

**STUDENTS' ACHIEVEMENT IN PAKISTAN  
STUDIES THROUGH TRADITIONAL AND  
INCLUSIVE TEACHING STRATEGIES: A  
COMPARATIVE STUDY AT HIGHER  
SECONDARY LEVEL**



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This thesis is submitted for the partial fulfillment  
of the requirement for the degree of  
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**DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
INTERNATIONAL ISLAMIC UNIVERSITY,  
ISLAMABAD**

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## APPROVAL SHEET

STUDENTS' ACHIEVEMENT IN PAKISTAN STUDIES THROUGH  
TRADITIONAL AND INCLUSIVE TEACHING STRATEGIES: A  
COMPARATIVE STUDY AT HIGHER SECONDARY LEVEL

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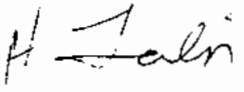
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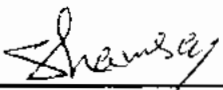
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## **AUTHOR'S DECLARATION**

It is hereby declared that the author of the study has completed the entire requirements for submitting this research work in partial fulfillment for the degree of Ph.D. Education. This thesis in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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## **SUPERVISOR'S CERTIFICATE**

It is certified that the contents and form of the thesis entitled "Students' Achievement in Pakistan Studies through Traditional and Inclusive Teaching Strategies: A Comparative Study at Higher Secondary Level" Submitted by Ms. Asma Naureen Registration No. 62-FSS/PHDEDU/S10 have been found satisfactory for the requirement of degree.

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(Prof. Dr. A. R. Saghir)

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# **Dedication**

**I DEDICATE THIS STUDY TO**

**OUR BELOVED PROPHET HAZRAT MUHAMMAD**

**Sallah Ho Alaihi Wasallam, (S.A.W.), WHO HAS ALWAYS**

**BEEN THE MAIN SOURCE OF INSPIRATION BEHIND**

**ALL MY EFFORTS AND ACHIEVEMENTS,**

**MY GRANDMOTHER,**

**MY TEACHERS,**

**MY PARENTS,**

**AND**

**ALL THOSE WHO TAUGHT ME EVEN A SINGLE**

**WORD IN**

**MY LIFE**



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## ABSTRACT

Education is a prudent, hopeful and respectful learning undertaken in a belief that each and every learner should have an equal and equitable chance to share life and all the learners should be involved in the process of education. It was an experimental study in which the comparative effectiveness of inclusive teaching strategies and traditional teaching strategies was explored on a diversity of students' characteristics in teaching Pakistan Studies at higher secondary level. The research objectives were to assess the academic achievement of students who were taught the subject of Pakistan Studies through traditional teaching (Lecture Based Teaching Strategies); to analyze the academic achievement of students who were taught Pakistan Studies through inclusive teaching strategies; to determine the comparative effectiveness of inclusive teaching strategies and traditional teaching strategies on the academic achievement of students; to compare the academic achievement of high achievers taught through traditional teaching strategies and inclusive teaching strategies ;and to compare the academic achievement of low achievers taught through traditional teaching strategies and inclusive teaching strategies. Students were divided into two equal groups on the basis of pre-test scores on teacher-made test items. The sample size consisted of 60 students—30 students in each of the experimental and the control group of the same college i.e. Islamabad Model College for Girls, F-6/2, Islamabad. The researcher used purposive sampling technique for the selection of the participants from two sections of the same higher secondary class, by placing each student in the experimental group and control group through matching their equal pretest scores. The pre-test post-test control group, a true experimental design was used in this research study. Treatment of planned inclusive teaching strategies was given to the experimental group while the control group was taught using the ordinary traditional method. The duration of the experiment

was 60 days. At the end of the treatment, a teacher made post-test was administered to measure the achievement of the students. To compare the effectiveness of inclusive teaching strategies and traditional teaching strategies on students' academic achievement, the significance of difference between the mean achievement scores of comparison groups was tested by applying t-test at 0.05 level of significance. Data analysis showed that both the groups—experimental and control—in the beginning of the experiment were equal. The experimental group did significantly better than the control group on the post-test, so it was concluded that the inclusive teaching strategies were more effective than the traditional method of teaching students at higher secondary level. Furthermore, the academic achievement of high achievers as well as low achievers of the experimental group on the post-test was far better than those of high achievers and low achievers of the control group. It is, therefore, recommended that the inclusive teaching strategies, besides Pakistan Studies, may be applied by the teachers of other subjects at different levels of education in their classrooms to their students for further research in order to generalize the results of the present study.

**Keywords:** Inclusive Teaching Strategies, Diversity, Traditional Lecture Based Teaching Strategies

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## LIST OF ABBREVIATIONS

AAT	Academic Achievement Test
CADD	Capital Administration and Development Division.
EFA	Education for All
GoP	Government of Pakistan
FDE	Federal Directorate of Education
IE	Inclusive Education
ITS	Inclusive Teaching Strategies
HSSC	Higher Secondary School Certificate
LBTS	Lecture-Based Teaching Strategy
TTS	Traditional Teaching Strategies
M	Mean
N	Number
SD	Standard Deviation
SEN	Special Educational Needs
SE <sub>M</sub>	Standard Error of the means
t-value	value for testing the difference of means

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# CHAPTER 1

## INTRODUCTION

Education stands for the balanced growth and development of character through the training of spirit, intellect and logic, process of reasoning, feelings and bodily senses of human beings. Education is a procedure or method which is used to teach the humans to contribute to their own benefit as well as to the welfare of the society to which they belong. It is education which makes them fit to play their role in the development of the society effectively. Plato says that education is the training of each individual to contribute towards society, for what his talents uniquely suit, in this way its fruit reaches to the whole society (Iqbal, 1996).

Dewey (1916) explained education as a process of living- a process or course of constantly rebuilding of experiences that enables every student to improve his/her capacities and capabilities so he/she may be empowered to control their situation. According to Dewey (1938) a student should be allowed to follow his inner urge, desires and impulses according to his/her intellectual level but right directions may be set by the teacher.

The natural potential of every child should be developed according to the needs and requirements of time in accordance with the rapidly changing world. Education prepares the child to make adjustments according to his environment. He is exposed to shifting and changing states of life and needs to make acclimations to these various circumstances and conditions. It is essential for his maturity—mental and physical both.

The education structure presently functioning in Pakistan has three levels: elementary (primary & middle, 8-years); secondary (secondary, 9th and 10th, & higher secondary, 11<sup>th</sup> and 12<sup>th</sup>). Higher secondary is also called intermediate level and third level is higher education (after class 12 to upward). The higher secondary education has

dual function; first it provides the mid-level labourers for the economic development of our country and second it prepares students for higher education (GoP, 1998). At higher secondary level, there is diversity of students with different abilities, styles of learning, level and type of intelligence, values, ethnicity, ideas and ideals. In country like Pakistan at higher secondary level, especially remote areas are the true picture of inclusion as there are no separate institutions for children suffering from any kind of disability (mild to severe).

The main aim of education specifically of secondary education, is to prepare individuals useful members of that particular society to which they belong by equipping them with specific set of norms, values, faith and ideals, knowledge and skills along with the techniques and strategies with the help of those skills and techniques they may transmit the acquired knowledge to the next generation. Not only worldly education but also every religion of the world emphasizes on the acquisition of knowledge and have made the establishment and sustainment of a civilized and peaceful society obligatory for its followers, without any discrimination.

Same are the teachings of Islam. Islam does not recognize any discrimination on the basis of caste, creed, colour or financial position. The basic principle is equality and everyone has to be given an equal opportunity to get education. There are very clear instructions for teachers that how a teacher may treat the students who come to him or approach to him for getting knowledge by the Holy Prophet Muhammad (Sallallah Ho Alaihi Wa' alihi Wasallam).

A teacher must treat all the learners with equality. For a teacher all the individuals sitting in front of him are just learners regardless of their social and ethnic background or other characteristics. They are there to gain and acquire knowledge and our Prophet (PBUH) gave very clearly the practical examples of inclusion in education.

Education system in Pakistan is preparing the students just the store houses of knowledge and information. Its main emphasis should be on preparing them the practical, useful and men of action. In this way they may serve the society in a better way. A teacher must note the abilities and potentials of his student and guide him towards the appropriate and right direction to acquire the type of knowledge which suits its genius and type of intelligence.

Learning is a lifelong process. In the words of Tight (1996), “learning, like breathing, is something, everyone does all the time”. The state should take two steps in this regard: first proper selection of teachers and second provision of proper environment. In teaching learning process, a teacher plays a vital role. He works like a catalyst as his presence makes the teaching learning process fast and expedited. Teachers use different teaching strategies in order to make the subject content understandable for their students, without deviating from the learning objectives which are established by the course developers.

‘Inclusion’ is a comparatively new concept in our Pakistani educational sphere. It is general consideration that inclusion means including PWDs (People with disabilities) or to include children with some kind of disability/abilities in general regular schools. It was mentioned in a report of World Health Organization’s (WHO) on disability at global level, the average percentage of PWDs is 15.4 % (WHO, 2011). In Pakistan, the percentage of PWDs was 2.38% of the total population. That information was given in the report of 5th Population and Housing Census (PHC), piloted in 1998. According to the 6<sup>th</sup> PHC, led during 2017, the %age of PWDs went down to less than 0.48%. Statistical information about PWDs given by Pakistan Bureau of Statistics was so low that it could not be believed upon. So the Supreme Court of Pakistan communicated its annoyance that Pakistan Bureau of Statistics was not

counting disabled persons in the census, too, which was conducted across the country. In 2011, Pakistan Poverty Alleviation Fund carried out an inclusive analysis of 23 Union Councils. In that survey 7 districts of Pakistan, including 78939 households established the fact that the disability rate in those areas were approximately 12% and among them 2% had severe disabilities. So the statistics given by the Pakistan Bureau of Statistics had not given the actual percentage of PWDs (PPAF, 2011).

The process of inclusion allows all the children of the society to partake in regular classroom activities regardless of any disability, race, language, cultural differences/diversity, or other characteristics. It helps in bringing all kids to their neighboring schools. All those who are excluded whatever the reason is. It encourages all pupils to learn and become active participants. It motivates them to take part in the curricular and co-curricular activities in regular classrooms with others pupils who are without special needs. It refers to bring the children having varied characteristics and qualities into a shared educational setting, with the idea and thinking that diversity contributes towards the beauty of life and does not create problems.

Inclusive education gives benefit to all students—with or without special learning needs. It provides them equal opportunities without any discrimination, exclusion or categorization. It addresses to their learning needs so no student can feel excluded from the learning process. It also ensures to remove obstacles or hurdles in the way of learning. Inclusive education is about the presence, participation and achievement of all the learners. In terms of inclusion, “presence” explains education of children with regular and punctual attendance, and “participation” is defined in terms of “quality” of their experiences and “achievement” means learning outcomes (Ainscow et al., 2006).



Inclusion welcomes the diversity with all its aspects. It gives benefits to all the children. It does not aim to include only those children who do not get admitted to schools rather it includes those children also who are in the regular classrooms to learn with other students but feel excluded.

### **1.1 Rationale of Study**

In Pakistan, most of the colleges use traditional lecture-based teaching strategies for teaching almost all the subjects including Pakistan Studies. Pakistan Studies is a descriptive subject usually taught through traditional lecture-based teaching strategies; hence, it creates boredom rather than creating interest among the students. This subject is very important as it gives the knowledge of the history of Muslims in the sub-continent, highlight the reasons of their rise and fall, events leading to the creation of Pakistan; its geographical features and their importance, geostrategic position of Pakistan; initial problems of Pakistan after its creation, reasons leading to the separation of eastern wing of Pakistan; and gives awareness to the students about the current situation of the country also.

The researcher thought that teaching this subject through traditional lecture-based teaching strategies was not suitable. Those strategies which stimulate the thinking process of the students especially at higher secondary level of education would be suitable for teaching this subject. This stage of education as well as the age of students at this level is very crucial period of their life. It was thought that some effective teaching strategies would be applied to create interest, tolerance for each other and patriotism among the students.

The researcher felt that it is an enormous problem with some of the students at higher secondary level who, despite being in the same class with other students, feel excluded. They gradually isolate themselves from the rest of the class and become

hesitant to take part in the classroom activities. They may feel excluded due to factors such as cultural differences, family backgrounds, educational backgrounds, language differences, teachers' behaviour, peers' behaviour, etc. The researcher chose Pakistan Studies to teach as this subject aims at increasing the knowledge of students about their history, geography, culture, climate, foreign relations and policy, administrative structure, human and constitutional development as well as current issues and affairs. This subject can also play the role of the unifying and bonding force among the young students (Ali, 2010; GoP, 2010).

Pakistan Studies has been made a compulsory subject. It is being taught from 9th grade to graduation degree aiming at promoting national integration, cohesion, solidarity, cooperation, tolerance towards each other's point of view and harmony among the children and youth (Malik & Zaheer, 2012). So keeping in view its importance and unifying force, it was decided to teach this subject. The researcher thinks that the major task in inclusion can be played by the teacher to facilitate all the students, resolve their problems, motivate them, create friendly environment and to include all the students in teaching learning process.

In Islamabad, the capital city of Pakistan, people come from all over the country. Some are here for their jobs, others are for business, and some live here for a period of few years as long as their job is here then leave for their native towns, while some make it their permanent abode. Some people come here when their children are school or college-going. When the parents move here and the children get admission in schools or colleges, they feel a great difference. Few students adjust themselves easily but most of them cannot. There is another difference when most of them come from the institutions where medium of instruction is Urdu whereas here in Islamabad is English, especially in Model Colleges of Islamabad so they face great difficulty.

This situation may be more vividly observed at Higher Secondary School Certificate (HSSC) level, when admission is open for everyone who has passed Secondary School Certificate (SSC) from anywhere in the country. The only criterion is the marks obtained at SSC level. At HSSC level, the situation becomes more challenging for teachers in order to satisfy all their students, make them active participants in the teaching-learning process and prepare them for further higher studies.

The researcher thought that by applying inclusive teaching strategies, this problem could be resolved. Students coming from the same social backgrounds to the college, usually share similar norms, values, principles and experiences, therefore there is no difference of perspectives among these students. Individual failures are explained as lack of effort on the part of students but the students coming from the different social and ethnic backgrounds are the real challenge for the teachers. It is a common complaint by teachers that students who come to the college are not fully prepared/ill-prepared or underprepared (Cote & Allahar, 2007; Gabriel, 2008).

But some have different opinion that these students are not underprepared, only their way of understanding and responding is different and diverse which reflects their own culture and background. Their way of thinking, observing the world, expressing themselves orally as well as in written form is different e.g. these students see and observe the things in subjective manner (Haigh, 2009). Some students are holistic in their thoughts, and they observe the things how they are interconnected and give contextual and emotional information (Fox, 1994).

Most of the teachers hold the opinion that the traditional lecture-based strategies are a good way of teaching. According to Rizavi (1986) once memorization was considered to be the only way of learning, but now its utility is doubted. In the subject

of Pakistan Studies, students memorize facts and figures and rote learning is a common practice without understanding their rationale and importance. Due to these reasons, most of the students lose interest and become isolated. Observing the above-mentioned factual position of our higher secondary classrooms it was decided to study the relative effectiveness of traditional teaching strategies and inclusive teaching strategies to teach Pakistan Studies at higher secondary level.

It is expected that the research results to be very supportive for teachers at all levels in general and at higher secondary level in particular to decide about the choice and implementation of teaching strategies while teaching their respective subjects.

## **1.2 Statement of the Problem**

As mentioned in the introduction, generally in one class there are students with different caliber, different I.Q. levels, different socio-economic backgrounds, different ethnic or religious backgrounds, etc. As it is not possible to make separate colleges for them as it usually happens in the case of special students, it is the task of the teacher to include and involve all the students in the process of learning through inclusive teaching. Key principles for inclusive teaching strategies are respecting diversity, self-respect, different and distinct requirements, planning, joint obligation and equal rather equitable opportunity provided to all the students. The present experimental study was led to analyze the effectiveness of inclusive teaching strategies and traditional teaching strategies on the achievement of all the learners in Pakistan Studies at higher secondary level of education. Traditional teaching strategies based on lecture method were used to teach Pakistan Studies to the control group and inclusive teaching strategies were used to teach the same subject and content to the experimental group in order to analyze the difference between the two.

### **1.3 Objectives of the Study**

The major objectives of the study were:

1. To assess the academic achievement of students who were taught the subject of Pakistan Studies through traditional teaching (Lecture Based Teaching Strategies).
2. To analyze the academic achievement of students who were taught Pakistan Studies through inclusive teaching strategies.
3. To determine the comparative effectiveness of inclusive teaching strategies and traditional teaching strategies on the academic achievement of students.
4. To compare the academic achievement of high achievers taught through traditional teaching strategies and inclusive teaching strategies.
5. To compare the academic achievement of low achievers taught through traditional teaching strategies and inclusive teaching strategies.

### **1.4 Research Questions**

This experimental study addressed the following two questions:

1. Which teaching strategies are more effective in increasing higher secondary students' academic achievement in the subject of Pakistan Studies: traditional teaching strategies or inclusive teaching strategies?
2. Which type of students learns the subject of Pakistan Studies at higher secondary stage better through traditional teaching strategies or inclusive teaching strategies: high achievers or low achievers in Pakistan Studies?

## 1.5 Hypotheses of the Study

The null hypotheses of the study were:

- H<sub>0</sub>1:** There is no statistically significant difference between the mean pre-test academic achievement scores of the control group and the experimental group of students.
- H<sub>0</sub>2:** There is no statistically significant difference between the mean post-test academic achievement scores of the control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.
- H<sub>0</sub>3:** There is no statistically significant difference between the mean posttest achievement scores of the low achievers of the control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.
- H<sub>0</sub>4:** There is no statistically significant difference between the mean posttest achievement scores of high achievers of the control group and experimental of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.

## 1.6 Variables for the Study

### Independent Variables

The independent variables were:

The teaching strategies:

- Traditional teaching strategies for the control group
- Inclusive teaching strategies for the experimental

### Treatment Variable

Out of independent variables mentioned above inclusive teaching strategies

were the treatment variable.

### **Controlled Variables**

**i. Teacher**

The researcher taught both the groups the control and the experimental.

**ii. Content**

The content taught was consisted of same selected chapters

Creation of Islamic Republic of Pakistan;

Pakistan-Land and Climate;

Culture of Pakistan; and

Languages Spoken in Pakistan from the textbook of Pakistan Studies for class XII.

**iii. Time**

Both the groups were taught for the same period of two months, three days a week from 9.15 am to 10.00 am (45 minutes' period). First three days one class, while the next three days the other class was taught.

**iv. Classroom environment**

Both the groups were taught in the same classroom, three days a week for each by rotation.

**v. Gender**

Only female students of 2<sup>nd</sup> Year were taught in both the control and the experimental groups.

### **Dependent Variable**

Following was the dependent variable of the study:

The academic achievement as determined by the post-test.

## **1.7 Significance of the Study**

It was expected that this study would contribute in adding the new teaching strategies to the existing teaching strategies and be very helpful for teachers to make the decisions regarding selection and adoption of teaching strategies in their teaching profession. It would encourage the teachers and educators to have positive approach towards those students who are different in any sense.

The findings of the research would be helpful for the teachers and administrators to observe and evaluate the teaching strategies that are in their practice and may make required changes in their teaching strategies. Furthermore, they would be beneficial for teachers in deciding which strategies—inclusive or traditional—are more effective to adopt for teaching the subject of Pakistan Studies, at higher secondary level of education.

The results of this research are likely to be useful for teacher training institutions; academic managers in deciding which inclusive teaching strategies should be taught to the trainee teachers for having better classroom performance at their jobs. It would help them to reach and teach every pupil in the classroom at the same pace by using full efficiency and potential that they have for teaching.

The curriculum planners and administrators may plan accordingly and incorporate strategies regarding the effectiveness of inclusive teaching versus traditional methods of instruction.

The present study would help future researchers in the area of inclusive teaching and learning to use these findings as guidelines to carry out the research in the field of inclusive education. In short, it would be helpful for all the concerned people in the field of education teachers, trainee teachers, administrators, planners and researchers.



## **1.8 Delimitations of the Study**

The study was delimited to the following:

- i. The Islamabad Model College for Girls, F-6/2, Islamabad.
- ii. Two sections of 2<sup>nd</sup> Year Pre-Medical class.
- iii. All the students from these two sections were taken.
- iv. Inclusive Teaching Strategies were taken as whole not specific one or two inclusive teaching strategies.
- v. The teaching of selected topics of Pakistan Studies.
- vi. Among traditional teaching strategies, lecture-based teaching strategies were used.

## **1.9. Operational Definitions of Major Terms**

### **Inclusive Teaching Strategies (ITS)**

Inclusive Teaching Strategies are all those teaching ways and styles that meet the requirements of all the learners having diversity of backgrounds, characteristics, learning styles, aptitudes, capacities, potentials and capabilities. These strategies create such an atmosphere that all students think they are equally important and valued.

### **High Achievers**

In the present study high achievers were those students who secured more than median marks in achievement tests.

### **Low Achievers**

In the present study low achievers were those students who secured median marks and less than median marks in achievement tests.

### **Achievement Test**

The achievement tests were teacher made tests for the students of class 2<sup>nd</sup> year

(Pre-Medical) in the subject of Pakistan Studies to determine the achievement of the students by the scores attained by them by giving right answers of the items. The pre-test and post-test were comprised of (MCQs).

### **1.10 Research Methodology**

As this was an experimental study, Pre Test- Post Test Control Group Design, was applied for measuring the difference of academic achievement of the students of two groups (Experimental and Control). Detailed procedure followed in this study is given as under:

#### **1.10.1 Population of the Study**

The population comprised of all the female students of class 2<sup>nd</sup> Year enrolled in all the Model Colleges of Islamabad (IMCGs) and their total number was approximately 2000.

#### **1.10.2 Sample and Sampling Technique**

The sample was selected through purposive sampling technique. In this type of sampling technique, the researcher depends upon his own judgment and verdict while selecting participants from the larger population to include in the study for research. This technique was selected as the students of two sections of class 2<sup>nd</sup> Year Pre-medical from one model college i.e. Islamabad Model College for Girls, Street No. 25, F-6/2, Islamabad were included in the study for experiment. Two sections of Pre-medical were taken due to manageability of groups and similarity of characteristics. The above-mentioned college was selected for conducting the research firstly because the best lot for the sample, was available there; secondly because the administration of that college allowed the researcher to conduct the research in that particular college. An achievement test was developed and validated for administering to the students as pre-test for equating them in terms of their mean scores. Then with the help of draw they

were declared as the control group and the experimental group. The sample of the consisted of 60 female students, 30 female students in each group

### **1.10.3 Selection of Content for Teaching**

For experimentation, four units, Genesis of the Islamic Republic of Pakistan; Geography of the Islamic Republic of Pakistan; Culture of the Islamic Republic of Pakistan; and Languages of the Islamic Republic of Pakistan were picked from the textbook of Pakistan Studies prescribed for XII by FDE. The selected topics were taught during the treatment period.

### **1.10.4 Conduct of Experiment**

Both the groups were taught by the researcher herself for a period of two months. First was the experimental and the second was control group. First was taught by using inclusive teaching strategies; while the second group, the control group, was taught through traditional lecture- based teaching strategies.

### **1.10.5 Instruments**

Since it was an experimental study, the data were collected in the form of pre-test (Appendix-C) and posttest (Appendix-E) scores for both the control and the experimental group to check the difference in the achievement of both the groups of students. Researcher-made tests were used as achievement test.

### **1.10.6 Data Collection**

The data were collected at two stages (i) about the groups entry behavior i.e. scores of control and experimental groups in terms of their mean pretest scores, before conducting the experiment and (2) at the post experimental stage when the experimental period completed, through mean post-test scores of both the groups. At this stage data were ready to compute for the purpose of analysis.

### 1.10.7 Data Analysis

After collection of the data, the next stage was the analysis of the data. To judge the difference between the achievement level of the learners, the pre-test as well as post-test scores of the experimental and the control group were compared by using Independent samples t-test statistical tool to compare the mean of two groups (Goulden, 1956). The statistical significance of the difference was checked at 0.05 level using two-tailed test. MS word was used for typing whereas SPSS was used for the purpose of data analysis, followed by report the writing.

### 1.11 Conceptual Frameworks

The conceptual framework, according to Liehr and Smith (1999) is to present a problem of the research to study, in an integrated way. The conceptual framework is the researcher's rationalization of ways the how the research could be explored. It is organized in a logical structure to aid and offer an image or visual show of how ideas in a study relate to one another (Grant & Osanloo, 2014).

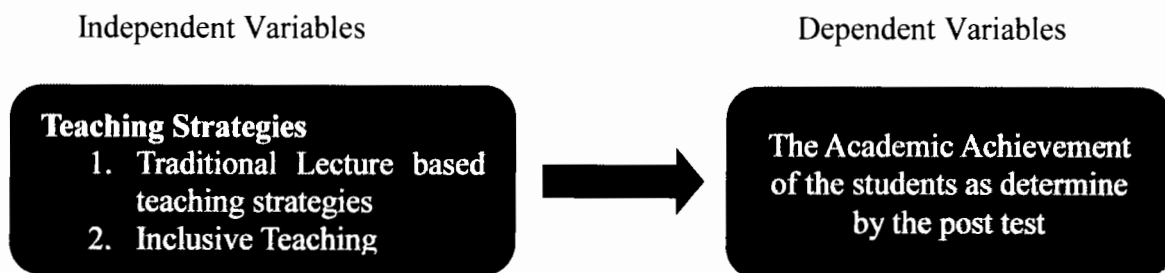


Figure 1.1 Conceptual Framework-1

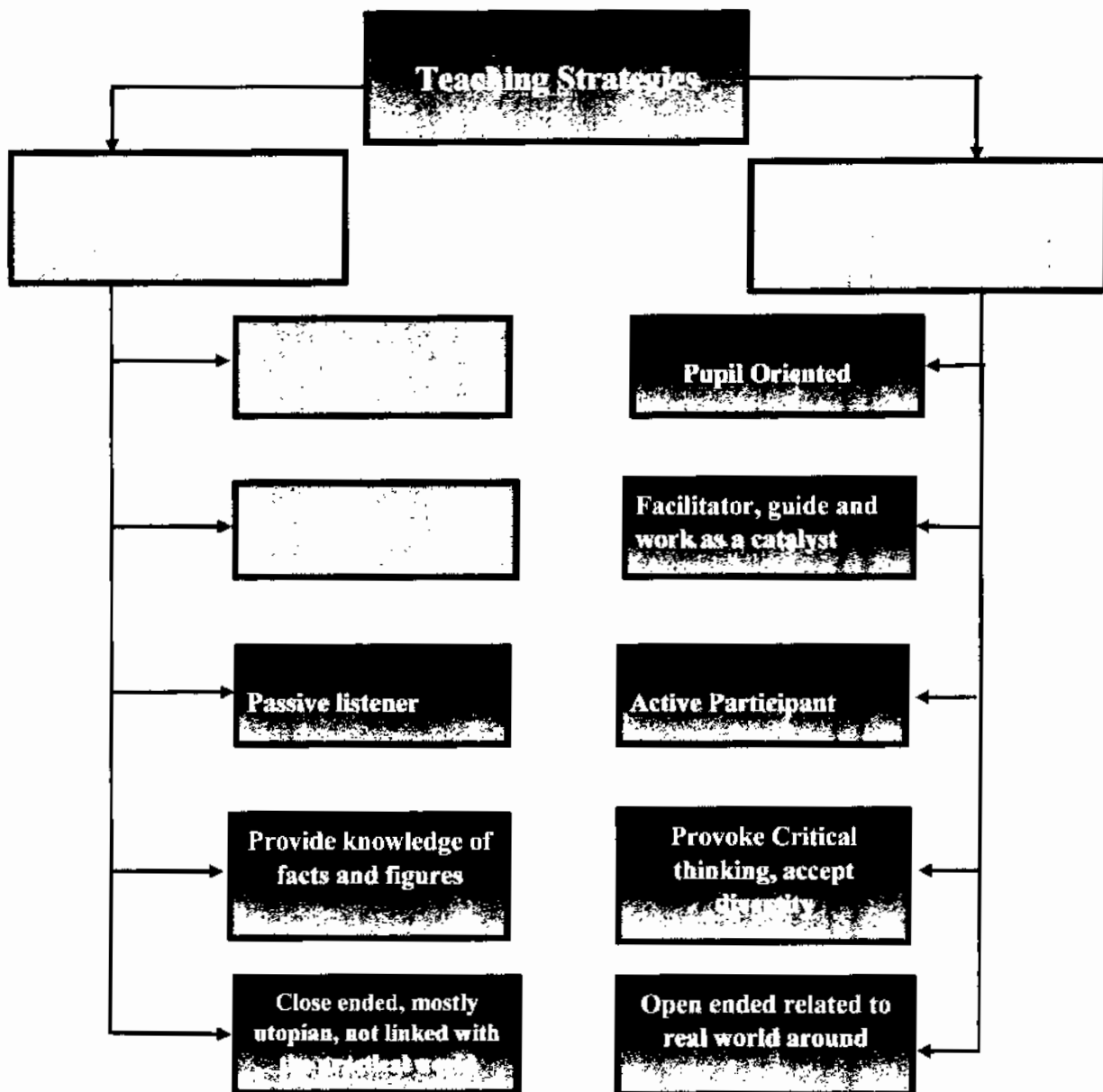


Figure 1.2 Conceptual Framework -2

In figure 1.1 and 1.2, the Conceptual Framework the researcher introduced the topic of the thesis, established the statement of the problem, research questions and research hypotheses, provided justification for the study, presented operational definitions and briefly mentioned the methodology. In short outline of the thesis was provided. On those foundations, the thesis ought to continue with an in-depth description of the studies, starting with an intensive exploratory examination of the literature on the subject within the subsequent chapter.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The present research study was conducted to compare the effectiveness of inclusive teaching strategies with traditional lecture based teaching strategies. This chapter deals with an exhaustive analysis of literature related to the topic of this study. The contents of this chapter have been presented in two parts: Part I it deals with the theoretical framework of the study, whereas Part II contains an overview of the major research studies done in this field of research.

#### **PART I: THEORETICAL FRAMEWORK OF THE STUDY**

##### **2.1 Concept of Education**

Education is a system of inviting truth and the opportunity of encouraging students and giving time to discovery. It is a social “system of living and not a training for future living” and to act ‘with’ students instead to act ‘on’ them. According to Safaya and Shaida (1987), “education, in fact, is one of the major life-processes of the human individual”. Education is an abstract entity and its concept is dynamic. It is a continuous process. According to another view, the word education is generated from some Latin words like ‘educare’, ‘educere’ and ‘educatum’. These words mean to look after, to raise, to feed, and to lead out. One thing is clear from them that from ancient time’s education is not considered as something with which the learners mind may filled with pseudo-knowledge. The aim of education is to look after and raise the learners so their intellect as well as their body may flourish. Side by side draw out the best inside them and polish their genius. Such education is desired that gives chance to all students to flourish and contribute in the progress of society. This inclusive activity helps students to live their lives in a better way.

According to Abughudda (1997) the way our Holy prophet (PBUH) taught was the most modern of his time that he used to incorporate analogies, similes, anecdotes, diagrams, and the most interactive dialogue, humor, repetition, continuous evaluation, mental contact, gestures, and customization, amongst others. At another place Abughudda (2017) said that due to fascinating analysis of education as well as the practical examples of teaching given by Messenger of Allah (PBUH). He could be called the perfect teacher.

Education is the intelligent and positive cultivation of knowledge in students. After attaining the required positivity through education the same they would share in society. Mayer (2002) described learning as 'change'. The procedure of 'change' happened to occur as an outcome of experience. This experience improves and polishes the potential of students for further learning. Among the educationists of early 20<sup>th</sup> C, Dewey (1938) has a special status; he was in contradiction of any method or approach of education that could be static. He was against that approaches which could not incorporate experiential learning. In his view its teachers' task to provide opportunities to all his students to reflect their inner working. They should have freedom of experience. Teachers give right direction to their genius.

In the opinion of Yusuf (1977) education, in its broader sense, means imparting instruction to strengthen character, culture, and intellectual capabilities of individuals to enhance their power over the environment. It entails the process of bringing up and preparation of a child for the transition from the confined relationship of the family to the more impersonal, and diversified relationship with the larger unit of the society. It encompasses two broad aspects of human life: the flowing of the inner urge to comprehend oneself in the context of the physical and moral forces which impinge on

human personality; and the desire to comprehend and control the wider spectrum of forces which govern the evolution of the society as a whole.

The type of education that does not help to get better place in life and society is of little or of no use at all. It is vital and compulsory for the students to follow the teacher's instructions in the initial stages of education but when he has learnt quite enough, he should give up this attitude and try to discover for himself, through discussion, speculation and the truth based upon arguments. Usually knowledge is gained in three ways first, by speculation; second, by hearing as in the case of language learning; and third, by insight i.e. through seeing and rational deduction (Allen,1971).

Education primarily aims at changing the individual. Its aim is to polish the gems of soul of the individuals and to refine their habits in order to enable them to live peacefully in the society. As quoted by Khalid (1996), Allama M. Iqbal, the great thinker and philosopher-poet of the East, emphasized on strengthening the abilities of the students by refining their ingenuity and individuality. Iqbal has stressed struggle and activity on the part of the individual.

Iqbal adds that the development of creativity which is the highest attribute of man and originality required for progressive change needs freedom. Deprived of freedom, man becomes a slave, one incapable of original and creative activity.

Therefore, stress should be laid on the process of education upon unfolding and developing the potentialities of the learner. He should get the maximum chances for his self-expression and self-assertion.

Iqbal was in favour of active learning. In which students actively take part in learning for the development of their original self. "Learning by doing" helps in the development of initiative and builds up self-confidence in students. He wanted to see the students as man of actions and productive for the humanity. An age-old method of



verbal teaching, imparting of theoretical and abstract knowledge and spoon feeding is the killer of initiative in the students. Iqbal condemns the knowledge which is merely crammed (Khalid, 1996).

The aim of education is preparation for life, the development of character and personality of the learner. This aim may be achieved through active participation in the process of education. This fundamental principle of Iqbal results in changes not only in the theory but also in the practice of education.

### **2.1.1 Various Approaches to Education**

The cognitive, behaviourist, humanist and constructivist are some of the approaches to learning. Other supplementary approaches to learning consist of technology, social media etc.

The most traditionally used approach is the cognitive learning approach. In this approach the teacher or instructor is the main authority to give information and knowledge to the students in the classroom where students are passive listeners. There is a one-way flow of knowledge from teacher to students. Students are not involved and their role is not active. The important feature of cognitive approach is teacher speaks while pupils listen and note down the lecture. On this approach traditional lecture based strategies are based (Akbar, 2002).

Another approach of education is behaviorist approach which is based on providing stimuli. In this approach students have to reply and respond in classroom and become active participants. In it, the teachers provide something (teaching material) and motivate the students to respond to that. He guides the scholars thru a chain of instructions as replication is the main purpose. He allows pupils to react and reply, and side by side gives feedback to them. This positive feedback is a kind of reinforcement.

The humanistic approach, in education, is in favour of active participation on the part of learners. According to this approach student, they are liable for their learning. They develop a course of self-study. The progress of the students is dependent on their requirements and motivation. This approach takes into account what the students need to learn and that they are so ready to accomplish information. They willingly acquire knowledge. Constructivism is another approach to education, in it the learners build their own knowledge and learning on the bases of their experience (Elliott et al., 2000).

All these three approaches support inclusive teaching strategies.

### **2.1.2 Education in the 21<sup>st</sup> Century and the Use of Technology**

Education system at present, in Pakistan, is not according to the needs of 21<sup>st</sup> century students to meet the challenges of the world. They are taught through a standardized curriculum. Success in exams depends on rote learning. One-size-fits-all curriculum is a common practice.

According to Robinson and Lee (2011) the world is becoming complex day by day and to meet the challenges of life, we need to make our students very creative and problem solving. He also said that imagination is the base of all human achievement. He believed that the way we educate is not suitable to meet the challenges of 21<sup>st</sup> century. Past methods (traditional methods) make little sense for the students today. Now in 21<sup>st</sup> century, students think differently in the world of technology. They want to learn differently; at present simply knowing the things is not enough for them. It is more valuable that how and where to use information which they gather from different sources, especially from information technology. The mastery of technology is seen as a means to achieve the learning targets (Siddiqui, 2016).

To apply technology in education is very common practice in most of the colleges to involve learners. For instance, the pupils in college participate in online

discussions with the teachers and peers; they receive and submit their assignments online, teachers and faculty members assist their students with the help of technology. Now students have many options whether to participate in online class or on-campus or hybrid that means online and in-class, on-campus participation.

Our educational institutes fail to teach and prepare students to respond the speedily changing world. They fail to cope with the different situations and new type of information technologies because our methods of teaching are obsolete. Aim of 21<sup>st</sup> century education is to prepare and equip the children with the abilities and confidence to get benefit from those skills by participating in the practical world in a smart way and to be successful in the new changing world. 21<sup>st</sup> century education not only has to identify but polish four skills (4Cs) in the students, namely: creativity, critical thinking, communication and collaboration. These skills are not specific for one unit of a subject but throughout the curriculum and should be the part of every lesson in every subject (Robinson & Lee, 2011).

The chairman of the International Commission on Education for the 21<sup>st</sup> C (UNESCO, 1996), Jacques Delors, proposed an integrated vision for education in his report, "Learning: The Treasure Within". His report is considered as a main reference in field of education for the world. In it, Delors declared education as "the heart-beat of society", a "necessary utopia" and "the principal means available to foster a deep and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war." He put more stresses on the moral and cultural dimensions of education, enabling each person to grasp the individuality of other people and to understand the world's erratic progression towards a certain unity; but this process must begin with self-understanding through an inner voyage where the milestones are knowledge, meditation and the practice of self-criticism (Dubey, 2020)

Delors Commission repeats the idea and concept of global village. This also aim may be achieved by mutual understanding and cooperation at international level he said in his report and also stresses on life-long learning and to transform societies into learning societies. To achieve this goal, the struggle must begin at school. Democratic participation in the learning as well as social activities of the students should be encouraged by the teachers. Material and social support may be provided.

The Delors Commission suggested four pillars of education in 21<sup>st</sup> century; “learning to know”, “learning to do”, “learning to be” and “learning to live together.” “Learning to know” can be achieved by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. “Learning to do” means the provision for work experience and social work made compulsory along with the formal education. It will inculcate common sense, decision making power, leadership skill, farsightedness and insight.

According to Dubey (2020) “Learning to be” means the aptitude and talent of children to be brought out. Social skills, esthetic sense and communication skills of children can be cultivated together with leadership abilities. In the opinion of Delors Commission such people will be able to guard themselves in 21<sup>st</sup> Century. “Learning to live together” means to cultivate the abilities to understand one another to live together. We should train the students to cooperate with their peers. When they are given the chance to come to nearer to each other, there is a chance of creating conflicts also. If we are able to inculcate in them the moral values and make them realize that humanity is more important than everything and help them to resolve their conflicts, we will be able to implant the feelings of love and peace in them. In later stage of life, they will not be able to maintain peace inside themselves rather they will contribute their share in maintaining world peace. So, we have to train them to live together

peacefully with each other as a member of national and international society. All the societies should aim to move towards the situation where none of the talents in students remain untapped. It is even true today as it was in the past when this report was published in 1996.

### **2.1.3 Secondary Education in Pakistan**

In Pakistan, Secondary Education consists of seven years' education from class VI to XII which is further divided into three phases: Middle, High and Higher Secondary. Middle level consists of classes VI-VIII, High level IX-X and Higher Secondary level XI-XII. At secondary level stage of education, students are adolescents and they must be handled and guided carefully (GoP, 1998).

### **2.1.4 Higher Secondary Education (Grades XI-XII)**

Higher Secondary stage of education aims to prepare students for life so this level of education plays two important functions: first to equip students with some sort of skills for labour market (as many students leave the formal education); and second, to prepare them for tertiary level of education. The present system of education does not offer such type of base as mentioned in National Education Policy 2010 (GoP, 2010).

Instructional strategies need to be more demonstrative and illustrative. More time allocation for correction of work assignments and personal guidance must be provided. A sense of discipline is also required at this level by close supervision. Students at this stage are passing through physiological changes as well as psychological growth which bring some changes in their body and mind. This result is to establish new attitudes towards society and social relations. Their powers of understanding, concentration, memorizing, critical judgment and reasoning improve and expand due to their mental, physical and psychological growth and development

which should be enhanced and polished Secondary Education in Pakistan: Perspective Planning, 1987.

It is expected from Higher Secondary Education in Pakistan to prepare pupils for effective, useful and good citizenship of the country committed to Islamic values of truth, benevolence and justice and as useful members contributing to economic and technological growth and development. It also has the objective to strengthen self-respect, self-esteem and love for humanity. At this level, students are prepared to adopt learning as a life-long activity and that their potentials should be actualized in accordance with their abilities. Students' talent should be groomed for development of a strong leadership group (GoP, 1998).

## **2.2 Meaning and Nature of Teaching and Teachers' Role**

Teaching is the name of motivated and comprehensive planning with which people get help to learn and gain information and which makes them noble and beneficial citizens of a society. It is teaching through which knowledge is transferred to the coming generation and without it, it is difficult to gain information about the expertise and attitudes of the previous generation (Musa, 2002). When someone teaches another person, his teaching includes many variables like nature of the subject matter, the learner, the learning process, the instructional setting, etc.

Teaching aims to provide a strong foundation of knowledge on which pupils may form and establish the knowledge which they acquire from their own experiences. Teaching is to transfer of that information and knowledge to the next generation which may make them beneficial members of the society having positive thinking. It may create those qualities in students which make them the personalities to lead the world. In the opinion of Opertti and Brady (2011) about teachers in inclusive setting that their role is very important that they address all the educational needs of diverse students.

They use enormous type of new inclusive teaching strategies to fulfill learning needs expectations. Those teachers are thought to be good that are able to translate information to the students according to their level, make valid judgments, have experience and knowledge of the relevant subject and give it to their students in a thought-provoking and effective ways. Later, they would be able to recall and transfer the acquired knowledge to others. The classroom control and discipline preferably be maintained on mutual understanding and affection between the teacher and the taught. It should not be maintained by creating fear and pressurizing learners. There should be a close relationship between the teacher and the taught. The teacher kind-heartedness and tolerance towards students give them the feelings of being important. The adolescent period of students' life is very crucial to break or make them. At international level competitive exams, those students get highest scores whose teachers are very effective. Those countries hired the effective and highly able teachers to educate the children. Student's performance is directly proportional to the teachers' way of teaching. So the role of teacher and their teaching ways and strategies in instructional setting are directly related to the achievement of the students.

Bhawna (2008) explained teaching in the following words, "It may be defined as guidance or direction intended to cause learning." Learning and teaching go side by side as teachers on one hand teach others and on the other they are continuously learning something or the other. Learning is a process which cannot be stopped at certain point that it may be claimed that one has completed his/her education or learning. Every day we learn one thing or the other either by observing others or by experiencing ourselves.

As Matheson (2015) puts "it's a common-place that humans are learning machines". The aim of teaching is to provide a strong base for knowledge on which students would be able to build their own concepts, develop understanding and reach

to some conclusion when they are exposed to diverse experiences of life. For the process of instruction, teachers use diverse teaching strategies depending upon the situation and subject matter.

### **2.3 Teaching Strategies**

Strategies are the ways teachers use to support the students to learn different subject-matter and related concepts by creating such an environment which expedites their learning (Alessi & Trollip, 2001).

Due to appropriate choices of using teaching strategies, teachers can make the learning environment suitable and friendly for the students to acquire knowledge and learn willingly. Fullan and Hargreaves (1991) have the opinion that truth is this that it cannot be generalized that which is the most successful and effective approach of teaching. Some of the educators think that team-work work is an effect way of learning that students learn from each other actually, in true team-work, learners are interdependent on each other. Actually it is team-work, in which interdependent.

Taba and Elkins (1966) define a teaching strategy as “a pattern and sequence of teacher behaviours designed to accommodate all important variables, consciously and systematically.” The strategies are not abrupt and without sequence, they are always planned and according to the situation and subject matter.

To decide about which strategies to be used for a specific subject matter is of great importance for a teacher to get the desired outcome. The appropriate strategies make the teaching not only successful but also motivate the student body. Their learning enhances and they become high achievers in any branch of knowledge. So it is the teacher’s intelligent decision on how he/she chooses the right type of strategies for the students to become an effective teacher as researched by University of Northern Iowa (2013).



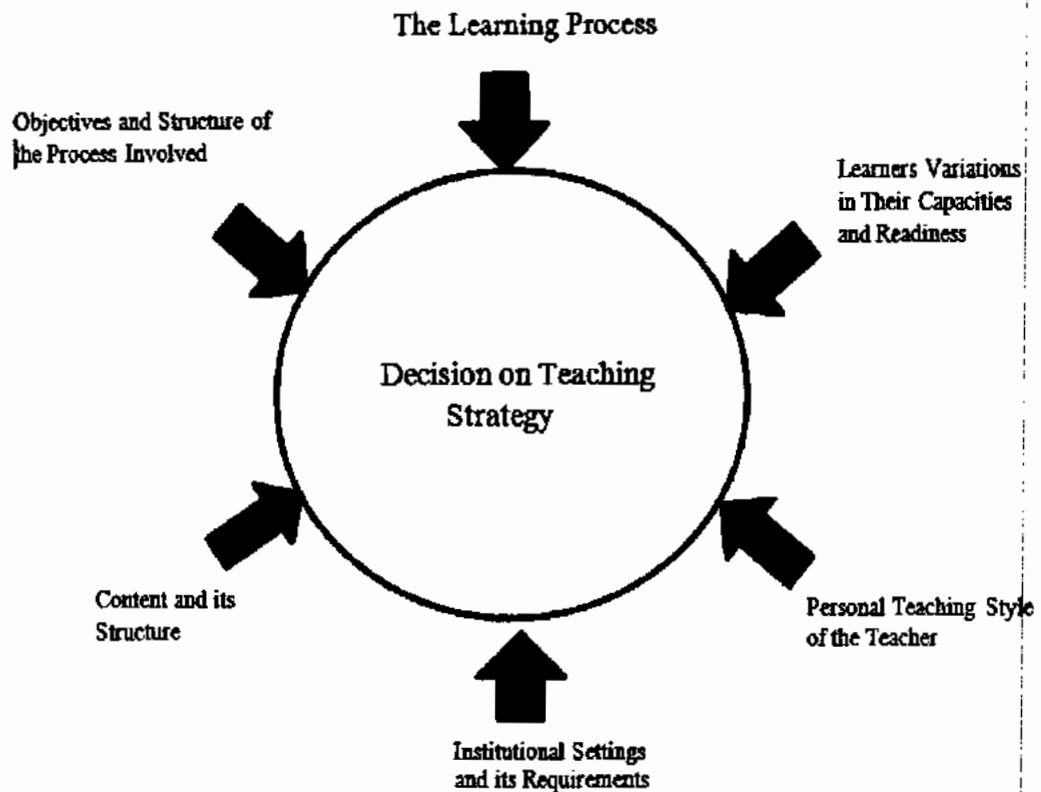


Figure 2.1 Considerations in Making Decision about Teaching Strategy

Noman (1998) in his Ph.D. thesis mentioned different strategies used by the world's greatest educator, Holy Prophet Hazrat Muhammad Sallalah Alihehey Wal'aAlehi Waslam (S.A.W.). While teaching, he (S.A.W.) used many strategies—question/answer; storytelling; project-based; lecture-based; inductive; deductive; individual and grouping strategies etc. Accordingly, to Singh and Rana (2004) described instructional strategy as, as something a teacher arranges that is designed to create contact between the teacher, the learner and the subject matter, or any combination of these three dimensions. Teaching strategies are usually formulated in an attempt to move the students from Point A to Point B on a continuum.



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## **2.4 Lecture Based Teaching Strategies (LBTS)**

Lecture based teaching strategies in teaching are the traditional way to teach and it is very famous among the teachers of all times. In it there is a one-way communication and its direction is from teacher to students. Teacher gives oral presentation and bulk of knowledge is given in short period of time. Teacher is considered as the main source of information and center of this type of teaching-learning process. The role of students is of passive listeners and they silently take notes. Traditional teaching strategies are mostly teacher-centered and content-centered where teacher's role is active and students' role is passive. According to Novak (2003) in traditional the teaching teacher thinks that learning occurs because of a teacher. Most common traditional teaching strategies are lecture-based.

The lecture is perhaps the oldest teaching format and even today it is still the most common practice in teaching (Hrepic, Zollman & Rebello, 2007). The lecture at its worst consists, an old adage says, of transferring the notes of a teacher to the notebooks of the students without passing the minds of either. It assumes that lecturer's main job is to tell learners (Faunce & Munshaw, 1964).

The importance is given to the presentation of content and coverage of syllabus by the teachers in lecture-based teaching strategies (LBTS), not on the understanding of the students. In these strategies, there is a one-way direction of flow of knowledge i.e. from teacher to students, just the receivers of information.

There are different types of lecture-based strategies like formal lecture, informal brief explanations, reading aloud for short periods from source materials, etc. The lectures, in their pure form, are of long duration that present difficult content to the students which they note down in their note-books as passive receivers.

According to Bligh (2000) lectures are in fact “more or less continuous expositions by a speaker who wants the audience to learn something”. Almost all teachers want to achieve five kinds of objectives:

- i. To provide information and knowledge
- ii. To promote thinking process
- iii. To bring changes in attitude
- iv. To promote behavioural skills
- v. To satisfy all students with diverse characteristics

But, unfortunately, ordinary lecture-based teaching strategies are ineffective to achieve the above mentioned teaching objectives. According to Kumari and Rao (2004) Lecture Based Teaching Strategies are generally followed in colleges and different Departments of Universities. Lecture is a conventional way of teaching used at college level. It involves one-way flow of knowledge from teacher to students.

It is considered best for transferring good quantum of knowledge or subject matter to a large number of individuals. Lecture-based teaching strategies are also found to be feasible ways of teaching in higher classes to the students who are motivated and required to achieve the desired learning objectives.

Vella (2006) describes that LBTS as a formal way to present content of a lesson. The characteristics and limitations of LBTS may be discussed here for providing necessary insight and guidance to decide which strategies are more suitable to teach.

#### **2.4.1 Characteristics of Lecture Based Teaching Strategies**

According to Davis (1993) the lecture has the following characteristics which have to be capitalized for better outcomes.

- a. **Imparting Great Deal of Content Knowledge:** Lecture-based Teaching Strategies are usually one-way communication process, meant for adult learners. Through this,

a substantial content knowledge can be transferred to the students and many teaching points can be covered through this. Thus economy of time and energy is ensured in it.

- b. Provision of Clarification of Different Concepts:** Teaching through LBTS, a teacher knows the educational background and base of the students and their ability to receive, from the attention paid by them and interests shown by them. He can assume and ascertain to what extent they have been able to appreciate, and understand. Accordingly, he/she can clarify the difficult points or repeat the point which the students did not properly understand. In this way, he can carry the class with him by getting proper feedback.
- c. Vitalizing Dry and Dead Ideas:** As spoken words are more effective than printed ones depending on the quality of voice and tone of the teacher. In LBTS a teacher not only speaks but also changes tone, gestures, postures and facial expressions. He can thus use various devices for bringing in life, blood, colour and vividness to the dead, dry and dreary material.
- d. Making Presentation According to the Psychology of the Learner:** A lecture of a teacher can present the subject matter according to the psychology of the students, and educational principles and not merely logically as is done in writing textual material. It, therefore, becomes emotionally appealing and psychologically sound.
- e. Ensuring Flexibility and Adaptability:** The ideal LBTS can ensure adequate sufficient flexibility according to the needs, ability, interests and previous knowledge of the students. The lecture is not just a straightjacket, readymade method or material. It can be adjusted or adapted, suiting to the requirements and capabilities of the students for whom it is intended.

## **2.4.2 Limitations of Lecture Based Teaching Strategies**

As mentioned by Vedanayagam (1994) the Lecture-based Teaching Strategies (LBTS) have the following limitations:

### **i) Lack of Feedback:**

As lecture based teaching is a one-way communication, the flow of communication is from teacher to students; the lecturer proceeds to deliver a speech without getting interrupted or without caring to get the reaction from the audience. This delimits the effectiveness of the lecture.

### **ii) Want of Active Participation of Audience:**

Learning is an active process but in the LBTS, students become passive hearers. They are not allowed to interact or participate in this whole process of lecturing. It is considered as inappropriate environment for students to learn (Bligh, 2000).

### **iii) Creating a Dry Monotony:**

In the LBTS, as the teacher does not wait for interaction or discussion with the students, it develops deadening teacher monopoly in the class.

### **iv) Replacing the Text Only:**

Teachers present lectures generally as various chapters of a textbook. Heavy dose of content knowledge is given without giving scope for creating interest and curiosity among the students. Despite several limitations to Lecture-based Teaching Strategies, they have been accepted as popular ways of teaching, particularly at the stage of Higher Education. The effectiveness of LBTS for transmitting a good quantum of knowledge at a time and for covering a vast area of subject matter is a fact. According to Gage & Berliner (1984) LBTS are appropriate when

- a. The main aim of teaching is to disseminate information.
- b. The instructional material is not accessible elsewhere.

- c. It is essential to create interest in the subject.
- d. The lesson is to be recalled just for a short span of time.
- e. To provide an introduction to an area or directions for learning tasks to be followed through some other teaching method.

The lecture is inappropriate when

- a. Objectives other than acquisition of information are sought.
- b. Long-term retention is desired.
- c. The material is complex, exhaustive, or abstract.
- d. Learner's participation is essential for the achievement of the objectives.
- e. Higher cognitive objectives such as analysis, synthesis, or integration, are being sought, or
- f. The students are average or below average in intelligence or educational experience.

While teaching through LBTS, the teacher comes to the body of the lecture after the introduction. He considers coverage of the content, providing for a logical organization, making that organization explicit, and maintaining attention (Vella, 2006).

Finally, in conclusion, the lecture is summarized so that what the pupils may now know clearly and be capable to reproduce the taught material. The teacher's expressing thanks for and pleasure with student attention has been found to be related to greater learning. Asking for questions would give a final opportunity to clarify certain points. The teacher may finish by reviewing how this lecture is related to the preceding and the subsequent ones.

In the LBTS, the concept of group size varies from teacher to teacher. In the words of Young (1971) "To one teacher, any group of students numbering more than

ten is a large group and must be approached with different techniques and expectations than small groups, in which greater individual and personal interaction can occur. To another, twenty students per group is a small group for instruction especially in the context of thirty, or thirty-five, or forty or more students per class that typifies the overcrowded institutes". Lecturing is defended in several ways. First, the teacher may have the information that is not accessible to the students in any other way such as accounts of personal travels and investigations. Second, the teacher might lecture to reinforce students' reading. With a short lecture, he can reinforce the main points and, to aid retention, try to relate them to the interests of the students. Third, the lecture is alternate to other techniques. A shift from individual work or discussion avoids the narcotic effects of one method alone. Fourth, lecturing is economical. Through a lecture, many sources can be synthesized, thus providing universal coverage for all students. Fifth, lecturing can inform students of procedures and expectations for learning.

Not all teachers can lecture. During a lecture, the teacher is obviously the focus of attention, and personal idiosyncrasies accepted in other situations can magnify under lecture conditions and become distracting to the listener. In a sense, the lecturer is a performer who must appeal to the audience by projecting warmth, friendliness, and confidence. Voice quality is important. Pitch, resonance, projection, syntax, word selection, enunciation, pronunciation, figurative language and gestures—all must be the part of the good lecturer (Jones, 1996).

Lecturing is based on the assumption that lecturer and listeners are equally adept at whatever verbal level of sophistication is employed. The implications for the lecturer in the choices of topic, vocabulary, content, approach, and overall outline are obvious and crucial; it can be evenly set that more verbally adept the students are, the more

appropriate is the lecturing as an instructional method. However, even when dealing with less verbally adept students, lecturing allows minimal feedback from students (as contrasted with small groups), extensive use of reinforcement techniques and variety of media.

Regardless of their verbal adeptness, students ordinarily need to be prepared for systematic listening and notes taking during a lecture. Although some writers question the importance of note taking, there is evidence to suggest that notes taking help the learner assimilate ideas. It, at least, provides a means of combating complacency during the lecture by keeping the learner active. A student trained to listen for main ideas in a lecture will become not only a better listener but a better note taker as well. The teacher can provide this training by periodically asking students to paraphrase the lecture to list the main ideas covered (Jones, 1996).

#### **2.4.3 Ideal form of Lecturing**

The need for sharply defined objectives and plan is probably more acute in lecturing than in other instructional methods. In lectures, main ideas must be cleared to students-easily and immediately. One of the most essential elements of the lecture is organization.

In general, the lecture should follow a 20-60-20 plan. The first 20% of the lecture should be devoted to telling the learner what he will be told, next 60% to telling him, and rest 20% to telling him what he has been told. Stated in another way, the pattern is orientation-information-closure. Within the lecture plans, pacing both of the ideas and of verbal delivery should be varied enough to maintain variety in the presentation, yet proportioned to insure sufficient development of each point.

According to Hughes and Suritsky (1994) planned repetition provides for reinforcing the salient points of the lecture. In an informal lecture, such repetition may



be incorporated into the speaker's delivery, or it can be achieved through limited audience participation. Literal repetition can be achieved in at least four ways:

- i. Simple repetition: repeating a word, a point, or a rule immediately after its first utterance.
- ii. Distributed repetition: repeating keywords, ideas, points later in the lecture, according to Davis (2009) prepare lecture for ears, not for eyes.
- iii. Cumulative repetition: repeating previous points made each time a new one is presented; and
- iv. Summary repetition: repeating all previous points at one time in the lecture, possibly at the end (Davis, 2009).

Any of these means of repetition can be used by calling upon students. Such student participation provides repetition of salient points and gives the teacher feedback about whether or not his lecture is being understood. Examples provide the teacher with an additional method of repeating concepts and principles (Bamber, 2008). In as much as an example is usually a concrete thing representing a more abstract, general principle, procedure, process, or the like, it gives the teacher an opportunity to establish the common frame of reference with his class, for specific examples can be drawn for the students' world, from within the students' frame of reference-provided, of course, that the teacher is well acquainted with that world and can approach it with respect.

Figures of speech metaphor and analogy offer other means of repetition, and at the same time, they can add vividness to the lecturer. Once the process of sedimentation in earth is explained in class, the comparison of the sedimentary rock with a sandwich will probably reinforce the general concept in the adolescent's mind especially since his mind is probably on food more than often on the formation of rocks (Hughes & Suritsky, 1994).

Verbal emphasis, referred earlier can be a very valuable technique of repetition and reinforcement within the lecture. Simply raising or lowering the pitch of voice, or its volume, drawing out selected syllables, varying stress and intonation, or focusing on key notions with such phrases as, “This is very important”, or, “Remember this point, now”, can highlight or reinforce. Likewise, occasional silences or calculated pauses, if used discriminately, can be sometimes far more effective than an unceasing verbal flow.

According to Broadwell (1980) there are a number of ways by which a teacher can visually highlight main ideas so that their importance is reinforced for the learner:

- i. Writing words, phrases, symbols on the board or overhead projector simultaneously with the verbal presentation.
- ii. Underlining or circling words, phrase, etc.
- iii. Drawing a diagram, sketch, or a graph on the board to repeat an idea presented verbally.
- iv. Using prepared visuals like globes, maps, models.
- v. Gesturing to focus attention written on items written or drawn on the board or transparency.
- vi. Gesturing to communicate an idea while stating the same verbally, for instance, squeezing the hands together to explain compression.

Stainback and Stainback (1996) described most of the regular educational institutes are dominated by teaching strategies and practices that are designed to teach the average students instead of a wide range of pupils having diverse and varied backgrounds and characteristics. Here is a need to satisfy all the learners and involve them in the learning process. Learning is an active process, not a passive one. For this reason, learning calls for the learner’s meaningful reaction to stimuli; if there is no reaction, there is no

learning. Passive students frequently lose interest and become inattentive. In their class, individual instructors should identify the type of procedures best suited to their subjects.

The lecture, perhaps as much as any teaching procedure, needs modification. The teacher should realize that students have basic needs that must be recognized and reflected in the use of any method. Not all students are equally interested in the same kind of lecture. Similarly, the lecture that is interesting and valuable to the teacher may not be equally interesting and valuable to the students in the class. Students are interested in specific methods that lead them where they want to go.

According to Callahan (1971) the lecture, which is comprised of spoken words, can only be meaningful when the mental pictures attached to these symbols in the mind of the learner. Thus, students tend to be more interested in the lecture that is specifically related to the content already known and liked. Their attention span varies, depending on the individual student's experiences and native capacity, as well as on the communicative ability of the speaker. Language usage helps determine how students will react to the lecture. The students may be challenged to work hard to grasp the content of a difficult lecture, but the right kind of humorous comment will ease the strain on them. The teacher who talks too much without really saying anything is recognized as phony by the class. The successful lecture is held in a setting where competing stimuli are excluded. The teacher should be realistic in judging how much the class will get out of the lecture. This age-old method of verbal teaching, imparting of theoretical and abstract knowledge and spoon feeding is the killer of initiatives in the students. They become dependent on others not only during their student life but throughout their whole life. With the passage of time, they lose their creativity as well because their thinking process becomes slow; hence, and they just look upon others to solve their problems (Smith et. al, 2006).

## **2.5 Inclusive Teaching Strategies**

Inclusive teaching strategies (ITS) are teaching techniques and means that teachers use to empower all the learners, whether they have special needs or not, to study and participate in classroom activities. It is proven that if teacher tells the students, they forget; if he/she shows, they remember; but if he/she involves them, they understand (Bali & Stieve, 2016). Teachers apply a number of teaching techniques while teaching. It cannot be specified that which teaching strategies are universally applicable for every subject and for all teachers. But there it is an agreed conception that by applying these strategies, teachers will be able to build an environment is beneficial for all the learners. According to researches on best teaching practices are not adequately numbered, there is a short list of such studies. It cannot be pinpointed that some definite rules or ways are applicable for all kinds of diversity of learners (Soloman, 1991)

### **2.5.1 Inclusion in Education**

The process of inclusion is about welcoming diversity of all kinds, profiting all the learners but there is pupils who are, although in the educational institutes (schools, colleges and universities), even then may feel excluded because they are not involved in teaching learning process, intentionally or unintentionally. Here it depends on the teachers how they include all the children in teaching learning process by using inclusive teaching strategies and make them realize that they are equally important and do not give the impression that they do not belong to that class. In the opinion of Hall (1982) micro-inequities may put deep damaging impact on the personality of the learners and on their studies. Same was the result of the research of the teaching or classroom environment for ethnically diverse learners (Watson et al., 2002). Nussbaum (1997) has stated that the students from different back grounds at times have to face

trouble in acceptance as part of the learning community because of their diverse characteristics. There is a need of patience and empathetic attitude. This type of attitude is not evident all the time neither in our societies nor even in our educational institutions. Even educational communities fail to recognize and appreciate the diversity of learning styles.

An educational institute is considered friendly for children are the one which provides friendly environment to all kind of children and addresses their all learning needs. The schools are not ready to provide the required facilities to the learners who are 'different' (Miles & Miles, 1993). According to authorities and teachers, they are a challenge to the existing system of the institute. If this is the case with the educational institute, then where we would expect tolerance, patience and understanding and how much more problems and challenges will be looked in different parts of life where regard for distinction gets less consideration (Booth & Ainscow, 2002).

During the second half of 20th C due to the issues of inequalities and disparities on the part of teachers, lives of many students have been ruined (Mansoor, 2000). A worldwide acknowledgment of the reasons for exclusion of kids from even the principal parts of training supported expanding number of educators, scientists and authors to shake things up and look for the methods for change which would improve the lives of entire networks. Inclusion needs holistic, comprehensive and facilitated way to deal with the financial, social and political boundaries which keep a critical extent of the total populace in destitution and keep on extending the hole between economically deprived people and those having power.

In the course of recent many years' education specialists, policy framers and associations speaking to individuals who recently battled to discover a voice or a spot inside institutions to have become the dominant focal point with an end goal to

characterize and grow reasonable and welcoming schools for all students. Inclusion should be accepted because:

- Education is a right of all learners.
- Students with and with no special needs get benefits by establishing social relationships with other members of the society.
- Human differences and diversity be accepted.

### **2.5.2 Inclusive Teaching**

Inclusive teaching means recognizing, accepting, accommodating and fulfilling the learning requirements of all the pupils in an educational institute. It is acknowledged in inclusive teaching that all the children do not belong to the same community and background. There is a vast kind of learning needs of the students. Only inclusive teaching strategies fulfill the learning needs of diverse learners. In USA, from the civil rights movement, inclusive teaching was developed as an approach to encourage, respect, fairness and justice among all the students because of a varied cultural groups existing there (Warren, 2005).

According to Darlington (2003), inclusion is “a process not a state”, as it is considered that it is restricted to the concept of placement. Proper planning, collective responsibility, professional development and equal opportunities are some of the rules for inclusive teaching.

Instead, gender, race, disability as defined by a feature focusing on some categories, comprehensive teaching approach that covers a varied and vast range of individual differences of characteristics as well as diversity and also discovers their impact on students’ learning (Chang, et., al. 2006). This is the opinion of different strata of society and distinct ethnic backgrounds of pupils of all ages, in the field of higher education in UK. While student-centered teaching strategies are generally believed very

effective in encouraging pupils with diverse backgrounds and to engage them in learning process in higher education (Thomas et al., 2005) but all students do not feel contented and satisfied in learning through these ways like, they argue, of not being understood by the teachers and fellow students. In an extreme, condition they have fear of being focus and target to ridicule. These are some of the very common barriers to participation in the learning activities and classroom discussion. Thomas recommends a number of strategies based on his research, for international students to help them to overcome their fear to be ridiculed.

Madriaga et al., (2008) discovered that sometimes work in groups may increase anxiety and nervousness among the learners suffering from Asperger's syndrome. It is also problematic for those students who have some kind of autism. There are many reasons behind like 'communication differences. These researches propose that circumstances including conversation and exchange can exacerbate challenges, in social communication for certain learners and go about as a hindrance to learning and act as barrier to learning for some students. Therefore, this type of cases must be handled with care.

### **2.5.3 Individual Differences and ITS**

There is a variety of individual differences as well as a variety of learning needs among the students belonging to the same classroom and level of studies. The teachers consider these while they are planning; teaching and assessing. As advocate by Coubergs et al., (2017) differentiated instruction and multidimensional instructional practices are the remedies to fulfill learner's different learning requirements. Individual differences are of many types and they may include:

- The learning difficulties of the students during their studies.
- Their mother tongue is other than the national language.

- Their diverse cultural backgrounds and perceptions.
- Their socio-economic background also makes them different.
- Age of the learner and gender of the learner.
- Religious practices of their family.
- Intellectual impairment or disability of any kind among the students.
- Physical injury or disability involving hearing, vision or mobility of the students and their psychological or psychiatric impairment.

According to Prast et al., (2018) among students factors of diversity are increasing day by day. Schwab and his companions (2019) were of the opinion that the diverse needs of students are taken as serious issue. The students who attend different educational institutes are the representative of a wide range of backgrounds and abilities. In the opinion of many educationists, this sort of diversity is helpful for learning and becoming a trial and test for teachers.

Giangreco (1992) suggests some instructional inventions, with inclusive education: cooperative learning technique, whole language, polite expression, multilevel teaching according to the level of the learner, peer tutoring, use of technology and problem-solving strategies. But these teaching strategies alone are not sufficient for inclusive education. The instructional strategies must be in accordance to individual needs, building conditions and teaching objectives. These are dependent on teacher what he/she thinks it suitable for the specific class.

#### **2.5.4 Classroom Organization**

The classroom organization is a very significant aspect of teaching at any level of education. According to Friend and Bursuck (1999), it comprises the physical arrangement of the classroom, its environment, laws, procedures, time etc. Pupils are significantly affected by these types of arrangements. Sometimes pupils with



exceptional necessities may require extra attention of the teacher and in inclusive setting; it is the duty of the educational institute to offer the required services to the concerned student.

One of the important considerations in classroom organization is 'floor space'. Tables and chairs should be arranged in such a way which provides sufficient space for the students to move and pass from one place to another. If there are learners having visual impairments may face difficulty with frequent changes in classroom arrangements so before changing the arrangements of furniture of the classroom let those students know so it becomes easy for them to move in the classroom. The arrangement of furniture may have positive or negative effect on the learning of the learners. Different students learn better in differently arranged furniture (Hurtado,1999). The important thing which should be kept in mind is that in any arrangement, the teacher should be able to observe all the learners. The teacher can move from one student to another easily. Students' ease should also be kept in mind while making any change so that the arrangement of furniture may also facilitates the movement of the learners to the resources area and towards teacher. These minor considerations give students the feeling of satisfaction and enhance their learning. Some of the tips are given by Kauchak and Eggen (1998), for classroom arrangements like:

- The board, overhead projector, etc. are arranged in a way so as to be visible to all the learners.
- The teacher can easily move in the class to provide suitable instructional aids to all the learners without any trouble.
- Learning material should be within the reach of all students to enhance.
- Routines for going to toilet, drinking water, etc. Must be established for the benefit of both the teacher and the taught.

- Proper use of seating arrangement that works in the specific situation.
  - To assign specific seats to particular students as a management tool.
- Some of the suggestions for seating arrangements are given by Loreman and Deppeler (2010).
- Make arrangements for the students so they sit with ‘study buddies’ to assist in peer-to-peer support.
  - Make arrangements so that students sit away from distractions wherever possible so that they can take more interest in their learning.
  - Ensure barrier free access for all the students.
  - Allow for flexible grouping arrangements according to the content to be taught and the need of the students.

#### 2.5.4.1 Traditional Verses Inclusive Teaching Seating Plan

In traditional teaching, seats for students are arranged in rows facing the teacher, who usually stands in front of the class to give instructions to the students. The teachers find this way effective in their own context.

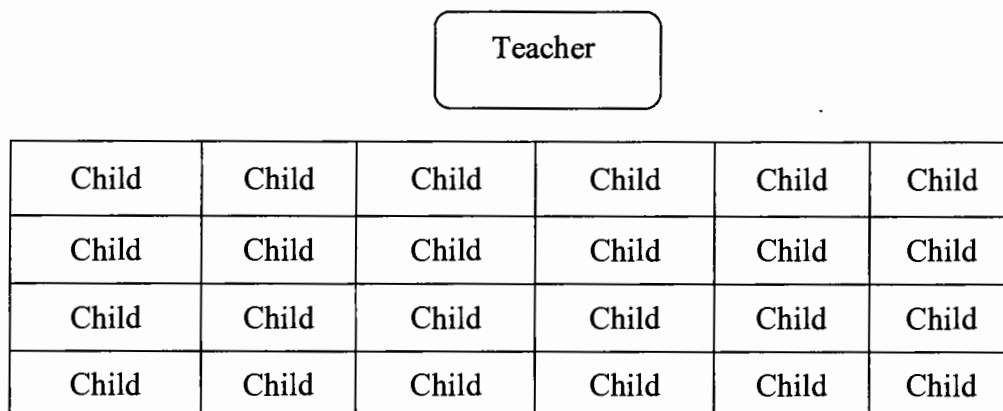


Figure 2.2 Traditional Teaching Seating Plan

**Source Figure 2.2:** (Original appeared in Loreman, Deppeier & Harvey (2010). Inclusive Education-Supporting diversity in the classroom, 2nd Ed. London and New York; Routledge, publishers).

Many educationists are in favor of this type of seating plan as the advantage of this seating plan the students are always attentive to the lecturer who is standing in front of them and, on the other hand, he (the teacher) can see the faces of all the learners, sitting in front of him and believe they are listening the lecture. But this type of seating plan for teaching has its own disadvantages like instructions become teacher centered, and students hardly get the chance of learning from the peers. So there are strict rules in the classroom and students are expected to follow them without arguing.

Individual attention is not given to the students which also discourage their active involvement in learning process and they become passive receivers of information. Although the advocates of lecture method insisted that individual attention has been given to every student (Loreman, Deppeier & Harvey, 2010).

There is still another aspect of classroom arrangement. That is the assessment of the students which can be affected by the seating arrangement of the classroom. A teacher makes such an arrangement of the furniture that helps the teacher to observe each and every students and learner's true assessment be possible (Popham, 2005).

On the other hand, ability grouping seating plan is also criticized that it might produce a social stigma about the students in the ability group by their class fellows and they treat them as special groups in the regular class.

If a teacher makes seating plan in such a way that similar abilities may sit in one group like "Average children", "Gifted Children", "Below Average" or "Above Average", even then the teacher may face criticism that in this way it might produce panic among the students. Some might feel they are superior to others and others might go into inferiority complex. This type of grouping may create problems instead of solving them. Then it might become another challenge for the teacher.

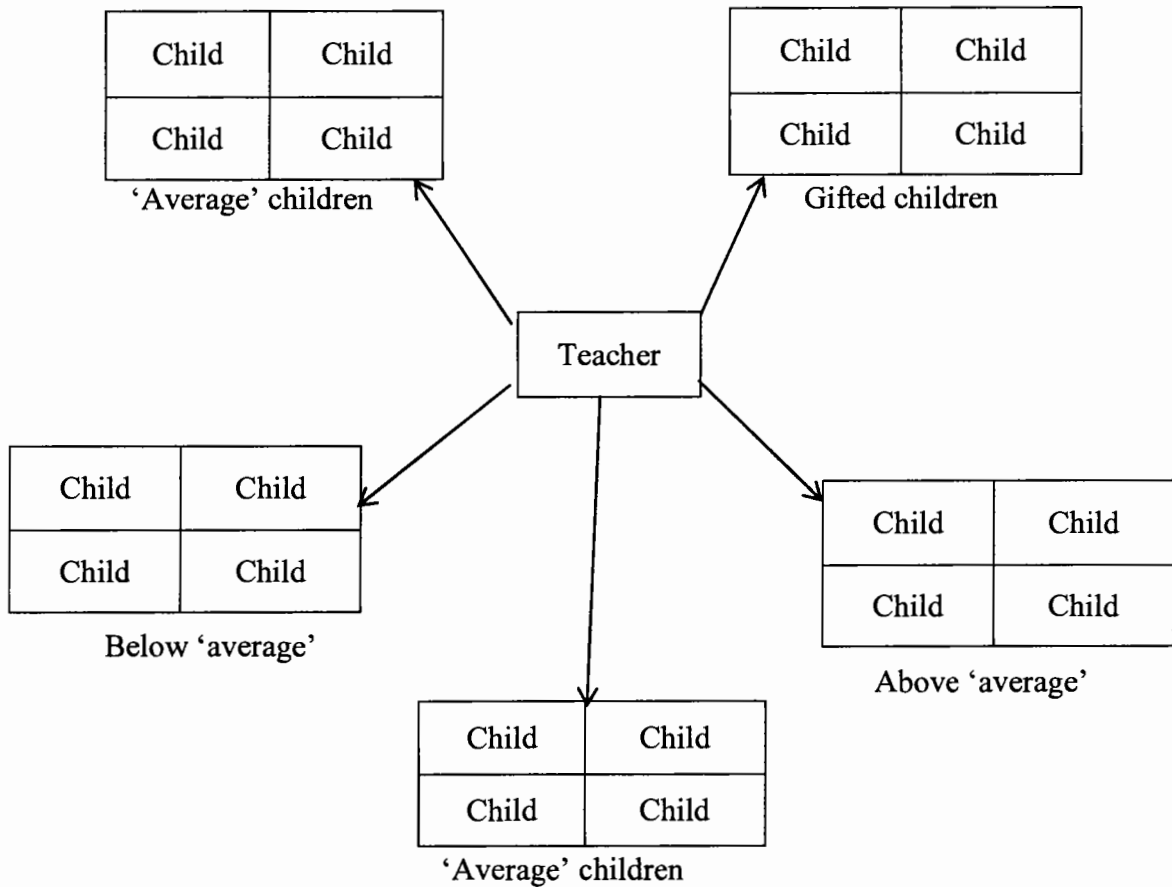


Figure 2.3 Ability Grouping Seating Plan

**Source Figure 2.3:** (Original appeared in Loreman, Deppeier & Harvey (2010).

Inclusive Education-Supporting diversity in the classroom, 2nd Ed. London and New York; Routledge publishers).

There is further another grouping seating plan which is called heterogeneous grouping seating plan. It means placing students with diverse abilities, and learning needs and styles in one group. This type of ability grouping is also called mixed-ability grouping which is practically most suitable grouping for students to learn in a stress-free atmosphere. This type of seating plan for grouping may promote inclusion as it is about welcoming the diversity. Students accept each other as individual with different characteristics.

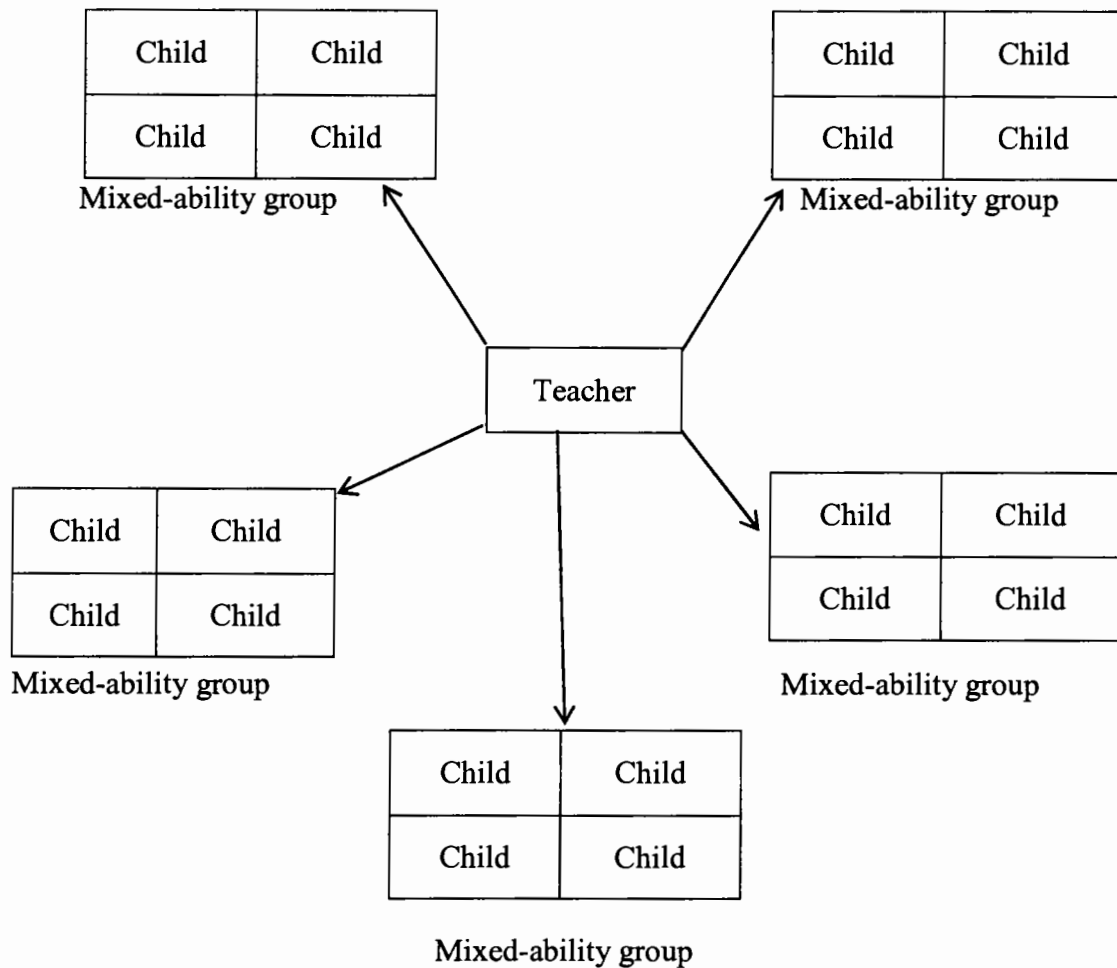


Figure 2.4 Heterogeneous Groups Seating Plan

**Source Figure 2.4:** (Original appeared in Loreman, Deppeier & Harvey (2010). Inclusive Education-Supporting diversity in the classroom, 2nd Ed. London and New York; Routledge publishers).

This type of grouping is known as superior grouping for learning. In this type of grouping, students with diverse backgrounds, interests and abilities can get chance to interact with each other and learn from one another. In this type of setting, the teacher is able to facilitate learning and student centered teaching strategies can be applied, for example, peer tutoring and cooperative learning. The advantages to the teacher include being able to facilitate learning for students rather than using teacher centered instructional techniques, the ability to provide instruction from any point in the classroom, and the ability to move around the room with greater ease to assist

individuals. The students with different abilities, some are good in one thing and others have different area of specialization, they can help each other to learn different subjects. This thing will help to create mutual understanding among diverse learners.

With respect to paraprofessionals, having different students with different needs spread throughout the room can be beneficial. In practical terms, many teachers are restricted in how they can group students for any given activity for diverse aspects and factors that include the size of the classroom and its shape, resources available, time spent in one classroom, the nature of the pupils, etc. In all instances, however, flexibility and the need for students to enhance their learning through social interaction should be considered. According to Ackah-Jnr (2018) resourcing inclusive education is becoming a serious issue both for school administration and system. Teachers might use a combination of the seating and grouping models outlined above as they construct a learning environment for their students. Classrooms of students, who are grouped according to the principles of student-centeredness and the need for active social interaction in learning, will be structured to enhance learning whatever the makeup of the student body. This practice can become effective when teachers have the abilities and skills demanded by whole class teaching, group teaching and one-to-one work with individuals according to their needs and requirements, able to utilize the capability of shared and collaborative group work or ready to utilize a blend of these techniques.

#### **2.5.5 Inclusive Teaching Strategies (ITS)**

ITS are all those teaching ways and styles that meet the requirements of all the learners having diversity of backgrounds, characteristics, learning styles, aptitudes, capacities, potentials and capabilities. These strategies create such an atmosphere that all students think they are equally important and valued. According to Darlington, (2003) the key principles are valuing diversity dignity, individual needs and planning.

Why ITS are recommended? Its answer is given by Ambrose et al., (2010) in the following way: Despite of fact that many of teachers try that learning environment be culturally neutral, impartial and ignore cultural as well as ethnic differences but the learners bring with them all those characteristics and identities. They have their own socio cultural, economic and learning styles, etc. here it is the teacher who should be well equipped with teaching strategies. He should be able to cope with the situation of tension that may arise in the classroom. He should be proactive to handle the situation of tension.

Shahzadi, (2000) suggested few of the inclusive teaching strategies. These strategies are given below.

**A. General Strategies:**

- i. The Instructor should function as a role model to show how to interact with all the students with diversity of characteristics.
- ii. The instructor should handle the student, with dignity and respect.
- iii. He should speak directly to the students and try to solve their problems to enhance their learning.
- iv. He should appreciate the learner's achievements and strengths.
- v. He should not high-light the weaknesses of his students.
- vi. It is also the task of the teacher where individualized teaching is required to make sure to provide that.
- vii. He should plan activities for social interaction among his students, to make the diversity acceptable by all of them.
- viii. He should always encourage peers and fellow students, to assist their other class fellows instead of some adult.
- ix. He should be a dedicated person to provide inclusive practices to the students.

## **B. Teaching Strategies**

- i.** The instructional strategies should be based on learning outcomes.
- ii.** The teachers should make individual targets for diverse learners according to their skills, capacities and abilities while working in the groups to reach a collective target as goals work as a fundamental organizing characteristic of motivated behavior (Musa, 2002).
- iii.** The teacher should use whole language to accept the diversity in communicative skills and allow every pupil to participate in classroom discussion and work at his own pace.
- iv.** The teacher should use activity-based learning for the individualized learning objectives.
- v.** The teacher should embed the individualized learning.
- vi.** Teacher should use skill matrix. The advantage of skill matrix is that natural cues can be formed instead of forced and artificial cues and in the result, learning occurs.
- vii.** The teacher should utilize the peer power.

There are enormous strategies for inclusive teaching, among those some are mentioned here. Teachers should never communicate to students that they do not belong to his/her class in any sense of it or ignore any of them.

Although there are a lot of factors and elements which are vital and necessary in inclusive teaching but most important is the teacher. It is the teacher who decides about alignment of the course with larger departmental or disciplinary contexts. It is the teacher who addresses children's perceptions that help to shape their learning and the greatest control over challenging assumptions on which his or her decisions about teaching are based (Elliot & Fryer, 2008).



The following inclusive strategies are given to help teachers to take proactive measures so that pupils may have the feeling that they are welcome in the class and have potential to be successful learners. Inclusive teaching strategies help the teacher and instructors to include all the learners in learning process. These strategies are adopted from the web site of the University of Washington (2014).

#### **2.5.5.1 Communicating Respect, Fairness, and High Expectations**

- It is obligatory for the teachers to communicate high expectations for success of the students (Karten, 2010).
- It is of great consideration to have information about the students' prior knowledge about the subject.
- It is to be assured by the teacher that diversity will be valued in the class.
- Teacher should use inclusive and whole language with the students.

#### **2.5.5.2 Supporting Student Success**

Elliot and Fryer (2008) also suggested following strategies to support students' success.

- i. It is teacher's task to help pupils to learn strategies for success in learning the specific subject.
- ii. Teacher should help the student to know what he has to do to become a successful learner in the specific subject or discipline, by giving his/her own example.
- iii. Teacher should provide guidelines to the students for doing assignments and grading criteria should be clearly communicated to them.
- iv. Teacher should try to take measures to create good and friendly working relationships among the children.
- v. The teacher should remind students about the resources available to them for their help.

### **2.5.5.3 Being Adaptive to Equitable Students Participation**

According to Nind & Wearmouth (2005) following strategies may be used in inclusive setting:

- i. The teacher should plan ahead for diverse students present in his/her class and try to bridge the gap among them.
- ii. The very first day of class may be of vital importance, the teacher set expectation for the students.
- iii. He should provide the opportunities for participation of all the students.
- iv. He should provide feedback as soon as possible.
- v. He should seek feedback from the students.
- vi. He should honor student diversity to set examples for others.
- vii. He should respond promptly to discriminatory remarks for any student from the fellow students. According to Thomas and Macnab (2019) the teacher should not give negative remarks to diminish students' strong reactions.

### **2.5.5.4 Planning for Diversity in Teaching**

According to the education department of the University of Washington's website (2015) following things a teacher should keep in mind: The teacher should consider how he teaches. Is his way of teaching appropriate for inclusion?

- The teacher should consider what he teaches, just the pseudo knowledge?

### **2.5.6 Inclusive Teaching in Higher Secondary Education**

Hocking (2010) explains inclusive teaching in the following way that inclusive teaching and learning at higher secondary level refers to those techniques with the help of which instructions, set of curriculum and system of evaluation may be devised. These are the ways to engage all the learners. With the help of learning becomes meaningful and pertinent for all the learners. It follows the notion that individual differences are

the basis of diversity. Diversity may improve the learning of the students when they give it value.

### **2.5.7 Rules for Inclusive Learning and Teaching Environments**

There are some rules to be applied for inclusive learning and teaching given by Hockings et al. (2009a) which may be summed up in the following points:

- i.** To set rules for collaborative learning behavior by creating safe collaborative spaces.
- ii.** To take time to know students as individuals.
- iii.** To encourage all pupils to eloquent their thinking and frankly share and provide reverent settings which will enhance their learning.
- iv.** If students get stuck, become uncertain, making mistakes and being different, then teacher should help them to solve their problem.
- v.** The teacher should develop ways and strategies to share the knowledge.

According to Hockings et al. (2009a) the inclusive teaching strategies are about devising flexible activities that let all the learners to get their own personal information according to their interests and studies. At the same time encourage to share and apply their knowledge and experience with class-fellows.

Their experiences may be different from their peers and be beneficial for them. This includes creating, open, flexible activities that permit college students to draw on their personal information, interest and studies at the same time as encouraging the sharing and alertness of different understanding, reviews and views among friends

Teacher should be culturally aware as all students do not belong to the same cultural background. For example, a teacher should be very careful about application of resources, tools, comicality, narrations that are sensitive to any learner of the diverse

class. In short, teaching strategies are inclusive and address the individual needs of students and promote the learning of all the students.

### **2.5.8 Information Processing Teaching Strategies**

According to the University of South Florida Inclusive Education's (2002) website <http://www.uni.edu/coe/inclusion/index.html> following difficulties in information processing, the student may feel.

#### **Student Behavior**

Students may feel difficulty in

- Identifying main points of the lesson,
- Synthesizing and processing written material,
- Following the task requirements,

To solve these difficulties following strategies may be used:

Inclusive teaching strategies for information processing, learning activities of inclusive teaching strategies, inclusive teaching strategies for reading, Self-directed learning, participation strategies and group work.

#### **2.5.8.1 Inclusive Teaching Strategies**

- The teacher should break up instruction into pieces so that information is processed easily in the minds of the students.
- After group discussion, the teacher should give extra time to the students to check that subject material has been understood or not.
- The teacher should encourage and motivate pupils to ask for repeating the instructions if these are not clear to them.
- The teacher should make the activity simple or write it down, if they do not understand or misunderstand the activity.

- The teacher should allow time to the students to process the learning and answer the questions.
- The teacher should allow the students to move from one activity to another if they have finished their given task before the given time; allow them to proceed towards new activity.

Teacher should encourage the students to participate in classroom activities, regardless of their social status, background or any other characteristics (Verschelden, 2017).

### **2.5.8.2 Learning Activities of Inclusive Teaching Strategies**

According to the education department of University of South Florida's (2013) website <http://www.uni.edu/coe/inclusion/index.html>.

- The teacher should encourage students to become 'expert' readers to grasp the main instruction.
- The teacher should make groups consisting of three or four students. The teacher should then give each student a specific section of the task or work to do in the group.
- The teacher should allow each student to tell or speak about his/her section. The rest of the students in that particular group are encouraged to ask questions related to his section. These questions are for their own clarification or for enquiry to get meaning and understanding, not to harass him.
- The teacher should choose vocabulary or concepts that pupils find difficult.
- Every student should be assigned one or two concepts by the teacher. The teacher may ask pupils to 'investigate' the given concepts and teach these concepts to the other members of the group in the next or coming week.
- The teacher should give a list consisting of new words.

- The teacher should provide outline of the steps required to complete a task. It should be given verbally as well as visually, when possible, and then ask the students to tell you what they have to do.
- The teacher should make the learning objectives easy to understand by giving printed copy of them. After teaching, the teacher should give chance to the students to sit in their respective groups and discuss with their peers what they have learnt. Whether they are able to achieve the learning objectives or not.
- At the end of the session, the teacher should ask students to note down queries which they may ask in the next class.

### **2.5.8.3 Inclusive Teaching Strategies for Reading**

In an inclusive setting the student may have difficulty in understanding the printed text. So, the following strategies should be used:

- When the teacher makes handouts, he makes them easy and understandable for the students. By using sans-serif fonts (fonts that are without any extra stroke at the end of the letters), the teacher can make them easy to read the material for the students, e.g. a teacher may use Arial rather than Times New Roman for giving instructions (Terenzini et., al, 2001).
- If different pieces of information are written on different coloured papers, they will be beneficial for those students who have visual perceptual difficulties. The coloured papers minimize white paper's brightness and shine. If possible, the teacher should provide different coloured lined paper for students to write on. If students have a colour preference, ensure all handouts are printed on the same colour of their choice.
- The teacher should utilize and use maximum visual aids.
- The teacher should make these visual aids clear and visible to all the students.

- If it is requested by the students to make copies in digital format, provide them.

#### **2.5.8.4 Self-Directed Learning**

Sometimes, a student in inclusive setting comes to school or college unprepared. The major intellectual challenge a student faces upon entering the educational institute is managing his own learning (Pascarella & Terenzini, 2005).

Sometimes students are unable to understand the requirements of the work or assignment which was asked to be done. It may have so many reasons like

- They may not attend the class.
- The students may have lack of confidence in presenting what has been done by them.

#### **2.5.8.5 Participation Strategies**

When a teacher provides instructions verbally to the students then,

- They may not answer quickly to oral instructions by the teacher as they feel it difficult.
- They may face problem in understanding the main points and concepts of the lesson. Students may also feel difficulty in participating class discussion and in presentation as.
- They may be hesitant because they are not sure whether their answer is correct or not.
- They may have another problem of limited language skills.
- They may feel shyness.

Then following inclusive teaching strategies, adopted from the web site of the

University of Vanderbilt (2019) may be used:

- The teacher may use accurate (whole) language.
- The teacher may use terminology having precise meanings.

- The teacher may use carefully chosen words.
- The teacher may ask unambiguous and explicit questions to provoke the students' thinking. These questions may also be helpful to test their learning (Black & William, 2004).
- The teacher may ask limited number of oral questions but with his emphasis on written instructions.
- The teacher may give a glossary of key terms of the lesson.
- If there are a great number of novel and fresh terminologies, then concrete examples may be used. While explaining new ideas, concrete examples help to make them understandable for the students.
- It should not be supposed that pupils have completely grasped the concepts because they reproduce the same in test. Specific questions may be asked to check their understanding.
- The teacher may deliver information of the lesson and instructions step-by-step and repeat again and again.
- The teacher may maintain the sequence of the items to avoid confusion.
- The teacher may use simple and unambiguous language to make the instruction understandable for the students.
- The teacher may extend 'wait' time for answers or opinions.
- The teacher may encourage them to note as many questions as have risen in their mind during the lesson and ask in the forthcoming class.
- The teacher should make visual use of AV Aids, like charts, pictures, movies etc. where required.
- Somewhere during teaching when supportive material is not available, he may verbally guide the learners.



### 2.5.8.6 Group Work

According to Dyson and Millward (2000) group work has two basic objectives; the first one is academic and the second is social. In academic objective, it is to communicate cognitive content and skills to be learned and in social objective, group work is to communicate interaction skills that are to be emphasized and practiced. The group size should facilitate the attainment of both the objectives.

There are some recommendations that can be helpful to all students, irrespective of their capability:

- The teacher should create an open, positive and supportive environment.
- The students should be allowed sufficient time to settle down and prove their skills. The teacher should enable students to achieve success with learning.

In the following table, comparison between lecture-based teaching strategies and inclusive teaching strategies is given.

Table 2.1

*Basic differences between Lecture-based teaching Strategies (LBTS) and Inclusive Teaching Strategies (ITS)*

<b>Basic Differences</b>	<b>LBTS</b>	<b>ITS</b>
<b>Teaching Process</b>	Teacher-oriented	Pupil-oriented
<b>Role of a Teacher</b>	Subject expert to provide Sound knowledge	Facilitator, guide and work as a catalyst.
<b>Role of a Student</b>	Passive listener	Active participant
<b>Target of Teaching</b>	Provide knowledge of facts and figures	Provoke critical thinking, accept diversity
<b>Nature of Learning</b>	Close-ended, mostly utopian, not linked with the practical world	Open-ended, related real world around

The above table 2.1 reveals that inclusive teaching strategies are child-centered and teacher's task is not simply to fill mind of the students with facts and different pieces of information and knowledge. He works like a catalyst as his presence makes the student active participant which not only make them confident but also critical thinkers and they start finding logic behind every move.

## **PART II: AN OVERVIEW OF THE MAJOR RESEARCH STUDIES DONE IN THIS FIELD OF RESEARCH**

In this part of literature review, research studies in the field of inclusive teaching strategies are reviewed. Researches are being conducted by different educationist and organizations on inclusive teaching strategies and their implications. Although it is more than half a century old concept in education, yet researches are not ample regarding it, especially in Pakistan.

There are research studies which indicate that inclusive teaching strategies were first used for that inclusive settings where there was inclusion of special children or children with special learning needs but further researches showed that these inclusive teaching strategies were found equally useful where there is diversity of characteristics. As reported by Rayner (2007), inclusive teaching strategies are used for including exclusion, well-being and diversity.

According to Black and William (2004) there is a need for making changes in pedagogy, effectively managing diversity and difference in the classroom that require handling more information, as well as additional variation in the design and application of instruction, learning and teaching.

LópezLópez, and La Malfa (2020) conducted a research, which was about the observations of teachers on cultural diversity in regular classrooms. In that study, 182 teachers participated from primary and secondary level of education. The results of the

research revealed the fact that the teachers who were involved in the study favoured theoretical and practical perspectives which encourage cultural diversity.

Wang, et.,al (1990) did a research and identified the following characteristic of inclusive teaching as: instruction based on the evaluated competences of every learner, every learner was capable to progress at his own speed. The periodic evaluation of a student's progress by their lecturer, learners acquired growing responsibility for their own learning, alternative learning activities were made available, learners had opportunities for decision making and learners assisted one another in their tasks. This description was not greatly different from Zemelmanet., al's (1998) checklist of features to be found in effective inclusive schools in USA.

Nind and Wearmouth (2005) in a systematic review of 68 studies, identifying three basic principles in inclusive pedagogy: (1) to set-up appropriate educational challenges, (2) to respond to pupils' diverse learning requirements and (3) over powering possible barriers to learning. These principles have produced a range of pedagogic strategies for inclusive education which leads to positive outcomes in the areas of academic attainment, social involvement and improved behavior. The full range of strategies include: adoption of instruction, adoption of material, adoption of assessment, computer-based learning, adoption of classroom atmosphere, behavior/programmatic intervention, peer tutoring, peer group interaction, team teaching, etc. Nind and Wearmouth (2005) suggested that the most promising pedagogic strategy identified in their own research for inclusive setting was the use of peer group interactive work.

According to Reid (2005) the learners with different style may benefit from specialized or personalized inclusive pedagogic strategies. This is of considerable significance for the development deferential or inclusive teaching.

In a study of 12 elementary school teachers who were identified as “good” teachers by their peers, Alexander (2003) documented the ongoing evaluation practices of ten of these teachers who used continuous evaluative techniques to inform their practice, working with special needs students and diverse learners. He noted that teachers who used ongoing evaluation in inclusive classrooms had a better idea of which students have mastered a concept, grasped a new pattern, or who needed the material presented in a different format. The results of the focus group study yielded six main ideas: 1) move around the classroom, 2) observed the students’ work frequently, 3) have discussions with students, 4) view behaviours as indicators of understanding, 5) Don’t view teachers as the sole problem solvers and 6) have high expectations of all students.

Dyson and Millward (2000) conducted a series of case studies. Those researches revealed a number of compromises in the implementation of inclusion and related strategies. The researchers concluded that such compromises reflected the irresolvable dilemma of the differences faced in any attempt at constructing school approaches to student diversity. In a very disappointing way, the researchers described a process of unfolding resolutions in managing problem with policy implementation that reflected frustration. These researchers pointed to a continuing process of wrestling with a belief in asserting an excellence for all.

One study by Florian and Rouse (2001) on teaching in secondary schools comprised a survey of 268 subject specialists from four schools who were committed to use inclusive teaching strategies (practices). Teachers reported a high degree of familiarity and use of effective teaching strategies that were identified in the literature on inclusive practices. However, there was variation among lecturers of various subjects in their use of several strategies that could be a function of different factors.

The factors may include nature and position of the knowledge in a particular subject domain whether the teachers perceived learning their subject as being related to prior learning.

## **2.6 Research Gap**

In the light of the above research-based studies, the researcher reached to the conclusion that inclusive teaching strategies are used mostly in other countries in the institutions where students belong to diverse characteristics to engage all the students in teaching learning process. However, in Pakistan lecture based teaching strategies are still being used. In some of its institutions interactive strategies are used but only to teach science subjects, lecture based teaching strategies are still considered most suitable strategies to teach subjects related to Humanities and Arts. There is a need to conduct the research studies for teaching these subjects to find the effectiveness of inclusive teaching strategies. Researcher thought Pakistan Studies is a descriptive subject but students hardly take interest in it, because of its vital importance for the preservation of its ideology and to sustain the independence of Pakistan it should be taught in a way that students take interest in it.

There is a need of constantly searching for the ways to make this subject interesting for the students because they are the future leaders of the country and they must have the full grip on the history, have knowledge of the present events and have power to foresee the future on the bases on past and present. No research has been done so far in this subject (Pakistan Studies) and on this level of education in the area of inclusive teaching strategies. Therefore, researcher decided to conduct the research study in this subject. It was expected that this study would extend the knowledge and understanding of the readers in this area as other studies in the literature review mentioned.

## **2.7 Summary**

The above stated literature reviews aim to enable the readers to understand the concept and importance of inclusive teaching strategies in teaching different subjects and at different levels. As a teacher should explore and offer a broad range of flexible and inclusive practices, all students may get benefit from them, not just the students with additional learning needs. Therefore, teacher's preparedness to try new things and to embrace change adds to teacher's skills and enhances his/her emotional well-being in the workplace. Challenging practice and applying research-proven strategies to professional repertoire will provide professional accountability in the workplace. Promoting a learning environment that is inclusive and flexible in its teaching and assessment methods is recommended as the best practice and it must be the part of National Vocational Education and Training policy of the country. The review revealed that many people related to the field of education are in the favour of using inclusive teaching strategies in all fields of education and in a wide range of subjects. But some teachers and administrators resisted to use inclusive teaching strategies and are not in the favour of change. After exploring the related literature, studying the related researches in the field of inclusive teaching strategies and lecture based teaching strategies, the researcher moves towards the next chapter which is about the research methodology.

## CHAPTER 3

### RESEARCH METHODOLOGY

Every research has a purpose that gives direction for the research (Locke, Spirduso & Silverman, 2000). The present study was conducted to find and compare the effectiveness of inclusive teaching strategies with traditional lecture based teaching strategies in teaching of “Pakistan Studies” at Higher Secondary Level of education. This research was experimental in nature. The whole procedure is explained here. The researcher has carefully chosen following four chapters from the textbook of “Pakistan Studies” approved by FDE: 1. Genesis of the Islamic Republic of Pakistan, 2. Geography of the Islamic Republic of Pakistan, 3. Culture of the Islamic Republic of Pakistan and 4. Languages of the Islamic Republic of Pakistan.

#### 3.1 Research Design

Ghauri and Grønhaug (2010) define the research design as an inclusive plot or design to carry out research in other words overall plan from theory to practical work. To conduct the research, Pretest-Posttest Equivalent Control Group Design was used for measuring the difference of academic achievement of all the students of the two sections of 2<sup>nd</sup> Year Pre-Medical of the college in the subject of “Pakistan studies” taught through inclusive teaching strategies (experimental group) and lecture based teaching strategies (control group).

The above mentioned design is represented as:

$$\begin{array}{l} \mathbf{E} = \quad \mathbf{O}_1 \quad \mathbf{X} \quad \mathbf{O}_2 \\ \mathbf{C} = \quad \mathbf{O}_3 \quad \text{---} \quad \mathbf{O}_4 \end{array}$$

In this equation, **E** stands for the experimental group, **C** stands for the control group; **O**<sub>1</sub> and **O**<sub>2</sub> are the observations on pretest and posttest of the experimental group

whereas  $O_3$  and  $O_4$  are the observations of control group on pretest and posttest while  $X$  is the Treatment (Best & Kahn, 1989).

### **3.2 Population of the Study**

According to Gay (1996) population is the entire cluster of persons/objects that have some common features on the basis of which data may be collected and afterwards analysis of collected data completed. The population of this research included all students of class 2<sup>nd</sup> year enrolled in all the Model Colleges of Islamabad which were 18 in number and total number of the students there were approximately 2000 and their ages ranged from 17-19 years. The source of population is Federal Directorate of Education, the data obtained from it which it maintains every year on the basis of enrolments at higher secondary level. The students belonged to different and diverse socio-cultural backgrounds. They belonged to different parts of the country with different cultural, ethnic and social backgrounds and had different learning styles.

### **3.3 Sample of the Study**

The sample of the research study was taken from one Model College of Islamabad, i.e. Islamabad Model College for Girls (IMCG), F-6/2, Islamabad. This college was also being run by FDE as other 17 Model Colleges of Islamabad. The above mentioned college was selected for conducting the research because the best lot available for the sample was there, who were the representative of inclusion (with diversity of characteristics) and other thing was that the administration of that college allowed the researcher to conduct the research in that particular college.

#### **3.3.1 Sample Size and Sampling Technique of the Study**

The sample size consisted of 60 students. Out of that sample, half of the students were placed in the control group and the same number of students was placed in the experimental group. The sample was selected through purposive sampling technique



due to the nature of the study which was an experimental one. According to Black (2010) purposive sampling is that technique thru which sample is selected by the researcher depending on his own judgment. Some people called it a judgmental sampling like Maxwell (1996). He says that it is a technique through which sample is chosen purposefully to have essential information which cannot be gained otherwise.

All the students of two sections of 2<sup>nd</sup> year class which belonged to pre-medical group from one model college i.e. Islamabad Model College for Girls (IMCG), F-6/2, Islamabad were included in the study, both the groups (Experimental and Control) had same number of students i.e. 30 in each group as shown in table 3.1.

Table 3.1

*Detail of Sample*

Sr.No.	Group	Total
1	Control Group	30
2	Experimental Group	30
	Total	60

**3.3.2 Formation of Groups**

First of all, students' academic achievement was measured through a pre-test (Appendix-C) for equating them in terms of their mean scores. For this purpose, an achievement test was developed and validated for administering to the students as pre-test. The pretest was administered before the application of the treatment. For equating them in terms of their mean scores i.e. each student of the experimental group was equated with the corresponding student of equal marks in the control group. It was not just one-shot activity. Having completed the first round of equating groups, the researcher calculated the mean scores of both the groups and continued with exchange of students from one group to the other till their mean scores became almost the equal

which was necessary to start the experiment. This exercise helped the researcher in ensuring that there was no significant difference in the mean scores of both the groups on the pre-test. This was an essential pre-requisite for starting the experiment on hand and on the other hand it was also important to avoid any biased feeling which may come in anyone's mind. In this way the means scores of the control and experimental groups were 19.533 and 19.666 respectively. The researcher also tried to avoid John Henry Effect (JHE) which refers to the awareness of the students that they were placed in the control group and had competition with the experimental group, so that they showed extraordinary effort to indicate that they were better and achieved more scores (Martella et. al., 1999).

So the researcher did not let the students of both the groups know that they were exposed to some kind of treatment in order to avoid any kind of feeling of prejudice and bias.

### **3.3.3 Selection of the Content**

For conducting the experiment, the researcher selected four chapters from the textbook of "Pakistan Studies" prescribed for the students of 2<sup>nd</sup> Year (Higher Secondary Level) Federal Board of Intermediate and Secondary Education Islamabad and Capital Administration and Development Division (CADD). The following units from the textbook of Pakistan Studies for class XII were selected for the experimentation. These topics were selected, first to make the students patriotic members of the society and to make them realize what the binding force was at the time of independence which made them united for a single cause, which led the struggle for the creation of their motherland, Pakistan. Although they were quite different people belonging to different parts of the subcontinent, their religion, region, language, etc. were different and had diverse characteristics. Moreover, to remove difference of any

type which existed among them (students) to make them tolerant to one another not only in an educational institution but also when they go out in the society, they will become the member of an inclusive society. So these selected topics were taught to both the experimental and the control groups.

#### **Chapter: Genesis of the Islamic Republic of Pakistan**

- Ideology of Pakistan
- Components of Pakistan Ideology
- Pakistan: The Outcome of the Sustained Muslim Efforts
- Aligarh Movement
- Establishment of the All India Muslim League
- The Khilafat Movement
- The Pakistan Resolution: Demand for Separate Homeland
- Emergence of Pakistan

#### **Chapter: Geography of the Islamic Republic of Pakistan**

- Location of Pakistan
- Boundaries and Neighboring Countries
- Physical Features
- Temperature Zones
- Imbalanced Economic Growth and Regional Disparities
- Influence of Climate on Human Life
- Pakistan's Geo-Strategic Position
- Tourist Attractions in Pakistan
- Map reading

#### **Chapter: Culture of the Islamic Republic of Pakistan**

- Pakistan: With reference to Ancient Civilization

- Pakistan's Culture Heritage
- Important Ancient Sites of Cultural Significance
- Common Characteristics of the Pakistani Culture
- Be Pakistani, Buy Pakistani
- Gender Equity
- Rights of Women in Islam
- Policies for Women Participation in Socio-Political Affairs of Pakistan

#### **Chapter: Languages of the Islamic Republic of Pakistan**

- Languages as Vehicle of Cultural Integration and Human Relationship
- National Language of Pakistan: Urdu
- Why only Urdu should be the National Language of Pakistan?
- Regional Languages of Pakistan (Punjabi, Sindhi, Pashto, Balochi)

#### **3.3.4 Teaching Conditions: Pre-Requisites for Conducting the Experiment**

Pre-requisites for conducting the experiment: equating the groups on the bases of mean test scores in pre-test, equal teaching settings were established and provided for both groups. The factors like time of the day and treatment length in time were equated. Both groups (Experimental and Control) were taught the same material of the subject of "Pakistan Studies" prescribed by Federal Directorate of Education Islamabad (FDE) for class 2<sup>nd</sup> year and approved by Federal Board of Intermediate and Secondary Education Islamabad (FBISEI). The study lasted for two months' period, three days a week with a period of 45 minutes per day. The same teacher i.e. the researcher herself taught both the groups. The experimental group was taught with inclusive teaching strategies and the control group was taught with traditional lecture-based teaching strategies (LBTS).

### **3.3.5 Conducting the Experiment:**

Selection of the sample and equation of both the groups in terms of their mean pre-test scores was followed by the experimental treatment administered to the experimental group. The treatment was inclusive teaching strategies was given to the experimental group for the period of eight weeks (two months) whereas the control group was taught through traditional lecture-based teaching strategies for the same period of time.

According to Monroe and Engalhart (1930) the experimental study in which one teacher teaches two (both) groups, all the factors and features which are non-experimental are arranged equally for control and experimental groups. When same teacher teaches both the groups of same institute then many things can be equated like educational institute, age and gender of the teacher, and all other characteristics related to teacher and school. The entire factor should be arranged carefully to have desired objective results. As the same teacher that was the researcher herself, was teaching both the groups, to appreciate the sensitivity of the experiment, the researcher intentionally used one type of teaching strategies to one group of students and others to the second group (inclusive teaching strategies to the experimental group and traditional lecture based teaching strategies to the control group) to observe the effectiveness of LBTS and ITS. After the treatment period was over both the groups were measured again to observe the difference.

The subject of Pakistan Studies was taught three days a week per class (group) with the period of 45 minutes' duration. The researcher herself ensured that both type of teaching strategies did not overlap in one group. For example, the researcher used simple lecture based teaching strategies to the control group. In it, there were straight rows of chairs and the researcher delivered the lecture based on the contents prescribed

by FBISEI and approved by Federal Directorate of Education just by standing in front of the class and by maintaining strict discipline.

The experimental group was taught with inclusive teaching strategies in the following ways:

- Manage the class according to inclusive seating arrangement depending on the activity based on the content.
- Sometimes heterogeneous grouping was used and sometimes ability grouping,
- Students were allowed, rather encouraged, to ask question.
- Sometimes researcher herself asked open-ended questions to provoke their thinking process.
- Handouts were given.
- Group activities were also arranged to minimize the differences among different students belonging to different social and cultural backgrounds,
- Open discussion.
- Equal participation of the students was ensured in the classroom teaching-learning activities.
- The researcher expressed high expectations from the students to motivate them.

### **3.4 Research Instruments**

The researcher made Achievement Test (AT) was used to measure the achievement of the learners in the subject of “Pakistan Studies” as a research instrument.

#### **3.4.1 Achievement Test (AT)**

Achievement of the students of 2<sup>nd</sup> year Pre-Medical in the subject of Pakistan Studies was determined by the scores achieved by them to give right answers of the questions. The pretest and posttest were consisted of multiple-choice questions

(MCQs). The pretest (Appendix-C) consisted of forty (40) multiple-choice items in which each item carried one mark; it means forty questions or test items had forty marks which the pupils had to attempt in 40 minutes. The pretest was conducted to equate the groups (experimental and control). Then treatment (inclusive teaching strategies) was given to the experimental group and control group was taught through traditional lecture-based teaching strategies. After the treatment period was over the posttest (Appendix-E) was administered to find if there was any difference in the mean achievement of the pupils as a result of the given treatment. The pretest was used as a posttest also but the arrangement of the test items in the post-test was different to minimize the similarity element.

### **3.4.2 Validity of Research Instrument**

According to Gay (1996) to measure qualitative data with accuracy is called validity. It is a degree to which data accurately gauge what is tried to measure. (Frey,2018) It is a device to measure data with accuracy. Validity in research is achieved when the questions are agreeing with responses (Denscombe, 2007). The validity of achievement tests (AT) was ensured before data collection and its content validity was determined by comparing each question to the teaching objectives of the chapter. The researcher developed 100 test items from the selected chapters (four in number) from the textbook prescribed for 2<sup>nd</sup> year by the Federal Board of Intermediate and Secondary Education Islamabad (FBISEI) for teaching “Pakistan Studies”. From them, 40 test items were selected, for the pre-test. Its purpose was to measure the academic achievement of the students. Validation of the test was checked through pilot testing. Before conducting the actual experiment pilot study was conducted to check whether the intended experiment could be conducted or not. Pilot study usually

conducted on a smaller scale than the actual full-scale study. It was important for the improvement of the excellence and efficiency of the main study (Cohen et al., 2007).

It was important to conduct the pilot study to assess the safety of treatment as well as the researcher's experience with the study method. Pilot study in research is conducted as it gives information to the researcher who is conducting the research and also provides trusted information to other researchers who are conducting researches in the same field. Initially 100 test item was constructed but chose 40 test items. For content validity of the test, discussions were done with other lecturers and associate professors teaching the same subject at the same level of Islamabad Model Colleges. In the light of suggestions regarding the quality and difficulty level made by these experts, the researcher after item analysis chose forty test items and got approved by the supervisor for administration of the test.

#### **3.4.3. Reliability of Research Instrument**

The reliability is the degree to measure data consistently whatever it measures (Gay, 1996). The reliability of the test was checked through split half method. Joppe (2020) defines reliability as: "The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable". Seale (1999) says that examination of trustworthiness is very important to guarantee reliability. Kirk and Miller (1986) describe three kinds of reliability related to degree and time.

Split-half reliability is a statistical method used to measure the consistency of the scores of a test. It is a form of internal consistency reliability and had been commonly used before the coefficient  $\alpha$  was invented. The test was conducted on a group of students which was selected on the same criteria as for conducting the



experiment. As it was split half method, the researcher divided the test items into two equal halves. After that, correlation was established between them and in this way the reliability of both halves of the test was estimated. The reliability of the complete test was estimated through Spearman Brown Prophecy Formula of statistical correlation.

That is,

$$P_{xx''} = 2P_{xx'}/1+P_{xx'}$$

Where

$P_{xx''}$  = reliability coefficient for the complete test

$P_{xx'}$  = correlation of the split halves

The correlation between the two halves was 0.75 and the reliability for the complete test was 0.857 that was highly reasonable.

#### **3.4.4 Independent Variables**

The independent variables for the present research were following:

- Traditional Lecture-based teaching strategies
- Inclusive teaching strategies

#### **3.4.5 Lecture-based Teaching Strategies**

As traditional lecture-based teaching strategies are teacher centered in which the main emphasis of the teacher is to deliver the content of the subject in an organized manner and it is supposed that the teacher should have a full command over his/her subject. Pakistan Studies is a descriptive subject so teachers think that traditional lecture-based teaching strategies are the most suitable strategies to teach at college level. In a lecture, there is a proper beginning, middle and end. The teacher introduces new topic after checking the previous knowledge of the students then presents whole content in a well-organized manner. Examples are also given where needed in front of

the class. The students note down the points and listen carefully. At the end, key terms and concepts are repeated, summarized and conclusion is given to the students.

### **3.4.6 Inclusive Teaching Strategies (ITS)**

Inclusive teaching strategies are all those ways in which no student is excluded from the learning process intentionally or unintentionally. There is a wide range of ITS and it is the teacher who decides which strategies he/she will have to choose according to the subject and the content matter. In inclusive setting teacher's role is that of a "catalyst" and a facilitator to whom students do not hesitate to ask question or discuss the problems they face in learning the new concepts. During the treatment period, students studied sometimes in pairs, sometimes in groups and some other times individually, depending on the requirement. The following general inclusive teaching strategies were used in delivering all the lessons other than specific inclusive teaching strategies depending on the material of teaching and teaching objectives:

- Communicating Respect, Fairness, and High Expectations
- Handling the student with dignity and respect.
- Speaking directly to the students and trying to solve their problems to enhance their learning.
- Appreciating the learner's achievements and strengths.
- The weaknesses of students were not highlighted.
- Where individualized teaching was required, it was provided.
- Promoting social interaction among students and to make the diversity acceptable by all of them.
- Encouraging peers and fellow students, to assist other class fellows instead of some adult.
- Use of technology.

- Tolerance and dedication.

### **3.4.7 Teaching Material Used**

Federal Board of Intermediate and Secondary Education Islamabad and Federal Directorate of Education have prescribed a text book of “Pakistan Studies” for the students of 2<sup>nd</sup> Year (same book for Science and Arts students) studying in all the institutions affiliated to Federal Board of Intermediate and Secondary Education. The textbook consists of ten chapters. For the purpose of research, out of ten, four chapters were selected for the treatment period. The research study was conducted for the period of eight weeks and the above mentioned chapters were used as teaching material for both the groups (experimental and control).

### **3.4.8 Development of Lesson Plans**

Lesson planning is essential for teaching learning process as it provides sense of direction, organization, coherent framework and makes the teachers more confident to deliver the lesson. It also provides basis for future planning. It is also the proof of teacher’s effort which he/she has taken in his/her teaching. This research study was based on observing the effectiveness of inclusive teaching strategies so while developing the lesson plan; it was kept in mind how to use these strategies. The researcher prepared two types of lesson plans, one for the experimental group and other for the control group. Total 56 lesson plans were prepared. Among them 28 lesson plans were made for the control group based on lecture-based teaching strategies and the same number of lesson plans for experimental group based on inclusive teaching strategies. Two model lesson plans are given at Appendix A and B. One for the control and other for the experimental group.

### **3.4.9 Conduct of the Experiment**

Both the groups were taught by the researcher herself, for a period of two months. During the experiment period, two different treatment patterns were applied. Lesson plans of both the groups addressed the same instructional objectives based on the same study material. One group (experimental group) was taught by using the inclusive teaching strategies while the other group (control group) was taught through traditional strategies based on lecture method.

#### **3.4.9.1 Traditional Lecture-based Teaching**

The control group was taught through traditional lecture-based teaching strategies, in which researcher initiated the instructions with presentation of the instructional objectives for the class. Then the teacher asked a few questions to check the previous knowledge of the students. After checking the knowledge of the students, the teacher made the announcement of topic. After that, the teacher presented the lesson by describing the facts and figures in the form of well-organized speech and also used white board to write important dates and points. The teacher tried to give maximum related material also to increase the knowledge of the students and explained with the help of examples. After that the teacher asked the related question from the class and summed up the lesson by giving brief summary of the lesson. At the end of the lesson, an assignment was given to the students.

#### **3.4.9.2 Inclusive Teaching Strategies Based Teaching**

The experimental group was taught through inclusive teaching strategies. After entering the class, the teacher did not at once start the lesson. The first 2-3 minutes the researcher devoted to make the students ready to learn by asking informal questions related to them in a very pleasant mood. Then it took about 4 minutes to judge their previous knowledge and then tell them what they were going to do on that particular

day. For example, when researcher decided to teach them “Culture of the Islamic Republic of Pakistan”, five diverse cultural groups were already formed, in which every group consisted of individuals belonging to different parts of the country.

The researcher then gave the definition of the culture and gave introduction and describe a little bit. Then the researcher told them that they had to watch today a documentary film very carefully and they would be asked questions related to it and if any question would arise in their mind, they might ask it without any hesitation and then made them to watch that documentary film about the culture of Pakistan to create the interest of the students. It was a small documentary film of 15 minutes about the cultures of all the four provinces of Pakistan. When the documentary was completed, students were asked to write about the culture of the provinces by assigning one province to each group. Four groups were made for this task and the fifth group was given the task to write common characteristics of all the cultures of Pakistan. Then any member from any group was randomly asked to explain the topic.

The researcher gave full attention, listened carefully and did not interrupt while any of them was explaining, then added the information which was lacking in a very polite way and by giving weightage to the students’ points. Gave them chance to speak and clarify their points.

The main points were summarized and the students were encouraged if they had any queries in their mind to ask. In every lesson, different inclusive teaching strategies were applied depending on the requirement of the lesson, for example in this lesson, individual attention, multi-cultural grouping, special seating arrangement, use of technology, equal chance of participation, student-centered teaching, democratic atmosphere, showing high respect for students’ point of view and peer cooperation were the inclusive teaching strategies that were applied.

### **3.5 Instrument for Data Collection**

In this research, data collection was done through the administration of researcher made achievement test (AT). Since it was an experimental study, data was collected in the form of scores gained by both control and experimental groups on attempting the items of achievement test (AT) and to check the difference in the academic achievement of both groups of students. In the beginning, an achievement test was developed and validated for administering to the students as pre-test to equate the groups. The experiment continued for a period of two months, both the groups studied the same material. At the end of the teaching process and completion of the treatment, the post-test was conducted to assess the comparative effectiveness of traditional and inclusive teaching strategies for the students of class XII in teaching Pakistan Studies. To measure the achievement of the students, the pre-test was used as a post-test but with different arrangement of items. This was done for reducing the familiarity factor. Pre-test scores of the sample served as data to equate the control and experimental groups, while post-test scores served as data to measure achievement of students as a result of the treatment.

### **3.6 Data Collection**

The data were collected at two stages (i) about the groups entry behavior i.e. scores of control and experimental groups in terms of their mean pretest scores, before conducting the experiment and (2) at the post experimental stage when the experimental period completed, through mean post-test scores of both the groups.

In the beginning, a common test was developed and validated for administering to the students as pre-test to equate the groups. Both the groups were taught by the same teacher. At the end of the teaching process, post-test was conducted on both the groups. It was conducted to assess the comparative effectiveness of traditional and inclusive

teaching strategies for the students of class XII in teaching the subject of Pakistan Studies. The pre-test was used as post-test but with different arrangement of items. This was done for reducing the familiarity factor. In this way data were collected in the form of scores of pretest and posttest. At this stage data were ready to compute for the purpose of analysis.

### **3.7 Data Analysis**

In order to test the hypotheses, the collected data were tabulated and analyzed; scores of pre-test and post-test were compared. The cut point for determining high and low achievers was the median. The mean scores of pretest were 19.5 for the control group and 19.6 for the experimental group. Researcher applied an Independent Sample t-test to measure the significance of the difference between the means of the two groups. The mean difference of scores of experimental group ( $O_1$  and  $O_2$ ) and that of a control group ( $O_3$  and  $O_4$ ) was tested. Significance of the difference between the mean scores of experimental and control groups on the variable of pre-test and post-test scores was tested at 0.05 level using two-tailed test. SPSS and Excel were used for the purpose of data analysis. When the treatment period was completed, the researcher collected data through Achievement Test in the form of scores obtained in pre-test and post-test. That data were tabulated to test the hypotheses. On the basis of the analysis, conclusions were drawn and recommendations were given. Raw scores obtained from pre-test and post-test (are given in Appendix 'G' and Appendix 'H') were presented in tabulator form for the purpose of interpretation. The present chapter was devoted to describe the methodology adopted by the researcher to conduct the research and practically apply different strategies in a detailed way.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and interpretation of data pertaining to this research study. The data was collected through pretest and posttest scores regarding the achievement of the students. These tests were applied on both experimental and control groups. Pretest scores in the subject of “Pakistan Studies” were used to equate the groups. After applying the treatment, the significance of the difference between the mean scores of the control group and the experimental group on post-test were found and then analyzed through descriptive analysis and inferential analysis.

The researcher used computer software Statistical Program for Social Sciences (SPSS) to compute the data obtained. With the help of SPSS data was analyzed and hypotheses were tested through mean and independent sample t-test and after that the results of the data were inferred.

The summary of results is presented in the form of tables and then their interpretation was given. The results of pre-tests and post-tests on control and experimental groups have been presented with the help of tables.

#### 4.1 Data Analysis

The following tables show the comparison between the control and experimental groups.

In these tables:

- N = number of students
- M = means
- SD = standard deviation
- SE<sub>M</sub> = Standard Error of the Mean



SE<sub>D</sub> = Standard Error of difference between the Means

t-value = value for testing the difference of means

The level of significance is 0.05.

With the help of the following tables the gathered results are presented and their analysis and interpretation is given.

Table 4.1

*Group statistics on mean pretest academic achievement (AAT) scores of students*

Group	N	M	SD	SE <sub>M</sub>
Control	30	19.533	4.1666	0.7607
Experimental	30	19.666	4.8942	0.8935

Through above mentioned table 4.1, the means, standard deviation and standard error of the means of both the groups (experimental and control) have been shown. The mean pre-test value of the control group was 19.533 and the mean pre-test value of the experimental group was 19.666 out of the maximum score of 40. The standard deviation of the control group was 4.1666 and that of the experimental group was 4.8942. The standard error of the mean of control group was 0.7607 and that of the experimental group was 0.8935. The mean, standard deviation (SD) and standard error of the means (SE<sub>M</sub>) of the control and experimental groups were close to each other; therefore, both the groups were equal. It was tried to equate both the groups by shuffling and changing their positions to ensure that before conducting the experiment both the groups were equal. Statistical calculations showed that both the groups were equal. The forthcoming tables deal with testing of null hypotheses formulated for the study.

## HYPOTHESIS No. 1

The first null hypothesis was:

**H<sub>0</sub>1:** There is no statistically significant difference between the mean pre-test academic achievement scores of the control group and the experimental group of students.

### ANALYSIS OF PROBLEM

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

$$\alpha = 0.05 \text{ with } df = 29$$

### RULE FOR DECISION:

Reject H<sub>0</sub> if calculated t value > table value **2.045**

Table 4.2

*Significance of difference between the mean pretest academic achievement scores of students of control and experimental groups*

Group	N	M	SD	SE <sub>D</sub>	t-value	
					Calculated Value	Table Value
Control	30	19.533	4.1666	0.7607	0.366	2.045
Experimental	30	19.666	4.8942	0.8935		

p = 0.05

Table 4.2 shows that the calculated value of t is 0.366 whereas its table value is 2.045 which depicts that the difference between the mean scores of the academic achievement of the control and experimental groups on pretest was not significant at 0.05 level of significance. Therefore, the null hypothesis that “There is no statistically significant difference between the mean pre-test academic achievement scores of the control group and the experimental group.” was not rejected. It meant that there was no statistically significant difference found between the academic achievement of the

control and experimental groups on pretest. Therefore, both the groups were equal. It was tried to equate both the groups before conducting the experiment and statistical calculations showed that both the groups were equal.

### **HYPOTHESIS No. 2**

The second null hypothesis was:

H<sub>0</sub>2: There is no statistically significant difference between the mean post-test academic achievement scores of the control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.

### **ANALYSIS OF PROBLEM**

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

$$\alpha = 0.05 \text{ with } df = 29$$

### **RULE FOR DECISION:**

Reject H<sub>0</sub> if calculated t value > table value **2.045**

Table 4.3

*Significance of difference between the mean posttest academic achievement scores of students of control and experimental groups*

Group	N	M	SD	SE <sub>D</sub>	t-value	
					Calculated Value	Table Value
Control	30	25.633	4.390	0.8015	9.182	2.045
Experimental	30	33.800	4.229	0.7722		

$$p = 0.05$$

Table 4.3 shows that the calculated value of t is 9.182 whereas its table value is 2.045 which depict that the difference between the mean scores of the academic

achievement of the control and experimental groups on posttest were highly significant at 0.05 level of significance. Therefore, the null hypothesis that “There is no significant difference between the achievement scores of control group and experimental group on post-test of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively” was rejected. It meant that highly significant difference was found between the academic achievement of the control and experimental groups. In this way, the experimental group’s performance in academic achievement test (AAT) was much better than that of the control group as their scores at posttest had shown. The results of experimental group had also shown that the treatment which was applied in the form of inclusive teaching strategies was more effective as compared to lecture based teaching strategies through which control group was taught.

### **HYPOTHESIS No. 3**

The third null hypothesis of the study was:

**H<sub>0</sub>3:** There is no statistically significant difference between the mean posttest achievement scores of the low achievers of control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.

### **ANALYSIS OF PROBLEM**

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

$$\alpha = 0.05 \text{ with } df = 14$$

### **RULE FOR DECISION:**

Reject  $H_0$  if  $t$  value  $>$  table value which was **2.045**

Table 4.4

*Significance of difference between the mean scores on post-test scores of low achievers of experimental group and control group of students*

Low Achiever	N	M	SD	SE <sub>D</sub>	t-value	
					Calculated Value	Table value
Control Group	16	22.2500	1.73205	0.43301	24.585	2.045
Exp. Group	16	30.5625	2.73176	0.68294		

p = 0.05

Table 4.4 shows that the calculated value of t is 24.585 whereas its table value is 2.045 which depicts that the difference between the mean scores of the academic achievement of the low achievers of control group and experimental group on post-test was significant at 0.05 level of significance. Therefore, the null hypothesis that “There is no significant difference between the mean scores of low achievers of control and experimental group on post-test” was rejected. It means that there was significant difference found between the academic achievement of low achievers of the experimental group and control group on post-test. In this way, the control and experimental group’s low achievers’ performance in academic achievement test (AAT) on post-test was not equal as its scores at posttest had shown. It means that there was great difference between the academic achievement of low achievers of the control and experimental group different. The low achievers of the experimental groups got significantly higher scores in posttest as compared to low achiever of the control group.

#### **HYPOTHESIS No. 4**

The third null hypothesis of the study was:

**H<sub>0</sub>4:** There is no statistically significant difference between the mean posttest achievement scores of high achievers of the control group and experimental of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively.

#### **ANALYSIS OF PROBLEM**

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

$$\alpha = 0.05 \text{ with } df = 14$$

**RULE FOR DECISION:** Reject  $H_0$  if  $t \text{ value} > \text{table value}$  which was **2.045**

Table 4.5

*Significance of difference between the mean scores on post-test scores of high achievers of experimental group and control group of students*

High Achiever	N	M	SD	SE <sub>D</sub>	t-value	
					Calculated Value	Table value
Control Group	14	29.5000	3.05715	0.81706	21.166	2.045
Exp. Group	14	37.5000	1.91150	0.51087		

$$p = 0.05$$

Table 4.5 shows that the calculated value of  $t$  is 21.166 whereas its table value is 2.045 which depicts that the difference between the mean scores of the academic achievement of the low achievers of control group and experimental group on post-test was highly significant at 0.05 level of significance. Therefore, the null hypothesis that “There is no significance difference between the mean scores of high achievers of

control and experimental group on post-test” was rejected. It means that the significance difference was found between the academic achievement of high achievers of the experimental group and control group on post-test. In this way, the control and experimental group’s high achievers’ performance in academic achievement test (AAT) on post-test was not equal as its scores at post-test had shown. It means that the application of different strategies has different impact on the achievement of the students. When a teacher applies different type of strategies to teach a subject and gets different results then it shows that these are the strategies which a teacher applies, make the difference. If the teacher is same, content is same, environment is same, duration of teaching time is same, only difference is of teaching strategies then we can infer that one type of teaching strategies are more useful for the students than others.

First hypothesis was not rejected: i) There is no statistically significant difference between the mean pre-test academic achievement scores of the control group and the experimental group of students but the following hypotheses were rejected: ii) There is no statistically significant difference between the mean post-test academic achievement scores of the control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively. iii) There is no statistically significant difference between the mean posttest achievement scores of the low achievers of the control group and the experimental group of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively. iv) There is no statistically significant difference between the mean posttest achievement scores of high achievers of the control group and experimental of students taught Pakistan Studies through traditional teaching strategies and inclusive teaching strategies respectively. The results depicted that both the groups were almost equal on pretest or before conducting the

experiment but after giving treatment there was significant difference between the academic achievement of the control and experimental groups. There was a significance difference between the achievement scores of control group on pre-test and post-test of students but experimental group outnumbered on posttest to that of control group. There was also the significance difference between the low achievers and high achievers of control group on pretest and posttest and so that of the experimental group but low achievers as well as high achievers of experimental group and control group were almost equal on pretest but the results of posttest depicted that the low achievers as well as high achievers' performance of experimental group in academic achievement test (AAT) on posttest was better than that of control group.

The results depicted that no significant difference was found between the academic achievement of low achievers and high achieves of the experimental and control group on pretest but on post-test there was a significance difference between them.

#### **4.2. Summary**

Due to technological advancement and the way knowledge and information has been made available in 21<sup>st</sup> Century, the teachers need to rethink how to teach to meet the challenges of teaching. Now education not only has to identify but polish four skills (4Cs) in the students, namely: creativity, critical thinking, communication and collaboration and teachers have to provide the opportunities for these skills to develop. These 4Cs are not specific to one unit of a subject but throughout the curriculum and should be the part of every lesson in every subject (Robinson, 2011). As computerized reconciliation is additionally key to 21st century training, it isn't sufficient to just add innovation to the current educating strategies. Innovation should be utilized deliberately to profit understudies. 21st century instructors need to fill in as a guide or tutor for their



understudies, not as the omniscient sage furnishing them with all their data. With such a great amount of admittance to assets, everything being equal, youngsters are perpetually going to know more than instructors on various subjects, and be a stride in front of the innovation being used. Educators should be engaged as facilitators and sparks for learning. Aim of 21<sup>st</sup> century education is equipped the students with the skills they need to be successful in the new changing world. It also aims to give those skills and confidence to get benefit from these skills to participate successfully in the practical world. To improve the standards of teaching the researcher tried to find the effective teaching strategies through which students get equipped with necessary knowledge and skill. Therefore, researcher conducted a study to examine the effectiveness of lecture based teaching strategies and inclusive teaching strategies on the academic achievements of the students in the subject of Pakistan Studies.

As per the experimental design of the study, there were two groups (experimental and control) to be compared. Control group was taught through lecture based teaching strategies and experimental group was taught through inclusive teaching strategies. Both the groups were equal in their academic achievement before the experiment.

Statistical analysis of post-test academic achievement scores from both the control and the experimental groups did not support the hypothesis that there is no significant difference between the mean post-test academic achievement scores of the students taught through inclusive strategies and the students taught through lecture-based teaching strategies.

The students in the control group remained passive throughout the teaching process because in lecture based teaching strategies, the main focus of teaching was to transfer the knowledge to the students and it was a one-way communication. On the

other hand, students of experimental group, who were taught the inclusive teaching strategies, remained active and there was two-way communication.

The previous research studies also proved that traditional lecture based teaching strategies are not fulfilling the present needs of the students anymore, these strategies need to be refined to make fit for the needs of the students or it's better to apply some other suitable strategies. Ambrose et al, (2010) and Rayner (2007) reported that inclusive teaching strategies are used for including exclusion, well-being and diversity.

Florian and Rouse (2001), studies on teaching in secondary schools comprised a survey of 268 subject specialists from four schools who were committed to use inclusive teaching strategies (practices). They reported high degree of familiarity and use of effective teaching strategies identified in the literature on inclusive practices and found inclusive teaching strategies very effective.

As mentioned above, in this chapter, the researcher has presented data and used computer software programme SPSS to compute the obtained data. Hypotheses were tested and results were inferred. Results were presented in the form of tables and interpretations were given bellow the tables, in this way numbers were converted into words. Then all results were discussed in the light of previous researches. After that the researcher proceeded towards next step of providing summary, findings, conclusions and recommendations.

## CHAPTER 5

# SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary

It was an experimental study in which pre-test post-test control group design was used. It was designed to investigate the effectiveness of the inclusive teaching strategies on the academic achievement of students of higher secondary school level in the subject of “Pakistan Studies”. The major objectives of the study were: (1) to assess the academic achievement of students taught Pakistan Studies through traditional teaching strategies (Lecture Based Teaching Strategies); (2) to assess the academic achievement of students taught Pakistan Studies through inclusive teaching strategies; (3) to determine the comparative effectiveness of inclusive teaching strategies and traditional teaching strategies on the academic achievement of students at higher secondary level in teaching of Pakistan Studies; (4) to compare the significance of achievement of high achievers, taught through traditional teaching strategies and inclusive teaching strategies; (5) to compare the significance of achievement of low achievers, taught through traditional teaching strategies and inclusive teaching strategies.

It was assumed that there was no significant difference on the achievements of the students whether they were taught through traditional lecture-based teaching strategies or inclusive teaching strategies. The population consisted of all the students of class 2nd year enrolled in all the Model Colleges for Girls in Islamabad and their total number was approximately 2000. The sample consisted of 60 girl students who were selected through purposive sampling technique and students of two sections of class 2nd year pre-medical from one model college i.e. Islamabad Model College for

Girls F-6/2, Islamabad were included in the study. A pre-test was developed from the four chapters of the textbook of “Pakistan Studies” prescribed for 2nd year by the Federal Board of Intermediate and Secondary Education Islamabad and Capital Administration and Development Division (CADD), the units from the textbook of Pakistan Studies for class XII were selected for the experimentation i.e. 1) Genesis of the Islamic Republic of Pakistan, 2) Geography of the Islamic Republic of Pakistan, 3) Culture of the Islamic Republic of Pakistan, 4) Languages of the Islamic Republic of Pakistan and then validated for administering to the students as pre-test for equating them in terms of their mean scores. Then randomly, they were assigned to the control group and the experimental group. The sample consisted of 60 girl students, 30 students in each group.

Both the groups were taught by the researcher, for a period of two months, one group (experimental group) was taught by using the inclusive teaching strategies while on the other hand the other group (control group) was taught through traditional lecture-based teaching strategies.

The data were collected in the form of pre-test and post-test scores for both control and experimental group to check the difference in the academic achievement of both groups of students. In the beginning a common test was developed and validated for administering to the students as pre-test to equate the groups. Both the groups were taught by the same teacher (researcher herself). As students were from pre-medical groups so they (both from control and experimental group) were regular as well as punctual. No student was dropped out so the number of students was same at the end of experiment as it was in the beginning.

At the end of the teaching process, post-test was conducted of both the groups to assess the comparative effectiveness of traditional and inclusive teaching strategies

for the students of class XII in teaching Pakistan Studies. The pre-test was used as post-test but with different arrangement of items. This was done for reducing the familiarity factor.

The mean pre-test and post-test scores of academic achievement of the experimental and control group as well as the high achievers and the low achievers were compared by using statistical tool i.e. t-test of co-related groups. Significance of the difference was checked at 0.05 level using two-tailed test. Microsoft Word was used for typing whereas SPSS was used for the purpose of data analysis.

## **5.2 Findings**

The following findings were derived from data analysis. Their detail is given in the following lines:

1. The mean achievement score of the experimental group on the pretest was 19.666 and that of the control group was 19.533 out of maximum score of 40. The calculated value of t (0.366) was smaller than the critical (table) value (2.045) at 0.05 level of significance. It means that there was no significant difference between mean pre-test achievement scores of the experimental group and the control group. So null hypothesis ( $H_0$ ) could not be rejected at 0.05 level of significance. The result, therefore, indicates that mean achievement score for the experimental group was almost equal to that of the control group before conducting the experiment. Both the comparison groups were thus equal in their mean achievement scores before the experiment because the groups were equated in their mean pretest scores by matching them on these scores. (Table 4.2)
2. The mean posttest achievement score of the experimental group was 33.800 out of maximum score of 40 and that of the control group was 25.633 out of 40. The calculated value of t (9.182) was greater than the critical value (2.045) at 0.05 level

of significance. It means that there was significant difference between mean posttest academic achievement scores of the experimental group and the control group. So null hypothesis ( $H_02$ ) was rejected at 0.05 level of significance. This result indicates that mean achievement score for the experimental group was higher than that of the control group due to their teaching by inclusive teaching strategies. (Table 4.3)

3. The mean posttest academic achievement score of low achievers of the experimental group was 30.5625 out of the maximum score of 40 and that of the control group was 22.2500 out of 40. It indicated that the value of  $t$  (24.585) was greater than the critical value (2.045). The difference between the means of two groups was statistically significant, being much in favour of low achievers of the experimental group. Hence  $H_03$  (null hypothesis) was rejected. It means that significant difference was found between the academic achievement of low achievers of the experimental group and the control group, the low achievers of the experimental group did much better after being taught by inclusive teaching strategies than the low achievers of the control group taught through traditional teaching strategies. (Table 4.4)
4. It was found that the mean posttest academic achievement score of the high achievers of the experimental group was 37.5000 out of maximum score of 40 and that of the control group was 29.5000 out of maximum score of 40. It indicated that the calculated value of  $t$  (21.166) was greater than the critical value (2.045). The difference between the means of two groups of high achievers was statistically significant and was in favour of high achievers of the experimental group. Hence,  $H_04$  (null hypothesis) was rejected. It means that significant difference was found between the posttest academic achievement of high achievers of the experimental

group and the control group. The high achievers of the experimental group did much better in academic achievement after being taught through inclusive teaching than did the high achievers of the control group taught through traditional teaching strategies. (Table 4.5)

### **5.3 Conclusions**

Following conclusions were drawn from the findings of the study:

1. The inclusive teaching strategies in teaching of Pakistan Studies at higher secondary level were found to be more effective, as reflected by the posttest results of the control and the experimental groups.
2. The academic achievement of the high achievers of the experimental group was much higher in posttest than the control group as the results have shown. It was the proof of the effectiveness of inclusive teaching strategies for high achievers as well.
3. The academic achievement of low achievers of the experimental group was better than that of low achievers of the control group on posttest this means inclusive teaching strategies were equally beneficial for both high achievers as well as low achievers. It was found that ITS were more effective as compared to traditional teaching strategies regarding the pace of learning. Achievement scores of the students of experimental group were better than that of the students of control group.

### **5.4 Discussion**

A lot of educationists and organizations conducted researches and are still researching the ways of teaching which would be beneficial for all students in enhancement of their learning. It is witnessed that in 21st century, there came a shift in teaching process. Once it was teacher-centered, now gradually it is becoming

student-centered. But in the third world countries, still traditional lecture based teaching strategies are being used. Same is the case with Pakistan. Here also at the college level, it is felt that lecture based teaching strategies are more suitable to provide knowledge to the students. But by going through different researches, which are being conducted in the field of education, it was decided to conduct a research to examine the effectiveness of inclusive teaching strategies and lecture based teaching strategies on students' academic achievement in the subject of Pakistan Studies. This was an experimental study in which pre-test post-test control group design was used.

The results of the study as given in the for-going tables indicate that the students of the experimental group and the control group were almost equal in their mean pre-test scores before conducting the experiment. The result of post-test, on the other hand, shows that the students of the experimental group taught by inclusive teaching strategies showed better results than the students placed in the control group who were taught with traditional method. Thus achievement level of students of the experimental group was better than that of the students of control group in the subject of Pakistan Studies in an inclusive setting. This indicated that inclusive teaching strategies were more effective than the traditional teaching strategies.

Many researches in this field conducted by different educationists also showed that inclusive teaching strategies were more useful than other teaching strategies like Reid (2005) conducted a research study who found that the learners with different learning styles may benefit from specialized or personalized inclusive teaching strategies. It is essential for educators to have knowledge and awareness of the benefits of inclusion and inclusive teaching strategies and the damaging and harmful effects of exclusion. The teacher should have cultural awareness for the



professional as well as social point of view. When teachers and educators are aware of diversity of culture and other characteristics of the students as well as the use of inclusive teaching strategies, it can have many positive outcomes. At first stage, diversity and inclusiveness in classrooms can help boost pupils' self-confidence and self-efficacy about their performance by using inclusive teaching strategies. At second stage, as Gurin et al. (2002) mentioned, diversity supports to the following outcomes: i) learning outcomes and democracy outcomes. Wang (1990) did a research and identified the following characteristic of inclusive teaching as: instruction based on the evaluated competences of every learner, every learner will be to proceed in educational levels with his personal pace with the passage of time he feels the duty to learn by his own. The learners should have the chance for making decisions and help one another in their tasks.

This type of grouping will help to create inclusive society as analyzed by Thomas and Macnab in their article on the analysis inter sectionality, diversity, community and inclusion (Thomas & Macnab, 2019). There are several researches which have shown that in higher secondary institutes, diversity and inclusion have positive effect on general knowledge, critical thinking, etc. in all students. Inclusiveness increases the learner's skill to work with other students having diversity of characteristics by using inclusive teaching strategies by the teachers" (Orfield & Whitla, 2001). "When students learn to learn together, they learn to live together". Nind and Wearmouth (2005), in a systematic review of 68 studies, identifying three basic principles in inclusive pedagogy) to set appropriate learning challenge, ii) to cater with diverse learning requirements of children, iii) try to remove the learning barriers which cause hurdles.

Hocking et al, (2008b) conducted a study and concluded that instructions

which are student-centered, inclusive of individual differences, and relevant in the context of the subject, which are the characteristics of inclusive teaching strategies, are likely to extend opportunities for academic engagement to a wider range of students.

Hounsell and Hounsell (2007) concluded after conducting a study which focused on the teaching of huge groups of learners that several inclusive teaching strategies were applied during the research to involve the students with diverse needs and interests. They belong to different levels of education. Also studying different subjects, it was observed that there was no confusion and anxiety found during the course of research. This study highlights the importance of including materials, resources, references and images that reflect the social and cultural diversity of the group. To provide the appropriate resources for inclusive education is very critical issue both for schools and system of education (Ackah-Jnr, 2018).

Teachers in the above-mentioned study also found that using a variety of innovative teaching techniques and approaches enabled students to learn in their own preferred ways. Dyson and Millward (2000) conducted a series of case studies and the researches revealed a number of compromises in the implementation of inclusion and related strategies. The researchers concluded that such compromises reflected the irresolvable dilemma of the differences faced in any attempt at constructing school approaches to student diversity.

Hockings et al. (2010) and Zepke and Leach (2007) were of the opinion after conducting research studies that flexible learning and inclusive teaching strategies are more useful in engaging a wider range of students from different backgrounds. Ambrose et al, (2010) and Rayner (2007) reported that inclusive teaching strategies are used for including exclusion, well-being and diversity.

In the traditional method, there is no student interaction. Teacher gives lecture usually without allowing any interruption from students. Sometimes, teacher uses reading method and students take turn in reading each paragraph. In lecture-based teaching strategies, students are asked to copy the main points of the lecture or some lecturers go to that extent that they dictate the notes and asked the students to memorize them. This type of method promotes rote learning and memorization. Usually, a teacher does not permit the learners to conduct any discussion, debate and conversation on the topic. This type of discipline creates monopoly and boredom among the learners whereas inclusive teaching encourages cooperation and mutual interaction and help. Florian and Rouse (2001) also after their survey study of 268 subject specialists from four secondary schools which were using inclusive teaching strategies, had drawn the conclusion that inclusive teaching strategies were proved to be more effective. Researches, as mentioned above, in the field of inclusive education also support that inclusive teaching strategies are more effective than the traditional lecture-based teaching strategies. The most frequently used inclusive teaching strategies by the researcher were communicating respect, fairness, and high expectations, handling the students with dignity and respect, speaking directly to the students and trying to solve their problems to enhance their learning (Gabriele, 2007). Appreciating the learner's achievements and strengths, the weaknesses of students were not highlighted, where individualized teaching was required, provided that, promoting social interaction among students, to make the diversity acceptable by all of them, encouraging peers and fellow students, to assist their other class fellows instead of some adult, use of technology, tolerance and dedication. The researcher found them practical and

useful as well. In this research study, inclusive teaching strategies were taken as a whole.

### **5.5 Recommendations**

Following are the recommendations:

1. In the light of finding No. 2 and 3, it is recommended that the use of inclusive teaching strategies has evidenced positive effect on the achievement of all the students at higher secondary level of education, the teachers may be provided proper training of using inclusive teaching strategies while teaching whatever subject and students they are teaching.
2. As judged from the finding No.2 and 3, it is recommended that the FDE may arrange pre-service training programmes for the future teachers for different levels so that they may get a chance to learn inclusive teaching strategies and afterwards implement those strategies while teaching their students.
3. The findings of the research studies based on inclusive teaching strategies may be discussed and shared with other teachers in the college in order to motivate them to use these strategies. The Federal Directorate Education (FDE) may facilitate the heads of institutions to motivate this field.
4. Seminars and conferences on inclusive teaching strategies may be arranged by Ministry of Education and Professional Training so that the findings of these research studies help to promote awareness about inclusive teaching strategies among teachers.
5. It is inferred from the finding No. 1, 2 and 3 that in teacher training courses, inclusive teaching strategies need to be included in the theory and practice of teaching so that the trainee teachers may get awareness about these strategies as well as utilize these in their practical and professional life as

effective teachers. Federal and provincial governments may allocate budgets both at federal and provincial levels, in order to produce material for inclusive teaching strategies and training of teachers.

6. In-service teacher training courses in inclusive teaching strategies be included whether it is special education teacher course or general teacher's education course because these strategies are equally useful in both kinds of education.

### **5.6 Recommendations for Further Research**

Following are the recommendations for further research studies:

1. This research study was conducted on female students. Studies may be conducted on male and female students both using inclusive teaching strategies to compare the performance of male and female students.
2. Studies may also be conducted on gifted children in educational institutions of different levels where inclusive teaching strategies are used.
3. Research studies of the same type may be conducted in other subjects and at different levels of education besides higher secondary level.
4. The duration of present study was two months, as inclusive teaching strategies have encouragingly good effect on the achievement of learners the duration of experiment may be extended.

These are some of the recommendations which researcher thought may be implemented in future for the better interest and learning of the students. At the end the researcher concludes that if inclusive teaching strategies may have implemented on all levels of education, it will improve the learning ability of the students and enhance their academic achievement.

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## APPENDICES

## APPENDIX A

### Specimen Lesson Plan

#### Lecture-based Teaching Strategies

<b>Teacher</b>	<b>Asma Naureen</b>
<b>Subject</b>	<b>Pakistan Studies</b>
<b>Class</b>	<b>XII (K-12)</b>
<b>Average Age of the Students</b>	<b>17and1/2 years</b>
<b>Date</b>	<b>7th October, 2013</b>
<b>Duration of Class</b>	<b>40 minutes</b>
<b>Lesson</b>	<b>Culture of the Islamic Republic of Pakistan</b>

<b>Topics</b>	<b>Subject Matter</b>
<b>General Objectives</b>	Teach Pakistan Studies to the students to enable them to:  Increase their knowledge of the subject  Enhance their knowledge about history, culture and geography of Pakistan  Inculcate patriotism in their hearts so that they may become a good citizen of Pakistan
<b>Specific Objectives</b>	To inculcate a sense of patriotism, tolerance, active citizenship.  To create sense of respect for cultural diversity and religious harmony in the students.  To give the concept of culture.

	<p>To give knowledge about the culture of different provinces.</p> <p>To give information about cultural values and heritage of Pakistan</p> <p>To give information how culture effects the Civilization.</p> <p>To inculcate a sense of cooperation</p>
<b>Teaching Aids</b>	<p>Text book</p> <p>White board</p> <p>Marker</p> <p>Pictures depicting cultures of different provinces of Pakistan</p>
<b>Previous Knowledge Of the Students</b>	<p>To make the students ready for learning the lesson, the teacher will test their previous knowledge by asking following questions:</p> <p>How many provinces are there in Pakistan?</p> <p>What are the similarities among them?</p>
<b>Announcement of Topic</b>	<p>After checking the previous knowledge of the students, the teacher will announce the topic of the lesson and will say, “ dear children today I will teach you about the Culture of the Islamic Republic of Pakistan” and will write the topic on the white board.</p>
<b>Teaching Method</b>	<p>Lecture based teaching strategies will be adopted for teaching this lesson.</p>
<b>Presentation</b>	<p>This class is a control group which will be taught in the classroom already specified for teaching “Pakistan Studies”.</p> <p>Each formal class will follow the same pattern. The seating arrangement will be traditional.</p>

At the start, teacher will tell the students that culture is a vast term. It is applied to the positive or negative characteristics on the basis of which a community or nation is identified and distinguished from other human groups. Then teacher will give different definitions of culture and give T.S.Eliot and Dr. Jameel Jalibi's definitions regarding culture. Then teacher will explain what modern sociologists believe about culture. Culture is made by human thinking and human beings are the basic unit of culture. Then teacher will explain the types of culture—material and non-material. The teacher will explain the relationship between culture and nationality. After that, teacher will explain the culture of Pakistan with the reference to ancient civilizations.

The teacher will explain the traces of Indus Valley Civilization which Arnold Toynbee has given in his book "A Study of History". The teacher will also show the picture of old civilization of Indo-Pakistan.

At the end, the teacher will repeat the main points of lesson before the students.

**APPENDIX B****Specimen Lesson Plan****Based on Inclusive Teaching Strategies**

<b>Teacher</b>	<b>Asma Naureen</b>
<b>Subject</b>	<b>Pakistan Studies</b>
<b>Class</b>	<b>XII (K-12)</b>
<b>Average Age of the Students</b>	<b>17and1/2 years</b>
<b>Date</b>	<b>10th October, 2013</b>
<b>Duration of Class</b>	<b>40 minutes</b>
<b>Lesson</b>	<b>Culture of the Islamic Republic of Pakistan</b>

<b>Topics</b>	<b>Subject Matter</b>
<b>General Objectives</b>	<p>Teach Pakistan Studies to the students to enable them:</p> <p>To increase their knowledge of the subject</p> <p>To enhance their knowledge about history, culture and geography of Pakistan</p> <p>To inculcate patriotism in their hearts so that they may become a good citizen of Pakistan.</p>
<b>Specific Objectives</b>	<p>To inculcate a sense of patriotism, tolerance, active citizenship.</p> <p>To create sense of respect for cultural diversity and religious harmony in the students.</p> <p>To give the concept of culture.</p> <p>To give knowledge about the culture of different provinces.</p> <p>To give information about cultural values and heritage of Pakistan</p>

	<p>To give information how culture effects the Civilization.</p> <p>To inculcate a sense of cooperation</p>
<b>Individual Objectives and Considerations</b>	<p>To encourage the students to actively participate in the classroom activities.</p> <p>To clarify their concepts about the topic.</p> <p>To access and investigate the problem.</p> <p>To participate in informal speaking activities.</p>
<b>Concepts</b>	<p>Culture</p> <p>Civilization</p>
<b>Teaching Aids</b>	<p>Text book</p> <p>White board</p> <p>Marker</p> <p>Map</p> <p>Pictures depicting cultures of different provinces of Pakistan</p> <p>Multimedia</p>
<b>Technology Connections</b>	<p>The teacher will use a PowerPoint presentation to teach about culture and will show different aspects of Pakistani culture.</p> <p>The teacher will use technology tools to enhance learning, increase productivity and promote creativity.</p>
<b>Teacher Led Activities</b>	
<b>1. Teacher's Activity ( 2 minutes)</b>	<p>The teacher will enter the class with a smiling face and say "Asslam-u-Alaikum" (greet the students). How was your day?</p>



<p><b>2.Opening</b> <b>(4 minutes) Previous Knowledge Of the Students</b></p>	<p>To make the students ready for learning the lesson, the teacher will test their previous knowledge by asking following questions:</p> <ol style="list-style-type: none"> <li>1. How many provinces are there in Pakistan?</li> <li>2. What are the similarities among them?</li> <li>3. Which province do you belong to?</li> </ol>
<p><b>3.Announcement of Topic</b></p>	<p>After checking the previous knowledge of the students, the teacher will announce the topic of the lesson in a very light mood and will say that “dear children, today we will learn about the “Culture of the Islamic Republic of Pakistan” and we will watch a short documentary about the culture of different provinces of Pakistan”.</p>
<p><b>4.Explanang of Topic verbally</b></p>	<p>The teacher will briefly tell the students about history and culture of Pakistan. The students will be told about the role of nationalism in making culture of a nation.</p> <p>Then the history of Pakistani movement will be told.</p> <p>After that, the history will be told with reference to the book, “A study of History.”</p> <p>History of Mohenjo-Daro, Harappa, and culture of Sumerian in Iraq</p> <p>Life span of Mohenjo-Daro and KotDiji as older city than Mohenjo-Daro</p> <p>Work of Sir John Marshall on Indus Valley civilization.</p>

<p><b>4.Explanation of Topic</b> <b>by showing short</b> <b>documentary</b></p>	<p>The teacher will tell the students that today, they will watch a documentary very carefully and they will be asked questions related to it and if any question will arise in their mind, they may ask without any hesitation. A short documentary about the culture of Pakistan will be shown to create the interest of the students.</p>
<p><b>Group Activity</b></p>	<p>After showing the documentary, different groups of students will be made and activity will be assigned to them in groups. Four groups will be made in the class and one point from the points deduced from the documentary, “History and culture of Pakistan” will be assigned to each group.</p> <p>After this, each group will tell about the assigned topic/point to the class and any correction, if necessary, will be made.</p>
<p><b>Individual Activity</b></p>	<p>Then the students will be asked to summarize the four points discussed by the groups individually.</p> <p>After that, some students will be asked randomly to discuss the points they summarized.</p>
<p><b>Closing</b></p>	<p>After that, the teacher will ask some questions from the topic discussed, in order to know that how much SLO’s have been achieved. The teacher will also show high expectations for the students. Then the teacher will leave the class saying “Allah Hafiz” (Goodbye) while praying for the betterment of students.</p>

**Achievement Tests**

Student Name: \_\_\_\_\_

College Name: \_\_\_\_\_

Class 2<sup>nd</sup> Year

Pakistan Studies

Developed by: Asma Naureen

**DEPARTMENT OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY  
ISLAMABAD**

**Directions:**

Today you are going to take the Achievement Test in the subject in the subject of Pakistan Studies of class 2<sup>nd</sup> year in which multiple choice items are given.

**Multiple Choice items = 40**

**Total Marks = 40**

**Time = 40 Minutes**

**There are several important things to remember while answering these items:**

1. Read each test item carefully.
2. Choose the most appropriate answer and shade the circle in the answer document for the test item. Mark only one choice for each item.
3. Remember to do your own work. You are not to copy or share work with anyone.
4. Check over your work when you have finished.

## PRETEST

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_

SECTION: \_\_\_\_\_

### Q. Choose the correct answer

1. Muslims have an identity which is separate and distinct from other \_\_\_\_\_ of the world.
  - a) Tribes
  - b) castes
  - c) countries
  - d) nations
  - e) regions
  
2. Urdu Hindi controversy was started by the Hindus in \_\_\_\_\_.
  - a) 1847
  - b) 1857
  - c) 1867
  - d) 1877
  - e) 1887
  
3. Arya Samaj movement aimed at converting the Muslims into \_\_\_\_\_.
  - a) Parsi
  - b) Christians
  - c) Hindus
  - d) Shudars
  - e) Sikhs
  
4. Pakistan is the outcome of the sustained Muslim struggle spread over a period of \_\_\_\_\_.
  - a) 70 years
  - b) 80 years
  - c) 90 years
  - d) 100 years
  - e) 110 years
  
5. Simla Deputation consisted of \_\_\_\_\_ top ranking Muslim leaders.
  - a) 30
  - b) 35
  - c) 40
  - d) 45
  - e) 50

6. The All India Muslim League was established at Dacca in \_\_\_\_\_.
- January, 1906
  - February, 1906
  - October, 1906
  - November, 1906
  - December, 1906
7. First Round Table Conference was held in \_\_\_\_\_.
- 1930
  - 1931
  - 1932
  - 1933
  - 1934
8. Sir Syed Ahmad Khan's conciliatory efforts, taken collectively, are known as \_\_\_\_\_.
- Jehad Movement
  - Khilafat Movement
  - Educational Movement
  - Aligarh Movement
  - Pakistan Movement
9. Sir Syed Ahmad Khan opened a school at Ghazipur in \_\_\_\_\_.
- 1861
  - 1862
  - 1863
  - 1864
  - 1865
10. MAO School was established by Sir Syed Ahmad Khan in 1875 at \_\_\_\_\_.
- Aligarh
  - Delhi
  - Madrass
  - Muradabad
  - Allahabad
11. To motivate the Muslims for acquiring modern knowledge, Sir Syed \_\_\_\_\_ established \_\_\_\_\_ in the year 1886.
- Scientific Society
  - MAO College
  - Tabein-ul-Kalam
  - Muslim League
  - Muhammadan Educational Conference

12. The Indian National Congress was established in the year \_\_\_\_\_ by A.O. Hume.
- a) 1880
  - b) 1885
  - c) 1890
  - d) 1895
  - e) 1905
13. Lord Wavell came to India as viceroy in \_\_\_\_\_.
- a) 1942
  - b) 1944
  - c) 1945
  - d) 1946
  - e) 1947
14. The Muslim League session held at Allahabad in 1930 was presided over by \_\_\_\_\_.
- a) Sir Syed Ahmad Khan
  - b) Allama Iqbal
  - c) Quaid-e-Azam
  - d) Syed Amir Ali
  - e) Sir Agha Khan
15. The total area of Pakistan is \_\_\_\_\_.
- a) 679096 sq km
  - b) 796096 sq km
  - c) 896096sqkm
  - d) 976096 sqkm
  - e) 986096 sq km
16. Pakistan is divided into \_\_\_\_\_ major zones on the basis of temperature variation.
- a) Three
  - b) Four
  - c) Five
  - d) Six
  - e) Seven
17. 20 km strip of Afghan territory known as Wakhan separated Pakistan from the \_\_\_\_\_.
- a) Tajikistan
  - b) b)Turkmenistan
  - c) Kazakhstan
  - d) d)Kyrgyzstan
  - e) Azerbaijan

18. About \_\_\_\_\_ per cent of the Pakistan territory falls in the category of plains.
- a) 20
  - b) 40
  - c) 60
  - d) 80
  - e) 90
19. The province of Baluchistan covers about \_\_\_\_\_ per cent of the total area of Pakistan.
- a) 40
  - b) 42
  - c) 44
  - d) 46
  - e) 48
20. In the health resorts of the province of Baluchistan, \_\_\_\_\_ enjoys a superb position.
- a) Murree
  - b) Kaghan
  - c) Ziarat
  - d) Sawat
  - e) Naran
21. Pakistan has a common border with China's Muslim majority province \_\_\_\_\_.
- a) Hongkong
  - b) Utter Pardesh
  - c) Wakhan
  - d) Sin kiang
  - e) Singapore
22. Life span of the community at Moenjodaro is to be dated between \_\_\_\_\_.
- a) 2650 and 1650 BC
  - b) 2550 and 1550 BC
  - c) 2750 and 2600B.C.
  - d) 3250 and 2750 BC
  - e) 3350 and 3250 BC
23. Harappa is located at a distance of about \_\_\_\_\_ from Sahiwal.
- a) 20 km
  - b) 30 km
  - c) 40 km
  - d) 50 km
  - e) 60 km



24. Taxila was the centre of the magnificent \_\_\_\_\_ civilization.
- Soan Valley
  - Gandhara Valley
  - Sawat Valley
  - Indus Valley
  - Kaghan Valley
25. Bhambore is located at a distance of 64 Km from \_\_\_\_\_.
- Karachi
  - Lahore
  - Multan
  - Quetta
  - Islamabad
26. About \_\_\_\_\_ per cent of the people in Pakistan are Muslims.
- 83
  - 86
  - 89
  - 93
  - 96
27. Sir John Marshall is the person who did pioneer work on the \_\_\_\_\_ Civilization.
- Indus Valley
  - Soan Valley
  - Kaghan Valley
  - Gandhara Valley
  - Sawat Valley
28. The distance between Moenjodaro and Harappa is nearly \_\_\_\_\_.
- 550km
  - 650km
  - 750km
  - 850km
  - 950km
29. In the days of \_\_\_\_\_, Taxila emerged as the paramount seat of learning.
- Aurangzeb
  - Changez Khan
  - Ashoka
  - Akbar
  - Jehangir

30. Language is the living \_\_\_\_\_ of a culture.
- a) Being
  - b) history
  - c) Present
  - d) Ideas
  - e) traditions
31. Urdu has a very close resemblance with almost all the \_\_\_\_\_ languages of Pakistan.
- a) Urban
  - b) Rural
  - c) cultural
  - d) regional
  - e) historical
32. Hafiz Mahmood Sherani believed that \_\_\_\_\_ is the mother of Urdu.
- a) Punjabi
  - b) Sindhi
  - c) Pashto
  - d) Balochi
  - e) Hindko
33. According to Sayyid Sulaiman Nadavi's (R.A.) research, Urdu is the developed form of the \_\_\_\_\_ language.
- a) Balochi
  - b) Sindhi
  - c) Punjabi
  - d) Persian
  - e) Pashto
34. Wali Dakkani is generally held as the first modern Urdu \_\_\_\_\_.
- a) critic
  - b) prose-writer
  - c) Poet
  - d) Translator
  - e) Analyst
35. Fort William College was founded at Calcutta in the year \_\_\_\_\_.
- a) 1500
  - b) 1600
  - c) 1700
  - d) 1800
  - e) 1900

36. Ahmad Shah Abdali (R.A.) was also a nice poet of \_\_\_\_\_ language.
- a) Punjabi
  - b) Sindhi
  - c) Balochi
  - d) Pashto
  - e) Persian
37. Pushto alphabetic characters are \_\_\_\_\_ in number.
- a) 41
  - b) 42
  - c) 43
  - d) 44
  - e) 45
38. Sheikh Ayaz enjoys a unique position in \_\_\_\_\_ literature.
- a) Balochi
  - b) Sindhi
  - c) Punjabi
  - d) Pashto
  - e) Hindi
39. Mirza Qalich Beg is the most prominent of the \_\_\_\_\_ Scholars.
- a) Balochi
  - b) Sindhi
  - c) Punjabi
  - d) Pashto
  - e) Bengali
40. Al-Beruni gave Punjabi the name of \_\_\_\_\_.
- a) Multani
  - b) Lahori
  - c) Jatki
  - d) Alhindiya
  - e) Gujrati

**APPENDIX D****PRETEST KEY**

<b>Sr.#</b>	<b>Correct Answer</b>	<b>Sr.#</b>	<b>Correct Answer</b>
1.	Nations	21.	Sin Kiang
2.	1867	22.	3250 and 2750 BC
3.	Hindus	23.	20 km
4.	90 Years	24.	Ghandhara Valley
5.	35	25.	Karachi
6.	December, 1906	26.	96
7.	1930	27.	Indus Valley
8.	Aligarh Movement	28.	650 km
9.	1862	29.	Ashoka
10.	Aligarh	30.	History
11.	Muhammadan Educational Conference	31.	Regional
12.	1885	32.	Punjabi
13.	1944	33.	Sindhi
14.	Allama Iqbal	34.	Poet
15.	796096 sq. Km	35.	1800
16.	Four	36.	Pashto
17.	Tajikistan	37.	43
18.	40	38.	Sindhi
19.	44	39.	Sindhi
20.	Ziarat	40.	Alhindiya

## **Achievement Tests**

Student Name: \_\_\_\_\_

College Name: \_\_\_\_\_

**Class 2<sup>nd</sup> Year**

**Pakistan Studies**

**Developed by: AsmaNaureen**

**DEPARTMENT OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY  
ISLAMABAD**

**Directions:**

Today you are going to take the Achievement Test in the subject of Pakistan Studies of class 2<sup>nd</sup> year in which multiple choice test items are given.

**Multiple Choice test items = 40**

**Total Marks = 40**

**Time = 40 Minutes**

**There are several important things to remember while answering these items:**

1. Read each item carefully.
2. Choose the most appropriate answer and shade the circle in the answer document for the test question. Mark only one choice for each item.
3. Remember to do your own work. You are not to copy or share work with anyone.
4. Check over your work when you have finished.

## POSTEST

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_

SECTION: \_\_\_\_\_

1. Muslims have an identity, separate and distinct from other \_\_\_\_\_ of the world.
  - a) Tribes
  - b) Castes
  - c) Countries
  - d) Nations
  - e) Regions
  
2. Simla Deputation consisted of \_\_\_\_\_ top ranking Muslim leaders.
  - a) 30
  - b) 35
  - c) 40
  - d) 45
  - e) 50
  
3. MAO School was established by Sir Syed Ahmad Khan in 1875 at \_\_\_\_\_.
  - a) Aligarh
  - b) Delhi
  - c) Madrass
  - d) Muradabad
  - e) Allahabad
  
4. The total area of Pakistan is \_\_\_\_\_.
  - a) 679096 sq. km
  - b) 796096 sq. km
  - c) 896096 sq. km
  - d) 976096 sq. km
  - e) 986096 sq. km
  
5. In the health resorts of the province of Baluchistan, \_\_\_\_\_ enjoys a superb position.
  - a) Murree
  - b) Kaghan
  - c) Ziarat
  - d) Sawat
  - e) Naran

6. Bhambore is located at a distance of 64 Km from \_\_\_\_\_.
- a) Karachi
  - b) Lahore
  - c) Multan
  - d) Quetta
  - e) Islamabad
7. Language is the living \_\_\_\_\_ of a culture.
- a) Being
  - b) History
  - c) Present
  - d) Ideas
  - e) Traditions
8. Fort William College was founded at Calcutta in the year \_\_\_\_\_.
- a) 1500
  - b) 1600
  - c) 1700
  - d) 1800
  - e) 1900
9. Al-Beruni gave Punjabi the name of \_\_\_\_\_.
- a) Multani
  - b) Lahori
  - c) Jatki
  - d) Alhindiya
  - e) Gujrati
10. Urdu Hindi controversy was started by the Hindus in \_\_\_\_\_.
- a) 1847
  - b) 1857
  - c) 1867
  - d) 1877
  - e) 1887
11. Arya Samaj movement aimed at converting the Muslims into \_\_\_\_\_.
- a) Parsi
  - b) Christians
  - c) Hindus
  - d) Shudars
  - e) Sikhs



12. The All India Muslim League was established at Dacca in \_\_\_\_\_.
- a) January, 1906
  - b) February, 1906
  - c) October, 1906
  - d) November, 1906
  - e) December, 1906
13. Pakistan is the outcome of the sustained Muslim struggle spread over a period of \_\_\_\_\_.
- a) 70 years
  - b) 80 years
  - c) 90 years
  - d) 100 years
  - e) 110 years
14. Sir Syed Ahmad Khan's conciliatory efforts, taken collectively, are known as \_\_\_\_\_.
- a) Jihad Movement
  - b) Khilafat Movement
  - c) Educational Movement
  - d) Aligarh Movement
  - e) Pakistan Movement
15. First Round Table Conference was held in \_\_\_\_\_.
- a) 1930
  - b) 1931
  - c) 1932
  - d) 1933
  - e) 1934
16. Lord Wavell came to India as viceroy in \_\_\_\_\_.
- a) 1942
  - b) 1944
  - c) 1945
  - d) 1946
  - e) 1947
17. Sir Syed Ahmad Khan opened a school at Ghazipur in \_\_\_\_\_.
- a) 1861
  - b) 1862
  - c) 1863
  - d) 1864
  - e) 1865

18. To motivate the Muslims for acquiring modern knowledge, Sir Syed established \_\_\_\_\_ in the year 1886.
- a) Scientific Society
  - b) MAO College
  - c) Tabein-ul-Kalam
  - d) Muhammadan Educational Conference
  - e) Muslim League
19. The Indian National Congress was established in the year \_\_\_\_\_ by A.O.Hume.
- a) 1880
  - b) 1885
  - c) 1890
  - d) 1895
  - e) 1905
20. The Muslim League session held at Allahabad in 1930 was presided over by \_\_\_\_\_.
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  - b) Allama Iqbal
  - c) Quaid-e-Azam
  - d) Syed Amir Ali
  - e) Sir Agha Khan
21. Pakistan is divided into \_\_\_\_\_ major zones on the basis of temperature variation.
- a) Three
  - b) Four
  - c) Five
  - d) Six
  - e) Seven
22. About \_\_\_\_\_ per cent of the Pakistan territory falls in the category of plains.
- a) 20
  - b) 40
  - c) 60
  - d) 80
  - e) 90
23. 20 km strip of Afghan territory known as Wakhan separated Pakistan from \_\_\_\_\_.
- a) Tajikistan
  - b) Turkmenistan
  - c) Kazakhstan
  - d) Kyrgyzstan
  - e) Azerbaijan

24. Pakistan has a common border with China's Muslim majority province \_\_\_\_\_.
- a) Hongkong
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  - c) Wakhan
  - d) Sin kiang
  - e) Singapore
25. The province of Baluchistan covers about \_\_\_\_\_ per cent of the total area of Pakistan.
- a) 40
  - b) 42
  - c) 44
  - d) 46
  - e) 48
26. Life span of the community at Moenjodaro is to be dated between \_\_\_\_\_.
- a) 2650 and 1650 BC
  - b) 2550 and 1550 BC
  - c) 2750 and 2600B.C.
  - d) 3250 and 2750BC
  - e) 3350 and 3250 BC
27. Sir John Marshall is the person who did pioneer work on the \_\_\_\_\_ Civilization.
- a) Indus Valley
  - b) Soan Valley
  - c) Kaghan Valley
  - d) GhandharaValley
  - e) Sawat Valley
28. The distance between Moenjodaro and Harappa is nearly \_\_\_\_\_.
- a) 550km
  - b) 650km
  - c) 750km
  - d) 850km
  - e) 950km
29. Harappa is located at a distance of about \_\_\_\_\_ from Sahiwal.
- a) 20 km
  - b) 30 km
  - c) 40 km
  - d) 50 km
  - e) 60 km

30. Taxila was the centre of the magnificent \_\_\_\_\_ civilization.
- a) Soan Valley
  - b) Ghandhara Valley
  - c) Sawat Valley
  - d) Indus Valley
  - e) Kaghan Valley
31. About \_\_\_\_\_ per cent of the people in Pakistan are Muslims.
- a) 83
  - b) 86
  - c) 89
  - d) 93
  - e) 96
32. Urdu has a very close resemblance with almost all the \_\_\_\_\_ languages of Pakistan.
- a) Urban
  - b) Rural
  - c) Cultural
  - d) Regional
  - e) Historical
33. Wali Dakkani is generally held as the first modern Urdu \_\_\_\_\_.
- a) critic
  - b) prose writer
  - c) poet
  - d) translator
  - e) Analyst
34. Mirza Qalich Beg is the most prominent of the \_\_\_\_\_ Scholars.
- a) Balochi
  - b) Sindhi
  - c) Punjabi
  - d) Pashto
  - e) Bengali
35. Sheikh Ayaz enjoys a unique position in \_\_\_\_\_ literature.
- a) Balochi
  - b) Sindhi
  - c) Punjabi
  - d) Pashto
  - e) Hindi

36. In the days of \_\_\_\_\_, Taxila emerged as the paramount seat of learning.
- Aurangzeb
  - Changez Khan
  - Ashoka
  - Akbar
  - Jehangir
37. Hafiz Mahmood Sherani believed that \_\_\_\_\_ is the mother of Urdu.
- Punjabi
  - Sindhi
  - Pashto
  - Balochi
  - Hindko
38. Pushto alphabetic characters are \_\_\_\_ in number.
- 41
  - 42
  - 43
  - 44
  - 45
39. Ahmad Shah Abdali (R.A.) was also a nice poet of \_\_\_\_\_ language.
- Punjabi
  - Sindhi
  - Balochi
  - Pashto
  - Persian
40. According to Sayyid Sulaiman Nadavi's (R.A.) research, Urdu is the developed form of the \_\_\_\_\_ language.
- Balochi
  - Sindhi
  - Punjabi
  - Persian
  - Pashto

**APPENDIX F****POSTTEST KEY**

<b>Sr.#</b>	<b>Correct Answer</b>	<b>Sr.#</b>	<b>Correct Answer</b>
1.	Nations	21.	Four
2.	35	22.	40
3.	Aligarh	23.	Tajikistan
4.	796096 sq.km	24.	Sin Kiang
5.	Ziarat	25.	44
6.	Karachi	26.	3250 and 2750 BC
7.	History	27.	Indus Valley
8.	1800	28.	650 km
9.	Alhindiya	29.	20 km
10.	1867	30.	Ghandhara Valley
11.	Hindus	31.	96
12.	December, 1906	32.	Regional
13.	90 Years	33.	Poet
14.	Aligarh Movement	34.	Sindhi
15.	1930	35.	Sindhi
16.	1944	36.	Ashoka
17.	1862	37.	Punjabi
18.	Muhammadan Educational Conference	38.	43
19.	1885	39.	Pashto
20.	Allama Iqbal	40.	Sindhi

## APPENDIX G

**Pre-test and Post-test Scores of the Experimental Group**

S.No.	Names	Marks Pre-test (40)	Marks Post-test (40)
1.	Amna Khalid	18	35
2.	Alishba Sheikh	12	31
3.	ArwaBatool	16	29
4.	AmnaIrshad	20	34
5.	Ayman Nawaz	27	39
6.	Cicilia Tariq	18	37
7.	Fatima Ahmad	18	34
8.	FarechaZahoorAbbasi	23	31
9.	Hira Naz	11	29
10.	ItratZehra	23	35
11.	Izba Asif	23	38
12.	RateeKumari	15	26
13.	KomalShahid	24	39
14.	LaibaArzoo	20	34
15.	Maryam Abbas	26	40
16.	MehrZahoor	20	34
17.	MisbahNazir	22	31
18.	MehreenAhad	11	29
19.	Maria Hussain	25	39
20.	Noor-ul-Ain	19	34
21.	Nuzrat-un-Naeem	15	27
22.	Qudsia Tahir	17	37
23.	Rabia Noor	25	40
24.	Rimsha Khalid	23	35
25.	Sania Malik	23	37
26.	Saba Naureen	15	29
27.	Sabiha Khan	27	35
28.	Samreen Bibi	23	39
29.	Zeast Fatima	21	29
30.	Fatima Ikhlq	10	28
	Mean	19.66667	33.800

**APPENDIX H****Pre-test and Post-test Scores of the Control Group**

S.No.	Names	Marks Pre-test (40)	Marks Post-test (40)
1.	Abeera Khan	17	23
2.	Amber Hafeez	19	26
3.	Amna Arshad	18	21
4.	Areesha Ahmad	18	24
5.	Alyba Nadeem	20	27
6.	Fatima Qamar	21	24
7.	Fatima Qureshi	18	22
8.	Hafsa Akber	23	24
9.	Humaira Bibi	21	28
10.	Iqra Sabir	29	33
11.	Komal Kumari	14	21
12.	Kinza Riaz	25	32
13.	Kashmala Khan	17	35
14.	Laraib Hashmi	19	24
15.	Maria Saeed	25	33
16.	Maham Shahid	20	26
17.	Maria Sagheer	14	21
18.	Muneeba Fatima Tariq	15	21
19.	Maryam Zehra	21	26
20.	Nimra Iftikhar	16	24
21.	Qurat-ul-Ain Saleem	19	27
22.	Sara Khan	17	30
23.	Rabia Arif	24	28
24.	Ramsha Khalid	17	22
25.	Shaista Jabeen	26	30
26.	Samara Minhas	16	21
27.	Saleha Jameel	29	32
28.	Zarish Zubair	18	24
29.	Ziman Ahmed	15	22
30.	Rida Ali	15	18
	Mean	19.53333	25.63333



## APPENDIX I

### Post-test Scores of High Achievers of the Control Group and the Experimental Group

Sr. No.	Control Group		Experimental Group	
	Names	Marks (40)	Names	Marks (40)
1	Kashmala Khan	35	Maryam Abbas	40
2	Iqra Sabir	33	Rabia Noor	40
3	Maria Saeed	33	Ayman Nawaz	39
4	KinzaRiaz	32	KomalShahid	39
5	SalehaJameel	32	Maria Hussain	39
6	Sara Khan	30	Samreen Bibi	39
7	ShaistaJabeen	30	Izba Asif	38
8	Humaira Bibi	28	Cicilia Tariq	37
9	RabiaArif	28	Qudsia Tahir	37
10	Alyba Nadeem	27	Sania Malik	37
11	Qurat-ul-Ain Saleem	27	Amna Khalid	35
12	Amber Hafeez	26	ItratZehra	35
13	MahamShahid	26	Rimsha Khalid	35
14	Maryam Zehra	26	Sabiha Khan	35

Mean of Control Group = 29.5000

Mean of Experimental Group = 37.5000

## APPENDIX J

### Post-test Scores of Low Achievers of the Control Group and the Experimental Group

Sr. No.	Control Group		Experimental Group	
	Names	Marks (40)	Names	Marks (40)
1	Areesha Ahmad	24	AmnaArshad	34
2	Fatima Qamar	24	Fatima Ahmad	34
3	HafsaAkber	24	LaibaArzoo	34
4	Laraib Hashmi	24	MehrZahoor	34
5	NimraIftikhar	24	Noor-ul-Ain	34
6	Zarish Zubair	24	Alishba Sheikh	31
7	Abeera Khan	23	FarechaZahoorAbbasi	31
8	Fatima Qureshi	22	MisbahNazir	31
9	Ramsha Khalid	22	ArwaBatool	29
10	Ziman Ahmed	22	Hira Naz	29
11	Amna Arshad	21	MehreenAhad	29
12	KomalKumari	21	Saba Naureen	29
13	Maria Sagheer	21	Zeast Fatima	29
14	Muneeba Fatima Tariq	21	Fatima Ikhtlaq	28
15	Samara Minhas	21	Nuzrat-un-Naeem	27
16	Rida Ali	18	Ratee Kumari	26

Mean of Control Group = 22.2500      Mean of Experimental Group = 30.5625

