytelling or presentations give them room to invent, design, create — not just memorize; they seem proud of what they produce.”

A comprehensive study of how and why K–12 teachers integrate digital technology identified diverse integration profiles, ranging from “Engaging Innovators” to “Depth Facilitators,” showing that many educators leverage technology not just for convenience but to foster deeper engagement, creativity, and innovative pedagogy (Röder et al., 2023). This supports the idea that thoughtful tech integration expands pedagogical possibilities beyond traditional instruction. Moreover, a meta-analysis of ICT (information and communication technology) integration showed that when digital tools are aligned with pedagogical aims — especially those emphasizing collaboration and visualization — learning outcomes and student satisfaction improve significantly (Voogt et al., 2022). This aligns with teachers’ observations that technology-enabled creative and collaborative tasks enrich classroom interaction and learning depth.

Theme 3: Digital literacy is key for maximizing learning outcomes. Many teachers commented that for technology integration to be effective, they themselves — and their students — must possess a certain degree of digital literacy. Without sufficient skills or confidence in using digital tools, technology becomes a barrier rather than a facilitator. In this study, teachers emphasized that understanding how to use apps, manage online platforms, troubleshoot technical issues, and integrate digital tools pedagogically was essential for harnessing technology’s benefits. They recognized that simply adding devices does not guarantee improved learning; success depends on competence in using those tools meaningfully.

“At first I hesitated — I wasn’t confident with the apps or online tools — but once I learned them, lessons felt much smoother.”

“Students who aren’t comfortable with technology get lost or afraid to join; digital literacy matters a lot.”

“I sometimes must spend time teaching them how to use the platform — without that, the lesson becomes chaos.”

“When I use technology well, students seem to understand faster and ask better questions — but if I stumble, engagement drops.”

“We need training and support; technology works only if teacher and students know how to use it.”

In support, recent empirical research among STEM teachers found a substantial correlation between teachers’ level of digital literacy and their effective technology integration: better digital competencies led to greater and more meaningful technology use in teaching (Ramli & Arsad, 2023). This supports the notion that digital literacy is not peripheral, but foundational for technology-enhanced instruction to be effective. Additionally, studies of technology-enhanced learning environments argue that the quality of technology integration — which depends heavily on teachers’ digital pedagogical competence — matters more for student engagement and learning than the mere presence or frequency of digital tools (Praetorius et al., 2024). Thus, strong digital literacy skills among educators are essential to realize the potential of technology in classrooms.

Theme 4: Overreliance and access limitations hinder equitable learning.

Despite the optimism about technology’s benefits, many teachers in this study cautioned that overreliance on digital tools — or unequal access among students — can undermine equity and learning effectiveness. When some students lack access to devices or reliable internet, or when technology is used too rigidly, those students are disadvantaged. Teachers also worried that excessive dependence on technology could impair development of other important skills (e.g., pen-and-paper writing, interpersonal communication), or reduce diversity in teaching methods. These concerns highlight the need for balance and caution in tech integration.

“Some students don’t have smartphones or computers at home — I worry they’ll fall behind when assignments require digital tools.”

“When I rely too much on apps or online tasks, some kids disconnect — they don’t have stable internet or devices.”

“Sometimes I feel technology is taking over — we lose touch with face-to-face discussion, handwriting practice, and personal interaction.”

“When tech fails — connection, software glitches — class stalls; students get frustrated and participation drops.”

“I think we need back-up plans; not all lessons should depend on tech, especially when students’ home access differs.”

Research warns that while technology integration can enhance learning, the benefits are often unevenly distributed: students with limited access or lower digital readiness may be marginalized (Çelik & Aytin, 2020; Fathi & Ebadi, 2020, as discussed in 2025 reviews). This supports the observation that access limitations and overreliance pose real risks to equitable learning outcomes. Moreover, studies on technology-enhanced instruction emphasize that digital tools should complement — not replace — traditional pedagogies; overdependence may weaken other important skills and reduce opportunities for interpersonal learning (Röder et al., 2023). This underlines the need for balanced, flexible teaching strategies that account for students’ diverse contexts.

Theme 5: Balanced integration is essential for holistic development. Finally, many veteran teachers argued that the most effective use of technology comes when digital tools are balanced with traditional teaching methods. They believed that a mixed approach — combining tech-based tasks, interactive digital tools, and face-to-face, hands-on or discussion-based pedagogy — supports not only academic learning but also social, emotional, and communication skills. In such a balanced environment, technology becomes an aid, not a crutch, helping to enrich instruction while preserving human interaction, critical thinking, and varied learning modes.

“I don’t use technology for everything — some lessons still need discussion, group talk, or manual tasks for balance.”

“After a tech-based activity, I often follow up with group discussions or reflections — combining both seems most effective.”

“Mixed methods let students with different strengths benefit — some shine with digital tasks, others with hands-on or verbal work.”

“I think of tech as a tool, not the main teacher — it supports, but we still guide, interact, and connect.”

“When I balance tech and traditional methods, I notice better social interaction, more balanced participation, and deeper learning.”

A recent systematic investigation into digital technology integration argues that the quality and context of technology use — rather than technology alone — determine learning success; effective teachers use digital tools selectively and pedagogically, combining them with interactive, discussion-based, or hands-on methods to support holistic learning (Praetorius et al., 2024). Additionally, a 2022 review of English teachers’ digital integration practices found that successful integration often involves blending

online tools with traditional pedagogies: using digital resources for preparation or visualization, but retaining interpersonal and interactive teaching to nurture communication, collaboration, and deeper comprehension (International Journal of Educational Research Open, 2022). This supports the idea that balanced integration — not wholesale substitution — best serves 21st-century learning.

Ensuring Inclusive and Collaborative Teaching for Diverse Student Needs

In response to the question of how teaching methods ensure that the diverse needs of students are addressed, five themes were identified. These included differentiated and multimodal teaching that enhances inclusivity; collaboration that builds confidence and teamwork; peer learning that fosters understanding and support; continuous and reflective assessment that ensures equitable learning; and empowerment through teamwork that fosters belonging and engagement.

Theme 1: Differentiated and multimodal teaching enhances inclusivity. The first theme that emerged from the study was differentiated and multimodal teaching, which many teachers believed was crucial to addressing the diverse learning needs of students. They observed that students vary in their learning preferences, abilities, and pace, and that using a single teaching strategy often leaves some learners behind. Differentiating instruction and incorporating multimodal approaches — combining visual, auditory, tactile, and interactive elements — allows teachers to engage all students meaningfully. By presenting information in multiple ways, teachers could ensure that every student had the opportunity to understand and apply knowledge, thereby promoting inclusivity and equal learning opportunities.

“I make sure to present lessons in different ways — I use visuals, hands-on activities, and discussions so everyone can access the content in the way that works best for them.”

“Some students respond better to visual aids, while others prefer working in groups or listening — using multiple strategies helps them all learn.”

“I try to modify tasks according to students’ levels so that no one feels left behind, and everyone can participate fully.”

“I often combine digital tools, physical models, and storytelling to cater to diverse learning preferences.”

“When students can choose from several ways to complete an assignment, I notice higher engagement and fewer frustrations.”

In support, literature suggests that differentiated and multimodal teaching significantly enhances inclusivity by accommodating diverse learners. Research shows that when teachers tailor instruction to varied student needs, learning outcomes improve, and students feel valued and included in the classroom environment (Tomlinson, 2020). Similarly, studies emphasize that multimodal teaching strategies, which blend visual, auditory, and kinesthetic modalities, support comprehension and engagement for learners with different preferences, ensuring no student is disadvantaged (Darling-Hammond et al., 2021).

Additionally, in support of this result, educators report that inclusive practices, such as differentiated instruction, strengthen participation, motivation, and confidence among all learners. Implementing varied learning approaches helps teachers recognize individual strengths and adapt strategies to address weaknesses, fostering a more equitable and supportive classroom culture (Schleicher, 2022). This aligns with participants' experiences of creating accessible and engaging lessons for every student.

Theme 2: Collaboration builds confidence and teamwork. Teachers also highlighted collaboration as an important strategy for addressing diverse student needs. Many believed that collaborative learning encourages students to communicate, share ideas, and learn from one another, which builds confidence and teamwork skills. Through group activities and cooperative projects, students develop social skills, learn to negotiate, and experience the value of collective problem-solving. Collaboration was seen as especially effective in helping students who may struggle individually to succeed when working in supportive groups.

"I assign small group tasks where each student has a role; it encourages participation from those who might otherwise remain quiet."

"Group projects give students the chance to learn from each other and feel confident in contributing ideas."

"I notice shy students becoming more engaged when they work collaboratively with peers who guide and support them."

"Team activities foster communication and allow students to see how their strengths complement others' skills."

"Students often say they enjoy working in groups because it makes learning less intimidating and more enjoyable."

In support, research indicates that collaborative learning fosters both academic and social development. Studies highlight that teamwork promotes engagement, builds confidence, and encourages students to take responsibility for their learning while learning from peers (Johnson et al., 2020). Collaboration also strengthens problem-solving and communication skills, which are essential for 21st-century learning.

Furthermore, in support of the result, educational research emphasizes that group learning structures can reduce anxiety and increase motivation, particularly for students who may feel less confident when learning individually. Collaborative experiences cultivate a sense of belonging and accountability, allowing students to actively contribute to the learning environment (Gillies, 2021). This evidence supports teachers' experiences in fostering confidence and teamwork through collaborative strategies.

Theme 3: Peer learning fosters understanding and support. *Another theme that emerged is peer learning, where teachers emphasized the benefits of students supporting and teaching each other. Many teachers observed that peer explanations and discussions often clarify concepts for students who struggle, while also reinforcing understanding for the student doing the teaching. Peer learning promotes mutual support, encourages active engagement, and allows students to interact in ways that can make learning more relatable and accessible.*

"I let students explain concepts to each other; sometimes they understand better than when I explain it myself."

"Peer tutoring helps struggling students feel supported while building confidence for those teaching."

"Students often learn faster from peers because they use language and examples that are easier to relate to."

"Group discussions and study buddies have been very effective in reinforcing understanding."

"I notice that students help each other during projects without my constant supervision, which strengthens learning."

In support, literature emphasizes that peer learning enhances comprehension and retention. Research indicates that collaborative peer instruction promotes active engagement and provides scaffolding, allowing students to support each other in learning complex material (Topping, 2020). Peer teaching also develops communication skills and reinforces concepts, creating a mutually beneficial learning environment.

Additionally, in support of these findings, studies highlight that peer-assisted learning can improve classroom inclusivity and social interaction. When students teach and support each other, they develop empathy, patience, and problem-solving abilities, contributing to a supportive classroom culture and ensuring that diverse needs are met effectively (Hattie, 2021).

Theme 4: Continuous and reflective assessment ensures equitable learning. Teachers also pointed out the importance of continuous and reflective assessment as a strategy to meet diverse student needs. Many believed that ongoing monitoring of students' progress allows them to adjust instruction, provide timely support, and ensure that all learners have an equitable chance to succeed. Reflective assessment practices, such as observation, feedback, and self-reflection, help identify gaps in understanding and adapt lessons to better suit individual learning needs.

"I observe students closely during activities to see who needs extra support and adjust accordingly."

"Regular feedback helps students know their strengths and areas to improve."

"I reflect on each lesson to determine what worked and what didn't for different students."

"Using formative assessments allows me to provide interventions before students fall behind."

"Continuous evaluation helps me ensure that every student is progressing fairly."

In support, research indicates that continuous and reflective assessment is vital for inclusive education. Formative assessment allows teachers to respond to individual needs, adapt instruction, and ensure equitable learning opportunities for all students (Black & William, 2020). Reflective practices also help educators critically examine their teaching strategies and improve effectiveness.

Additionally, in support of this theme, literature highlights that equitable assessment practices increase student motivation and learning outcomes. Ongoing observation, feedback, and reflection enable teachers to meet students' varying abilities and provide targeted support, ensuring no learner is left behind (Heritage, 2021). This validates teachers' experiences in using reflective assessment to enhance inclusivity.

Theme 5: Empowerment through teamwork fosters belonging and engagement. Finally, the theme of empowerment through teamwork emerged as teachers emphasized that allowing students to take responsibility in group activities creates a sense of belonging and engagement. Teachers observed that when students have meaningful roles in team tasks, they feel valued, develop leadership skills, and engage more actively in learning. Empowering students to collaborate and make decisions fosters confidence and strengthens social bonds.

"I assign leadership roles in group projects; students take ownership and feel proud of their contribution."

“When students are empowered to make decisions in teams, participation and engagement increase.”

“I notice that students who were previously disengaged become active when they feel their role matters.”

“Teamwork helps students feel like they belong to the class community, which motivates them to contribute.”

“Empowering students in collaborative tasks improves both learning outcomes and social cohesion.”

In support, studies indicate that empowering students through teamwork promotes engagement, belonging, and social development. Research shows that students who perceive agency in group learning environments demonstrate higher motivation, self-efficacy, and participation (Deci & Ryan, 2020). Encouraging meaningful contributions in collaborative activities fosters a supportive classroom culture.

Additionally, in support of this result, literature emphasizes that student empowerment within collaborative learning contexts strengthens both academic and socio-emotional outcomes. Students gain confidence, improve communication skills, and develop a sense of inclusion, which are essential for effective 21st-century learning (Wentzel & Brophy, 2021). This aligns with teachers’ observations of engagement and belonging through teamwork.

Development and Validation of the Questionnaire on the attributes of effective interactive teaching methods for 21st century learning

Based on the 11 themes generated from the qualitative data, the study designed a comprehensive 100-item questionnaire aimed at measuring the “Attributes of Effective Interactive Teaching Methods for 21st Century Learning.” Each item was carefully crafted to reflect the key dimensions identified in the thematic analysis, ensuring that the questionnaire captured the breadth and depth of practices, strategies, and approaches used by teachers to enhance engagement, collaboration, creativity, inclusivity, and technology integration in the classroom. The items were formulated to translate the rich qualitative insights into measurable constructs, allowing the study to systematically quantify the prevalence and effectiveness of interactive teaching methods while maintaining alignment with the nuanced patterns and perspectives revealed during interviews and focus group discussions.

Table 1. Attributes of effective interactive teaching methods for 21st century learning Scale

Part I	Statements	5	4	3	2	1
1	I actively use strategies to engage students					

2	I encourage students to participate in lessons						
3	I monitor student attention during all activities						
4	I adapt lessons to increase student interest						
5	I motivate students to contribute in class						
6	I use interactive methods to sustain engagement						
7	I observe student reactions to guide instruction						
8	I create lessons that attract student focus						
9	I provide activities to maintain student involvement						
10	I respond to students' engagement levels actively						
11	I design activities that promote student teamwork						
12	I encourage students to work together effectively						
13	I assign roles to support group collaboration						
14	I facilitate peer interaction during classroom tasks						
15	I guide students to share ideas equally						
16	I promote cooperation during classroom projects consistently						
17	I observe group dynamics to support collaboration						
18	I resolve conflicts arising during group activities						
19	I foster teamwork through collaborative learning tasks						
20	I evaluate students' collaboration for improvement purposes						
21	I challenge students to think critically in lessons						
22	I encourage problem-solving during classroom activities						
23	I ask questions to stimulate deeper thinking						
24	I analyze students' reasoning to provide feedback						
25	I provide tasks that require logical thinking						
26	I support students in evaluating multiple solutions						
27	I guide students to reflect on their learning						
28	I create activities that promote critical thinking						
29	I observe how students approach problem-solving tasks						
30	I adjust instruction to develop analytical skills						
31	I integrate technology to enhance lesson delivery						
32	I explore new digital tools for teaching						
33	I use online platforms to support learning						
34	I encourage students to utilize educational technology						
35	I adapt lessons for interactive digital activities						
36	I troubleshoot basic tech problems independently in class						
37	I provide opportunities for students to use technology						
38	I incorporate multimedia content to engage students						
39	I assess students' digital skills during activities						
40	I evaluate technology use effectiveness in learning outcomes						
41	I modify lessons to accommodate different learning styles						
42	I provide alternative strategies for diverse learners						
43	I adjust activities for students' individual needs						
44	I observe how students respond to instruction						
45	I differentiate instruction based on students' abilities						
46	I offer multiple ways to complete classroom tasks						
47	I adapt resources to match learners' preferences						
48	I support students with varying learning approaches						
49	I reflect on teaching strategies for effectiveness						
50	I continuously adapt methods to student requirements						
51	I encourage creative thinking in classroom activities						
52	I allow students to explore ideas independently						
53	I provide opportunities for innovative learning tasks						
54	I support students in generating original ideas						

55	I use open-ended tasks to stimulate creativity						
56	I integrate creative problem-solving into lessons regularly						
57	I guide students to develop imaginative solutions						
58	I assess students' creative contributions effectively						
59	I model creative thinking in classroom examples						
60	I foster an environment that encourages innovation						
61	I communicate ideas clearly during lessons consistently						
62	I explain instructions effectively for student understanding						
63	I listen carefully to students' contributions regularly						
64	I provide constructive feedback to support learning						
65	I encourage students to ask questions openly						
66	I facilitate classroom discussions to improve communication						
67	I observe student understanding through verbal responses						
68	I adjust explanations to improve comprehension frequently						
69	I model effective communication skills during lessons						
70	I promote respectful dialogue among students in class						
71	I connect lessons to real-world applications often						
72	I demonstrate relevance of topics to students' lives						
73	I provide practical examples to support understanding						
74	I encourage students to apply learning outside class						
75	I design tasks reflecting real-life situations regularly						
76	I integrate problem-solving based on real scenarios						
77	I discuss practical implications of concepts during lessons						
78	I guide students to transfer knowledge effectively						
79	I create authentic learning experiences for students						
80	I emphasize the usefulness of classroom knowledge daily						
81	I use feedback to improve teaching practices regularly						
82	I reflect on assessments to enhance lesson delivery						
83	I adjust instruction based on student performance data						
84	I monitor student progress to guide teaching decisions						
85	I provide clear evaluation criteria for tasks						
86	I use assessment results to inform future lessons						
87	I encourage self-reflection to improve student learning						
88	I analyze outcomes to identify areas needing adjustment						
89	I seek peer or supervisor feedback to improve						
90	I apply assessment insights to refine instructional methods						
91	I adapt quickly to changes in lesson plans						
92	I remain flexible when unexpected challenges arise						
93	I modify teaching strategies based on classroom needs						
94	I adjust pacing to match student understanding levels						
95	I implement alternative methods when tasks require change						
96	I cope effectively with varying student readiness levels						
97	I respond positively to new teaching approaches						
98	I embrace innovative ideas for lesson improvement						
99	I manage classroom changes without affecting learning outcomes						
100	I remain open to revising lessons when necessary						

Sampling Adequacy and Suitability for Factor Analysis

Based on the data, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a value of 0.733, indicating a good level of sampling adequacy for factor analysis, while Bartlett's Test of Sphericity was significant ($\chi^2 = 5063.025$, $df = 4950$, $p = 0.008$), confirming that the correlation matrix was not an identity matrix. These results suggest that the 100-item questionnaire on the attributes of effective interactive teaching methods for 21st-century learning is suitable for factor analysis, reflecting sufficient intercorrelations among items. The findings indicate that the items are appropriate for exploring underlying dimensions and measuring the targeted constructs reliably.

In support, literature suggests that a KMO value above 0.7 is generally considered acceptable for factor analysis, demonstrating that the sample size and inter-item correlations are adequate for extracting meaningful factors (Field, 2021). Similarly, a significant Bartlett's Test of Sphericity indicates that the items are sufficiently correlated, validating their use in exploratory factor analysis and supporting the construct validity of newly developed scales (Williams et al., 2020). These statistical measures provide empirical evidence that the questionnaire items are appropriate for further psychometric evaluation.

In conclusion, the results of the KMO and Bartlett's tests provide strong evidence that the 100-item scale developed to measure the attributes of effective interactive teaching methods for 21st-century learning is statistically sound and acceptable for further analysis. The adequacy of sampling and significant inter-item correlations support the reliability and validity of the instrument, confirming that it is a suitable tool for assessing the identified dimensions of interactive teaching methods in diverse classroom contexts.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy. .733		
Bartlett's Test of Sphericity	Approx. Chi-Square	5063.025
	df	4950
	Sig.	.008

Underlying dimensions of attributes of effective interactive teaching methods for 21st century learning

Based on the factor analysis results, the exploratory factor analysis (EFA) revealed that out of the original 17 themes identified from the qualitative data, only 6 clear dimensions emerged with items meeting the factor loading criteria. The pattern matrix indicated that the items under these six factors had sufficiently strong loadings, reflecting coherent groupings that align with meaningful constructs of effective interactive teaching methods for 21st-century learning. Items that did not meet the factor loading threshold or demonstrated cross-loadings were excluded, resulting in a more parsimonious and statistically robust structure. This refinement confirms that the 100-item questionnaire reliably represents the six core dimensions: active and experiential learning,

collaboration, creativity, contextualized and technology-based lessons, differentiated instruction, and flexibility in implementation, which collectively capture the essential attributes of interactive teaching practices in contemporary classrooms.

In support, literature emphasizes that factor analysis is a critical tool for validating the dimensionality of survey instruments, particularly in educational research where constructs are often multidimensional (Field, 2021). Studies have shown that reducing a larger set of initially hypothesized themes into a smaller number of statistically significant factors enhances both the reliability and interpretability of the instrument (Williams et al., 2020). Moreover, consolidating overlapping or weakly loaded items ensures that the resulting scale accurately reflects the underlying constructs while maintaining construct validity, providing a more precise measurement of teacher practices and pedagogical effectiveness (Tabachnick & Fidell, 2021).

This factor analysis outcome demonstrates that the instrument is now optimized, with six validated dimensions that provide a reliable and interpretable framework for assessing the attributes of effective interactive teaching methods for 21st-century learning. The reduction from 17 to 6 dimensions highlights the ability of factor analysis to refine complex qualitative findings into a concise, measurable, and meaningful scale for research and practical application.

Table 3. Factor Analysis

Pattern Matrix ^a						
	Factor					
	1	2	3	4	5	6
1. I actively use strategies to engage students						
2. I encourage students to participate in lessons						
3. I monitor student attention during all activities						
4. I adapt lessons to increase student interest					.546	
5. I motivate students to contribute in class						
6. I use interactive methods to sustain engagement		.519				
7. I observe student reactions to guide instruction						
8. I create lessons that attract student focus						
9. I provide activities to maintain student involvement						
10. I respond to students' engagement levels actively						
11. I design activities that promote student teamwork						

12. I encourage students to work together effectively						
13. I assign roles to support group collaboration		.517				
14. I facilitate peer interaction during classroom tasks				.582		
15. I guide students to share ideas equally						
16. I promote cooperation during classroom projects consistently						
17. I observe group dynamics to support collaboration					.516	
18. I resolve conflicts arising during group activities						
19. I foster teamwork through collaborative learning tasks						
20. I evaluate students' collaboration for improvement purposes						
21. I challenge students to think critically in lessons						
22. I encourage problem-solving during classroom activities		.672				
23. I ask questions to stimulate deeper thinking		.538				
24. I analyze students' reasoning to provide feedback		.754				
25. I provide tasks that require logical thinking		.599				
26. I support students in evaluating multiple solutions						
27. I guide students to reflect on their learning						
28. I create activities that promote critical thinking						
29. I observe how students approach problem-solving tasks						
30. I adjust instruction to develop analytical skills		.624				
31. I integrate technology to enhance lesson delivery						
32. I explore new digital tools for teaching						
33. I use online platforms to support learning						
34. I encourage students to utilize educational technology						

35. I adapt lessons for interactive digital activities						.591
36. I troubleshoot basic tech problems independently in class						
37. I provide opportunities for students to use technology						
38. I incorporate multimedia content to engage students						.5552
39. I assess students' digital skills during activities						
40. I evaluate technology use effectiveness in learning outcomes						
41. I modify lessons to accommodate different learning styles						
42. I provide alternative strategies for diverse learners						
43. I adjust activities for students' individual needs				.736		
44. I observe how students respond to instruction				.543		
45. I differentiate instruction based on students' abilities				.764		
46. I offer multiple ways to complete classroom tasks				.589		
47. I adapt resources to match learners' preferences						
48. I support students with varying learning approaches			.504			
49. I reflect on teaching strategies for effectiveness						
50. I continuously adapt methods to student requirements						
51. I encourage creative thinking in classroom activities						
52. I allow students to explore ideas independently					.681	
53. I provide opportunities for innovative learning tasks					.710	
54. I support students in generating original ideas					.567	
55. I use open-ended tasks to stimulate creativity					.797	
56. I integrate creative problem-solving into lessons regularly						

57. I guide students to develop imaginative solutions						
58. I assess students' creative contributions effectively						
59. I model creative thinking in classroom examples						
60. I foster an environment that encourages innovation						
61. I communicate ideas clearly during lessons consistently						
62. I explain instructions effectively for student understanding		.565				
63. I listen carefully to students' contributions regularly						
64. I provide constructive feedback to support learning				.530		
65. I encourage students to ask questions openly						
66. I facilitate classroom discussions to improve communication						
67. I observe student understanding through verbal responses					.502	
68. I adjust explanations to improve comprehension frequently						
69. I model effective communication skills during lessons						
70. I promote respectful dialogue among students in class						
71. I connect lessons to real-world applications often						
72. I demonstrate relevance of topics to students' lives						
73. I provide practical examples to support understanding	.602					
74. I encourage students to apply learning outside class	.738					
75. I design tasks reflecting real-life situations regularly	.566					
76. I integrate problem-solving based on real scenarios	.781					

77. I discuss practical implications of concepts during lessons	.590					
78. I guide students to transfer knowledge effectively						
79. I create authentic learning experiences for students						.580
80. I emphasize the usefulness of classroom knowledge daily						
81. I use feedback to improve teaching practices regularly				.566		
82. I reflect on assessments to enhance lesson delivery						
83. I adjust instruction based on student performance data						
84. I monitor student progress to guide teaching decisions						
85. I provide clear evaluation criteria for tasks						
86. I use assessment results to inform future lessons						
87. I encourage self-reflection to improve student learning						
88. I analyze outcomes to identify areas needing adjustment		.504				
89. I seek peer or supervisor feedback to improve						
90. I apply assessment insights to refine instructional methods				.709		
91. I adapt quickly to changes in lesson plans				.553		
92. I remain flexible when unexpected challenges arise				.765		
93. I modify teaching strategies based on classroom needs				.677		
94. I adjust pacing to match student understanding levels				.743		
95. I implement alternative methods when tasks require change						
96. I cope effectively with varying student readiness levels						
97. I respond positively to new teaching approaches		.532				

98. I embrace innovative ideas for lesson improvement						
99. I manage classroom changes without affecting learning outcomes						
100. I remain open to revising lessons when necessary						
Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization. ^a						
a. Rotation converged in 19 iterations.						

Internal Consistency of the Dimensions

The reliability test demonstrates that all six dimensions of the revised 100-item scale show high internal consistency, with Cronbach's alpha values ranging from 0.842 to 0.883. These results indicate that the items within each dimension are measuring a coherent construct, and responses are consistent across items. Particularly, dimensions such as "Differentiated Instruction" and "Contextualized and Technology-Based Lessons" achieved excellent reliability, reflecting the robustness of the items capturing these aspects of interactive teaching. Even the dimension with the fewest items, "Collaboration Nurtures Confidence and Participation," shows good reliability, suggesting that the three selected items are adequate to measure the construct effectively. Overall, the scale's Cronbach's alpha of 0.912 confirms that the instrument is highly reliable, suitable for both research purposes and practical assessment of interactive teaching methods in 21st-century learning contexts.

Table 3. Reliability Test for Retained Themes

Dimension / Theme	Number of Items	Cronbach's Alpha	Interpretation
Active and Experiential Learning Enhances Engagement	7	0.876	Excellent
Collaboration Nurtures Confidence and Participation	3	0.842	Good
Creativity and Sensory Methods Foster Participation	4	0.861	Excellent

Dimension / Theme	Number of Items	Cronbach's Alpha	Interpretation
Contextualized and Technology-Based Lessons Sustain Motivation	5	0.879	Excellent
Differentiated Instruction and Adaptive Methods Address Diverse Needs	6	0.883	Excellent
Implementation Challenges, Flexibility, and Balanced Integration	8	0.868	Excellent
Overall Scale	33	0.912	Excellent

Final Version of the attributes of effective interactive teaching methods for 21st century learning scale

From the original 100 items, exploratory factor analysis (EFA) refined the scale to six meaningful dimensions that effectively represent the attributes of interactive teaching methods for 21st-century learning. These six themes were identified based on factor loadings meeting the established criteria, while items that did not meet the threshold were excluded. The distribution of items across the six themes highlights the focus areas emphasized in contemporary classroom practices. Theme 1, Active and Experiential Learning Enhances Engagement, retained 7 items, emphasizing strategies that actively involve students and foster critical thinking. Theme 2, Collaboration Nurtures Confidence and Participation, included 3 items, focusing on teamwork and peer interactions. Theme 3, Creativity and Sensory Methods Foster Participation, kept 4 items, highlighting creative and innovative learning opportunities. Theme 4, Contextualized and Technology-Based Lessons Sustain Motivation, contained 5 items, reflecting the importance of technology and real-world connections. Theme 5, Differentiated Instruction and Adaptive Methods Address Diverse Needs, preserved 6 items, illustrating personalized learning approaches. Finally, Theme 6, Implementation Challenges, Flexibility, and Balanced Integration, included 8 items, emphasizing adaptability and resilience in teaching practices. This refinement ensures that the scale is concise, reliable, and accurately captures the essential attributes of effective interactive teaching methods.

Table 4. Attributes of effective interactive teaching methods for 21st century learning scale

Theme 1: Active and Experiential Learning Enhances Engagement	5	4	3	2	1
I adapt lessons to increase student interest					
I use interactive methods to sustain engagement					
I challenge students to think critically in lessons					
I encourage problem-solving during classroom activities					
I analyze students' reasoning to provide feedback					

I provide tasks that require logical thinking
I adjust instruction to develop analytical skills

Theme 2: Collaboration Nurtures Confidence and Participation 5 4 3 2 1

I assign roles to support group collaboration
I facilitate peer interaction during classroom tasks
I observe group dynamics to support collaboration

Theme 3: Creativity and Sensory Methods Foster Participation 5 4 3 2 1

I allow students to explore ideas independently
I provide opportunities for innovative learning tasks
I support students in generating original ideas
I use open-ended tasks to stimulate creativity

Theme 4: Contextualized and Technology-Based Lessons Sustain Motivation 5 4 3 2 1

I provide practical examples to support understanding
I encourage students to apply learning outside class
I design tasks reflecting real-life situations regularly
I integrate problem-solving based on real scenarios
I discuss practical implications of concepts during lessons

Theme 5: Differentiated Instruction and Adaptive Methods Address Diverse Needs 5 4 3 2 1

I adjust activities for students' individual needs
I observe how students respond to instruction
I differentiate instruction based on students' abilities
I offer multiple ways to complete classroom tasks
I support students with varying learning approaches
I apply assessment insights to refine instructional methods

Theme 6: Implementation Challenges, Flexibility, and Balanced Integration 5 4 3 2 1

I adjust explanations to improve comprehension frequently
I provide constructive feedback to support learning
I adjust instruction to develop analytical skills
I adapt quickly to changes in lesson plans
I remain flexible when unexpected challenges arise
I modify teaching strategies based on classroom needs
I adjust pacing to match student understanding levels
I respond positively to new teaching approaches

CONCLUSIONS

The subsequent section presents the overall interpretations and insights drawn from the discussion.

1. Effective interactive teaching methods for 21st-century learning are characterized by strategies that actively engage students, promote creativity, foster collaboration, and connect learning to real-world contexts, which enhances motivation and participation.
2. The reduction of the original 16 themes to 6 dimensions demonstrates that teacher practices can be meaningfully categorized, providing a clear, coherent framework for understanding and evaluating interactive teaching.
3. The high reliability of the 100-item scale confirms that it is a valid and consistent instrument, making it suitable for both research and practical classroom assessment.
4. The study emphasizes that adaptive, flexible, and technology-supported teaching approaches, combined with creative and collaborative methods, are essential to achieving effective learning outcomes in the 21st-century classroom.

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