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RESEARCH PAPER

Social Context as a Source of Teaching-Learning Process: A Qualitative Study in District Mohmand Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

Social interaction exerts an immense impact on the process of teaching and learning. A student cannot educationally survive in a social vacuum. The holistic and overall development can only occur in a vital and potent social environment. This qualitative study aimed to investigate how social context affects the overall development of students. This study highlighted the role of teachers and peers in the classroom, as well as the role of society outside the school, in fostering the learning and socialization process of the students. A case study as a method of inquiry was employed to gain an in-depth understanding of the problem. The purposive sampling technique was used for the collection of data through semi-structured interviews. The total number of respondents was fifteen; five teachers who were well versed in the field of education and social work, and ten students who were the topper of five public sector schools in the Secondary School Certificate (SSC) examination, 2023-24. The collected data was properly reduced by elimination of redundancy and thematically analyzed. This study revealed that society has have the grave effects on the socialization of the students. The interaction of teachers, their teaching techniques, their cooperative behavior, the impact of ICT on students, proper utilization of leisure time, and morality as a master value were revealed by the teacher respondents of the study. The students' reflections were about their social ordeals, skills of social relation, learning disability, coping with stress, and some cooperation as well as some grievances from society. Deficient communication skills and negligent teaching practices can contribute to the expansion of learning disabilities in students within an oppressive classroom environment. The study recommends that home-school relationships and parental involvement should be given due importance.

*Keywords***:** Mohmand, Khyber Pakhtunkhwa, Social Interaction, Students, Morality.

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Introduction

Social context may be a class of students, workers at workplaces, or the association of welfare volunteers of a village. They may be in unified or assorted socio-cultural, economic, political as well as educational backgrounds. It also consists of formal, informal, large, and small groups at any time in any place, not only face-to-face but would be in online modes. In such a social context, the learning process may be supportive, cooperative, deliberative, purposive, planned, and unplanned to lead one or more individuals to achieve a common goal.

Social interaction or social networking for a student is like fish in water but some learning institutions give little importance to this practice from the nursery to college level (Raza & Ding, 2022). Most of our classrooms provide one-way communication to students where the teacher stands in front of the class to impart the topic and the role of students is not more than a passive listener (Stoodley & Tsai, 2021). Garg and Cui (2022) said that students are busy in the entire class making notes and answering the occasional questions where no learner's interaction with other classmates seems. For best learning home-school relationships carry the utmost importance. Parents having little time for their children may face an inhibition in the process of socialization likewise those parents whose behaviors are harsh towards their children are destroying the social growth of their offering (Papernow, 2018). The community of peers has a grave impact on the learning process of the student. The studious peers can solve the educational problems of the students while carless and dullard peers may deviate their friends from the right path (Margot, & Kettler, 2019).

Most of our students are not provided the opportunity in classrooms to interact with teachers and peers for a better understanding of some problems. A teacher only assigns a task or delivers a paragraph in front of the class (Odebiyi & Odebiyi, 2021) proper involvement of learners in different activities about the subject matter, self-efforts, and problem-solving skills are mostly ignored at the secondary level (Dumas, Ellis & Litt, 2020).

Statement of the Problems

Especially in Pakistani culture, most of the learning activities in classrooms are teacher-centered. Teachers give lectures or write notes on whiteboards and students only follow the instructions of their teachers. Students are depressive during the entire learning process and they are not allowed to share their views or rarely ask questions to clarify concepts regarding some problems. This study is important to address the learning environment, instructional method of the teacher, and peer's role in class. Teacher and students' communication, students' mutual discussion, teacher and class fellows' support, and cooperation with each other during problem-solving. This study is also momentous to improve the learning process in the social context and to make systematically conducive classroom activities for learners to precisely interact in the social

environment.

Objectives of the study

Based on the problem statement, the following objectives have been framed:

To investigate student's utilization of social context in the classroom for the durability of their learning

To find out the effects of teacher-students interaction on learning process

To explore the positive impact of social context on learning through the process of socialization

Research Questions

Do our students utilize social context in the classroom for the durability of their learned lesson?

How does teacher-students interaction affect learning?

What is the positive impact of social context on learning through the process of socialization?

Significance of the Study

The study of social context in Pakistani culture has immense importance regarding the learning of the students. It is the society that makes or mars the educational growth of the student. A bad society may turn a little one into a culprit or criminal and a good society may render him a good citizen (Ronen, et al., 2016). For the last three decades, the society of KP from various perspectives especially education has been badly affected due to the war against terrorism.

This study is important to encourage and rebuild learning through social context among students and teachers at the secondary school level. This proposed study investigates such social learning approaches which helpful for the creative critical thinking and independent thinking of the learners. This study also accommodates and promotes classroom interaction regarding learning activities with parents and school administration. The educational authorities will be convinced by the findings of this study to formulate such types of policies to improve the teaching-learning process through social context.

Limitation and Delimitation of the study

This study was limited only to district Mohmand Khyber Pakhtunkhwa and the public secondary schools of district Mohmand. Further this study was delimited to only the boys' students at the Secondary School Certificate (SSC) level and girls' students are exempted from the preview of this study due to social constraints. As delimitation is an important part of social science research that enable researcher to concentrate on their study and define boundaries.

Theoretical Framework of Study

Theories of individual interaction and social process in learning are the major contributions of the Russian psychologist Lev Semyonov ich Vygotsky in the field of educational psychology. Vygotsky (1978) emphasizes that learning and development are interlinked from the first day of a child's life, and opposes his colleagues including Koffka (1921),

Thorndike (1904), and Piaget (1937) views that maturation is evocative of development. He further explained that development is not the name of socialization but it converts social relationships into mental operations. There are three basic theories of learning including cognitive theory (1936), behavioristic theory (1913), and the theory of constructivism (1913) in learning but mainly this study is based on Vygotsky's (1978) Scio-culture theory that learning is a social process and unifies human intelligence in society. Vygotsky believed that social context play an important role in development of cognition; first, everything is learned through interaction with others and then unified into the individual's mental structure (Doolittle, 1997). Aram and Levin (2010) observed that family and home support the child in early writing, while Antoncci (2000) says that the family provides sustenance in making a child a good reader in the initial stage, likewise Brodrova and Long (1998, 2006) advocated that social support is helpful in Zone Proximal Development learning.

According to this theory, the Potential for cognitive growth is limited to the Zone of Proximal Development (ZPD) which is the area of exploration where the learner is mentally prepared but needs some help and social support from teacher or other knowledgeable person for better understanding (Briner, 1999). The following Figure 1.1 explains Vygotsky's Zone of Proximal Development in a sample way.

Figure 1.1: Vygotsky's Zone of Proximal Development
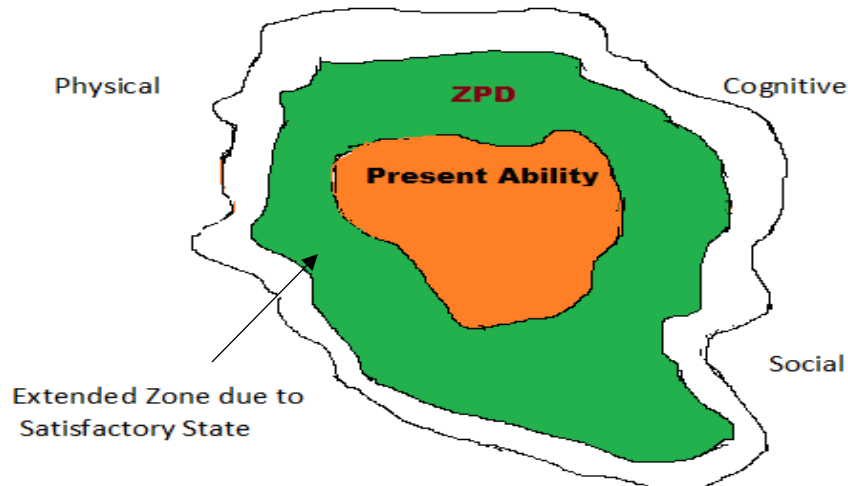
Conceptual Framework

In this study, the social context of learning will be contained in these conceptual approaches such as transitional standpoint, student-centered instruction, cooperative learning method, communication theory, group-process theory, and structural (curricular) approach. Figure 1.2 exposed the conceptual framework of the study.

Figure: 1.2
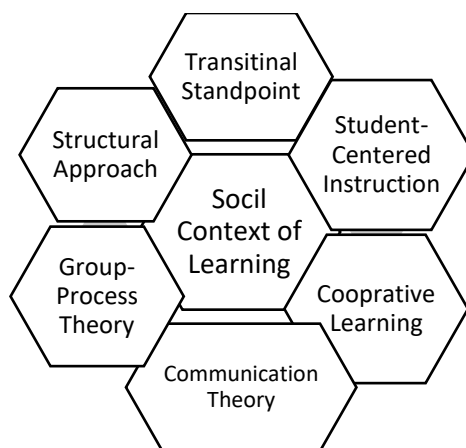
Literature Review

Reviews of the related literature were essential to enrich the topic, identify the specific area of the study, prove findings in support or oppose of the study, formulate new theories and frameworks, and identify new topics and questions for further research (Paré, Trudel, Jaana, & Kitsiou, 2015).

For the proper study of the related literature, the researcher sorts out various journals, research papers, some outstanding newspapers, and the lectures of the social scientists of the concerned problems, and took the words viewpoints from the Web. Moreover, similar researches conducted on the issue were also analyzed.

Review Regarding Students

Society is the very training place for the social uplift of the students. Fong (2017) states that in the factory of society, the core of the student is melted as the hardships and facilities given the society to the students are proven as the best lessons for them. Mirza, Azmat and Malik (2020) concluded that social deprivation has turned youngsters into social deviants. He adds that the students who come from poor societies are somewhat socially lag behind, they lack proper etiquette and have little sense of decency and modesty.

Nasir and Hameed (2021) explored that female student, who belong to rural backgrounds are mostly shy, and due to their social closed system. They are not outspoken in the classes. While on the contrary, the girls' students who come from the municipality are bold and shyness does not inhibit them from any kind of educational expression. Shahzad et al, (2020) study revealed that the outlook and social attitude of poor students are a little rough; but their social talent is more than the students of cities. The findings of Ahmed et al, (2020) showed that poverty does not inhibit the way of educational progress. Poverty can be proved as an energizing force if properly channeled.

Review of Teachers Regarding Social Context

The study of Anjum et al, (2018) confirmed that classroom management skills have grave impacts on the learning enhancement of the students. The study of Khan, Niwaz and Mumtaz (2020) also supported this idea strongly that the more the classroom management skills are poor, the

poorer will be the result of the learning of the students.

The study of Cho et al, (2021) explored that the trouble maker students could be controlled to assign them some homework, etc., but the findings of Abbas and Husssain (2021) do not consume some idea, which suggests that homework should not be assigned as a tool of punishment; however, Khan, Ahmad and Malik (2017) concluded that some responsibility may turn the bullies as normal ones if assigned them properly. According to Nawab (2017) due to tough school discipline, a certain type of boredom can be produced in the students; but it is the teacher who can easily liquidate that boredom through an effective approach to teaching. Ali and Pathan (2017) found that due to some genetic problems etc., a learning disability occurs in some students; which may render them lag behind.

Kim, Choi and Lee (2022) recommend that those slow learners or somewhat imbecile students should be treated cautiously by the teacher. Bradley and Emerson (2017) suggested special care for those backbenchers through special attention on their daily routine. Thein, Sulzer and Schmidt (2019) found that slow learners have had the capacity to become good athletes. There are some findings of past studies that show that some students have taken no impact from their social antagonism in their living environment. The study of Weiss and Li (2020) said that some individuals have succeeded despite all the herders, ordeals, and social inhibitions in their educational careers. The study of Clark et al, (2020) shows that some students have been badly turned into unsuccessful in their careers despite the socially conducive environment.

Other sides of the social context in the learning of the students may be taken from the family. From the peer groups and even from the govt. sides, in which the social sectors especially education and health, are concerned. The conflicts, regarding properties and the stratification of the environmental segments are also concerned with the other sides of the study.

In the proposed study the social context from the student perceptions included shyness (Nasir & Hameed, 2021), social deprivation (Mirza, Azmant & Malik, 2020), poverty (Shahzad et al, (2020), and teachers students' interaction and peers' interaction (Odebiyi & Odebiyi, 2021). From teachers' prosecutions social cultural has been identified in this study are management skills (Anjum et al, 2018; Niwaz & Mumtaz, 2020), trouble maker students (Cho et al, 2021; Abas & Hussain, 2021; Khan, Ahmad & Malik, 2017), tough school discipline (Nawab, 2017) slow learner (Ali and Pathan, 2017) and special care for back benchers' students (Bradley & Emerson, 2017).

So, the social context of the classroom refers to the setting in which teacher and student work together, and develop relationships between students, as well as the connection between teacher, student, and school. So, the relationship is continuously changing, influencing and being influenced by such factors as shyness, social deprivation, poverty, teacher-students poor interaction and peer poor interaction from students'

perspective while from the teacher's perspective poor management skills, dealing with trouble maker students, tough school disciplines, dealing with slow learners and backbenchers. The following Figure 1.3 shows teachers and Figure 1.4 exposes students' perspectives regarding social interaction.
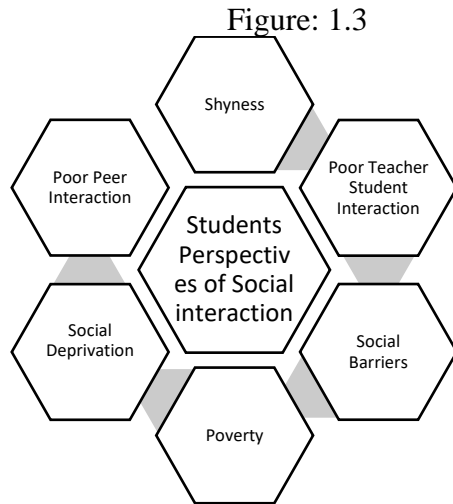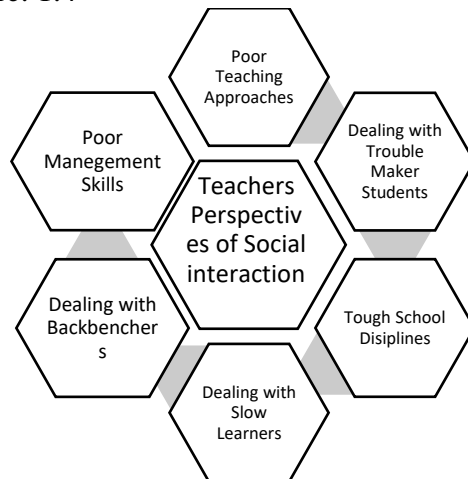
Figure: 1.3

Figure: 1.4

Social context may be an environment in which students interact with each other for their social survival and social development. The social context has have its implications in the classroom as well as in society outside of school.

Research Methodology

Nature of the Study

The nature of this study was qualitative. For the inquiry approach, the interview technique is useful for collecting suitable information about the experiences of respondents. The researcher collected detailed information about the problem by using this technique to follow up certain open-ended interview guide. For an in-depth investigation of the respondents' views, usually, a semi-structured interview is often conducted (Mirhosseini,

2020; Feng & Behar-Horenstein, 2019; Edmondson & McManus, 2007). For the problems of such type of social sciences studies.

Sample of the Study

The sample size was kept smart as per the need of the qualitative study. There were fifteen respondents in all, of which five were teachers and ten were students of the public sector school of district Mohmand.

Inclusive Criteria for Respondents

In this study, the researcher collected data from well-informed, experienced, and completely immersed persons in their field who were interviewed. They were searched through the snowball technique. Total number of respondents was 15 for this study. Five teachers who were well-informed and knowledgeable persons from the five public sector schools and ten shining students from the same sectors who were the topers of the concerned school in Board of Intermediate and Secondary Education (BISE) Peshawar result 2023-24 in district Mohmand.

Designing of Interview Tools

The researcher designed interview tools based on research objectives and the review of related literature of this study. The constructer was developed from the research topic, sub-constructers were designed by research objectives and similarly, indicators were formulated for interview questions on the base of a literature review for teachers and students respectively to know their viewpoints.

Data Collection and Analysis Process

The researcher articulated clearly the interview process and questions before starting the interview and focused on those points that were needed for the researcher to collect information from the interviewees. An open-ended questionnaire was used for in-depth investigation and the researcher also recorded this process on self-phone for further interpretation. Some students and teachers hesitated in the recording of their views. So, the researcher collected data from those respondents without recording and wrote their viewpoints on paper to maintain a natural setting for the interview. Most of the respondents were not able to answer in English language so they were permitted to express their views in Urdu or mother thong Pashto. The researcher first emerged themes from collected data and then interpreted cautiously the whole process in the English language.

Results of the Study

Teachers Responses

Effective Teaching

Respondents of this study shared their views that "It is the very effect of the good teaching which constructs the very wellbeing of the student; it is the teacher who makes or mars the student…" (T-1). "The incompetent teacher may lead the students to the destination, which is not need of the present-day society…" (T-2). "Bad communication on the part of the teacher can cause miss understanding…" (T-3). "Ill-equipped educator wastes the time of the students merely…" (T-4). "The arrangement of

proper lighting and visibility is the prerequisite of effective teaching…" (T-5).

The finding of this study revealed that improper and defective teaching may cause worthlessness in the students and consequently, may render them incapable. It was also revealed that well-prepared teachers led their students to academic excellence. Moreover, the availability of a feasible environment is also a need for effective teaching.

ii. Teaching Techniques/Approaches

In this context, the respondents of the study affirm that "Bad tools may ruin the entire workshop." He elaborated that, "An ill-equipped army sourly faces an ignominious defeat…" (T-1). "Preparedness on the part of the educator is must…" (T-2). "The usage of various techniques is the weapon of a good teacher…" (T-3). "A badly communicated teaching material is only a burden on the students…" (T-4). "Modern approaches to teaching are the dire need of today's teachers…" (T-5).

The finding of this study shows that teaching techniques play a vital role in the indoctrination of the fundamentals of learning. It was also revealed that the adoption of the technique is an effective tool for a teacher. It was also pointed out that different techniques may be adopted for delivering the same lesson.

Teachers Behaviour

In this connection, the respondents affirmed that "Loneliness in the teaching-learning process may affect the learning activity, as learning disability also occurs due to some learning gapes…" (T-1). "The exchange of harsh words may cause tariffication in the students…" (T-2). "Personal negotiation and sharing personal life stories may cause a great ruin…" (T-3). "Irrelevant teaching is causing waste of time…" (T-4). "Shabby dress has a bad effect on students…" (T-5).

The findings of this study showed that if learning is made a collaborative activity, then it can precisely improve the learners socially and academically. It was also pointed out that the personality of the teacher has have a positive and negative impact on the students.

The Impact of ICT on Students Socialization

When asked about the impact of social media on students, the respondents of this study shared their views that "Today's youth, is very aware of the hard realities of life; they know even what the elders do not know…" (T-1) …so today's child should be treated as a socially well grown up one…." (T-2). "On account of accessibility to various apps, the children are no more the little ones..." (T-3). "Nudity and obscenity are badly attacking on the minds of the students…" (T4). "…self-pone has usurped the precious time of students…" (T-5).

The result of the study revealed that ICT is both a boon and a course for students. It needs to be treated curiously. This study also revealed that moral deviation and wastage of time are the hazards of this modern technology. Beneficial usage also proved as a great advantage for the enhancement of updated knowledge.

Utilization of Leisure Time

In this connection the respondents shared their viewpoints, "Beneficial leisure is more important than all-time engagement…" (T-1). "Leisure time gives respite to the student for rebuilding and liquidation of exhaustion …" (T-2). "Bodrum is excessively harmful for learning…" (T-3). "Beneficial gams build the working capacity of the students…" (T-4). "Non-academic activities need to be controlled through social work in leisure time…" (T-5).

The findings of this study showed that some extra time should be provided to the student for their relaxation and beneficial utilization of leisure time. So that they could restore their energies for social reconstruction and rebuild their exhausted energies.

Morality- the Pulp of Schooling

In this regard, the respondents said 'The purpose of schooling is to produce a moral sublimity in the students… (T-1). "Having a document of certificate or degree is not enough. The formal schooling needs something more…." (T-2). Another respondent added that "Parents are required to give some time to their offspring for moral admonition…" (T-3). "High scores or marks should not be the aim of education…" (T-4). "Morally advanced students should be given credit…" (T-5).

The findings of this study revealed that the real socialization is the moral development. Certificates and degrees do not fill the gaps of morality. Moral development was found as a missing domain of today's schooling. Only bookish knowledge and mundane schooling were found inefficient for the holistic development of the child.

Students' Responses

Social Hindrances

When asked about the social barriers the respondents replied, "Due to work at school and after long hours stay at school, we become very tired and when I reach home, I have worked at the field with father. If I refuse, I am finished for that" (S-1). Another respondent stated "I do not like my neighbours' fellows who always tease me and let me not play with them" (S-2). Another student when asked about bullying said, "The boys above my age always chase me for the fulfilment of their illicit desires; sometimes I complain my father and he harshly beat them" (S-3). "I do not like the behaviour of my wealthy relatives…" (S-4). "I cannot bear the grievances of my parents due to excessive poverty…" (S-5). "My enmity in village keeps me confined to the four walls of my house…" (S-6). "I abhor quarrelling in hujra…" (S-7). "I do not like the sarcastic way of taking of Imam Masjid. My Masjid teacher punishes harshly…" (S-8). "My father is unemployed…(s-9). "My Urdu teacher Favors some well-to-do students…" (S-10).

The findings of this study showed that a lot of students are faced with so many social ordeals. They are teased and tortured by society in so many aspects. Social stratification and poverty were found the bitterest enemy of social harmony. This study also revealed that economic imbalances and

shallow knowledge of the religious leaders are causing upheaval in the social fabrication.

Social Relations

When the researcher asked about the peaceful co-existence in the society the respondents explained that "On account of social stratification and differences in social level; the harmony in relations cannot be properly maintained…" (S-1). "…in the mosque, we met with a different class, social segments which have a very positive effect on us" (S-2). "I detest the extremely poor persons…" (S-3). "Shopkeeper in my neighbourhood is fraudulent person…" (S-4). "My uncle fights with my father…" (S-5). "My mother feels uneasiness in the combined family…" (S-6). "My father bears all the expenses of my whole family…" (S-7). "…I love very much my maternal mother…" (S-8). "My grandfather loves me very much…" (S-9). "…thus, I do not like doctors…" (S-10).

The findings of this study revealed that the social relationship of a student plays the most important role in a child's social growth and development. Due to these social ordeals and hardships strong willpower is produced in children to ultimately become a successful individual.

Learning Disability

When asked about the full assimilation of the taught materials, the respondents showed their views that "We do not understand sometimes the language of the teachers…" (S-1). "…while most of the students do not take care of learning properly…" (S-2). "…rebuking and chastisement often remain less effective on the dullard students…" (S-3). "In a crowded classroom listening to the teacher's instruction is my problem…" (S-4). "Often, I leave my notebooks at my home because some lazy fellows try to steal…" (S-5). "I do not come to school when a teacher assigns some question for test…" (S-5). "I attend all my classes regularly but dislike homework…" (S-6). "Some of our teachers use mobile phones in the classroom which disturb our attention…" (S-7). "Our science and math teachers have been transferred to another school, and the teaching of irrelevant teachers is not effective…" (S-8). "There is no culture of the utilization of science lab in our school…" (S-9). "Some repeater students in my class do not interest in learning and often disturb us…" (S-10).

This finding revealed that defective communication skills and carelessness on the part of both educator and learner are causing learning disability. Improper teachers, the social evil of stealing notes and books, usage of android mobiles are properly causing learning disability.

Coping with Stress

When asked about the permissive environment in school, the respondents stated "Due to pressure and rush of work, the school environment is not pleasant for us…" (S-1). "We feel lack of recreation, and boredom, exhaustion and fatigue choke the ways of easy feelings in school…" (S-2). "Due to stress environment some students try to flee from the school…" (S-3). "We always face whit corporal punishments by our

physical education teacher when we come to school late…" (S-4). "Our school principal strictly banded on short leave, so some students compel on absenteeism…" (S-5). "Thirty minutes break is not enough for us to fulfill our needs…" (S-6). "The teaching method of some teachers is repelling…" (S-7). "Our school environment is not conducive but it is just like a prison…" (S-8). "Setting on one bench all day is not an essay assignment…" (S-9). "I am tensed during reading and writing. There is no tradition of cocurricular activities in my school…" (S-10).

The finding of this study revealed that a suffocative environment is destructive for the students. They do not feel essay in the stress and strict setting of the school. This finding of the study also shows that a conducive teaching-learning environment is the dare need of students to show satisfactory learning outcomes.

Teacher Behaviour

When asked the question about teacher behaviour, the respondents stated in this connection that, "I learn a lot from my sweet teacher but I cannot learn from harsh ones…" (S-1). "We cannot even dare to ask teachers on account of their stern behaviour…" (S-2). "Most students remain reluctant in asking some questions from math teacher due to his strict behaviour…" (S-3). "I prefer always to do my English homework early because my English teacher always appreciates me…" (S-4). "I am boar in Urdu class because of teacher harsh attitude…" (S-5). 'One teacher of our school discourages me that you are not able to read…" (S-6). "Some teachers in our school when they come to class, discuss cricket games and players in the whole period…" (S-7). "The love and affectionate behaviour of my Islamite teacher (theology teacher) encourage me to come to school regularly…" (S-8). "I am interested in the class of the kind and friendly teacher…" (S-9). "The special care and attention of some of my teachers attract me to school…" (S-10).

The finding of this study in this regard (teacher behaviour) revealed that the dealing method of the teacher may positively help in the best socialization of the taught. On the other side mindedness and harsh attitude of the teacher are not in favor of the students and may causes of bad effect on their learning growth.

Parental Role

When asked about the parental role. So, the respondents said, "My Papa says, I must strive to be a good man, he always tells me not to become the trouble maker, not tease teachers and other elder persons, and always be on time for school and mosque" (S-1). Another student replied definitely, "My father is an ICE addict, he always quarrels with my mother. Sometimes I try to kill my father for this cruelty, as I am unhappy with him" (S-2). "My father does not interest in my learning…" (S-3). "My Abu (Dad) always check my notebooks at my home…" (S-4). "My father visits my school within a week or two and discusses my schooling with my teachers…" (S-5). "My father is a labourer and illiterate, he works dawn to dusk, so he is not able to discuss my learning affairs with me…"

(S-6). "My mother and father both help me in my home task…" (S-7). "My father does not allow me with suspicious and notorious fellows…" (S-8). "… self-phone is also not allowed me at my home…" (S-9). "My Daje (Dad) daily discusses the whole day activities of my school with me at night before sleeping…" (S-10).

These findings revealed that the children of good families are highly civilized, and inclined to learning and social uplift, while the offspring of the illiterate and poor parents were faced with multifarious kinds of social issues. This study also revealed that the overall development of the child is not only the responsibility of the teachers but parents also play an active role in this regard.

Discussion

The impacts of society on the individual are a wide-ranging discussion. It is the society through which's boon the individual can flourish or otherwise be devastated. When society strangles the individual, then the individuals strive to shatter the chains of society. So, their peaceful co-existence is incumbent for the entire social development. This study aimed to investigate the impact of the society on the overall development of the students.

The findings of Fong (2017) showed that society makes the student strong for shoulder the responsibilities of the coming days, which is a coincidence with the present study. As the present study focuses on the social integration of the student and the real purpose of schooling is the preparation of students to cope with the social curses of life.

The study of Mirza, Azmat and Malik (2020) revealed that social deprivation is catastrophic for the students which are also strongly recommended in the present study that social deprivation is detrimental for the social growth of the students. The inhabitants of slums have been proven mostly not good citizens and workers at the workplace on account of their low degree of social training.

The study of Nasir and Hameed (2021) on female students' socialization resonates with this present study that girls of rural backgrounds are shy, while those from urban areas are bold in their communication. Simply because the interactive relationships in urban areas are abundant, the social skills and the skills of relationship development are plenty in urban areas as compared to the rural milieu. The result of the present study revealed that male students also show their shine. This may be due to rural diurnal and social constraints of the locality where teachers act as facilitators of social collaboration by designing group activities, discussions, and peer-learning opportunities.

The data gained by Shahzad et al, (2020) oppose this study that poor students have the potential to face the hardships of their life, while on the other said have a strong relevance to the study of Ahmed et al, (2020), which states that poverty is a boon and bless for the deprived ones. Due to the hardship of life, a strong resistance is produced in the deprived ones which give them a strong power in the fluctuations of life.

Teachers who encourage open communication and collaboration create an environment where students easily build on their social experiences, making their learning more meaningful and durable. The result of this study interprets that impressive teaching skills can be lucrative in showing good results which supports the study of Anjum et al, (2018) and Khan, Niwaz and Mumtaz (2020), which is in coincidence with the present study. As most of the reformers have been the best communicators through their dexterities in communication, they have brought moral revolutions.

The data of Cho et al, (2021) supports that through assignments the trouble makers students could be controlled easily, while the study by Abbas and Husssain (2021) opposes that assignments should not be given as affliction or punishment to students. However, the findings of Khan, Ahmad and Malik (2017) support the study of Cho et al, (2021) which states that the assignment of responsibilities makes the bullies good students.

The study of Nawab (2017) finds that harsh discipline is a destructive tool, which is consistent with the findings of the present study that a permissive school environment is beneficial for social growth. Leniency has ever been proven as a constructive tool in educational administration. Moreover, the laze spare discipline has also been improved a defective one for the integrated socialization of both teacher and taught.

The analysis of Kim, Choi and Lee (2022) identifies that slow learners of mentally impotent students have also been found to become good players and athletes, which is consistence with the findings of this present study. The study of Bradley and Emerson (2017) is in support with the data of this present study, which analyses that social and lag behind students are also gifted with special abilities; which should be carefully treated.

Every research-based study has some shortcomings and imperfections, the present one may not be exempted. The researcher collected data from fifteen respondents, ten students and only five teachers which seemed inadequate, if teachers were also ten the results would be more informative. Similarly, in place of qualitative technique if the researcher used a mixed method approach the data would be more accurate for the generalization of the study. The exception of the parents' views is also a gray area of the present study.

Conclusions and Recommendations

The results of the study revealed that poor and unplanned teaching may cause worthlessness and in capabilities among students while well-planned teaching with a feasible and conducive social environment and instructional techniques makes teaching learning a collaborative activity for academic and social excellence. Teacher-student interaction plays a key role in this dynamic, as meaningful engagement between teachers and students not only strengthens the learning process but also promotes mutual respect and understanding. Modern technology is both a boon for students however misuse results in moral deviation and wastage of time.

This study emphasized the need for teachers' guidance in digital literacy. Leisure time provided to the students is utilized for their relaxation, social reconstruction, social networking, and moral development which are considered the missing concept of today's schooling.

The student suggested that teasing, torturing, and bullying in school due to social stratification, poverty, economic imbalance, and shallow knowledge of rural settings resulted in social abnormality while social ordeals, hardships, and strong willpower produce a successful individual under proper guidance. Poor communication skill, the carelessness of the teacher, suffocative environment of the class produces learning disabilities. This study recommends that:

Home-school relations must be properly functional to enhance the teaching-learning process for the overall development of the students.

Teachers' ought to strive for the overall personality development of the students.

Parents should avoid the enormity of neglectful Ness on their part regarding their offspring to save them from social deviation.

Teachers should recognize and to guide the students for emotional well-being during times of personal or academic difficulty.

Teachers must incorporate values-based education and provide opportunities for students to develop strong moral character and social skills.

Teachers should establish a classroom culture that discourages bullying, teasing, and discrimination. Another study needs to be conducted on the horrors of white cyclones (social media) onslaught on the youth.

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