EVALUATION OF SECONDARY SCHOOL CURRICULUM FOR DEVELOPING SELF-EFFICACY IN KHYBER PAKHTUNKHWA

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STATEMENT OF UNDERSTANDING/DECLARATION

I, **Shah Faisal** with registration No. **91-FSS/PHDEDU/S12**, student of Doctor of Philosophy in Department of Education, Faculty of Social Sciences, International Islamic University Islamabad, do hereby solemnly declare that the thesis entitled as **"Evaluation of Secondary School Curriculum for Developing Self-Efficacy in Khyber Pakhtunkhwa"** submitted by me in partial fulfillment for the requirements of PhD degree is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and so will not be submitted in future for any degree from a University or an institution.

Dated: 29 / 9 /2020

Shah Faisal
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FORWARDING SHEET

This thesis entitled as **"Evaluation of Secondary School Curriculum for Developing Self-Efficacy in Khyber Pakhtunkhwa"** submitted by Mr. Shah Faisal in partial fulfillment of Ph.D. degree in Education has been completed under our supervision and guidance. We are satisfied with the quality of the student's research work and allow him to submit this thesis for further process, as per IIUI rules and regulations.

Prof. Dr. N. B. Jumani
(Supervisor)

Dr. Seema Gul
(Co-Supervisor)

Dedicated

With

Love and affection

To

The memories of my father and the untiring efforts of my mother

which always remain constant sources of inspiration for striving in my academic career and brought me to the level

Approval Sheet

Evaluation of Secondary School Curriculum for Developing Self-Efficacy in Khyber Pakhtunkhwa

By

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ABSTRACT

Self-efficacy is the predicator of success, both in academics as well as future career. It is not an inborn trait rather developed. Therefore, the study was conducted to analyze and evaluate the prevailing curriculum for developing self-efficacy at secondary level in Khyber Pakhtunkhwa, a north-western province of Pakistan. The study was aimed at; to assess provisions for the academic performance accomplishment of students at secondary level; to analyze secondary level curriculum for provision of vicarious experiences to students of secondary level; to investigate social persuasion in curriculum for students at secondary level; to examine the provisions causing emotional arousal in the curriculum at secondary level; and to assess self-efficacy of students at secondary level. The study was carried out through adopting a mixed method approach. The qualitative data came from the national curricula of Urdu, Mathematics and Islamiyat (compulsory), their textbooks and their examination papers administered by designated assessment bodies, whereas the quantitative data came from the results of formative and summative assessment of the secondary level students, administering self-efficacy scale, interview schedule to the students and questionnaire to their teachers. The quantitative data was further validated through recording observations in the natural setting of classroom instruction. The self-efficacy theory, critical theory, banking theory and theory of hegemony provided the underpinning for the study. The study was conducted in secondary classes at male public schools in the jurisdiction of Peshawar division of Khyber Pakhtunkhwa. The sample of the study was comprised of 259 teachers selected through purposive sampling technique and 392 students selected through random sampling technique, whereas ninety instances were made for observations of classroom instruction. The quantitative data was analyzed through mean, standard deviation and paired sampled t-test. Major findings of the study included: a decrease in the score of efficacy belief of the students at secondary level though the difference between the score of first administration and second administration of self-efficacy scale was not statistically significant; the curriculum was focused mainly on performance and induced by participant modeling, performance exposure and performance desensitization but this was based on rote learning and mechanical reproduction; the curriculum offered opportunities for vicarious experience which induced by both live and symbolic modeling but due to mismatch and overestimation of capabilities restricted its effects; for social persuasion of students, exhortation, suggestions and interpretive treatment seldom worked due to personal and social restraints and self-doubts of students due to pessimism. The emotional arousal caused by the content and process of instruction due to the bulky and impractical material. The study suggested and recommended that the curriculum may be developed in accordance with the psychological needs of the students and their personality development. The curriculum may be materialized with letter and spirit by making available all the required resources for learning. It further recommended that the curriculum may be politics-free and should be based upon the national aspirations.

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Shah Faisal

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LIST OF ABBREVIATIONS

APA	American Psychological Association
AV	Audio-Visual
BISEs	Boards of Intermediate and Secondary Education
DCTE	Directorate of Curriculum and Teacher Education
EMIS	Education Management Information System
ETEA	Educational Testing and Evaluation Agency
GPI	Gender Parity Index
K-12	Kindergarten to Twelve-grade
MCQs	Multiple Choice Questions
MDGs	Millennium Development Goals
NOC	No Objection Certificate
NTLMP	National Textbook and Learning Material Policy
PITE	Provincial Institute of Teacher Education
RITE	Regional Institute of Teacher Education
s.a.a.w	Sallalaho Alahey wa Alehi Wasallam
SLOs	Students' Learning Outcomes
SSC	Secondary School Certificate
TT	Theology Teacher
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER 1

INTRODUCTION

Self-efficacy (Bandura, 1977b) influences people's self-regulation (Fiske & Taylor, 2008) and functions as one of the essential factors in self-regulatory mechanism (Bandura & Wood, 1989). Individuals with good self-regulatory mechanism perform well academically as well as consider themselves as good managers with a sense of responsibility (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Thus, high efficacious individuals depict 'approach' behaviour whereas less efficacious people demonstrate 'avoidance' through their behaviours (Reddan, 2015). In academic environment, for example, students with high self-efficacy show great variety of cognitive and self-regulatory strategies with greater performance accomplishment (Wolters & Pintrich, 1998). Studies have shown that self-efficacy predicts students' academic and career choices (Brown & Lent, 2016).

High efficacious students go for most advanced fields of studies (Luszczynska & Gutierrez-Dona, 2005). Research studies on self-efficacy show that it is a convincing predictor of students' academic achievement and their motivation for learning (Pajares & Urdan, 2006; Schunk, 1991; Skaalvik & Skaalvik, 2008). These studies predict that self-efficacious students prefer to be involved repeatedly in the learning activities (Berry & West, 1993). On contrary, students with low efficacy belief tend to be passive and dependent (Hassan, Alasmari, & Ahmed, 2015; Schunk, 1991). According to expectancy value theory of motivation, people are more likely to be engaged in activities where they have high expectation regarding their actions and the possible outcomes (Wigfield & Eccles, 2000). Therefore, self-efficacy is concerned with both cognitive and motivational processes vital for learning, enabling students to "remain task oriented in the face of

judgmental failures" (Bandura, 1989a, p.1176). For example, students with higher academic self-efficacy show better academic performance (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). Similarly, a strong and significant relationship between efficacy belief and academic performance is reported by Jahanian and Mahjoubi (2013). The relationship was studied at different levels; such as elementary level (Joët, Usher, & Bressoux, 2011), secondary level (Alivernini & Lucidi, 2011), and university level (Robbins et al., 2004).

Self-efficacy equally inspires individuals for making decision about their career (Ogutu, Odera, & Maragia, 2017) as it attracts them "not only toward careers that match their perceived capabilities, but away from vocations that call for quite different types of competencies" (Bandura et al., 2001, p.199). It signifies the confidence that individuals show while engaging in the activities that are necessary for a particular career to adopt (Crisan & Turda, 2015), as people with high efficacy belief are in a better position to plan effectively and implement successfully a task (Bandura, 1982) and accordingly select the most difficult courses of action (Zimmerman, Bandura, & Poons, 1992). It shows that efficacious people consider a task with a wider view to determine the best possible plan and hence, obstacles to do the task often motivate them for greater efforts and vice versa (Hassan et al., 2015).

Self-efficacy is "the belief of the individual in his ability to organize and carry out the course of action required in order to generate the desired results" (Bandura, 2003, p.12). It is not an inborn trait rather developed. Therefore, Bandura (1997) hypothesized four sources of self-efficacy including, mastery experience, vicarious experience, social persuasion and physiological and emotional state. Each of these sources has powerful effect in combination rather individually (Widmer, Duerden & Taniguchi, 2014). He also

identified three dimensions of self-efficacy such as magnitude, generality and strength. Magnitude is the difficulty and complexity of a task; whereas generality deals with the situation that individual experiences regarding efficacy expectation. Strength concerns with the confidence level of an individual while performing a task.

Self-efficacy is not important because of its uniqueness but it performs a vital role in the adjustment and accommodating change (Bandura, 1997), helps individual to find out solutions to his problems (King, Glasgow, Toobert, Strycker, Estabrooks, Osuna, & Faber, 2010), as it can be generalized to other situations (Bandura, Adams, & Beyer, 1977; Hogan & Santomier, 1984). Therefore, early development of efficacy belief of individuals continues throughout their lives (Kolb, 2011, p.206); and thus, enables them to "architect their own destinies" (Tilfarlioglu & Ciftci, 2011, p. 1285). The theory and practice have established that self-efficacy differentiates the way people feel, think, motivate themselves, behave and act (Bandura, 1995).

Thus, it is imperative that school should play its role in the development of self-efficacy of the students for their future lives. Students' school experience reflects throughout their lives whether in college or university or even beyond in their practical live as "school education tells a student how to think?" (Chishti, Tahirkheli, Raja, & Khan, 2011, p.972); therefore, the curriculum in school should be learner-centered in a social setting of the students, which is unfortunately otherwise and focused on the subjects and their textbooks (Baloch, 2003).

1.1 Rationale of the Study

Since the introduction of Bandura's theory of self-efficacy in 1977, the self-efficacy construct, with different contexts and approaches, is widely researched across the

general, and students in formal educational institutions, in particular, through deliberate attempts across the globe and more specifically in Pakistani context. In educational institutions, curriculum is the main instrument of bringing change in the behavior and attitude of the students for their future lives. Therefore, to fill the gap identified, this study was attempted to investigate the curriculum at secondary level for developing the self-efficacy of students in Khyber Pakhtunkhwa, a north-western province of Pakistan.

Secondary level education prepares individuals for either further higher studies or technical and vocational training and responsibilities (Geol, 2005); therefore, it is made part of the basic education in Pakistan (Halai, 2010). Article 25A, of the 1973 constitution of Islamic Republic of Pakistan, recognizes the right to education of all the citizens of age five to sixteen years through free and compulsory education as determined by the law. Moreover, article 37(b) particularly speaks for removing illiteracy and provision of free and compulsory secondary education.

The people, educated through the prevailing system of education, are good for nothing and mostly found to be inefficient and ineffective (Ashraf, Ali, & Hosain, 2013; Rehman & Khan, 2011); because the system is primarily meant for literacy and not for development of mental faculty of the students (Constitution of Pakistan, 1973, Article 37b). It is due to this inefficiency and ineffectiveness, that Pakistan has made no such progress as compared to its contemporary nations, for example China.

1.2 Statement of the Problem

Self-efficacy is not an inborn trait rather it has to be developed through deliberate attempts. Curriculum in the formal education setting needs to be instrumental for the development of self-efficacy of the students. Hence, the purpose of this concurrent mixed methods study was to analyze and evaluate the secondary school curriculum for the

development of self-efficacy of students in Khyber Pakhtunkhwa. In this study qualitative content and discourse analyses of the curriculum documents, textbooks and assessment procedures were done in addition to the quantitative data collected through questionnaire, interview schedule and observation checklist, to assess and investigate the secondary school curriculum for the provisions of the sources of self-efficacy that affect the self-efficacy of students in Khyber Pakhtunkhwa. The reason, for combining both the qualitative and quantitative data, was to develop a comprehensive understanding of the research problem by covering qualitative data analysis of the curricula, textbooks, and assessment procedures with quantitatively measured perceptions of teachers, students and non-participant observation in the naturalistic way of classroom instruction.

1.3 Objectives of the Study

The study was designed and carried out with the following objectives:

1. To assess provisions for the academic performance accomplishment of students at secondary level.
2. To analyze secondary level curriculum for provision of vicarious experiences to students of secondary level.
3. To investigate social persuasion in curriculum for students at secondary level.
4. To examine the provisions causing emotional arousal in the curriculum at secondary level.
5. To assess self-efficacy of the students at secondary level.

1.4 Research Questions

In the light of aforesaid objectives, the following research questions were attempted to be answered through this study:

1. What are the provisions in the curriculum for the academic performance of the students at secondary level?
2. What are the opportunities provided for vicarious experiences to students in curriculum at the secondary level?
3. What type of social persuasion does curriculum provide for students at secondary level?
4. How curriculum affects emotional arousal of the students at secondary level?
5. What is the level of students' self-efficacy after having gone through the secondary school curriculum?

1.5 Significance of the Study

Most of the research studies on self-efficacy were quantitative and therefore, it is needed to carry out qualitative studies on self-efficacy to widen the horizon beyond the numbers. Schunk (1991) noted that there is "an urgent need for self-efficacy research conducted in classrooms using teachers and academic content as students are learning rather than simply performing tasks" (p. 227) and for learning, self-efficacy is one of its major foundations, therefore, "if the development of self-efficacy is a priority in education, then the educational experience will be more relevant to the child" (Kolb, 2011, p.206) as it is the self-efficacy that can "produce the belief in one's capability to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in one's life" (Mauer, Neergaard & Linstad, 2009, p.237).

Besides the sources of self-efficacy that Bandura (1977b) identified and that are discussed earlier in this chapter, there are a number of factors that obstruct the development of efficacy belief, which includes overestimation of capabilities, lack of necessary resources, personal and social restraints, incorrect self-knowledge and self-

doubts (Bandura, 1986). These hindering factors in the development of efficacy belief "should serve as guidelines in developing curricular lessons that specifically address each factor and incorporate social skill exercises to help reinforce the expansion of self-efficacy in each student" (Kolb, 2011, p.206). In secondary classroom, students' efficacy beliefs are influenced by their fellows' success or failures (Schunk & Miller, 2002).

Studies established that self-efficacy occupies a significance place in people's future life, therefore, in formal educational setting where new generation is prepared for future responsibilities; students' efficacy beliefs must be catered for. The stakeholders in the education of a child should take into account all such activities and content that contributes to the development of self-efficacy of the students as "the earlier the development of self-efficacy is addressed; the longer the student will have to access the lifelong benefits of self-efficacy (Kolb, 2011, p.209). In such a backdrop, the study may prove to be of great significance for all the stakeholders of education particularly those concerned with the curriculum. The significance of the study, for different quarters concerned, is discussed as under.

The curriculum planners who develop and design the curriculum in order to bring about change in the society through changing the individuals, hence, the study might be significant for them to cater for the needs of individuals and society. The study provides an insight to the curriculum planners to avoid means and material that hamper the development of self-efficacy and inculcate such type of activities and materials that can sharpen the intellect and develop strong efficacy belief of the students for their future academic and professional career. They have to go through the system and curriculum during their academic career particularly at the secondary level.

The stakeholders in the assessment bodies have the responsibility of assessment of the academic performance of the students at secondary level. Therefore, the study might be helpful for them to review their assessment procedures; and design them to ensure an authentic assessment of the students' academic performance that can lead to the development of efficacy beliefs of the students; instead of prevailing stereotype assessment that restricts the thinking faculty of the students and also adversely affects the classroom instruction.

It is the teacher who implements the curriculum in its true letter and spirit and, therefore, it is of vital significance for teachers to be aware of the role of the curriculum in the cognitive and socio-psychological development of the individuals who have been exposed to a particular curriculum at the particular level. As the study underlines the development of self-efficacy belief through curriculum, it might be helpful for teachers to concentrate on activities that can add to develop the efficacy belief of the students and make them effective and successful members of the society.

Students, as the direct beneficiaries of education programme, have their own place and importance to be aware of what is planned for and delivered to them. Their future academic and practical life owes much to what is taught to them today. The study might be significant for them to know about what and how is taught to them for preparing them for the future life.

Last but not the least; the study might also be significant for the researchers in the fields of curriculum and human development as well. It provides an insight and temptation for the researchers and might open up new dimensions of research in the area of curriculum and human development.

1.6 Delimitation of the Study

Academic programmes are time bound and required to be completed within the stipulated time with scarce resources. Therefore, this study was delimited to:

- The prevailing Curricula and textbooks of Urdu, Mathematics and Islamiyat Compulsory [Islamic Education] (hereafter referred as Islamiyat) were taken as sample for this study as Urdu represents the language and literature; Mathematics is illustrative of logical and science subjects; whereas Islamiyat is typical of social and ethical subjects.
- Peshawar Division of Khyber Pakhtunkhwa province that was consisting of three administrative districts namely Charsadda, Nowshera and Peshawar.
- The male students of secondary classes in public sector schools, as they were conveniently accessible for a male researcher in the tradition-ridden society of Khyber Pakhtunkhwa.
- Teachers who were teaching at the secondary level.

1.7 Research Methodology

Research studies are planned activities and hence carried out through adopting and following various steps of appropriate research methodology. In this connection, the various aspects of research methodology, applied to this study, are discussed in the following lines under different sub-headings.

1.7.1 Research Design

The study was conducted by using mixed method research design as it comprises both qualitative and quantitative data. Concurrent Triangulation of the qualitative and

quantitative data was made as shown in the figure 1.1, adopted from Creswell, (2009, p.210) to draw conclusion.

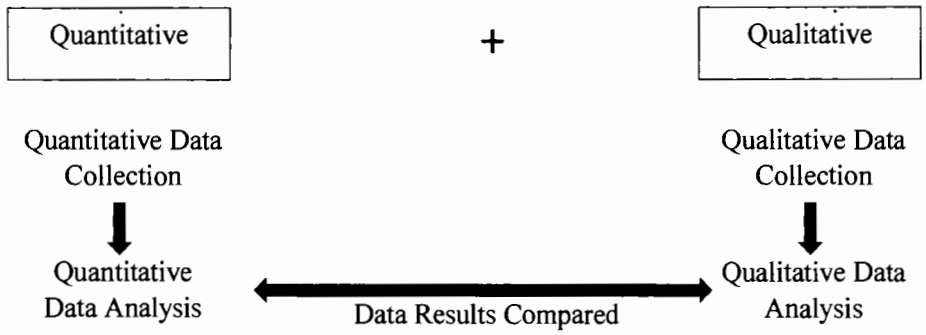

Figure 1.1: Concurrent Triangulation Design of Mixed Method

The qualitative data was drawn through content and discourse analyses of the documents of prevailing curricula, relevant textbooks implemented in the classrooms and question papers administered in the Boards of Intermediate and Secondary Education (BISEs) for summative assessment; whereas, the quantitative data was collected from students through administering the self-efficacy scale and conducting an interview schedule besides, analyzing their formative and summative assessment results. In addition, data also came from teachers through administering a questionnaire and recording observations of the classroom instruction.

1.7.2 Population of the Study

Population of the study comprised of the followings:

- Secondary level Students in public sector schools particularly admitted in grade 9 during the academic session 2014-15 and subsequently promoted to grade 10.
- Teachers who were teaching the core syllabi at secondary level.

1.7.3 Sample of the Study

The sample size and sampling techniques used for the study are discussed as under:

- The classroom instruction was observed through total ninety observations. Out of the total, thirty observations were made in each subject i.e. Urdu, Mathematics and Islamiyat with equal share from all the three districts. Purposive sampling technique was employed for the classroom observation.
- Sample of the students of grade 9 was taken through proportionate random sampling technique and the sample size was determined by using Yamane's (1967) formula:

$$n = \frac{N}{1 + N(e)^2}$$

Whereas "n" is the sample size, "N" is the Population and "e" is the Level of precision.

- Sample of teachers, who were teaching at secondary level, was also made through the same sampling technique using the same sampling formula as used earlier in the sampling of students.

1.7.4 Research Instruments and Sources of Data

Evaluation uses both "quantitative and/or qualitative data" techniques (McKernan, 2008, p.201). The quantitative data techniques include questionnaire, interview schedule, and observation checklist while qualitative data technique included content and discourse analyses of curriculum documents, textbooks and examination papers to describe the "evidence for future action, or possibly non-action, about the subject of inquiry"

(McKernan, 2008, p.204). Therefore, in this study multiplicity of instruments were employed to ensure a valid data for analysis.

1.7.4.1 Content and Discourse Analysis

Content and discourse analysis was used as research instruments to analyze the prevailing curriculum documents, textbooks as well as Secondary School Certificate (Annual) examinations' question papers of the Boards of Intermediate and Secondary Education (BISEs),of the sampled subjects for developing self-efficacy among the individuals who were exposed to them.

1.7.4.2 Formative and Summative Assessment Results

Students' performance was judged through formative assessment made by the teacher through periodical classroom tests. Similarly results of summative assessment in the form of annual examinations conducted for grades 9 and 10 by the BISEs were also analyzed for performance accomplishment.

1.7.4.3 Self-Efficacy Scale

The scale developed by Schwarzer and Jerusalem (1995), was used for measuring the self-efficacy of the students. The instrument was used due to its suitability for the study; as it was designed for adolescents and adults. Furthermore, it is allowed by the authors to use it openly without seeking any permission. The internal consistency of the instrument is calculated as 0.76 to 0.90 through different studies, with the majority in the high 0.80. The scale items were also provided with Urdu translation for the students' understanding. The scale is annexed as Appendix – A of this report.

1.7.4.4 Questionnaire for Teachers

The instruction of a teacher, in a classroom, is an important part of the curriculum; so a questionnaire was developed for the teachers to analyze the classroom instructional practices and teachers' interaction with their students. The questionnaire for teachers is accompanied as Appendix – B of this report.

1.7.4.5 Interview Schedule for Students

Students are directly affected by the curriculum. Therefore, an interview schedule was used to identify the effects of curriculum and to verify the instructional strategies of teachers in classrooms that affect the self-efficacy of the students. The interview schedule for students is attached as Appendix – C of this report.

1.7.4.6 Observation Checklist

An observation checklist, for natural observation of the classroom instruction, was used to note down the real-life classroom activities. It also validates the data collected through other instruments and sources as well as helps in measuring the physiological feedback for emotional arousal of the students. The Observation checklist, used in the study, is annexed as Appendix – D of this report.

1.7.5 Pilot Testing

The instruments were validated, before using for final data collection, through conducting a pilot testing. The sample for pilot testing was taken approximately ten percent of the sample size; however, the sample of the pilot testing was not made part of the main study. The language and structure of the instruments were improved on the basis of expert opinions of the supervisors and other experts in the field of education, such as

principals and teachers; however, the internal consistency among the items of the instruments was determined through calculating Cronbach's alpha. The self-efficacy scale has been validated many times earlier and the Cronbach's alpha was calculated as referred in section 1.7.4.3, but here too, it was checked during the conduct of this study through the same nature of population to which it was used for data collection.

1.7.6 Data Collection

The data was collected through personal administration of the instruments. However, during recording of classroom observation, concerned school principals or their nominees were involved so that the personal bias of the researcher could be minimized and reliability might be ensured. The observers from schools were briefed, regarding the nature of research and construct of the theory of self-efficacy, so that they could record observations appropriately. The data, presented in chapter four of this report is consolidated data of the observers.

1.7.7 Data Analysis

The qualitative data was analyzed using content and discourse analyses and thematic technique; whereas the quantitative data was analyzed through using statistical tests which are discussed in chapter number three of this report.

1.8 Definition of the Key Terms

The key terms of this study are defined for the understanding of the readers.

1.8.1 Curriculum

Curriculum is "the overall rationale for any educational programme" (Kelly, 2009, p.9) and therefore, considers as "the totality of the experiences the pupil has as a result of the provision made" (Kelly, 2004, p. 8). In this study the curriculum means the national curriculum of 2002 in the case of Islamiyat and that of 2006 in the case of Urdu and Mathematics besides, Islamiyat.

1.8.2 Evaluation

Evaluation is the "systematic process of collecting and analyzing data in order to make decision" (Boulmetis & Dutwin, 2005, p.4).It helps in "assessing the effects of an intervention" (Green & South, 2006, p.12) and "judging the merit or worth of an entity" (Alkin, 2011, p.9).

1.8.3 Secondary School Level

The level of schooling consists of grade 9 and 10 in the Pakistani context, which is also known as high school education in general meaning (Bibi, 2015; Government of Pakistan, 2015; Halai, 2010; Lynd, 2007; Shami & Hussain, 2006).

1.8.4 Self-efficacy

It is "a judgment of capability to execute given types of performances" (Bandura, 2006a, p.309). It also refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given levels of attainments" (Bandura, 1998, p.54).

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Literature review is an epistemological foundation of the study that provides "a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings" (Creswell, 2009, p.25). This chapter looks into literature available on curriculum, self-efficacy and attempts to establish their mutual relationship that guides current study. The curriculum, as the prime focus of this study, is addressed in this chapter first followed by the aspect for which the curriculum is evaluated i.e. self-efficacy. In the last part of this review, the theoretical framework is discussed through which the study was carried out.

2.1 Nature of Curriculum

Curriculum is an educational plan that is advanced by an educational institution for providing "valued knowledge, values, skills and other dispositions" (McKernan, 2008, p.4). It is initiated through a "development process culminating in experiences for students" (Wiles & Bondi, 2007, p.5). Hence, it occupies a core position in education system for two reasons; one it is "about what should be taught" and two, it "combines thought, action and purpose" (Null, 2011, p.2). Null's explanation though seems very simple but it is profound and comprehensive in its nature as it speaks not only for the matter and the methods but even beyond.

Curriculum is not a dead document rather; it purports the national aspirations of a nation and provides a sound and dynamic outlook to an education system of a country. According to Kelly (2009):

> within a democratic society, an educational curriculum at all levels should be concerned to provide a liberating experience by focusing on such things as the promotion of freedom and independence of thought, of social and political empowerment, of respect for the freedom of others, of an acceptance of variety of opinion, and of the enrichment of the life of every individual in that society, regardless of class, race or creed (p.8).

As an academic requirement, let's try to achieve clarity over the understanding of the term 'curriculum' discussed widely in the literature, offering numerous meanings and definitions, to determine and signify its nature throughout the study as the word "curriculum has been used historically to describe the subjects taught during the classical period of Greek civilization" (Marsh, 2009, p.3) and even "many people still equate a curriculum with a syllabus and thus limit their planning" (Kelly, 2009, p.9) of the curriculum development at all levels and stages.

Curriculum has been defined prescriptively or descriptively or even both. The prescriptive definitions are concerned with "what ought to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study" (Ellis, 2004, p.4). Conversely, descriptive definitions speak for thought about curriculum that "not merely in terms of how things ought to be ... but how things are in real classrooms" (ibid, p.5). In prescriptive curriculum the teachers have the preferences to decide about the implementation of the curriculum whereas the descriptive curriculum speaks for the living experiences instead of providing for a theoretical programme. Either of the extreme is distorting and hence a mid-way can be better to serve the purpose of educating and preparing the new generation in a

desirable way. Hence, curriculum should be coupled with reflections of the educationists' prescriptions and educators' performance in the classrooms with the classroom's real experience.

Both prescriptive and descriptive explanations of curriculum have been available equally in present and past literature. For example, Dewey (1902); Bobbitt (1918); Rugg (1927); Tyler (1949; 1957); Gagne (1967); Popham and Baker (1970); McBrien and Brandt (1997); and Ross (2000) viewed curriculum prescriptively. On the other hand, Casewell and Campbell (1935); Hopkins (1941); Ragan (1960); Hass (1987); Tanner and Tanner (1995); Kelly (2004); Brown (2006) and Silva (2009) considered curriculum descriptively.

Describing curriculum prescriptively, it is considered as "a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units have already been mastered by the learner" (Gagne, 1967, p.23). Similarly James Popham and Eva Baker also believe that curriculum is the "all planned learning outcomes for which the school is responsible … curriculum refers to the desired consequences of instruction" (Popham & Baker, 1970, p.48).

Defining curriculum descriptively, Daniel Tanner and Laurel Tanner take curriculum as a "plan or program of all experiences which the learner encounters under the direction of a school" (Tanner & Tanner, 1995, p.158). Similarly, curriculum is taken as "the totality of the experiences the pupil has as a result of the provision made" (Kelly, 2004, p. 8).

Ronald C. Doll viewed curriculum as, "the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations, and values under the auspices of that school" (Doll, 1996, p.15).

In nutshell, curriculum is a plan of an educational programme that has been chalked out by the stakeholders of a nation in the light of its past history, ideology, values and culture, for bringing a deliberate change in the behaviour of its new generation in a desired way that prepare them for their future responsibilities through appropriate materials and adequate methods. This helps us, to understand curriculum and read, explicitly, about what are in the lines and, implicitly, what are between the lines, and thus classify curriculum into its broad types that are relevant to this study.

2.2 Types of Curriculum

Curriculum can be categorized into a number of types for variety of reasons, but the most important and primary types of curriculum that can be relevant to this study are as discussed below.

2.2.1 Explicit Curriculum

The explicit or written or sometime called as indented or overt (Srivastava & Kumari, 2005) curriculum is a curriculum which provides for learning activities that the students are required to go through during their education process and which is subjected to review from time to time. Srivastava and Kumari explain thus, "the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors, and teachers, often collectively" (ibid, p.31).

It is the curriculum that the quarters concerned can easily evaluate in the light of openly stated purposes and make changes for further improvement. However, implicit curriculum matters the most in the upbringing and education of new generation.

2.2.2 Implicit Curriculum

The implicit or hidden curriculum underlines things more than to transmit knowledge (Hatch, 2009) that a curriculum conveys and students receive in the form of ideas, values, behaviours and patterns implicitly (Alsubaie, 2015; Çubukçu, 2012; Portelli, 1993) for human development, complete and comprehensive. The implicit curriculum is occasionally called as unintentional curriculum, which purports something a byproduct. It seems erroneous as the implicit concepts and patterns are more intentional at the time of curriculum development process but are not stated openly; therefore, the implicit or hidden curriculum can be rightly named as experiential curriculum after what the learners experience in the schools, for example, development of self-efficacy of the students is the main concern of this study.

Educationists consider that implicit curriculum is taken on through planned, deliberate and organized work of the schools and even through the materials provided in the formal setting of schools, not being overtly declared by curriculum planners but remains in the mind of policy makers and curriculum planners. It is generally argued that the implicit part of the curriculum is clear in the mind of both the planners and the practitioners of the curriculum but hidden from the individuals-to-be-taught (Kelly, 2009; 2004). In other words, implicit curriculum is an indirect approach to the target of a nation. Kelly (2009, p.32) has rightly stated that, "in curriculum planning and, indeed, in any debate about the curriculum, we must look beyond considerations of content alone and

recognize that questions of the purposes or reasons for our decisions are logically prior to those about their substance".

Tanner and Tanner (1995) called 'hidden curriculum' as 'collateral curriculum' with a view that the term 'hidden' involves a negative impression of concealing learning experiences that are manifested through students' behaviour and attitude with a longer effect. Thus, it is a "non-academic but educationally significant component of schooling" (Urevbu, 1985, p.3) as for instance,

> the messages and lessons derived from the mere organization of schools – the emphasis on: sequential room arrangements; the cellular, timed segments of formal instruction; an annual schedule that is still arranged to accommodate an agrarian age; disciplined messages where concentration equates to student behaviours were they are sitting up straight and are continually quiet; students getting in and standing in line silently; students quietly raising their hands to be called on; the endless competition for grades, and so on. (Srivastava & Kumari, 2005, p.32)

Since the beginning of the twentieth century, the progressive philosophy of Dewey has been guiding the curriculum, both implicit and explicit, to be planned and designed in a way that revolves around the learner and the "content and learning experiences in the school should aspire on the needs and interests of the learner" (Njogu, 2012, p.113), providing an opportunity to train him/her to lead an effective and successful life in future.

Both implicit and explicit curriculum are based on strong foundations that deep rooted. The roots are imbedded in history and ideology of the nation, culture of the people, social structure of the society and above all individual needs of the learners. Therefore, the

following section takes on the foundations of curriculum to investigate them in context of this study.

2.3 Foundations of Curriculum

Curriculum is not an abrupt manifestation. It is being developed on different bedrocks or foundations. These can be defined as the "values, traditions, factors and forces which influence the kind, quantity and quality of the experience, the school offers its learners" (Shiundu & Omulando, 1992, p.59). These foundations purport the aspirations of the nation and provide a basis for the development of curriculum. The curriculum rests mainly on the three foundations that include philosophical foundation, sociological foundation and psychological foundation.

2.3.1 Philosophical Foundation

The philosophical underpinning provides a strong foundation for curriculum as philosophy enlightens the path of curriculum development process. The educational theories (Ornstein & Levine, 2008), which are also called by Oliva, (2001) as the philosophies of education include, essentialism, perennialism, progressivism and reconstructionism have their roots in the philosophies of idealism, realism, pragmatism, existentialism (Oliva, 2001).

Ornstein (2011) affirms that these educational philosophies greatly influence the curriculum across the globe. It is the philosophical underpinning that makes the curriculum planners to see curriculum as content, or a programme, or intended learning outcomes, or cultural reproduction, or social reconstruction, or experience, or discrete tasks, or a *currere*. It is the philosophical underpinning that guides the curriculum planners to adopt these approaches. The study concerns with the approaches to curriculum as an experience,

or as a '*currere*', that connotes running of a race, rest upon progressivism. Progressivism challenged the traditional philosophies of the past and stressed upon child-centered approach in education. The main proponents of progressivism include John Dewey, William H. Kilpatrick, John L. Childs, Boyd Bode and others. In the curriculum development process, John Dewey maintained that,

> the child is the starting point, the center and the end. His development, his growth, is the ideal. It alone furnishes the standard. To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Personality, character, is more than subject matter. Not knowledge or information but self-realization, is the goal. (Dewey, 1902, p.9)

This purport, that both the concepts, curriculum as experience and curriculum as *currere*, are dynamic in nature and connecting means to ends. Curriculum as *currere* espouses that an individual goes through a process that has a starting, as well as the end and definitely an in-between experience through which he/she undergoes. Curriculum is "the interpretation of lived experiences" taken from the individuals' society (Shubert (1985, p. 33). The curriculum, developed on such footings, prepares individuals for their future life, which is the main point of the argument of this study.

2.3.2 Sociological Foundation

Another foundation of curriculum is offered by the society, as education is a "major social institution" (Kornblum, 2008, p.450) as it operates inside the society and hence, society provides a strong foundation of curriculum development of a nation. School gets its input from the society and gives it back to the society as an output, thus, "curriculum debates, implicitly or explicitly, are always debates about alternative views of

society and its future" (Young, 1998, p.9). Therefore, many social aspects are taken into consideration during curriculum development process. Such aspects include societal changes, transmitting culture, social problems, and above all the economic issues. Changes, occurring in the society, influence curriculum. The societal changes such as changing family type, population explosion, and rural-urban migration lay great responsibilities upon the school and curriculum.

Transmitting culture from one generation to another generation is one of the functions of schools which can be achieved through properly adopted curriculum. School as a popular educational institution is "a specialized structure with a special function: preparing children for active participation in adult activities" (Kornblum, 2008, p.442). Hence, formal education is considered as an important form of socialization that "transmits the society's culture to the next generation" (ibid, p.441).

The social problems such as social inequality, social classes, racialism and ethnicity, gender issues of access to education and equality of opportunity and issues, etc. influence the curriculum development process. These social problems and issues, adversely affect the learning abilities of individuals, their attitudes as well as skills required for particular jobs (Oliver & Shapiro, 1990; Wilson, 1987). In such a context, formal education is often considered as one of the most effective tools for solving such social problems. The educational institutions have to turn the crowd of young people into a well-developed, well-organized human resource. Therefore, the sociologists who are critic of the existing situation and want reforms in the society have "called attention to the need to link formal schooling with programs designed to address social problems" (Kornblum, 2008, p.448); however, the goal is difficult to be attained in true letter and spirit (Cahill, 1992) as the conflict theorists consider the modern education as an advocate of status quo

and class inequality. They challenge whether the modern education really ensures genuine mobility or reproduces the same class structure (Arrow, Bowles, & Durlauf, 2000; Bowles & Gintis, 2000).

The discussion on sociological foundation of curriculum would be incomplete without the understanding of psychological aspect, as society is "a population of people ... that is organized in a cooperative manner to carry out the major functions of life" (Kornblum, 2008, p.74) and, therefore, the individual occupies a dominant position in the fields of sociology on macro level and psychology on micro level (McLeod & Lively, 2006, p.93). Research studies in social movements emphasize the mutual relationship of individual's psychological attributes and social drives involvement (Snow & Oliver, 1995), such as social class and self-esteem relationship (Rosenberg & Pearlin, 1978) and the social class and efficacy relationship (Kohn, 1989).

Society affects individuals and gets affected reciprocally. Macro-sociological structures consist of micro-sociological entities i.e. individuals. The social structures influence practices of the people and in return these practices strengthen these structures (Sewell, 1992). Sociologists and psychologists are thus working reciprocally because society and individuals are the two contemplative faces of a coin; one cannot exist in the absence of the other. Self-efficacy, which is the focus of this study, is psychological construct but affected by sociological feedback and is, thus, referred to as a subject of social psychology. Therefore, it becomes paramount that the curriculum development is founded on psychological foundation, besides, sociological and philosophical foundations.

2.3.3 Psychological Foundation

Education is learning and learning is "the process of acquiring new and relatively enduring information or behaviors" (Myers, 2013, p.266), whereas psychology is the

"science of behavior and mental processes" (ibid, p.6). Thus psychology provides a strong foundation to education and curriculum. Almost all the psychologists have contributed to the field of education through their experiments and theories resulting in different schools of thought in psychology, for instance, structuralism, functionalism, gestalt, behaviorism, and psychoanalysis (Bruno, 2002) and humanism (Weiten, 2010) to explain human behavior. These schools of thought in psychology influence the education process in general and curriculum in particular.

In this review of the literature, the focus is restricted to humanism, which is more pertinent to the study in hand. The humanism school of thought was emerged as a resistance to behaviourism and psychoanalysis. The humanists consider that human beings possess special qualities for their personal growth and development, which distinguish them from animals and therefore, to them, research studies conducted on animals provide no insight in understanding the human behaviour (Davidson, 2000; Weiten, 2010).

Behaviours of human beings are regulated mainly by their self-concept that is not found in the animals at all (Rogers, 1951). Humanists uphold that individuals have a "basic need to continue to evolve as human beings and to fulfill their potentials" (Weiten, 2010, p11). Indeed, people confront psychological disorders and disturbances due to dissatisfaction of their uncalled-for needs.

Maslow strongly contended that "What a man can be, he must be. He must be true to his own nature" (Maslow, 1970, p. 46). Humanists stand for the positive and optimistic analysis of human nature and personal growth. They also believe that the human conscious and behaviour cannot be accessed through scientific research and therefore, little impact has been made on the science of psychology (Martin et al., 2010). Nonetheless, Rogers, the

proponent of humanism in psychology, developed such research designs, for instance Q-sorts that allow for objective measurement of the self (Gross, 2010).

Human experience of being living organism, helped to develop a unique view of the world and therefore, creates it of their own. The understanding of external reality shapes lives of human beings (Rogers, 1951) and emphasizes the importance of sense of self (Rogers, 1959). Humanistic educators thus proposed self-oriented and child-centered approach (Pajares, 2003); and, hence, found relevant to discuss in the study.

However, humanism lost ground when focus was shifted to social control in shaping human behaviour, and curriculum started to develop on the demand for social control of behaviour. This caused popularity of the educational institutions and education, which cannot be harmonized with the society, is wipe out of the classroom (Villaverde, 2003).

Social control of human behaivour guides us to the theory of constructivism, a learning theory that explains nature of knowledge and human learning in a context (Ültanır, 2012). Constructivism has two major types: cognitive and social, which support the developing notion of knowledge construction through the cognitive processing of individuals in interaction with the society. Cognitive aspect of constructivism owes its origin to Piaget while social aspect is related to Vygotsky. Vygotsky's concept of zone of proximal development provides greater implications for educators to develop the cognitive abilities of students (Cohen, Manion, Morrison, & Wyse, 2010). Nonetheless, both cognitive and social support the idea of self-efficacy of individuals, as it has two main sources intrinsic (performance accomplishment and physiological feedback for emotional arousal) and extrinsic (vicarious experience, and social persuasion).

These foundations provide a strong and formidable basis for curriculum of a nation as foundation, not directly referred to, always provides, a standing point for an exhibited item. The foundations of curriculum help the curriculum planners in guiding about the path, to adopt, while developing the curriculum. The path explains the stages through which the journey continues in the process of curriculum development.

2.4 Organization of a Curriculum

Curriculum is composed of major four components including curriculum purposes, content or syllabus, methods for classroom instruction, and assessment and evaluation (Nicholls & Nicholls, 1978; Skilbeck, 1984; Tyler, 1949). These components are interconnected and interdependent as discussed below:

2.4.1 Curriculum Purposes/Targets

The curriculum purposes play an important role in the curriculum organization. They are the starting point. Nothing can be done without having any target to be achieved (Oliva, 2001). These targets are not surface abruptly, but rooted in the ideology of the nation, philosophy of education, society, and above all the learners' needs or say the psychology of the students (Oliver, 1977). The purposes are set for different level and hence named differently as aims, goals and objectives (Oliva, 2001) or recently called as the standards, benchmarks and learning outcomes. These are stated from broadest sense to the narrowest sense of achievement.

2.4.2 Content or Syllabus

The curriculum purposes are achieved through content which are determined by the curriculum planners and is known as syllabus (Oliva, 2001). The content portion of curriculum is a critical factor in the academic success of the students. A comprehensive

and content-rich curriculum is dominant characteristic feature of academically performing nations (Steiner, 2017). The content selection is an important task for the curriculum planners and designers as it has direct implications upon the students' mind. Therefore, certain considerations such as scope of the content, relevance to the society, need of the learners and availability of sources and resources must be taken into account (Aukerman & Schuldt, 2017).

The syllabus is presented in more concrete and specified form in the textbook for classroom instruction. Textbook is the concrete manifestation of curriculum content designed to provide the students with what the authorities deem necessary for the students (Mahmood, 2009; Stray, 1994). Therefore, textbook is considered as the only valid and acceptable source of knowledge at schools in Pakistan (Bano, 2005) and even most of the teachers use it "as their principal curriculum guide and source of lessons" (John, 2001, p.32).

Textbook establishes a connection between the planned and executed course of action, reflecting a complete system of thoughts, which are brought into the classroom (Gracin & Matić, 2016). Textbook' content determines the type of knowledge and skills that students have to achieve with two-prone strategies i.e. implicit ideals and explicit content (Pinto, 2007).

Textbook in Pakistan, like all other developing nations, is a "guide for the inexperienced teachers" (Government of Pakistan, 2000, p. 23).Though, they little bother to use it as a guide and just "repeat what it contains and the student is encouraged or simply ordered to memorize its contents" (Aziz, 1993, p.1), nonetheless, the traditional systems of education offer no other alternatives to be used during classroom instruction and teachers compulsorily rely on textbooks (Apple, 2001), which fade away the actual

target of learning in the classroom and the instruction remains a mere process of injecting factual information into the minds of the students.

The Khyber Pakhtunkhwa Textbook Board (KPTBB) develops textbooks for the public sector while it also coordinates textbooks development through private publishers and is responsible for the conduct of internal review of these textbooks (The Society for the Advancement of Education, 2014).

2.4.3 Methodology for Classroom Instruction

The third component of curriculum is the methods of teaching or pedagogy for classroom instruction (English, 2000). Classroom instruction, a key feature of formal education, where teacher's control is exercised (Colley, Hodkinson & Malcolm, 2003), ensures implementation of the curriculum. Implementation animates the planned curriculum and is directly related to the teacher who creates conducive environment for learning and "ensures that it engages the learner, collaborating with other learners, resources and experts to construct knowledge" (Cohen, Manion, Morrison, & Wyse, 2010). The curriculum development process for school level, in Pakistan, is "a centralized" process (Mahmood, 2006, p.7) and teachers have not directly involved in the process and they are ignorant of the way to implement the curriculum with letter and spirit (Fullan, 2002). Therefore, this component needs to be elaborated in detail for the achievement of the curriculum targets.

Ewing (2010) argues that curriculum implementation in the classroom primarily depends upon the question that how a teacher conceptualizes the curriculum? And how he/she plans activities for instruction accordingly? This implies that implementation of a new curriculum is determined by teachers' readiness and reception for innovation and change. Nevertheless, it can arise difficulties for teachers too; therefore, they should be

provided with opportunities and time to follow, as Marsh (2009) has pointed out that for implementation of new curriculum, teachers need considerable period of time to comprehend the changes and to build their confidence and develop their competency to implement it. Teachers have the appropriate knowledge of the needs of their students, therefore, they have to develop and implement their own version of curriculum (Läänemets, & Kalamees-Ruubel, 2013).

2.4.4 Assessments and Evaluation

Assessment and evaluation of students' achievement is the last component of curriculum, nonetheless it is an important one. The curriculum outlines the means and ways for the assessment of student achievement in the light of curriculum targets set in the beginning (Ewing, 2010).

Assessment and evaluation can be formative and summative serving different purposes (Gipps, 1994). Formative assessment aimed at to provide information on learner's progress at one or more point during the learning process. Appropriate assessment activities would be needed to determine the effectiveness of students' progress at particular points in the process and provide them with feedback on their performance (Knight, & Yorke, 2003). On other hand, summative assessment is meant for a general assessment of the degree to which the larger outcomes have been attained over the entire course or some substantial part of it. In summative assessment students' performance is checked at the end of program (ibid).

It is found that curriculum content and assessment practices work in divergence and hence encourage rote memorization to secure position in the state conducted examination at different level and schools develop a culture of no thinking and hence

openness, inclusiveness and invocation cease to exist which equally supported by the curriculum content and assessment procedures (Campaign for Quality Education, 2007).

To assess the consistency, coherence, and connectedness of all the four components of a curriculum, besides, the appropriateness for the personal development of the students, a planned and periodical evaluation is indispensable to review the targets, content and the process.

2.5 Evaluating and Reviewing the Curriculum

According to Killion (2002), evaluation is, "a systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a programme" (p.42). Similarly, evaluation of the curriculum, implemented in the classroom situation is made upon the information collected thereupon for the purpose to make decisions judging its worth (Lee, 2005; McKernan, 2008; Stufflebeam, 1971). The information can be collected through posing questions for example, was the curriculum implemented focused upon the curriculum material? Or what were the instructional strategies and activities? Or what were the activities of students' engagement in the classroom? As all these three are happening simultaneously, some appropriate criteria need to be determined for the evaluation. The curriculum should be evaluated after how much period of time say, six months or a year period of time or even longer than that (Marsh, 2009).

In evaluation, nothing more than just attempting either to determine that the programme is being implemented with letter and spirit to highlight the gap between the theory and practice or to ensure that what have set earlier have been achieved (Kelly,

2009). This leads to evaluate curriculum and instruction, as it is difficult to separate the two. Oliva (2001) has thus explained that,

> in a very real sense evaluating instruction is evaluating curriculum implementation. We may clarify the distinctions between the two dimensions of evaluation in the following way: curriculum evaluation is the assessment of programs, processes, and curricular products (material, not human). Instructional evaluation is (1) the assessment of student achievement before, during and at the end of instruction and (2) the assessment of the effectiveness of the instructor. (p.56)

Evaluation of an educational programme, for example, curriculum development and implementation, requires to be on merit and judge what needs to be judged but mostly, it is done with political intent rather than what is cherished educationally (Kelly, 2009; MacDonald, 1975; McKernan, 2008). A. V. Kelly (2009) explains the situation that,

> The politicization of the processes of curriculum evaluation, like that of pupil assessment, and, indeed, of all other aspects of curriculum planning, has led, as it must, to an arresting of the development of our understanding of the process, a loss of important professional expertise and thus a reduction in the quality of educational provision. It might be argued further that there has been not only an arresting of this developmental process but, worse, a return to less enlightened practices, degeneration in both theory and practice. (p.170)

To MacDonald, evaluation is either of the three types such as bureaucratic, autocratic and democratic. The bureaucratic type of evaluation serves the interest of agents in central government. Evaluators take care for the values of bureaucrats in the evaluation

process of the curriculum, as the bureaucrats control the resources. On the other hand, autocratic evaluation is carried out conditionally with quasi-independent nature in concordance of the central authority that extends external validation of the central policy swapping for the fulfillment with its recommendations. The data is monopolized by the evaluators to avoid any change or influence by the client. Whereas the democratic evaluation is differentiated for its no confidentiality, access and negotiation where the data is not restricted only to evaluators rather shared with all the stakeholders after the evaluator conduct it honestly (MacDonald, 1975). The democratic evaluation in the MacDonald classification really serves the educational purposes that can bring reforms with letter and spirit.

The theory of evaluation developed for curriculum was introduced as an attempt to assess the practices made in the courses of study such as instructional material, classroom instruction and knowledge and behaviour of the students changed therewith. This attempt is to understand the worth and further implementation of the new changes (McKernan, 2008)

Evaluation provides to review the curriculum and develop a broader perception of the purposes of curriculum. Guba and Lincoln (1981) explain evaluation and reviewing the curriculum in terms of merit and worth. To them, merit refers to the intrinsic value of an object, which is natural, real and genuine. It is not mutilated by any application, therefore, it is determined and explained independent of the context. On the other hand, worth is referred to the value of an object in a particular setting. It can be changed by using different applications

To determine the merit and worth of newly developed and implemented curriculum, evaluation specialists have devised different models to approach in their own way providing ground for the evaluation process discussed in this section. Some of the most commonly used models for curriculum evaluation include Tyler's Objectives-Centered Model (1950); Stufflebeam's CIPP Model (1971); Scriven's Goal-Free Model (1972); Stake's Responsive Model (1975); Bradley's Effectiveness Model (1985); Eisner's Connoisseurship Model (1985) and many more. In this study Stufflebeam's CIPP Model of evaluation is implied to evaluate the secondary level curriculum for self-efficacy.

2.6 Stufflebeam's CIPP Model of Evaluation

The evaluation of curriculum is a responsible task and, therefore, needs to be carried out carefully and cautiously. For the purpose, in this study, Stufflebeam (1971) evaluation model was applied for the evaluation of curriculum, as the model offers great significance for decision making process on the basis of data. The Stufflebeam's Context, Input, Process and Product (CIPP) model is a comprehensive model for evaluation process as it starts with the conception through the final stage of the activity. It addresses the targets of a programme, the means through which the goals would be attained, the

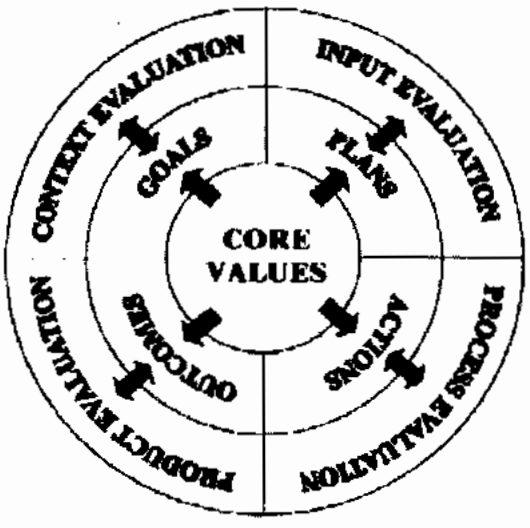

Figure 2.1: The CIPP Model

procedures required for the utilization of the means and finally what product is produced. Stufflebeam's CIPP model is best conceptualized in the figure 2.1 as adopted from Stufflebeam, (2003, p.33).

The figure 2.1 indicates that roots of evaluation are imbedded in core values. The core values may be referred to "a range of ideals held by a society, group, or individual" (Stufflebeam, 2003, p.33). In this study, the core value was the self-efficacy belief of students for which curriculum of secondary level in Khyber Pakhtunkhwa was evaluated.

The CIPP model was chosen for this study among the others for its matching relationship with the curriculum development process and practice. The context in the CIPP model corresponds with the goals and objectives (standards and benchmarks) determined for the curriculum, the input evaluation was linked to content/learning materials (textbooks), the instruction was evaluated as process and the assessment as the product in connection to the provision of the sources of information for the self-efficacy and hence development of self-efficacy among the students exposed to the curriculum at the secondary level in Khyber Pakhtunkhwa province of Pakistan. The reciprocation of CIPP model of evaluation and curriculum practice is illustrated in the figure 2.2.

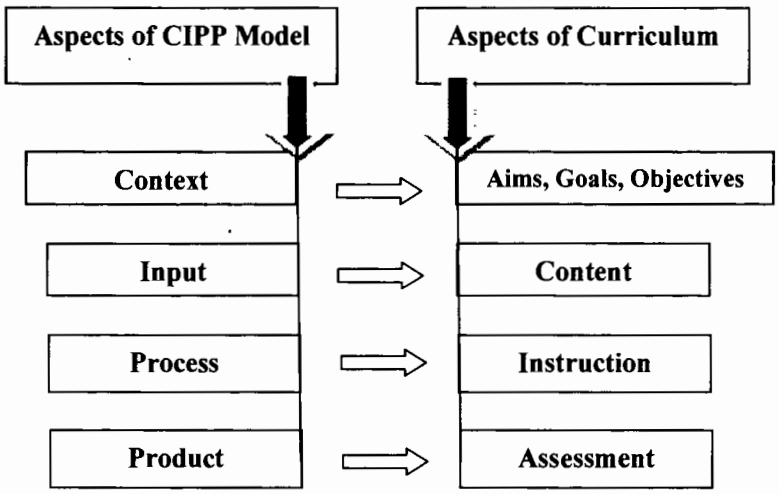

Fig. 2.2: Reciprocation of CIPP Model and Curriculum

2.7 Self-Efficacy

Self-efficacy is "a sub-set of self-concept" (Ashman & Conway, 1997, p.192) and has its roots in social cognitive theory of Bandura (1977a), "influenced by actions and conditions" (Schunk & Pajares, 2002, p.16) that affects choice of task, its effect, continuation and achievement (Bandura, 1997; Schunk, 1995).

Albert Bandura conceptualized self-efficacy as "a judgment of capability to execute given types of performances" (Bandura, 2006a, p.309) referring to the beliefs that people hold about their "capability of organizing and performing tasks within a specific domain to effectively lead to specific goals" (Carr, 2004, p.208). Hockenbury and Hockenbury (2014) elaborate it as "the degree to which you are subjectively convinced of your own capabilities and effectiveness in meeting the demands of a particular situation" (p.438).

Zimmerman and associates (1996) explain the concept of self-efficacy with an example in a methematical way as,

> Let us assume that the weekly quizzes consist of 10 questions, with every correct answer receiving a point. The teacher asks the students to estimate the score they expect to receive on the quiz and then to rate their confidence about attaining at least that score using a 3-point scale (representing not very sure, quite sure, and absolutely sure). To adjust the estimated score for differences in confidence, the following weighting procedure should be used. For the rating of not very sure, a point is subtracted from the estimated score (-1); for the rating of quite sure, no points are added or subtracted from the estimated score (0); for the rating of absolutely sure, a point is added to the estimated score (+ 1). (Zimmerman et al., 1996, p.27)

The estimation was applied by Zimmerman and associates (1996) with a concrete example of a child who expects a score of 6 for a task but is not very sure about it (-1) culculated her self-efficacy as 5 as (6 - 1), but she got score of 7 when the task performed actually. She estimated score of 7 for the next task being quite sure (0), increasing her self-efficacy to 7 as (7 + 0) but she received 8. Similarly, on third time task the child estimated 8 with quite sure and got 8 as per expectation. Hence it ensures achievement in the presence of required knowledge and skills (Schunk & Pajares, 2002). This sort of exercise creates optimism and helps motivation for different endeavors.

Self-efficacy is a self-reflection on one's own abilities and capabilities in a particular context (Caprara, Scabini, Barbaranelli, Pastorelli, Regalia, & Bandura, 1999) helping in understanding the failure, to achieve the optimum on a particular task besides having the required skills (Hockenbury & Hockenbury, 2014). It is not a skill rather a belief and therefore, may not predict human behaivour. It is a distinct construct that of self-concept and self-esteem but influence them. It is not permanent thing but a domain speicfic (Hefferon & Boniwell, 2011); however, it is set up over "a long period and comes from observations about how success is obtained" (Ashman & Conway, 1997, p.53) and can persists throughout life if developed in the early stages of life (Kolb, 2011).

Self-efficacy is the pivot of human strengths for variety of reasons: firstly, it contributes to decision-making process and its materialization; secondly, it stimulates cognitive and emotional factors that influence performance; thirdly, it regulates the effect of potential variables to improve achievement (Caprara et al., 1999). It drives our action, from choices through the outcomes as Hefferon and Boniwell (2011) assert that it "impacts the choices we make, the effort we put forth/level of motivation, how we feel about ourselves, others, the task and how long we persist when we confront obstacles" (p.106).

However, it has little impact upon human functioning in a biased socio-economic situation; for example, self-efficacy of students may not be working in a school if it lacks the man and materials required for the academic functioning (Bandura, 1986; Schunk & Pajares, 2002). Nonetheless, an efficacious perosn believe in his own cognitive and affective faculties for the attainment of desired goals in a speicific domain. This leads him to believe "in internal locus of control" (Zulkosky, 2009, p.96). Thus self-efficacy of people created by the result of their own actions that is reinforced by the actions and behaviours of other reliable people (Schunk & Pajares, 2002) leading to point out its sources that would be dealt in the upcoming section of this review.

2.8 Building Blocks of Self-Efficacy

Bandura (1977b; 1995; 2006a) identified four building blocks of self-efficacy belief. These include both personal and social including primary and secondary experiences, social persuasion and somatic and emotional states; however, these have not the same impact but "described in order of their power to influence self-efficacy" (Alderman, 2004, p.72). Individually all of these develop and strengthen the self-efficacy for a specific situation but collectively their impact is long lasting.

2.8.1 Performance Accomplishment (Primary Experience)

The first and most influential (Crain, 2000) as well as powerful (Alderman, 2004) source of efficacy belief is the mastery experience of an individual. Mastery experiences are achieved by performance accomplishment that can be produced by different modes of induction such as "participant modeling, performance desensitization, performance exposure and self-instructed performance" (Bandura, 1977b, p.195). It strengthens the efficacy belief of individual through "perseverance and overcoming obstacles" (Carr,

2004, p.209) as experiencing success in tackling odd and difficult tasks lead to "strive for progressive improvement rather than perfection" on the earlier attempts (Hockenbury & Hockenbury, 2014, p.362). Individual experiencing a strong efficacy over a long course of time with repeated success at challenging tasks reduces the diminishing effects of occasional failure (Bandura, 1977b), however, easy successes come quick and go the same way leaving discouraging effects at failure (Bandura, 1995).

Repeated successes develop a strong sense of efficacy and vice versa. Failure can be devastating for efficacy belief, if it occurs prior to its firm implantation. The establishing and strengthening of efficacy belief through mastery experience involves "acquiring the cognitive, behavioural and self-regulatory tools for creating and executing appropriate courses of action to manage ever-changing life circumstances" (Bandura, 1995, p.3).

The performance accomplishment as mastery experiences in school context significantly influences students' self-perception. Students with "repeated success in school is likely to develop positive feelings about their abilities, while those who encounter failure tend to develop negative views of themselves" (Purkey, 1970, p. 26). The curriculum implemented in school is, therefore, can be the best source of providing the opportunities for the students to strengthen or weaken their self-efficacy both for specific as well as general situations in their lives.

2.8.2 Vicarious Experience (Secondary Experience)

To Bandura (1977b, 1995, 2006a), not only personal experiences are sufficient for strengthening the efficacy belief, but requires social modeling – live and symbolic – in addition to make it more persevere by "observing others succeed through sustained effort" (Carr, 2004, p.209). Social inspirations, in the preferred environments, maintain to promote

particular abilities and capabilities. Thus, choosing and manipulating their environments, people strive for what they want to become. Therefore, in the development of efficacy belief social modeling occupies a notable role. Models are "sources of aspiration, competencies, and motivation" and their persistent struggle for success establishes and nourishes observers' belief in their abilities and capabilities (Bandura, 2006b, p.56).

In a novel situation, where personal experiences lack, the vicarious experiences work. For example, as illustrated by Hockenbury and Hockenbury (2014),

> if you're not certain how to prepare effectively for a test or a class presentation, talk with fellow students who are successful in doing this. Ask how they study and what they do when they have difficulty understanding material. Knowing what works is often the critical element in ensuring success. (p.362)

Vicarious experience demonstrates either through mastery model or coping model. The coping model has deeper effect than mastery model on the development of self-efficacy of individuals. Mastery model exhibits with immense proficiency and confidence whereas the coping model performs task with almost the same competence utilizing the same strategies and efforts as the observers do (Alderman, 2004). Therefore, the peers influence their fellows' efficacy belief as success of similar others motivate individuals and raises their self-efficacy and even others' failure make them convinced of persistent struggles to succeed. An academically oriented group contributes more to students achievements than that of a group that is less academic or even nonacademic at all (Schunk & Pajares, 2002).

2.8.3 Social Persuasion (Persuasive Experience)

Social persuasion (Bandura, 1995; 2006a; 2006b) or verbal persuasion (Bandura, 1977b), is the third influencing factor in the development of efficacy belief of individuals. Realistic boosts in self-efficacy can be ensured through others' persuasion as people require recognition and acknowledgement. It can be made through "suggestion, exhortation, self-instruction and interpretive treatments" (Bandura, 1977b, p.195).

Social persuasion is considered as less influencial than the mastery and vicarious experiences; however, it easily undermines one's self-efficacy rather to enhance it, especially during the formative years of the young people who are eagerly receptive to the message of the close ones (Bandura, 1997). It is used on spontaneous basis for encouragement, nonetheless, skillful and strategic use of this can yield a task-directed effort in a particular setting (Appelbaum & Hare, 1996) espcially in school and classroom environment. Social persuasion is not only restricted to positive verbal persuasion, but rather effective practitioners of efficacy development create a situaion where individuals attain successes and minimize their likelihood of failure (Bandura, 2006b).

It is noteworthy here, that realistic social persuasion adds to efficacy belief otherwise it undermines, as unrealistic boosts in self-efficacy may cause disappointment at adversarial results of the efforts. Similarly, reverse persuasion also undermines the efficacy belief if one is persuaded of lacking abilities; he would give up struggle in the face of challengesthat deminishes the efficacy belief (Bandura, 1995).

Teachers owe major role in social persuasion of their students in the classroom. Teachers' communication with their studetns is of decisive importance. It shapes "a child's life for good or for bad". Teachers' acceptance or rejection makes nothing for them but it deeply shapes their students' lives. This situation is "fateful, if not fatal" for their students.

Teachers, hence, should be cautious of their words and actions in the classrooms as to reach "a child's mind a teacher must capture his heart" then he can "think right" if he "feels right" (Ginott, 1972, p. 69).

2.8.4 Physiological and Emotional States (Emotional Experience)

The fourth form of affecting ones' efficacy belief is physiological and emotional states (Bandura, 1977b; 1995; 2006a; 2006b). It can be characterised through ascription, biological feedback, symbolic desensitization and symbolic exposure (Bandura, 1977b). Self-efficacy of individuals can be strengthened by "pursuing goals when physically fit and in a positive mood" (Carr, 2004, p.209). In physical activities, people consider exhaustion, pains and hurts as sign s of their physical efficacy (Bandura, 2006b), which is the manifestation of emotional state as "stressful and taxing situations generally elicit emotional arousal that, depending on the circumstances" (Bandura, 1977b, p.198).

People partially count their physical excitement for estimation of their stress and anxiety. A high level of aversive excitement hampers performance. Fear breeds fear of inhibiting taxing conditions due to anticipatory self-excitement. The fear-provoking feelings stimulate anxiety among the individuals (ibid).

Development of strong efficacy belief requires to nurture physical strength, avoid stress and anxiety, as well as ractify the "misinterpretations of bodily states" (Bandura, 1995, p. 5). Not only the intensity of physical and emotional reactions is significant but how they are received and interpreted, do matter. For instance, high efficacious people get stimulation from their affective arousal while performing; conversely, low efficacious people consider emotional arousal as a hindrance for their performance (ibid). It differentiates people the way they believe, behave and experience to motivate them. In terms of feeling, the low level of efficacy belief is "associated with stress, depression,

anxiety and helplessness" (Zulkosky, 2009, p.94) resulting in low self-esteem and ultimately develops pessimism.

The physical states such as fatigue or pain adversely affect self-efficacy. Similarly, in the fearful, anxious and tension-ridden situation one may consider himself or herself incompetent to undertake a course of action. Efforts are required to improve the physiological and affective conditions to enhance the efficacy belief (Appelbaum & Hare, 1996; Wood & Bandura, 1989). Similarly, positive mood boosts efficacy while negative mood deminishes it. People go for every challenge when they are in good and positive mood; on contrary, easy tasks are poorly performed if one is out of mood.

2.9 Efficacy Activated Processes

Outcomes of humans' performance rely on their level of motivation and confidence in one's self to perform a particular task. Hence, efficacy belief is the "most important predictor of change in behavior" (Lenz & Shortridge-Baggett, 2002, p.63). It regulates human performance through four key processessuch as "cognitive, motivational, affective and selection processes" (Bandura, 1995, p. 5).The likelihood of people actions rely primarily on their prospective behaviour that they have to produce in due course of time.

2.9.1 Cognitive Process

Actions start with thinking about them while anticipating the outcomes (Bandura, 1995). Self efficacy beliefs inspire people whether to think positive or negatively and to act progressively or regressively (Bandura, 2006a). Thoughts predict the prospective course of action and enable people to control the hindrances that may obstruct the way. Forethoughts regulate human behaviour by "embodying cognized goals and personal goal setting is influenced by self-appraisal of capabilities" (Bandura, 1989a, p.1175).

Highly efficacious people demonstrate better cognitive resourcefulness, tactful flexibility, managing circumstantial challenges. They take on a futuristic approach in shaping their lives. They think of opportunities instead of risks. They solve their problems by visualizing the successful outcomes (Carr, 2004; Zulkosky, 2009).

Psychologists suggest that individuals are motivated by the expectancy of their capabilities and the anticipation of the result of their endeavours (Sanna, 1992). Therefore, self-efficacy belief is considered the influencial variable in "academic performance and achievement" (Shkullaku, 2013, p.471). Hence, students with high self-efficacy succeed in the academic activities as compared to those who are unwilling to take on difficult tasks during their academic career (Pajares, 2000),seting high goals for themselves and strive hard for their achievement. (Shkullaku, 2013).

2.9.2 Motivation Process

Motivation is vital for all human activities. A mediocre with a strong motivation performs a task perfectly; on contrary, a competent individual with a poor motivation performs a task poorly. Self-efficacy plays a key role in regulation of "motivation through goal challenges and outcome expectations" (Bandura, 2006b, p.56).

Human beings are, by nature, active; however, their behaviours are determined by their level of motivation (Bruno, 2002). People get motivated by anticipating the result of their action using their forethought. They have belief about their prospective functioning. They determine goals and set a plan of action accordingly to materialize their thought positively. To achieve their goals, they mobilize all the resources at their advantage (Bandura, 1995).

Motivated behaviours are purposeful and goal-oriented (Weiten, 2010). It is odd to think of any human behaviour or an activity that has no motive behind; however, nature of the motives may be conceptualized differently by the psychologists (Gross, 2010). The goal-oriented motivation is determined by major three self-influences (Bandura & Cervone, 1986; Bandura, 1991) that includes self-satisfaction on a performance, self-efficacy for attainment of goals and readjustment of goals on previous progress (Bandura, 1995). It manipulates motivation in many ways such as setting the goals, required hard work, resolve to face the hardships in the way, and resistance to failure. People with low self-efficacy, relinquish immediately when encounter hindrances. On the other hand, people with high efficacy belief, struggle hard to overcome failures that culminates in performance accomplishment (ibid).

Self-efficacy influences manifestations of academic motivation of the students, such as activities selection, intensity of endeavors, continuation, and affective reactions (Zimmerman, 2000), for successful efforts that instigate for initiating new projects (Wong, Lee, & Leung, 2006), as the failure is attributed to manageable factors, for example "insufficient effort, inadequate strategies or unfavourable circumstances rather than uncontrollable factors such as lack of ability, view obstacles as surmountable" and therefore, are motivated to continue struggle for attaining the goals (Carr, 2004, p.210).

2.9.3 Affective Process

Emotions play a significant role in one's achievements as motivation and emotions are interwoven (Zurbriggen & Sturman, 2002). Emotion causes motivation, for instance, dissatisfaction and anger regarding the working environment may motivate one for searching a new job. Conversely, motivation causes emotion as for example, motivation for a contest such as photography creates jubilation in case of winning or otherwise

dejection. Similary, highly motivated individuals in a contest experience anxiety at the time of judgement (Weiten, 2010).

Self-efficacy regulates affective state by interpreting the possible threats in manageable way, reducing the intensity of worries and unfavorable thoughts. It also helps in developing a problem-focused coping ability to avoid threatening situation. It enables people to beseech social support for shielding against stress and anxiety. Furthermore, it facilitates people to use self-comforting techniques, for instance, mental and physical exercises minimize arousal regarding threatening situation (Carr, 2004).

The affective feedbacks directly and indirectly affect action by changing thought process. They depend on the way people think of dealing with. Efficacious people are seldom disturbed by threats as they believe in their coping skills; and controlling the taxing situation minimizes their anxious state of mind (Bandura, 1995).

Efficacy belief plays an important role in controlling anxiety in different ways. It ensures vigilance for possible threats; perception of threats and ways they are handled. Threatening situation creates stress and anxiety. It is the way people deal with the situation, increases or decreases anxiety. The belief of people in "their capabilities affects how much stress and depression they experience in threatening or taxing situations, as well as their level of motivation" (Bandura, 1989a, p.1177).

2.9.4 Selection Process

Selection of tasks and activities primarily depends upon the related competence and confidence of people. People choose activities that they consider themselves competent at and try to avoid those which are beyond their competence. In terms of activities selection,

efficacious people go for hard and challenging assignments more eagerly than those of inefficacious people (Zimmerman, 2000).

Destinies are affected by the selection of situation in which potentialities are developed. People select such environments that best suit their capabilities and that flourish them in a best way. Hence, social situation plays a significant role in the selection process of the individuals (Bandura, 1995). Self-efficacy causes to be an influencing factor in the selction of academic choices (Zimmerman, 1995) as well as career choices (Schunk, 2012).

2.10 Curriculum and Self-Efficacy

Curricula serve the purpose of school to socialize young people of the society (Villaverde, 2003), for the reason, curricula of many educational programmes are focused on development of skills necessary for life (Hebert, Kulkin, & Ahn, 2014). Therefore, schools have to "foster students' personal development of the self-beliefs and self-regulatory capabilities to educate themselves throughout a lifetime" (Zimmerman, 1995, p.202) along with their cognitive development. Explaining the role of curriculum in developing the efficacy belief of students, Schunk and Meece (2006) have put forward that,

> with respect to the curriculum, students will feel more self-efficacious about learning when they understand how the new learning builds on what they know. Although self-efficacy is a domain-specific construct, it is plausible that self-efficacy for learning will generalize to other situations when students understand how the new learning relates to the old. (pp. 87–88)

The school curriculum is constituted of texts, learning experiences offered by teachers and peers, classroom formative and summative assessment procedures in the light of predetermined goals. It is therefore, self-efficacy of the students has to be developed drawing inferences from "text, balancing chemical equations, solving fractions, running certain times at track events, and so on" (Schunk, 2012, p.146) and from teacher persuasive behaviour for their capabilities by saying words like "you can do it" (ibid, p.147). The best and ideal learning environment is that one where "the curriculum is designed to enable individuals to acquire knowledge, skills and abilities that are relevant to them and applicable to their lives outside of school in real-life situations" (Koludrović & Ercegovac, 2017, p.94).

It is the school curriculum that affects the feeling of self-efficacy of the students (Mortimore, 2002). It delivers skills that are utilized in the succeeding grades and provides foundation for the advanced skills. Students exposed to such skills enhance their self-efficacy due to experience. It is evident that positive school practice enhances student's academic self-efficacy while negative practices diminish it. For example, ability grouping affects self-efficacy either (Schunk & Pajares, 2002). A curriculum developed upon instructional strategies such as the creative problem solving provides supportive and inspiring learning experiences, which boosts up students' efficacy belief (Sewell & George, 2000).

Bandura's concept of self-efficacy "needs to be included in our educational curriculum with all children" (Kolb, 2011, p.206), as the personal inevitability for self-efficacy remains vital in other situations and even throughout life. The efficacy belief transfers to other situations if the learners believe that it works. For instance, self-efficacy in English infuses learners' confident in learning Science (Schunk, 2012).

According to Kolb (2011), school should design and arrange activities as well as plan lessons in such a way that enhance and develop "feelings, thoughts, and personal perceptions of one's self-efficacy" (p.209) as the knowledge, skills and competencies learned here are utilized in the practical life in future (Bandura, 1989b). Curriculum makes better school environment by offering activities and material that facilitate learning. Students' involvement in school activities is partly due to its environment that influences their efficacy belief and academic achievement (Schunk & Pajares, 2002) by offering observational learning (Kolb, 2011) as, in such a short life that man has, errors can prove costly and trial and error experience may cause suffering (Bandura, 1986).

In academic activities students differ due to their efficacy belief for learning caused by their experience, personal attributes and situational influences. Their efficacy belief makes them to move ahead even if they are progressing slowly or face failure (Schunk & Pajares, 2002). Students' efficacy belief can be boasted up by the teaching strategies used by teachers during their instructions. These teaching strategies as Schunk (1991) has identified include goals setting and feedback, reinforcement and rewards, self-instruction, verbalization, participant modeling, and different combinations of the mentioned strategies.

Flexibility in school's curriculum brings about improvement of students' perceived efficacy belief; therefore, flexible time allocation for completion of different academic tasks and individualized assessment procedure for the students besides their study time and techniques must be required for boosting the efficacy as well as their academic accomplishment (Zimmerman, Greenberg, & Weinstein, 1994).

Education is a process of humanization of individuals; however, what Freire (1970/2005) says is also worth consideration that "concern for humanization leads at once

to the recognition of dehumanization, not only as an ontological possibility but as an historical reality" (Freire, 1970/2005, p.43). This very statement of Freire explains the British legacy in the Indo-Pak subcontinent education sector, since 1835, when Macaulay presented his Minutes on Indian Education to the British Parliament and got it approved. Lord Thomas Babington Macaulay, who not only subotaged the Indian native education system but equally hegemonized the Indians with alien thoughts for a long and even today the people of Indo-Pak subcontintent failed to escape the yoke of British rule. Therefore, his channel of subotaging Indian education system and the entire social fabric of Indian society need to be focused on for understanding the concept of self-efficacy and its importance for a nation in the context of its education system.

2.11 Macaulay's Minutes on Indian Education and Self-Efficacy

Curriculum in Indo-Pak subcontinent was mainly affected by Macaulay's Minutes of 1835 which were introduced in the wake of Orientalists-Anglicists controversy by Lord Thomas Babington Macaulay to settle down the controversy. He presented his minutes regarding Indian Education to the British Parliament on February 2, 1835 favouring the Anglicists' stance. In his minutes, Macaulay overemphasized English language and literature in order to undermine the natives' own language and literature. In the controversy, Macaulay had attempted to pursuade both the sides and contended, as cites in Nurullah and Naik (1962) as,

> all parties seem to be agreed on one point, that the dialects commonly spoken among the natives of this part of India contain neither literary nor scientific information, and are moreover so poor and rude that, untile they are enriched from some other quarter, it will not be easy to translate any valuable work into them. It seems to be admitted on all sides, that the

> intellectual improvement of those classes of the people who have the means of pursuing higher studies can at present be effected only by means of some language not vernacular amongst them. (Nurullah & Naik, 1962, p.59)

Macaulay was bitter and sarcastic of the native languages and literature. He considered the native literature as valueless in front of English. Looking down upon the native literature, he, as cites in Sharma and Sharma (2000) has said that "a single shelf of a good European library was worth the whole native literature of India and Arabia" (p.81), even though he had no acquantainces with the langauges "[n]either Arabic [n]or Sanskrit" (Nurullah & Naik, 1962, p.59), proves that how he was biased of the native culture.

Macaulay wanted to introduce a curriculum for the Inidans, which prepare a nation that would be "Indian in blood and colour, but Englsih in taste, in opinions, in morals and in intellect" snatching their own identity and importance as a nation and just to perform a role of "interpreters between us [the Englishmen]and the millions whom we govern [the Indians]" (Macaulay as cites in Sullivan 2009, p.483). Therefore, he stressed for English as medium of instruction in the educational institutions instead of any of the prevailing languages of the time. He argued that "if the medium of instruction happened to be Sanskrit and Arabic or Persian, then we shall have to teach incorrect history." (Macaulay as cites in Sharma & Sharma, 2000, p.82)

Macaulay was not only critical of native language and literature but was obsessed with the supermacy of Western knowledge in all spheres of life. He, as cited in Nurullah and Naik (1962), had said that,

> the question now before us is simply whether, when it is in our power to teach this language, we shall teach languages in which by universal confession, there are no books on any subject which deserve to be

> compared to our own, whether, when we can teach European science, we shall teach systems which, by universal confession, wherever they differ from those of Europe differ for the worse, and whether, when we can patronise sound philosophy and true history, we shall countenance, at the public expense, medical doctrines which would disgrace an English farrier, astronomy which would move laughter in girls at an English boarding school, history abounding with kings thirty feet high and reigns thirty thousand years long, and geography made of seas of treacle and seas of butter. (p.60)

Macaulay's ridiculing the oriental studies was unjustified across the history. His medium of instruction was also unsuited in the context; even if the Sanskrit and Persian were not suitable as media of instruction, English also could not serve the purpose better (Abrol, 2010). The education system introduced by Macaulay was meant not to help the Indians for improving their living standard but to produce low cost native clerks for running the lower level official tasks for their alien masters (Pandya, 2014).

Macaulay's mind can be read from his letter wrote to his father a year later in 1836 expressing his jubilation on flourishing of English education among the Indians saying that, "Our English schools are increasing with leaps and bounds and now the condition has reached to a position that it has become difficult to accommodate the students" (Macaulay as cites in Sharma & Sharma, 2000, p84). Influence of English education continued even after the partition of India in 1947.

English remains the language of higher judiciary, administration and education in the social life of the top of the society in both India and Pakistan (Stephenson, 2012). In the case of India, Abrol (2010, p.169) realizes the fact that "Macaulay is primarily

responsible for our existing educational methods and ideals" as English plays an important role in both the education system and the national life of the Indians after independence (Esfandiari, 2013; Patel & Jain, 2008). Though immediately after the independence in 1947 government made efforts both at Central and State levels to use Hindi instead of English as the official language (Masani, 2012) and the experiment of using mother tongue in schools proved successful with the same prospects for higher level of education in the country (Abrol, 2010) but even then English language continued its dominance because the most prejudiced Indian politicians preferred English schools for their children (Masani, 2012).

The case in Pakistan is not different than that of India.The weaknesses in Pakistani education system run down from Macaulay's attempt of 1835 (Hussein, 1997) as the same education scenario prevails in the form of "differentiated education system for various sections of society, official government policies, distribution of power and privileges, formation of hybrid identities, social aspirations for English education" (Waseem, 2014, p.145) because it remains the "language of power and high social status in Pakistan" as it serves as a means for "the entry ... into elitist positions ... filtering out those who are educated in Urdu" (Rahman, 1997, p.151).

Macaulay's minutes of 1835 adversely affected self-esteem of the Indians and eventually lowered their efficacy expectations as destructive ideas work more in lowering self-efficacy than that of construcitve one in heightening of efficacy belief (Bandura, 1986). The introduction of English in the Indian Education System, replacing the prevailing native languages adversely affected the performance of the Indians for variety of reasons that add feul to the fire in lowering of self-efficacy of the Indians as "successes

tend to raise efficacy expectations, whereas failures tend to lower them" (Alderman, 2004, p.72).

Vacarious experience, as an important source of self-efficacy, works best if observed individuals with the same level of capabilities. The vacarious experience seldom proved to be positive of self-efficacy for Indians in the wake of Macaulay's introduction as none of the Indian proved to be excellent in the newly introduced system.The ridiculing of native language and literature socially pursuaded the native folks that they had a valueless heritage intentionally compelled them to underestimate their potentials.

Macaulay's English education was an attempt to create a class having learned helplessness that adversly affected the physiological and emotional state of the Indians as Pekrun and assoicates (2002) highlighted that learned helplessness causes anxiety which results in losing control in the situation. The anxiety is caused by self-worth protection (Alderman, 2004, p.99) of Indians in the face of alien langauge and culture that was imposed from the above. Macaulay's vision for Indian Education system rests on the banking concept of education.

2.12 Theoretical Framework

The theoretical fromwork sheds light on the theoretical underpinning of the study. The study was mainly drawn upon self-efficacy theory and the qualitative and quantitative data was analyzed for the four sources of efficacy belief offered by Bandura (1977b; 1995; 2006a), as discussed earlier in this chapter. The study was analyzed through using theoretical lens of critical theory and selective tradition of Michael W. Apple (1993; 1995; 2004) and Paulo Freire's (1970/2005) banking concept of Education that he has presented in "Pedagogy of the Oppressed" with Antonio Gramsci's (1971) concept of hegemony.

Michel Foucault's (1980; 1981) discourse analysis was employed for analysis of the content to explain the dominance of ideologies and perpetuating the power through the instrument of knowledge (Matheson & Matheson, 2000).

2.13 Critical Theory and Selective Tradition

Michael W. Apple is one of the renowned American educationists and specialist of sociology of education. He was critical of the present education system and considers education as "a mechanism for reproduction of the division of labor" (Apple, 1995, p. 35) that was intended years ago by Lord Macaulay in Indian sub-continent through his Minutes on Indian Education of 1835 and the educational institutions thus, "act as agents of cultural and ideological hegemony" (Apple, 2004, 5).

He argued that education would be in its best position to perform an effective role in the present complex society, if its main components such as the knowledge, the educator and the school are spotted in the real conditions that would be guided by a "vision of social and economic justice" to make a sense (ibid, p.12). However, practically "the formal and informal knowledge is used as a complex filter to process people" and simultaneously "different dispositions and values are taught to different school populations" to maintain the social disparities among the people at large (ibid, p.32).

Apple (1993) argues that curriculum and textbooks are always part of "a selective tradition" where someone makes the selection and a particular group's vision is considered as legitimate knowledge. It emerges of socio-cultural and politico-economic clashes and compromises that shape a nation. He explains that clashes over "texts are often proxies for wider questions of power relations" then too, textbooks, "signify, through their content and form, particular constructions of reality, particular ways of selecting and organizing that vast universe of possible knowledge" (Apple, 2000, p.46)

Apple's work focuses upon the issues of knowledge, identity and social reproduction through liberal education system and links it to different kinds of disparities and dominations (Ball, 2007). The discussion of Apple's work can be best concluded in the words of Ray C. Rist thus,

> Schooling has basically served to instill the values of an expanding industrial society and to fit the aspirations and motivations of individuals to the labor market at approximately the same level as that of their parents. Thus it is that some children find themselves slotted toward becoming workers and others toward becoming the managers of those workers. (Rist, 1973, p. 2)

2.14 Banking Concept of Education

Banking concept of education is offered by Paulo Freire (1970/2005) well explains the social reproduction through knowledge. He lamented that education of the day is not more than "an act of depositing [as done in banks], in which the students are the depositories and the teacher is the depositor" (Freire, 1970/2005, p.72). He has rightly sketched that "the students extend only as far as receiving, filing, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store", conveying the world that the "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" (ibid). This underestimation of human faculty, leads to the manifestation of developing a nation that can only serve the interest of the haves.

2.15 Hegemony

The theoretical underpinning of the study was further strengthening by the concept of hegemony. The Gramsci's (1971) concept of hegemony is much comprehensive in

nature and exceeded than just acquiring the power over others but is actually concerned with the mechanism that how to maintain that power through developing consent of the people over whom power is exercised. The supremacy of a nation over other can be established by "domination" through using force and "intellectual and moral leadership" (Gramsci, 1971, p.262). The earlier one is ephemeral while the later one is enduring. The later means of supremacy is known as hegemony, the main instrument of the strong nations to control the affairs of other, for which consent of the dominated party is compulsory which Gramsci calls as spontaneous consent explaining thus,

> The 'spontaneous' consent given by the great masses of the population to the general direction imposed on social life by the dominant fundamental group; this consent is "historically" caused by the prestige (and consequent confidence) which the dominant group enjoys because of its position and function in the world of production. (Gramsci, 1971, p.12)

Hegemony operates by influencing people to subdue willingly to social ideals. It is exercised upon a group of people without resorting to the coercive means for non-compliance (Stoddart, 2007). This could be possible only through controlling the minds of the subdued people. Education proved to be instrumental for such hegemonic design.

2.16 Foucauldian Discourse Analysis

Discourse is "a particular way of talking about and understanding the world (or an aspect of the world)" (Jorgensen & Phillips, 2002, p.1). It is, thus concerned with both the spoken and written words that breeds varied intents of utterance. Discourse could be "both an instrument and an effect of power, but also a hindrance, a stumbling block, a point of resistance and a starting point for an opposing strategy" (Foucault, 1980, p. 101).

However, it should not be mistaken with words and statements in isolation; rather, it could be understood in a particular context. Margaret Walshaw rightly justifies it as,

> This is because discourses do not merely reflect or represent social entities and relations. Instead, they actively constitute them. Perhaps a better way to think of discourses is that they perform the role of conceptual schemes, or relatively well-bounded areas of social knowledge. (Walshaw, 2007, p.40)

Dealing with text in contexts, discourse analysis seems more appropriate method to employ for its practicality. Discourse analysis is "the analysis of language in use ... considers the relationship between language and the contexts in which it is used and is concerned with the description and analysis of both spoken and written interactions" (Paltridge, 2006, p.3). Curriculum is the written document that governs the entire educational activities of the children at different level and provides a strong discourse in the field of education. The study, in hand, is conducted to evaluate the curriculum in the context of self-efficacy as a social learning and motivation theory using Foucauldian discourse analysis as it is more helpful in explaining the knowledge/power relation.

The power is not manipulated from outside the society rather it operates within, with more vigour and effect. Educational institutions are best to serve the purpose of manipulating the power and instill it in the minds of the general public through using textbooks as "the textbook is one vehicle for the state to define what is to count as educational knowledge" (Ball, 2007, p.156). To Foucault, power and knowledge have close connection. He coined the idea which divorces the traditional concept of power. He transcended the Marxist description of power that operates at the macro-level to the power operation at micro-level such as education. In education, assessment is considered as the driving agent of the entire process. The assessment procedures used in the form of question

papers were fashioned in a manner that have very restricted and uniform content to be used for assessment of students, who have great diversity and exposed to plenty of content for which they are assessed, particularly, in the case of summative assessment, it becomes more restricted as the "power lies almost entirely with the assessor and 'final language' is common" (Knight & Yorke, 2003, p.16) for a more diverse audience. He pointed out the "level of on-going subjugation, at the level of those continuous and uninterrupted processes which subject our bodies, govern our gestures, dictate our behaviors, etc...." (Foucault, 1981, p.97). Students in the education institutions are thus, chained through discursive practices affecting their daily lives by "a set of unwritten and often unarticulated rules" (Walshaw, 2007, p.66).

2.17 Summary of Literature Review

The review of the related literature on curriuclum, self-efficacy and their mutual relationship was made as the study was concern primarily the curriculum, therefore, the literature on curriculum was throughly studied and reviewed.

Curriculum has been defined prescriptively or descriptively or even both. The prescriptive definitions deal with futuristic approach to curriculum and confined curriculum to a fixed frame that is provided to the students from above, by the curriculum planners and teachers and only tell about "what ought to happen" (Ellis, 2004, p.4). Conversely, descriptive definitions take into account the real life experiences that are happening in the classroom. In other words, the former is theoretical while the latter is practical. Either of the extreme is distorting and hence a mid-way can be better to serve the purpose of educating and preparing the new generation in a desirable way. Hence, curriculum should be coupled with reflections of the educationists' prescriptions and

educators' performance with the classroom's real experience. This gives raise to two types of curriculum i.e. the implicit and the explicit.

The curriculum is developed on strong foundations, such as philosophical, sociological and psychological foundations, that attempt to establish the past-present-future link for the upbringing of the new generation of the society. The curriculum is generally organized in four components including curricular targets, syllabus, instructional methodologies and assessment.

The analysis and evaluation of curriculum enables the researchers and academicians to establish correct direction of the nation, as the curriculum contributes to the development of professional practices through blowing up human imagination among the individuals-educated-through; and developing critical thinking to keep them abreast with preservation of traditions and cultural heritage. The evaluation is generally carried out following one of the available evaluation models. For this study, the CIPP model of evaluation was chosen and utilized to evaluate the secondary school curriculum for the development of self-efficacy of students in Khyber Pakhtunkhwa.

Self-efficacy is part of self-concept (Ashman & Conway, 1997) and rooted in both personal and social factors that affects choice of task, its effect, continuation and achievement. It is not a skill but a belief and therefore may not predict human behaivour. It is a distinct construct that of self-concept and self-esteem but influence them. It is not permanent but fluctuates; however, it can be developed and sustained by consistent efforts making a second nature. Self-efficacy is a strength for human beings for variety of reasons; first, it contributes to decision-making process and its materialization; second, it stimulates cognitive and emotional factors that influence performance; third, it regulates the effect of potential variables to improve achievement. Efficacy belief is affected throguh experiences

both primary and secodnary as well as others' persuasion and emotioanl state. Bandura (1977b; 1995; 2006a) identified four building blocks of self-efficacy including performance accomplishment, vicarious experience, social persuasion and physcial and emotional state. Its role is evident in regulating human performance through four main processes of cognition, motivation, emotion and selection.

These processes give a comprehensive outlook of human personality and socialization. Curricula help out school to socialize the young population of the society and develop their personality. The school level curriculum consisted of texts, learning experiences and assessment of the students' performance affect self-efficacy of the students. Students' performance differs due to their efficacy caused by their experience, personal attributes and situational influences. Their efficacy belief makes them to move ahead even if they are progressing slowly or face failure. Therefore, Kolb was right to suggest that self-efficacy should be made part and parcel of the curriculum in schools. The flexible curriculum that provides for a flexible time allocation for completion of academic tasks, individualized assessment procedures and study time and techniques can boost their efficacy and academic performance.

The efficacy of the Indians was shattered by the Macaulay's minutes of 1835, which were introduced in the wake of Orientalists-Anglicists controversy favouring the Anglicists' stance and it widely affected the curricula in Indo-Pak subcontinent. In his minutes, Macaulay glorified the English language and literature and undermined that of the native. He thus convinced the British government to introduce a curriculum that would produce English people with Indian blood who could serve as low order government officials besides, interpreters between the ruler and the ruled. Macaulay minutes introduced such an education system in India, which adversely affected all the four sources

of self-efficacy of individuals in one way or the other to create a class having learned helplessness.

The theoretical underpinning of the study was provided mainly by Bandrua's theory of self-efficacy; however, Apple's critical theory and selective tradition, Freire's banking concept of education and Gramsci's concept of Hegemony substantiated Macaulayian's approch to Indian education by establishing a knowledge / power relationship which is the focus point of Foucauldian discourse analysis.

CHAPTER 3

RESEARCH METHODOLOGY

Methodology section of a research report deals with the ways and means that "how researchers gain knowledge in research contexts, and why?" The 'why' component of the research methodology explains each step of the research activity and provides the readers "a rationale to explain the reasons for using specific strategies and methods in order to construct, collect and develop particular kinds of knowledge about educational phenomena" (Scott & Morrison, 2005, p.153). The purpose of this chapter is to explain the methods and justification for the procedures used in the conduct of this study.

3.1 Nature of the Study

This study is an evaluation study that has been carried out through adopting mixed method research approach. Ruttman (1977) introduced 'evaluation research' to explain evaluation processes and procedures that use accurate and exact research methodology. It is an applied research commonly used in the fields of social science so that to establish the effectiveness of a programme (Plewis & Mason, 2005).

3.2 Research Design

Evaluation studies are comprehensive and require "an eclectic combination of quantitative and qualitative methods" (von-Kardorff, 2004, p.138); therefore, mixed method research design was applied in this study. The concurrent triangulation of qualitative and quantitative data was used for the purpose of mixing the data.

The concurrent triangulation strategy, used in this study, is illustrated in figure 3.1, adopted from Creswell, (2009, p.210).

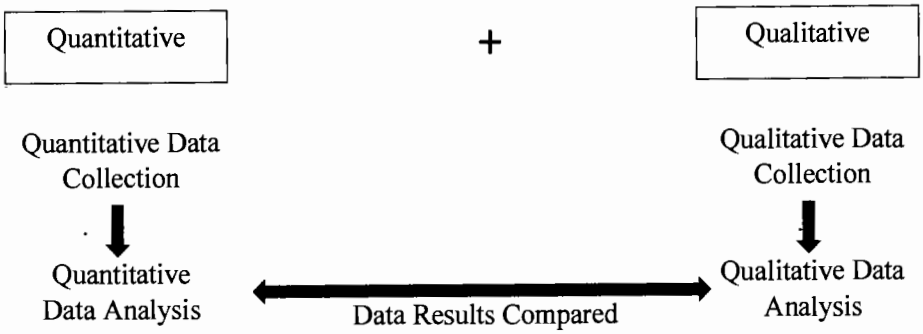

Figure 3.1: Concurrent Triangulation Design of Mixed Method

3.3 Population of the Study

A population is "the entire set of people or data that are of interest to a researcher" (Beins & McCarthy, 2012, p.93). Population of this study comprised of all the students of secondary level in the administrative jurisdiction of Peshawar division that consisted of three districts namely Charsadda, Nowshera and Peshawar due to accessibility, centrality of the area, most populous and with high opportunity for access to education; however, the target population of the students comprised of the students admitted in grade 9 during academic session 2014-15. According to the Education Management Information System (EMIS) of the selected districts, the total population of the students in the target level of the target area was 20709 (6038 in Charsadda, 5306 in Nowshera, and 9365 in Peshawar) showing percentage as 29.16, 25.62 and 45.22 respectively.

Similarly, the EMIS data for teachers who were teaching the core subjects at the secondary level in the target area was 1369; whereas teachers for the target subjects for the target level in the target area were 735 in number that were fractionally constituting 222 in Charsadda (74 for each target/sampled subject), 219 in Nowshera (73 for each target subject) and 294 in Peshawar (98 for each target subject).

3.4 Sample of the Study

Sampling is made as an inductive reasoning (Ary, Jacobs, & Sorensen, 2010), hence sample is chosen from the target population or sampling frame (Creswell, 2012) in a research study. In this study, two important aspects, related to sample are the sample size and sampling technique through which the sample is taken (Fraenkel, Wallen, & Hyun, 2012). Researchers such as Krejcie and Morgan (1970); Lipsey's (1990) and Fowler (2009) have worked out tables for determining sample size for research studies. However, calculation using "a chosen target precision (confidence interval width) to determine sample sizes" (APA, 2010, p.31) would make the data more valid and authentic. Therefore, in this research study sample size of the students and teachers was determined through using the Yamane's (1967) formula given as under:

$$n = \frac{N}{1 + N(e)^2}$$

Whereas "n" is the sample size, "N" is the Population and "e" is the Level of precision.

Using the given formula, at 0.05 level of precision, the sample size of students for this study consisted of 392 (112 from Charsadda, 107 from Nowshera, and 173 from Peshawar) according to the percentage population for the three districts as 28.58, 27.37 and 44.04 respectively. However, the data was collected from the 373 due to failure of 19 students in grade 9. The teachers, sampled for the sampled subject in the target level of the target area, were 259 in number through the said formula that were fractionally constituting 78 in Charsadda (26 for each target/sampled subject), 78 in Nowshera (26 for each target subject) and 103 in Peshawar (34/35 for each target subject).

In the wake of determination of sample size, random sampling technique was used as it is "the most unbiased form of sampling" (Muijs, 2004, p.38) as well as the researcher was at the advantage of "having access to a complete list of the population" (Gray, 2004,

p.87) to collect data from students in the three target districts. Teachers were sampled through purposive sampling technique, as according to Cohen and associates (2011), purposive sampling in many cases helps in accessing the "knowledgeable people" (Cohen, Manion, & Morrison, 2011, p.157).

3.5 Instrumentation and Sources of Data

Instruments play an important role in the execution of a research plan. Selection of "appropriate and useful measuring instruments" (Ary et al., 2010, p.200), plays a key and vital role in the completion and success of a research project. Researchers use instruments either adopted or constructed as the situation demands (Ary et al., 2010). In this study, both the adopted and constructed instruments were applied for the collection of data. As this study was an evaluation study, therefore, multiple instruments were applied for data collection to look at the issue "from a variety of perspectives" (Denscombe, 2007, p.134) and minimize the shortcomings of other research instruments. In this study the data collection techniques were "questionnaires, observations, interviews ... document analysis and standardized tests" (Hartas, 2010, p.277) as "data collected from a number of different instruments" (Fraenkel et al., 2012, p.458) enhances validity of the study. Instruments employed for data collection are discussed below:

3.5.1 Content and Discourse Analysis

Content and Discourse analysis was used as research instruments as well as methodology to analyze the prevailing curriculum document, textbooks and examinations papers of the sampled subjects for developing self-efficacy among the individuals exposed to them. Curriculum documents provide main plan of action of formal education and outline each/all step(s) of education. Textbooks for the sampled subjects taught at the

secondary level in Khyber Pakhtunkhwa were analyzed for this study as textbooks are the main source of classroom instruction for achieving the objectives of the curriculum (I-SAPS, 2014), and teachers use them as "their principal curriculum guide and source of lessons" (John, 2001, p.32). Content and discourse analyses of the question papers administered in the SSC annual examinations 2015 and 2016 were also made for the product portion of CIPP model of evaluation.

3.5.2 Formative and Summative Assessment Results

Content and discourse analyses were substantiated by the quantitative data analysis of students' performance. Students' performance was judged through formative assessment made by the teacher, which is also known as school-based assessment (Gipps, 1994, p.123), through periodical classroom tests; without considering other forms of teacher assessment that are generally carried on. Three classroom tests score for each subject in each grade of the secondary level were collected with the cooperation of the teachers concerned, for which the researcher is indebted. Similarly results of summative assessment in the form of annual examinations conducted for grades 9 and 10 by the BISEs, were also analyzed for performance accomplishments. The assessment results provided quantitative data for triangulation with the qualitative data inferred from content and discourse analyses of the curriculum documents, textbooks and examination papers for the sampled subjects.

3.5.3 Self-Efficacy Scale

A scale is "a set of categories or numeric values assigned to individuals, objects, or behaviors for the purpose of measuring variables" (Ary et al., 2010 p.208). For the purpose of this study, Schwarzer and Jerusalem, (1995) Self-Efficacy Scale was adopted for measuring the self-efficacy of the sampled students.

The scale was adopted due to its practicability, reliability and culture-free nature. It is also worth mentioning that it is allowed by the authors to use it openly without seeking any permission for the academic purpose. Furthermore, the instrument was used due to its suitability for the study as it was designed for adolescents and adults, as this study was conducted on youth of 13 to 16 years. The internal consistency of the instrument was calculated as 0.76 to 0.90 through different studies, with the majority in the high 0.80. In the conduct of this study, the scale was administered bilingually i.e. English and Urdu for better understanding of the students. The scale is annexed as Appendix – A of this report.

3.5.4 Questionnaire for Teachers

Questionnaire is widely used instrument of data collection in research. During data collection through questionnaire, "the questions are sent to all the members of the sample group, who record and return their responses to the questions" (Ary et al, 2010, p.379). In this study, questionnaire for teachers was administered with a view that teacher has a pivotal role in the implementation of curriculum as Cohen and associates (2010, p. 33) argue "The teacher is not only the person who teaches a particular subject or subjects, but he or she has responsibility for the curriculum, widely interpreted". Questionnaire for teachers is annexed as Appendix – B of this report.

3.5.5 Interview Schedule for Students

Interview is a commonly used method of data collection in research "for individuals who cannot read and understand a written questionnaire" (Ary et al, 2010, p.380). However, it varies its position on "a continuum of qualitative-quantitative approaches to research" (Scott & Morrison, 2005, p.133) depending upon its structure. It is used quantitatively when highly structured, where the interviewer control and "'teach" interviewees to "reply in accordance with interview schedules" (May, 1993, p.93). in this

study, an interview schedule was administered to the students as they were the direct beneficiaries of what is planned and delivered, as Cohen and associates (2010) maintain that "the curriculum is that which the pupil takes from the learning situation in school, not necessarily that which was intended" (p.33). In this study interview schedule was preferred to questionnaire for collecting data from the students, as the latter is "usually self-administered" while the former one is "administered verbally by the researcher (or trained assistant)" (Fraenkel et al., 2012, p.399). The interview schedule for students is attached as Appendix – C of this report.

3.5.6 Observation Checklist for Classroom Instruction

Observation is a tool of data collection, which is applied "in both quantitative and qualitative research" (Ary et al., 2010, p.216). It is used in quantitative research to "collect data regarding the number of occurrences in a specific period of time, or the duration, of very specific behaviors or events (Best & Kahn, 2006, p.264). It provides opportunity for the participants' actions instead of their words to explain their action and emphases on "what the observer sees people doing and the researcher's application of meaning to the actions observed" (Scott & Morrison, 2005, p.168).

An observation checklist was used in this study as observation provides primary data for a research study (Foster, 2006). In this research study naturalistic observation was used as the researcher did not manipulate or "control the activities" of the students, but simply observed and recorded "things naturally occur[ed]" (Fraenkel et al., 2012, p.447). The researcher also observed the schools visited had no AV aids for teaching of Urdu subject; no language lab available for learning of Urdu language; no teacher-version of textbook/teacher manual available in school; no curriculum document was available. The Observation checklist used in the study is annexed as Appendix – D of this report.

3.6 Pilot Testing

A pilot testing is "a small-scale trial before the main investigation", to judge the validity and reliability of the instruments that would be applied in the study for data collection, therefore, "piloting the data-collection instruments is essential" (Wilson & Sapsford, 2006, p.103) to test the "discriminatory power of a question" (ibid, p.106).

Pilot testing was conducted for all the instruments including self-efficacy scale, questionnaire, interview schedule and observation checklist in a public sector school of district Charsadda for limited subjects with the objectives:

- To identify language difficulties in the instruments for the respondents;
- To clarify the ambiguity;
- To delete items that have no variance;
- To calculate the reliability of the instruments.

The pilot testing was conducted through approximately 10 percent of the sample in both the cases i.e. teachers and students; whereas the observation checklist was validated through 6 incidences of observations in two schools for each sampled subject in the study. The self-efficacy scale was validated earlier by different users and a Cronbach's alpha was calculated ranges from 0.76 to 0.90 which shows high reliability coefficient. For this study, the same scale with its Urdu translation was piloted in the target area and the Cronbach's alpha was calculated as 0.79. It is noteworthy here that the responses of pilot testing were meant only for the refinement of the instruments and were not part of the actual data analysis.

The questionnaire, interview schedule and observation checklist were composed of subscales, related to performance accomplishment, vicarious experience, verbal and social

persuasion and physiological feedback for emotional arousal. Internal consistency of the scales were calculated through the Cronach's Alpha as Vogt (2005) recommends it for all those tests and scales items which have "more than two answers such as Likert scales" (Vogt, 2005, p.71). As all the subscales are distinct in nature, therefore, their independent Cronbach's alpha was calculated. The Cronbach's alpha for the subscales of questionnaire was 0.87, 0.73, 0.76, and 0.72 for performance accomplishment, vicarious experience, social persuasion, and physiological feedback for emotional arousal respectively after administering it to twenty six teachers. The Cronbach's alpha for the subscales of interview schedule was calculated as 0.76, 0.86, 0.83, and 0.88, for performance accomplishment, vicarious experience, social persuasion, and physiological feedback for emotional arousal respectively while the Cronbach's alpha for the subscales of classroom observation checklist was calculated 0.75, 0.69, 0.70, and 0.87, for performance accomplishment, vicarious experience, social persuasion, and physiological feedback for emotional arousal respectively.

The instruments were refined and were made easy to administer widely by deleting some of the items that either the respondents left unfilled unanimously or responded the same by all the respondents with no variation in responses. However, some items were rephrased for easy understanding of the respondents in the basis of piloting testing.

3.7 Collection of Data

The data was collected both qualitative and quantitatively. The qualitative data was collected through the content and discourse analyses of curriculum documents and question papers administered during secondary school certificate (SSC) annual examinations of 2015 and 2016 by the Boards of Intermediate and Secondary Education (BISEs) of Peshawar and Mardan, as students from districts of Charsadda and Peshawar

appeared in BISE Peshawar while those from district Nowshera appeared in BISE Mardan. The quantitative data was collected through conducting interview schedule, administering questionnaires, and observing the classroom instruction by the researcher in person. Besides, the requisite annual results were collected from the relevant result gazettes of the respective boards, however, the formative assessment results were provided by the relevant teachers, for which their cooperation was acknowledged by the researcher at that time as well as recording here too, as a token of thanks to them. In the case of observation, to minimize/ eliminate biases, concerned school principals or their nominee teachers assisted the researcher in recording the observations, for which they were briefed in advance about the nature of the items and procedure of recording.

The student respondents were visited twice for data collection on self-efficacy scale. Once for pre-administration a month later when the sampled students were admitted in grade 9 in 2014 and the second time in February 2016 for post-administration when they were about to leave their schools on preparation for their upcoming SSC examination. At the second visit they were also administered the interview schedule by asking the items by the researcher from the number of students included from the concerned school to tick one of the five options relevant most to them. During administering the interview schedule, the students also shared their views regarding the negative persuasion of some of their teachers of their humble origin and poor family background, which is not a direct part of the data, in the next chapter; nonetheless, such remarks may adversely affect the efficacy belief of the students in general.

The questionnaire for teacher was administered to the teachers when data was collected for self-efficacy at post-testing stage. The cooperation on the part of teachers included in the sample in this regard, was laudable with a few exceptions that were ordinary. The questionnaire was administered to total 259 sampled teachers of the sampled

subjects; out of which 232 teachers returned the dully filled questionnaires [Charsadda = 76 (26U,25M,25Is); Nowshera = 68 (23U,25M,20Is) and Peshawar = 88 (30U,27M,31Is)] The teachers' response rate as a whole was 89.58%. The classroom instruction were observed in natural setting through ninety observations; thirty of each subjects. The classroom observations were recorded during the period starting from September to December 2015. In classrooms observation the teachers were reluctant to allow the researcher but on persuading them about the nature of the research study, they hesitantly permitted, nonetheless, their natural tone and style were bridled anyway. However, the principals' cooperation in this regard was praiseworthy and beyond the limits.

The formative assessment results were collected from the teachers on collecting questionnaires from them. They were requested for the preservation of the data on the classroom tests for research purpose, when the researcher visited the schools for pre-administration of self-efficacy scale, which they honoured to their level best.

3.8 Analysis of Data

The data, both qualitative and quantitative, was collected through different instruments as discussed earlier. The qualitative data was analyzed through content and critical discourse analyses while the quantitative data was analyzed through statistical techniques using statistical software.

The data collected through questionnaire, interview schedule and observation checklist was statistically analyzed through calculating their mean and standard deviation and range after transforming the data for different sources of self-efficacy to establish their effectiveness in the development of self-efficacy of the students. Paired sampled t-test was employed for comparing the result of pre- and post- administration of self-efficacy to the students of secondary level.

The formative assessment results for each subject were reduced to a single score by calculating their average for each grade and subject. The mean was rounded off for the convenience of analysis. The absentee of student was marked as zero. Both formative and summative results were transformed to make them uniform through calculating their percentages before their comparison. The formative assessment result was compared with the summative assessment results for the grades independently through using t-test statistics. The transformed summative assessment results of the two grades of secondary level were also compared using t-test statistics. It is to note here that 19 students got completely failed in grade nine summative assessment conducted by the respective BISE and hence they were excluded from the final data set used for analysis included in this report. However, the formative and summative assessment results of 80 students who got failed in one to three subjects in grade 9 annual board examination and by rule promoted to the next grade, were not included in the statistical analysis but such cases were discussed in the interpretation section. Same treatment was done to the data of those cases who got passed in grade 9 but failed completely in next grade or failed in a subject or more (2 completely failed whereas 74 students got failed in one or more subjects).

3.9 Presentation of Data

The qualitative and quantitative data was analyzed and presented in the following chapter of this research report. The data came through different sources has been presented under the following five headings:

1. Performance accomplishment (Primary / Mastery Experience)
2. Vicarious experience(Secondary Experience)
3. Verbal/social persuasion(Persuasive Experience)
4. Physical and emotional state (Emotional Experience)

5. Self-efficacy of the Students

Each source of self-efficacy that are listed under heading 1 – 4 were evaluated through Stufflebeam's (1971) CIPP model of evaluation and further subdivided into the context, input, process and product under each source of self-efficacy. The data was presented in a triangulated form of both qualitative and quantitative data to give a best picture of the situation under study.

3.10 Conceptual Framework of the study

Conceptual framework of the study, as shown in the figure 3.2 provides a relationship between the variables used in the study. It provides that how curriculum affects the sources of information required for the development of self-efficacy.

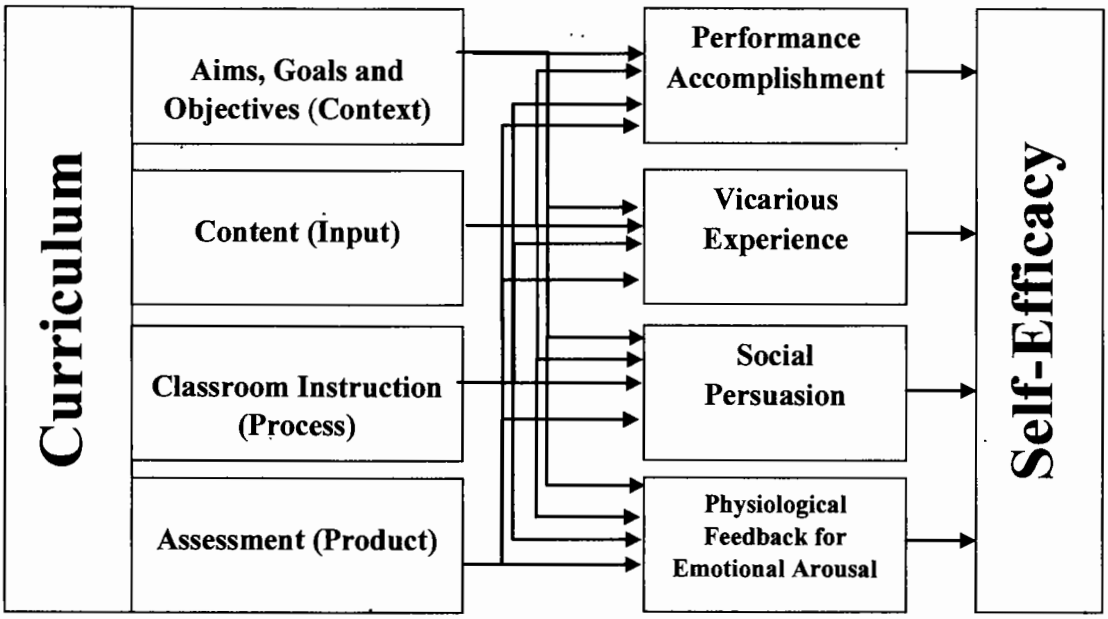

Fig 3.2: Conceptual Framework of the Study

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The chapter deals with the data, its analysis and interpretation. The data came from multiple sources for the study to evaluate the secondary school curriculum in Khyber Pakhtunkhwa, a province in the North-Western part of Pakistan. The data, collected qualitatively as well as quantitatively from different sources, is presented here in the framework of Stufflebeam's (1971) CIPP (Context, Input, Process, Product) model of evaluation for each source of self-efficacy as discussed by Bandura (1977b; 1986; 1995; 2006a).

The data for context in CIPP model was qualitative and drawn from the aims, goals, and objectives with standards, benchmarks and learning outcomes of the curricula of the three selected subjects i.e. Urdu, Mathematics and Islamiyat. The data for input was also only qualitative and came from the syllabi and textbooks of three mentioned subjects. Data for the process and product of CIPP model were consisted of both qualitative and quantitative data. For the process, the qualitative data was drawn from the analysis of curriculum provisions for classroom instruction whereas quantitatively data for classroom instruction was comprised of the perception of teachers and students as well as non-participant observation of classroom instruction in naturalistic setting. Qualitatively, the data for the product was drawn from the analysis of curriculum provisions for assessment and items selected for assessment procedures whereas quantitative data for the purpose was collected as results of formative and summative assessment of the students.

4.1 Performance Accomplishment (Primary Experience)

Performance accomplishment creates and strengthens efficacy belief and infuses the spirit of doing tasks, even more difficult and challenging one of the previous. As discussed in chapter two of this dissertation, it provides the most important and influential foundation to the development of self-efficacy of individuals.

4.1.1 Context for Performance Accomplishment

Content analysis of the aims of National Curriculum for Urdu 2006 provided that there was not a single general aim available regarding performance accomplishment. However, specific aims had made provision for the purpose; for example, discourse code no.4.1.1.1 is the typical one. Instructional objectives were stated separately for the three levels i.e. primary, middle and secondary/ higher secondary, and, out of six instructional objectives for the level, five were related to performance accomplishment, for example, discourse code no.4.1.1.2. Besides, there were 17 standards, which were given under 9 skills in the goals stated primarily of performance as for example discourse code no.4.1.1.3. Likewise, 84 out of 97 students learning outcomes (SLOs) were provided for performance accomplishment such as discourse code nos.4.1.1.4 to 4.1.1.6.

The contextual structure of Mathematics curriculum was presented in the form of standards, benchmarks and SLOs, which was analyzed for performance accomplishment. Only one standard induced for the purpose, as analyzed in discourse code no.4.1.1.7. Benchmarks were primarily based on task accomplishment, for example, discourse code nos.4.1.1.8 and 4.1.1.9. The SLOs provided 123 instances out of 371 for performance such as discourse code nos.4.1.1.10 and 4.1.1.11 are analyzed in this regard.

In the case of Islamiyat, both curricula of 2002 and 2006 were contextually structured upon the same pattern with only general and specific aims. Both the general and

specific aims were presented in complex and compound pattern and, therefore, divided into subparts for easy analysis and understanding. There were thirteen instances in general and specific aims in the curriculum (2002) and seventeen instances in the curriculum (2006) for performance, for instance, discourse code nos.4.1.1.12 to 4.1.1.15; however, these were imbedded in other sources of self-efficacy, which were analyzed accordingly.

Table 4.1

Discourse Code Nos.4.1.1.1 to 4.1.1.3

Translation	Original Text
[Pakistani students] can listen and understand completely the matters, speeches, and sermons uttered in Urdu. (National Curriculum for Urdu 2006, specific aim 3, p.4)	[پاکستانی طلبہ] اُردو میں بیان کردہ امور، تقاریراور خطبات کو سن کر پوری طرح سے ادراک کر سکیں (قومی نصاب برائے اُردو 2006، خصوصی ہدف 3صفحہ4)
	Discourse code no.4.1.1.1
[Students] could use Urdu in the literary, journalistic, official, judicial, educational, technical and other social needs of practical life. (National Curriculum for Urdu 2006, Instructional goal no.6 for secondary and higher secondary level, p.6)	[طلبہ]عملی زندگی کی ادبی، صحافتی، دفتری، عدالتی، علمی، تکنیکی اور دیگر سماجی ضرورتوں میں اُردو کو مہارت سے استعمال کرسکیں (قومی نصاب برائے اُردو 2006، تدریسی مقصد6 برائے ثانوی واعلی ثانوی سطح، صفحہ 6)
	Discourse code no.4.1.1.2
[Students] could describe the central theme, key points, intellectual and semantic features of a written text. (National Curriculum for Urdu 2006, Standard 2 for the skill of Appreciation and Criticism for grade 9 and 10, p.43)	[طلبہ] کسی تحریر کے مرکزی خیال، اہم نکات، فکری و معنوی خوبیوں کو بیان کرسکے (قومی نصاب برائے اُردو 2006، معیار2 برائے استحسان اور تنقید کی مہارت (جماعت نہم و دہم)، صفحہ43)
	Discourse code no.4.1.1.3

Discourse code no.4.1.1.1 speaks of performance desensitization (Bandura, 1977b) of students regarding Urdu; however, it proves an overestimation of the their capabilities (Bandura, 1986) to understand completely the matters, speeches, and sermons uttered in Urdu as it is a second language for most of Pakistanis (Maqbool, Ghani & Maqbool, 2018). Likewise, discourse code no.4.1.1.2, is an attempt to desensitize students regarding their performance (Bandura, 1977b) in the use of Urdu to prepare them for their future ministerial responsibilities but it is an overestimation of their capabilities (Bandura, 1986) for learning the language at this particular stage of schooling. Discourse code no.4.1.1.3 sounds that students can be enabled to describe the main theme, key points, intellectual and semantic features of a written text in Urdu, which speaks of "self-instructed

performance" (Bandura, 1977b, p.195), but it is an overestimation of their capabilities (Bandura, 1986) at this level. The situation thus created adverse effects on students' performance and connotes approach of the pre-independence oppressing lords of the land. The same is continued by their successors, who are serving their interests in their absence as Freire (1970/2005) has referred to as, "the shadow of their former oppressor is still cast over them" (p.46). The discourses imply not for learning of Urdu as a national language but to train students with technicalities of the language to facilitate their superiors echo the repercussion of colonial time when Macaulay (1835) conveyed to the British Parliament that they [the Englishmen] needed the native workers for fulfilling necessities of their daily life and to play the role of "interpreters between us [the Englishmen] and the millions whom we govern [the Indians]" (Macaulay as cites in Sullivan, 2009, p.483) to fulfill their hegemonic designs through developing the spontaneous consent, as referred by Gramsci (1971), of the natives of Indian sub-continent.

Table 4.2

Discourse Code Nos.4.1.1.4 to 4.1.1.6

Translation	Original Text
[Students] could read a text with understanding of scientific and technical symbols, jargons, and definitions. (National Curriculum for Urdu 2006, SLO No. 3 for reading skill in grade 9, pp.20–21)	[طلبہ] سائنسی اور تکنیکی علامات، اصطلاحات اور تعریفات کو سمجھ کر کسی تحریر کو پڑھ سکے۔ (قومی نصاب برائے اُردو2006، ایس ایل او 3 برائے پڑھنے کی مہارت جماعت نہم صفحہ20-21)
Discourse code no.4.1.1.4	
[Students] could read official letters, email, internet, etc. with understanding. (National Curriculum for Urdu 2006, SLO NO. 6 for reading skill in grade 9, p.21)	[طلبہ] دفتری مراسلے، ای میل، انٹرنیٹ وغیرہ کو سمجھ کرپڑھ سکے (قومی نصاب برائے اُردو 2006، ایس ایل او 6 برائے پڑھنے کی مہارت جماعت نہم صفحہ21)
Discourse code no.4.1.1.5	
[Students] could use Urdu through means of communication, technology, computer, etc. (National Curriculum for Urdu 2006, SLO No. 5 for life skills in grade 10, p.50)	[طلبہ] ذرائع ابلاغ، ٹیکنالوجی، کمپیوٹر وغیرہ پر اردو کو استعمال کرسکے۔ (قومی نصاب برائے اُردو 2006، ایس ایل او5 برائے مہارتِ حیات جماعت دہم صفحہ50)
Discourse code no.4.1.1.6	

Discourse code no.4.1.1.4 shows that the curriculum for Urdu has provided for students' performance exposure (Bandura, 1977b) and aimed at to enable them at school to read a text with understanding of scientific and technological symbols, jargons and

concepts; however, it conditioned with personal and social restraints (Bandura, 1986), as it focused on the lower order cognitive abilities of the students (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) on one hand and seems idealistic and impractical as Shanul Haq Haqqi, reported in Parekh (2013), has said that "Urdu has forcibly been kept away from the fields of science and technology" on the other hand. Similarly, the learning outcomes as given in discourse code nos.4.1.1.5 and 4.1.1.6 provide for participant modeling as these categorically refer to students' abilities to use latest technologies for communication in the offices using Urdu. The discourses speak for a selective tradition (Apple, 2000; 2004) of pseudo-colonial powers for Pakistani students as computer commonly uses a semi-English statements as assembly language for programming (Rafiquzzaman, 2018); therefore, the discourses are aimed at to make students skillful to use Urdu through different means of communication, computer and other prevailing technology for menial tasks, restricting their critical and creative faculties causing personal and social restraints (Bandura, 1986) and adversely affects their performance accomplishment and subsequently their efficacy.

Table 4.3

Discourse Code Nos.4.1.1.7 to 4.1.1.9

Original Text
The students will be able to collect, organize, display and interpret data/information. (National Curriculum for Mathematics 2006, Standard 4, p.7) **Discourse code no.4.1.1.7**
Collect data from variety of sources and construct frequency table (distribution) with equal and unequal class intervals. (National Curriculum for Mathematics 2006, Benchmark 1 for standard 4, p.7) **Discourse code no.4.1.1.8**
Show step by step deduction in solving a problem, explain and justify how they arrived at a conclusion. (National Curriculum for Mathematics 2006, Benchmark 4 for standard 5, p.7) **Discourse code no.4.1.1.9**

Discourse code nos.4.1.1.7 and 4.1.1.8 provide for participant modeling (Bandura, 1977b) of students' abilities of collection, presentation and interpretation of data focused upon developing lower order cognitive abilities (Bloom et al., 1956) of students as ministerial staff to refine data rather to use it for decision making. The data collection,

presentation, and interpretation are the skills, which are expected of the subordinate staff everywhere in the world to facilitate the stakeholders in decision making. The colonial powers of pre-partitioned India were of the desire to have indigenous folk to perform such type of menial work for them (Pandya, 2014), so that they could arrive at a particular decision as the situation demands. The same mindset still continued in the country and, hence, communicates students of being inferior ones, affecting their efficacy belief. Likewise, discourse code no.4.1.1.9 provides for participant modeling (Bandura, 1977b) which is "to interpret what is happening as only the result of efforts by dominant economic elites to impose their will on education" (Apple, 2006, p.30) that discourages the students who remain unsuccessful and could not keep pace with their peers (Bandura, 1997) due to their personal and social restraints (Bandura, 1986), causes lowering their efficacy belief. The expectation of curriculum developers speaks Macaulay's mind and language of the pre-independence colonial era. Comparing the learning outcome with the empirical evidences from office practice across the globe, it can be witnessed that the initiating note on a file is the brainchild of a member of lower order ministerial staff. with thorough details and justifications for suggestion to their higher authorities to take decisions.

Table 4.4

Discourse Code Nos. 4.1.1.10 & 4.1.1.11

Original Text
Give formal proofs of distributive property of intersection over union of two or three sets. (National Curriculum for Mathematics 2006, Unit 12, SLO No. (iv), p.81) **Discourse code no.4.1.1.10**
Draw a graph from a given table of (discrete) values. (National Curriculum for Mathematics 2006, Unit 14, SLO No. (xi), p. 84) **Discourse code no.4.1.1.11**

Discourse code no.4.1.1.10 provides for students' participant modeling and aimed at to train students with a mindset that always provide proofs and justifications for their actions that keep them restricted in a specific sphere whenever doing an action in life with doubtful and scaring personalities that adversely affect their performance accomplishment

(Bandura, 1986). This learned helplessness hinders students' progress both academically and practically to avoid taking challenges satisfying hegemonic designs (Gramsci, 1971) of the oppressors. Likewise, discourse code no.4.1.1.11 also provides for participant modeling with an aim to train students compiling huge data into a single shot picture focused upon developing low order cognitive abilities (Bloom et al., 1956) of students to perform menial work in future. Both the discourses provide for performance accomplishment as the earlier is based on students' understanding of the property and the later would be performed when students know parameters and nature of the graph.

Table 4.5

Discourse Code Nos. 4.1.1.12 to 4.1.1.15

Translation	Original Text
Make them [students] bound of the elements of Islam. (National Curriculum for Islamiyat 2002, General Aim no.6, p.1)	...انہیں[طلبہ کو]ارکانِ اسلام کا پابند بنانا (قومی نصاب برائے اسلامیات 2002، عمومی مقصد 6صفحہ1)
	Discourse code no. 4.1.1.12
... [Students] present a practical model/ representative of [good manners and etiquettes]. (National Curriculum for Islamiyat 2002, Specific aim no. 9, p.2)	...[طلبہ] اس [اچھے اخلاق و آداب] کا عملی نمونہ پیش کریں۔ (قومی نصاب برائے اسلامیات 2002، خصوصی مقصد 9صفحہ 2)
	Discourse code no. 4.1.1.13
... [Students] could perform the role of an exemplary Muslim by practicing them [the teachings of Islam regarding rights and obligations] in their daily lives. (National Curriculum for Islamiyat 2006, General aim no.8, p.2)	...[طلبہ] روزمرہ زندگی میں ان [حقوق و فرائض کے متعلق اسلامی تعلیمات] پر عمل پیرا ہو کر ایک مثالی مسلمان کا کردار انجام دے سکیں (قومی نصاب برائے اسلامیات 2006،عمومی مقصد8صفحہ2)
	Discourse code no. 4.1.1.14
... [Students] exhibit it [the affection, respect and obedience of the Holy Prophet (s.a.a.w)] with letter and spirit. (National Curriculum for Islamiyat 2006, Specific aim no. 3, p.3)	...[طلبہ] اپنے قول و عمل سے اس [آپﷺکی محبت، احترام اور اتباع] کا اظہار کریں (قومی نصاب برائے اسلامیات 2006، خصوصی مقصد3 صفحہ 3)
	Discourse code no. 4.1.1.15

Discourse code no.4.1.1.12 provides for performance desensitization of students regarding their observance of elements of Islam but it was offered in abstract and an ineffective manner that to be achieved and measured. Discourse code nos.4.1.1.13, 4.1.1.14 and 4.1.1.15 provide for participant modeling of students to play role of an ideal Muslim and true follower of the prophet (s.a.a.w) in his love, as individuals with religious

practices are "more responsible and have greater achievements in their life than others" (Khoynezhad, Rajaei, & Sarvarazemy, 2012, p.85). The discourses carry on the content in the light of education policy 1998-2010 as states that "education and training should enable the citizens of Pakistan to lead their lives according to the teachings of Islam" (Government of Pakistan, 1998, p.2), but these were presented with high aspirations that seldom achieve and develop an incorrect self-knowledge (Bandura, 1986) of students that continue till their last moment.

4.1.2 Input for Performance Accomplishment

Content portion of the curricula and textbooks developed thereupon provided input for analysis of performance accomplishment. The selected curricula and relevant textbooks were analyzed using content and discourse analyses. The textbooks of the subjects were the concrete part of the curricula that directly delivered what the curriculum planners and developers intended to deliver, so this portion needed more attention.

The syllabus of Urdu 2006 for grades 9 and 10 was covering both literature and linguistics with the provision that literature should be a source for teaching of the language (see National curriculum for Urdu for grade 1 to 12, 2006, pp.71-75). The linguistic portion of the curriculum primarily provided for the performance accomplishment whereas literature portion had no such provision; however, the curriculum provided that each literary work must be followed by an exercise that would be considered for the purpose. In the linguistic portion, 14 out of 19 items of grammar and 4 out of the 5 items of creative writings provided input for performance accomplishment. Discourse code nos.4.1.2.1 and 4.1.2.2 analyze the syllabus of Urdu as input for students' performance accomplishment.

Materializing the curriculum, Urdu textbook for grade 9 provided exercises that consisted of 106 short answering questions, use of 76 words/idioms in sentences, 61 items

for sentence completion, 25 questions on grammar, 1 item on letter writing, 9 instances of writing summary of the paragraph with reference to the context and 17 times instruction for teachers to carry out different activities in the classroom besides 5 provisions for students' activities. Similarly, the textbook for grade 10, included 99 short answering questions, use of 81 words/idioms in sentences, 72 items for sentence completion, 34 questions on grammar, 2 items on letter writing, 13 instances of writing summary of the paragraph with reference to the context and 2 times instruction for teachers to carry out different activities in the classroom. Sentence completion was based on memorization and the use of words/idioms in the sentences ensured to enhance and develop vocabulary of students. These provisions were analyzed in discourse code nos.4.1.2.3 to 4.1.2.6.

Mathematics syllabus for the level presented a sizeable amount of content devoted to performance accomplishment. Discourse code nos.4.1.2.7 and 4.1.2.8 analyze the typical illustration of the content part of the curriculum for Mathematics 2006. Out of the total 89 exercises, 38 in Mathematics textbook for grade 9 were provided for performance accomplishment as they had orientation in the previous grades; similarly, 29 exercises of 62 in the Mathematics textbook of grade 10 had previous allusions, therefore, these were considered for analysis under performance accomplishment. Discourse code nos.4.1.2.9 to 4.1.2.11 analyze the representative portion from both the textbooks for the level.

The syllabi of both the national curricula for Islamiyat of 2002 and 2006 in Pakistan, scarcely offered for performance accomplishment. However, the verses from the selected *surahs* [chapters] of the Holy Quran could be cited for the purpose, while section on *al-Hadiths* [sayings of the prophet (s.a.a.w)] had no such reference. The conceptual studies section also was lacking regarding performance accomplishment; nonetheless, the exercises given at the end of the lessons provided for it. The given three *surahs* were

supplemented by 63 questions based on content of the *surahs* and their understanding and 28 questions were given in the section on the conceptual studies. Discourse code nos. 4.1.2.12 to 4.1.2.17 analyze the typical illustrations of Islamiyat curriculum and textbook for performance accomplishment as a source of self-efficacy.

Table 4.6

Discourse Code Nos. 4.1.2.1 to 4.1.2.6

Translation	Original Text
Differentiate among different styles (literary, journalistic, official, legal and technical) of descriptions. (National Curriculum for Urdu 2006, p.74)	مختلف اندازِ بیان (ادبی، صحافتی، دفتری، قانونی، تکنیکی) میں امتیاز کرنا (قومی نصاب برائے اُردو 2006، ص74)
	Discourse code no.4.1.2.1
[writing of] (Formal/Informal) letters. (National Curriculum for Urdu 2006, p.74)	خط (رسمی/غیر رسمی)[لکھنا] (قومی نصاب برائے اُردو 2006، ص 74)
	Discourse code no.4.1.2.2
Write summary of this lesson in your own words. (Urdu Textbook for 9 grade, p.26)	اس سبق کا خلاصہ اپنے الفاظ میں لکھیں (اُردو کی درسی کتاب برائے نہم، ص 26)
	Discourse code no.4.1.2.3
What does the poet complain of his friends in the fourth couplet of the second Ghazal (Ode)? (Urdu Textbook for 9 grade, p.124)	دوسری غزل کے چوتھے شعر میں شاعر اپنے دوستوں سے کیا گلہ کرتا ہے؟ (اُردو کی درسی کتاب برائے نہم، ص 124)
	Discourse code no.4.1.2.4
Why did Ghalib give simile of a prisoner to himself in the letter to *Aalauddin Aalai*? (Urdu Textbook for 10 grade, p.88)	علاؤالدین علائی کے نام خط میں غالب نے اپنے آپ کو ایک قیدی سے کیوں تشبیہ دی؟ (اُردو کی درسی کتاب برائے دہم، ص۔ 88)
	Discourse code no.4.1.2.5
What English words have been used in this poem? (Urdu Textbook for 10 grade, p.118)	اس نظم میں کون کون سے انگریزی الفاظ استعمال ہوئے ہیں۔ (اُردو کی درسی کتاب برائے دہم، ص۔ 118)
	Discourse code no.4.1.2.6

Discourse code no.4.1.2.1 provides for students' participant modeling (Bandura, 1977b) enabling them to differentiate among the different styles and work with different genre focused on low order cognitive abilities (Bloom et al., 1956) of students. Discourse code nos.4.1.2.2 and 4.1.2.3 provide for participant modeling (Bandura, 1977b) of students to write formal and informal letter and summaries, which is a selection for a particular purpose and social control (Apple, 2000) validates selective tradition, which prepare students for their assigned task of clerks as clerical works is "...requires training, experience or working knowledge related to the task to performed" (The US Merit System

Protection Board, 2009, p.95). Likewise, discourse code no.4.1.2.4 stresses upon the recalling of content studied in the lesson which Freire (1970/2005) termed as a banking activity of withdrawing of the deposited assets and is rated as preliminary stage in the lower order cognitive abilities (Bloom et al., 1956). Question, as referred to in discourse code no.4.1.2.5, communicates that life has resemblance with a prison instilling pessimism that adversely affects the performance of the students (Myers, 2013) and, hence, their self-efficacy. Discourse code no.4.1.2.6 communicates a question from an exercise asking about English words used in an Urdu poem, shift students' focus to English language, which was desired by the Englishmen of nineteen century and even of today pseudo-Englishmen to continue the hegemony (Gramsci, 1971), creating self-doubt (Bandura, 1986) among students affecting their performance and mitigating their self-efficacy.

Table 4.7

Discourse Code Nos. 4.1.2.7 & 4.1.2.8

Original Text
Laws of exponents/indices (National Curriculum for Mathematics, 2006, Section 2.4, p.71) **Discourse code no. 4.1.2.7**
Measures of central tendency: calculate for grouped and ungrouped data (National Curriculum for Mathematics, 2006, Section 13.3, p.82) **Discourse code no. 4.1.2.8**

Discourse code no.4.1.2.7 provides for participant modeling where students could master the laws of exponents because they have learnt earlier the concept of multiplication, understands the concept of base and exponents. The discourse provides for such rules that make them enable to reduce huge data into small figure, implicitly communicates for selective tradition (Apple, 2000) of a particular class in the country. Similarly, the discourse code no.4.1.2.8 provides for performance exposure where students have to deal with statistics. In their daily life at this level, use of simple mean for ungroup data could be useful, but the inclusion as referred to in discourse seems selection for a particular purpose (Apple, 2004) to restrain students' performance.

Table 4.8

Discourse Code Nos. 4.1.2.9 to 4.1.2.11

Translation	Text from Urdu version of textbook
Simplify the following in such a manner that the answer may not be in friction or having negative power. $\left(\frac{36}{49}\right)^{-\frac{1}{2}}$ (Mathematics Textbook for grade 9, p.45)	مندرجہ ذیل کو اس طرح مختصر کیجئے کہ جواب میں کسری یا منفی قوت نما نہ ہو: $\left(\frac{36}{49}\right)^{-\frac{1}{2}}$ (درسی کتاب برائے ریاضی جماعت نہم، ص45)
Discourse code no. 4.1.2.9	
Construct a triangle PQR whereas mPQ = 5.6cm, mQR = 4.5cm and mRP = 3.4cm. Also construct a triangle SPQ which is equal to ΔPQR in area. (Mathematics Textbook for grade 9, p.264)	ایک مثلث PQR بنائیے جبکہ mPQ=5.6cm، mQR=4.5cm اور mRP=3.4cm۔ ایک مثلث SPQ بنائیے جو ΔPQRکے مساوی الرقبہ ہو۔ (درسی کتاب برائے ریاضی جماعت نہم، ص 264)
Discourse code no. 4.1.2.10	
The elasticity of 20 test pieces of steel rod are given below: 95, 103, 97, 130, 96, 73, 78, 95, 89, 68, 82, 79, 69, 67, 83, 108, 94, 87, 93, 117 Find average elasticity and standard deviation. (Mathematics Textbook for grade 10, p.185)	سٹیل کے سلاخ کے 20 ٹسٹ ٹکڑوں کی لچک کی طاقت نیچے دی گئی ہیں: 95, 103, 97, 130, 96, 73, 78, 95, 89, 68, 82, 79, 69, 67, 83, 108, 94, 87, 93, 117 اوسط لچک کی طاقت اور معیاری انحراف معلوم کریں۔ (درسی کتاب برائے ریاضی جماعت دہم، ص 185)
	Discourse code no. 4.1.2.11

Discourse code nos.4.1.2.9 and 4.1.2.10 provide for participant modeling to induce performance accomplishment, indicate that students follow the directions and act upon accordingly to get the competence to perform specified tasks as required, restraining students personally (Bandura, 1986), on one hand, and to train their minds obeying orders on the other hand, demands students to "surrender agency and thought in order to follow predetermined routines" (Boaler & Greeno, 2000, p.171), to make available a class of skilled, obedient workers that serve the official machinery adequately as desired at the time of colonial powers of pre-partitioned India (Pandya, 2014) satisfying the selective tradition (Apple, 2000; 2004). Likewise, discourse code nos.4.1.2.11 provides for participant modeling asking to find average and standard deviation. However, it has its own connotation for performance accomplishment of students with their personal and social restraints (Bandura, 1986). Students are communicated implicitly with a message through the discourses that they have to perform a role of facilitator for their immediate

superiors, as stated by Apple (2004, p.41), "schools seem to contribute to inequality in that they are tacitly organized to differentially distribute specific kinds of knowledge".

Table 4.9

Discourse Code Nos.4.1.2.12 to 4.1.2.17

Translation	Original Text
Translation and explanation: *suratul Anfal* [the spoils], *suratul Saf* [the row], and *surtul Mumtahina* [the testing] (National Curriculum for Islamiyat (compulsory), 2002, p.3)	ترجمہ وتشریح: سورۃ الانفال، سورۃ الصف اور سورۃ الممتحنہ (قومی نصاب برائے اسلامیات لازمی 2002، ص 3)
	Discourse code no.4.1.2.12
Translation and Explanation: selected verses as per appendix 1 (National Curriculum for Islamiyat (compulsory), 2006, p.15)	ترجمہ وتشریح: منتخب آیات (ضمیمہ 1 کے مطابق) (قومی نصاب برائے اسلامیات لازمی 2006، ص 15)
	Discourse code no.4.1.2.13
The importance and utility of worships (in the light of Islam). (National Curriculum for Islamiyat (compulsory), 2002, p.3)	عبادت کی اہمیت و افادیت (ارکان اسلام کی روشنی میں) (قومی نصاب برائے اسلامیات لازمی 2002، ص 3)
	Discourse code no.4.1.2.14
The importance of family in Islam. (National Curriculum for Islamiyat (compulsory), 2002, p.16)	اسلام میں خاندان کی اہمیت (قومی نصاب برائے اسلامیات لازمی 2006، ص 16)
	Discourse code no.4.1.2.15
... and obey Allah and His apostle provided you are the believers. (Islamiyat textbook for grades 9 & 10, exercise, p.6)	...وَ اَطِیعُواللہَ وَرَسُوْلَہٗ اِنْ کُنْتُمْ مُؤْمِنِیْنَ O (القران 8:1) (اسلامیات کی درسی کتاب برائے جماعت نہم ودہم، ص6)
	Discourse code no.4.1.2.16
Which code of conduct of Hazrat Ibrahim (a.s) has been ordered to follow in these verses? (Islamiyat textbook for grades 9 & 10, exercise, p.53)	ان آیات میں حضرت ابراہیمؑ کے کس اُسوۂ حسنہ کی پیروی کا حکم دیا گیا ہے؟ (اسلامیات کی درسی کتاب برائے جماعت نہم ودہم کے مشقی سوالات، ص53)
	Discourse code no.4.1.2.17

The curriculum for Islamiyat 2002 included translation and explanation of three *surahs* [chapters] namely, *surahtul Anfal* [the spoils] (*surah* no.8), *surahtul Saf* [the row] (surah no. 61) and *surahtul Mumtahinah* [the testing] (*surah* no. 60) as referred to in discourse code no.4.1.2.12 provides for participant modeling of students. The inclusion of these *surahs* purports that students could grasp the meaning and understanding of the verdicts of Allah, revealed in the Holy Quran, so that they could act upon accordingly in their practical lives but it seldom happens as these were dealt casually with personal and social restraints of students (Bandura, 1986) as the heavy content (102 verses) with superficial meanings have to be delivered; and hence, the desired goals may difficult to achieve. However, discourse code no.4.1.2.13 provide for the same, with an ease and

practical approach as only 20 verses were included and have their relation to daily life requirements to some extent. Discourse code no.4.1.2.14 provides for performance desensitization of students where the importance of worship in the light of elements of Islam was focused. Similarly, discourse code no.4.1.2.15 provides the same with the importance of family in Islam. The discourses speak positively that can make students more efficient and effective as it develop personality of students and their moral values according to the teachings of Islam (Khoynezhad et al., 2012). Discourse code no.4.1.2.16 states a verse of the Holy Quran saying that only the believers would obey Allah and His apostle (s.a.a.w). The discourse provides for performance desensitization of students as the obedience of Allah and His apostle would be made after accepting the faith of Islam. It, thus, explains that those who do not follow the orders of Allah and His apostle would not be among the believers. Discourse analysis conveys that worship speaks for action; and obedience of Allah and His apostle gives a person the confidence to do the assigned tasks as Allah is the sole power to help him/her as "basic religious beliefs have a positive relationship with good characteristics that help people resolve the challenges of their lives" (Khoynezhad et al., 2012). Questions included in the exercises at the end of each lesson considered in this study as a provision for performance accomplishment as assumed that the learning of lesson would lead students to answer the questions asked in the exercise at the end of the lesson, for example, discourse code no.4.1.2.17, which focuses on the particular aspect from the life of a prophet of Allah that proves a mere reproduction of material (Freire, 1970/2005).

4.1.3 Process for Performance Accomplishment

Methods for classroom instruction and their practices provide for the process in this evaluation study. This has both qualitative and quantitative data. The qualitative data came

from the analysis of curriculum documents of the selected subjects; whereas the quantitative data comprised the data collected directly from the natural observation of classroom instruction and perceptions of the teachers and students. The curricula of Urdu and Mathematics provided for the process of classroom instruction; whereas the curriculum for Islamiyat was devoid of the methodology section.

National curriculum for Urdu 2006 outlined all those activities that a teacher could conduct during classroom instruction, for example, discourse code no.4.1.3.1 analyzes the situation for performance accomplishment. Similarly, the use of AV aids used in classroom instruction meant for explanation of abstract concepts through concrete materials to make the subject "enticing and meaningful" (Mojavezi & Tamiz, 2012, p.484) and, hence, studied as provision for performance accomplishment. The provisions made by the curriculum in this context are analyzed in discourse code no.4.1.3.2. Teacher's manual or teacher's version of textbook, as provided by the curriculum, helps teachers in discharging their duties in a better way according to curriculum targets by preparing their lesson plans that could be provided for the performance accomplishment of students which are looked into in discourse code no.4.1.3.3. Besides, exercises given at the end of lessons contain directions for teacher to carry out different activities according to goals set in curriculum as, for example, discourse code nos.4.1.3.4 and 4.1.3.5.

Curriculum for Mathematics 2006 provided that the teacher should not be a mere knowledge dispenser rather indulge students in a situation where they could find solution for their problems by using their previous knowledge and, hence, could be considered as a provision for the performance accomplishment of students e.g. discourse code no.4.1.3.6.

Besides qualitative data analysis, the process for performance accomplishment was also analyzed through quantitative data, statistically analyzed and presented in table 4.12.

Table 4.10

Discourse Code Nos. 4.1.3.1 to 4.1.3.5

Translation	Original Text
Writing summaries of the lessons. (National Curriculum for Urdu 2006, p.88)	... اسباق کے خلاصے لکھنا... (قومی نصاب برائے اُردو 2006، ص88)
	Discourse code no.4.1.3.1
The use of tape-recorder and language laboratory is necessary for teaching the correct pronunciation and intonation. (National Curriculum for Urdu 2006, p.89)	طلبہ کو صحیح تلفظ اور لب و لہجہ سکھانے کے لیے ٹیپ ریکارڈر اور لسانی معمل کا استعمال نہایت ضروری ہے۔ (قومی نصاب برائے اُردو 2006، ص 89)
	Discourse code no.4.1.3.2
Preparation of teachers' guide and it delivery to every teacher. (National Curriculum for Urdu 2006, p.90)	رہنما یا معاون اساتذہ کتب کی تیاری اور ہر استاد تک ان کی ترسیل (قومی نصاب برائے اُردو 2006، ص 90)
	Discourse code no.4.1.3.3
So as beggary is the social evil, likewise there are several other social evils in our society. Students are to be told about them and asked them to write an essay on one of the evil among them. (Urdu textbook for grade 9, Instruction for teachers, p.19)	جس طرح گداگری ایک سماجی برائی ہے۔ اس کے علاوہ بھی ہمارے ہاں بہت سی سماجی برائیاں موجود ہیں۔ ان کے بارے میں طلبہ کو بتائیں اور طلبہ سے کسی ایک برائی پر مختصر مضمون لکھوائیں (اُردو کی درسی کتاب برائے جماعت نہم میں ہدایات برائے اساتذہ سے ، ص 19)
	Discourse code no.4.1.3.4
Make the students understand the way of filling a money order form. (Urdu textbook for grade 9, Instruction for teachers, p.25)	طلبہ کو منی آڈر فارم پُر کرنے کا طریقہ سمجھائیں (اُردو کی درسی کتاب برائے جماعت نہم میں ہدایات برائے اساتذہ سےص.25)
	Discourse code no.4.1.3.5

Discourse code no.4.1.3.1 provides for performance desensitization (Bandura, 1977b) and speaks for classroom activities to engage students in writing summaries that proves the selective tradition (Apple, 2004), convey a colonial mind of preparing clerks for the offices and facilitators for the authorities by training them to present summaries of long texts perpetuating hegemony (Gramsci, 1971). The provisions referred to in discourse code nos.4.1.3.2 and 4.1.3.3 were made for performance exposure, proved to be pepped talk, as the curriculum was materialized through textbook but no such provisions were made available in schools to the subject teachers as they reported at the time of data collection, which affects students' performance due to lack of resources and personal and social restraints (Bandura, 1986). Urdu, being the national language of Pakistan, has nothing concrete especially in audio-visual format, available to school teachers and students (observation by the researcher during school visits for data collection), rather it is not the

concern of the policy makers who feel degraded to speak Urdu in their daily conversation and correspondence (Khalique, 2007). The lack of resources (Bandura, 1986) such as non-availability of AV aids e.g. tape-recorder hinders students' performance as it denies the opportunity for students in acquiring proficiency in the language as personal and social restraints (ibid). Similarly, lack of teachers' guide badly affects the teaching learning process as the teachers were not provided with real picture and intent of the curriculum; therefore, the desired outcomes on the part of students could never be attained.

Discourse code no.4.1.3.4 provides for performance exposure that the teacher should make a practice of writing on any one of the social evils prevail in our society. The discourse, explicitly, serve dual purposes; first, developing writing skills of students; and second, contemplation on the social evils of the society. However, implicitly, students are communicated that their society is full of evils and there is nothing worthwhile proving social restraints and creates self-doubts in their minds (Bandura, 1986) at such a tender age and compel them to think differently towards their society and due to which the young folk of the society seems often, complaining of and condemning the society every time. The textbooks included out dated activities which have no utility in students' lives such as discourse code no.4.1.3.5 provides for performance exposure to fill up the money order form, which is purely ministerial task in Pakistan on one hand and in the present age of technology it is seldom utilized by the people for transferring of money in the presence of commercial banks, Western Union and easy paisa which serve the purpose well in time and faster than the traditional method. The discourse provides for Participant modeling with selective tradition (Apple, 2000) and personal and social restraints (Bandura, 1986).

Table 4.11

Discourse Code No. 4.1.3.6

Original Text
Teachers may set students a challenge, matched to their ability, which leads them to discover and practice some new Mathematics for themselves. (National curriculum for Mathematics 2006 for grades 1-12, p.133)

Discourse code no.4.1.3.6 presents the instructional situation of a Mathematics classroom, where the students were given a challenging situation that they could solve with their own ability making provision for participant modeling. The proposal seems outstanding as for as the words are concerned; however, due to students' personal and social restraints (Bandura, 1986), the situation was totally different, as "access to high-quality mathematics is much easier said than done" (Checkley, 2006, p.4); therefore, students failed to develop interest in the subject as the "instruction is meaningless and rote or denies them opportunities to think and interact" (Turner & Meyer, 2009, p.547). There were, totally new concepts introduced in the secondary classes that students had no background knowledge, required for them, causing frustration among them who subsequently detest the subject. Furthermore, teachers might not be in the position of wasting time in putting students in challenging situation which was time-consuming (observed by the researcher during data collection) as they had to cover up the prescribed syllabus in due course of time because teachers have too many students without enough time to attend (Horn, 2004).

Table 4.12

Perception Regarding Performance Accomplishment

Source	N	Mean	SD	Min.	Max.
Teachers	232	29.84	6.16	16	41
Students	373	25.28	4.14	17	37
Class Observation	90	24.62	2.39	20	29

Table 4.12 indicates that the mean score and standard deviation of teachers' perception regarding performance accomplishment of students is 29.84 and of 6.16

respectively with a range of 16 as minimum score and 41 as the maximum score. The table also shows that the mean of students' perception regarding their performance accomplishment is 25.28 and standard deviation of 4.14 with a range of 17 as minimum score while 37 as the maximum. However, the data indicates that the mean of classroom observation for students' performance accomplishment is 24.62 and standard deviation of 2.39 with a range of 20 as minimum score while 29 as the maximum. Teachers' perception of students' performance accomplishment is high as compared to students' perception of their performance accomplishment; however, observation data was different than the two.

4.1.4 Product for Performance Accomplishment

The assessment portion of curricula provided data for the product in the evaluation model. This section includes both qualitative and quantitative data. The qualitative data came from the curriculum documents and examination papers while the quantitative data came from results of formative and summative assessment.

National curriculum for Urdu 2006 provided for a comprehensive assessment that could be carried out both objectively and subjectively, on instant, periodical and concluding bases providing for performance accomplishment of students as analyzed in discourse code no.4.1.4.1. Similarly, analyzing the examination papers administered during BISEs annual examinations for secondary level in 2015 and 2016, the Urdu examination papers for grades 9 and 10 designed stereotyped with three parts i.e. A, B, and C. Part–A consisted of Multiple Choice Questions (MCQs) provided for performance accomplishment as these were taken from the textbooks taught in the classrooms; Part–B was primarily based on questions given in the exercise at the end of the lessons in Urdu textbook also made provision for performance accomplishment with the exception of items 1, 3 and 7 (in case of Question paper for Urdu grade 9 of BISE Peshawar) and items 1,3,

and 11 (in case of Question paper for Urdu grade 9 of BISE Mardan); items 3, 4, and 12 (in case of Question paper of Urdu grade 10 of BISE Peshawar) and items 2, 3, and 12 (in case of Question paper of Urdu grade 10 of BISE Mardan) that provided for other sources of self-efficacy which are discussed in the relevant sections of this chapter; whereas Part–C in Urdu papers for both grades consisted of four questions from textbooks and therefore, provided for performance accomplishment; however, these questions also provided for other sources of self-efficacy which are discussed accordingly. Examination papers of SSC (A) Examination for grade 9 and 10 of sessions 2015 and 2016 respectively are analyzed through discourse code nos.4.1.4.2 to 4.1.4.5.

The curriculum for Mathematics stated clear instructions for assessment of students at secondary level in the subject. Weightage for difficulty level of questions was determined as 15% easy, 70% average and 15% difficult (p.138) and even unit wise weightage for the level (pp.142-143) was provided, as analyzed in discourse code no.4.1.4.6. Like Urdu, examination papers of Mathematics for grade 9 and 10 under both BISEs Peshawar and Mardan were designed stereotyped and consisted of three sections. Section–A consisted of 15 MCQs that were taken from the textbooks and hence, provided for performance accomplishment; section–B consists of 12 items from algebra, statistics and trigonometry with a choice of three questions to leave; while section–C offered four questions from geometry with one question to leave in a choice. All the questions included in Mathematics paper provided for performance accomplishment as looked into in the discourse code nos.4.1.4.7 to 4.1.4.10, with few exceptions that are discussed in their relevant sections.

The curriculum of Islamiyat was silent on assessment procedures; however, the examination papers of the two BISEs for the level were designed and developed on one and the same line comprised of three sections. Section–A of both papers provided for

performance accomplishment of students; similarly, all the seven items of Section–B were given for performance accomplishment. Discourse code nos.4.1.4.11 and 4.1.4.14 analyzed the provision critically for performance accomplishment.

Table 4.13

Discourse Code Nos. 4.1.4.1 to 4.1.4.3

Translation	Original Text
[In the Urdu Curriculum 2006] speech and conversation was made the part and parcel of examination for the first time and 25% marks should be specified for it. (National Curriculum for Urdu 2006, p93)	[اردو کے نصاب 2006 میں] پہلی بار تقریر و گفتگو کا عنصر امتحان کا حصہ بنا دیا گیا اس کے لیے 25 فیصد نمبر رکھے جائیں۔ (قومی نصاب برائے اُردو 2006، ص93)
	Discourse code no.4.1.4.1
In the "Neeli Jheel" [the Blue Lake], what questions did the teacher ask from the students and what answers did they give? (BISE Peshawar, SSC (A) Examination 2015, Paper Urdu for grade 9, Section B, Q.2, part 10)	"نیلی جھیل" میں ماسٹرصاحب نے بچوں سے کیا کیا سوال پوچھے اور بچوں نے کیا جواب دیئے (پشاور بورڈ میٹرک امتحان(سالانہ)2015پرچہ اُردو جماعت نہم، حصہ ب، سوال نمبر 2 جز 10)
	Discourse code no.4.1.4.2
What did he [the Holy Prophet (s.a.a.w)] say about Imam Hussain? (BISE Mardan, SSC (A) Examination 2015, Paper Urdu for grade 9, Section B, Q 2, part 12)	حضرت امام حسین کے متعلق آپؐ نے کیا فرمایا تھا؟ (مردان بورڈ میٹرک امتحان(سالانہ)2015پرچہ اُردو جماعت نہم، حصہ ب، سوال نمبر 2، جز 12)
	Discourse code no.4.1.4.3

Discourse code no.4.1.4.1 speaks for oral assessment in Urdu, which provided for participant modeling and specifies one-fourth marks for it, seems satisfactory in this connection; however, its implementation has not yet materialized by BISEs in the province. The lack of oral examination at the secondary level has left goals and SLOs regarding speaking skills of students in Urdu language unattended resulting in their incorrect self-knowledge (Bandura, 1977b). This lack of dedication for Urdu, as a national language (Constitution of Pakistan 1973, Article 251), proves the authorities' minds and attitude that they look down upon it (Khalique, 2007). The degradation of national language causes inferiority complex among students and their poor performance in the language resulting in adverse effects on their efficacy belief. Likewise, the assessment procedures include items of diverse nature that discriminate students' abilities; however, this is lacking in examination papers of BISEs in Khyber Pakhtunkhwa that include low

order cognitive tasks as referred to in the discourse code nos.4.1.4.2 and 4.1.4.3, where the items for Urdu examination papers of grade 9 in both BISEs are asking for reproduction of material (Apple, 2004; Freire, 1970/2005) as these were exactly taken from exercises in textbook (see pp.89 & 10) aimed at to assess the lowest ordered cognitive abilities (Bloom et al., 1956). The item in discourse code no.4.1.4.2 has no cognitive importance as the meaningless questions were asked by the teacher and likewise were their answers. The content of examination papers communicates the intent of BISEs regarding the worth of the language in their assessment that conveys students the value and importance of the subject, adversely affecting their self-efficacy. However, the item in discourse code no.4.1.4.3 was worthwhile with regard to its content; nonetheless, it was also speak for memorization of the information and thus provided for the first level of cognitive domain (Bloom et al., 1956) without developing students' faculty of thinking and arguing.

Table 4.14

Discourse Code Nos. 4.1.4.4 & 4.1.4.5

Translation	Original Text
Make sentences: Collision; Alteration; Linguistic differences; Secondary status (BISE Peshawar, SSC (A) Examination 2015, Paper Urdu for grade 10, Section B, Q 2, part 2)	جملے بنائیے: متصادم، تغیرتبدل، لسانی اختلافات، ثانوی حیثیت (پشاور بورڈ میٹرک امتحان (سالانہ) 2016 پرچہ اُردو جماعت دہم، حصہ ب، سوال نمبر2، جز2)
	Discourse code no.4.1.4.4
Write the main theme of the lesson '*Parnani*' [maternal great grandmother] (BISE Mardan, SSC (A) Examination 2015, Paper Urdu for grade 10, Section , Q 2, part 3)	سبق "پرنانی" کا مرکزی خیال تحریر کریں۔ (مردان بورڈ میٹرک امتحان (سالانہ) 2016 پرچہ اُردو جماعت دہم، حصہ ب، سوال 2، جز3)
	Discourse code no.4.1.4.5

Discourse code nos.4.1.4.4 and 4.1.4.5 are useful with reference to understanding of the language. Discourse code no.4.1.4.4 contains words which are required to be used in sentences to assess students' understanding, are mostly negative in nature and have undesirable implications for students at this age. Discourse code no.4.1.4.5 provides for somewhat creative faculty on the part of students; however, the selection of item from the lesson '*parnani*' [maternal great grandmother], which speaks for materialism and bad

treatment of a great grandmother at the hands of her great grandchildren, spoiling her entire assets due to their inefficiency. The theme of the fiction communicates a bad image to students regarding human instinct for material things sacrificing the blood relations and instills in their minds a narrow and pessimistic approach to life that has adverse affect on their performance (Myers, 2013).

Table 4.15

Discourse Code No. 4.1.4.6

Original Text
Assessment must include by focusing on a student's ability to evaluate the effectiveness of using different strategies to address the same problem. (National curriculum for Mathematics 2006 for grade 1-12, p.137)

Discourse code no.4.1.4.6 provides for performance exposure of students with a positive effort regarding performance accomplishment on the part of students to enable them to use different strategies for solving problems; however, the provision seems impractical and overestimation of students abilities due to personal and social restraints of the students (Bandura, 1986), as the items included in the examination papers of the BISE Peshawar and BISE Mardan (the situation was not different in other BISEs) were the same as given in the textbooks without changing a single word or a figure (see discourse code nos.4.1.4.7 to 4.1.4.10).

Table 4.16

Discourse Code Nos. 4.1.4.7 to 4.1.4.10

Translation	Original Text
Find the value of $a^3 - b^3$ when $a - b = 2$ and $ab = 15$ (BISE Peshawar, SSC (A) Examination 2015 Mathematics Paper for grade 9, Section – B, Question No. 2, part No. 7)	اگر $a - b = 2$ اور $ab = 15$ تو $a^3 - b^3$ کی قیمت معلوم کریں (پشاور بورڈ، میٹرک (سالانہ) امتحان 2015 ریاضی جماعت نہم، حصہ ب، سوال نمبر 2 جز7) **Discourse code no.4.1.4.7**
The product of two polynomial is $x^4 + 5x^3 - 6x^2 - 2x - 28$ and their HCF is $x - 2$. Find their LCM. (BISE Mardan, SSC (A) Examination 2015 Mathematics Paper for grade 9, Section B, Question No. 2, Part No. vi)	اگر دو کثیر رقمیوں کا حاصل ضرب $x^4 + 5x^3 - 6x^2 - 28x - 2$ اور عاد اعظم $x - 2$ ہو تو ان کا ذواضعاف اقل معلوم کریں (مردان بورڈ، میٹرک (سالانہ) امتحان 2015 ریاضی جماعت نہم، حصہ ب، سوال نمبر 2، جز vi) **Discourse code no.4.1.4.8**

Circumscribe a square about a circle of radius 5 cm. (BISE Peshawar, SSC (A) Examination 2016 Mathematics Paper for grade 10, Section – C, Question No. 6)	5cmرداس کے دائرے کا محاصرہ مربع بنائیں (پشاور بورڈ، میٹرک (سالانہ) امتحان 2016 ریاضی جماعت دہم، حصہ ج، سوال 6)
	Discourse code no.4.1.4.9
Any two angles in the same segment of a circle are equal. (BISE Mardan, SSC (A) Examination 2016 Mathematics Paper for grade 10, Section – C, Question No. 4)	دائرے کے ایک ہی قطعہ میں کوئی بھی دو زاویے برابر ہوتے ہیں (مردان بورڈ، میٹرک (سالانہ) امتحان 2016 ریاضی جماعت دہم، حصہ ج، سوال نمبر 4)
	Discourse code no.4.1.4.10

Discourse code nos.4.1.4.7 and 4.1.4.8 were taken from algebra whereas discourse code nos.4.1.4.9 and 4.1.4.10 were included from geometry. The design and wording of examination papers, not only of Mathematics but almost of all subjects, at secondary level administered by the BISEs in Khyber Pakhtunkhwa was monotonous and stereotyped meant for reproducing the material gone through in the classrooms (Apple, 2004; Freire, 1970/2005), which is the lowest level of Bloom's (1956) cognitive domain. The content of examination papers conveys that the assessment bodies aimed at to judge the memory of students only rather to assess the curriculum targets set by the planners as the paper setters were neither motivated nor directed to develop examination papers that could be made for assessment of overall learning of students. The intent depicted that either students were expected of low level as Freire (1970/2005) has explained in banking concept of education, where one can deposits as well as withdraw and devoid of intellectual and creative abilities, or they were deliberately communicated the message to be so as they had nothing to do more than just reproducing the memorized knowledge (Apple, 2004).

Table 4.17

Discourse Code Nos. 4.1.4.11 & 4.1.4.12

Translation	Original Text
What is meant by "شَرُّالدَّوَآبِ"[worst of the living organisms] (BISE Peshawar, SSC (A) Examination 2015 Islamiyat Paper for grade 9, Section – B, Question No. 2.5)	"شَرُّالدَّوَآبِ" سے کیا مراد ہے؟ (پشاور بورڈ، میٹرک (سالانہ) امتحان 2015 اسلامیات جماعت نہم، حصہ ب، سوال نمبر 2، جز 5)
	Discourse code no.4.1.4.11
What are the four obligatory components of *Wadu* [ablution]? (BISE Mardan, SSC (A) Examination 2015 Islamiyat Paper for grade 9, Section – B, Question No. 2.3)	وضو کے چار فرائض کون کون سے ہیں؟ (مردان بورڈ، میٹرک (سالانہ) امتحان 2015 اسلامیات جماعت نہم، حصہ ب، سوال نمبر 2، جز 3)
	Discourse code no.4.1.4.12

Discourse code nos.4.1.4.11 and 4.1.4.12 depict performance exposure citing examples from two BISEs and were asked with regard to assessment as of low level as they were (exact copy from the textbook, pp. 13 and 79) fall under the 'knowledge' in Bloom's (1956) cognitive domain. Discourse code no.4.1.4.11 exhibits that the question asks only meaning of Arabic phrasal combination of words with a negative connotation regarding its implications for the society. The selection of item as referred to in discourse is pessimistic and creates self-doubts (Bandura, 1986) among students weakening their performance (Myers, 2013). The item in discourse code no.4.1.4.12 asks for just reproducing the four obligatory components of *wadu* [ablution], which requires no intellect but just a good memory. The items included in examination papers for Islamiyat of secondary classes communicate that they were of petty nature and were concern only memorization and nothing beyond.

Table 4.18

Discourse Code Nos. 4.1.4.13 & 4.1.4.14

Translation	Original Text
What does family life means? (BISE Peshawar, SSC (A) Examination 2016 Islamiyat Paper for grade 10, section B, Q.2(vi))	عائلی زندگی سے کیا مراد ہے؟ (پشاور بورڈ، میٹرک (سالانہ) امتحان 2016 اسلامیات جماعت دہم، سیکشن ب، سوال نمبر2، جزvi)
	Discourse code no.4.1.4.13
What is the specific commandment of divorcing a wife in *surah al-Ahzaab*? (BISE Mardan, SSC (A) Examination 2016 Islamiyat Paper for grade 10, Section – C, Question No. 3.b)	سورۃ احزاب میں طلاق کا کیا خاص حکم بیان ہوا ہے؟ (مردان بورڈ، میٹرک (سالانہ) امتحان 2016 اسلامیات جماعت دہم، حصہ ج، سوال نمبر3،جز ب)
	Discourse code no.4.1.4.14

Item in discourse code no.4.1.4.13 is studied and discussed under the performance accomplishment as it provides for self-instructed performance because the rights of various relatives such as parents, children etc.; were included in the earlier grades and, the focus, at this level, was on the family. The item, as referred to in discourse code no.4.1.4.13 (exactly copied from the textbook exercise item no.1 on p.87) and likewise other items of the examination papers of Islamiyat administered at the level were not compatible with the

targets of the curriculum. Discourse code no.4.1.4.14 continues with the same nature (exactly copied from the textbook, exercise item no.2 on p.44) as discussed in the earlier case. However, the selection of the item in this discourse was related to a unpleasant happening of human life, which has negative implications for students developing pessimism and self-doubt among students (Bandura, 1986). The wording and nature of item asked from grade 10 students, during their summative assessment, signifies educational planners' intentions and weakens their belief in the family system and shatters them emotionally. The ultimate result of such kind of things in the curriculum and its reiteration through assessment in the examination adversely affect students' performance.

Table 4.19

Comparing Formative and Summative Assessment Results of Students in Grade 9

Assessment	N	Mean	SD	Difference in Mean	t-value	Sig. (2-tailed)	df
Formative	392	50.99	14.742	- 2.612	- 4.073	.000	391
Summative	392	53.61	9.738				

A paired samples t-test was conducted for comparing the mean of formative and summative assessment results scores of students in grade 9. The data in table 4.19 indicates that t-value, for formative and summative assessment results, is 4.073. The difference in the mean is statistically significant in favour of summative assessment as shown in the table. The table also indicates that the mean of the formative assessment result of students in grade 9 is 50.99 whereas mean of the summative assessment result of students in grade 9 is 53.61; the difference in mean is thus recorded 2.612.

Table 4.20

Comparing Formative and Summative Assessment Results of Students in Grade 10

Assessment	N	Mean	SD	Difference in Mean	t-value	Sig. (2-tailed)	df
Formative	297	50.87	10.029	- 5.471	- 9.431	.000	296
Summative	297	56.34	9.513				

Table 4.20 shows result for a paired samples t-test, conducted for comparing the mean of formative and summative assessment results scores of students in grade 10. The data indicates that t-value, for formative and summative assessment results, is 9.431. The difference in the mean is statistically significant in favour of summative assessment. The table also indicates that the mean of formative assessment result of students in grade 10 is 50.87 whereas mean of summative assessment result of students in grade 10 is 56.34; the difference in mean is thus recorded 5.471.

Table 4.21

Comparing Summative Assessment Results of Students in Grade 9 and 10

Assessment	N	Mean	SD	Difference in Mean	t-value	Sig. (2-tailed)	df
Grade 9	243	54.90	9.978	- 2.281	- 7.446	.000	242
Grade 10	243	57.18	9.890				

A paired samples t-test was conducted for comparing the mean of summative assessment results scores of the same students in grade 9 and 10. The data in table 4.21 indicates that t-value, for summative assessment results, is 7.446, which is statistically significant in the direction of grade 10. The table also indicates that the mean of the summative assessment result of students in grade 9 is 54.90 whereas mean of the summative assessment result of students in grade 10 is 57.18; the difference in mean is thus recorded 2.281.

4.1.5 Summary for Performance Accomplishment

Performance accomplishment is the most influential source of self-efficacy, therefore, the curriculum of Urdu 2006, curriculum of Mathematics 2006 and curriculum of Islamiyat 2002 and 2006 of secondary level were analyzed for its provision. The provision for performance accomplishment was analyzed and evaluated through its different modes of induction in the framework of CIPP model.

The context for evaluation was provided in curriculum in the form of aims, goals and objectives, besides, the standards, benchmarks and SLOs. The context offered only qualitative data and focused upon cognitive domain of students performance only. The context was developed by the curriculum for performance accomplishment by inducing through performance desensitization, performance exposure and participant modeling (Bandura, 1977b); however, these were hindered by overestimation capabilities, personal and social restraints (Bandura, 1986) of students focusing on lower order cognitive abilities (Bloom et al., 1956) substantiating selective tradition (Apple, 2000) to train them for reproduction of material (Freire, 1970/2005) that devoid of critical and creative input and to perform menial work aimed at by the colonial power of pre-independence time. The context was presented in grandiloquent and idealistic manner considers "all men are intellectuals" but, "not all men have the function of intellectuals" (Gramsci, 1971, p.9).

The input for performance accomplishment was provided qualitatively in the curriculum in the form of syllabus and textbook for the level. Syllabus and textbooks were developed for performance accomplishment induced by participant modeling, and performance exposure (Bandura, 1977b) but the content were selected for a particular purpose (Apple, 2000) and focused on lower order cognitive abilities (Bloom et al., 1956) of students providing for a mere reproduction of material (Freire, 1970/2005) to restrain students' performance due to personal and social restraints (Bandura, 1986). The input was nostalgic, pessimistic and communicate negative message to students at secondary level on one hand, and lack of practical utility for their life on the other hand, affect students' performance and instilled a de-motivating spirit among them that ensures hegemony. However, the content of Islamiyat was provided for performance desensitization (Bandura, 1986) and has positive impact on students' lives due to religious affiliation.

The process for performance accomplishment at secondary level was analyzed both qualitatively and quantitatively. The qualitative data came from curriculum provision for an effective classroom instruction such as strategies, activities, AV aids, and teachers' manual/guide. The curriculum provisions for performance exposure and performance desensitization (Bandura, 1977b) were hindered by lack of resources and personal and social restraints developing self-doubts (Bandura, 1986) among students. These provisions were made for particular purpose (Apple, 2000) to establish hegemony (Gramsci, 1971). Besides, the teachers themselves lingered onto the traditional methods of teaching due to their ignorance of modern trends and techniques. Likewise, discrepancies found in the quantitative data as teachers considered performance accomplishment of students as good while that was reported an average by students themselves because they consider successful reproduction of learned material as performance accomplishment; however it was recorded poor during classroom observation.

The product in CIPP model for performance accomplishment was provided by the curriculum as assessment process and procedures and hence, was analyzed both qualitatively and quantitatively. Qualitatively, the curriculum provided for performance exposure, participant modeling, and self-instructed performance (Bandura, 1977b) but these were hindered by incorrect self-knowledge and overestimation of students' capabilities (Bandura, 1986) due to meaningless, negative worded, monotonous and stereotyped items reproducing material (Apple, 2004; Freire, 1970/2005), mainly focused on lower order cognitive abilities (Bloom et al., 1956) caused pessimism among students. The qualitative data communicates that theory and practice has no match. The quantitative data affirms the positive effect of earlier performance on the subsequent performance.

In nutshell, curricula at secondary level of selected subjects espoused performance with a fixed frame of mind that connoted a negative message and pessimistic approach

towards life. The performance accomplishment though adds to self-efficacy of students; nevertheless, performance meant to the curriculum planners as accomplishment in a desirable way to produce a literate labour class such as clerk as looked for by Macaulay (1835) for running English government machinery instead of educated minds with thinking and creative skills.

4.2 Vicarious Experience (Secondary Experience)

Vicarious experience enables individuals to perform well. The models with the same background and capabilities as that of the observer reinforce the efficacy belief of the observer; however, models different to a greater degree seldom affects self-efficacy (Bandura, 1995). Proficient models influence the novel in the field of activities and prove great inspirational effects upon the observer. Hence, vicarious experience is the building block of self-efficacy to a second degree, next to primary experience. This source of self-efficacy was looked into the curricula of the selected subjects through CIPP model.

4.2.1 Context for Vicarious Experience

The context for vicarious experience was analyzed by the ambitious guiding portion of the national curricula 2006 and 2002 that illustrated diversely as general and specific aims, goals and objectives, besides, standards, benchmarks and SLOs. National Curriculum for Urdu 2006 provided that there were only a single reference in general aims (aim no.1) regarding vicarious experience and same was the case with the specific aims (aim no.2) analyzed in discourse code nos.4.2.1.1 and 4.2.1.2 respectively. However, the six instructional objectives had presented not even a single incidence for vicarious experience. Besides, there were eight learning outcomes that were provided for vicarious experience as analyzed, for example, in discourse code no.4.2.1.3.

National Curriculum for Mathematics 2006 offered context in the form of standards, benchmarks and SLOs for vicarious experience. Discourse code no.4.2.1.4 states a reference from standards while discourse code no.4.2.1.5 is a typical case of benchmarks. The SLOs that could serve for vicarious experience in the curriculum were 148, which meant for instant accomplishments during classroom instruction. Discourse code nos.4.2.1.6 and 4.2.1.7 analyzed SLOs for vicarious experience.

As a context for vicarious experience, both of the curricula for Islamiyat had the same structure in the form of general and specific aims which were compound in nature and were divided into subparts for the sake of analysis. Both of the curricula offered almost the same phenomena and there were, about 18 instances each as analyzed, for example, in discourse code nos.4.1.2.8 to 4.1.2.11.

Table 4.22

Discourse Code Nos. 4.2.1.1 to 4.2.1.3

Translation	Original Text
Urdu … is spoken, understood, written and read in every part of the country [Pakistan]. On this basis, every student of Pakistan should be enabled to acquire it with reference to these skills. (National Curriculum for Urdu 2006, General Aim no. 1, p.3)	اردو ... ملک کے ہر حصے میں بولی، سمجھی، لکھی، پڑھی جاتی ہے۔ اس بنا پر پاکستان کے ہر طالب علم کو اس قابل ہونا چاہئے کہ وہ ان تمام مہارتوں کے حوالے سے اس کی تحصیل کرسکے۔ (قومی نصاب برائے اُردو2006، عمومی ہدف 1صفحہ 3)
	Discourse code no.4.2.1.1
[Pakistani students] could master the requisites of Urdu speaking (intonation, pronunciation, and utterance). (National Curriculum for Urdu, 2006, Specific aim 2, p.4)	[پاکستانی طلبہ] اردوبول چال کے تقاضوں (لہجے، تلفظ اور ادائیگی) کے لحاظ سے عبور حاصل کرسکیں۔ (قومی نصاب برائے اُردو2006،خصوصی ہدف 2صفحہ 4)
	Discourse code no.4.2.1.2
[Students] could become aware of the basic terms of literature such as simile, metaphor, allusion, and allegory. (National Curriculum for Urdu 2006, SLO no. 4 for language cognition, grade 9, p.39)	[طلبہ]علم بیان کی بنیادی اصطلاحوں، تشبیہ، استعارہ، کنایہ، مجازِ مرسل سے آگاہ ہوسکے (قومی نصاب برائے اُردو2006، حاصلات تعلم نمبر 4 برائے مہارت زبان شناسی، جماعت نہم ، ص39)
	Discourse code no.4.2.1.3

Curriculum for Urdu 2006 provided context for vicarious experience as referred to in discourse code no.4.2.1.1 as it provided that Urdu is widely spoken, understood, written and read language by many people across the country; therefore, students in Pakistan can acquire all these skills for mastery of Urdu language. Likewise, discourse code no.4.2.1.2 stresses for correct utterance of Urdu that is learnt from a role model and, hence, provides opportunity for vicarious experience. Discourse code no.4.2.1.3 further provides that the language should be learnt with all its delicacies. The discourses provide for symbolic modeling (Bandura, 1977b); however, in Pakistan, Urdu though is a national language but is a second language for majority of population in the country and personal and social

restraints of students coupled with lack of recourses (Bandura, 1986) hinder its learning in the province seldom meet the curriculum targets and weaken students efficacy belief.

Table 4.23

Discourse Code Nos. 4.2.1.4 to 4.2.1.7

Original Text
(The students will be able to) Manipulate different types of sequence and apply operations on matrices. (National Curriculum for Mathematics, grade I –XII, Standard 1, p.4) **Discourse code no.4.2.1.4**
Solve linear inequalities with rational coefficients. (National Curriculum for Mathematics, grade I –XII, Benchmark 5 under standard 2, p. 5) **Discourse code no.4.2.1.5**
Find remainder (without dividing) when a polynomial is divided by a linear polynomial. (National Curriculum for Mathematics, grade I –XII, Unit 5, SLO no. (ii) for subsection 5.2, p. 75) **Discourse code no.4.2.1.6**
Construct a triangle equal in area to a given quadrilateral. (National Curriculum for Mathematics, grade I –XII, Unit 29, SLO no. (i) for subsection 29.2, p. 93) **Discourse code no.4.2.1.7**

Discourse code nos.4.2.1.4 to 4.2.1.7 representing standard, benchmark and SLOs, provide for live modeling in the context as national curriculum for Mathematics 2006 included concepts, new for students at the level. At the level, matrix (discourse code no.4.2.1.4) is entirely a new concept for the students and is introduced for the first time to them in their academic career; similarly, students are confronting the new concept of inequalities (discourse code no.4.2.1.5); finding out remainder without dividing when a polynomial is divided by a linear polynomial (discourse code no.4.2.1.6); and constructing a triangle that is equal in area to a given quadrilateral (discourse code no.4.2.1.7). The discourses communicates that Mathematics offers almost entirely for vicarious experience as the material are presented to students by the teacher during classroom instruction; however, it cannot work as it should not be equated with the abilities of students (Bandura, 1995) and, hence, little effect can be made to make it understandable for them as students' belief of competence rely primarily on their relative performance with their peers (Bong & Clark, 1999).

Table 4.24

Discourse Code Nos. 4.2.1.8 to 4.2.1.11

Translation	Original Text
Introducing [students with] the literary, spiritual, political and military feats of the ancestors. (National Curriculum for Islamiyat Compulsory 2002, General Aim 8, p.2)	...[طلبہ کو] اسلاف کے علمی، روحانی، سیاسی اور عسکری کارناموں سے روشناس کرانا (قومی نصاب برائے اسلامیات 2002، عمومی مقصد 8، صفحہ 1)
	Discourse code no. 4.2.1.8
They [Students] have to be introduced with the literary, scientific, spiritual, political and military feats of Muslim ummah (National Curriculum for Islamiyat Compulsory 2006, General aim 9, p.2)	وہ [طلبہ] امتِ مسلمہ کے علمی، سائنسی، روحانی، سیاسی اور عسکری کارناموں سے روشناس ہوجائیں... (قومی نصاب برائے اسلامیات 2006، عمومی مقصد 9، صفحہ 2)
	Discourse code no. 4.2.1.9
[Students] have plausible information of the literary, spiritual and political feats of the ancestors. (National Curriculum for Islamiyat Compulsory 2002, Specific aim 8, p.2)	[طلبہ] اسلاف کے علمی، روحانی، سیاسی اور عسکری کارناموں کے بارے میں معقول معلومات رکھتے ہو (قومی نصاب برائے اسلامیات 2002، خصوصی مقصد 8، صفحہ 2)
	Discourse code no. 4.2.1.10
[Students] have plausible information of the literary, scientific, spiritual and political feats of their ancestors. (National Curriculum for Islamiyat Compulsory 2006, Specific aim 8, p.3)	[طلبہ] اسلاف کے علمی، سائنسی، روحانی، سیاسی اور عسکری کارناموں کے بارے میں معقول معلومات رکھتے ہو (قومی نصاب برائے اسلامیات 2006، خصوصی مقصد 8، صفحہ 3)
	Discourse code no. 4.2.1.11

Discourse code nos.4.2.1.8 and 4.2.1.9 speak for general aims of national curricula for Islamiyat 2002 and 2006 respectively while discourse code nos.4.2.1.10 and 4.2.1.11 represent specific aims of national curricula for Islamiyat. The discourses provide for symbolic modeling and introducing students to the glorious past of Muslims and convey that both the curricula have the same language; however, curriculum of 2002 has ignored scientific achievement of Muslims which was compensated for in curriculum 2006. Their achievements, regardless their hardships and miseries made them icons for the world; therefore, students to be inspired to become icons not only in religion but also in literature, science and technology, as well as in political sphere of mundane life. The discourses failed to motivate students due their personal and social restraints (Bandura, 1986) for two reasons of its ineffectiveness; first, the presentation of the content to students was made customary; second, the wide gap between the theory and practice on the part of the present models got no direct compelling impact upon the lives of students.

4.2.2 Input for Vicarious Experience

The input provisions were analyzed for vicarious experience in the form of syllabi and textbooks developed thereupon. The syllabus of Urdu for grade 9 & 10 provided that each literary work provided with the writers' introduction (see National curriculum for Urdu for grade 1st to 12th, 2006, pp.71), offer for secondary experience, which was analyzed. In literature, prose also provides input for vicarious experience, for example, discourse code no.4.2.2.1. Likewise, Urdu textbooks for grades 9 and 10 were the concrete representation of syllabus of the curriculum 2006. Both the textbooks contained eleven prose items each; whereas that of grade 9 had 16 poetry items and grade 10 textbook included 15 items from poetry. Writers' introduction was given before each lesson in both prose and poetry. Discourse code nos. 4.2.2.2 to 4.2.2.4 critically analyze the textbooks as an input for vicarious experience as a source of self-efficacy.

The syllabus of Mathematics included content that were primarily based on secondary experience as it had never been introduced earlier and therefore, students could be able to understand it only when done by a teacher or a learned peer. Discourse code nos.4.2.2.5 and 4.2.2.6 critically analyze the typical provisions. Similarly, Mathematics textbook for grade 9 had 22 exercises out of 89 while 7 exercises out of 62 in Mathematics textbook for grade 10 needed to be presented through demonstration by either a teacher or a learned peer. Besides these aforementioned exercises, the rest also needed modeling; however, they had other specific functions of being persuasive and emotive, causing deep effects and therefore, analyzed in their respective sections. Discourse code nos.4.2.2.7 to 4.2.2.10 analyze examples Mathematics textbooks for vicarious experience.

National curriculum for Islamiyat 2002 provided input for vicarious experience through its syllabus. The sub-section 3(b) of the syllabus provided for vicarious experience

as the life of the prophet (s.a.a.w) was the best example to be followed as referred to in the Holy Quran (33:21). Discourse code no.4.2.2.11 analyzed the content from sub-section 3(b) with reference to vicarious experience. Similarly, national curriculum for Islamiyat 2006, in its unit 3(b) contained content on *Seerah-tun-Nabi* (the life of the Prophet [s.a.a.w]) and unit 4 covers the biographical description of the notables of Islam that provide input for vicarious experience as analyzed in discourse code no.4.2.2.12. However, Islamiyat textbook indicated that it was not developed as it was intended by the curriculum and many aspects were not materialized such as unit 3(b) on the *seerah-tun-Nabi* (s.a.a.w) that could best offer input for vicarious experience. Discourse code nos.4.2.2.13 and 4.2.2.14 analyzed the provisions for secondary experience in the Islamiyat textbook.

Table 4.25

Discourse Code Nos. 4.2.2.1 to 4.2.2.4

Translation	Original Text
[Naam Dev Mali] of Maulvi Abdul Haq [form biography/ sketch/ autobiography] (National Curriculum for Urdu 2006, p.72)	[سوانح /خاکہ / آپ بیتی میں سے] مولوی عبدالحق کا (نام دیو مالی) (قومی نصاب برائے اُردو 2006، ص72)
	Discourse code no.4.2.2.1
As a reward of [saving the life of a British lady], he [Deputy Nazir Ahmad] was appointed as Deputy Inspector of Schools. He translated 'Income Tax Law' and 'Indian Penal Code' from English to Urdu. The English government liked his act of translation and appointed him as Tehsildar. (Urdu textbook for grade 9, p.33)	اس[ڈپٹی نذیراحمد] کے [انگریز خاتون کی جان بچانے]کے صلے میں کانپور میں ڈپٹی انسپکٹر مدارس بنادیے گئے۔ انہوں نے قانونِ انکم ٹیکس اور تعزیراتِ ہند کا انگریزی سے اردو میں ترجمہ کیا۔ ان کا یہ عمل انگریزی حکومت کو پسند آیا انہیں تحصیل دار بنادیا گیا (اُردو کی درسی کتاب برائے نہم، ص33)
	Discourse code no.4.2.2.2
He [Imtiaz Ali Taj] adopted very well the features of western [English] dramas such as confrontation, amazement, soliloquy and conflict in his dramas. (Urdu textbook for grade 9, p.71)	انہوں [امتیاز علی تاج] نے اپنے ڈراموں میں مغربی ڈرامے کی خصوصیات یعنی تصادم، حیرت، خودکلامی، اور کش مکش کو بڑی خوبصورتی سے اپنایا ہے۔ (اُردو کی درسی کتاب برائے نہم، ص71)
	Discourse code no.4.2.2.3
Maulvi [Abdul Haq] Sahib was a man of regular habits. He had one and the same routine every day from morning walk to evening walk. (Urdu textbook for grade 10, p.6)	مولوی[عبدالحق] صاحب بہت باقاعدہ عادتوں کے مالک تھے صبح کی چہل قدمی سے رات کی مشق تک ان کا روزانہ کا ایک ہی سا پروگرام ہوتا تھا۔ (اُردو کی درسی کتاب برائے دہم ، ص6)
	Discourse code no.4.2.2.4

Discourse code no.4.2.2.1 to 4.2.2.4 provide for symbolic modeling for students' vicarious experience. Discourse code no.4.2.2.1 represents Urdu syllabus in the form of Maulvi Abdul Haq's biographical sketch of *Naam Dev* Gardner, where he narrates devotion, dedication and efficiency of a poor gardener who was a Hindu by religion. The discourse passed on a message that the curriculum planners deliberately selected a biographical sketch of a humble character, which they wanted students to become so, though he was honest yet a manual labourer with meager livelihood. Similarly, the textbook materialized the syllabus and the direction of curriculum given for the textbook as for example discourse code nos.4.2.2.2 and 4.2.2.3 provide the introductory notes presented before the lessons communicate a much subjugated mindset to students. In discourse code no.4.2.2.2 introduction of Deputy Nazir Ahmad is given, which depicts that he got positions just for his services to the then colonial power polluting students' mind fading away their belief in hard work and merit. Similarly, discourse code no.4.2.2.3 depicts another westernized writer of Urdu literature, Imtiaz Ali Taj who was impressed by the western literature especially drama and passed on the features of English drama into Urdu literature attempting to prove Macaulay's thoughts true regarding the inferiority of oriental language and literature. The discourses were presented with a particular mindset communicating selective tradition (Apple, 2000). On contrary, discourse code no.4.2.2.4 presents an excerpt from the lesson about the routine of Maulvi Abdul Haq, positive provision in the context of vicarious experience that can positively affect students' lives.

Table 4.26

Discourse Code Nos. 4.2.2.5 & 4.2.2.6

Original Text
Application of logarithm (National Curriculum for Mathematics 2006, Section 3.5, p. 72) **Discourse code no. 4.2.2.5**
K - Method: use k-method to prove conditional equalities involving properties (National Curriculum for Mathematics 2006, Subsection 10.4, p.80) **Discourse code no. 4.2.2.6**

Discourse code nos.4.2.2.5 and 4.2.2.6 represent syllabus of Mathematics 2006 as input for vicarious experiences, providing for live modeling (Bandura, 1977b) for students as new concepts were introduced for the first time, which necessitate presentation by teacher or a learned person. Discourse code no.4.2.2.5 depicts the application of logarithm [laws] while discourse code no.4.2.2.6 presents for use of a particular 'K-method' for solving mathematical problems. The discourses communicate that Mathematics curriculum was planned in a way that contained material which meant nothing but to implicitly convince students of being incapable to grasp and their consistent failure in Mathematics developed a mentality of being inefficient (Bandura, 1986) and hence, avoid challenging tasks in their lives.

Table 4.27

Discourse Code Nos. 4.2.2.7 to 4.2.2.10

Translation	Original Text
Show that which of the following matrices are conformable for multiplication? $A = \begin{bmatrix} a \\ b \end{bmatrix}$ $B = [p \quad q]$ $C = \begin{bmatrix} 1 & -1 \\ -2 & 1 \end{bmatrix}$ $D = [p \quad r \quad s]$ (Mathematics textbook for grade 9, Ex. 1.3, Q. 1, p.18)	بتائیں مندرجہ ذیل قالبوں میں سے کون کون سے قالبوں کی ضرب ممکن ہے؟ $C = \begin{bmatrix} 1 & -1 \\ -2 & 1 \end{bmatrix}$ $B = [p \quad q]$ $A = \begin{bmatrix} a \\ b \end{bmatrix}$ $D = [p \quad r \quad s]$ (ریاضی کی درسی کتاب برائے جماعت نہم،مشق 1.3،سوال1، ص18)
	Discourse code no. 4.2.2.7
Simplify with the help of logarithm: $\frac{(23.60)(8.719)^3}{\sqrt{6.93}}$ (Mathematics textbook for grade 9, Ex. 3.5, Q. 8, p.66)	لوگارتھم کی مدد سے مختصر کریں: (ریاضی کی درسی کتاب برائے جماعت نہم، مشق 3.5، سوال 8، ص66)
	Discourse code no. 4.2.2.8
If X = {1,2,3,4}, and Y = { 5,6,7,8} then write a one-one function from X to Y. (Mathematics textbook for grade 10, Ex. 5.5, Q. 5.ii, p.152)	اگر X = {1,2,3,4} اور Y = {5,6,7,8} تو پھر لکھیں X سے Yمیں 1 – 1 تفاعل (ریاضی کی درسی کتاب برائے جماعت دہم، مشق5.5، سوال 5(ii)، ص152)
	Discourse code no. 4.2.2.9
Draw a square of 6 cm. Circumscribe a circle about that square and then inscribe a circle in the same square. Measure the radii of these two circles. (Mathematics textbook for grade 10, Ex. 13.2, Q. 3, p. 286)	6cmضلع والی مربع بنائیے اور پھر اسی مربع کا محصور دائرہ بنائیے دونوں دائروں کے رداس معلوم کریں۔ (ریاضی کی درسی کتاب برائے جماعت دہم، مشق13.2، سوال 3، ص286)
	Discourse code no. 4.2.2.10

Discourse code nos.4.2.2.7 to 4.2.2.10 provide input from textbook for vicarious experience as these offer for live modeling of teacher in the classroom. The matrices and logarithm as referred to in discourse code nos. 4.2.2.7 and 4.2.2.8, were introduced for the first time in grade 9 and therefore, students totally relied upon the demonstrations by their teacher or a learned fellow. The two concepts introduced at the level proved to be difficult and meaningless for students as both had no utility for students. Likewise, discourse code nos.4.2.2.9 and 4.2.2.10 present instances from grade 10 textbook exhibiting such material that make no difference to the lives of students. Discourse code no.4.2.2.9 describes an example of functions of set, which is again devoid of practical utility for students at the level while discourse code no.4.2.2.10 illustrates instance from geometry, which requires drawing a square and circumscribing and inscribing a circle. The discourses have difficulty for students to master the items for their personal and social restraints (Bandura, 1986) as the material is above mental level and devoid of practical utility for them.

Table 4.28

Discourse Code Nos. 4.2.2.11& 4.2.2.12

Translation	Original Text
Virtues of the family members of the prophet (s.a.a.w), his companions (r.a), writers of *wahi* (afflatus) and the ten companions (of the prophet) who were given prophecy of paradise. (Curriculum for Islamiyat, Section 3(b), part 5, p.3)	مناقبِ اہل بیتؓ، صحابہ کرام (رض) کاتبینِ وحی اور عشرہ مبشرہ کرام (رض) (قومی نصاب برائے اسلامیات 2002، حصہ سوم (ب)، جز 5، ص 3)
	Discourse code no. 4.2.2.11
Jabir bin Hayyan (Curriculum of Islamiyat compulsory, Chapter 4, part 3, p.16)	جابر بن حیان (قومی نصاب برائے اسلامیات 2006، باب چہارم، جز 3، ص16)
	Discourse code no. 4.2.2.12

Discourse code nos.4.2.2.11 and 4.2.2.12 provide for symbolic modeling by presenting about the virtues of family members of the prophet (s.a.a.w), his companions (r.a), writers of wahi (afflatus) and the ten companions of the prophet (s.a.a.w) who were given prophecy of paradise in curriculum of Islamiyat 2002 and about Jabir bin Hayyan in the curriculum of Islamiyat 2006 respectively. The discourse code no.4.2.2.11 speaks for their virtues rather their hardships. The students could be induced to follow such people to

get ahead as successful and exemplary for rest of the world. Similarly, the national curriculum for Islamiyat 2006 went ahead and included personalities that got fame due to their feats in the field of science as illustrated in the discourse code no.4.2.2.12, which is compatible with demands of present world. These models positively motivate students to make achievement even in the adversaries.

Table 4.29

Discourse Code Nos. 4.2.2.13 & 4.2.2.14

Translation	Original Text
There is indeed a good model for you in the life of the Messenger of Allah -for the one who has hope in Allah and the Last Day, and remembers Allah profusely. (Al-Quran, 33:21) [Islamiyat Textbook for grade 9 & 10, p.34]	لَقَدْ كَانَ لَكُمْ فِيْ رَسُوْلِ اللهِ أُسْوَةٌ حَسَنَةٌ لِّمَنْ كَانَ يَرْجُوا اللهَ وَ الْيَوْمَ الْأٰخِرَ وَ ذَكَرَ اللهَ كَثِيْرًا O (سورة الاحزاب آیت 21)(درسی کتاب برائے اسلامیات، جماعت نہم ودہم، ص 34)
	Discourse code no.4.2.2.13
The character and sayings of the Holy prophet (s.a.a.w) about the duties towards the human beings, their ties and relations. [Islamiyat Textbook for grade 9 & 10, p.93]	حقوق العباد، انسانی رشتوں اور تعلقات سے متعلق حضوراکرمؐ کی سیرت اور ارشادت (درسی کتاب برائے اسلامیات، جماعت نہم ودہم، ص93)
	Discourse code no.4.2.2.14

Discourse code nos.4.2.2.13 and 4.2.2.14 provide for symbolic modeling to students in the textbook. Discourse code no.4.2.2.13 provides for a Quranic verse stating about the prophet as a model. The Holy Quran says thus, 'he is the best model to be followed by the believers' (Al-Quran, 33:21). He was the best among all the creatures of Allah and he was the change agent throughout the world history who moved the world to such a degree that he (s.a.a.w) was placed by Hart (1978) on the top of his ranking of 100 the most influential persons of the world history. He proved to be a role model for all Muslims and even for the non-Muslims too across the history. He was not a role model in religious activities but he stressed upon human rights as well as family and social relationship of people through his words and actions as referred to in discourse code no.4.2.2.14. It was the life of prophet Muhammad (s.a.a.w) which can bring changes in the life and performance of mankind today.

4.2.3 Process for Vicarious Experience

An effective and efficient curriculum provides minute details for effective classroom instruction as every time the curriculum is designed with new ambitions. In the evaluation of the curriculum, the process for vicarious experience was considered as the provisions made by the curricula for secondary level through the suggested instructional procedures, various classroom strategies, and teacher guides, etc. in the curriculum. The process was practically investigated through classroom observations and sought opinions of stakeholders who are directly involved in the classroom instruction.

National curriculum for Urdu 2006 provided for educational activities for classroom instruction as process for vicarious experience such as discourse code no.4.2.3.1. Likewise, the curriculum provided for availability of different AV aids for explanation of concepts in the classroom provided modeling for students that are analyzed in discourse code no.4.2.3.2. As a process, the curriculum for Mathematics 2006 provided that the teacher would manage the activities during problem solving and facilitate the investigation process by modeling during Mathematics instruction as analyzed in discourse code nos.4.2.3.3. On contrary, both the curricula of Islamiyat 2002 and 2006 had no provision for the procedures, activities that could be utilized during classroom instruction.

The qualitative data was add-on by quantitative data that was consisted of teachers' and students' perception regarding the provision for vicarious experience, besides the observations recorded in a naturalistic setting of classroom instruction.

Table 4.30

Discourse Code Nos. 4.2.3.1 & 4.2.3.2

Translation	Original Text
Teachers would make arrangement of the activities (such as dialogue, group discussion, children's court, interviewing, pen friendship, allegory and drama and written competitions) in the class. (National curriculum for Urdu 2006, p.88)	اساتذہ جن تعلیمی سرگرمیوں کا جماعت میں اہتمام کریں گے --- جیسے مکالمہ، گروہی بحث، بچوں کی عدالت، انٹرویو لینا، قلمی دوستی، تمثیل اور ڈراما، تحریری مقابلے---(قومی نصاب برائے اُردو 2006، ص88) **Discourse code no. 4.2.3.1**
The use of tape-recorder and language laboratory is necessary for teaching the correct pronunciation and intonation. (National curriculum for Urdu 2006, p.89)	طلبہ کو صحیح تلفظ اور لب و لہجہ سکھانے کے لیے ٹیپ ریکارڈر اور لسانی معمل کا استعمال نہایت ضروری ہے (قومی نصاب برائے اُردو 2006، ص89) **Discourse code no. 4.2.3.2**

Discourse code nos.4.2.3.1 provides for live modeling while discourse code no.4.2.3.2 makes provision for symbolic modeling as vicarious experience. Discourse code no.4.2.3.1 provides for other activities that should be used to engage students in the Urdu classroom; however, it is difficult to materialize due to students' personal and social restraints (Bandura, 1986) due to students' knowledge of the language as it is not used in their community coupled with the class size in most of the public schools that rarely provided for the activities in the classrooms. Discourse code no.4.2.3.2 provides for supportive material such as tape recorder and language laboratory to ensure correct pronunciation and intonation, thus AV aids were indispensable as they provide the opportunity for imitation. However, no such arrangements were found in schools by the researcher when visited for data collection. The discourses convey that the curriculum provide for live and symbolic modeling with idealistic approach without taking into account the ground reality of the country, communicate the intentions of the planners that resulted in frustration and discouragement at large scale across the country.

Table 4.31

Discourse Code No. 4.2.3.3

Original Text
... a teacher's primary responsibilities are to assist learners' cognitive reconstruction and conceptual reorganization through providing them the opportunities for interaction in mathematical tasks that encourage discussion and negotiation of ideas to help them to develop conceptual understanding. (National Curriculum for Mathematics, grades I–XII, 2006, p.133)

Discourse code no.4.2.3.3 provides for live modeling in the national curriculum for Mathematics 2006 with opportunities for interaction between teacher and students and among students to discuss ideas. The curriculum focused on the provision for vicarious experience to understand Mathematics content as new concepts were included in secondary classes. However, the discourse could not be materialized in the classroom due to personal and social restraints (Bandura, 1986), as the course load was too heavy and the teachers and students were to worry for its coverage well in time as the students would be assessed in the entire course at the end. This caused disliking for Mathematics among students and the hatred multiplied many fold due to its heavy content and devoid of practical utility at the level. The teachers were tried to solve the questions with fast speed and assigned task to students for home, which most of students either did not complete or use supporting material without understanding just to save them from being ashamed in the classroom. This inefficiency continues its impact throughout one's life.

Table 4.32

Perception Regarding Vicarious Experience

Source	N	Mean	SD	Min.	Max.
Teachers	232	25.66	4.59	14	35
Students	373	23.90	3.93	15	36
Class Observation	90	24.71	3.07	19	32

Table 4.32 indicates that mean score of teachers' perception for students' vicarious experience as a process is 25.66 and standard deviation of 4.59 with a range of 14 as minimum score while 35 as the maximum score. Whereas the table also shows that the

mean score of students' perception for their vicarious experience is 23.90 and standard deviation of 3.93 with a range of 15 as minimum score while 36 as the maximum. However, the data indicates that the mean score of classroom observation for students' vicarious experience is 24.71 and standard deviation of 3.07 with a range of 19 as minimum score while 32 as the maximum. The total score of the scale in all the three cases were calculated as 50. The data indicates that teachers provide opportunities for secondary experience to the students during classroom instruction; however, students' and observation data report otherwise.

4.2.4 Product for Vicarious Experience

The curriculum provided for instant, periodical and concluding assessment. The instant and periodical assessment provided in the curriculum for Urdu 2006 offered instances of vicarious experience to the students in terms of their peer results as analyzed in discourse code no.4.2.4.1. The examination papers of Urdu administered by the two BISEs at secondary level had provisions for vicarious experience rarely, as for instance discourse code nos.4.2.4.2 and 4.2.4.3 analyze the situation.

The assessment procedures that were provided in the curriculum for Mathematics 2006 as those of "classroom based assessments" and "teachers designed test formats" (National Curriculum for Mathematics, grade I–XII, 2006, p. 138) provided for formative assessment as analyzed in discourse code no.4.2.4.4 and 4.2.4.5, help students to be inspired by their peers' performance. The examination papers of Mathematics for grades 9 & 10, designed and administered by the BISEs, were primarily focused on the performance accomplishment of the students and no reference to vicarious experience.

Both of the national curricula for Islamiyat 2002 and 2006 had made no provision for assessment procedures. However, the examination papers for Islamiyat accommodated

only two of such provisions for vicarious experience, as analyzed in discourse code nos.4.2.4.6 and 4.2.4.7.

Table 4.33

Discourse Code Nos. 4.2.4.1 to 4.2.4.3

Translation	Original Text
Assessment should be formative as well as summative. (National curriculum for Urdu 2006, p.93)	جائزہ...میعادی یا میقاتی [ہونا چاہئے] (قومی نصاب برائے اُردو 2006،ص-93)
	Discourse code no. 4.2.4.1
What were the qualities in the character of Naam Dev Mali [gardener]? (BISE Mardan, Paper Urdu for grad 10, section B, Q. 2, part v)	نام دیو مالی کے کردار میں کون سی خوبیاں تھیں؟ (مردان بورڈ، پرچہ اردو برائے دہم، سیکشن ب، سوال نمبر 2، جزv)
	Discourse code no. 4.2.4.2
Why was the fiction writer straitened of his friends? (BISE Peshawar, Paper Urdu for grad 10, section B, Q. 2, part xii)	افسانہ نگار اپنے دوستوں سے کیوں تنگ آگیا تھا؟ (پشاور بورڈ، پرچہ اردو برائے دہم، سیکشن ب، سوال نمبر 2، جز(xii))
	Discourse code no. 4.2.4.3

The curriculum for Urdu 2006 had stressed for assessment both formative and summative as referred to in discourse code no.4.2.4.1. The formative assessment provided live modeling for vicarious experience as students were motivated by their fellows' score in classroom tests. The prudent administration of formative assessment could yield better result otherwise in vain. Teacher could utilize the formative assessment to the advantage of even those students who had never attended to their academics. However, in most of the schools the formative assessment was either not made formally or taken it as casually which resulted in no motivation and improvement in the academic faculty of students. Discourse code nos.4.2.4.2 and 4.2.4.3 offer symbolic modeling through the board examination papers for Urdu, administered at secondary level. The papers were designed stereotyped, lacking novelty and challenge focused on the reproduction of textbooks' material (Apple, 2000) to judge students' memory (Bloom et al., 1956) rather their abilities. The discourses indicate that neither the curriculum planners nor the assessment bodies were interested and motivated for productive assessment procedures that could

prepare students for challenges. In Pakistan, summative assessment was conducted in stereotyped manner where one can easily guess the paper.

Table 4.34

Discourse Code No. 4.2.4.4

Original Text
Teacher-designed test formats that include oral examination, assignments, short answers, matching, multiple-choice, fill-in and true-false items. (National Curriculum for Mathematics, grades I-XII 2006, p.138)

Discourse code no.4.2.4.4 provides for live modeling to students as the curriculum for Mathematics 2006 had made provision for teacher made formative assessment that could be better serve as vicarious experience as different format of test offer opportunity to the students to show and witness performance of peers. The different types of items that were given in discourse were mainly used as objective type items which minimize the influence of irrelevant factors; however, its prudent development is a challenge and commonly prepared as reproduction of textbook's material.

Table 4.35

Discourse Code Nos. 4.2.4.5 & 4.2.4.6

Translation	Original Text
What etiquettes were taught to the people invited to the feast by the prophet (s.a.a.w)? (BISE Mardan, Paper Islamiyat 2016 for grade 10, section B, part vi)	رسول کریم ؐ کے ہاں کھانے کی دعوت پر آنے والوں کو کن آداب کی تعلیم دی گئی؟ (مردان بورڈ، پرچہ اسلامیات جماعت دہم، 2016، سیکشن ب، جزvi)
	Discourse code no.4.2.4.5
Write a brief note on Hazrat Zaid bin Haris (r.a). (BISE Peshawar, Paper Islamiyat 2016 for grade 10, section C, Question 5b)	حضرت زید بن حارث پر مختصر نوٹ تحریر کریں۔ (پشاور بورڈ، پرچہ اسلامیات جماعت دہم، 2016، سیکشن ج، سوال نمبر5، جزب)
	Discourse code no.4.2.4.6

The examination papers of Islamiyat offered instances for vicarious experience as mentioned in discourse code nos.4.2.4.5 and 4.2.4.6. Critical analysis of the items, as given in the discourses, provides for symbolic modeling that the students were asked for simple replication of material as in the textbook (see pp.46 & 41) checking students' memory

focused on their lower order cognitive abilities. In this study, the content selected in the item was not of concern but the way the question was asked was more relevant. The questions could be asked by making connection to the real life of students in connection to the same stuff as was asked in the examination papers. At present, Islamiyat was the only subject that could serve to boost up students' self-efficacy and groom them to a level which would be required for a developed nation; however, it was treated otherwise just to fulfill the obligation made by the constitution of Pakistan (1973).

4.2.5 Summary for Vicarious Experience

Analyses of qualitative and quantitative data made under the vicarious experience as a source of self-efficacy, communicate that the curriculum offered a sizeable material that could be used for vicarious experience of students. However, analysis of the provision in the framework of CIPP model for vicarious experience was fluctuating. The context and input was sufficiently addressed while these were poorly attended both theoretically and practically in the process and product, which could make the change otherwise.

The context for vicarious experience the curriculum for Urdu provided for symbolic modeling but ineffective due to students' personal and social restraints coupled with lack of recourses (Bandura, 1986). Mathematics curriculum offered for live modeling by the teachers as new concepts were to be mastered by students but this was ineffective due to mismatch model (Bandura, 1995) and, hence, little effect witnessed to make it understandable for them as students' belief of competence rely primarily on their relative performance with their peers (Bong & Clark, 1999). The curriculum for Islamiyat was presented unrealistically and high-worded besides, the subsequent inadequate provisions that failed to create the effect. It was found that the provisions made in the curricula of different subjects were never taken into account at the time of their materialization.

The input for vicarious experience was offered by the curriculum for Urdu through symbolic modeling with a humble character and glorifying the alien culture and literature in the face of indigenous one, communicate a negative message to students proving Macaulay' thoughts true and exhibited selective tradition (Apple, 2000). Furthermore, the inclusion of writers of the old past also adversely affected the minds of the students as contemporary writers were hardly accommodated in the syllabus and textbooks. The curriculum for Mathematics also provided for live modeling as input for vicarious experience resulted in negative effects due to personal and social restraints (Bandura, 1986) of students as the curriculum was mostly loaded with irrelevant and out of place material that the students of secondary level did not find beneficial for their practical life. However, symbolic modeling offered by the curriculum for Islamiyat from Muslim history was positive and can make change but lack of immediate model result in adverse effects. The content provided in the curriculum for Islamiyat needed to be focused on connection made with the personal and social lives of students, which was lacking at large in the available textbook.

The method and material provided by the curriculum for classroom instruction was strong input for vicarious experience. Curriculum for Urdu stressed for teaching strategies that the language required instead of lecturing. The curriculum offered for live and symbolic modelling but these were deficient due to students' personal and social restraints coupled with lack of resources (Bandura, 1986). The curriculum of Mathematics provided for live modelling as new concept need teachers' demonstration for understanding but due to mismatch of model and heavy syllabus resulted in students' abomination for the subject. Quantitative data indicates that teachers provide opportunities for secondary experience to the students during classroom instruction; however, students' and observation data report otherwise, which validated the qualitative data. It was noted during the analysis that the

process of instruction which occupies an important place in the development of self-efficacy of students was poorly attended by the curriculum. The analysis showed that the curriculum had faded away the process of instruction in connection to the development of students' personalities, if not ignored. The curricula of Urdu and Mathematics made provision to some extent but the curricula of Islamiyat totally ignored the instruction process.

The curriculum for Urdu had provided for both formative and summative assessment of students. The formative assessment provided opportunities for vicarious experience as students were motivated by their fellows' score in classroom tests, and provides live modeling to them. However, it is dealt casually in most of the public schools and little effects were noticed. The examination papers were designed to provide symbolic modelling, but it was stereotyped, lacking novelty and challenge focused on the reproduction of textbooks' material to judge students' memory rather their abilities, which purported that stakeholders were just aiming at lower order cognitive abilities (Bloom et al., 1956) of students.

4.3 Social Persuasion (Persuasive Experience)

Self-efficacy of individuals can be enhanced by social persuasion. Bandura (1977b, 1995, 1998, 2006a, 2006b) places it at third position in affecting of one's self-efficacy. To him, the negative persuasion is more enduring than the positive one; however, both work equally depending on the tone and frequency. However, its influence in the development of one's self-efficacy is lesser than the personal gains and modeling; yet it has ever lasting effects on efficacy beliefs of individuals as social entities (Kornblum, 2008). In a society like Pakistan, social persuasion works more effectively due to its strong social fabric. The prevailing national curricula developed in 2006, except for Islamiyat, for which curriculum of 2002, was analyzed and evaluated, for the provision of social persuasion (Bandura, 1977b, 1998, 2006a, 2006b) in the framework of CIPP model.

4.3.1 Context for Social Persuasion

Context for social persuasion was looked in through the general and specific aims, goals and instructional objectives besides standards, benchmarks and SLOs in national curriculum for Urdu 2006. The curriculum provided partially five (1-5) out of six general aims for persuasion as analyzed in discourse code no.4.3.1.1 whereas in specific aims, only one (aim no.6) out of six offered for the purpose as analyzed in discourse code no.4.3.1.2; but none of the standards and benchmarks provided for persuasion. Only 3 out of the total 97 SLOs serve the purpose, as discourse code no.4.3.1.3. Similarly, in the context for social persuasion, the curriculum for Mathematics 2006 rarely provided; and the few instances that could be cited in this connection were negatively persuasive, which were more considerable for self-efficacy (Bandura, 1995). Only one standard (no.5) out of five offers for persuasion, as analyzed in discourse code no.4.3.1.4. The SLOs provided 47 instances in context for negative persuasion such as discourse code nos.4.3.1.5 and 4.3.1.6.

Both national curricula for Islamiyat 2002 and 2006 presented context for social persuasion in the form of aims. The aims were composed in a complex and compound manner providing for more than one source of self-efficacy. There were 27 instances in the aims of curriculum (2002) and 18 instances in the aims of curriculum (2006), which could be considered for social persuasion. Discourse code nos.4.3.1.7 and 4.3.1.8 analyze the general aims as provisions for social persuasion, while discourse code nos.4.3.1.9 and 4.3.1.10 analyze the specific aims in this connection.

Table 4.36

Discourse Code Nos. 4.3.1.1 to 4.3.1.3

Translation	Original Text
Urdu has the capacity to cope with the modern trends (needs), therefore, Pakistani students should be enabled to have sense of these modern trends and to achieve command over skills required for these trends. (National Curriculum for Urdu 2006, General aim no. 5, p.3)	اردو جدید تقاضوں کا ساتھ دینے کی اہلیت رکھتی ہے۔ چنانچہ پاکستانی طلبہ کو اس قابل ہو نا چاہیے کہ وہ اردو کے حوالے سے ان جدید تقاضوں کا شعور اور اس کے لیے درکار مہارتوں پر عبور حاصل کریں۔ (قومی نصاب برائے اُردو 2006، عمومی ہدف 5 صفحہ3) **Discourse code no. 4.3.1.1**
[Students] could generally use Urdu in personal and national life and could achieve the sense, understanding and skills of national pride, culture and civilization by studying the available literary treasure. (National Curriculum for Urdu 2006, Specific aim no. 6, p.4)	[طلبہ]اپنی ذاتی اور قومی زندگی میں اردو کو عموماًاستعمال میں لاسکیں اور اس کے ذریعے موجود ذخیرہ ادبیات کے مطالعے سے قومی افتخار، تہذیب و ثقافت کا اعلیٰ شعور، ادراک اور مہارتِ حیات حاصل کرسکیں۔(قومی نصاب برائے اُردو 2006، خصوصی ہدف 6صفحہ 4) **Discourse code no. 4.3.1.2**
[Students] could create the habit of study for other needs apart from curriculum. (National Curriculum for Urdu 2006, SLO no. 6 for reading skills, grade 10, p.21)	[طلبہ]نصاب کے علاوہ دیگر ضروریات کے حوالے سے مطالعہ کی عادات پیدا کرسکے (قومی نصاب برائے اُردو 2006، حاصلات تعلم نمبر 6 برائے مہارت پڑھنا، جماعت دہم ، ص21) **Discourse code no. 4.3.1.3**

Discourse code nos.4.3.1.1 to 4.3.1.3 provide for exhortation of students regarding learning of Urdu in the national curriculum of Urdu 2006. Discourse code no.4.3.1.1 illustrates that Urdu has the ability to deal with the modern trends (needs) and adopt them as part of the language; therefore, Pakistani students should be facilitated through this curriculum to have a sense of these modern trends and to master the skills essential for these trends. Similarly, discourse code no.4.3.1.2 moves a step forward that students

should develop a sense, understanding and skill of national pride, culture and civilization by studying the available literary treasure in Urdu and use it in their personal and national life. The students are required through the learning outcomes to develop a habit of general study in Urdu language beyond the prescribed curriculum as referred to in discourse code no.4.3.1.3. The discourses persuade students for learning Urdu as students' belief of efficacy is affected by the planned and unplanned use of words (Pajares, 2006). However, these are conditioned by the social restraints (Bandura, 1986) in connection to the targets discussed in the discourses, convey that students, who were studying the subjects other than Urdu such as science subjects presented the terms in English instead as the discourses demanded even in the Urdu medium textbooks convince them otherwise. Besides the terms of science and technology, English, Latin, or Greek alphabets are used as symbols in Urdu version textbook as can be witnessed in the following discourses. This persuaded students negatively regarding Urdu with limited scope and inefficient for accommodating modern terms of science and technology, by "constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioural validation" (Bandura, 1995, p.4).

Table 4.37

Discourse Code Nos. 4.3.1.4 to 4.3.1.6

Original Text
Examine real life situations by identifying mathematically valid arguments and drawing conclusion to enhance their mathematical thinking. (National curriculum for Mathematics 2006, Standard 5, p.7) **Discourse code no. 4.3.1.4**
Find the value(s) of unknown(s) involved in a given quadratic equation when, sum of the squares of roots is equal to a given number. (National curriculum for Mathematics 2006, Unit 9, SLO no. (iii) for subsection 9.3, p.78) **Discourse code no. 4.3.1.5**
Form the quadratic equation whose roots, for example are of the type $2\alpha + 1,\ 2\beta + 1$; where α *and* β are the roots of a given quadratic equation. (National curriculum for Mathematics 2006, Unit 9, SLO no. (ii) for subsection 9.5, pp.78-79) **Discourse code no. 4.3.1.6**

Discourse code nos.4.3.1.4 to 4.3.1.6 provide for self-instruction to induce social persuasion. Discourse code no.4.3.1.4 offers that students investigate situations from real

world through developing mathematically valid arguments to arrive conclusion by enriching their logical thinking. But students' abilities to solve the problems through mathematically valid arguments was restricted as referred to in discourse code no.4.3.1.5, stating that the students should be capable to calculate the unknown values used in the quadratic equation when, sum of the squares of roots was equal to a given number. The same continues as referred to in discourse code no.4.3.1.6 which provides for the quadratic equation whose roots were known for example of the type $2\alpha + 1,\ 2\beta + 1$; where α *and* β are the roots of a given quadratic equation. The discourses explain the utility of mathematical arguments for development of mathematical reasoning and thinking that could be used in the practical world. However, the targets were incongruent and therefore, meaningless for students (Turner & Meyer, 2009) as they rarely develop to establish a relationship of the content to their lives (Yazzie-Mintz, 2007) as these were mostly symbolized with Greek, Latin or English alphabets and hence, persuade them negatively.

Table 4.38

Discourse Code Nos. 4.3.1.7 to 4.3.1.10

Translation	Original Text
To make them [students] preachers of the superiority of the true religion, bringing up peace and unity on international level. (National Curriculum for Islamiyat 2002, General aim 4, p. 1)	...انہیں [طلبہ]عالمی سطح پر غلبہ دینِ حق ، قیامِ امن اور وحدتِ امت کا داعی بنانا (قومی نصاب برائے اسلامیات 2002، عمومی مقصد 4، صفحہ 1) **Discourse code no. 4.3.1.7**
Create sense of revival of the splendid past of Islam in them [students]. (National Curriculum for Islamiyat 2006, General aim7, p.2)	ان [طلبہ]میں اسلام کی عظمتِ رفتہ کی بحالی کا شعور اُجاگر ہو جائے (قومی نصاب برائے اسلامیات 2006، عمومی مقصد 7، صفحہ2) **Discourse code no. 4.3.1.8**
... [Students] have to find aspiration for the domination of the true religion and be ready for its speculative and practical struggle.(National Curriculum for Islamiyat 2002, Specific aim 4, p.2)	...[طلبہ] اپنے دلوں میں عالمی سطح پر غلبہ دین متین کی آرزو موجود پائیں۔ اس کے لیے فکری وعملی جدوجہد کے لیے تیار ہو۔ (قومی نصاب برائے اسلامیات 2002، خصوصی مقصد4،صفحہ2) **Discourse code no. 4.3.1.9**
[Students] have a belief that Islam is the complete universal and last religion. (National Curriculum for Islamiyat 2006, Specific aim 4, p. 3)	[طلبہ]اسلام کے کامل، عالمگیر اور آخری دین ہونے پر یقین رکھیں (قومی نصاب برائے اسلامیات 2006، خصوصی مقصد4، صفحہ3) **Discourse code no. 4.3.1.10**

Discourse code no.4.3.1.7 to 4.3.1.10 provide for exhortation of students regarding their past. Discourse code no.4.3.1.7 presents that students must be convinced of the superiority of Islam as a true religion for preaching it with the objectives that it is the only system that is capable of bringing up peace and tranquility as well as harmony in the world though conversely presented internationally. Similarly discourse code no.4.3.1.8 which referred to as instance from national curriculum for Islamiyat 2006 but it was also mentioned in the earlier curriculum of 2002 in general aims at no.8 (p.1) convincing students of their splendid past and urged them to restore the glorious time of Islam as a system where peace, justice and equality prevail. Aspiring students with glorious past of Islam as a system was an attempt to motivate them for its domination through speculative and practical struggle, as referred to in discourse code no.4.3.1.9; however, "mere fantasies do not fuel motivation and success" (Myers, 2013, p.540). Discourse code no.4.3.1.10 depicts that students should be able to do all the aforesaid narrative when they have a strong belief in the system of Islam as it is being the complete, universal and last religion as states in the Holy Quran (05:03), which offers solution for all the human sufferings and problems; not only related to this world but the world hereafter. The discourses communicated a different picture of the situation. The students were convinced through the value given to the subject as it was included just to fulfill some obligation and not meant for anything positive and productive. It seems amazing that talking of making Islam as the world's superior religion and system through teaching of a subject that occupies a secondary status among the array of subjects taught at the level.

4.3.2 Input for Social Persuasion

The input for social persuasion is offered by the curricula in their content portion and textbooks developed thereupon. The syllabus of Urdu 2006 and textbooks for

secondary level consisted of literature and linguistic parts. Literature provided material as input for persuasion. In prose, literary work of 22 writers was included while the work of 19 writers was incorporated from poetry. Discourse code nos.4.3.2.1 and 4.3.2.2 analyze the syllabus of Urdu for persuasion. Likewise, Urdu textbook for grade 9 contained 11 lessons from prose while 16 items were included from poetry. Similarly, in grade 10 Urdu textbook, 11 lessons represented prose including letters while 15 pieces exemplified that of the poetry work. Each literary work was anteceded by a brief introduction of the writer. Both the literature and the writers' introduction provided for social persuasion. Discourse code nos.4.3.2.3 and 4.2.2.4 analyzed the textbooks content as input for social persuasion.

The content portion of Mathematics curriculum included content that had no practical utility for students such as unit nos. 3, 8 and 9 on logarithm, quadratic equation and its theory caused a negative persuasion for students as curriculum would be optimally motivated when it is "designed to enable individuals to acquire knowledge, skills and abilities that are relevant to them and applicable to their lives outside of school in real-life situations" (Koludrović & Ercegovac, 2017, p.94). Discourse code nos.4.3.2.5 and 4.3.2.6 analyze the typical illustration of Mathematics syllabus for the level in the context. Somewhat 5 exercises in grade 9 textbook and 14 exercises in grade 10 textbook were included that had no practical utility for students at this level created a negative impression upon the students and, hence, were causing a negative persuasion for them that resulted not only in abomination for Mathematics but adversely affected their performance. Discourse code nos.4.2.2.7 to 4.2.2.9 analyze examples from Mathematics textbooks for persuasion.

The curriculum for Islamiyat 2002 in its last section of part three of the syllabus provided input for persuasion as analyzed in discourse code no.4.3.2.10, whereas that of 2006 provided content in unit 3(c) as input for social persuasion, such as discourse code no.4.3.2.11. The textbook for Islamiyat curriculum 2002 was poorly designed and

developed, communicating its importance, convincing students of pathetic condition of their identity. Discourse code nos.4.3.2.12 to 4.3.2.15 analyze the textbook for persuasion.

Table 4.39

Discourse Code Nos. 4.3.2.1 to 4.3.2.4

Translation	Original Text
[In the prose section, writers were included such as] Sir Syed Ahmad Khan, Muhammad Hussain Aazad, Sajjad Haider Yalderam, Maulvi Abdul Haq, and Farhat Ullah Baig. (National Curriculum for Urdu, 2006, pp.71-72)	[حصہ نثر میں شامل مصنفین صاحبان جیسے]سرسید احمدخان، محمد حسین آزاد، سجاد حیدر یلدرم،مولوی عبدالحق،اور فرحت اللہ بیگ (قومی نصاب برائے اُردو 2006، ص71-72) **Discourse code no. 4.3.2.1**
[In the poetry section, poets included such as] Nazir Akbar Abadi, Mir Anees, Ghalib, Bahadar Shah Zafar, and Firaq Gurkapori (National Curriculum for Urdu, 2006, pp.73)	[حصہ نظم میں شامل شعراء کرام جیسے] نظیراکبر آبادی ، میرانیس ،غالب، بہادرشاہ ظفراور فراق گورکھپوری (قومی نصاب برائے اُردو 2006، ص 73) **Discourse code no. 4.3.2.2**
We neither have drum and flag (used during war) nor have land and assets. Then why should one goes against us. (Urdu Textbook for grade 9, p.118)	طبل وعلَم ہی پاس ہے اپنے نہ ملک و مال ہم سے خلاف ہو کے کرے گا زمانہ کیا (اُردو کی درسی کتاب برائے جماعت نہم، ص118) **Discourse code no. 4.3.2.3**
It's a common rule that the criminal (sinner) of this world is punished in the world hereafter, but sometimes it happened that the sinner of the heaven is sent to this world to punish. (Urdu Textbook for grade 10, p.87)	قاعدہ عام یہ ہے کہ عالمِ آب و گِل کے مجرم عالمِ ارواح میں سزا پاتے ہیں لیکن یوں بھی ہوا ہے کہ عالمِ ارواح کے گنہگار کو دنیامیں بھیج کر سزا دیتے ہیں (اُردو کی درسی کتاب برائے جماعت دہم، ص87) **Discourse code no. 4.3.2.4**

Discourse code nos.4.3.2.1 and 4.3.2.2 suggesting (Bandura, 1977b) writers in Urdu syllabus for persuasion, which place great significance for the old age writers, most of them lived a century ago. The included writers have their place in Urdu literature but it conveys students a message of disrespect for the contemporary writers as none of them were made part of the syllabus. The suggestions communicate that people of modern time are worthless and incapable to compete the people lived in the past. This nostalgia might result in dissatisfaction (Myers, 2008), creates self-doubts among students impairing their performance (Bandura, 1986; Schmader, 2010). Poetry occupies a significant place in Urdu literature with strong persuasive power through interpretive treatment as referred to in discourse code no.4.3.2.3. Likewise, discourse code no.4.3.2.4 interprets Ghalib's view

of life. The discourses convey a very pessimistic picture of life to students who attribute their performance to "situations enduring beyond their control" (Myers, 2013, p.540).

Table 4.40

Discourse Code Nos. 4.3.2.5 & 4.3.2.6

Original Text
Solution of Quadratic Equations (National curriculum for Mathematics 2006, Section 8.2, p.76) **Discourse code no. 4.3.2.5**
Roots and coefficient of a quadratic equation (National curriculum for Mathematics 2006, Section 9.3, pp.78) **Discourse code no. 4.3.2.6**

Discourse code nos.4.3.2.5 and 4.3.2.6 are suggestive and illustrate units on quadratic equation and its theory, which have no practical utility for students of at the level and compel them to study a useless content as a requirement for getting SSC. Such inclusion in the curriculum for Mathematics not only multiplies the volume of the subject but also negatively persuasive as Yazzie-Mintz, (2007) reports that students' lack of interest in school is due to boring and irrelevant material. These personal and social restraints (Bandura, 1986) of students adversely affect their performance due to lack of interest in the subject, losing attention during classroom instruction and breeds hatred for the subject which leads to their failure not only in the subject but in their future lives too.

Table 4.41

Discourse Code Nos. 4.3.2.7 to 4.3.2.9

Translation	Original Text
Solve the following radical equations:	مندرجہ ذیل جذری مساوات کو حل کیجیے:
(Mathematics textbook for grade 9, Ex. 7.2, Q. 5, p. 152)	(ریاضی کی درسی کتاب برائے جماعت نہم، مشق 7.2، سوال5، ص152) **Discourse code no. 4.3.2.7**
By using distance formula prove that the points A (1, 2), B (3, 4) and C (0, -1) are the vertices of a scalene triangle. (Mathematics textbook for grade 9, Ex. 9.1, Q. 6, p. 191)	فاصلہ معلوم کرنے کا کلیہ استعمال کرتے ہوئے ثابت کیجیے کہ نقاط A(1,2)، B(3,4)اور C(0, -1) ایک مختلف الاضلاع مثلث کے راس ہیں۔ (ریاضی کی درسی کتاب برائے جماعت نہم، مشق 9.1، سوال6، ص191) **Discourse code no. 4.3.2.8**
Prove that $(1+2\omega)(1+2\omega^2)(1-\omega-\omega^2) =$	ثابت کریں کہ $(1+2\omega)(1+2\omega^2)(1-\omega-\omega^2) = 6$

6 (Mathematics textbook for grade 10, Ex. 2.2, Q. 3(i), p. 37)	(ریاضی کی درسی کتاب برائے جماعت دہم، مشق 2.2، سوال3(i) ص37) **Discourse code no. 4.3.2.9**

Discourse code nos.4.3.2.7 to 4.3.2.9 provide for self-instruction and illustrate that students could not develop any attachment for Mathematics as these kind of material are not related to their lives when they enter real life situation and therefore, research studies have found that "students perceive much mathematics instruction as meaningless" (Turner & Meyer, 2009, p. 538). It may have relevance in the higher education but most of the students dropped out just after the secondary level education for variety of reason; such as poverty, poor score, lack of interest for further education, etc...The discourse code no.4.3.2.8 restricts their thinking faculty and curbs their thinking power to act as they were to follow directions for solution of such type of questions. Similarly, discourse code no.4.3.2.9 communicates an ill minded question that to prove a given expression that students have to prove their steps correct whenever asked before taking action upon them. The discourses communicate for selection of content by someone else for the students (Apple, 2000) and proving things to be correct causes self-doubt (Bandura, 1986) develop a slavish mentality among the students. These and the earlier discourses established that mathematics related anxiety is "a learned behavior" and could be rightly "associated with experiences in school" (Turner & Meyer, 2009, p. 527) and, hence, communicate social dissuasion of the potentials of students affecting negatively their self-efficacy culminating in their failure not only in their academic career but subsequently in their real life too.

Table 4.42

Discourse Code Nos. 4.3.2.10 to 4.3.2.15

Translation	Original Text
Importance and superiority of Knowledge. (National Curriculum for Islamiyat 2002, section 3, item 2 (c), p.4)	علم کی اہمیت و فضیلت (قومی نصاب برائے اسلامیات 2002، حصہ سوم، جز ج-2،ص4) **Discourse code no. 4.3.2.10**
Respect for Humanity (National Curriculum for Islamiyat 2006, section 3, item 3 (c), p.16)	احترام انسانیت (قومی نصاب برائے اسلامیات 2006، باب سوم، جز ج-3، ص16) **Discourse code no. 4.3.2.11**

That is because Allah would not change a favour which He had bestowed upon a people until they change what is within themselves. And indeed, Allah is hearing and knowing. (Islamiyat Textbook of grade 9 & 10, p.43)	ذٰلِكَ بِاَنَّ اللّٰهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً اَنْعَمَهَا عَلٰى قَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ ۙ وَاَنَّ اللّٰهَ سَمِيْعٌ عَلِيْمٌ O (سورة الانفال، آیت 53) (اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص-43)
	Discourse code no. 4.3.2.12
Recall when you were few in number, oppressed on the earth, fearing that the people would snatch you away. Then, He gave you shelter and fortified you with His support and provided you with good things, so that you may be grateful. (Islamiyat Textbook of grade 9 & 10, p.43)	وَاذْكُرُوْٓا اِذْ اَنْتُمْ قَلِيْلٌ مُّسْتَضْعَفُوْنَ فِى الْاَرْضِ تَخَافُوْنَ اَنْ يَّتَخَطَّفَكُمُ النَّاسُ فَاٰوٰىكُمْ بِنَصْرِهٖ وَرَزَقَكُمْ مِّنَ الطَّيِّبٰتِ لَعَلَّكُمْ تَشْكُرُوْنَ O (سورة الانفال، آیت26) (اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص-21)
	Discourse code no. 4.3.2.13
The best among the people are those who benefit (help) other people. (Islamiyat Textbook of grade 9 & 10, p.64)	خَيْرُ النَّاسِ مَنْ يَّنْفَعَ النَّاسَ (الحدیث) (اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص64)
	Discourse code no. 4.3.2.14
The importance/ preeminence and obligation of knowledge. (Islamiyat Textbook of grade 9 & 10, p.73)	علم کی فرضیت و فضیلت (اسلامیات کی درسی کتاب برائے جماعت نہم و علیہم، ص73)
	Discourse code no. 4.3.2.15

Discourse code nos.4.3.2.10, 4.3.2.11 and 4.3.2.15 provide for suggestion in persuasion of students, whereas discourse code nos.4.3.2.12, 4.3.2.13 and 4.3.2.14 have great persuasive power and provide for interpretive treatment. Discourse code no.4.3.2.10 speaks of the importance and primacy of knowledge, which was stressed for, in both of the curricula and subsequently materialized through textbook of Islamiyat to some extent (see discourse code no.4.3.2.15). The discourses motivate students for knowledge acquisition. Albeit, the discrimination between the mundane knowledge and religious knowledge confuses students at large creating self-doubt (Bandura, 1986) among them liquidated its effect upon the students' mind. The theology teachers, who are mostly responsible for teaching Islamiyat in schools, convey students that the actual knowledge is the religious knowledge while the mundane knowledge is nothing but just skills. However, the reality of knowledge is made clear by Allah Himself in the Holy Quran (2:31) which says: "And He taught Adam the names, all of them...". The verse, categorically, used the term 'All' which makes no discrimination of mundane knowledge and religious knowledge. Discourse code no.4.3.2.11 provides for respect of humanity, which is cry of the day. Today, human rights chant across the globe for which Islam has stressed since long with

its proclamation, persuade students to be good citizens who have care for other. Discourse code no.4.3.2.12 provides that Allah never changes the condition of a nation unless they do not go for it. The discourse speaks for the development of not only a nation but for individuals too. It would bring changes in their lives to affect the world. The verse is just translated in classroom with surface meaning but the thorough understanding of the verse is seldom made for variety of reasons such as, lacking of interest on the part of planners, as understanding and social implication was not included in the textbook, the incompetence of the teacher concerned, and management of the school who presses for completion of syllabus, etc. Likewise, discourse code no.4.3.2.13 provides that Allah provided you all the necessities in the time of intense helplessness, then you need to be obliged of Him, which encourages and convinces students of His blessing in the time of need. Discourse code no.4.3.2.14 speaks of *al-hadith*, which persuade student to be good for others. Theses discourse treated casually have little effect on students' lives.

4.3.3 Process for Social Persuasion

The process for social persuasion was provided by the curriculum for Urdu 2006 through educational activities which could be conducted by the teacher during his/her classroom instruction giving confidence to the students performing tasks on their own as analyzed in discourse code no.4.3.3.1. The teacher's manual could be introduced for making the teachers aware of the intent of the curriculum of their subject as analyzed in discourse code no.4.3.3.2. In the same manner, the AV aids that might be taken from the local setting for explanation of abstract concept to encourage students socially as discourse code no.4.3.3.3 analyzed. Likewise, the curriculum for Mathematics 2006 provided that the role of a Mathematics teacher should be that of a planner, an organizer, an encourager, a negotiator and a mediator during instruction. The situation is being analyzed in discourse

code nos.4.3.3.4 and 4.3.3.5. However, national curricula of Islamiyat 2002 and 2006 were devoid of the provisions for classroom instruction as a process for social persuasion.

The qualitative data is supplemented by quantitative data collected from teachers, students and classroom observation, presented in table no.4.6.

Table 4.43

Discourse Code Nos.4.3.3.1 to 4.3.3.3

Translation	Original text
The arrangement of discussion, argumentation, speeches or programmes in classes regarding the relationship of Urdu with other subjects, which include the observations of learners and their views about books or magazines etc. (National Curriculum for Urdu 2006, p. 88)	جماعت میں مذاکرے، گفتگو، تقریر یا مختلف مضامین کے درمیان اُردو کے تعلق سےتقاریب کا اہتمام وغیرہ جن میں طلبہ کے مشاہدات، کتابوں اور رسالوں سے متعلق رائے وغیرہ شامل ہو (قومی نصاب برائے اُردو 2006، ص88) **Discourse code no.4.3.3.1**
The teachers should know [through teacher's guide] the objectives of including a particular lesson in the curriculum. (National Curriculum for Urdu 2006, p. 91)	[رہنمائے اساتذہ کے ذریعہ] استاد کو یہ علم ہو کہ کونی خاص سبق کس مقصد کے لیے شامل نصاب کیا گیا ہے (قومی نصاب برائے اُردو 2006، ص91) **Discourse code no.4.3.3.2**
A sample newspaper or a sample magazine could be included in teaching unit/syllabus. (National Curriculum for Urdu 2006, p. 88)	نمونہ کا اخبار یا رسالہ درسی یونٹ میں شامل کیا جاسکتا ہے (قومی نصاب برائے اُردو 2006، ص88) **Discourse code no.4.3.3.3**

Discourse code no.4.3.3.1, discourse code no.4.3.3.2 and discourse code no.4.3.3.3 provide for self-instruction, interpretive treatment and suggestion respectively for students' persuasion. Discourse code no.4.3.3.1 provides for activities, conducted by teacher during classroom instruction, in association with Urdu, where students shared their observations based on their study of magazines, books, etc.; however, this is difficult due to personal restraints of students for their poor knowledge of Urdu language; underdeveloped taste for reading; etc. at the level and social restraints for classroom situation and lack of resources (Bandura, 1986). Similarly, discourse code no.4.3.3.2 provides for rationale of the lessons through teacher's guide persuading students in a better way for leaning of Urdu; however, the discourse seldom achieved as the teacher's guide was not available to teachers in schools, as reported by teachers during data collection, suffers due to lack of resources

(Bandura, 1986). The curriculum provided that syllabus could accommodate a sample newspaper or a sample magazine as referred to in the discourse code no.4.3.3.3. The discourse is suggestive regarding persuasion, as the teaching of Urdu at school could accommodate local reading materials; however, the provision has been made optional and no such mechanism has been devised to check its inclusion in the instruction process as the teachers have no such guidance and they are supposed to follow the textbook as authentic and valid document for the teaching of the subject. It was not found in the classroom during the observation process and interaction with the teachers and students.

Table 4.44

Discourse Code Nos. 4.3.3.4 & 4.3.3.5

Original Text
Teachers must create a stimulating environment that encourages mathematical learning through increasing interactivity. (National curriculum for Mathematics, 2006, p132) **Discourse code no. 4.3.3.4**
The teachers' role shifts from dispensing information to…supporting students' creativity…in developing rational understanding of the concepts. (National curriculum for Mathematics, 2006, p.132) **Discourse code no. 4.3.3.5**

Discourse code no.4.3.3.4 and 4.3.3.5 stress self-instruction of students for their persuasion. Discourse code no.4.3.3.4 provides for teacher to create a stimulating environment by explaining the scope and importance of Mathematics to students and motivate them for learning the subject with zeal; however, the provision seems difficult to materialize due to personal restraints (Bandura, 1986), as Mathematics is Greek to many of students at secondary level and "students perceive much mathematics instruction as meaningless" (Turner & Meyer, 2009, p. 538), whereas the resource required for classroom instruction are also seldom available (Bandura, 1986). Discourse code no.4.3.3.5 is encouraging regarding its direction; however, the curriculum was developed in a poor vertical alignment for the subject besides, being voluminous in itself made the situation difficult for the teacher to focus on activities other than traditional teaching of the

content results in social restraints (ibid). Classroom environment, for developing creativity of students, required to be more challenging that focused on individual differences of the learners but practically it could not be possible due to outnumbered classrooms in public sector schools.

Table 4.45

Perception Regarding Social Persuasion

Source	N	Mean	SD	Min.	Max.
Teachers	232	28.85	2.58	24	36
Students	373	24.78	3.48	15	36
Class Observation	90	22.93	2.63	14	31

Table 4.45 indicates that mean of teachers' perception for social persuasion as a process is 28.85 with a standard deviation of 2.58 and a range of 24 as minimum score while 36 as the maximum score. The table also shows that the mean for students' perception for social persuasion is 24.78 with a standard deviation of 3.48 and a range of 15 as minimum score while 36 as the maximum. However, the data indicates that the mean of classroom observation for social persuasion is 22.93 and standard deviation of 2.63 with a range of 14 as minimum score while 31 as the maximum. The total score of the scale in all the three cases was calculated as 50. The data indicates that the teachers consider themselves as persuading students positively; however, the data from students and observations show the results otherwise.

4.3.4 Product for Social Persuasion

The curriculum for Urdu 2006 provided for both formative and summative assessment of students in the subject. In addition, provision for oral examination in the language of Urdu in the curriculum for assessment of correct words utterance, accent, fluency, and speech was new in the curricular history of the country. This particular aspect is critically analyzed in discourse code no.4.3.4.1 for social persuasion. Similarly, content

of some of the items, such as 1, 3, and 7 in case of examination paper of Urdu for grade 9 and 3, 4, and 12 for grade 10 under BISE Peshawar and 1, 3, and 11 for grade 9 and 2, 3 and 12 for grade 10 for the same subject under BISE Mardan provided for social persuasion of students as referred to in discourse code nos.4.3.4.2 to 4.3.4.4. Likewise, portion on the assessment in national curriculum for Mathematics 2006 provided for social persuasion, as analyzed in discourse code nos.4.3.4.5 and 4.3.4.6; however, the examination papers of Mathematics have no such reference for social persuasion of students.

The national curricula of Islamiyat 2002 and 2006 had no provision for assessment in connection to social persuasion. However, the time and marks allocated for the subject at secondary level conveyed the place and value of the subject in the eyes of the decision makers and planners in the field of education. The subject had two papers at secondary level i.e. one paper in 9 and 10 grade each. Each paper was designed for 50 marks that were to be attempted in 2 hours (as for other subject having 75 marks and allotted time was 3 hours). Hence, the subject was assessed for 100 marks as compared to 150 marks of other subjects; even the optional subjects too at secondary level, though the subject occupies an important role in the development of self-efficacy of students.

The design of examination papers of Islamiyat under the two BISEs had the same pattern and comprised of three sections. Section–A had no provision for social persuasion; whereas in section–B of the examination papers of Islamiyat contained item nos. 3, 4, and 7 (in case of grade 9 of BISE Peshawar), items 1 and 2 (in case of grade 9 of BISE Mardan), items 3, 5 and 7 (in case of grade 10 of BISE Peshawar) and item 5 (in case of grade 10 of BISE Mardan) provided for social persuasion. Similarly, in section–C question nos. 3 and 5 (in case of grade 9 of BISE Peshawar), and question nos.3, 4(a) and 5 (in case

of grade 10 of BISE Peshawar), question nos. 3 and 4 (in case of grade 9 of BISE Mardan), and question nos.4(b) and 5(b) (in case of grade 10 of BISE Mardan) were considered for the provision of social persuasion besides performance accomplishment, which are looked into in discourse code nos.4.3.4.7 to 4.3.4.9.

Table 4.46

Discourse Code Nos. 4.3.4.1 to 4.3.4.4

Translation	Original text
Oral examination should have a separate paper at BISE's level. (National Curriculum for Urdu 2006, p.93)	بورڈ کی سطح پر زبانی امتحان کا الگ سے پرچہ ہو (قومی نصاب برائے اُردو 2006، ص93)
	Discourse code no. 4.3.4.1
What habits do they grow if helpless children are mistreated? (BISE Mardan, Urdu Paper, grade 9, section B, Q2, part ix & BISE Peshawar, Urdu Paper, grade 9, section B, Q2, part iii)	بے سہارا بچوں سے برا سلوک کیا جائے تو ان میں کیسی عادتیں پروان چڑھتی ہیں؟ مردان بورڈ، پرچہ اردو برائے نہم، سیکشن ب، سوال نمبر 2، جز(ix) &(پشاور بورڈ، پرچہ اردو برائے نہم، سیکشن ب، سوال نمبر 2، جز(iii))
	Discourse code no. 4.3.4.2
Write in your own words the summary of "Musalmanan-e-al Jazair". (BISE Peshawar, Urdu Paper, grade 10, section B, Q2, part viii)	"مسلمانانِ الجزائر" کا خلاصہ اپنے الفاظ میں لکھیں: (پشاور بورڈ، پرچہ اردو برائے دہم، سیکشن ب، سوال نمبر 2، جز(viii))
	Discourse code no. 4.3.4.3
[Explain any one with reference to context]	[سیاق و سباق اور متن کے حوالے سے کسی ایک جز کی تشریح لکھیں]
"Don't follow too much rules. This complaint spearing everywhere. Do not accept what is said. Lamenting the country, nation and Pakistan. However, I am sure that you mind is still at its place. Alas! Patting your shoulder conveying a message that your denial would be considered as a symbol of insanity."(BISE Mardan, Urdu Paper, grade 9, section C, Q. 3b)	"بھئی کہیں بہت زیادہ قاعدے قانون کے چکر میں نہ پڑجانا۔ آج کل یہ عارضہ عام ہونے لگا ہے۔ کوئی بات کہو مانتے ہی نہیں۔ ملک، قوم، پاکستان کا رونا شروع کر دیتے ہیں لیکن مجھے یقین ہے کہ تمہارا دماغ ابھی سلامت ہے۔ اخ اخ اخ اور زور سے آپ کا کندھا تھپکاتے ہیں گویا پیشگی آپ کو بتا یا جا رہا ہے کہ آپ کا انکار دیوانگی کی علامت ہوگا۔"(مردان بورڈ، پرچہ اردو برائے نہم، سیکشن ج، سوال نمبر 3، جز (ب))
	Discourse code no. 4.3.4.4

Discourse code no.4.3.4.1 provides suggestion while discourse code nos.4.3.4.2, 4.3.4.3, and 4.3.4.4 offer interpretive treatment of the text. Discourse code no.4.3.4.1 speaks for oral assessment in the language. The discourse is impressive but schools had no such facilities that could ensure correct utterance of Urdu, for which the curriculum also made provision, and therefore, teachers did their level best to present the language in their own style and accent, which definitely lack the quality of language of native speakers. The

BISEs also made no such arrangement for judging the oral competencies of students in Urdu. If it was there, the schools must have strived for its improvement, but no interest on the part of BISEs' authorities. Discourse code nos.4.3.4.2, 4.3.4.3 and 4.3.4.4 illustrate the selection of items for examination papers, were pessimistic in nature and conveyed a negative message of the society. Discourse code no.4.3.4.2 asks for habits of helpless children when they are treated badly; create curiosity among students to experience. Discourse code no.4.3.4.3 presents an item on the miseries of the Muslims of Al-Jazair and the satire on our incompetence to do something for redressing their miseries presents a very pathetic picture of our people; while discourse code no.4.3.4.4 is supporting the stigma of recommendation for a task in the typical Pakistan style. The discourses convey that such kind of occurrences dissuade students and develop a negative image of their society in their mind, which flourishes with the passage of time. Students, being member of the same society, feel dejected and prove them good for nothing with low self-efficacy.

Table 4.47

Discourse Code Nos. 4.3.4.5 & 4.3.4.6

Original text
[Assessment must focused on a student's ability to] Evaluate the effectiveness of using different strategies to address the same problem. (National curriculum for Mathematics 2006, p.137)
Discourse code no. 4.3.4.5
The examinations in traditional paper-based mode with place and time-specific activities are easy to organize for institutions (Boards of Intermediate and Secondary Education). (National curriculum for Mathematics 2006, p.138)
Discourse code no. 4.3.4.6

Discourse code no.4.3.4.5 provides for interpretive treatment while Discourse code no.4.3.4.6 provides exhortation for persuasion of students. Discourse code no.4.3.4.5 speaks of such type of assessment that could judge students' efficiency by using alternate strategies while addressing the same problem. This could be achieved if examination papers were designed in a different way that prompted students to think critically and act creatively to find out solutions for the given problem but the papers were designed in a

stereotyped manner, based on reproduction of material (Apple, 2004; Freire, 1970/2005) from the textbook without a minor change. The stereotyped papers communicate resolve of the planners for curriculum implementation. The critical and logical thinking as considered to be developed through Mathematics, failed to be achieved as no attempt made for that. The planning and drafting of curriculum with high expectations might cause frustration at the end when proper provisions are not made during the process of implementation and assessment. Discourse code no.4.3.4.6 speaks of the provision for BISEs' convenience in the conduct of a paper-based examination, and allows a flexible procedure for them, impairing the aspiration of the curriculum. A fixed pattern of paper-based assessment procedure with a generous margin of choice in the selection of questions to be attempted was used by BISEs under study; however, the case of other boards was not different in this connection proves a gap between theory and practice as curriculum reiterated for alternate assessment procedures. This sort of situation in assessment procedures diminish the belief of students in their own capabilities and develop an ever dependent personality.

Table 4.48

Discourse Code Nos. 4.3.4.7 to 4.3.4.9

Translation	Original text
In fact having complete faith among the faithful are those who have good behaviour. (BISE Mardan, Islamiyat Paper, grade 9, section C, Q3b) & (BISE Peshawar, Islamiyat Paper, grade 9, section C, Q3b)	اِنَّ اَکمَلَ المُؤمِنِینَ اَیمَاناً اَحسَنُھُم خُلقاً کا ترجمہ و تشریح کریں۔ (مردان بورڈ، پرچہ اسلامیات جماعت نہم، 2015، سیکشن ج، سوال نمبر3، جزب) & (پشاور بورڈ، پرچہ اسلامیات جماعت نہم، 2015، سیکشن ج، سوال نمبر3، جزب)
	Discourse code no. 4.3.4.7
Translate and explain: "Muhammad is not a father of any of your men, but he is a messenger of Allah and the last of the prophets." (BISE Peshawar, Islamiyat Paper, grade 10, section B, Q2 vi)	مَا کَانَ مُحَمَّدٌ اَبَآ اَحَدٍ مِّن رِّجَالِکُم وَلٰکِن رَّسُولَ اللهِ وَخَاتَمَ النَّبِیِّنَ کا ترجمہ و تشریح کریں۔ (پشاور بورڈ، پرچہ اسلامیات جماعت دہم، 2016، سیکشن ب، سوال نمبر2، جزvi)
	Discourse code no. 4.3.4.8
Translate and explain the stated Hadith "There are two moments of happiness for a fast-keeper. One at the time of breaking fast and the other when he meets his Lord." (BISE Mardan, Islamiyat Paper, grade 10, section C, Q 4 b)	حدیث مبارکہ "لِلصَّائِمِ فَرْحَتَانِ فَرْحَۃٌ عِنْدَاِفْطَارِہٖ وَفَرحَۃٌ عِنْدَلِقَاءِ رَبِہٖ" ترجمہ و تشریح کریں۔ (مردان بورڈ، پرچہ اسلامیات جماعت دہم، 2016، سیکشن ج، سوال نمبر4، جزب)
	Discourse code no. 4.3.4.9

Discourse code nos.4.3.4.7, 4.3.4.8, and 4.3.4.9 provide interpretive treatment for students' persuasion. Discourse code no.4.3.4.7 stipulates the fact related to Islam, which declares good behaviour as a prerequisite for completion of faith. The question required the translation and explanation of a *Hadith*, which nothing but just a reproduction of material (Apple, 2004; Freire, 1970/2005). The concern here is not with design but with the selection of content that helps students for developing good manners. Discourse code no.4.3.4.8 refers to a verse from the Holy Qura'an that provides as there is no male linage to the prophet Muhammad (s.a.a.w) but he is the messenger of Allah and the last prophet. The discourse communicates that there is no place for hereditary in assuming position but only ability makes it possible. Irrespective of the background and in connection to this study, the interpretation of the verse conveys every Muslim to work hard and do good to his/her level best to ascend the pious position and nearest to the Lord. The social persuasion for doing hard work continues in the prospective lives of students and they could do better to get success. The subject socially persuades the student by illustrating that the timely hardship often results in eternal joys as referred to in discourse code no.4.3.4.9. The discourse communicates that the timely hardship of keeping fast seems difficult but its fruit is two-fold; one is short lived while the other is eternal. This provision could prepare students for facing the challenges of life with a belief that these could bear fruit both in short and long terms. The discourses communicated that items in the examination papers of Islamiyat were meant only for reproducing the surface meaning of Quranic verses and *Hadiths* without their social implications; and consequently cause no impact on students' lives both their academic careers and their practical lives.

4.3.5 Summary for Social Persuasion

Social persuasion is the third source of self-efficacy and though considered as the less effective as compared to the earlier two; however, it works more effectively in the

areas like Pakistan, where social bonds are stronger and social approval or disapproval matters the most. The curriculum as influencing factor in formal educational setting is analyzed through CIPP model for social persuasion.

The curricula offered context for social persuasion in the form of aims, goals, objectives and learning outcomes. It was provided that Urdu had a global compatibility among the language and, hence, needed to be studied and learned by students. Curriculum for Urdu provided for exhortation for persuasion of students but conditioned by their personal and social restraints (Bandura, 1986) as focus of education is on English language which communicates students otherwise. Similarly, the Mathematics curriculum provided that it is helpful in developing the mental faculty of students at large. The curriculum provided for self-instruction to persuade students but the meaningless (Turner & Meyer, 2009) and impractical (Yazzie-Mintz, 2007) inclusions created adverse results. The national curriculum for Islamiyat was more persuasive in nature and could be proved as an effective means; therefore, the curriculum provided for exhortation of students convincing them of the splendid past and urged them to restore the glorious time of Islam as a system where peace, justice and equality prevail and strive for its prevalence but "mere fantasies do not fuel motivation and success" (Myers, 2013, p.540) in the absence of concrete examples. However, the inclusions of the curriculum of Islamiyat can prove a source of motivation if dealt prudently, but in vain.

The input provided by the curium through syllabi and textbooks. The curriculum for Urdu made suggestion for students' persuasion lingering onto the past without care for the present time. The nostalgia cause dissatisfaction (Myers, 2008) and creates self-doubts among students (Bandura, 1986; Schmader, 2010) impairing their performance. The curriculum included poetry which has interpretive treatment of affairs that portray a negative picture of life. The curriculum for Mathematics provided suggestion and self-

instruction for persuasion. The curriculum included a huge amount of material that has no immediate utility for students' lives and hence negatively persuasive as Yazzie-Mintz, (2007) reports that students' lack of interest in school is due to boring and irrelevant material. These personal and social restraints (Bandura, 1986) of students adversely affect their performance due to lacking of interest in the subject, losing attention during classroom instruction as they consider as worthless (Turner & Meyer, 2009). On the other hand, Islamiyat for secondary level was so underestimated that there was a single textbook for Islamiyat for grade 9 and 10 containing very casual text indicated the importance of the subject in the eyes of curriculum planners; and, hence, implicitly conveyed students with a message regarding the importance of Islam and Islamiyat in Islamic Republic of Pakistan. The curriculum for Islamiyat provided for suggestion and interpretive treatment for persuasion. The focus on knowledge by the curriculum and its subsequent bifurcation in religious and mundane knowledge by the teachers against the Quranic injunction (Al-Quran, 2:31) develop self-doubt among students.

The process of instruction was chalked out in curricula of Urdu and Mathematics; however, it was overlooked in the case of Islamiyat. Both the curriculum for Urdu and Mathematics provided for self-instruction, interpretive treatment and suggestion regarding persuasion of students. However, these were restricted due to personal and social restraints of students coupled with lack of resources (Bandura, 1986). The provision made in curricula of Urdu and Mathematics for the classroom instruction was seldom available in schools of Khyber Pakhtunkhwa. The inconsistencies prevailed with respect to classroom instruction made it an ineffective and useless activity and therefore, resulted in undesired product. Though, quantitatively teachers' perception regarding social persuasion of students reported positive which was not substantiated by students' and observation data.

Finally, the product was analyzed through the curricula of secondary level for social persuasion. The curricula of Urdu and Mathematics made provision in this respect while that of Islamiyat, it is lacking. The curriculum for Urdu provided for suggestion, interpretive treatment of the text and exhortation. The curriculum provided for oral assessment which was not yet materialized that suffered the achievement of curriculum targets. The pessimistic nature of items breeds negativity and their reproduction focused on only the lower order cognitive abilities of students which dissuade students for progress. The curriculum for Mathematics provided for a fixed paper-based assessment procedure limited the process and adversely affected student's efficacy. The case of Islamiyat was not different than those of earlier two. Besides, the provisions for an effective assessment, the BISEs lingering on the stereotyped pattern of assessment with a fixed number of items, mostly inconsistent with the curriculum goals and, hence, caused dissuasion. The worth of Islamiyat was further made vivid by assigning it marks in the examination, which were found 100 for the level in comparison of 150 for the other subjects even the optional subjects; and likewise the time allocation in the examination which was 2-hour for Islamiyat as compared to 3-hour for others, even the elective subjects. Though the subject occupied a position in the array of compulsory subjects; however, it is treated lesser than those of the optional subjects.

Collectively speaking, the curriculum provided for dissuasion of students for their performance as individuals due to nostalgic approach, and inclusion of poor and impractical material having little connection to the immediate lives of students.

4.4 Physical and Emotional State (Emotional Experience)

Emotional arousal manifested in physiological state, is mostly a result of "stressful and taxing situations" (Bandura, 1977b, 198). The curricula are the sources that create environment for the persons-to-be-educated through. The socially compatible, mentally adjusted and logically structured curricula proved to be supportive and aspiring and vice versa. The curricula, particularly at school level, needed to be developed in a logical order according to the mental level as well as fit to the social expectations. The prevailing national curricula of selected subject was analyzed and evaluated in the framework of CIPP model for emotional arousal.

4.4.1 Context for Physical and Emotional State

In context, the general and specific aims of the national curriculum for Urdu 2006 provided only one out of six general aims for physiological and emotional state of individuals as referred to in discourse code no.4.4.1.1; however, the specific aims were silent in this regard. The six instructional objectives for the secondary level provided one objective (instructional objective no.5) that had a relation with the emotional state as analyzed in discourse code no.4.4.1.2. Physiological-emotional state was addressed through SLOs in two out of the total 97 that are, for example, analyzed in discourse code no.4.4.1.3. However, national curriculum for Mathematics 2006, have five standards with thirty five benchmarks for the level under study (see pp. 3–7) as context but had no provision for the physical and emotional state.

National curricula for Islamiyat 2002 and 2006 presented the context in the form of general and specific aims each. The curricula for Islamiyat of 2002 and 2006 offered 12 and 5 instances respectively for physical and emotional state of individuals that could affect their self-efficacy as analyzed in discourse code nos.4.4.1.4 to 4.4.1.7.

Table 4.49

Discourse Code Nos. 4.4.1.1 to 4.4.1.3

Translation	Original Text
Pakistani students could be taught Urdu in a mingled method so that they acquire it with an equal pace no matter if it (Urdu) is used in their family and pre-school environment. (National Curriculum for Urdu, 2006, general aim 6, p.3)	پاکستانی طلبہ کو خواہ اردو زبان ان کے خاندان اور قبل از مدرسہ ماحول میں موجود ہو یا نہ ہو کسی ایسے امتزاجی طریق کی بنا پر تدریس کی جاسکے کہ وہ یکساں اہلیت کے ساتھ اس کی تحصیل کرسکیں۔ (قومی نصاب برائے اُردو 2006، عمومی ہدف6 صفحہ 3)
	Discourse code no. 4.4.1.1
[Students] could present a fine literary piece regarding to their thoughts, feelings, emotions, views, imaginations and social needs. (National Curriculum for Urdu, 2006, instructional objective 5, p.6)	[طلبہ]اردو میں خیالات، احساسات، جذبات، تاثرات، تصورات اور سماجی ضروریات کے حوالے سے صاف اور عمدہ تحریر پیش کرسکیں (قومی نصاب برائے اُردو 2006، تدریسی مقصد 5صفحہ6)
	Discourse code no. 4.4.1.2
[Students] could show dramatics in their conversation in reference to the virtual understanding. (National Curriculum for Urdu, 2006, SLO 2 for speaking skills, grade 10, p.15)	[طلبہ]اپنی گفتگو میں مجازی مفہوم کے پیش نظر ڈرامائی کیفیات ادا کرسکے (قومی نصاب برائے اُردو 2006، حاصلات تعلم نمبر 2 برائے مہارت بولنا، جماعت دہم ، ص15)
	Discourse code no. 4.4.1.3

Discourse code no.4.4.1.1, provides for symbolic desensitization whereas discourse code nos.4.4.1.2, and 4.4.1.3 made provision for symbolic exposure that induced emotional arousal of students. Discourse code no.4.4.1.1 states that the language learning could be made possible by creating national sentiments for it, even if it was not used in the pre-school age. It is the only emotional attachment of individuals that could be created through Urdu language, which could keep people of diverse cultures united as it was "associated with the Muslim identity in both pre- and post-partitioned India [and] with Pakistani nationalism in Pakistan" (Rahman, 2006, p.102), but adding fuel to the fire, the sentiments were further flare up by the treatment of Urdu, as a source of unifying force for the peoples and to make them appear as a single nation due to their social and personal restraints (Bandura, 1986), of being a second language for them on one hand and its treatment as being inferior by the high-up's in Pakistan (Khalique, 2007) on the other hand was seemed to be taught just as a part of school curriculum. Discourse code no.4.4.1.2 states that students could present a fine literary piece regarding their thoughts, feelings, emotions, views, imaginations and social needs as "students experience a wide variety of emotions in

academic settings" (Pekrun, 2009, p.579), but expression in a second language such as Urdu seem overestimation of their capabilities (Bandura, 1986) causing their emotional arousal and adversely affecting their self-efficacy. Similarly, discourse code no.4.4.1.3 provides that students could show dramatics in their conversation, conveying the virtual sense. These discourses reveal that students would be enabled to communicate both in writing and orally about their feelings and emotional stream which seemed idealistic on the part of students at the level in the province as they rarely use Urdu in their social interaction. Moreover, the imagination and creativity of students, in public sector schools, were never the target of education system and, hence, had no command over the language at the level, to create a piece of writing that expresses sentiments and emotions in their conversation with people. This kind of overestimation of students' capabilities (Bandura, 1986) flared up their emotions and suffered their self-efficacy as creating an "irrational belief" which "can make students highly vulnerable to experiencing anxiety and related negative achievement emotions, like shame and hopelessness" (Pekrun, 2009, p.583).

Table 4.50

Discourse Code Nos. 4.4.1.4 to 4.4.1.7

Translation	Original Text
... Create the love for Pakistan in them [students]... (National Curriculum for Islamiyat 2002, General aim 9, p. 1)	...ان (طلبہ) میں پاکستان کی محبت پیدا کرنا ... (قومی نصاب برائے اسلامیات 2002، عمومی مقصد 9صفحہ 1)**Discourse code No.4.4.1.4**
[Students] have the agony to do something for the Muslims of the world. (National Curriculum for Islamiyat 2002, Specific aim 8, p. 2)	...مسلمانانِ عالم کے لیے کچھ کر گزرنے کی تڑپ رکھتے ہو (قومی نصاب برائے اسلامیات 2002، خصوصی مقصد 8صفحہ 2)**Discourse code No.4.4.1.5**
[Students] should become aware of ideology of Pakistan and the importance of freedom so that they have the sense of their duty to struggle for the love, stability and happiness of Pakistan and national unity and peace. (National Curriculum for Islamiyat 2006, General aim 10, p. 2)	[طلبہ]وہ نظریہ پاکستان اور آزادی کی اہمیت سے آگاہ ہو جائیں تاکہ وہ پاکستان سے محبت، پاکستان کے استحکام، خوشحالی، ملی یکجہتی اور امن باہمی کے لیے عملی جدوجہد کا فریضہ انجام دینے کا شعور پاسکیں۔ (قومی نصاب برائے اسلامیات 2006، عمومی مقصد10، صفحہ2)**Discourse code No.4.4.1.6**
[Students] could feel the love and greatness of Allah Almighty and prove it from their deeds. (National Curriculum for Islamiyat 2006, Specific aim 2, p. 3)	[طلبہ]اللہ تعالی کی محبت اور عظمت محسوس کرتے ہوئے اپنی زبان اور اپنے عمل سے اس کا اظہار کریں (قومی نصاب برائے اسلامیات 2006، خصوصی مقصد2صفحہ3)**Discourse code No.4.4.1.7**

Discourse code no.4.4.1.4 and 4.4.1.5 provide for symbolic exposure while discourse code no.4.4.1.6 for symbolic desensitization and discourse code no.4.4.1.7 provides for biofeedback (relaxation). The curriculum for Islamiyat 2002 was aimed at to create love among people for the country as is referred to in discourse code no.4.4.1.4, whereas discourse code no.4.4.1.5 arouses emotions among students for doing something for Muslims of the world. The discourses present that the aims were dichotomous in nature as they demand students to be in love with the country on one hand and develop emotional attachment for the entire Muslim *ummah* [nation] on the other hand, competing nationalism and pan-Islamism resulting in self-doubts (Bandura, 1986) among students at such an early age and adversely affected their emotions and, hence, their self-efficacy. The idea of Pakistani nationalism is still continued to persist in the national curriculum for Islamiyat 2006, as referred to in discourse code no.4.4.1.6, which aimed at to develop an emotional connection of students with Pakistan, so that they become ready for any type of sacrifice for its solidarity, peace and tranquility. However, it could not be achieved as the same was materialized practically neither by matter nor by method and the aim remained not more than just lip service of the planners. Discourse code no.4.4.1.7 provides that students could feel the love and greatness of Almighty Allah and could prove it from their deeds. It is the feeling of love and affection with Allah and His greatness that caused emotional bond, especially in this material world, for example, traveling for performing Hajj is no more than the emotional attachment of people, due to which they want to be present in the house of their Lord and beg for His forgiveness for their all misdeeds. It is the optimum time to create love and affection for Allah among students, as their minds are not polluted with other conceptions of different systems that are practically in action. In addition, it was found of the aims referred to in discourse code no.4.4.1.4 and 4.4.1.5, that these were arranged in a mess as the earlier one might be placed under the later one.

4.4.2 Input for Physical and Emotional State

Syllabi and relevant textbooks provided input for physical and emotional state. The Urdu syllabus for the level consisted of literature and linguistics. The literature contained prose and poetry and was more relevant to this section. In prose, works of 22 writers were included while the poetry was comprised of the work of 19 writers. The literature paints a situation of fear, anxiety as well as peace and tranquility affecting the mind of readers, who reacted accordingly. Discourse code nos.4.4.2.1 and 4.4.2.2 analyze Urdu syllabus for emotional state of students. Urdu textbook for grade 9 had included 11 lessons from prose and 16 items from poetry. Similarly, Urdu textbook for grade 10 contained 11 lessons representing prose and 15 items that of poetry. The literature, especially fiction and poetry caused emotional arouse. Discourse code nos.4.4.2.3 to 4.4.2.6 analyze textbooks' content as input for the physical and emotional state.

Mathematics syllabus included a huge amount of material that become difficult for students to cover well in time causing anxiety; therefore, it was proved "to be the emotion that was reported most frequently" in the academic setting (Pekrun, 2009, p.579). Besides, the material was above the mental level of students and, hence, was difficult for them to grasp at the stage for instance all the theorems, in general, and unit no.24 on projection of a side of a triangle in particular were difficult for students to understand for its theoretical and philosophical nature, as Kaput (1989) has rightly provided that, "theorems are 'proved' without the slightest attempt to rate the statement to be proved or to justify the need for proof" (p.100). The content, above the mental level of students, was seldom grasped by them causing anxiety and, hence, creating fear of Mathematics subject (Goetz, Frenzel, & Pekrun, 2006). Discourse code nos.4.4.2.7 and 4.4.2.8 analyze illustrations of Mathematics syllabus, for the level. Twenty two exercises in grade 9 textbook and 12 exercises in grade 10 textbook, related to theorems, were difficult enough that were seldom

attempted by teachers as reported by the students and teachers during researcher's visit to schools for data collection. Textbooks' provisions were analyzed in discourse code nos.4.4.2.9 and 4.4.2.10.

Syllabus of Islamiyat 2002 made provisions for emotional arousal of students. Sections 1(b), part 2(b) and 3(a) provided input for emotional arousal. Similarly, syllabus of Islamiyat 2006 offered section B of unit 1 and section A of unit 3 provided input for emotional arousal that could affect students' self-efficacy. Discourse code nos.4.4.2.11 and 4.4.2.12 analyzed the two curricula with respect to emotional arousal, as a source of self-efficacy. Islamiyat textbook offered *surahs* besides, units 2 and 4 from section on conceptual studies as input for emotional arousal and physical state. Discourse code nos.4.2.2.13 to 4.2.2.15 analyze the provisions for emotional arousal in Islamiyat textbook.

Table 4.51

Discourse Code Nos. 4.4.2.1 & 4.4.2.2

Translation	Original text
Fiction (National Curriculum for Urdu 2006, pp.71–72)	افسانوی ادب (قومی نصاب برائے اُردو 2006، ص71–72)
	Discourse code no.4.4.2.1
Humour and Satire (National Curriculum for Urdu 2006, p.72)	طنز و مزاح (قومی نصاب برائے اُردو 2006، ص72)
	Discourse code no.4.4.2.2

Discourse code nos.4.4.2.1 and 4.4.2.2 provide for symbolic exposure to induce emotional arousal of students. Urdu syllabus offered a number of instances as input for physical and emotional state of individuals who were exposed to it. The syllabus included fiction as indicated in discourse code no.4.4.2.1 and humour and satire as referred to in discourse code no.4.4.2.2. Fiction creates an emotional environment for the readers through imagination of the writer. Students' emotional arousal due to pessimistic and humble nature fiction stories as discussed in the subsequent discourse causes adverse effect on their efficacy belief; however, it could be used otherwise too. Likewise, the satire affects minds of young people differently, focuses the social evils. Both the discourses

cause self-doubts (Bandura, 1986) among the students for their pessimistic and negative approach to the society.

Table 4.52

Discourse Code Nos. 4.4.2.3 to 4.4.2.6

Translation	Original text
Although we don't fear work, we feel bad by the beating all the time. (Urdu textbook for grade 9, p. 65)	خیر کام سے تو ہم نہیں گھبرا تے ، مگر بروقت کی مار پیٹ ، ذرا بُری معلوم ہوتی ہے۔ (اُردو کی درسی کتاب برائے جماعت نہم، ص65)
	Discourse code no.4.4.2.3
[due to my ever gloomy condition] my eyes always shed tears [and sometimes when my gloom reaches at its peak then] tears come to an end and blood comes out of my eyes. (Urdu textbook for grade 9, p. 114)	اشک آنکھوں میں کب نہیں آتا لہو آتا ہے جب نہیں آتا (اُردو کی درسی کتاب برائے جماعت نہم، ص114)
	Discourse code no.4.4.2.4
"so get ready, I will slaughter you today" Sher Alam declared the decision. *Maemoney* got ready silently for slaughtering (Urdu textbook for grade 10, p. 57)	"توپھر تیار ہوجاؤ۔ میں آج تمہیں ذبح کرکے چھوڑوں گا" شیر عالم نے فیصلہ سنادیا۔ میمونے ذبح ہونے کے لیے خاموشی سے تیار ہوگئی (اُردو کی درسی کتاب برائے جماعت دہم، ص57)
	Discourse code no.4.4.2.5
Overwhelming noise of "Driver! Let's move on" prevails in the vehicle and people show their agreement on paying double fare. When will you depart and how long it will stay here in begging of the journey and come out if you are eager of quarrel. May Allah's anger be upon you, let's start the bus and collect more money than you deserve, if you are so greedy. (Urdu textbook for grade 10, pp. 116–117)	ے گاڑی میں ایک شور تھا کنڈکٹر آگے چل کہ دے خدا کے واسطے ہاں ٹھیک ہے ڈبل کب تک کھڑا رہے گا سرِ جادہ عمل لڑنے کی آرزو ہے تو باہر ذرا نکل تجھ پر خدا کی مار ہو اسٹارٹ کردے بس دوپیسےاور لے لے جو دولت کی ہے ہوس (اُردو کی درسی کتاب برائے جماعت دہم، ص116-117)
	Discourse code no.4.4.2.6

Discourse code no.4.4.2.3 and 4.4.2.5 provide for biofeedback due to tense situation whereas discourse code no.4.4.2.4 and 4.4.2.6 provide for attribution (of tears with the gloomy situation). Discourse code no.4.4.2.3 is taken from a fiction story *Ghulam* [slave] included in grade 9 textbook. The story was about the life of a serving boy that was at the disposal of the house lords. The people's ill-treatment of their servants was well illustrated in the story. The discourse discloses displeasure of the servant upon the corporal punishment at petty nature happenings in daily life. Text like *Ghulam*, badly affects the minds of young readers at the school level causing emotional imbalance among them due to personal and social restraints (Bandura, 1986) culminates in lowering of self-efficacy.

The illustrative couplet, from one of Mir Taqqi Mir's included *ghazals,* as referred to in discourse code no.4.4.2.4 purports a very pessimistic scenario that creates doubts among students (Bandura, 1986) affecting their efficacy belief. His work was introduced in the textbook in such a gloomy manner that the readers get emotional while reading it as the introduction carries the words such as "his soft words carry agony" and "his every couplet is his discontented drop of tears" (Urdu textbook for grade 9, p.113), thus his work reflected his personal failures. Besides, *ghazals* in general were consciously presented in such a way that depicted frustration and discomfort due to gloomy situation created by the poet. This sort of situation causes an adverse effect on students' psyche especially when they are passing through a turbulent age of adolescence. Discourse code no.4.4.2.5 narrates a very brutal scene from folklore *Maemonay* [after the name of its heroine] of the Pakhtun society. The story was about beautiful lass named *Maemonay*, living in a tribal village of Khyber Pakhtunkhwa. The story was very emotional and painted a negative picture of Pakhtun society. The feeble minds of students were badly moved by the story and bred hatred of their culture as intended by Macaulay (1835). Discourse code no.4.4.2.6 presents a *qita* [part] from a poem '*Karachi ki Bus*' [a bus of Karachi], which was presented in a light mood but full of satire. The poem painted a miserable situation of the society in a humorous way. The anxious state of mind of the passengers sitting in the bus to arrive at their destination was depicted in the *qita* given in the discourse. Reading of such pieces of writing obsessed students' mind with negative emotions about their own society.

Table 4.53

Discourse Code Nos. 4.4.2.7 & 4.4.2.8

Original text
Curriculum [content] for Mathematics – Grades IX-X (National Curriculum for Mathematics 2006, pp.69-95)
Discourse code No.4.4.2.7
Projection of a side of a triangle (National Curriculum for Mathematics 2006, p. 90)
Discourse code No.4.4.2.8

Discourse code no.4.4.2.7 provides for biofeedback creating tense situation for students whereas discourse code no.4.4.2.8 provide for symbolic exposure and desensitization. Mathematics syllabus for grades IX-X as referred to in discourse code no.4.4.2.7, consisted of 30 chapters that provided for 84 subsections. The bulky syllabus of Mathematics caused anxiety and tension for students and most often frustration due to failure in meeting the requirements that resulted in failure not only in their academic career but equally in their practical life. Besides the size, order of the content also affects students' emotions and they feel anxious and tensed when difficult things precede the simple as for example unit one is difficult that introduced the concept of 'Matrices' for the first time, proceeded a simple unit on numbers. Similarly, discourse code no.4.4.2.8 illustrates from unit no.24 of Mathematics syllabus 2006 where there were three theorems on the sides of a triangle, which were above the mental level of students causing personal restraints (Bandura, 1986) and even many of the teachers reported failure to understand and solve these theorems. The theorems created anxiety, and caused frustration among students for their inclusion as above their mental level and lack of utility in their immediate lives adversely affected their mathematical, as well as, general performance.

Table 4.54

Discourse Code Nos. 4.4.2.9 & 4.4.2.10

Translation	Original text
The medians of a triangle are concurrent and their point of concurrency is the point of trisection of each median. (Mathematics textbook for grade 9 Theorem no.11.4, p.212)	مثلث کے تینوں وسطانیے ایک ہی نقطہ میں سے گزرتے ہیں اور یہ نقطہ ہر وسطانیے کا نقطہ تثلیث ہوتا ہے (ریاضی کی درسی کتاب برائے جماعت نہم، مسئلہ نمبر 11.4، ص 212)
	Discourse code no. 4.4.2.9
The measure of a central angle of a minor arc of a circle is double that of the angle subtended by the corresponding major arc. (Mathematics textbook for grade 10 Theorem no.12.1, p.267)	کسی دائرے میں قوس صغیرہ کے مرکزی زاویہ مقدار میں متعلقہ قوس کبیرہ کے محصور زاویے کا دوگنا ہوتا ہے (ریاضی کی درسی کتاب برائے جماعت دہم، مسئلہ نمبر 12.1، ص 267)
	Discourse code no. 4.4.2.10

Discourse code no.4.4.2.9 and 4.4.2.10 provide for symbolic exposure and desensitization. The theorems, included in geometry portion of Mathematics caused

tension and anxiety among students as their theoretical nature was beyond their comprehension. Discourse code no.4.4.2.9 related to theorems on triangle while discourse code no.4.4.2.10 deals with the theorem on circle. The theorems are statements which are true but require proof. Furthermore, theorems were followed by exercises, which were seldom attempted by teachers, as reported by students and teachers to the researcher during the data collection, leaving students in a perplexed situation. The perplexed situation caused by the theorems and the subsequent exercises, related to them, resulted in creating anxiety and distress among students and adversely affected their performance not only in Mathematics but as a whole in their academic career and later on in their lives.

Table 4.55

Discourse Code Nos. 4.4.2.11 to 4.4.2.15

Translation	Original text
The belief of oneness [of Allah] (National Curriculum for Islamiyat 2002, part 3(A-1), p. 3)	عقیدہ توحید (قومی نصاب برائے اسلامیات 2002، سوم حصہ، جز الف-1، ص3)
	Discourse code no. 4.4.2.11
Belief in prophethood (National Curriculum for Islamiyat 2002, Chapter 3, part A(ii), p. 15)	عقیدہ رسالت (قومی نصاب برائے اسلامیات 2006، باب سوم، جز الف(2)، ص15)
	Discourse code no. 4.4.2.12
Certainly, the believers are those whose hearts are filled with awe when (the name of) Allah is mentioned; and when His verses are recited to them, it makes them more developed in faith; and in their Lord they place their trust. (Islamiyat textbook for grades 9 & 10, p. 6)	إِنَّمَا الْمُؤْمِنُوْنَ الَّذِيْنَ إِذَاذُكِرَاللهُ وَجِلَتْ قُلُوْبُهُمْ وَإِذَا تُلِيَتْ عَلَيْهِمْ اٰيٰتُهٗ زَادَتْهُمْ اِيْمَانًا وَّعَلٰى رَبِّهِمْ يَتَوَكَّلُوْنَ O (سورۃ الانفال آیت 2)(اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص6)
	Discourse code no. 4.4.2.13
No one among you become 'Momin' [faithful] until his wishes/desires become subdue to what (teachings) I [Prophet (s.a.a.w)] have brought. (Al-Hadith) (Islamiyat textbook for grades 9 & 10, p. 59)	لایؤمن احدکم حتی یکون ھوآہ تبعا لما جئت بہ (الحدیث) (اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص59)
	Discourse code no. 4.4.2.14
The love and obedience of Allah and His Prophet (s.a.a.w) (Islamiyat textbook for grades 9 & 10, p. 68)	اللہ تعالی اورؐ اس کے رسولؐ کی محبت واطاعت (اسلامیات کی درسی کتاب برائے جماعت نہم و دہم، ص68)
	Discourse code no. 4.4.2.15

Discourse code nos.4.4.2.11 to 4.4.2.15 provide for symbolic desensitization with the exception of discourse code no.4.4.2.13 that provides for symbolic exposure. Belief system is associated with emotional state of mind, as beliefs are made of such things which

might not be experienced as concrete entities for a person. Both the curricula of Islamiyat 2002 and 2006 offered for beliefs. Discourse code no.4.4.2.11 states of the belief in the oneness of Allah, which was also made part of national curriculum for Islamiyat 2006 subsequently. The belief in the oneness of Allah provided a spirit of unity of command and confidence in asking for help as the direction was known. The belief strengthened the performance of individuals by having a contented and fearless self. The belief vanished out all worries and anxieties, as the Holy Qura'an says, "...Indeed He knows what is manifest and what is hidden" (Al-Quran, 87:7). Similarly, the discourse code no.4.4.2.12 provides for the belief in the prophethood of Muhammad (s.a.a.w) that was included in the curriculum 2002 for the subject. The belief in prophethood provided a satisfaction that the guidance was in right direction as the chosen person had guidance from a divine source, as the Holy Quran says, "... And whatever the Messenger gives you, take it, and whatever he forbids you from, abstain (from it). And fear Allah" (Al-Quran 59:7). The beliefs strengthen the individuals to be emotionally stable and confident as it is only Allah who always remains with His creatures and can do anything as the Holy Quran states, "...surely Allah is powerful to do anything" (Al-Quran, 2:20).

Islamiyat textbook contained *surahs* from the Holy Quran as illustrated in discourse code no.4.4.2.13, which states, "certainly, the believers are those whose hearts are filled with awe when (the name of) Allah is mentioned; and when His verses are recited to them, it makes them more developed in faith; and in their Lord they place their trust" (Al-Quran, 10:2). The discourse purports that the believers afraid of Allah's wrath but their confidence get heightened with His verses, as they give them a hope and optimism for life, which develop their efficacy belief. Likewise, discourse code no. 4.4.2.14 states a *hadith* which means that one is not a true Muslim unless one does not subdue one's desires to what has been brought by the prophet (s.a.a.w). The prophet of

Allah (s.a.a.w) never went on saying things from his own side; but what he had said was under the direction of Allah. This is being further endorsed by the Holy Quran thus, "He [the prophet] does not speak out of (his own) desire. It is but revelation revealed (to him)" (Al-Quran 53:3–4). The discourse purports that students were convinced of the fact that the religion of Islam is completely conveyed and nothing had been missed and nothing had been added undue. This situation creates satisfaction for students and they develop a contended self which might be productive and successful in their future lives. Finally, discourse code no.4.4.2.15 reiterated what has been stated earlier and provides for ensuring among students the love and obedience of Allah and His Prophet (s.a.a.w). The discourse expresses that obedience, under pressure, makes no sense and might cause a distress and detestation; however, obedience with love and affection develops a positive emotional state of mind and, hence, pleasant mood takes place which develop students' self-efficacy.

4.4.3 Process for Physical and Emotional State

Emotional and physical state is directly affected by the process carried on by the teachers' attitude and practices during their classroom instruction. The emotional arousal, hampers students' performance, could be neutralized by teachers' disposition, while interacting with students in the classroom. The provisions made in curricula for classroom interaction of teachers and students affected the emotional and physical states of students.

The educational activities for classroom instruction in curriculum for Urdu 2006, encouraged students to get control of their fear and anxiety regarding their performance in front of other, as analyzed in discourse code no.4.4.3.1. Similarly, the use of AV aids for explanation of difficult, abstract and complex concept eases students' anxiety, as looked into in discourse code no.4.4.3.2. On contrary, the unit-wise time distribution for the subject of Mathematics in the national curriculum 2006 provided for total 420 periods each

of 40 minutes could cause anxiety among the students, as analyzed in discourse code nos.4.4.3.3 and 4.4.3.4. The curricula of Islamiyat 2002 and 2006 had no such provisions for classroom instruction.

The qualitative analysis is substantiated by the quantitative data collected from teachers, students and classroom instruction and tabulated in table no. 4.7.

Table 4.56

Discourse Code Nos. 4.4.3.1 & 4.4.3.2

Translation	Original text
The competitions of general knowledge, arranging speeches on important national rituals, copying poems, preparing lexicon (dictionary of new words), competitions of reciting poems, writing summaries of lessons, writing explanation, presenting creative works, seeking corrections etc. should not be left on teachers and learners only but clear instructions should be written to include all these in the exercises of textbooks. (National Curriculum for Urdu, 2006, p.88)	... معلومات عامہ کے مقابلے، اہم قومی تہواروں پر تقاریر کااہتمام، نظم کی نقل نویسی، نئے الفاظ کی لغت خود تیار کرنا، نظم خوانی کا مقابلہ، اسباق کے خلاصے لکھنا، تشریح لکھنا، اپنی تخلیقات پیش کرنا، اصلاح لینا وغیرہ۔ انہیں محض استاد اور طلبہ پر نہ چھوڑا جائے بلکہ درسی / نصابی کتاب کی مشقوں میں شامل کرنے کی ہدایات ضرور درج ہو۔ (قومی نصاب برائے اُردو 2006، ص88) **Discourse code No.4.4.3.1**
Listening the broadcastings of radio and TV, make discussion and arguments over them, should be included in the instruction part of the textbooks. (National Curriculum for Urdu, 2006, p.89)	درسی کتب میں ریڈیو، ٹی وی کی نشریات کو سننے، ان پر تبصرہ اور گفتگو کرنے کی مشقیں بھی ہدایات میں شامل کی جائیں(قومی نصاب برائے اُردو 2006، ص89) **Discourse code No.4.4.3.2**

Discourse code no.4.4.3.1 provides for biofeedback as stressful situation coupled with overestimation of capabilities whereas discourse code no.4.4.3.2 provides for symbolic desensitization. The classroom instruction offers the process for physical and emotional state of students, which has been addressed by national curriculum 2006 in discourse code no. 4.4.3.1 speaks for a number of activities which are to be performed by students, satisfying their own instinct balancing their emotional state. These include, for example, arranging speeches on important national rituals, copying poems, competitions of reciting poems, etc. The curriculum further added that these activities should be clearly mentioned in textbooks' exercises. The discourse overestimated students' capabilities in

the language as they had not yet master it. Furthermore, the inclusion of such activities in textbooks' exercises was not materialized to the purpose, which left the achievements unsuccessful adding fuel to the fire and hampered development of self-efficacy of students. Likewise, discourse code no.4.4.3.2 provides for inclusion of listening to and discussion on radio and TV broadcasts in textbooks. The broadcastings of radio and TV have symbolic exposure that focus mostly on social problems presenting negative picture of the society cause tension and anxiety among students multiplied by further discussion in classroom.

Table 4.57

Discourse Code Nos. 4.4.3.3 & 4.4.3.4

Original text
In the table "Unit-wise time distribution – Grade IX-X" 420 periods each of 40 minutes for all the 30 units as 6 periods per week. (National curriculum for Mathematics 2006, p.135) **Discourse code No.4.4.3.3**
The path from understanding the problem to devising a plan [in problem solving method] may sometimes be long... (National curriculum for Mathematics 2006, p.133) **Discourse code No.4.4.3.4**

Discourse code no.4.4.3.3 provides for biofeedback as stressful situation and discourse code no.4.4.3.4 provides for symbolic exposure. Discourse code no.4.4.3.3 provides time distribution for teaching of prescribed syllabus of Mathematics, which consists of thirty units. Critical analysis of the discourse conveys that the time distribution for each unit may not be followed due to personal and social restraints of students (Bandura, 1986), as the curriculum considers each period of forty minutes, which could be rarely observed in the real situation, for variance in level of students' understanding, the time lapses due to change of periods. Besides, the number of working days also fluctuates due to holidays beyond the gazetted holidays. The time wastage due to periods change or the extra holidays causes burden of work on the students which results in the development of anxiety among them; and, hence, adversely affected their overall efficacy belief not only during their academic career but also in their practical lives. Similarly, discourse code

no.4.4.3.4 states that the procedure involved in the problem solving method consumes much time than the other methods of teaching Mathematics; whereas the curriculum stressed upon the problem solving method for teaching Mathematics which present dichotomy. The speedy instruction of Mathematics hampers learning of students while the slow instruction fails to complete the prescribed syllabus. In both the cases, the students suffer mentally causing frustration and anxiety and ultimately hatred of the subject, among them. The frustration developed so prevails long, even, to the practical their lives.

Table 4.58

Perception Regarding Emotional Arousal

Source	N	Mean	SD	Min.	Max.
Teachers	232	28.81	3.42	19	37
Students	373	32.41	4.83	19	38
Class Observation	90	27.62	6.67	13	40

Table 4.58 indicates that mean of teachers' perception regarding emotional arousal of students as a process is 28.81 with a standard deviation of 3.42 and a range of 19 as minimum score while 37 as the maximum score. Whereas, the table also shows that the mean for students' perception for emotional arousal is 32.41 with a standard deviation of 4.83 and a range of 19 as minimum score while 40 as the maximum. However, the data indicates that the mean of classroom observation for emotional arousal is 27.62 and standard deviation of 6.67 with a range of 13, as minimum score while 40, as the maximum. The total score of the scale in all the three cases were calculated as 50. The data indicates that the students experience stress and anxiety during classroom instruction.

4.4.4 Product for Physical and Emotional State

The assessment procedures generally create anxiety among students. The procedures provided in curriculum for Urdu 2006 analyzed for the purpose in discourse code no.4.4.4.1. Content of examination papers of Urdu for grades 9 and 10 provided for

emotional arousal of students as analyzed in Discourse code nos.4.4.4.2 to 4.4.4.5. Likewise, the assessment section of curriculum for Mathematics 2006 barely made provision regarding the physical and emotional state of students. However, a few instances could be worth considering in this regard as discourse code no.4.4.4.6 analyzed. The examination papers included items that were above the mental level of students and, hence, they were unable to comprehend at the stage, such as section–C of the papers that included theorems from geometry section of the textbooks, causing anxiety and, hence, adversely affected their self-efficacy, as analyzed in discourse code nos.4.4.4.7 and 4.4.4.8.

Curricula for Islamiyat 2002 and 2006 made no provision for assessment; however, in examination papers of Islamiyat for grades 9 & 10 of both the BISEs, provisions for emotional state of students were made as for example, item no. 6 in section B (in case of grade 9 of BISE Peshawar), item nos. 4 and 5 in section B (in case of grade 9 of BISE Mardan) and item no. 5 in section B (in case of grade 10 of BISE Mardan), which were analyzed in discourse code nos.4.4.4.9 and 4.4.4.10.

Table 4.59

Discourse Code No. 4.4.4.1

Translation	Original text
Children's individualism, creativity, the fluency and eloquence of the expression and communication should be kept in view during assessment. (National Curriculum for Urdu 2006, p.93)	جائزہ میں بچوں کی انفرادیت، تخلیقی صلاحیت اور اظہار و ابلاغ کی صحت و روانی کو پیش نظر رکھنا ضروری ہے۔ (قومی نصاب برائے اُردو 2006، صفحہ93)

Discourse code no.4.4.4.1 provides for attribution where performance is attributed with individual differences and states for the assessment procedures that judge students' individualism, creativity and the eloquence of communication. The prevailing paper-based assessment procedures across the province hardly take into account the individualism, as the same items are served to all the students taking examination under the same examination board and the stereotyped nature of the procedure curbs students' creativity.

The papers, administered by BISEs in Khyber Pakhtunkhwa are generally designed reproduce material memorized by the students and little provide for the creativity as well as poorly judge the curriculum targets in the form of learning outcomes.

Table 4.60

Discourse Code Nos. 4.4.4.2 to 4.4.4.5

Translation	Original text
Patience was the only companion of my loneliness but it has also left my company since long.	صبر تھا ایک مونسِ ہجراں ... سو وہ مدت سے اب نہیں آتا ... دل سے رخصت ہوئی
One of my heartily desire has been ruined, my mourning is not causeless. (BISE Mardan, Paper Urdu grade 9, section C, Q. 5b)	کوئی خواہش ... گِریہ کچھ ہے سبب نہیں آتا (مردان بورڈ، پرچہ اردو برائے نہم، سیکشن ج، سوال نمبر 5، جز(ب))
	Discourse code no.4.4.4.2
Explain any one part of Ode with reference to its poet:	کسی ایک غزلیہ جز کی شاعر کے حوالہ کے ساتھ تشریح کریں:
Moments of Pleasure are out of imaginations	لمحاتِ مسرت ہیں تصور سے گریزاں
Nothing remembered except glooms and pains	یاد آئے ہیں جب بھی غم و آلام ہی آئے
Dreamland will be decorated with stars	تاروں سے سجائیں گے رہِ شہرِ تمنا
If not possible to come in the morning, let's come in the evening..	مقدور نہیں صبح، چلو شام ہی آئے
(BISE Mardan, Paper Urdu grade 10, section C, Q.5a)	(مردان بورڈ، پرچہ اردو برائے دہم، سیکشن ج، سوال نمبر 5، جز(الف))
	Discourse code no.4.4.4.3
[due to my ever gloomy condition] my eyes always shed tears [and sometimes when my gloom reaches at its peak then] tears come to an end and blood come out of my eyes.	اشک آنکھوں میں کب نہیں آتا ... لہو آتا ہے جب نہیں آتا ... ہوش جاتا رہا نہیں لیکن ... جب وہ آتا ہے تب نہیں آتا (پشاور بورڈ، پرچہ اردو برائے نہم، سیکشن ج، سوال نمبر 5، جز(الف))
The poet says that I don't lose my senses generally but whenever I face my beloved I lose it.(BISE Peshawar, Paper Urdu grade 9, section C, Q. 5a)	**Discourse code no.4.4.4.4**
Why did Sher Alam kill Maemoney? Explain in four lines. (BISE Peshawar, Paper Urdu grade 10, section B, Q. 2-iv)	شیرعالم نے میمونئے کو کیوں قتل کیا؟ چار جملوں میں وضاحت کریں (پشاور بورڈ، پرچہ اردو برائے دہم، سیکشن ب، سوال نمبر 2، جز(iv))
	Discourse code no.4.4.4.5

Discourse code no.4.4.4.2 and 4.4.4.3 provide for symbolic desensitization, where discourse code no.4.4.4.4 makes provision for attribution and that of discourse code no.4.4.4.5 speaks for symbolic exposure and attribution of her murder to honour killing. The nature and selection of items creates a gloomy and pessimistic situation that affects students emotionally as stated in discourse code no.4.4.4.2, which illustrates a couple of verses from a *ghazal*. The discourse code no.4.4.4.3 presents another piece of poetry,

which is required to be elaborated by students. These discourses communicate a very gloomy and disappointing picture of life that affects students' mind at such a tender stage of life – the adolescence. The disappointment propagates through such content in the textbooks which is reinforced through examination papers, breeds pessimism among the young people and fail to accept any challenge in their life due to boredom and hopelessness, which reduces motivation and damaged efficacy belief of the students (Pekrun, 2009). Discourse code no.4.4.4.4 continues the melancholy expressed in Urdu poetry. The emotions of love and its effects were so exaggerated that affected the young folk hard as they were passing through emotional stage of life. They start looking things from negative perspective as it is so developed through the persistent efforts during their school education through textbooks, classroom instruction, and finally assessment. The prose, included in textbooks, was not much different than the poetry and, subsequently, it's inclusion in the examination papers. The item of examination paper as referred to in discourse code no.4.4.4.5 portrays a very negative image of Pakhtun society. The discourse has two implicit messages; one, the act of killing and second, the social stigmatization. Both had an adverse effect on the minds of students at such an early age, as the killing of one's near and dear, who was innocent, on just taunting of a rival is very heart touching. Such incidences cause blow to students, affecting their self-efficacy.

Table 4.61

Discourse Code No. 4.4.4.6

Original text
It should be kept in mind that in Mathematics a single type of assessment can frustrate students, diminish their self-confidence and make them feel anxious about the subject. (National curriculum for Mathematics 2006, p.137)

Discourse code no.4.4.4.6 provides for attribution as the discourse provides for alternate assessment procedures; however, it was not materialized by the assessment bodies and silence of stakeholders in education sector and more particularly those who are

developing curriculum and implementing it, is astonishing, as practice deviates the theory that they have identified themselves as referred to in the discourse. The discourse communicates that incorrect self-knowledge of students was developed due to social restraints (Bandura, 1986) to produce a nation that devoid of self-confidence and suffers stress and anxiety. The aptitude towards Mathematics found to be different and the same was acknowledged by the curriculum, which was more relevant in the context of formal education and meant to change the behaviour of people who go through it, but the situation on ground is found to be different. The failure in mathematical tasks weaken the logical ability which is not only required for other related subjects, for example, physics, but equally important for the survival in the business world of practical life which is the most required component of the economic development of an individual and society. In other words, the ineffectiveness in Mathematics equates to the ineffectiveness in life.

Table 4.62

Discourse Code Nos. 4.4.4.7 & 4.4.4.8

Translation	Original text
If two triangles are similar. The measures of their corresponding sides are proportional. (BISE Mardan, Mathematics 9, 2015, Section C, Q.4)	اگر دو مثلثیں متشابہ ہو تو ان کے متناظرہ اضلاع متناسب ہوں گے (مردان بورڈ، ریاضی برائے نہم، 2015 سیکشن ج، سوال4)
	Discourse code no. 4.4.4.7
Prove that if two circles touch externally, the distance between their centers is equal to sum of their radii (BISE Peshawar, Mathematics 10, 2016 Section C, Q.4)	ثابت کریں کہ اگر دو دائرے ایک دوسرے کو بیرونی طور پر مس کریں تو ان کے مرکزوں کا درمیانی فاصلہ ان کے رداسوں کے مجموعے کے برابر ہوتا ہے (پشاور بورڈ، ریاضی برائے دہم، 2016 سیکشن ج، سوال 4)
	Discourse code no. 4.4.4.8

Discourse code no.4.4.4.7 and 4.4.4.8 provides for symbolic exposure and desensitization to induce students for their emotional and physical states. Discourse code no.4.4.4.7 represents theorem on triangle for junior grade of secondary level while discourse code no.4.4.4.8 exemplifies theorems on circle for the senior grade of the level. The discourses communicate that they were included to be reproduced instead of including questions from the exercises on these theorems in the textbooks not only in the years under

study but even before. The nature of theorems was found difficult to be understood by the students on one hand and irrelevant to their life (Yazzie-Mintz, 2007) make them meaningless (Turner & Meyer, 2009) for students on the other hand. The irrelevancy further reinforced the complex nature and students' detest the subject multiplied many fold resulted in their poor performance in the subject and adversely affected their self-efficacy.

Table 4.63

Discourse Code Nos. 4.4.4.9 & 4.4.4.10

Translation	Original Text
Translate: "O' Apostle! Allah is sufficient for you and for those who follows you among the faithfuls" (BISE Peshawar, Paper Islamiyat grade 9, section B, Q. 2-vi)	ترجمہ کریں: یٰٓاَیُّهَاالنَّبِیُّ حَسۡبُکَ اللّٰهُ وَمَنِ اتبعَکَ مِنَ الۡمُؤۡمِنِین (پشاور بورڈ، پرچہ اسلامیات جماعت نہم، 2015، سیکشن ب، سوال نمبر2، جزvi)
	Discourse code no. 4.4.4.9
Hadith: "His Iman [faith] is complete, who loves for the sake Allah and bitters for the sake of Allah and give for [the happiness of] Allah and restrains to give for Allah." (BISE Mardan, Paper Islamiyat grade 10, section B, Q. 2-v)	حدیث مبارکہ "مَن اَحَب لِلہِ وَ اَبغَضَ لِلہِ وَ اَ عطی لِلہِ وَمَنَعَ لِلہِ فَقَدِ استَکمَلَ الاِیمَانَ" کا ترجمہ و تشریح کریں۔ (مردان بورڈ، پرچہ اسلامیات جماعت دہم، 2016، سیکشن ب، سوال نمبر2، جزv)
	Discourse code no. 4.4.4.10

Discourse code nos.4.4.4.9 and 4.4.4.10 provide for attribution. In first case the adversaries are attributed with Allah's help whereas in second case the completeness of faith is attributed to the will of Allah. The verses from the Holy Quran and *hadiths* included in the examination papers of Islamiyat provided illustrations for emotional state of individuals who experienced them. Discourse code no.4.4.4.9 presents a verse of the Holy Quran which assures the prophet (s.a.a.w) that Allah is sufficient for him and his companions. The discourse, psychologically, communicated the message to the prophet (s.a.a.w) that he was not all alone if people had gone against him and, implicitly, conveyed the message to all the believers that in the presence of Allah, they needed not to be worried of being helpless. The message could ensure satisfaction of students regarding hard situation of life and pacifies them emotionally mitigating their despair and anxiety. They, thus, feel no fear in meeting challenges, which ultimately causes to affect their efficacy belief. Similarly, discourse code no.4.4.4.10 illustrates a *hadith* provides that a man is

complete in his faith if his love and rancour is only for Allah. The discourse signifies that the pleasure of Allah should be the aim of all human endevours. The pleasure of Allah satisfies human emotionally and make them confident of doing their assigned tasks. However, the content is just replication of the textbooks material (Freire, 1970/2005).

4.4.5 Summary for Physical and Emotional State

Emotional arousal and its subsequent effect on the physical state of individuals have a long bearing on the development of self-efficacy. The curricula of Urdu, Mathematics and Islamiyat were critically analyzed and evaluated for the provisions of this source of self-efficacy through the framework of CIPP model.

The context for emotional arousal was provided by the curricula of Urdu and Islamiyat, but the curriculum for Mathematics was found silent in this regard. In context, the curriculum for Urdu provided for symbolic desensitization and symbolic exposure because language develop emotional attachment of people and is one of the binding forces for a nation; however, the inferior treatment of high-ups (Khalique, 2007) caused personal and social restraints (Bandura, 1986) for it due function. The Islamiyat curriculum made provisions, as a context, for the emotional arousal, as it demands students to develop love for the country and agony for the Muslim ummah simultaneously creating self-doubts (Bandura, 1986) among them at such an early age and adversely affected their emotions. However, the provision made which created love for Allah and His supremacy could create a good impression among students causing positive impact on their self-efficacy as they would work confidently with a mindset that there is someone who is superior and can help them.

The input for emotional arousal was provided by curriculum through syllabi and textbooks of the selected subjects under study. The curriculum of Urdu provided through

syllabus and textbooks for symbolic exposure to induce emotional arousal of students but this was adversely affected by the pessimism and humble nature of literature creating self-doubts (Bandura, 1986) among students. The curriculum also provided for negative biofeedback (Bandura, 1977b) substantiated by personal and social restraints (Bandura, 1986) and attribution (Bandura, 1977b) created pessimism among students resulting in self-doubts (Bandura, 1986). The syllabus and textbooks of Urdu made provisions both through prose and poetry; however, the poetry had dire effects on the emotions of students. The curriculum of Mathematics also provided for negative biofeedback due to bulky syllabus causing anxiety among students and symbolic exposure and desensitization causing personal restraints (Bandura, 1986) of students as the included material were beyond the mental level of students caused frustration and anxiety that hampered their performance during their schooling and subsequently resulted in lowering of their efficacy belief. The curriculum of Islamiyat offered for symbolic desensitization and symbolic exposure. Belief system is associated with emotional state of mind, as beliefs are made of such things which might not be experienced as concrete entities for a person. The content of Islamiyat were positively persuasive but dealt carelessly by the stakeholders.

The process for emotional arousal was analyzed through both qualitative and quantitative data. Qualitatively, The curriculum provided for negative biofeedback which was further increased by overestimation of capabilities and personal and social restraints. The curriculum also provided for symbolic desensitization by attending TV and radio broadcasts, and symbolic exposure by the procedure involved in the problem solving consume much time than the other methods of teaching Mathematics but the bulky syllabus demand fast speed to cover it. The situation causes frustration and anxiety students suffer and, hence, its adverse effect could be judged on the efficacy belief of the

students. The quantitative data confirms qualitative data that students experience stress and anxiety during classroom instruction.

The assessment process and procedures were offered by the curricula as a product for emotional arousal and, hence, evaluated thus. The curricula of Urdu and Mathematics made provisions for assessment in the subject but the curricula of Islamiyat were devoid of it. The curriculum provided for attribution where performance is attributed with individual differences and alternate assessment procedures might be adopted which failed in the prevailing system. The curriculum also provided for symbolic desensitization and symbolic exposure in the selection of items however the nature of items creates a negative and pessimistic situation with melancholy and suffers students emotionally during their adolescence. This state of affairs results in developing incorrect self-knowledge of students due to social restraints (Bandura, 1986) to produce a nation that devoid of self-confidence and suffers stress and anxiety. However, the content in case of Islamiyat was positive and encouraging for students' confidence.

As whole, the curriculum provisions of the selected subjects cause emotional arousal such as fear, stress and anxiety among students at secondary level in Khyber Pakhtunkhwa. The emotional arousal causes melancholy and irritation among students suffering their overall efficacy belief.

4.5 Self-Efficacy of the Students

Self-efficacy of students could be found through both qualitative and quantitative data. Qualitatively, the results could be summed up of the discussion on the sources of self-efficacy while quantitatively, the analysis of the first-time and second-time administration of self-efficacy scale to students.

4.5.1 Analysis and Discussion of Qualitative Data

Performance accomplishment, as a primary and influencing source of self-efficacy, was mainly focused in the curricula of the selected subjects at secondary level. In the context, the curricula anticipated perfection in performance at the completion of the level; however, emphasis on competition and performance goals instead of individual mastery and personal development of students, resulted in lowering in their efficacy belief (Meece, Herman, & McCombs, 2003; Schunk & Meece, 2006; Urdan & Midgley, 2003). However, that was faded away in the input and process, as the conditions and commitments were not satisfied as the "performance feedback ... may lower self-efficacy when it indicates how far behind they are" (Schunk & Meece, 2006, p.74) and as a result the product seemed more substandard due to the sheer focus of assessment on the mechanical reproduction of rote memorized information (UNESCO-IBE, 2011) analogous with the withdrawal of deposits in the banking theory of Friere (1970/2000).

Analysis of the curriculum provisions for vicarious experience postulated that unrealistic; and high-worded context made in the curricula of different subjects, was rarely taken into account at the time of their materialization, which created poor effect on students' performance due to bulky content, by teachers in the school, which otherwise could ensure raising the efficacy belief of the students by "using fewer lectures and drills and more activities that require [their] collaborative decision making" (Schunk & Meece,

2006, p.91) due to belief in their competencies. In the curriculum, theoretically classroom activities were made for the provision of vicarious learning as the students' perception of their competencies could be explained in connection to their peers' performance (Bong & Clark, 1999). In the input, the inclusion of humble characters and westernized biographies of the writers in the literature and useless and irrelevant material in Mathematics lessens students' commitment that is rightly has been pointed out by Blumenfeld (1992) as, "the quality of student engagement may diminish if what is being improved is not perceived as meaningful or valued by the student....and can be used in an out-of-school situation" (p.273); however, the syllabus and content of the textbooks of Islamiyat due to religious attachment, directly affected students' lives in terms of vicarious learning from the lives of the notable and pious personalities of Islam, but that was not properly focused. The instructional process could better offer for vicarious learning of students; but due to lack of proper guidance, the teacher restrict to surface meaning of the content. The assessment procedures at secondary level were inadequately designed and inefficiently conducted by BISEs at this level in Khyber Pakhtunkhwa as just replication and reproduction of textbooks were aimed at the lower levels of cognitive domain (Bloom et al., 1956) of educational objectives and thus weakened the efficacy belief of the students, as greater self-efficacy was reported when higher order thinking was promoted among them (Meece et al., 2003). Same was the case with formative assessment; however, its results could be used for vicarious learning of the students effectively.

The curriculum was analyzed for social persuasion, as the third source of self-efficacy. Though it was considered as less effective (Bandura, 1977b); however, in the societies like Pakistan, it works more. Contextually, curriculum developers tried to persuade students for learning of the subjects; but concrete provisions were not made thereupon. Syllabi and textbooks were designed in a dissuasive manner due to lack of

connection to the immediate life of students and discouraging for not accomplishing due to bulkiness or for taking it casually. These characteristics made the task of the teachers, who were always in struggle to cover up the material in the given time, "to teach students content knowledge in a particular subject area and to build students' reading, writing, and arithmetic skills" (Zimmerman & Cleary, 2006, p.55), compelling them to focus superficially, without catering for the desired targets in the absence of proper guidance. The formative assessment, provided for persuasion as it compares peers' performance, causes motivation; however, the summative assessment lacked this aspect and the students were just required to reproduce the memorized information without any challenge posed. The time and marks allotted to some of the valued subjects also adversely affected the efficacy belief of students.

Provisions for emotional experience, due to emotional fluctuation, were included in the curricula at secondary level. In context, language and religious studies offered opportunities for expression of emotional experiences but that was lacking in Mathematics. Syllabi and textbooks, as input, provided for the emotional arousal, which adversely affected students' self-efficacy. The emotional situation was created through both prose and poetry in Urdu subject that arouse negative emotions; however, a positive effect was noticed regarding the emotional arousal through the content of Islamiyat. The bulky syllabus and textbooks of Mathematics caused negative arousal of emotion. The emotional arousal of students could be pacified through the instructional process but nothing was done due to lack of resources. The assessment procedures caused greater test anxiety, as the fixed pattern of procedure was meant for all students without caring their individuality.

The data, came from the analysis and evaluation of the prevailing curricula of Urdu, Mathematics and Islamiyat, indicated that the core curricula were developed with a

primary focus on the performance of the students. However, these were developed with a sole aim to produce literate manpower that could perform prescribed tasks; instead of educated people who could think critically and perform creatively. Therefore, the students were consistently performing poor with respect to quality education. The performance was focused on rote learning in almost all of the subjects and mechanical reproduction in the assessment of the memorized information (UNESCO-IBE, 2011).

4.5.2 Analysis of Quantitative Data

The quantitative data for self-efficacy was collected through the administration of self-efficacy scale two times; first, one month after when the sampled students got enrolled in grade 9 (i.e. in May 2014); and second, when they were going on preparation for their SSC (A) examination of grade 10 in February 2016.

Table 4.64

Comparison of First-Time and Second-Time Administration of Self-Efficacy

Timing	N	Mean	SD	Difference in Mean	t-value	Sig. (2-tailed)	Df
First Time	373	26.84	3.434	0.324	1.314	0.190	372
Second Time	373	26.52	3.392				

A paired samples t-test was applied to assess the self-efficacy of students at secondary level. There was no statistical significant difference in the self-efficacy of students from the first-time administration (M=26.84, ST=3.434) to second-time administration (M=26.52, ST=3.392), t (372)=1.314, $p > 0.05$ (two-tailed). The mean score for first-time and second-time administration of self-efficacy scale showed a slight decrease. The mean decrease in self-efficacy score was 0.324 with a 95% confidence interval.

Triangulating both qualitative and quantitative data, curriculum for secondary level caused lowering of self-efficacy of students in Khyber Pakhtunkhwa.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the crux of this research report and might be more beneficial for the general reader and the stockholders in the field of education. This chapter is divided into four parts. The first part gives a brief summary of ontological, epistemological and methodological sections of this study. The second part presents the major findings and discussion of the study. The third part concludes the study. The fourth part offers suggestions and recommendations for the stakeholders, quarter concerned and prospective researchers.

5.1 Summary of the Study

Self-efficacy plays an important role in the life of individuals. It affects academic performance as well as future career choices. Research studies investigated its role, relationship, and effect on the different dimensions of students in educational setting; however, there was dearth on studies that speak for measures to develop it. Curriculum is the major instrument of formal education and was investigated for developing self-efficacy of students at secondary level in Khyber Pakhtunkhwa. The study was thus carried out in pursuance of five objectives; first, to assess provisions for the academic performance accomplishment of students at secondary level; second, to analyze secondary level curriculum for provision of vicarious experiences to students of secondary level; third, to investigate social persuasion in curriculum for students at secondary level; fourth, to examine the provisions causing emotional arousal in the curriculum at secondary level; fifth, to assess self-efficacy of the students at secondary level.

As epistemological foundation of the study, literature review specified that curriculum is the comprehensive program of a child education that is developed with four components. The available literature on curriculum purported that it is the curriculum that ensures the change in behaviour of a child-educated-through with deliberate attempts made by the stakeholders. The major change in child's behaviour is improvement in his/her self-concept and efficacy belief that ensures success in his/her future life. The efficacy belief is one's confidence in his/her potential to take on a specific task or challenge. Such a belief can be developed through different means such as the personal experience or primary experience that one experience and enhance the efficacy of the person due to his/her gains or achievements. Similarly, it can be boosted up by modeling – adequate, apposite, and potential, as often the individuals get inspiration of the others who have the equivalent potential with the individual. Another boosting source of self-efficacy is the verbal and social persuasion of the interacting people. It happens with almost all humans that sheer encouragement of people make way for their progress in life and vice versa. Last but not the least, is the emotional experience which plays its role in the performance of an individual for example, anger hampers the performance. Similarly, mood affects the result of activities; fear and anxiety obstruct the way of progress.

In this backdrop, the study was carried out with a mixed method research design as the nature of the study demanded both qualitative and quantitative data to consider. Qualitative data came from the curriculum documents; textbooks developed thereupon and examination papers of the selected subjects as assessment procedures administered by the respective BISEs. Similarly, the quantitative data was collected through the administration of questionnaires to the teachers, and interview schedule to the students besides administering a self-efficacy scale. The classroom instruction was also recorded on an observational sheet through natural observation. The study was carried out with a

theoretical underpinning of Bandura's (1977b) Self-efficacy Theory, Freire's (1970/2005) banking theory of education, Apple's (1993; 1995; 2004) critical theory and Gramsci's (1971) concept of hegemony. The evaluation of curriculum was made through using Stufflebeam's CIPP model. To arrive the conclusions, findings of the study thus drawn from the qualitative and quantitative data are presented in the following section.

5.2 Findings and Discussion of the Study

The qualitative data that came from the analysis of curricula, textbooks and examination papers of the selected level and subjects, were triangulated concurrently with the quantitative data, collected from the field, presented a number of findings that helped the researcher in the understanding of the objectives of the study and arriving the conclusion.

5.2.1 Performance Accomplishment of the Students

The findings, related to performance accomplishment of students as the primary source of self-efficacy, are listed below in accordance with the objective number one of the study and to answer research question number one, raised in the chapter on introduction:

5.2.1.1 The curriculum provided for the desensitization of students' performance (Bandura, 1977b) regarding understanding and use of Urdu language, but this was an overestimation of their capabilities (Bandura, 1986) as the language was not their native language and hindered their performance accomplishment. [see discourse code nos.4.1.1.1; and 4.1.1.2]

5.2.1.2 The curriculum made provision for students' self-instructed performance (Bandura, 1977b) to describe the main theme, key points, intellectual and semantic features of a written text in Urdu but it also suffers from the

overestimation of capabilities (Bandura, 1986) and ulterior motives of hegemonic designs (Gramsci, 1971) that obstructed their performance. [see discourse code nos.4.1.1.3]

5.2.1.3 The curriculum provided for students' performance exposure (Bandura, 1977b) to read a text in Urdu with understanding of scientific and technological symbols, jargons and concepts [see discourse code nos.4.1.1.4] and to perform statistical task [see discourse code nos.4.1.2.8] but these were conditioned by the personal and social restraints (Bandura, 1986) of the students as it provided for lower order cognitive abilities (Bloom et al., 1956) and socially idealistic and impractical (Parekh, 2013).

5.2.1.4 The curriculum provided for students' participant modeling (Bandura, 1977b) to use latest technologies for communication in the offices using Urdu [see discourse code nos.4.1.1.5 and 4.1.1.6]; to show step by step deduction in solving a problem, explain and justify how they arrived at a conclusion [see discourse code nos.4.1.1.9]; to write formal/informal letter and summaries in Urdu [see discourse code nos.4.1.2.2 and 4.1.2.3]; to master laws of exponents [see discourse code nos.4.1.2.7]; to solve questions as per given directions in mathematics [see discourse code nos.4.1.2.9; 4.1.2.10; and 4.1.2.11]; to fill money order [see discourse code nos.4.1.3.5] and to solve mathematical challenges [see discourse code nos.4.1.3.6]. These failed to achieve due to personal and social restraints (Bandura, 1986) of the students for enactive mastery experience due to selective tradition (Apple, 2000).

5.2.1.5 The curriculum provided for participant modeling of students (Bandura, 1977b) to collect, compile, present and interpret mathematical data [see

discourse code nos.4.1.1.7; 4.1.1.8 and 4.1.1.11]; and to differentiate among the different styles and work with different genre in Urdu [see discourse code nos.4.1.2.1]. These were focus on developing lower order cognitive abilities (Bloom et al., 1956).

5.2.1.6 The curriculum provision creates self-doubt (Bandura, 1986) and learned helplessness among students by providing proofs for things [see discourse code nos.4.1.1.10] and focus on English even in Urdu [see discourse code nos.4.1.2.6] aimed at under hegemonic design (Gramsci, 1971).

5.2.1.7 The curriculum provided for performance desensitization (Bandura, 1977b) of students regarding elements of Islam but presented in abstract and an ineffective manner. [see discourse code nos. 4.1.1.12]

5.2.1.8 The curriculum made provision for participant modeling (Bandura, 1977b) of students to be practical model of mannerism; observe rights and duties enjoined by Islam; and present in words and deeds love and obedience for the prophet (s.a.a.w) [see discourse code nos.4.1.1.13; 4.1.1.14; 4.1.1.15] and oral assessment in Urdu [see discourse code nos.4.1.4.1] but these were present with idealistic aspirations that develop incorrect self-knowledge (Bandura, 1986) among students.

5.2.1.9 The curriculum provisions were meant for reproduction of material (Freire, 1970/2005) and low order cognitive abilities (Bloom et al., 1956). [see discourse code nos.4.1.2.4 (Urdu); 4.1.2.17 (Islamiyat); 4.1.4.2 (Urdu); 4.1.4.3 (Urdu); 4.1.4.7 (Math); 4.1.4.8 (Math); 4.1.4.9 (Math); 4.1.4.10 (Math); 4.1.4.12 (Islamiyat); and 4.1.4.13 (Islamiyat)]

5.2.1.10 The curriculum provisions, where life is equated with a prison [see discourse code no.4.1.2.5] and writing activities in Urdu regarding social

evil like beggary [see discourse code no.4.1.3.4]; inclusion of items in examination paper of Urdu and Islamiyat with negative connotations [see discourse code nos. 4.1.4.4 (Urdu); 4.1.4.5 (Urdu); 4.1.4.11 (Islamiyat); 4.1.4.14 (Islamiyat)], were creating pessimism and self-doubt among students adversely affecting their performance (Myers, 2013).

5.2.1.11 The curriculum provisions were made for participant modeling to translate and explain Quranic *surahs* but their casual treatment causing personal and social restraints for students (Bandura, 1986) due to lack of comprehension of Arabic language and practical models in the community. [see discourse code nos. 4.1.2.12]

5.2.1.12 The curriculum provisions were for performance desensitization (Bandura, 1977b) of students with positive connotation for their performance regarding worship, family and obedience of Allah and His apostle (s.a.a.w). [see discourse code nos.4.1.2.14 (Islamiyat2002); 4.1.2.15 (Islamiyat2006); and 4.1.2.16 (Islamiyat2002)]

5.2.1.13 The curriculum provides for performance desensitization (Bandura, 1977b) to conduct activity for writing summaries in Urdu which proves a selective tradition (Apple, 2000; 2004) for hegemonic design (Gramsci, 1971). [see discourse code nos.4.1.3.1]

5.2.1.14 The curriculum made provisions for performance exposure (Bandura, 1977b) by making available tape recorder, language lab, and teachers' manual for Urdu subject [see discourse code nos.4.1.3.2 and 4.1.3.3] and the ability of student to evaluate the effectiveness of different strategies in Mathematics [see discourse code nos.4.1.4.6] but these were limited by lack

of resources and personal and social restraints (Bandura, 1986) of students, affecting their performance.

5.2.1.15 Teachers' perception regarding students' performance reported with mean score 29.84 with SD 6.16. [see table 4.12]

5.2.1.16 Students' perception regarding their own performance reported with mean score 25.28 with SD 4.14. [see table 4.12]

5.2.1.17 Classroom observation recorded students' performance with mean score 24.62 with SD 2.39. [see table 4.12]

5.2.1.18 The t-value for formative and summative result of grade 9 was 4.073 in favour of summative result. [see table 4.19]

5.2.1.19 The t-value for formative and summative result of grade 10 was 9.431 in favour of summative result. [see table 4.20]

5.2.1.20 The t-value for summative results of grade 9 and 10 was 7.446 in favour of summative result of grade 10. [see table 4.21]

5.2.2 Vicarious Experience of the Students

The major findings, related to the vicarious experience offered through curricula at secondary level to the students as the second source of self-efficacy, are listed below in accordance with the objective number two of the study; and to answer research question number two, raised in the chapter on introduction:

5.2.2.1 The curriculum provided for symbolic modeling (Bandura, 1977b) for students to speak Urdu caring for its delicacies as it is spoken widely across the country but of no effect due to personal and social constraints and lack of resources (Bandura, 1986) as Urdu is a second language for the people in the province and public communication take place in local language even

among educated section of society is further delimited by the non-availability of required aids for its learning in school. [see discourse code nos. 4.2.1.1; 4.2.1.2 and 4.2.1.3]

5.2.2.2 The curriculum provides for live modeling (Bandura, 1977b) as new concepts were introduced in Mathematics and teachers are required to demonstrate in the classroom; however, it has little effects on students' self-efficacy due to the unmatched model (Bandura, 1995) in the shape of teacher who is considered the most learned person in community and age difference with students. [see discourse code nos.4.2.1.4; 4.2.1.5; 4.2.1.6; and 4.2.1.7]

5.2.2.3 The curriculum provides for symbolic modeling (Bandura, 1977b) to students through their ancestors' feats but hinders to motivate students for action due to their personal and social restraints (Bandura, 1986). [see discourse code nos.4.2.1.8 (Islamiyat2002); 4.2.1.9 (Islamiyat2006); 4.2.1.10 (Islamiyat2002); and 4.2.1.11 (Islamiyat2006)]

5.2.2.4 The curriculum provides for symbolic modeling (Bandura, 1977b) to students through biographical sketch of *Naam Dev* gardern, introductory notes on Deputy Nazir Ahmad and Imtiaz Ali Taj in Urdu under selective tradition (Apple, 2000) with humble nature of Naam Dev, and boosting for services to English people. [see discourse code nos.4.2.2.1; 4.2.2.2; and 4.2.2.3]

5.2.2.5 The curriculum provides for symbolic modeling (Bandura, 1977b) from the lives of the companions and family members of the prophet (s.a.a.w) and notable Muslims with positive implications for students restricted by mismatch. [see discourse code nos. 4.2.2.11; 4.2.2.12; 4.2.2.13; & 4.2.2.14]

5.2.2.6 The curriculum provisions for live modeling (Bandura, 1977b) by teacher in Mathematics classroom and students performance in different classroom activities such dialogue, group discussion, etc. in Urdu, were made ineffective by the personal and social restraints (Bandura, 1986) of students due to mismatch abilities of the teacher those of students. [see discourse code nos.4.2.2.5 (Math); 4.2.2.6 (Math); 4.2.2.7 (Math); 4.2.2.8 (Math); 4.2.2.9 (Math); 4.2.2.10 (Math); 4.2.3.1 (Urdu); and 4.2.3.3 (Math)]

5.2.2.7 The curriculum provided for symbolic modeling (Bandura, 1977b) through tape recorder and language lab but ineffective due to non-availability of resources (Bandura, 1986) in school during language learning. [see discourse code nos.4.2.3.2 (Urdu)]

5.2.2.8 The curriculum provision of symbolic models (Bandura, 1977b) made ineffective by mere reproduction of material (Freire, 1970/2005) and focus on lower order cognitive abilities (Bloom et al., 1956). [see discourse code nos.4.2.4.2 (Urdu); 4.2.4.3 (Urdu); 4.2.4.5 (Islamiyat2002); 4.2.4.6 (Islamiyat2002)]

5.2.2.9 The curriculum provided for live modeling (Bandura, 1977b) through formative assessment in Mathematics with positive implications for students. [see discourse code nos.4.2.4.4]

5.2.2.10 Teachers' perception regarding students' vicarious experience was reported with a mean score 25.66 and SD 4.59. [see table 4.32]

5.2.2.11 Students' perception regarding their own vicarious experience was reported with a mean score 23.90 and SD 3.93. [see table 4.32]

5.2.2.12 Observation regarding students' vicarious experience was reported with a mean score 24.71 and SD 3.07. [see table 4.32]

5.2.3 Social Persuasion of the Students

The major findings, related to the social persuasion of the students as one of the sources of self-efficacy through the prevailing curricula at secondary level are listed below in accordance with the objective number three of the study and to answer research question number three, raised in the chapter on introduction:

5.2.3.1 The curriculum provided for exhortation (Bandura, 1977b) for students' learning as Urdu has the ability to accommodate modern trends and can be made part of daily life using its rich vocabulary with national pride [see discourse code nos.4.3.1.1; 4.3.1.2 and 4.3.1.3] and speaking of supremacy of Islam as world system through Islamiyat curriculum [see discourse code nos.4.3.1.7; 4.3.1.8; 4.3.1.9; and 4.3.1.10] but ineffective due to social restraints (Bandura, 1986) as local languages were supersede it regarding communication and media war against Islam and its system besides, divergence between theory and practice (Bandura, 1995) as scientific and technical terms are used in English even in Urdu version textbooks and looking of even Muslims towards West for their system being effective pollute and confuse students' minds.

5.2.3.2 The curriculum provided for self-instruction (Bandura, 1977b) to persuade students for performance through Urdu and Mathematics but it adversely affected due to selective tradition (Apple, 2000) creating self-doubts among them as lack of congruence among the curriculum targets themselves and meaningless (Turner & Meyer, 2009) for absence of connection to students' lives (Yazzie-Mintz, 2007) causing personal and social restraints (Bandura, 1986) for students at secondary level. [see discourse code nos.4.3.1.4; 4.3.1.5; 4.3.1.6; 4.3.2.7; 4.3.2.8; 4.3.2.9; 4.3.3.1; 4.3.3.4; and 4.3.3.5]

5.2.3.3 The curriculum provided suggestions (Bandura, 1977b) for persuasion of students about inclusion of classical writers – both prose and poetry; however, these create self-doubts (Bandura, 1986) among them due to nostalgia, which "can breed discontent" (Myers, 2008, p.51), impair their performance (Bandura, 1986; Schmader, 2010). [see discourse code nos.4.3.2.1 (Urdu) and 4.3.2.2 (Urdu)]

5.2.3.4 The curriculum provided for suggestions (Bandura, 1977b) for students' persuasion regarding quadratic equations in Mathematics [see discourse code nos.4.3.2.5 and 4.3.2.6] and inclusion of newspaper or magazine in Urdu lesson [see discourse code no.4.3.3.3] or conduction of oral assessment for Urdu [discourse code nos.4.3.4.1]; however, these are ineffective due to personal and social restraints (Bandura, 1986) of students as lack of mechanism for implementation was found with boring and irrelevant material (Yazzie-Mintz, 2007) blight their performance.

5.2.3.5 The curriculum posed suggestion for student' persuasion through inclusion of significance of knowledge and care for humanity in Islamiyat but that was suffers due to social restraints created self-doubt (Bandura, 1986) among students [see discourse code nos.4.3.2.10; 4.3.2.11; and 4.3.2.15]

5.2.3.6 The curriculum provided for interpretive treatment for persuasion of students through pathetic poetry and prose in Urdu which obstruct performance due to pessimism as they attribute it to situation beyond control (Myers, 2013). [discourse code nos.4.3.2.3; 4.3.2.4; 4.3.4.2; 4.3.4.3; and 4.3.4.4]

5.2.3.7 The curriculum provided for interpretive treatment of content for persuasion of students but proved ineffective due to casual treatment and lack of

concrete measures [see discourse code nos.4.3.2.12 (Islamiyat2002); 4.3.2.13 (Islamiyat2002); 4.3.2.14 (Islamiyat2002); 4.3.4.5 (Math); 4.3.4.7 (Islamiyat2002); 4.3.4.8 (Islamiyat2002); and 4.3.4.7 (Islamiyat2002)]

5.2.3.8 Teachers' perception regarding social persuasion of students' was reported with a mean score 28.85 and SD 2.58. [see table 4.45]

5.2.3.9 Students' perception regarding their social persuasion was reported with a mean score with mean score 24.78 and SD 3.48. [see table 4.45]

5.2.3.10 Observations recorded with a mean score 22.93 and SD 2.63 regarding students' social persuasion in the classroom. [see table 4.45]

5.2.4 Physiological Feedback for Emotional Arousal of the Students

The major findings, related to the physiological feedback for emotional arousal of the students as one of the sources of self-efficacy through the prevailing curricula at secondary level, are listed below in accordance with the objective number four of the study and to answer research question number four, raised in the chapter one:

5.2.4.1 The curriculum provision was made for symbolic desensitization (Bandura, 1977b) to induce emotional arousal of students intensified by their personal and social restraints (Bandura, 1986) due to negative emotions and pessimism. [see discourse code nos.4.4.1.1 (Urdu); 4.4.1.6 (Islamiyat2006); 4.4.3.2 (Urdu); 4.4.3.4 (Math); 4.4.4.2 (Urdu); and 4.4.4.3 (Urdu)]

5.2.4.2 The curriculum provided for symbolic desensitization that induces a positive students' emotional arousal. [see discourse code no.4.4.2.11 (Islamiyat2002); 4.4.2.12 (Islamiyat2006); 4.4.2.14 (Islamiyat2002); and 4.4.2.15 (Islamiyat2002)]

5.2.4.3 The curriculum provided for symbolic exposure that tempts emotional arousal of students deepened by overestimation of their capabilities. [see discourse code nos.4.4.1.2 (Urdu); and 4.4.1.3 (Urdu)]

5.2.4.4 The curriculum provision for symbolic exposure was made to induce emotional arousal of students coupled with self-doubts (see discourse code noa.4.4.1.4 (Islamiyat2002); 4.4.1.5 (Islamiyat2002); 4.4.2.1(Urdu); 4.4.2.2 (Urdu); and 4.4.4.5 (Urdu))

5.2.4.5 The curriculum provided for symbolic exposure induces positive students' emotional arousal. [see discourse code no.4.4.2.13 (Islamiyat2002)]

5.2.4.6 The curriculum provided for symbolic exposure regarding students' emotional arousal that further affected by personal and social restraints of students. [see discourse code no.4.4.2.8(Math); 4.4.2.9(Math); 4.4.2.10(Math); 4.4.4.7 (Math); and 4.4.4.8 (Math)]

5.2.4.7 The curriculum provides for biofeedback (relaxation) to induce emotional arousal. [see discourse code no.4.4.1.7 (Islamiyat2006)]

5.2.4.8 The curriculum provides biofeedback for students' emotional state by creating a tense situation which was strengthening by the social restraints of the students (Bandura, 1986). [see discourse code no.4.4.2.3 (Urdu); 4.4.2.7(Math); and 4.4.3.3 (Math)]

5.2.4.9 The curriculum provided for biofeedback as stressful situation coupled with overestimation of capabilities. [see discourse code no.4.4.3.1 (Urdu)]

5.2.4.10 The curriculum provided for negative attribution which was triggered by self-doubts, frustration and social restraints (Bandura, 1986). [see discourse code no.4.4.2.4 (Urdu); 4.4.2.6 (Urdu); 4.4.4.1 (Urdu); 4.4.4.4 (Urdu); and 4.4.4.6 (Math)]

5.2.4.11 The curriculum provided for attribution but these were mere reproduction of material (Apple, 2000; Freire, 1970/2005) and little spoke of personal and social implications for students. [see discourse code no.4.4.4.9 (Islamiyat 2002); and 4.4.4.10 (Islamiyat 2002)]

5.2.4.12 Teachers' perception regarding student's emotional arousal reported with mean score 28.81 and SD 3.42. [see table 4.58]

5.2.4.13 Students' perception regarding their emotional arousal reported with mean score with mean score 32.41 and SD 4.83. [see table 4.58]

5.2.4.14 Observation reported students' emotional arousal with a mean score of 27.62 and SD 6.67. [see table 4.58]

5.2.5 Self-Efficacy of the Students

The major findings, related to overall self-efficacy of the students as affected by the prevailing curricula at secondary level, are listed below in accordance with the objective number five of the study and to answer research questions number five raised in the chapter on introduction:

5.2.5.1 It was found from the qualitative data analysis that all sources of self-efficacy were obstructed due to hindering factors mitigating their effect on the development of self-efficacy and hence, caused lowering of self-efficacy of students at secondary level.

5.2.5.2 There was a decrease in the mean score for first administration and second administration for self-efficacy; however, the difference was not statistically significant with a t-value 1.314. [see table 4.64]

5.3 Conclusion of the Study

It is concluded on the basis of detailed results in presented in preceding chapter and the major findings stated in the preceding section of this chapter, that the overall self-efficacy of the students was lowered through the curriculum at secondary level. The qualitative analysis of curricula, textbooks, examination papers and the quantitative data collected through the research instruments adopted and used for the purpose proved, objectively, the lowering of students' self-efficacy.

It could be concluded on the basis of the aforesaid findings that the main focus of curriculum at secondary level was on the performance accomplishment of the students. The context for the curriculum was analyzed in the form of aims, goals and objectives besides standards, benchmarks and learning outcomes. The structure of the three selected curricula was found different regarding the context. The curriculum for Urdu was structured on the mentioned components, while the curriculum for Mathematics was organized on standards, benchmarks and learning outcomes. However, both of the curricula for Islamiyat were simply structured on only general and specific aims. However, the aims were presented in abstract and compound form.

The use of language proficiency, in accordance with requirements of modern trends of the different walks of life, was aimed at by the curriculum for Urdu. The curriculum of Mathematics focused on the computational skills of the students and reducing data into a compact form. Both of the curricula of Islamiyat required students to be loyal and exemplary Muslims.

Learning of different styles of writing in Urdu as well as understanding of the various aspects of the language were provided by the syllabus and the subsequently developed textbooks. The syllabus and textbooks of Mathematics included the material to

enable students to verify different laws used in Mathematics and solve different mathematical problems. The curricula of Islamiyat made provisions for reading and translation of the prescribed parts of the Holy Quran as input for performance accomplishment.

In the process, the curriculum for Urdu provided for different activities, availability of AV aids, and teachers' guide for classroom instruction in connection to students' performance accomplishment. Similarly, the curriculum for Mathematics provided for the process of classroom instruction. Conversely, both the curricula of Islamiyat were devoid of the provision for classroom instruction.

Assessment procedures and students' results were analyzed for the study. Formative and summative assessment procedures were provided by the curriculum of Urdu in both written and oral mode. Similarly, problem solving strategies were recommended for assessment by the curriculum of Mathematics and a number of questions were thus included in the examination papers. Both of the curricula of Islamiyat had no provision for the assessment of the subject as a product for performance accomplishment.

Analyzing the situation, regarding performance quantitatively, it could be concluded that teachers considered provision for performance accomplishment in the curriculum more effectively; however, students' perception, regarding the provision for performance accomplishment in the curriculum, was average. It was found during the classroom observation that the provision in the curriculum for performance accomplishment was below the average. Similarly, quantitative data regarding assessment proved that the earlier performance of the students had affected their subsequent performance.

Triangulating both the qualitative and quantitative data, it was found that the curriculum focused on the performance of the students; but it was aimed at for different purposes. The languages were aimed at to teach in the classroom to enable the students to discharge the assigned tasks in their practical lives. Mathematics was taught with the same aim, to enable students to perform computations, though these are now done through computation machines. The Islamiyat curricula could offer better for performance accomplishment as the subject was familiar to the students, being talked about in their daily life outside the school environment, however, it was dealt casually and focused meagerly.

Vicarious experience is the one of the sources of self-efficacy. The curriculum for Urdu in context provided to learn Urdu with correct utterance from the model speakers– live or recorded. Similarly, the curriculum for Mathematics offered in context for vicarious experience as learning of such mathematical concepts and problems that need other's to perform first. Inspiring examples of the personalities and notables of Islam were provided in both of the curricula for Islamiyat provided context for vicarious experience.

In the input, the curriculum for Urdu included bibliographies as lesson and bibliographical sketches of the writers with each lesson. However, being of humble nature bibliographies and westernized mindset of the writers; these inclusions made an adverse effect on the personality of students at secondary level. Likewise, the laws and methods and their application to the solution of mathematical problems were provided in the curriculum for Mathematics for vicarious experience. The laws and methods aimed at to train the minds of the students to work with a particular frame of mind that could be utilized in their practical lives. Both of the curricula for Islamiyat comprised material on the lives of notables and pious persons of Islam for vicarious experience. The examples

could be influential for the development of efficacy belief of the students, if these were adequately dealt in the classroom.

The classroom activities, AV aids and teachers' manual for classroom instruction were provided in the curriculum for Urdu as vicarious experience. The activities should have beencarried out by the peers to motivate the rest of the class and the use of audio-video material should have provided opportunity to model style and utterance of the native speakers whereas the teachers' manual for classroom instruction could prove better to serve the purpose of teaching particular lessons. However, none of these were made available in the school for effective instruction and better learning of the language. Similarly, the curriculum of Mathematics desired for creating a stimulating environment for learning Mathematics in the classroom as a process providing opportunity for vicarious experience; but the situation here was not different than that of the case of Urdu. The curricula of Islamiyat had no provision for process of instruction in the classroom for vicarious experience and was dealt, by the teachers concerned, in their own way to just cover up the prescribed syllabus; without caring for its influence on the personality of the students. Besides the qualitative data, the quantitative data showed that the teachers considered the provision in the curriculum for vicarious experience was average however, to students and the classroom observation it happened to be below the average.

The provision for formative and summative assessment was made for vicarious experience by the curriculum for Urdu, as students usually get motivated from their peers' results besides judging their own performance. The formative assessment could be more effective for vicarious experience, as the students are influenced by the frequent and immediate results of their peers; but this could not be exploited to the purpose as the teachers were not properly trained for. The curriculum of Mathematics made provision, for the inclusion of different strategies for solving a problem that had to be taught by the

teacher during classroom instruction and could be offered for vicarious experience as product but the bulky syllabus proved it futile. However, no provision regarding the assessment of the subject of Islamiyat was made for vicarious experience in the curricula. The examination papers, administered in the summative assessment in almost all the subjects, included questions directly from the textbooks with a slight amendment that could challenge students' mind.

Social persuasion was considered by Bandura as the less effective source of self-efficacy as compared to the earlier two. However, in the context of Pakistan, it matters a lot in the development of self-confidence. Contextually the curriculum for Urdu provided that the language of Urdu is compatible with the modern trends as persuading public; but, meant for, to adept the students for other purpose to prepare ministerial staff for government machinery. Solution of real life problems were aimed at to address by the curriculum of Mathematics as verbal/social persuasion but failed to materialize and students were engaged in the stereotyped problems. Likewise, referring to the glorious past of Islam, was aimed at by the curricula of Islamiyat to motivate the students but the situation was undermined by the stakeholders.

The syllabi and textbooks of the subjects offered as input for verbal/social persuasion. The content of syllabi and textbooks of both Urdu and Mathematics were negatively persuasive with the inclusion of the work of time-old writers and in huge amount. However, the syllabus and textbook of Islamiyat provided content for positive persuasion as the verses from the Holy Quran and hadiths motivated students to trust in Allah and perform well.

Both the curricula for Urdu and Mathematics provided for classroom activities and audio visual aids that could persuade students to improve performance. The teachers

focused on the content and little bothered about most of the activities as there were no proper provisions of procedure for the conduct of these activities, due to non-availability of teachers' manual to the teachers in schools. Both of the curricula of Islamiyat overlooked the process of instruction and, hence, no such provision for the process in connection to social persuasion were made. The quantitative data showed that teachers viewed a good provision for social persuasion in the curriculum; however, the data from students and observation were different and showed results below the average.

The oral and written assessment provided a comprehensive procedure in the curriculum for Urdu for the output of the students as a product. However, the written assessment continued without oral assessment of the language learning by all the examination boards in Khyber Pakhtunkhwa and the target thus remained unattained completely. Likewise, the curriculum of Mathematics provided alternate strategies for the same problem in assessment; but only paper-based mode and time-specific activities adversely affected the verbal/social persuasion. The curricula of Islamiyat had made no such provisions for verbal/social persuasion as a product. The examination papers for all the subjects were designed in the same way without caring for the provisions made by the curriculum; however, the paper of Islamiyat was assigned 50 marks, each in comparison to other subjects, which were given 75 marks each.

Self-efficacy is affected by the physical and emotional state of the individuals. The physical state is directly affected by the emotional arousal of individuals. The curriculum for Urdu provided for emotional arousal through the literature. Likewise, the curriculum for Mathematics was devoid of such provision. Both of the curricula for Islamiyat provided context for emotional arousal as to love Allah and His supremacy and develop agony for the Muslim world. The love and affection for Allah as the eternal entity inculcates fearlessness and confidence and, hence, stabilizes human beings emotionally

and prompts them to act confidently; but the agony for the Muslim world adversely affects their efficacy belief.

Fiction and ghazals were the two aspects of the Urdu literature that were part of the syllabus and textbooks providing for emotional arousal, as the included fiction visualize the agony of the society while; the ghazals portrayed the sorrows and failure of human life that incurred adverse effects on the emotions and, hence, the efficacy of the students is affected. The tension and anxiety caused by the bulky content of the syllabus and textbooks of the subject of Mathematics adversely affect the self-efficacy of the students. Both of the curricula of Islamiyat pacify the emotions, favourably through the beliefs in Allah and the prophethood of Muhammad (S.A.A.W), and ultimately motivate for performance, but even then failed to yield the result due to the treatment with the subject at all levels by the stakeholders.

The classroom activities and teaching strategies were provided for emotions control by the curricula of Urdu and Mathematics. The activities engaged students to perform their level best, on one hand, and cater for their emotional arousal, on the other hand; giving them confidence but these were rarely undertaken in the classroom for variety of reasons, for example, lack of proper guidance by the curriculum developers, no supervision and monitoring for ensuring the conduct of these activities and the paper-based examination system. Hence, the emotions, aroused during the instruction through content delivered, remained there and adversely affected students' physiological feedback and performance. The curricula of Islamiyat had made no provision for the process to deal with emotions and the teachers dealt the subject superficially without catering for the implicit message, hence, adversely affected the efficacy of the students. The quantitative data on the experience of emotional arousal was rated high by the teachers and classroom observation; while higher by the students themselves.

Emotions are directly related to the creativity of the students, therefore, the aspect was required by the curriculum for Urdu in the assessment process; but, practically, it could not be managed accordingly and so the text anxiety prevailed across, lowering the efficacy belief of the students. The curriculum of Mathematics provided for the control of emotional arousal through the assessment by using alternate strategies that suit to the psychological needs of the students but the traditional single type of assessment in Mathematics frustrated students causing tension and anxiety among them and adversely affected their self-efficacy. Both the curricula of Islamiyat made no such provision for assessment and, hence, there is no question for emotions and their arousal. However, the examination papers for assessment in the subjects, were mainly knowledge based and seldom judged other aspects of cognitive domain identified by Bloom (1956). The fixed stereotyped pattern added fuel to the fire and, hence, the efficacy belief of the student suffered a lot.

The study found that the components of curriculum of all the three subjects were not in alignment. In addition, great discrepancies were found in the theory and practice regarding curriculum at secondary level. The provisions made in the curriculum were rarely provided during instruction and same was the case with assessment process. The assessments were made without caring for achievements of the targets set by the curriculum rather the textbook knowledge was assessed only to the first level of cognitive domain. The assessment was stereotyped and non-productive catering for a limited skills and competencies of the students that needed to be judged.

Furthermore, the national curricula for secondary level education made provision of the sources of self-efficacy with different intents and, hence, they worked otherwise, as analyzed and evaluated in detail. Hence, no remarkable provisions of the sources for the development of self-efficacy of the students were recorded during the study. The analysis

and evaluation of the study state that, even today, after more than seventy years of independence, Pakistan could not escape the grab of past colonialism and still treads the same colonial way and follows the footsteps of the years' old conspired system of education designed by Lord Macaulay in 1835, that was meant for the hegemony of Indian people. The main intent of such a system of education is; the production of a literate labour force for the machinery of government; rather than to develop of a self-reliant nation.

5.4 Recommendations of the Study

In the light of the findings, discussion and conclusion of the study, the following suggestions and recommendations are made for the stakeholders in the education system generally and of the curriculum particularly.

5.4.1 Curriculum Planners and Developers

5.4.1.1 The curriculum planners and developers may focus on the things and issues that positively add up to the development of self-efficacy of students at the schools and motivate them academically for further education and better performance in future professional life.

5.4.1.2 Curriculum targets may be set in a positive, concrete and achievable manner.

5.4.1.3 The curriculum for Urdu may be developed that include contemporary literature that recognizes the importance of the writers and poets of the time in which the students are living, to avoid nostalgia regarding the past time.

5.4.1.4 The curriculum for Mathematics may be decreased in volume and should be restricted to the concepts that are directly related to practical lives of the students and ensures a vertical alignment in the curriculum on the other hand to arouse interest among students for the learning of Mathematics at school level.

5.4.1.5 The curriculum for Islamiyat may be given equal status with the rest of the subjects in all respect. The targets may be set pragmatically and dynamically for the subject; the content may be selected for its effectiveness and dynamics as well as relevance to the daily lives of the students; the curriculum may categorically outline the procedures and methods of instruction for teaching of Islamiyat; and finally, the procedures for its assessment may be chalked out in the curriculum document according to the modern trends in assessment.

5.4.1.6 The curriculum for Islamiyat may be developed on comprehensive approach to Islam. It may focus more on the *mamilat* [dealings among people], issues of social life, economic issues besides, the beliefs and worships. This can cause a deep penetrating effect on life of individuals in the schools.

5.4.1.7 For all subjects, a teacher's guide or a teacher version of textbook with detailed descriptions of each step from the targets through the assessment ensuring the methods and techniques required for the development of students' personality and individuality may be made available in all school.

5.4.1.8 A dynamic curriculum may be introduced in schools where a blend of centralized and decentralized curriculum could be possible. As a centralized part, the curriculum could provide for context (i.e. aims, goals, standard, benchmarks, and learning outcome) and product (i.e. assessment) while the rest of two such as input (i.e. content) and process (i.e. instructional strategies and process) may be made decentralized.

5.4.1.9 Curriculum may be developed politics-free and may be developed with national aspiration. It should be based on indigenous philosophy and life style and may glorify the indigence living.

5.4.1.10 The curriculum planners and developers may ensure the implementation of the curricula with letter and spirit at all levels. It may keep eye on the textbook development, instructional and assessment processes to align practice with the theory.

5.4.2 Textbooks Developers/Writers

5.4.2.1 The textbook developers/writers may take into account the positive aspect of the society and include culture-driven material in the textbooks.

5.4.2.2 The textbook developers/writers may focus more on the development of intellectual abilities of the students and may develop exercises that are based on the high order cognitive abilities.

5.4.3 Assessment Bodies

5.4.3.1 The assessment procedures may be based on the critical and creative faculty of the students to avoid reproduction of material from the textbook, rather based on SLOs.

5.4.3.2 There may be arrangements for other forms of administering the assessment procedures than the paper-based only.

5.4.3.3 The assessment procedures may make arrangement for the assessment of affective domain to the level best.

5.4.3.4 The summative assessment may accommodate a portion from the formative assessment so that the assessment of the students becomes cumulative and comprehensive.

5.4.3.5 Differential question papers may be administered with a great array of items that carry marks according to their level of difficulty and category of cognitive domain with content validity.

5.4.4 Teachers

5.4.4.1 Teachers may consult the curriculum document of their subject so that they may comply with the expectations of the curriculum regarding their subject.

5.4.4.2 Teachers may utilize the content of the textbooks to the benefit of the students' mental development rather to impart mere what is included there.

5.4.4.3 Teachers may paint students' minds by conducing positive activities in the classroom whenever they feel the inclusion of any negative material in the textbook.

5.4.4.4 Teachers may encourage the efforts of students during classroom activities instead of their performance.

5.4.5 Students

5.4.6.1 Students may have the awareness of their capabilities and participate in the classroom activities as participant model and provide opportunity of vicarious experience for their peers as live model.

5.4.6.2 Students may encourage their peers during classroom activities and appreciate them on their efforts/performance.

5.4.6.3 Students may be available the information that affect their self-efficacy and they may become aware of their affective domain as well besides their cognitive abilities.

5.4.7 Researchers

5.4.7.1 Researchers may conduct studies of this nature on a large scale covering more subjects including other levels of education system with enlarged population and sample.

5.4.7.2 Researchers may carry out studies to compare development of self-efficacy of students in both public and privates sectors.

5.4.7.3 Researchers may carry out studies to compare the impact of curricula of public schools and elite private schools on the development of self-efficacy of students.

5.4.7.4 Researchers may conduct studies to investigate the impact of curriculum on the self-efficacy belief of male and female students in different level of schooling in Khyber Pakhtunkhwa.

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National Curriculum and Textbooks

Islamiyat textbook for grade 9 & 10. Peshawar: Khyber Pakhtunkhwa Textbook Board.

Mathematics textbook for grade 10. Peshawar: Khyber Pakhtunkhwa Textbook Board.

Mathematics textbook for grade 9. Peshawar: Khyber Pakhtunkhwa Textbook Board.

National Curriculum for Islamiyat, grades 3–12 (2006). Islamabad: Ministry of Education.

National Curriculum for Mathematics, grades I–XII (2006). Islamabad: Ministry of Education.

National Curriculum for Urdu, grades 1–12 (2006). Islamabad: Ministry of Education.

National Curriculum of Islamiyat for grades 9–10 (2002). Islamabad: Ministry of Education.

Urdu textbook for grade 10. Peshawar: Khyber Pakhtunkhwa Textbook Board.

Urdu textbook for grade 9. Peshawar: Khyber Pakhtunkhwa Textbook Board.

ID #:

Appendix – A

Self-Efficacy Scale

Name: _____ Father's Name_____

District: _____School: _____

Group _____Class: _____ Date: ____/____/20____

Instruction: Just put the mark (✓) in the appropriate cell regarding your own self.

ہدایت: اپنے حوالے سے مناسب خانے میں (✓) کا نشان لگائیں۔

No (نمبر)	Items (اجزاء)	Not at all True (بالکل غلط)	Hardly True (بمشکل صحیح)	Moderately True (کس حد تک صحیح)	Exactly True (بالکل صحیح)
1	I can always manage to solve difficult problems if I try hard enough. (اگر میں سخت کوشش کروں تو مشکل مسائل کو ہمیشہ حل کر سکتا ہوں)				
2	If someone opposes me, I can find the means and ways to get what I want. (اگر کوئی میری مخالفت کریں تو جو میں چاہتا ہوں اس کو کرنے کے راستے تلاش کر سکتا ہوں)				
3	It is easy for me to stick to my aims and accomplish my goals. (میرے لئے اپنے مقاصد سے جڑے رہنا اور ان کو حاصل کرنا آسان ہے)				
4	I am confident that I could deal efficiently with unexpected events. (میں پر اعتماد ہوں کہ غیر متوقع حالات سے اچھی طرح سے مقابلہ کر سکتا ہوں)				
5	Thanks to my resourcefulness, I know how to handle unforeseen situations. (میں اپنے سمجھ بوجھ کی وجہ سے ان دیکھے حالات سنبھالنا جانتا ہوں)				
6	I can solve most problems if I invest the necessary effort. (اگر میں درکار کوشش کروں تو بیشتر مسائل حل کر سکتا ہوں)				
7	I can remain calm when facing difficulties because I can rely on my coping abilities. (میں حالات کو سنبھالنے کی صلاحیت رکھنے کی وجہ سے مشکلات میں پر سکون رہ سکتا ہوں)				
8	When I am confronted with a problem, I can usually find several solutions. (مجھے جب کوئی مسئلہ درپیش ہو تو میں کئی حل تلاش کر سکتا ہوں)				
9	If I am in trouble, I can usually think of a solution.(میں مشکل میں ہوتے ہوئے عموماً حل کا سوچ سکتا ہوں)				
10	I can usually handle whatever comes my way.(میں عموماً اپنی راہ میں حائل کسی بھی چیز کو سنبھال سکتا ہوں)				

ID:

Appendix – B

Questionnaire for Teachers

Assalam-o-Alaikum Sir!

The researcher is doing his Ph.D. in Education from International Islamic University, Islamabad and conducting research on the topic "*Evaluation of Secondary School Curriculum for Developing Self-Efficacy in Khyber Pakhtunkhwa*". This questionnaire is designed to collect valid and reliable information for the study. Let it be assured that this questionnaire will be used only for the research purpose and will not be disclosed to anyone, except to the researcher's supervisors for academic purpose. Be sure that the identity of the respondent would not be disclosed at any stage. To help you out, please follow the key given below for choosing your option in front of each statement. Hope you'll be kind enough to cooperate with the researcher in this regard for the sake of his study.

Thank you...

Name: _____ Designation: _____

Acad. Qualification: _____ Prof. Qualification: _____

Teaching Experience (in years): _____

Subject(s) Teach to Secondary Classes: 1. Urdu 2. Mathematics 3. Islamiyat

Key for response recording:

5 = Always; 4 = Often; 3 = Sometime; 2 = Rare; 1 = Never

5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree

No.	Statements	Response				
PERFORMANCE ACCOMPLISHMENT (PRIMARY EXPERIENCE)						
1	Students perform well in classroom.	5	4	3	2	1
2	Students ask questions in the classroom.	5	4	3	2	1
3	Students volunteer themselves during classroom activities.	5	4	3	2	1
4	Students understand what teachers teach in the classroom - content.	5	4	3	2	1
5	Students take interest in the classroom instruction.	5	4	3	2	1
6	Textbook of the subject demands students extra efforts to learn.	5	4	3	2	1
7	Students accomplish their assigned academic tasks within time.	5	4	3	2	1
8	Teacher practices corporal punishment during classroom.	5	4	3	2	1
9	The course content of the subject is according to the mental level of the students.	5	4	3	2	1
10	Content of the subject is in logical order.	5	4	3	2	1
VICARIOUS EXPERIENCE (SECONDARY EXPERIENCE)						
11	Students compete with each other.	5	4	3	2	1
12	Teacher gives examples of earlier high scorers for students' motivation.	5	4	3	2	1
13	Textbook of the subject provides opportunity for reflective	5	4	3	2	1

	teaching.					
14	Teacher arranges group tasks in the classroom.	5	4	3	2	1
15	Students inspire from their high achiever fellows.	5	4	3	2	1
16	Textbook of your subject contains classroom activities for the students.	5	4	3	2	1
17	Teacher practices reflective teaching in the classroom.	5	4	3	2	1
18	Teacher gives demonstration for clarity of various concepts in the classroom.	5	4	3	2	1
19	Teacher presents students as role models to the class.	5	4	3	2	1
20	Teacher presents themselves as role models to the students.	5	4	3	2	1
SOCIAL/VERBAL PERSUASION (PERSUASIVE EXPERIENCE)						
21	Teacher encourages students asking questions in the classroom.	5	4	3	2	1
22	Teacher encourages students' efforts to answer teacher's questions.	5	4	3	2	1
23	Teacher provides opportunity to students for rectification of their mistakes.	5	4	3	2	1
24	Class fellows provide feedback on students' performance in the classroom activities.	5	4	3	2	1
25	Teacher admonishes when students ask questions in the classroom.	5	4	3	2	1
26	Teacher uses motivating words such "you can do it" to students in during an activity in the classroom.	5	4	3	2	1
27	Teacher uses encouraging words like "good", "very good" etc.	5	4	3	2	1
28	Class fellows motivate each other to participate group activities.	5	4	3	2	1
29	Teacher makes connection of textbooks theory to everyday life.	5	4	3	2	1
30	Students need guidance for their academic career during school.	5	4	3	2	1
PHYSIOLOGICAL FEEDBACK FOR EMOTIONAL AROUSAL						
31	Students enthusiastically answer the question asked by the teacher.	5	4	3	2	1
32	Students get blushed when teacher ask questions.	5	4	3	2	1
33	Students show confidence in time of challenging classroom activities.	5	4	3	2	1
34	Students compose their answers properly when asked orally or in writing.	5	4	3	2	1
35	Students seem normal when raised to answer the question asked by the teacher.	5	4	3	2	1
36	Students turn pale when the teacher assign a task to them.	5	4	3	2	1
37	Students actively participate in the group activities.	5	4	3	2	1
38	Students seem happy during classroom instruction.	5	4	3	2	1
39	Students seem satisfied during classroom activities.	5	4	3	2	1
40	Students ask questions without any hesitation in the classroom.	5	4	3	2	1

Remarks/comments:

ID #:

Appendix – C

Interview Schedule for Students

Assalam-o-Alaikum Dear Student!

Gentleman! Hope you will be fine. Here are some questions which are not meant for testing you as generally happened in your viva voce examination for which you get marks. These questions are asked just only to know what you've experienced during the instruction in your classroom in classes 9th and 10th. Furthermore, No one other than you and me, will know about your responses, so feel free while responding the statements/questions. Understand each question clearly and then respond fairly. If you find some difficulty in understanding, tell it immediately.

Thank you...

Name: _____ F/ Name _____

District: _____ School: _____

Class 9th Board Result _____ Subject do you like the most:

1. Urdu, 2. Mathematics 3. Islamiyat 4. Other _____

Reason? _____

_____

Key for response recording:

5 = Always; 4 = Often; 3 = Sometime; 2 = Rare; 1 = Never

5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree

No.	Statements	Responses				
PERFORMANCE ACCOMPLISHMENT (MASTERY EXPERIENCE)						
1	Students perform well in the written tests.	5	4	3	2	1
2	Students ask questions in the classroom.	5	4	3	2	1
3	Students volunteer themselves during classroom activities.	5	4	3	2	1
4	Students understand the material that teachers use during classroom instruction.	5	4	3	2	1
5	Students take interest in the classroom activities.	5	4	3	2	1
6	Textbooks demand extra efforts/time to learn.	5	4	3	2	1
7	Students accomplish their academic tasks within time.	5	4	3	2	1
8	Teachers use corporal punishment during classroom for students' good performance.	5	4	3	2	1
9	Students study on their own.	5	4	3	2	1
10	Textbooks contain content in order from simple/easy to complex/difficult.	5	4	3	2	1
VICARIOUS EXPERIENCES (SECONDARY EXPERIENCE)						
11	Students compete with one other.	5	4	3	2	1
12	Students ask questions when teachers teach in the classroom.	5	4	3	2	1
13	Class fellows cooperate with each other in the classroom activities.	5	4	3	2	1
14	The course content provides for students activities.	5	4	3	2	1
15	Teachers arrange group tasks/activities in the classroom.	5	4	3	2	1
16	Students get motivated from their high achiever fellows.	5	4	3	2	1
17	Teachers present themselves as role models.	5	4	3	2	1

18	Teachers present other students as role models.	5	4	3	2	1
19	Teachers give demonstration for clarity of concepts.	5	4	3	2	1
20	Teachers cite examples of previous higher achievers.	5	4	3	2	1
SOCIAL/VERBAL PERSUASION (PERSUASIVE EXPERIENCE)						
21	Teachers encourage students to ask questions in the classroom.	5	4	3	2	1
22	Teachers get angry when students ask questions in the classroom.	5	4	3	2	1
23	Teachers encourage students' efforts to answer the questions in classroom.	5	4	3	2	1
24	Class fellows provide feedback on students' performance in the classroom activities.	5	4	3	2	1
25	Teachers' behaviour is friendly with students in the classroom.	5	4	3	2	1
26	Teachers use encouraging words like 'good', 'very good', 'you can do it' during classroom activities.	5	4	3	2	1
27	Class fellows motivate each other to participate group activities.	5	4	3	2	1
28	Teachers make suggestions for improving learning.	5	4	3	2	1
29	Teachers provide students opportunity for rectification of their mistakes.	5	4	3	2	1
30	Teachers establish connection of textbooks theory to everyday life.	5	4	3	2	1
PHYSIOLOGICAL FEEDBACK FOR EMOTIONAL AROUSAL (SOMATIC EXPERIENCE)						
31	Students are happy during classroom instruction.	5	4	3	2	1
32	Heart palpitation of students remains normal when teacher is going to ask questions in the classroom.	5	4	3	2	1
33	Students get completely silent when teacher asks a question.	5	4	3	2	1
34	Students turn pale while involve in classroom activities.	5	4	3	2	1
35	Students become red-eared whenever involved in classroom activities.	5	4	3	2	1
36	Students freely and openly ask questions in the classroom.	5	4	3	2	1
37	Hand-palms get wet when performing an activities in the classroom / answering a question asked by the teacher.	5	4	3	2	1
38	Students are scolded of being inefficient.	5	4	3	2	1
39	Students are keen to participate in a classroom activity.	5	4	3	2	1
40	Students are active participant in a group.	5	4	3	2	1

Remarks/comments:

ID:

Appendix – D

Observation Checklist for Classroom Instruction

District: _____ School: _____

Class: _____ Class Size: _____ Subject: _____

Date: ____/____/_____ Starting Time: _____ End Time: _____

Key for response recording:

5 = Frequently; 4 = Often; 3 = Occasionally; 2 = Rarely; 1 = Never

	Statements	Responses				
PERFORMANCE ACCOMPLISHMENT (MASTERY EXPERIENCE)						
1	Students participate in classroom activities.	5	4	3	2	1
2	Students ask questions in the classroom.	5	4	3	2	1
3	Students volunteer themselves for activities.	5	4	3	2	1
4	Students understand teaching methods of the teacher in the classroom.	5	4	3	2	1
5	Students enjoy in the classroom.	5	4	3	2	1
6	Students take interest in the classroom activities.	5	4	3	2	1
7	Teacher practices innovative methods in the classroom.	5	4	3	2	1
8	Teacher practices corporal punishment in the classroom.	5	4	3	2	1
9	The content presented in the classroom is according to the mental level of the students.	5	4	3	2	1
10	Teacher makes connection between the new and the old concepts during instruction.	5	4	3	2	1
VICARIOUS EXPERIENCE (SECONDARY EXPERIENCE)						
11	Students compete with each other during classroom instruction.	5	4	3	2	1
12	Students work in peer groups in the classroom.	5	4	3	2	1
13	Students take part in the discussion during classroom instruction.	5	4	3	2	1
14	Teachers arrange group tasks in the classroom.	5	4	3	2	1
15	Teachers practice reflective teaching in the classroom.	5	4	3	2	1
16	Teachers demonstrate the concepts during classroom instruction.	5	4	3	2	1
17	Teachers used to present students as models to their students of the class.	5	4	3	2	1
18	Teacher establishes connection of textbooks theory and the everyday life.	5	4	3	2	1
19	Teachers used audiovisual aids (other than writing board, etc.) for explanation of concepts.	5	4	3	2	1
20	Students used to come up for explaining concepts in front of the classmates.	5	4	3	2	1

SOCIAL/VERBAL PERSUASION (PERSUASIVE EXPERIENCE)						
21	Teacher encourages asking questions in the classroom.	5	4	3	2	1
22	Teacher encourages students' efforts to answer questions in the classroom.	5	4	3	2	1
23	Class fellows provide feedback on students' performance in the classroom activities.	5	4	3	2	1
24	Teacherquotes examples of high achievers for students' motivation.	5	4	3	2	1
25	Teachers use motivating phrase such as "you can do it" to students during activities in the classroom.	5	4	3	2	1
26	Teacher's behaviour is friendly with students in the classroom.	5	4	3	2	1
27	Teacher appreciates/praise students on their good performance.	5	4	3	2	1
28	Students motivate their fellows for best performance.	5	4	3	2	1
29	Class fellows motivate each other to participate group activities.	5	4	3	2	1
30	Teacher rectifies students' mistakes.	5	4	3	2	1
PHYSIOLOGICAL FEEDBACK FOR EMOTIONAL AROUSAL (EMOTIONAL EXPERIENCE)						
31	Students enthusiastically answer the question asked by the teacher.	5	4	3	2	1
32	Students get blushed when teacher ask questions.	5	4	3	2	1
33	Students show confidence in time of challenging classroom activities.	5	4	3	2	1
34	Students compose their answers properly when asked orally or in writing.	5	4	3	2	1
35	Students seem normal when raised to answer the question asked by the teacher.	5	4	3	2	1
36	Students turn pale when the teacher assign a task to them.	5	4	3	2	1
37	Students actively participate in the group activities.	5	4	3	2	1
38	Students seem happy during classroom instruction.	5	4	3	2	1
39	Students seem satisfied during classroom activities.	5	4	3	2	1
40	Students ask questions without any hesitation in the classroom.	5	4	3	2	1

General Observation: