

**CIVIC EDUCATION IN PAKISTAN: ANALYSIS
OF PAKISTAN STUDIES CURRICULUM AT
SECONDARY SCHOOL LEVEL**



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**Submitted in partial fulfillment of the requirements for the degree of Doctor of
Philosophy in Education at the Department of Educational Leadership and
Management, Faculty of Education,**

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INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**

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DEDICATION


The thesis is dedicated to

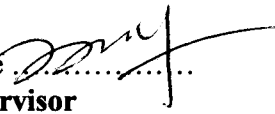
The most outstanding teacher of humanity, The Holy prophet
Hazrat Muhammad (Sallallahu Alaihi Wa 'ālihī Wasallam).

This thesis is dedicated to my late father and my late wife. May Allah bless the departed souls with eternal peace and grant them the highest place in Heaven. They have always been a great source of motivation and inspiration for me. Finally, this thesis is dedicated to my teachers, who have always taught me to accomplish my dreams through hard work, dedication, and patience.

FORWARDING SHEET

This thesis entitled “**Civic education in Pakistan: Analysis of Pakistan Studies Curriculum at Secondary School Level,**” submitted by Mr. Muhammad Iqbal Registration No.154-FSS/PHDEDU/F18 in partial fulfillment of the Ph.D. degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of the scholar’s research work. I allow him to submit this thesis to the Department of Educational Leadership and Management for further process as per the rules and regulations of International Islamic University Islamabad.

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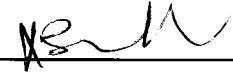
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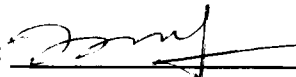
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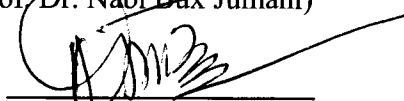
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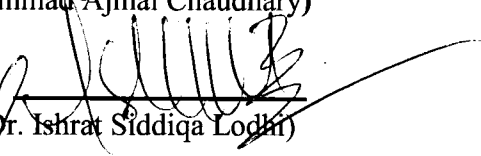
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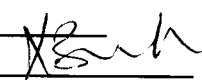
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(Muhammad Iqbal)

ABSTRACT

Civic education is an integral part of societal life that plays a vital role in benefiting society in civil, political, socioeconomic, and cultural aspects of civic life. In Pakistan education is a provincial matter therefore to achieve the national objectives national curriculum (2006) for Pakistan studies Grade IX-X was devised. The primary purpose of this study was to examine the extent of civic education in the curriculum of Pakistan studies at the secondary school level. The major objectives of the study were to examine and to analyze the content of Pakistan studies curriculum in the perspective of civil, political, socioeconomic and cultural aspects of civic education, and to explore the teachers' perceptions about the citizenship behavior of the learners at the secondary school level. Seven research questions were raised to investigate the phenomena. The study was delimited to public schools in Punjab, subject of Pakistan Studies (IX-X). Sample of the study consisted of (a) 15 curriculum experts of the subject Pakistan studies (b) 400 school teachers of the subject Pakistan studies. The sources of data for content analysis were national curriculum (2006) for Pakistan studies and textbook for (Grade IX-X). Keeping in view the research questions and nature of population multi-stage sampling technique was applied for the selection of required sample size. Exploratory sequential research design was utilized. Qualitative data were collected through open-ended interview protocol and through content analysis. In the first phase, and The national curriculum (2006) document and textbook of Pakistan studies (Grade IX-X) were examined by implementing the content analysis technique. Themes and sub themes were conceived to analyze the qualitative data and interview protocol was developed to collect data from curriculum experts. Whereas in the second phase, data were collected through questionnaire from teachers. The reliability coefficient of the questionnaire was ($\text{Alpha} = .82$). Quantitative data were analyzed using descriptive and inferential statistics. The descriptive statistics, frequency, percentage, and mean values, were calculated to describe the perceptions of the teachers. Inferential statistics, independent sample t-test, and One Way ANOVA were calculated to examine the demographics of the respondents. The study's results reflected that the majority of the teachers perceived that the Pakistan studies curriculum provide knowledge, about the importance of to be loyal to their country. It instills the spirit of patriotism in students. It needs to contain an understanding of fundamental human rights, constitutional development, and participation in the election. Less focus is given to political literacy. There needs to be more content in the curriculum of Pakistan studies to enable the learners to understand the relationship between the individual and society. The findings indicate that the Pakistan Studies curriculum does not promote political literacy. Pakistani students lack political knowledge because the curriculum demands practical knowledge of politics or political issues. Therefore, it is suggested that more material on political literacy be included in the secondary school curriculum for Pakistan studies.

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LIST OF ABBREVIATIONS/ACRONYMS

CE	Citizenship Education
GOP	Government of Pakistan
MOE	Ministry of Education
NC	National Curriculum
SST	Secondary School Teacher
UNESCO	United Nations Educational, Scientific and Cultural Organization
NEP	National Education Policy
PCBT	Punjab Curriculum and Textbook Board
SIS	School Information System

CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is acquiring new knowledge, beliefs, habits, learning, values, personality, and personal development. It is a fundamental right and compulsory for individuals of a certain age in several countries. Actual education combines teaching, training, discussion, learning, storytelling, directed research, and more. Education is a powerful tool for individuals that plays a vital role in mental, emotional, physical, spiritual, creative, and ethical development. It helps individuals gain valuable experiences, implement these experiences in daily life, and create a meaningful life (Baehr, 2019). Similarly, civic education, also known as citizenship education, refers to all the processes that affect individual capabilities, beliefs, commitments, values, and actions as members of communities (Carretero et.al., 2015).

Citizenship education is one of the most critical issues of the present era. Education encourages the students to analyze the historical, social, psychological, and cultural underpinnings and assumes that each student carries his own social and cultural values system with him in the school setting. Citizenship education is vital in underpinning civil, social, cultural, and political aspects of life (Sultana, 2006).

The primary aim of education is to prepare young people as valuable citizens for the state and the nation. Citizens of a country are the primary source of development in all spheres of life as they devote their abilities, skills, and time to the betterment of the state. (Dean, 2005). According to Elms (2001), citizenship education plays a crucial role in developing a stable and peaceful civil society. The primary function of citizenship education is to prepare dynamic citizens who can create a friendly

environment in the community. Citizenship education provides the contextual knowledge necessary to cultivate the current stream of innovative citizens to create a civilized society.

Citizenship education is acknowledged as an essential part of the curriculum at the school level as it cures the societal ills, which are often connected with young students, who proudly adopt anti-social behavior and have an extremist attitude (Potter, 2002). Similarly, according to the previous studies citizenship education is crucial in addressing the "youth deficit" in communities, helping young people understand their rights and responsibilities as citizens, and working to improve the world around them. (Osler & Starkey, 2006). Citizenship education is a knowledge transfer process to develop an active and informed citizenship spirit among citizens and encourage them to active participation. The citizens may participate in developing the whole community and equip them with the latest knowledge of citizenship education and competencies (USAID, 2002). Citizenship education is a multidimensional concept; some covering aspects are national identity, sense of belonging to the land, participation in political and civic activities, and recognition of rights and responsibilities (Kymileka, 1998).

Citizenship education plays a vital role in bringing knowledge into practice to provide responsible citizens for the country's social, political, cultural, and socio-economic development. Political, social, and economic realities of the present era at local, national, and international levels demand to give priority and emphasize citizenship education in developed and developing countries to establish sound democracies (Naseer, 2014). Children spend much time in school; therefore, learning about social norms and respecting their culture and other cultures can be maximized through citizenship education (Sigauke, 2012; Crick, 1998).

Citizenship education is an emerging field to bring harmony, peace, and tolerance to society. Since the birth of Pakistan, citizenship education has remained the focus of all education policies. Education policy 1998-2010 emphasizes nourishing the learners to be responsible citizens of the Islamic Republic of Pakistan. The goal of the National Curriculum 2006 is to help learners build good citizenship skills so they can meet the requirements of being a good citizen.

1.2 Citizenship Education in the National Curriculum

The national curriculum should create awareness in students about the varied nature of issues ranging from culture to social character, respect, and following the rule of law in making and developing a civilized society. The curriculum is taught via textbooks that play the source role in bringing harmony to the different segments of society (Hatcher, 2011). The textbook's content encourages and motivates students to participate in civic activities in school life, community life, and national activities. They encourage students to contribute to certain formal activities, resulting in long-term community engagement. Similarly, they contribute to students' cognitive and metacognitive acquisition of civil, political, and cultural knowledge, which is essential. The learners' social and cultural values and community beliefs system is instilled through citizenship education (Dean, 2013). Citizenship, national, and social obligations are taught in schools and instilled in students through the national curriculum. It stimulates them to be active and dynamic members of civil society. As a result, they will become more knowledgeable, skillful, and practitioners of the desirable traits of society. About the policies related to these issues (Hatcher, 2011).

1.3 Rationale of the Study

Civic education is an emerging field of education that plays a crucial role in creating harmony, peace, and tolerance in society. It plays a significant role in transforming knowledge of civil, political, socio-economic, and cultural values into practice to create societal balance and harmony in society. Since the birth of Pakistan, citizenship education has remained the focus of all education policies. According to National Education Policy (NEP), 1998-2010, the creation of a good Islamic society is the primary aim of education; education serves as an instrument for spiritual development and the material fulfillment of human needs. It cites the message of Great Quaid, the founder of Pakistan, Muhammad Ali Jinnah, to the first Education Conference in 1947. He said, "The purpose of education is the development of the future citizens of Pakistan. Citizens may be provided education to build up our future economic life and to build up the character of our future generation so that they would possess the highest sense of honor, integrity, responsibility, and selfless service to the nation" (National Education Policy, 1998-2010).

According to the National Curriculum document (2006), the core aim of teaching social studies is to prepare young people as citizens to participate actively and responsibly in a democratic society. The knowledge, skills, and values are shown in social studies must enable students to accomplish the citizenship task effectively. Citizenship education is vital to teach a nation's young people the essential traits of responsible citizenship. Secondary school education plays a significant role in the physical, emotional, and spiritual development of the students .it is a stage where positive and negative characters' form. Citizenship education is an effective way of character building in secondary-level students (Naseer, 2012).

Citizenship education at the secondary level needs crucial attention. Citizenship education is not taught as an independent subject at the school level in Pakistan and is not formally included in the national curriculum as a separate identity. The national curriculum emphasizes instilling civic traits in the students, national ideology; demographic features of Pakistani land, political, social, and cultural institutions; respect for the rights of others, gender equity, and constitutional development; features of the Pakistani population, civic sense and national heroes are included in the textbooks of social studies, Islamic studies, and Pakistan studies.

Moreover, there is vast room for research to analyze the content of citizenship education in the alignment of the curriculum at the secondary school level, as there are very few studies available in the field of citizenship education in Pakistan. No study covered civic education, especially in Punjab, Pakistan. So, it was the part of the existing literature that was missing, and the researcher used a mixed of methods to fill in the gap. The researcher explored the components of citizenship education that prevail in the Pakistan studies curriculum and at the secondary school level.

1.4 Statement of the Problem

Civic Education can be exemplified by identifying the curriculum and textbook essentials. Consequently, enumerating such elements that comprise the entire concept of Civic Education is a significant challenge. Previous literature and other research studies may guide in this regard. In this context, it would be difficult to devise a checklist for analyzing the national curriculum (2006), textbooks, and educational policy. In addition, Civic Education is a much broader field that can only be comprehended by identifying elements arranged in the form of some Civic Education dimensions. The fact that curriculum documents and textbooks are generally developed

under the national curriculum is a further issue to consider. Therefore, aligning with the curriculum documents and their textbooks would be problematic.

In addition, the curriculum analysis would be incomplete without considering the perspectives of the secondary school teachers who instruct these subjects. However, the primary issue is that many countries, such as Pakistan, do not accord Civic Education the status and importance it deserves in their secondary school curricula. Therefore, they do not employ any approach suitable for developing and aligning the pedagogical policy with the curriculum documents and their textbooks would be problematic (2002; Torney-Purta & Amadeo, 1999; Perveen, 2017). Due to the lack of emphasis on Civic Education, our society is plagued by numerous issues, including political instability, competent leadership, gender and religious discrimination, terrorism, corruption, and inequity. Therefore, Civic Education is a necessity because the world is swiftly changing and our society cannot survive if it does not adapt accordingly. Life is the sensation of change. This has been a recurring occurrence throughout the annals of man's existence in society. The idea of change has become even more visceral and vital in the recent states of globalization.

As linguistic, religious, political, and cultural boundaries have significantly become muddled, the interrelationships between societies have become a significant aspect of social life. Relationships between nations/states are undergoing a restructuring and revolution. Mutual acceptance and harmony replace connections based on binary opposites such as superiority and inferiority, power and helplessness. This mutual harmony cannot flourish without growth in the mode of participation of all societies and individuals involved. Patience and moderation are likely the most necessary traits in contemporary society.

Maintaining a balance between independence and individuality on the one hand and stable mutual relationships on the other is necessary to ensure the survival of a nation with a successful status in the contemporary global environment. Due to this circumstance, Civic Education becomes more prominent. Consequently, there are far more significant implications regarding how to prepare today's youth to perform their role as effective and engaged global citizens. In light of this, the present research will examine the curriculum documents and textbooks for Pakistan Studies at the secondary level and teachers' perspectives on the existing curriculum for Civic Education. It will contribute to creating an educational environment by recommending improvements to the Civic Education curriculum.

Civic Education has direct or indirect ties to various concepts and disciplines. The range of these terms and the diversity of subject connections are opposite to the breadth and complexity of the problems and issues that can be addressed within this area. The position and function of Civic Education in schools are currently being examined in several countries, including England, as part of a more extensive review of the National Curriculum (Crick, 1998; Kerr, 1999). In this context, it is essential to include Civic Education in our national curriculum, particularly at the elementary and secondary levels, to meet the current need. Thus, the primary challenge is identifying the elements comprising the extensive Civic Education field. Many aspects of Civic Education relate to the community's individual and social activities. Some authors referred to Civic Education versions as minimal and maximal. Some educators view Civic Education through the lens of its dimensions.

Educators are tense, however, due to the more considerable debate surrounding the citizenship dimension. Some consider citizenship to be primarily a 'public concern.' Therefore, they emphasize promoting citizenship through formal curricula and

institutions. Others, however, view it as a "largely private matter" that can be addressed by involving the family and community organizations rather than instructors. Thus, they delimit Civic Education, only in 'hidden curriculum'. Nonetheless, the interest is both recent and lasting. Concerns with a short-term horizon include how to respond to current economic, social, and political policies. Long-term considerations include better preparing present and future generations for their duties and responsibilities as citizens, parents, workers, consumers, and generally as well-developed individuals.

Civic education provides a sense of belonging to the land, dignity, a peaceful environment, a positive attitude, unity, faith, and a positive relationship with community members. It also covers all the positive aspects of society, which motivate individuals to have a positive attitude toward the land. Lack of civic education leads to high-level social taboos in the country. It also maximizes the peaceful environment's success and minimizes the country's crime rate. The tremendous moral decline in Pakistani society, such as the increasing crime rate, violent intolerance, less respect for social norms, and increasing social injustice, need to analyze civic education in Pakistan at the secondary school level. The focus of the study was exploring the provisions for civic education in Pakistani secondary school curricula. Consequently, the focus of this study was "Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at the Secondary School Level."

1.5 Objectives of the Study

Following were the objectives of the study:

1. To analyze the content about citizenship education in the Textbook of Pakistan Studies at Secondary school level in Punjab Province.
2. To examine the content about civil domain (sense of belonging to the land, rights, and obligations as a citizen of Pakistan) of citizenship education

presented in the textbook and its alignment with the curriculum (2006) of Pakistan Studies for Secondary School level in Punjab Province.

3. To identify the content about the Political domain of citizenship education covering the understanding of the political ideology of the country presented in the textbook of Pakistan Studies for Secondary School level in Punjab province).
4. To analyze the content about the socio-economic domain of citizenship education (role of social institution, the relationship between economic activities and social well-being) in the textbook of Pakistan Studies for Secondary level in Punjab province.
5. To examine the content about the Cultural domain (understanding diversified cultures and how to work within multicultural groups, building friendly and peaceful relations with neighbors) of citizenship education presented in the textbook of Pakistan Studies for the Secondary school level.
6. To explore the perception of teachers about the citizenship behavior of the learners at the secondary school level.

1.6 Research Questions

1. To what extent content of citizenship education is presented in the curriculum of Pakistan Studies for secondary school level in Punjab province.?
2. To what extent content about the sense of belonging to the land, obligations, and rights as a citizen of Pakistan is presented in the curriculum of Pakistan studies for secondary school level in Punjab province.?

3. To what extent the understanding of the political ideology of the country presented in the textbook of Pakistan Studies for Secondary School level in Punjab province?
4. To what extent is the content about the diversified Pakistani society is presented in the textbook of Pakistan Studies for Secondary School level in Punjab province?
5. To what extent the content about the understanding of physical and human resources, their use and impart awareness about various socio-economic activities at the national level in the textbook of Pakistan Studies for Secondary School level in Punjab province?
6. To what extent is the content of understanding diversified culture and how to work within multicultural groups are presented in the textbook of Pakistan Studies for Secondary School level in Punjab province?
7. How do the teachers perceive about the citizenship behavior of the learners at the secondary school level?

1.7 Significance of the Study

The primary objective of education is to sufficiently provide young individuals with the necessary skills and knowledge to fulfill their responsibilities as responsible members of society. Active engagement in various community initiatives, critical thinking skills, and tolerance disposition are essential to cultivate political literacy.

Individuals with diverse perspectives who have a considerate attitude towards others. Citizenship education has been a subject of consideration in numerous countries today. One crucial aspect under study is the examination of strategies aimed at enhancing the readiness of young individuals to tackle the complexities and demands of the 21st century.

The school's curriculum should be situated within a social and historical context, influenced by cultural factors, and guided by beliefs. It should prioritize addressing individuals' preferences, society's characteristics, and those aspects that are truly lacking. The primary goals. Hence, our educational system must emphasize examining the rights and responsibilities universally applicable to all individuals, particularly within basic and secondary education. This research study examines the relationship between community cohesion, the rule of law, reduction of corruption, and national identity. It will analyze various sources such as curriculum documents, textbooks, and teacher perspectives collected through questionnaires.

The focus will be on identifying content related to the aforementioned elements of citizenship education. Based on the findings of this research study, experts in education, authors, and psychologists will emphasize the need to cultivate easily adaptable and transferable talents in children of this age group, considering their future needs. Hence, this study aims to contribute to the advancement of proficient learners by fostering critical thinking, supporting reflective study ways, and cultivating their communication abilities. Therefore, via the use of collaborative learning and cooperative teaching methods, these approaches effectively enhance child involvement and foster individual self-directed learning. Hence, within the present framework, this research study will assume a pivotal and influential position in enhancing our educational system to fortify society through implementing citizenship education. This research study aims to demonstrate that implementing high-quality citizenship education can assist schools in efficiently addressing many issues such as terrorism, illiteracy, and community cohesion.

The primary objective of this study is to raise awareness among the youth of Pakistan regarding their responsibilities. Doing so aims to harness their potential in

fostering a positive societal environment and encouraging their involvement in constructive and productive endeavors. Citizenship education plays a distinctive role in fulfilling the objectives and aims of the national curriculum. The curriculum of study on citizenship presents several options for strategizing and determining the course of action. According to Osoborn and Dillon (2010), it is crucial to establish learning outcomes and instructional practices that cultivate effective learners, confident individuals, and responsible citizens.

Pakistani society reflects plurality in all spheres of social life. There is a lack of peace, tolerance, and Respect in Pakistani society. All institutions responsible for citizenship education, such as family, school, and community, have failed to develop the qualities of civic sensitivity among their citizens. Hina et al. (2011) suggested that the school is a significant institution where civic qualities are developing among children.

Textbook analysis regarding the alignment of the curriculum based on national objectives is critical to understanding the gap between the theory and practice of citizenship education in our dear homeland. Although there is an excellent expansion in the volume of secondary, and higher education, our system of education is unable to produce good citizens. There is a tremendous expansion in the horizons of citizenship education, leading toward global and digitalized citizenship education. The world community has become a global reality.

The researcher analyzed the textbook of Pakistan studies for secondary classes in Pakistani secondary schools. It determines citizenship education dimensions incorporated into them. The content analysis employs in analyzing Pakistan studies textbooks considers these dimensions of citizenship education and the objectives of the National curriculum. The perceptions of secondary school teachers regarding the civic

engagement and citizenship behavior of their students were also investigated in this study. Through this study, the researcher will identify possible benefits to teachers, students, and another researcher's Textbook analysis regarding the alignment of the curriculum based on national objectives is critical to understanding the gap between the theory and practice of citizenship education in our dear homeland. Although there is an excellent expansion in secondary and higher education volume, our system needs help to produce good citizens. There is a tremendous expansion in the horizons of citizenship education, leading toward global and digitalized citizenship education. The world community has become a global reality.

Teachers: This study will assist the teachers in detecting the weaknesses and strengths found in the textbook of Pakistan studies at the secondary school level in the context of citizenship education. This scrutiny can provide the teachers with the flexibility to direct the focus of classroom discussion given the dimensions of citizenship education, to broaden the vision of the learners to opportunities, challenges, and national issues as well as global issues of the age.

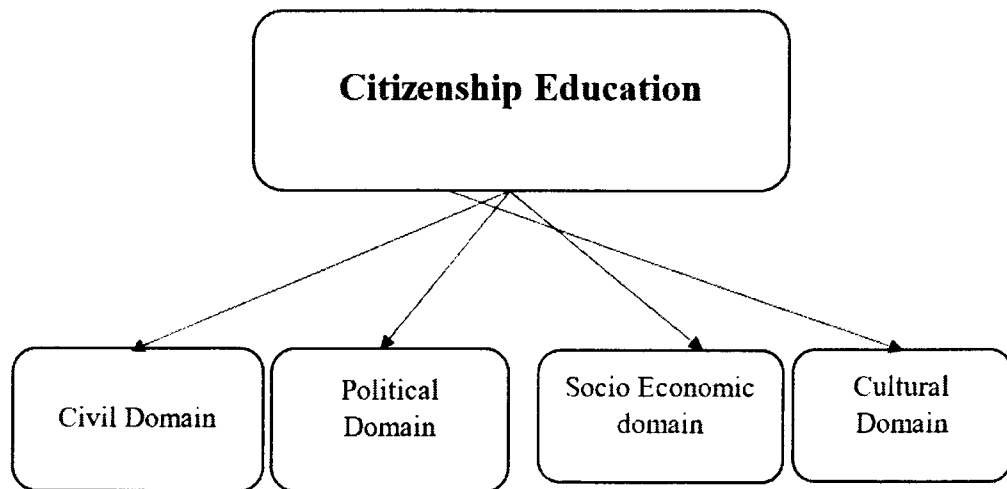
Students: Students are keenly interested in understanding society. They want new opportunities to understand the world. They are keen to know about their own and contemporary cultures. The inclusion of citizenship education provides the students with the necessary knowledge and skills for practical use to understand the phenomena and be helpful members of society and the world community. This study helps to understand the various dimensions of civic education.

Researchers: This research will open the doors of opportunities for the researchers to improve further Pakistan Studies textbooks for secondary school students in Pakistan. It also provides a baseline for further investigation in Pakistan's citizenship education field. This research explores new horizons and aspects of citizenship education that

prevail in the content of Pakistan studies and civics textbooks for Grade IX-X. It analyzed to what extent the textbook is aligned with the curriculum.

1.8 Theoretical Framework of the Study

The significant citizenship conceptions of education are deep-rooted in the belief that education may comprehend as aim to influence how the individual behaves in society (Pring, 2016). There is a comprehensive agreement (CIRCLE, 2003; Parker, 2002) that citizenship education is based on three main pillars, Knowledge, Values, and Behavior. As reported by Castle and Davidson (2002) and Hina et al., (2011), four main components of citizenship education form the theoretical foundation of citizenship education, civil domain, political domain, socioeconomic domain, and cultural domain.



Source: Castles & Davidson (2000).

Figure 1. 1: Dimensions of citizenship education

Conceptual Framework

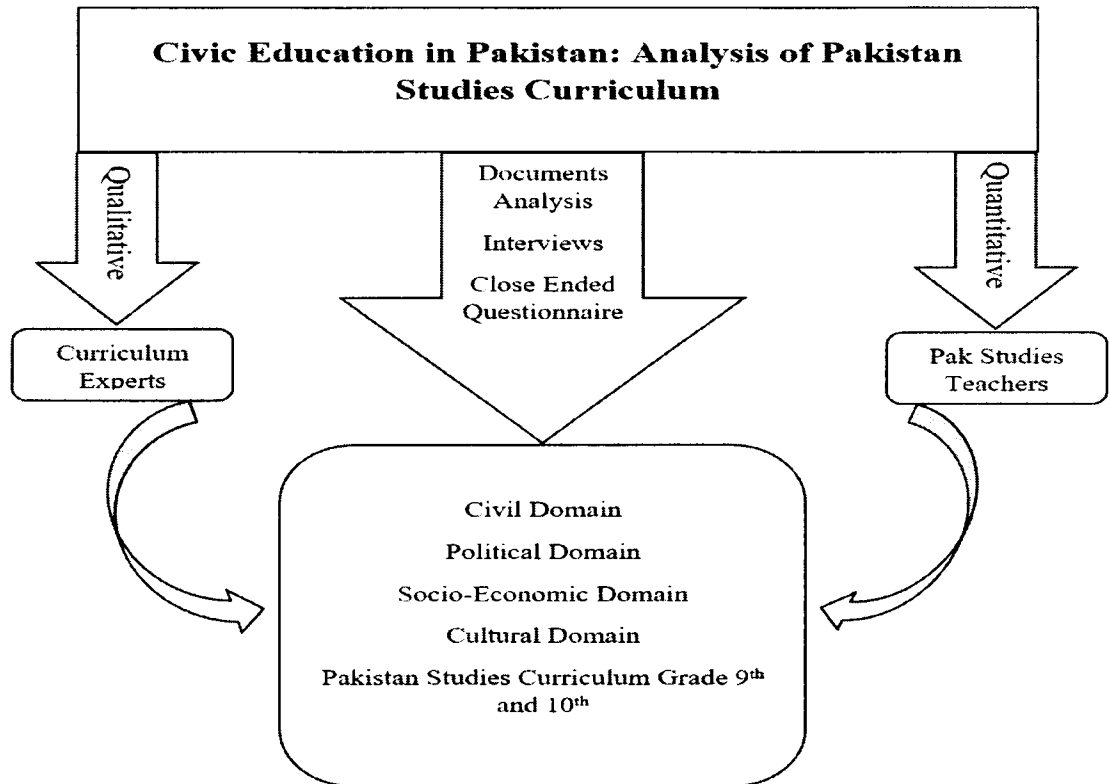


Figure 1. 2: Conceptual Framework

1.9 Delimitations

This study was delimited to collect data from the following four sources:

- i. Curriculum document 2006 of the Pakistan studies Grades IX, X
- ii. The textbooks of the subject Pakistan studies prepared according to the curriculum 2006 at the secondary level.
- iii. Education policies 1998 and 2009 which may or not reflect civic education.
- iv. Teacher's views, teaching the subject of Pakistan study at secondary level, about the inculcation of citizenship education.
- v. Curriculum expert's views who contributed in the development of Pakistan studies curriculum Document 2006

1.10 Limitations of the Study

- I. Consider the relationship or coordination between narrow and broad approaches to citizenship education in light of its significance.
- II. Conduct the experimental study to evaluate the efficacy of citizenship education pedagogical approaches and practices.
- III. Evaluate the student's attitudes, values, disposition, skills, and morality at the secondary level

1.11 Research Design and Methodology

Research Design

The researcher has adopted a mixed-methods approach to keep the exploratory sequential research design. Exploratory sequential research design is a methodological approach to defining a research problem in-depth and clearly.

Population

The current study was delimited to only Punjab province; therefore, the population of the particular study consisted of all the curriculum experts and teachers teaching Pakistan studies subjects at the secondary school level in the Punjab province. It was consisted of 27 curriculum experts, and 7425 Pakistan studies teachers teaching the subject at secondary school level.

Sample

As the population of the particular study was more than 5000, 400 teachers were taken; keeping in view, the quantitative phase of the study 15 experts were interviewed as a qualitative sample of the study

Development of Instrument

The researcher used two research instruments to collect qualitative and quantitative data. In the first phase, structured interview protocol and documents

analysis of curriculum (2006) were made to examine the depth views of curriculum experts about Pakistan studies curriculum at the secondary school level concerning civic education of Punjab Province of Pakistan.

Similarly, in the second phase, the researcher used a five-point Likert scale having items related to study variables such as civil, political, socio-economic, and cultural dimensions of civic education to collect quantitative data from teachers teaching Pakistan studies subjects.

Data Collection

The researcher collected data by using primary and secondary sources. The preliminary data of the study were collected with the help of documents analysis of curriculum (2006) textbooks of Pakistan studies of Punjab province, structured interviews protocol, and valid and reliable five-point Likert type research instrument. The secondary data were collected using a wide variety of sources, including documents, published research articles, previous studies conducted in the same regions, previous research articles, library books, newspapers, and reputable websites.

Data Analysis

In the first phase, the content analysis protocol given by Porter (2002) was used to analyze the curriculum documents and Books for students in Grades 9 and 10 devoted to Pakistani history and culture. The study's qualitative data were analyzed with the help of thematic analysis. In the second phase, quantitative data were analyzed using descriptive and inferential statistics. The descriptive statistics, i.e., frequency, percentage, and mean were used to describe the interest of the teachers. The researcher utilized inferential statistics, i.e., independent sample t-test and One Way ANOVA, to find the relationship between demographic variables.

1.12 Operational Definitions

Civic Education

Civic education refers to all the processes affecting individual beliefs, values, attitudes, commitments, knowledge, and actions. It provides political and social knowledge to society people in order to participate in the democratic governance process.

Curriculum

Curriculum refers to a series of lessons and activities designed to help pupils master both subject matter and transferable skills.

Pakistan Studies Textbook

Pakistan studies textbook published by Punjab Curriculum and Textbook Board Lahore covers series of lesson in order to provide knowledge to students related to culture, politics, values, history, geography, and demographics.

Secondary Level

It refers schooling grade after completing elementary school education. A student reaches to Grade 9 then it will be considered a secondary school student.

Secondary Classes

The Grade IX (9 years schooling) and the Grade X (10 years schooling)

Secondary Level

Secondary level consists of Grade IX and Grade X

Secondary School

The school which has classes from Grade I-X or from Grade VI-X

Secondary School Teacher

The teacher who is appointed to teach the Grade IX and Grade X.

Textbook

Pakistan Studies textbook for secondary classes published by Punjab
Curriculum and Textbook Board

CHAPTER 2

LITERATURE REVIEW

This chapter provides a critical review of the phenomena of civic education to situate the theoretical understanding of civic education and its dimensions. The researcher has studied numerous significant research works on civic education/citizenship education and relevant research studies. This chapter consists of civic education, characteristics of civic education, citizenship education, the point of convergence between civic education and citizenship education, why civic education is necessary, and objectives of civic education, essential elements of civic education. This chapter also highlights the Domains of civic education, Modern forms of civic education, civic education from a historical and philosophical perspective, civic education worldwide emergence, the current scenario of civic education in Pakistan, beliefs of civic education, civic education and curriculum, national objectives and finally examines the research gap in the existing literature.

One of the most crucial steps in an overall research process is the systematic review of the study. It aids the researchers in developing their study plan. It also illustrates the limitations of the methods and techniques employed by earlier researchers. The literature review gives the researcher a clear grasp of the prior research in the field. It prepares them for a more in-depth analysis of relevant studies that scholars have already conducted. The literature review provides precise knowledge of research gaps in previous studies and frames new research aims and objectives in the same field of study. It lays the foundation for the investigation that will follow. To add to the body of knowledge in one's field of study, it is necessary to conduct a thorough literature review, during which one looks at prior studies and compares them to current research results.

The literature in any discipline forms the basis for all future studies. It lays the foundation upon which all future work will be constructed. A researcher needs to acknowledge the prior knowledge that different scholars have contributed in various dimensions. In that scenario, not only will it have a negative impact on the quality of the work as a whole, but it will also increase the probability that they will repeat the work that other researchers have already conducted.

2.1 Civic Education

Muleya (2016) noted that Civic Education, as a subject, involves the active participation of citizens in managing themselves in society and ensuring that everyone who needs help is supported in response to the recent uptick in interest in education for democracy and the consolidation of democracy around the world. Understanding the importance of Civic Education in this way helps the general public learn how they should relate to one another, how to respect one another's viewpoints, and how to support one another in times of need.

According to Strand brink's definition from 2017, civic education is defined in terms of normativity that transcends "culture" in favor of neutralist and secularist patterns. According to Strand brink, civic education may be viewed as a system that supports many cultural practices and religious beliefs in democratic societies rather than being generally intended or practically expected to disadvantage anyone in the community. On the other hand, Biesta (2011) defines civic education as learning that occurs in and through the processes and behaviors that make up children's and young adults' daily life in the community. Although the definition appears to have a narrow emphasis, the point being made is that civic education is widely thought to impact people's lives in all places.

According to Carretero, Haste, and Bermudez (2016), reported in Muleya (2017), the field of Civic Education is very contentious due to heated debates over its purpose and the methods of instruction that may be prioritized. They also contend that there has been a shift in the focus of Civic Education away from older, less reflective models and toward more contemporary ones that more accurately reflect civic engagement. In other words, they take a praxis-oriented approach to Civic Education, arguing that it is more appropriately framed as a set of concrete practices rather than a theoretical framework. This field studies how students connect with the world around them as they learn to use various implements and implements of daily living. The extent to which they know about and from the assumptions, approaches, perspectives, worldviews, ideologies, systems, structures, and people of various backgrounds through direct experience.

According to Crittenden and Levine (2013), the term "Civic Education" encompasses a wide range of activities to shape individuals' identities as citizens and future community contributors through the cultivation of shared values, commitments, skills, and behaviors. Civic Education is so entwined with concepts and viewpoints that frequently affect how members of society handle issues of daily living in the community there is a conundrum here. The purpose of civic education is more dynamic than static. The idea here is that there is no need for Civic Education to be planned ahead of time; rather, the meaning of citizenship may be attached by the institutions and communities that convey its values and norms. A discussion of the topic would be pointless if there were no connection between what is taught and what is experienced. There is an argument that Civic Education goes beyond what is taught in schools and young people. Civic education is a lifelong process involving many different

institutions, including but not limited to families, governments, churches, civic authorities, traditional authorities, and the media.

According to Muleya (2017), Civic Education is a field of study that promotes open debate in the public arena. As a result, residents will have more chances to talk openly and freely about essential issues in a safe environment made possible through Civic Education. The participation of people in solving problems of health, education, food security, housing, and government, to name a few, necessitates that these individuals be civically informed. At this juncture, citizens must have access to Civic Education to develop their civic capacities.

Peterson (2011) defined "Civic Education" as any formative attempt to impart the knowledge, abilities, and attitudes necessary for citizenship. According to Peterson's definition of civic education, the subject needs to be taught formally and in a structured way. It provides explicitly addresses essential issues that affect people's quality of life in the community. Peterson's definition of civic education also includes the claim that it can take numerous forms, from passive memorization of civics to active participation in civic life. Civic education can still be provided by various procedures and institutions in the community even though it is formally taught in secondary schools. It is taught both formally and informally through community dialogues. As a result, this component supports the argument Peterson makes. The objective is that civic education encompasses classroom teachings outside of it and the structures and philosophies of schools and community-based activities.

2.1.1 Characteristics of Civic Education

According to Muleya (2017), civic education is a purposeful and systematic educational endeavor carried out in schools with the ultimate objective of encouraging students' global enrichment as individuals and preparing them for active involvement

in society. Civic education falls under the umbrella of lifelong learning and adult education (Ngozwana, 2017). It demonstrates that civic education encourages lifelong learning beyond the formal confines of the educational system.

As noted by Biesta (2011), referenced by Muleya (2017), Civic Education rests on the two pillars of a socialization idea of civic learning and a subjectification concept of civic learning. According to Biesta, civic education is integral to the established political and social system. Learning that incorporates participation in community concerns or the public debate is what the subjectification idea of learning refers to. This suggests that Civic Education is an all-encompassing term.

Civic education emphasizes its importance by empowering students with the knowledge they need to participate in society (Baumann et al., 2014). It means that people who see it should strongly believe in the freedom of each person, equality, and worth. They should also be open-minded and willing to work with those who have different perspectives and backgrounds to find answers that benefit society. In other words, civic education is based on important fundamental tenets such as classroom instruction, debates over hot-button issues and current events, service learning, extracurricular activities, school government, and democratic process simulations.

On top of that, Civic education includes developing citizens with the requisite levels of civic competence, knowledge, skills, and attitudes. A key aspect of civic topic understanding is students' ease of adaptation to new contexts. Participatory and critical thinking abilities are what civic education focuses on. People's intellectual abilities lie in their capacity to think critically about the world around them and offer insightful descriptions, explanations, and evaluations of their problems. Citizens' ability to work in and contribute to groups is the focus of the field of "participatory skills." Effective communication, in which listening plays a central role, is essential to fostering civic

dispositions, which are the ideals, virtues, and behaviors that can be practiced in the service of achieving equality (Baumann, Millard & Hamdorf, 2014).

According to Nogueira and Moreira (2011), "Civic Education is a non-disciplinary curriculum area whose aim seeks to build methods to enhance the teaching and learning process in this domain"(p.1181). In other words, the scope of Civic Education far exceeds that of the typical classroom day. Nogueira and Moreira (2012) claimed that Civic Education was primarily a multifaceted, dynamic, and social creation. To rephrase, Civic Education can be defined along multiple dimensions, including but not limited to civic education orientations, subject knowledge; curriculum knowledge, resources, pedagogical methodologies or practices; context; participants; and assumptions (Shatri et.al.,2022).

2.2 Citizenship Education

Scot and Lawson (2002), who attempted to investigate Citizenship Education, argued that the concept of citizenship was fundamental to its comprehension. Education on the civic responsibilities of citizens is an essential component of every Citizenship Education program. Citizenship is a multifaceted notion, and the various parts that make up citizenship is what Citizenship Education seeks to emphasize. Citizenship encompasses taking part in public life, accepting that one has rights and obligations as a member of society, having a sense of one's own identity, and embracing the ideals of humanity. While most people would likely agree on these essentials of citizenship, Scot and Lawson have pointed out that there needs to be consensus on what each one means, creating a conceptual challenge for Citizenship Education. This is because different people have different conceptions of what it means to be a good citizen. This diversity of opinion is reflected in the earlier parts about citizenship education.

Citizenship education is the study of the rights and responsibilities of citizens in democracies (Halstead & Pike, 2006). Citizenship education can be seen as a course that encourages students to consider issues at the regional, national, and international levels, their values and views as young people, and the kind of society they hope to see in the future. Here, I'd like to propose an alternative definition of citizenship education based on the notion that it is a field including a wide variety of ethical theories to instill in young people a commitment to upholding social norms. A morally educated citizen demonstrates moral behavior in everyday life and has a firm grasp fundamental moral ideas rather than just being brainwashed. From this vantage point, central goal of Citizenship Education is to instill in young people the ethical principles upon which they might build productive lives and communities

Citizenship Education can be seen in a narrow or broad way, according to Pearce and Hallgarten's definition from 2000, which Halstead and Pike (2006) noted and which was worth thinking about. Citizenship education's narrow goal is to create citizens capable of addressing in the ballot box political arguments offered by democratic debate, while citizenship education's general purpose is to create citizens who share in a common social endeavor. A restricted definition of Citizenship Education would be classes or programs focusing on citizenship and making students more knowledgeable about civic issues. Education for citizenship is the overarching notion of Citizenship Education. Citizenship education is the type of schooling that aims to cultivate citizens who are engaged in their communities and who share a commitment to particular norms and standards. Based on these definitions, citizenship education encompasses more than just learning about government; It also places an emphasis on helping students become contributing citizens of society.

According to Annette and McLaughlin (2005), Citizenship Education encompasses three distinct but interconnected components: social and moral responsibility, political literacy, and community involvement. This concept emphasizes teaching children about civic duty, ethics, and civic engagement at an early age. To create thriving communities in which individuals may actively display their social and moral obligations, it is crucial to have access to this information.

In a democratic state, according to Cohen (2013), citizenship education consists of rights and mutual obligations binding state agents and a category of persons entirely defined by their legal attachment to the same state. By logical extension, I would contend that Citizenship Education is a subject stressing democratic citizenship, includes the commitment to mutual obligations on behalf of the citizens, such as paying taxes and serving in the state military, among the many other responsibilities required by citizens, and includes equal access to rights.

A subject that "embraces the underlying ideals of the political community, a realistic and scientific knowledge of the workings of political institutions and processes, and the skills of political behavior essential for effective participation in a democracy," as defined by Cohen (2013). So, according to Cohen (2013), there are three primary pillars of Citizenship Education based on these ideas and in light of the definition provided above: Possessing (1) understanding, (2) admirable morals, and (3) amiable character traits. Facts about society, its institutions, and its history are the main focus of the pillar of knowledge. The post of values emphasizes the shared values and beliefs that are vital to upholding society. Values such as liberty, tolerance, and the worth of one's effort are examples. When taken as a whole, these qualities are essential for individuals to have in a developed society.

2.2.1 Characteristics of Citizenship Education

Citizenship is the uniting notion that enables individuals of different faiths and backgrounds to live together peacefully despite their various loyalties, opinions, priorities, and tastes. With this in mind, Halstead and Pike (2006) argue that Citizenship Education's goal is to encourage students to think critically about the rights and responsibilities that come with being a citizen. Citizenship education is typically characterized by its emphasis on instilling in its students a set of shared political and civic ideals essential for a healthy and productive civic life.

Some argue that teaching about citizenship does not have any inherent value and instead seeks to inform students about their rights and responsibilities as citizens merely. The goal is cognitive development by increasing young people's familiarity with political concepts, institutions, and problems. Therefore, Citizenship Education is a distinct field of study with its own body of knowledge, understanding, and skills; for instance, students gain insight into the protections afforded by various government agencies, the liberties guaranteed by the state, and the duties imposed by that state on its citizens (Halstead & Pike, 2006).

Furthermore, Citizenship Education plays a vital role in spreading a more inclusive definition of citizenship, which has the potential to enrich individuals' sense of and participation in a common social and cultural community. To rephrase, Citizenship Education upholds the view that students must be taught appropriate social and behavioral norms following the common social values and cultural standards that characterize their communities. Values, attitudes, skills, aptitudes, and convictions, in addition to knowledge and concepts, are essential components of citizenship education, which fosters political literacy and promoting social responsibility and community involvement. Any version of Citizenship Education that tries to instill

patriotism through patriotic rituals or teaching that discourages critical reflection misses the point. Real citizenship education encourages a broad perspective that values difference and considers concerns on a global and cross-cultural scale since 2002 (McCollum).

2.3 The Point of Convergence between Civic Education and Citizenship Education

It's worth noting that despite their apparent dissimilarity, Civic Education and Citizenship Education share at least one key feature: an emphasis on furthering formal education. This also demonstrates Citizenship Education and Civic Education's immense potential in resolving contemporary society's political and social problems. Introducing students to various perspectives and methodologies in the fields of politics, culture, social and economic development, Civic Education, and Citizenship Education instill in them a sense of renewed interest that is a response to profound social and political change in the community. Both situations provide difficulties when attempting to define the two and determine their precise meaning. It appears that even amongst the two terms, Civic Education and Citizenship Education, there are varying degrees of intricacy. This leads to questions about the precise meaning of each term among the various authors and readers interested in civic and citizenship education. However, this does not exclude teachers and academics working in the field, who frequently conflate the two ideas when discussing either in class or in the literature (Muleya, 2018).

Place the many arguments about Civic Education and Citizenship Education on the continuum proposed by Mclaughlin (1992). You'll see that they converge on two essential meanings based on the minimum and full definitions of these terms. Therefore, one could take a minimalistic view of Civic Education and Citizenship Education, understanding it to imply a passive adherence to the law's formal, legal, and juridical

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requirements. So, it's possible to use concepts from Civic Education in Citizenship Education and vice versa. On the other hand, the converse may be true, so Civic Education and Citizenship Education may be linked to citizens' active involvement in political, cultural, and psychiatric ways. As further explained by Cohen (2013), citizenship and civic education are defined as "the providing of information with an emphasis on the procedural part of citizenship." To be a good citizen, one must be well-versed in the privileges and duties of that status. To know one's rights and obligations in a community is one thing; to put that knowledge into practice is something else entirely. He said that since people do not question the status quo, they are unreflectively socialized into the political and social status quo. If this is done right, people in the community might not be able to figure out what worries them. The concepts of "Civic Education" and "Citizenship Education" explicitly confirm this view.

Furthermore, the maximal conception of Civic Education and Citizenship Education necessitates a considerable degree of explicit understanding of democratic principles, values, and procedures on the part of the citizen, together with the dispositions and capacities required for effective participation in democratic citizenship, which runs counter to the above conception. This argument further supports the claim that Civic Education and Citizenship Education are not mutually exclusive and that understanding them is crucial. As a result, it's not surprising that Muleya (2017) claimed that the definition of Civic Education, also known as Citizenship education, might vary from country to country. Thus, even if the topic at hand is Citizenship Education, one would argue from a Civic Education perspective if the circumstances called it. Cohen (2013) has recently published studies supporting the view that defining Civic Education and Citizenship Education has been embarrassing among scholars in this field due to diverse contextual situations. To the same extent, one would likewise

argue from the premise of Citizenship Education where the circumstances permit it, even if the subject matter is Civic Education. Therefore, it is not simple to differentiate between Civic Education and Citizenship Education due to the many features. Importantly, Civic Education and Citizenship Education can be useful in shaping educational opportunities in a wide range of socioeconomic contexts.

2.4 Why Civic Education is a must?

Considering both its pre- and post-independence past, Pakistani society displays diversity in all aspects of daily life. In contrast, there is a lack of factors such as peaceful coexistence, tolerance, respect, and respect for diversity. This demonstrates that people lack these abilities because they have not been nurtured by the nation's social institutions (including families, schools, and the larger community). A large body of evidence suggests that second only to the home, school is the most important setting in which children acquire civic virtues. A good model for civic education would give equal weight to the development of civic knowledge and civic disposition in addition to developing relevant civic skills. Knowledge, competence, and attitude are the three pillars of civic education. Citizenship education focuses on the why and how people should know as citizens. Second, citizens need the ability to engage in critical thinking and make informed decisions through the development of civic skills. On the other hand, civic temperament includes a sense of moral responsibility, self-discipline, respect for human dignity, and civility (Hussain, 2007).

The state of civic education in Pakistan's private and public institutions is dismal, yet the education system and the outcome of civic learning in the Pakistani education system reflect this. There is no such thing as a separate study of this topic. Citizenship education is only briefly touched upon in courses like sociology, Islamic studies, and Pakistan studies. The goals of civic education are not spelled out in the

national education policy. Thus, the quality and quantity of civic education are ignored across the board, from the educational policy document to the production of our textbooks. And in the Pakistani context, civic education primarily aims to instill a citizen with a love of the country and respect for its institutions (Ministry of Education Policy document, 1959).

Since Pakistan's creation in 1947, political unrest has introduced biased educational programs that try to confirm political and ideological goals rather than cultivating constructive, intelligent, tolerant, and critical citizens. After Ayub Khan saw the need for a unified educational system in 1958, he created the Sharif Commission. The absence of national solidarity and technological advancement in the school system was highlighted by this commission (Ministry of Education, 1959). Unfortunately, the panel failed to address the need for Pakistani citizens to acquire and cultivate civic knowledge, abilities, and values. On top of that, history and geography classes sometimes included civics lessons at this time (Dean, 2005). Therefore, it may be argued that during the martial law era, an essential component of a well-rounded citizen's education, the subject's particular position as a vital part of the curriculum was dissolved.

In 1972, civic education bore the scars of political discontent spawned by economic and social injustice. Classes 9 and 10 are required to take social studies in an effort to foster patriotism and promote national unity. However, the necessary and desirable abilities, attitudes, and knowledge for productive citizenship have been sidelined in favor of political ends. Another setback occurred in 1979 when Zia-ul-Haq instituted martial law and shifted the focus of civic education away from its original goals. The citizenship education program was started in 1979 to produce authentic practicing Muslims and further the policy's goal of Islamizing society (Dean, 2005).

In conclusion, Pakistan's National Educational Policy (1998-2010) is very similar to the country's prior national educational policies. It rededicates itself to orthodox Islamic dogma at the expense of the information, skills, attitudes, and dispositions essential to effective and meaningful citizenship education. In 2000, the government's education department formed the National Curriculum Development Committee to propose changes to the school's social studies program. The report from the committee indicates that the national curriculum's guiding philosophy is founded on Islam and Pakistani ideology and that civic education aim to foster the growth of peaceful and civilized individuals. There was a failure to emphasize the primary goal of civic education, which is to cultivate accountable, active, and well-informed citizens.

Furthermore, the proposed redesigned curriculum states that fostering a deep appreciation for Islam and Pakistan and a united feeling of national pride are its top priorities (National Curriculum for Social Studies of Class VI, VII, and VIII, 2000). As for the instructional methods, the proposed curriculum encourages pupils to engage in group discussions, locate Muslim countries on a map, and gather national flags from these nations. What we learn from doing these things is how they operate, how we may improve them, and what they are (Hussain, 2007).

However, the goal of citizenship education goes well beyond data collection, analysis, discussion, and description. Effective, engaged, and active citizenry are at the heart of civic education. The 2007 social studies curriculum (for Grade 4 and 5) indicates an effort to help young people develop the skills they need to become engaged, productive members of society. However, if the government and the business sector do not make a concerted effort to apply this curriculum, it will not have the desired effect. Further, textbooks are released as part of curriculum goals and direction. Instead of fostering mutual understanding and acceptance among its readers, the substance of

these works inflames tensions and promotes hostility. Five out of eight of the analyzed Sindh Text Book Board textbooks perpetuate biases against women, foreign countries, religious groups, and people with disabilities, contrary to the organization's stated goals (Dean, 2005).

This paints a dismal picture of the state of civic education in Pakistan, both in the past and the present. Non-governmental organizations (NGOs) and several private schools in the country have worked to increase opportunities for students to learn about civics and government. Political leaders, politicians, and educational administrators in both the public and private sectors must also realize the significance of civic education and collaborate to make it a priority in the classroom (Hussain, 2007).

2.5 Objectives of Civic Education

According to Gearon (2003), civic education's objectives are producing responsible and informed citizens, developing communication and inquiry skills, and promoting community engagement skills, which are practical aspects of citizenship education. Civic education provides opportunities to develop spiritual, social, and cultural engagement skills through nurturing learners' understanding of the purpose and aims of life and different human values. Through helping the learner's character development, critical appreciation of rights, the obligation in society, social justice, and fairness in dealing. Human development, through helping learners and standing and acquiring understanding and skills needed to be a moderate and productive member he society. Cultural development through sharing ideas, promoting respect for differences in thoughts and culture of diversified society (Collado, 2006).

UNESCO (1998) in a report highlighted that member States should promote active civic training to its young citizens, enabling them to participate at national and international level cultural activities and to take part in public and community affairs

where on earth possible, there may be increasingly link between civic education and community involvement, civic education serves as a tool to develop moderate and law-abiding societies which have respect for diversified cultures. Hina et al., (2011). stated that civic education to promote democracies as they need dynamic, well informed and responsible citizens who are ready to take accountability for themselves and their societies and ready to contribute to the democratic political process. According to Crick (1998), The purpose of civic education is to produce citizens who are interested in taking on their social and cultural duties as well as actively participating in community life. Therefore, the developed nations who have strong democracies urge to train and nourish their young ones to have fruitful participation to make the society a safe and sound place to live.

2.6 Essential Elements of Civic Education

Civic education is based on civil, political-cultural, moral, and active community engagement. Young people need to learn about their position, role, and responsibilities concerning their world, to understand the nature of citizenship. They need to develop the skills that will enable them to contribute at the national and international levels (Fogelman, 2001). Civic education involves a wide range of different elements of learning, including:

- Knowledge and understanding

It includes knowledge about local, national, and international laws, the democratic process at national and global levels, the role of media, understanding of political, economic and social institutions and social justice (Fogelman, 2001).

- Skills and aptitudes:

Skills and attitudes consist of conflict management, negotiation, intercultural dialogue, Critical thinking, expressing opinions, debates, and active engagement in community life (Fogelman, 2001).

- Values and dispositions:

Firm believe in daily life democratic attitude in school settings, Respect for justice, openness of mind, tolerance, Respect of disagreement, courage to defend a point of view and to work with and stand up for others. These values are learned by active participation and realizing the importance of coexistence in society (citizenship foundation, 2010). Similarly, Fogelman (2001) cited that there are eight essential components of good/ democratic civic education.

- Community nature
- The relationship among the integral parts of the society
- As a citizen awareness about role and responsibilities
- Believe in gender equity and respect for others
- Strong belief in democratic behavior in the school community
- Respect for rule of law at each level
- Work to improve society
- Public service and active community engagement.

The literature review revealed that four basic components of civic education are essential, as reported by Castles and Davidson (2000):

- Civic awareness indicates that civic education provides civic sensibility among the learners it provides knowledge and skills about the role and duties in civil life. It provides awareness about the role of civil society.

- Political sensitization is the main component of civic education. It enables the learners to get knowledge about the constitutional and political development at national as well as international level.
- Cultural, moral development of the unipolar and multipolar culture society. It also covers the diversified cultures and has respect for all the culture prevails in the society.
- Socio-economic development plays a vital role in the national development. This domain covers the socio-economic life as a citizen which contributes to the cumulative development of the society.

2.7 Domains of Civic Education

T.H. Marshall (1968) elaborated on the domains of Civic education.

2.7.1 Civil domain

The civil domain of civic education reflects the common objectives of the society. Which are considered essential to promote peaceful life in society. The freedom of speech, expression, the rule of law and access to information are included in this domain. It deals with the democratic conception of society (Kerr, 2002).

2.7.2 Political domain

The political domain of citizenship involves the political life of a society. Society set up political institutions to meet the challenges of the present and future challenges. It provides essential knowledge and skills for active engagement in the country's political system, and plays its role in inculcating traits of good citizenship among the students (Kerr, 2002).

2.7.3 Socio-economic domain

The socio-economic domain of citizenship refers to the relationship between individuals and society. It creates awareness about active participation in societal life.

The rights to economic well-being and freedom to social security, the right to having the profession of one's own choice, and participating freely in positive social and economic activities are included in the socio-economic domain. Civic education brings awareness in the society for the socio-economic wellbeing within the legal coverage and support education (Kerr, 2002).

2.7.4 Cultural and collaborative domain

It deals with the cultural norms of society. It enables the learner to observe and respect one's culture and other local, regional, and global cultures. All domains of citizenship education are interlinked and dynamic, and complex. In both established and developing nations, the four pillars of civic education form the basis of citizenship education (Hina et al., 2011).

Civic education has become an integral part of the school curriculum in developed and developing countries. In the United Kingdom, it was included as a compulsory cross-curricular theme in the curriculum in 2002 (Kerr, 2002). In the United States, it is labeled as civic education, a curriculum area with national standards (Pederson & Cogan, 2002). Australia has state-funded active citizenship programs, in most countries (Brien & Parry, 2002); in Canada, there has been renewed interest across the provinces (Hébert & sears, 2001); in New Zealand.

2.8 Modern Forms of Civic Education

The following sections investigate suggestions for alternate, philosophically intriguing civic education methods (Crittenden & Levine, 2007).

2.8.1 Service Learning

Today, we use the term service-learning to refer to educational experiences that place students in the broader community. It is a standard method of civic education that combines formal study with practical experience. In an ideal situation, students would

incorporate their service-learning experience and observations into their classroom learning and teaching and use the knowledge gained from their classroom discussions and research to improve the quality of their service. Famous educator and psychologist Jerome Bruner advocated allotting class time to students' developing political action plans to address pressing societal and political challenges, including poverty and racism. He said teachers should take their classes out into the neighborhoods so that pupils may learn about local businesses and culture. Like Dewey before him, Bruner is now criticizing the status quo of education for its inability to encourage instructors and students to spend time in the community, where they can become familiar with its physical, historical, occupational, and economic aspects and use them as teaching tools (Dewey, 1938). The standing danger that the material of formal education will be solely the subject matter of the schools, divorced from the subject matter of daily experience Dewey wrote. To combat this, schools might emphasize the spirit of service, which includes teaching pupils about local careers.

According to the available data, the best way to learn about civic responsibilities may be through hands-on experience. The explanation, once more, is that students respond to events that affect their emotions and sensations of self in a direct and immediate way (Damon, 2001). Conover and Searing (2000) noted that although most students identify themselves as citizens, their grasp of what it means to behave as citizens is elementary and dominated by an emphasis on rights, thus fostering a privately centered, passive perspective. Tocqueville said that nothing beats active political participation to shake people out of their insular and apathetic outlook. Political action, instead of merely casting a ballot or donating money, is the type of engagement that best fits this context. According to William Damon, the best moral

education programs get students to act right away and then give them a chance to think about what they did.

2.8.2 Action Civics

The "service" in "service-learning," according to some (Boyte & Kari, 1996), reflects an overly narrow definition of citizenship that ignores power and agency and promotes an undemocratic split between people doing the serving and receiving it. By extension, civic engagement extends beyond traditional forms of expression such as military service, voting, paid employment, or letters to the editor. There are a wide variety of ways to be politically active, including attending and participating in political meetings; organizing and running meetings, rallies, protests, and fund drives; collecting signatures for bills, ballots, initiatives, and recalls; serving on locally elected or appointed boards; founding or joining political clubs; debating with fellow citizens about social and political issues central to their lives; and pursuing careers that have public value. The NACC is a network of groups that promote student participation in civic action as a means of teaching civics. In most cases, service is just one kind of "activity." Although some NACC members are educators, establishing similar practices in non-profit, community-based groups where many NACC members work may be more frequent and easier. Participation in civic or political activities among youth is often facilitated by youth organizing (Levinson, 2012).

2.8.3 Civic Education Through Discussion

Learning how to have productive conversations and debates about societal issues may be at the heart of civic education, especially for a deliberative conception of democracy. That is a high-level mental and moral challenge that practice can overcome. The most effective method of instruction is to have students discuss current events under the guidance of a moderator (often the instructor) and with a prerequisite of prior

preparation. A debate is a type of heated argument. Mock trials and the Model United Nations are two examples of simulations in which participants take on the roles of fictional or real-life people to debate real-world topics. In addition, during deliberations, students often use their natural voices as they strive to reach a compromise. There is substantial evidence that student learning, social skills, and political involvement can benefit from moderated debates on current, difficult issues (Kawashima-Ginsberg & Levine, 2014).

Both Hess (2009) and Hess & McAvoy (2014) argue for talking about hot-button issues in the classroom and examine some of the ethical challenges that educators face when doing so. For instance, when acting as a moderator, should a teacher be transparent about her or his personal biases or try to hide them? How can we present questions that will spark genuine debate? (Most people nowadays would likely argue that slavery is no longer controversial and should not be addressed. However, the truth of climate change must be addressed.

2.8.4 John Dewey: School as Community

According to John Dewey (1991), "states began viewing education as the greatest way to maintain and regain political power beginning in the 18th century" (p.137). However, "the maintenance of distinctive national sovereignty necessitated the subordination of individuals to the greater interests of the state in armed defense and efforts for international supremacy in commerce. The purpose of education shifted from producing the "man" to producing the "citizen" (Crittenden & Levine, 2007).

However, in a democracy, education could address both individual growth and full and free interplay among social groups due to the combination of numerous and more varied points of shared common interest" and the need for continual readjustment through meeting the new situations produced by varied intercourse, which Dewey

called progress. For emphasis, civic education, intended by the term "democratic education," may be found primarily in states that practice democracy (Crittenden & Levine, 2007).

There is no greater place for political or democratic engagement than in the students' community of the school. According to Dewey, this is the case (1916). Facilitating students' preparation for democratic engagement in the political system and shaping the students' interactions with adults and peers can be accomplished through cultivating a democratic culture within the schools. Theodore Sizer observes, "Students learn considerably more from the way a school is operated," and adds, "the ideal approach to teach values is when the school is a live example of the principles to be taught" (Crittenden & Levine, 2007).

Dewey claimed that students are always more interested in actual situations than hypotheticals or classroom exercises. Commonplace in today's public schools, students should also do "active investigation and thoughtful deliberation about the big and vital challenges" facing their communities, broadly construed, but notably their schools. Unfortunately, the decision-making process on issues that affect a community is rarely connected to what is taught in a textbook. According to Dewey, conventional teaching methods are sometimes "alien to the existent capacities of the young beyond the reach of their experience." The nature of the problem prevents students from being extremely involved (Crittenden & Levine, 2007).

According to Dewey (1991) "an experienced continuum to be at the heart of education" (p.39). The experiences he sought to encourage emphasized healthy development; in other words, it increased a person's drive to learn and continue learning while building on earlier experiences. Compared to any other type of social or political structure, "democratic social experiences" were preferable because they offered "a

better quality of human experience." Making school operations a part of the curriculum was one sensible and doable option. Allow the students to use their experiences at school to make or participate in decisions that have an impact on topics and issues in the classrooms as well as daily operations of the school, such as student discipline, upkeep of the grounds and buildings, issues with cliques, sexism and racism, incidents of ostracism, and the like (Crittenden & Levine, 2007).

Schools, in Dewey's view, are "embryo communities," "institution[s] in which the kid is, for the time to be a member of a community life in which he feels that he participates, and to which he contributes." Understanding what Dewey is going for does not require us to question the precise meaning of words like "community" or "community." It is hardly shocking that Dewey wanted pupils to have real-world decision-making experience in the classroom. Remarkably, folks who spend the most time at school do not have the most exposure to democratic processes there (Crittenden & Levine, 2007).

Real decisions made through democratic school procedures and the larger society are extremely important. Political action like this is a valuable stepping stone to full democratic involvement. According to Melissa S. Williams: "...The only way to build individuals' feeling of agency to transform the world they share with others is to learn cooperation as a practice. It teaches restraint when advocating for one's vision and helps individuals see that they are a vital cog in the wheel of a more significant effort of communal self-government (Crittenden & Levine, 2007).

Only some school-related decisions need to be made by a majority vote. Students should not make decisions in fields where competence is required because that requires a level of experience and training that they do not have. Pedagogy is one of the most important examples. Teachers and administrators, not students, should make

pedagogical decisions because they have a deeper understanding of the educational processes and their subjects and because they have direct and often intimate knowledge of the variety and nature of the abilities and problems of their students (a point emphasized by Dewey, 1991). (Thomas & McFarland, 2010).

However, many students are still young adults. Therefore, the choices they are asked to make should reflect this. For the same reason, not all students may be exposed to every aspect of the democratic procedure or classroom discussion. Participation in a democratic society is made more difficult by individual differences in cognitive, social, and emotional development, especially at the primary school level. A two-stage approach to civic education is discussed, noting that while all children may have the same potentiality, activating such potentiality requires development. Dewey's views on the school as a community continue to influence education in various ways. First, in some alternative schools, democratic rule is genuinely exercised by the student body, faculty, and parents. Sudbury Schools (the first of which opened in 1968 in Sudbury, Massachusetts) are community-run and managed through regular town hall meetings (Thomas & McFarland, 2010).

Giving students some say in how their school is run through elected student governments, student-controlled media, and policies that support student speech is much more typical. Another prevalent strategy is helping and promoting students to run their voluntary groups within a school—clubs, teams, etc. A reasonable explanation for why Thomas & McFarland (2010) and others discovered beneficial impacts of extracurricular involvement on voting is that teenagers become engaged citizens by running their small communities.

2.9 Civic Education in Historical and Philosophical Perspectives

Without getting into the concept of citizenship, it would be impossible to discuss the philosophical and historical roots of Civic Education. This research aims to lay the groundwork for understanding the origins and guiding principles of Civic Education. However, it would be irresponsible to discount the fact that the development of Civic Education in the vast majority of nations around the world is intrinsically tied to citizenship as a social construct. Many democracies have made citizenship instruction a priority in their educational frameworks. Nation-building has been an important factor in many countries because of concerns about social cohesiveness in multicultural communities (as in South Africa's commitment to country-building) or because of concerns about the alienation of young people from political processes (as in England and Wales) (Jackson, 2003).

Citizenship Education has emerged as a discrete field of study or a facet of the broader educational experience. Other characteristics, such as democratic norms, virtues, political literacy, or Civic Education in the case of the Zambian scenario, have been highlighted in societies where the term "citizenship" (or its equivalent) is not employed. Concerns about various issues have long been voiced in connection with citizenship discussions, and there has always been some disagreement about how those concerns may be addressed. Citizenship has traditionally been understood in the context of belonging to a political community and enjoying certain privileges, including the ability to cast a ballot and run for office. For a long time, citizenship was a special status accorded solely to persons who met particular requirements, such as being able to identify they owned their own home. However, citizens' rights have emerged as a novel concept in contemporary governments. They are typically regarded as an integral part of nationality, being accorded automatically to all persons born in a country and others

in specific circumstances, such as permanent settlers. Indeed, citizenship, as exemplified by these qualities, would seem to be a uniquely democratic ideal, as reported (Muleya, 2015).

If their government makes an unjust judgment, citizens can appeal to the court to have it overturned, unlike subjects. Furthermore, they have the opportunity to influence policymaking on a national scale. Modern liberal thought has tended to consider citizenship more regarding rights, whereas Aristotle's view of citizenship (*politeia*) focused mostly on obligations. Citizens have the right to participate in public life, but they also have the right to put their responsibilities ahead of their interests in politics or the greater good. According to certain authors like Etzioni in Jackson (2003), who writes from a communitarian perspective, citizenship should entail rights and duties, with the latter often arising out of a sense of responsibility and belonging rather than compulsion.

Citizenship is a status tied especially to the nation-state, which gives civil rights, political rights, and social rights, as Marshall (1964) puts it, is a commonly quoted definition of citizenship. These protections are thought to answer people's worries on multiple fronts. Freedom of expression, association, religion, and avoiding censorship fall under the purview of civil rights; the right to take part in political processes is the purview of political rights; and the right to access social benefits and resources, such as education, economic security, and welfare state services, falls under the purview of social rights (Jackson, 2003). As can be observed in the next debate, in which Derek Heater provides some comprehensive explanation of the emergence of Civic Education, it is clear from the preceding remarks on citizenship that several challenges have evolved in this field, which also influence Civic Education. He first lays out the classical roots of the "foundations and variations" of Civic Education.

According to Heater (2004), the concept of Education for Citizenship, or what we now call "Civic Education," arose in Greece during the Archaic Age (776-479 BC) and flourished throughout the following Classical Age, when it became the topic of some very eminent thought. The rise of the citizen class necessitated educational and literary endeavors people needed instruction in their new roles as citizens. For most of the eighth century, the polis had replaced the kingdom or tribe as the basic unit of Greek society. By today's standards, the polis or city-states such as Sparta, Corinth, and Thebes were tiny countries. During its brief peak, democratically ruled and demographically bloated Athens was home to maybe 50,000 citizen families, to which the city's resident foreigners and enslaved people must be added.

In such a scenario, residents were expected to participate in government, even if compelled to work for a neighboring state. As was hinted at earlier, the residents were mandated to undergo appropriate behavior and job skills training, suggesting that a service-learning framework was given some degree of priority. Heater (2004) argued that the polis was a close-knit society ruled by a tiny and homogeneous ethnic minority, for whom the polis's foreigners and enslaved people performed essential labor. That is why the powerful had the time and resources to participate in polis politics actively; they were, in a word, citizens.

But there were two other variables that determined who got to be citizens. One of them, according to Heater, was a dedication to the well-being of the polis, which included a willingness and desire to get involved in public affairs, which had both positive and negative aspects. The negative aspect was resistance to authoritarian rule. Arbitrary control angered the Greek in his own soul, as the saying goes (Kitto in Heater, 2004,). The tradition of gathering to discuss societal issues showed significant care for the well-being of the whole, and its origins can be traced back to the heroic era

represented by Homer. The Greeks' proficiency with abstract thought was an additional deciding element.

As a result, citizens began to pledge their political allegiance to the state rather than an individual chief, lord, or king. The citizen was, in fact, a person who could "have a stake in the polity," as the expression goes. However, the specifics of that proportion varied depending on whether the state was based on an oligarchy or a democracy as its constitutional mode. One could argue that the Greeks, despite the flaws in their system as a whole, understood the need for citizen participation in the welfare of their city-states. In all likelihood, they knew nothing short of such participation could bring about the kind of social reform and revolution desperately needed. Without a sure, one could argue that such a vantage point enables one to foresee the kind of social role that could play. According to Greek viewpoints, Civic Education primarily focused on topics related to citizen engagement (Hornblower & Spaworth, 1998).

However, Romans viewed civic education as primarily focused on acquiring legal rights and paid little attention to encouraging citizens to get involved in local government. The basic differences between the Greek and Roman conceptions of citizenship are evident. Roman citizenship was not devoid of the notion of participation in public affairs; however, social and geographical realities imposed very severe limits on the practice of citizenship. From this vantage point, we can see that the two camps' views on Civic Education evolved and were distinct. This seems to be the picture that may be painted on the topic of Civic Education that is reliable keeping in view the inherent framework of civic education. This argument does not undermine the value of Civic Education in addressing social worries about change and progress. Students still

gain a great deal from civics classes because they are better prepared to become productive members of society and agents of change (Muleya, 2015).

2.9.1 Civic Education in viewpoints of Plato and Aristotle

According to philosophers' individuals should think about ideas related to the nature of the world and later convert them into real image of their societies keeping in view the past ideas and recommendations of theorist toward civic education. The worth of Plato and Aristotle's ideas, which may be deemed to be perpetual, and the contexts in which they were created are necessary for understanding the contributions they made to the thinking behind Citizenship Education. According to Heater (2004), Plato's view of citizenship education is that, civic education must be related with the course of elementary and secondary education in advanced manner, that may facilitate the human with the existing body of the civic values. He did have some respect for the Spartan approach to schooling. According to his writings, he supported publicly funded schools and communal dining halls. However, he lamented the neglect of teaching morality and intellectual development to prepare young men for the military (Plato in Heater, 2004).

Plato believed that proper objectives and goals of civic education can take place by engaging or teaching civic values to students in effective manner rather than engaging them into business world. He also believed that concrete picture of civic values can take place by practically applying them in learning circumstances, in keeping with the pre-Cynic tradition. In light of this, there has been a push to make Citizenship Education and Humane Education complementary programs. Teaching civics in schools help students grow intellectually and morally, preparing them to take on their civic duty and effect positive change in their communities. Further, Plato reasoned and advised that any education leading to material success, perhaps physical strength, or any other achievement unconnected to knowledge and morality may be considered

meaningless dubbed education. Education was intended to develop citizens' character so they would be well-versed in all issues that called for their involvement in community affairs and public policy (Plato in Heater, 2004).

As a result, both the citizen who dominates and the citizen who is controlled must be taught so that they can accept that what they want is what is legal, i.e., that their behavior must become moral. However, virtue cannot be taught, according to Socrates. Plato's response was to assert that goodness resulted from knowledge of the ultimate truth and that this truth could be ascertained via the Sophists' teachings. Only via a very long and well-planned student life devoted to the search for knowledge, comprehension, and the development of the capacity of the reason was this made possible (Heater, 2004).

Plato's hypothetical constitution's provision for a state educator was novel, several of the ideas in his educational program were inspired by actual Greek practice, particularly that of Athens and Sparta. Aristotle shared his teacher's excitement for "common tables" and many other suggestions, including the public education system. He felt that education should cultivate virtue in citizens as the virtue was a prerequisite for happiness. However, the individual's innate tendency toward virtue must be strengthened by the cultivation of good habits and reasoning ability, which is what education was supposed to provide (Heater, 2004).

In light of this, what does it mean that Aristotle's twin guiding principles for civic education to conform to the constitution and to cultivate virtue exist side by side? He believed that the current government's role was to equip citizens with an education that would shape their personalities and help them develop the skills and confidence needed to reach their full potential. In sum, he saw that the goal of education was to produce good citizens and good people who were exceptional in their own right

(Swanson, 1992). Furthermore, he maintained that it was necessary to seek habit formation through the instruction of gymnastics and music and monitor children's moral behavior. The latter, he believed, was crucial for the development of good citizenship from adolescence into adulthood, as the act of playing or listening to music in its varied rhythmic and harmonic modes would elicit different traits of civic virtue in the listener (Heater, 2004).

2.9.2 Education related to Roman and Greek

First, it is important to recognize that citizenship in ancient Greece, especially in Athens, was a political idea and position that defined the political role of the individual. In contrast, old Roman citizenship had a strong legal basis that established clear legal rights for citizens. Nonetheless, virtuous behavior was expected of native speakers of both languages. Second, the Greek educational system, in contrast to military training, was created to mold students' personalities through the use of music and the student's emotional intelligence. Roman culture spread the idea that music was beneath people's dignity and that dancing was humiliating, both seen as threats to their prized *gravitas*. The primary focus of Roman civic education was on the practical matters of complying with, understanding, and applying the law (Muleya, 2015).

Thirdly, the Greeks, except for Sparta and Crete, came to embrace the necessity of institutionalizing education in schools; Rome kept the notion that education was essentially a familial responsibility more firmly, albeit not altogether. Roman society revolved around the family. Citizen parents took responsibility for their children's education throughout the republican era and maybe even earlier, during Rome's monarchical era. Tacitus, for instance, revealed that the youngest members of the family were shaped by their mothers or other female relatives, who instilled in them the belief that one should devote one's entire being to the performance of one's duty, whether one

is destined to become a soldier, a jurist, or an orator (Gwynne in Heater, 2004). What can be gleaned from this is that the Romans placed a high emphasis on Civic Education at all levels of society, including the home, the Romans believed that instilling moral values in children was the job of both the family and the community's schools. Even though it was not the ideal kind of Civic Education by today's standards, it made sense to the people of that day.

Therefore, it is plain to see that the ancient ideals and practices of Citizenship Education did not perish with the passing of philosophers and the fall of Greek and Roman governments, as these historical and philosophical viewpoints demonstrate. They have been a consistent source of guidance for developing Civic Education concepts. They are particularly instructive since they show how the classical traditions are still alive and well in Civic Education. They also reveal the wide Renaissance-onward evolution of Civic Education's classical consciousness and content (Heater, 2004).

It is no surprise that interest in Spartan education spiked throughout the Renaissance and the Enlightenment when interest in classical culture was rekindled. What seems to be emerging clearly from this analysis is the extent to which the classical world influenced Citizenship Education across three broad spheres over several centuries. Students of Greek and Roman history and literature were exposed to different perspectives on citizenship and how ancient Spartans, Athenians, and Romans carried out their responsibilities as citizens. Some educational theorists and politicians have claimed that the old virtue of civic consciousness may be recreated via the broadest educational methods to benefit modern states. So, the ancient art of rhetoric has continued in school curricula with its forensic and political possibilities. The period culminating in the French Revolution was when radicals questioned the absolute

monarchy of previous regimes. For many, the classical traditions of republicanism and citizenship offered a compelling alternative. Implementing the shift presented a formidable academic and political challenge. The Age of Revolutions and Rebellions followed, and in Europe at that time, three major characteristics of Citizenship Education were practiced and championed (Muleya, 2015).

The first was the idea that educating people was necessary to ensure the safety of the monarchy and the country as a whole. Second, these goals were commended and put into practice within a theological framework. The third tenet was to invest in the education of the 'gentlemen' so that the state would have competent and loyal leaders. Heater (2004) identifies Bodin and Thomas Hobbes as the leading political theorists during the turbulent years between the middle of the sixteenth century and the middle of the seventeenth century. Both authors published works that reflected on the principles of Civic Education and encouraged the authorities in their arguments that education should reflect this element. They suggested that eliminating pervasive violence in society would need a sea change in how schools are run. They maintained that social cohesion could not be achieved without teaching youngsters the values and behaviors that contributed to that goal. From their discourse, we may infer that the time was right for Civic Education, and its benefits were being felt (Muleya, 2015).

That is why teaching people not to steal from each other or use violence against one another is so important. Since this was aimed primarily at the adult 'classes,' it was a well-thought-out plan for producing excellent citizens who are both moral and well-informed. According to Hobbes, the hallmark of this era's civic education was its emphasis on religion through the church, as the latter was considered the primary channel for delivering the messages of good citizenship. In other words, the church was considered more capable than other institutions of instilling the qualities and habits

likely responsible for transforming their society. Before the upheavals and uprisings of the 18th century, civic education was a powerful force in creating citizens. However, it might be argued that the role of religion or the church during this time was not the only one of the numerous forces responsible for shaping citizens (Heater, 2004).

2.10 Civic Education Worldwide Emergence

Torney-Purta (2002), a prominent modern academic, claimed that the concept of Civic Education appears to have had its first experience boom from the late 1950s through the 1970s. So, it's generally agreed that this sparked some important studies on political socialization and its close cousin, Civic or Citizenship Education. At the time, the United States and other countries in the global North focused on academics. In addition, Torney-Purta noted that "much of this study was performed by political scientists who were anxious with tracing partisanship from generation to generation." To investigate the origins of national political system support. Although "which agent is most vital" is no longer a pressing issue, it did shape much of the pioneering research. However, Civic Education's capacity to bring about beneficial social change and societal transformation was not a major topic of discussion. But the fact that this movement was begun demonstrates that Civic Education was a potential avenue for addressing and responding to societal concerns.

Researchers worldwide are conducting empirical studies using a wide variety of methods, leading to a significant increase in the literature on education for citizenship and democracy during the past decade (Hahn, 2010). In recent years, research into civic education has exploded on a global scale. Although numerous authors have emphasized the importance of schooling for civic engagement throughout history, until the 1960s that researchers, primarily in the United States and Western Europe, began to

systematically investigate how young people acquired their political knowledge, skills, and attitudes.

According to Ehman and Hahn (2010) the earliest scholars looked at how different socialization institutions (such as families, schools, and the media) conveyed their views on political issues to young people. Since then, the definition of "Civic Education" has broadened to encompass the myriad ways today's youth make sense of the political and social worlds. Today's prevailing constructivist paradigm, which holds that young people create meaning rather than merely absorb it from their elders, is more influential (Torney et al., 1999; Torney et al., 2001). According to Hahn (2010), many academics have described Citizenship Education policies and practices in their respective countries and regions. Some of these authors included (Arthur et al., 2008; Grossman et al., 2008; Georgi, 2008; Lee & Fouts, 2005; Kennedy & Fairbrother, 2004; Banks, 2004; Morris & Print, 2002).

2.11 Current scenario of Civic Education in Pakistan

In Pakistan, Civic education is imparted through a prescribed curriculum of social studies at the primary and elementary school level and the curriculum of Pakistan studies and civics and secondary school level. The main thrust focus of Civic education in Pakistan since 1980s Islamization of the society. It aims at imparting the knowledge and skills of being a good Muslim and good Pakistani citizen (Gillani & Ahmad, 2004). The primary responsibility for Civic education in Pakistani schools lies with the capstone courses of social studies, Pakistan studies, and civics. Secondary school students are required to take Pakistan studies as compulsory course and civics as an elective course, which narrates Civic education within a theoretical framework of Islamic ideology. The aims objectives, contents and teaching methods of these courses are provided in the national curriculum policy. There will be no specific course for

Civic education in Pakistan at the secondary school level. Various aspects of Civic education are merged into the content of general subjects.

Civic education is not an essential part of the curriculum (2006) a touch of Civic education is incorporated in the textbook social studies at the primary school level and in Pakistan studies at the secondary school level. Civic education plays a vital role to bring knowledge into practice to the social, political and economic growth of the state. It plays a vital role in bridging the gap between knowledge and practice in societal life. There is vast room for research to analyze the content of civic education in the alignment of the curriculum. Very few studies are available in the field of civic education (Naseer, 2012).

2.12 Benefits of Civic Education

Rietbergen-McCracken (2012) claimed that two primary areas have been identified consistent beneficial benefits where civic education courses are implemented:

- **Increased Participation in political processes**

The consensus is that citizens who have participated in civic education programs are more likely to engage in democratic processes like voting, community problem-solving initiatives, attending local government meetings, protesting, contributing to election campaigns, and contacting elected officials (Rietbergen-McCracken, 2012).

- **Greater Political Knowledge**

Again, studies demonstrate that people who take part in civic education programs are more informed about the fundamentals of their country's political system, such as the nature and role of democratic institutions, their fundamental political and civil rights, and the frequency and nature of elections (Rietbergen-McCracken, 2012).

In a broader sense, civic education can help advance good administration and citizen participation. There have been numerous evaluations, including one by USAID in 2002, which found that men and women do not necessarily gain equally from adult civic education programs. Because males benefit more from civic education programs than females, the gender gap in political involvement can increase as men become more committed to democratic ideas and practices. This lopsided effect is probably a result of cultural and economic restrictions that prevent women, especially in the developing world, from participating in political processes. Evaluations of civic education programs in schools, on the other hand, find less or no association between gender and the benefits of these programs on students' likelihood of engaging in politics (Rietbergen-McCracken, 2012).

2.13 Criticism of Civic Education

According to Sudbury schools, learning about values, social justice, and democracy requires a practical application (Greenberg, 1992). For the things we have to learn before we can do them, we learn by doing them, remarked Aristotle. (2005) Bynum, Porter, Messenger & Overy argue that moral instruction and individual accountability are necessary for schools to achieve this goal. Schools must provide children with the three major freedoms that make up personal responsibility: freedom of choice, action, and freedom to accept the consequences. The values of democratic discussion are taught in democratic schools to benefit the future citizenry, which is its "strongest, political justification." In the literature on deliberative democracy, this sort of schooling is frequently mentioned as bringing about the basic social and institutional changes required to create a democracy that incorporates active engagement in negotiation, group decision-making, and meaningful social interactions (Curren, 2006).

2.14 Civic Education and Curriculum

It has been stated that schools foster the learning of civic concepts through two different means: first, through the formal curriculum, and second, through the unofficial curriculum, which consists of the school's ethos and culture. Students learn about citizenship through school relationships and structure and in the classroom, sometimes referred to as the "hidden curriculum" (Apple, 1990).

In the context of social science education in Pakistan, the concept of a citizen is extensively studied. The focus of the now-renamed Social and Political Life course in schools used to be on citizenship. Writing about the past has maintained a strong interest in expressing concepts of citizenship and nationhood that have emerged through historical research. Thus, many researchers have zeroed in on analyzing history and civics textbooks to better comprehend concepts like "citizen" and "citizenship." Several in-country and international research has demonstrated how ideal citizen ideals shape social science curricula (Kumar, 2001; Roy, 2003; Jain, 2004; Durrani, 2010). In this section, we look back at a few of the studies we experimented with.

In examining history books, Kumar (2001) believes that a teaching history is a crucial tool for creating a sense of national identity and citizenship. Educating students "into an authorized national history, with the State as the authorizing agency" is a major goal of the state, in his view.

According to Arif (2005) in India and Pakistan, history textbooks can be important ideological instruments in the hands of authoritarian governments. He argued that the two countries' history books use the 1947 partition of India and the subsequent creation of two independent nations as their starting point. He argues that the historical writing of the numerically dominant community is an attempt to impose religious and ethnic identities to construct a single identity of citizens and a nation. By focusing on

the achievements of the majority, textbooks promote the marginalization of minorities from citizenship and national identity. Specifically, he explains how he thinks Islamic definitions, knowledge, and practices have been incorporated into the official curriculum of Pakistan ever since the country was created.

Research conducted by Durrani (2010) in four Pakistani elementary schools reveals very similar results. This research delves into how a nationalistic understanding of citizenship is fostered through formal educational settings. According to Arif (2005), the concept of citizenship as a national identity arises from a complicated nexus of education, religion, and nationalism. According to Scot (2002), Social Studies is a combination of history, geography, and civics, and is employed as a vital educational site for establishing and maintaining the nation,' integrating a feeling of physical place and territory to the notion of identity and constructing the citizen for the nation-state.

Roy (2003) examines the impact of Indian Social Science textbooks prior to the NCF 2005. She feels that including the "preamble of the Constitution in every school textbook seeks to repeat and promote the universal value of citizenship as well as essential duties of citizens" is important (p. 2471). The conceptions of citizenship that these textbooks inherit are revealed by deeper examination. She has seen, for instance, that textbooks place too much value on "duties abidingness" as the primary characteristic of a citizen. This, she argues, can be used to "nation-build and as a corrective technique for halting behavioral degeneration" in the classroom (ibid.). She explains how the idea of "good" citizenship is emphasized by obediently following the law and accepting power without inquiry and how these concepts are intertwined with the "passive" and "thin" sense of citizenship.

These primary responsibilities must be understood in the broader setting where the "teaching of obligations" occurs. The hegemonic inclinations of the ruling masses

are reflected in the assumptions behind these responsibilities, which show how national pride and dignity are intended to be achieved. According to Roy (2003), a nationalistic conception of citizenship results when rights and responsibilities are fused with a dominant conception of national identity.

An example is Jain (2004), who analyzed the first Civics textbook, *The Citizen of India*. Lee Warner wrote this piece. The author demonstrates that civics education was intertwined with the "colonial project of cultural hegemony" in this insightful and engaging book. During the British Raj in India, civics education was mandated in schools as a means of reversing the "growing disloyalty of Indians toward the Raj by fostering values of passive and encompassing citizenry and creating the notion of a citizen, who is obedient and loyal.

According to Jain (2004), students are socialized by civics textbooks into a discourse in which the image of society is abstract, lacking any understanding of the social processes and structures, and in which students are not allowed to reflect upon their social positions within these structures. Students "internalize misrepresentations of marginalized and oppressed groups and view society in the image of its dominant group," resulting. In this piece, he sheds light on "how the women, rural, and Dalits are presented with negative features like obscurantism, communalism, and so on" (p. 184.). He also explains how the "Dalits and untouchables are employed to enhance the expansion of the nation" while talking about the caste system and untouchability in the context of nation-building. "The textbook stays mute on human rights of Dalits to life and freedom of expression and sexual abuse against women," they wrote.

Numerous studies have shown that, in addition to learning civics and history, a child develops the ideals of "good citizenship" through her interaction and experience with the symbols of "ideal citizen," which are present throughout society as tacit norms,

values, and beliefs (symbolic capital), as well as material capital (media, newspaper, cinema) (Matthews, Limb, & Taylor, 2000; Anderson, 1998; Roy, 2010)

According to educational practitioners, complex gender, caste, and class disparities have been shown to influence our regular classroom procedures in schools. Dalit literature explains how schools' control and regulate rituals' purity/pollution concept. In order to prevent Dalits from joining the political and public sphere, Dalit students are frequently blamed for a purported fall in standards and accomplishment, as well as the culture of the educational institutions they attend. Thus, a Dalit youngster feels alienated by the school because her life is either not represented in the curriculum or is portrayed negatively (Guru, 2005). According to several studies (Guru, 2005; Sunder, 2004), Indian classrooms reflect a discourse characterized by an epistemology of Hinduism and patriarchy and an ontology of Brahmanism and masculinity. When both the oppressor and the oppressed embrace these "frames of rationality," they exacerbate oppression. For instance, Dalits internalize "Brahmanical concepts" of purity, pollution, and caste virtue. The Muslim youngster is seen similarly as a "suspect." Girls are seen as having "male in the head," which devalues feminine norms and customs. This amounts to enforcing "relations of ruling" when a non-Hindu (Muslim), Dalit, or woman is humiliated.

According to studies, pupils learn about their social inequality through the curriculum. "A child from a low-income community consequently feels isolated and ashamed of her identity. Additionally, there is a denial of citizenship, if a sense of belonging, a capacity for access, and the ability to be able to engage any of these ingredients are deemed, or not available" (Boteng cited in Gillborn, 2006, p.209-13).

Numerous studies conducted in Indian classrooms show how important schools play in developing gender norms. For instance, schools have an essential role in

sustaining identities to the detriment of the educational experience that girls (Nambisan, 2004). According to her, the larger culture and practices of education, such as teacher attitudes and peer interaction, informally the implantation of a code of gender acceptable behavior, in the formal curriculum of official school information and the hidden curriculum. According to her analysis of Rasmussen and Brown (2002) observations of a primary school in Tamil Nadu, chores surrounding the school were strictly separated according to gender. When the containers were small, girls would fetch water in addition to using the broom and washing the dishes (glasses, water pot). Boys rang the bell, opened and closed the classroom doors, carried heavy objects like large water drums or other objects, climbed ladders when necessary, and completed tasks off campus (as cited in Nambissan, 2014).

2.15 National Objectives for Pakistan Studies at Secondary Level

According to the Ministry of Education (2006), the following are the objectives for Pakistan studies at the secondary level:

- Teach students to be grateful to God (Subhana Wa Ta'ala) for giving them a country of their own.
- Promote unity, patriotism, and loyalty to one's country.
- Inspire kids to develop their powers of observation, imagination, analysis, and introspection.
- Educate people about Pakistan's ideology, the Muslim fight for independence, and the efforts to create a contemporary Islamic state.
- Familiarize the pupils with the varying political, constitutional, and historical changes in Pakistan.

- Teach pupils about Pakistan's multiethnic history so they can better understand and value the country's rich cultural diversity and embrace the principle of "unity in diversity" in the context of Pakistan's national identity.
- Help people learn more about Pakistan and its people, culture, and natural resources.
- Raise people's consciousness concerning the nation's economic and social activities and the part each individual has played in the country's progress.
- Emphasize Pakistan's major role in world politics and its close ties to other Muslim nation.
- Lay emphasis the rights and obligations of the citizens of an independent and sovereign state.

2.15.1 Textbook of Pakistan Studies for Grades IX-X

The textbook of Pakistan Studies for Grades IX-X consists of the following chapters,

1. Ideology of Pakistan
2. Creation of Pakistan
3. Islamic Republic of Pakistan
4. Pakistan Soil
5. History of Pakistan I
6. History of Pakistan II
7. Foreign Relations of Pakistan
8. Economic Development
9. Population, society, and culture of Pakistan
10. Protection of women

Civic education in Pakistan is open and is transformed by general subjects (Dean, 2005). According to Malik (2014), civic education is mandatory for students to be an active part of society. The content of civic education plays vital role in transforming the social values in shape of practical reality.

2.16 Research Gap

Karoum (2019) is of the view that to build a peaceful and secure civil society people are expected to be active part of community engagement activities. Civic education is mandatory to prepare the students who can actively participate to make their country a peaceful place of living.

Civic education enables the young ones to have sound understanding of civic life and political system of the country as well as it inculcates civic skills to participate in civic life of the community. Students can obtain political and civic knowledge through classroom discussion on various issues of their interest (Zohra, 2019).

Awan, et al. (2018) argued that it is responsibility of the school, to prepare active and dynamic citizens, to meet the challenges of 21st Century who are able to create a peaceful atmosphere in their society

According to Arshad & Zamir (2018) civic sense plays an important role in developing community linkage, responsible citizens who follows the law of the land. Furthers they finds that there is no sufficient content is available at secondary school level to develop civic sense among the students. Rafique, et al. (2016) highlighted that civic engagement has three basic components, civic sensitivity, civic responsibility and common goods. There is a need of study to find the relationship between citizenship behavior and civic education at secondary school level in Pakistan.

According to Lin (2015) civic education enables students to safeguard the civil, political and societal interests. It enables them to resolve conflicts in a peaceful way,

defending own point of view. Lin (2015) furthermore describes that civic education plays vital role in developing social skills that covers the aspects of working and living in groups and managing conflicts, communication skills engaging in discussions and developing positive communication bonds and intercultural skills encouraging intercultural dialogue and having respect for diversified cultures.

Hashmi (2014) concluded in the analysis of Pakistan Studies Textbook Grade IX-X Sindh province concluded that the main aim of teaching Pakistan studies is to develop patriotism among the learners, there are many flaws in the content of textbook to the objectives of the Pakistan Studies curriculum 2006. Kaukab (2012) identified that the students of secondary classes have no definite understanding about the civic education traits. He argued that civic education based on national ideology is successful to transform the social norms of the society. With growing concern, it is noted that the idea of citizenship does not seem to have any significance and influence in our education system and culture.

A review of previous researches reveals that the content analysis of textbooks was made to find out the linkage between written curriculum, enacted curriculum and taught curriculum. There is no study available which provide evidence about the real phenomena of civic education in Pakistan as perceived by the curriculum developers and the teachers of Pakistan Studies who are responsible to inculcate civic education in the students. Keeping in view the previous researches this research study will not only focus on content analysis of civic education in Pakistan at secondary school level but also it will explore the views and perception of curriculum developers of Pakistan Studies and practitioner teachers also. This research study will explore the real phenomena of civic education in Pakistan.

As teachers are the practitioners of the curriculum, it is of great importance to seek their perceptions about the content of civic education in Pakistan studies curriculum at secondary school level. There is a need to explore the views of curriculum developers of Pakistan studies about civic education at the secondary school level in Pakistan. This research gap will be bridged by this study.

2.17 Previous Studies

A study on "National Education and Active Citizenship: Implications for Citizenship and Citizenship Education" was conducted by Christine Han in 2000. In one way or another, citizenship and education values exist in our nation. The various shapes this education has taken throughout our nation have been the subject of much writing. Currently, several publications have been published that describe and explore different facets of National Education, which was first implemented in 1997. In the five years leading up to the new millennium, there have been two significant sets of changes in the way citizenship education is thought of, even though many books and research papers have been written addressing the concept of citizenship. First is the introduction of National Education, followed by the active citizenry. The recent changes are described in this essay, along with their ramifications for the idea of citizenship and the teaching of citizenship in our nation.

Globalization and the Nation Beyond: Shampa Biswas examined The Indian-American Diaspora and the Rethinking of Territory, Citizenship, and Democracy in 2005. He outlines the various political and theoretical spaces using the Indian-American community as a case study. This essay argues that diasporic mobilizations are not inherently politically progressive or subversive. It is important to examine the content of these mobilizations carefully. The paper makes the case that the nation-diasporic state's problem calls for a re-conceptualization of the term "territory" and poses

important questions about the nature of citizenship and democracy in this increasingly interconnected world.

In their article titled "Collectively, Character and Citizenship Education: Conversations between Personal and Societal Values," Jasmine et al., (2012) discussed the most recent research and developments in the character and citizenship education field through service learning and other cutting-edge pedagogical approaches. They challenge preconceived notions to advance dialogue, thought, and implement character and civic education programs worldwide. This post attempts to open a dialogue about character and citizenship education domestically and internationally.

Bo Dahlin (2010) researched the question, "State-independent education for citizenship? Contrasting students from mainstream and Steiner Waldorf schools in Sweden's views on moral and political concerns. In this essay, pupils from Swedish mainstream and Steiner Waldorf schools are compared in terms of their attitudes toward civic and moral issues. Data from the surveys were analyzed qualitatively as well as quantitatively. The sample of students included between the ages of 15 and 19. A thematic and inductive analysis of their responses was conducted. The comparisons revealed age-related differences in students' perspectives on social and moral concerns. In conventional educational settings, both age groups showed about the same level of interest and participation in social and moral issues. However, at Steiner Waldorf schools, there is a generation gap, with older pupils being more concerned with and vocal about social and moral issues than their younger counterparts. The Steiner Waldorf students also exhibited increased positivity, even as late as ninth grade. This finding raises the question of whether or not the pedagogical approach taken by Steiner Waldorf schools has a more positive impact on students' engagement in civic and moral life.

A study entitled "Role of Social Studies Education in Citizenship Training: Implication for National Development" was undertaken by B. Ezegbe in 2014. This presentation focuses on the critical need for citizenship education in Nigeria. Nigerian citizens are expected to love their country and use that passion to help the country flourish. Social studies education instills it in the populace. The social studies component of civic education needs to receive more attention. As a result, the study concluded that a lack of citizenship education causes social problems. The citizens will be better able to understand and respect their fundamental human rights and other democratic ideals if they receive adequate citizenship training through social studies education. They will better understand how they might contribute to establishing a tranquil, orderly community. The report proposed, among other things, that teachers who are qualified for the job teach social studies at all levels of the educational system. Given its significance in citizenship preparation for national development, the Federal Ministry of Education should make social studies education a core subject at the senior secondary school level and an elective course at the university level.

According to Gillian "et al." (2015) study, Teachers' views on students' experiences of community involvement and citizenship education, teachers identify their students as having a sense of belonging to several communities and taking the necessary steps for effective participation on their own. The characteristics of student's participation in community activities are seen to vary greatly. It depends on their particular circumstances and needs. While there is credible evidence that schools have effectively implemented certain tactics to give pupils a conceptual knowledge of their obligations as citizens, the researchers also identify a need to build students' practical abilities and self-efficacy to interact with their environment. Schools must offer individualized citizenship education support to the kids who would otherwise be least

likely to engage in community activities to help them participate in their communities as effectively as possible.

Do School Activities Have a Long-Lasting Impact on Youth Political Engagement? Was the topic of an investigation by Avril Keating and Jan Germen Janmaat in 2015. The policy endeavor to teach education through citizenship in schools has the biggest impact. Thus, that is the most crucial factor. In a nutshell, "education via citizenship" refers to formal and informal learning activities that allow students to gain civic knowledge and skills through first-hand experiences. According to Citizenship Education, English schools' most frequent "education via citizenship" activities include school councils, debate teams, and mock elections. This article's longitudinal study demonstrates that these actions have an impact, not just in the short term but also in the medium term. Thus, it makes the case that school activities can have a long-lasting and independent impact on young people's political engagement and supports continuing education about citizenship and citizenship.

2.18 Chapter Overview

In the beginning of chapter 2, meaning of civic education were comprehensively described. Crittenden and Levine (2013), elaborated that the term "Civic Education" encompasses a wide range of activities to shape individuals' identities as citizens and future community contributors through the cultivation of shared values, commitments, skills, and behaviors. along with the characteristics of civic education. Civic education emphasizes its importance by empowering students with the knowledge they need to participate in society (Baumann et al., 2014). In section 2.3 the point of convergence between civic education and citizenship education was highlighted. Relationship between civic education and citizenship education was identified. Although civic education cavass is broader than citizenship education, in the literature both terms are

used alternatively. In section 2.3 the need and importance of civic education was examined. of and participation in a common social and cultural community. Citizenship Education upholds the view that students must be taught appropriate social and behavioral norms following the common social values and cultural standards that characterize their communities. Values, attitudes, skills, aptitudes, and convictions, in addition to knowledge and concepts, are essential components of citizenship education, which fosters political literacy and promoting social responsibility and community involvement.in section 2.5 objectives of civic education are clearly elaborated, civic education provides opportunities to develop spiritual, social, cultural engagement skills through nurturing learners understating of purpose and aim of life.in section 2.5 essential elements of civic education were discussed, i.e. knowledge and understanding of national and international laws, democratic process, Skills and aptitude and values and dispositions. In section 2.7 domains of civic education were explored from previous literature. According to Kerr (2002) there are four major domains of civic education: civic domain, Political domain, socio economic domain and cultural domain of civic education. In section 2.8 modern forms of civic education as mentioned by (Crittenden & Levine, 2007) were mentioned. Modern forms of CE are service learning, engaging people in community actions, active participation in democratic process and respecting the basic human rights at national and international level, Action civics, civic education through discussion, role of school as community are modern forms of CE. In section 2.9 civic education in historical and philosophical; perspective was explored. Civic education in view point of Plato and Aristotle, CE in Roman and Greek era and civic education in modern era were discussed. Section 2.10 deals with worldwide emergence of CE. In section 2.11 current scenario of CE in Pakistan is focused in the Lense of avail related research studies. Section 2.12

elaborates the benefits of civic education, i.e., increased participation in political process, greater political knowledge. Section 2.14 gradually magnifies the civic education and curriculum. In section 2.15 national objectives for Pakistan Studies curriculum art secondary level are mentioned, along with objectives of National curriculum (2006) the major chapters of Pakistan studies textbook for Grades IX-X are presented, i.e., Ideology of Pakistan, Creation of Pakistan, Islamic Republic of Pakistan, Pakistani soil, history of Pakistan I, history of Pakistan II, foreign relations of Pakistan, economic development, population, society, and Culture of Pakistan and Protection of women. Civic education in Pakistan is open and transformed by general subject (Malik, 2014). In section 2.16 research gap was explored, it was established after deep analysis of available literature that there is no study available which provides evidence about the real phenomena of civic education in Pakistan perceived by the curriculum developers and teachers of the subject of Pakistan studies, who are responsible to inculcate civic education in students.

CHAPTER 3

METHODOLOGY OF RESEARCH

This particular chapter deals with the research methodology and procedures of the study. It covers the research paradigms, population, sample size, sampling technique, research instruments of the study. It also covers pilot testing proper function of the face and content validity, and reliability of the research instruments, and primary and secondary sources of the data collection, descriptive statistics to know the interest of the respondents, inferential statistics used to test the hypotheses of the study, and thematic analysis of the survey.

3.1 Research Paradigms

Interpretivism is based on the assumption that reality is subjective, multiple, and socially constructed, which means that we can only understand someone's reality through their experience of that reality, which may differ from another person's shape due to individual historical or social perspective. Interpretative approaches rely on questions and observations of the phenomena under investigation; this is strongly related to the qualitative method of data collecting. According to Interpretivism, truth, and knowledge are subjective, culturally and historically situated, based on people's experiences and perceptions of them. Researchers can never be fully detached from their values and views; therefore, they will always influence how they collect, interpret, and analyze data. The paradigms of the present study are depicted in figure 3.1

The aim of the study was examining the status of Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at the Secondary School Level therefore, the exploratory sequential research design was adopted for this study. Exploratory sequential research design is a methodological approach to defining a research problem

in-depth and clearly. It is conducted to understand the current research problem better. It covers the qualitative and quantitative phases of a research study (Stebbins, 2001). The rationale for using both qualitative and quantitative methods is to go deep and enrich the generalizability of the study. The qualitative approach covered a significant part of the study because crucial focuses were documents analysis of curriculum and Punjab textbooks (IX & X class) and in-depth structured interviews of curriculum experts concerning civic education. The researcher interviewed curriculum experts regarding civic education in terms of civil, political, socio-economic, and cultural domains.

Similarly, the quantitative part is also essential as it validates the qualitative results of the study. The quantitative part does not only mean knowing the respondents' stance but also boosting the validity and authenticity of qualitative data. Therefore, the researcher collected quantitative data by administering a valid and reliable research instrument among teachers teaching Pakistan studies subjects at the time of the study.

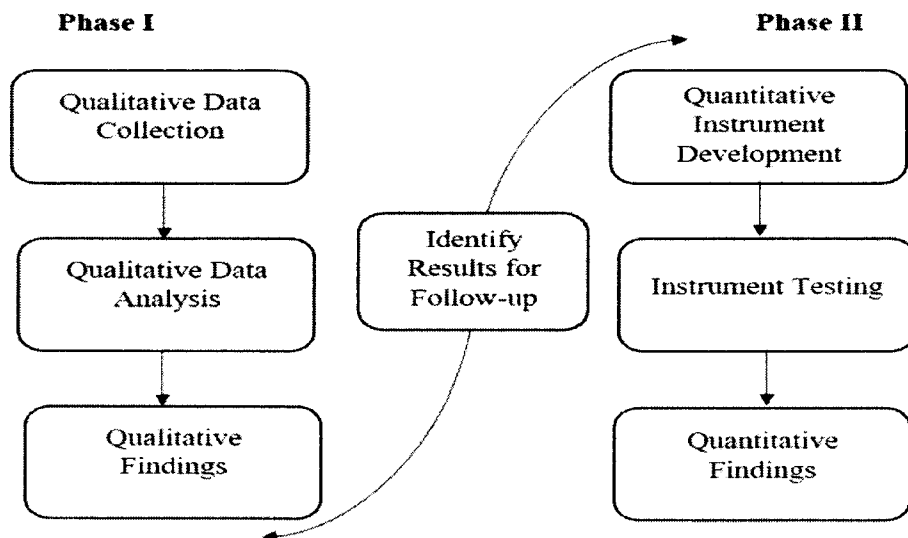


Figure 3. 1: A framework of research design

3.2 Population of the Study

Research population refers to living and nonliving materials with common characteristics that are supposed to provide information for completing a research study (Kuada, 2012). The proper clarification and identification of the research population are essential for social sciences research (Ross, 2005). The current study delimited to only Punjab province; therefore, the population of the particular study consisted of all the curriculum experts and teachers teaching Pakistan studies subjects at the secondary school level. The population of 7425 working teachers in the Pakistan studies was considered for quantitative data collection. In contrast, the qualitative population consisted of 27 curriculum experts.

Table 3.1 Units of Population

S. No	Stakeholders	Population Size
1	Curriculum Experts	27
2	Pakistan Studies Teachers	7425

<https://sis.punjab.gov.pk/>

3.3 Sample Size

A sample is a sub-part of the population. The study sample was taken using Gay's (2003) sample selection rule. According to Clarke and Braun (2013), a qualitative result can be generalized by carrying a minimum sample of 12. Therefore, 15 experts were interviewed as a qualitative sample of the study.

Gay suggests that if the population is more than 5000, the study sample will consist of 400. As the population of the particular study was more than 5000, 400 teachers were taken, keeping in view the quantitative phase of the study.

3.3.1 Justification of different samples for qualitative and quantitative data

1. Different research goals: Quantitative research aims to measure and generalize findings to a larger population, whereas qualitative research focuses on understanding a specific phenomenon's intricacies and contextual nuances. Since the research goals differ, the sample selection process should also vary to align with these objectives.

2. Different sample sizes: Quantitative research typically requires larger sample sizes to ensure statistical power and representativeness. In contrast, qualitative research emphasizes depth rather than breadth, often involving smaller sample sizes. Thus, different sources of sample selection may be necessary to achieve the desired sample sizes for each research approach.

3. Different sampling techniques: Quantitative research commonly uses probability sampling techniques such as random sampling to ensure unbiased representation. On the other hand, qualitative research frequently employs purposive or convenience sampling, focusing on selecting participants who can provide rich and diverse perspectives or have unique experiences relevant to the research topic. Employing two different sources

Table 3.2 Sample

Stakeholders	Population	Sample Size
Qualitative Sample	27 (Curriculum Experts)	15
Quantitative Sample	7425 (Teachers)	400

Gay (2003) in his book "Educational research" explains sample size as below:

Population Size	Sample Size
< 100	entire population
~ 500	50% (250)
~1,500	20% (300)
> 5,000	400

3.4 Sampling Techniques

The researcher used a simple random sampling technique to examine the qualitative and quantitative sample of the study. As the researcher has access to only a single curriculum expert in the first phase, the snowball sampling technique was used

for the qualitative sample because snowball sampling fits this situation. Similarly, in the second phase, the researcher used a simple random sampling technique for the quantitative sample of the study, as this sampling technique participants have an equal and fair chance of being selected. therefore, simple random sampling technique used to ensure every participant a fair chance, the resulting sample is unbiased and unaffected by the researcher.

3.5 Research Instrument

The researcher used two research instruments to collect qualitative and quantitative data for the study. In the first phase, documents analysis of curriculum (2006) and structured interview protocol were used to know the depth views of curriculum experts about Pakistan studies curriculum at the secondary school level concerning civic education of Punjab Province of Pakistan. The book's contents for Grade 9th and 10th were also analyzed. The contents were interpreted concerning research questions. The contents available in Pakistan studies books of Grade 9 and Grade 10 related to civic education and its domain were highlighted and categorized to reach the study conclusion.

Similarly, in the second phase, the researcher used a five-point Likert scale with options (5 strongly agree to 1 strongly disagree) to collect quantitative data from teachers teaching Pakistan studies subjects. The questionnaire consisted of two parts; the first covers demographic information, i.e., name, designation, school name, qualification, teaching experience, locality, and gender. The second part covers items related to study variables such as civil, political, socio-economic, and cultural dimensions of civic education.

3.5.1 Development of Instruments

The researcher properly explored the literature to develop the initial draft of the instruments. The researcher examined previous studies in developing an interview protocol and close-ended research questionnaire the road map for instrument development provided by the concerned supervisor, experts, and Ph.D. scholars. Therefore, the researcher initially drafted the tools with the proper consultation/guidance of a worthy supervisor, experts, and Ph.D. scholars in the field.

3.5.2 Pilot Testing

The reliability level of the tool was checked by pilot testing of the research instrument among 59 respondents who were not considered in the final data collection of the study.

3.5.3 Reliability

The gathered responses of pre-testing were entered into the SPSS matrix to run the reliability analysis using Cronbach's Alpha. The internal consistency coefficient of 57 items was found to be .82, which is in good nature as suggested by Salkind (2015) in the Encyclopedia of Measurement and statistics. Salkind usually told internal consistency of coefficient of .70 is acceptable. The internal consistency variable-wise was also measured and found in a good range. The tool's detailed reliability coefficient is given in table 3.4 below.

Table 3. 3 *Cronbach's Alpha and Internal Consistency of the Tool*

S.NO	Variables	items	Cronbach's Alpha	Consistency
1	Civil Dimension	11	.86	Good
2	Political Dimension	14	.74	Acceptable
3	Socio-Economic	14	.93	Excellent
4	Cultural Dimension	10	.84	Good
5	The curriculum of Pak Studies	8	.74	Acceptable
6	Five Variables	57	.82	Good

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 3.3 presents the internal consistency coefficients of the variables considered for the study's data collection. Separate reliability analysis was run for each variable of the tool. The Cronbach's alpha coefficients for civic education's civil, political, socio-economic, and cultural dimensions were found to be .86, .74, .93, and .84, respectively. Similarly, the coefficient for the curriculum of Pakistan studies variable was found .74, as shown in the above table

3.5.4 Validity

In the first phase, the interview protocol was developed and passed through the guidance of a worthy supervisor. The supervisor thoroughly visited the interviews questions and highlighted flaws which were incorporated accordingly. In the second phase, the primary draft of a research questionnaire consisted of 65 items related to study variables. The initial questionnaire draft was sent to a team of 5 experts for the tool's content validity. Experts rejected five irrelevant items that were excluded from the questionnaire. The experts highlighted three repeated items in the questionnaire, which also dropped as per suggestions of a team of experts. So, the final instrument consisted of 57 items covering five study variables.

I-CVI interpretation

If the I-CVI is greater than 79 percent, the item is suitable. It needs to be revised if it is between 70% and 79%. It is deleted if it is less than 70%. Content validity is determined and quantified. Lynn MR Nurs Res., Nov-Dec 1986; 35(6):382-5.

3.5.4.1 Content Validity of Questionnaire:

Table 3. 4: *Determination of the validity of the Civil Dimension of Civic Education*

Sr. No.	Item Statement	I-CVI	Remarks
A1	The curriculum of Pakistan Studies inculcates knowledge about the need and importance of loyalty to the country	0.80	Appropriate
A2	The curriculum of Pakistan Studies infuses awareness to respect the national identities (National flag, national anthem, national institutions)	0.87	Appropriate
A3	The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state	0.81	Appropriate
A4	The curriculum of Pakistan Studies highlights the spirit of patriotism in students	0.80	Appropriate
A5	The curriculum of Pakistan Studies develops a sense of ownership towards the land and assets of Pakistan	0.80	Appropriate
A6	The curriculum of Pakistan Studies gives knowledge about the constitutional rights of a citizen of Pakistan	0.85	Appropriate
A7	The curriculum of Pakistan Studies imparts knowledge about the responsibilities of a Pakistani citizen	0.80	Appropriate
A8	The curriculum of Pakistan Studies imparts knowledge about salient features of the Constitution of the Islamic Republic of Pakistan	0.80	Appropriate
A9	The curriculum of Pakistan Studies impart knowledge about the constitutional development in the country	0.80	Appropriate
A10	The curriculum of Pakistan Studies impart knowledge about the major pillars of State	0.82	Appropriate
A11	The curriculum of Pakistan Studies gives knowledge about the political system of the country	0.80	Appropriate

Table 3. 5: *Determination of the validity of the Political Dimension of Civic Education*

Sr. No.	Item Statements	I-CVI	Remarks
B1	The curriculum of Pakistan Studies Promotes political literacy	0.81	Appropriate
B2	The curriculum of Pakistan Studies describes the need/significance of national ideology	0.80	Appropriate
B3	The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan	0.80	Appropriate
B4	The curriculum of Pakistan Studies explains the students 'about the various phases of political development in Pakistan	0.85	Appropriate
B5	The curriculum of Pakistan Studies creates awareness about the basic human rights	0.80	Appropriate
B6	The curriculum of Pakistan Studies describes the salient features of the constitution of Islamic Republic of Pakistan	0.80	Appropriate
B7	The curriculum of Pakistan Studies explains the students 'about the various phases of constitutional development in Pakistan.	0.80	Appropriate
B8	The curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the State.	0.82	Appropriate
B9	The curriculum of Pakistan Studies describes the role of major pillars of the State	0.80	Appropriate
B10	The curriculum of Pakistan Studies throw light on t the political system of the country	0.81	Appropriate
B11	The curriculum of Pakistan Studies Provides knowledge about the importance of participation in peaceful protest	0.80	Appropriate
B12.	The curriculum of Pakistan Studies Provides knowledge about the importance of participation in the election.	0.87	Appropriate
B13	The curriculum of Pakistan Studies Provides knowledge about political efficacy	0.84	Appropriate
B14	The curriculum of Pakistan Studies Provides knowledge about the importance of public debates.	0.87	Appropriate

Table 3. 6: *Determination of the validity of the Socio-Economic Dimension of Civic Education*

Sr. No	Item Statement	I-CVI	Remarks
C1.	The curriculum of Pakistan Studies Enables the learners to understand the relationship between the individual and society	0.81	Appropriate
C2.	The curriculum of Pakistan Studies Teaches us to work for the improvement of society	0.80	Appropriate
C3.	The curriculum of Pakistan Studies Creates awareness about active participation in societal life	0.85	Appropriate
C4.	The curriculum of Pakistan Studies Teaches the basic features of Pakistani society	0.80	Appropriate
C5.	The curriculum of Pakistan Studies Provides understanding about major social problems faced by Pakistani society	0.80	Appropriate
C6.	The curriculum of Pakistan Studies Impart knowledge about economic development in Pakistan	0.80	Appropriate
C7.	The curriculum of Pakistan Studies Provides knowledge about major economic resources found in Pakistan	0.82	Appropriate
C8.	The curriculum of Pakistan Studies Explains the population demographics features of Pakistani society	0.80	Appropriate
C9.	The curriculum of Pakistan Studies Create awareness about the problems caused by class difference and social inequalities	0.81	Appropriate
C10.	The curriculum of Pakistan Studies Impart awareness about the role of women in society and economic life	0.80	Appropriate
C11.	The curriculum of Pakistan Studies Suggests ways and measures to improve the status of women	0.80	Appropriate
C12.	The curriculum of Pakistan Studies Provides knowledge about the social capital of a society	0.80	Appropriate
C13.	The curriculum of Pakistan Studies Impart awareness about educational development in Pakistan	0.80	Appropriate
C14.	The curriculum of Pakistan Studies Provides knowledge about the factors of socio-economic development in Pakistan	0.80	Appropriate

Table 3. 7: *Determination of the validity of the Cultural Dimension of Civic Education*

Sr. No	Item Statement	I-CVI	Remarks
D1	Content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan	0.80	Appropriate
D2	The curriculum of Pakistan Studies Teaches awareness about the culture	0.80	Appropriate
D3	The curriculum of Pakistan Studies Provides necessary knowledge to identify the major features of Pakistani culture	0.80	Appropriate
D4	The curriculum of Pakistan Studies Impart knowledge regarding cultural diversity	0.82	Appropriate
D5	The curriculum of Pakistan Studies Teaches about the basic elements of Pakistani culture and national cohesion	0.80	Appropriate
D6	The curriculum of Pakistan Studies Enables the learners to identify the major features of Pakistani Culture	0.81	Appropriate
D7	The curriculum of Pakistan Studies Role of cultural festivals in promoting cultural harmony in the society	0.80	Appropriate
D8	The curriculum of Pakistan Studies Explains the role of mass media in the promotion of culture	0.80	Appropriate
D9	The curriculum of Pakistan Studies Instill the respect for all the cultural groups	0.78	Appropriate
D10	The curriculum of Pakistan Studies Promotes Islamic culture in the students	0.84	Appropriate

Table 3. 8: *Teacher's perceptions about Civic behavior of the students of Grade IX-X*

	Item	I-CVI	Remarks
E1	The curriculum of Pakistan studies inspires students to pay regard to the national anthem and flag in the morning assembly	0.82	Appropriate
E2	The curriculum of Pakistan studies Tolerance	0.75	Appropriate
E3	The curriculum of Pakistan studies provides opportunities for participation in healthy debates on national issues	0.82	Appropriate
E4	The curriculum of Pakistan Studies eliminates gender discrimination among students	0.80	Appropriate
E5	In Pakistan Studies class students respect the equal rights of classmates	0.81	Appropriate
E6	Pay respect to the national flag and national anthem	0.82	Appropriate
E7	Take quick decisions in self-interest as well as others' interest	0.77	Appropriate
E8	Communication and developing interest groups	0.81	Appropriate

3.6 Description of Instruments

The interview protocol consisted of 8 open-ended questions. These questions covered the Pakistan studies curriculum areas like civic education, sense of belonging to the land, rights, obligations, political ideology, social wellbeing, economic activities, friendship, peaceful relations, teaching methods used by teachers, and measures for civic education. Similarly, the final research questionnaire comprised 57 items containing five study variables. The detailed description of the research questionnaire is described below;

3.6.1 Civil Dimension of Civic Education

The civil dimension of civic education is the first variable of the study. This variable covers 11 items, including the curriculum of Pakistan Studies inculcate knowledge about need and importance of loyalty to the country. the curriculum of Pakistan Studies infuse awareness to respect the national identities (National flag,

national anthem, national institutions), of pride as a citizen of a sovereign state, the curriculum of Pakistan Studies highlights the spirit of patriotism in students, the curriculum of Pakistan Studies develops a sense of ownership toward the land and assets of Pakistan, the curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan, the curriculum of Pakistan Studies impart knowledge about the responsibilities as a Pakistani citizen, the curriculum of Pakistan Studies impart knowledge about salient features of Constitution of Islamic Republic of Pakistan, the curriculum of Pakistan Studies impart knowledge about the constitutional development in the country, the curriculum of Pakistan Studies impart knowledge about the major pillars of State, and the curriculum of Pakistan Studies gives knowledge about the political system of the country.

3.6.2 Political Dimension of Civic Education

The political dimension of civic education covers 14 items such as the curriculum of Pakistan Studies Promotes political literacy, the curriculum of Pakistan Studies describes the need / significance of national ideology, the curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan, the curriculum of Pakistan Studies explains the students 'about the various phases of political development in Pakistan, the curriculum of Pakistan Studies create awareness about the basic human rights, the curriculum of Pakistan Studies describes the salient features of the constitution of Islamic Republic of Pakistan, the curriculum of Pakistan Studies explains the students 'about the various phases of constitutional development in Pakistan, the curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the state, the curriculum of Pakistan Studies describes the role of major pillars of the state, the curriculum of Pakistan Studies throw light on the political system of the country, the curriculum of Pakistan Studies Provides

knowledge about the importance of participation in peaceful protest, the curriculum of Pakistan Studies Provides knowledge about the importance of participation in the election (voting), the curriculum of Pakistan Studies Provides knowledge about political efficacy, and the curriculum of Pakistan Studies Provides the knowledge about the importance of public debates.

3.6.3 Socio Economic Dimension of Civic Education

The socio economic dimension of civic education contains 14 items, including the curriculum of Pakistan Studies enables the learners to understand the relationship between the individual and society, the curriculum of Pakistan Studies teaches to work for the improvement of the society, the curriculum of Pakistan Studies Creates awareness about active participation in societal life, the curriculum of Pakistan Studies Teaches the basic features of Pakistani society, the curriculum of Pakistan Studies Provide understanding about major social problems faced by Pakistani society, the curriculum of Pakistan Studies Impart knowledge about economic development in Pakistan, the curriculum of Pakistan Studies Provide knowledge about major economic resources found in Pakistan, the curriculum of Pakistan Studies Explain the population demographics features of Pakistani society, the curriculum of Pakistan Studies Create awareness about the problems caused by class difference and social inequalities, the curriculum of Pakistan Studies Impart awareness about the role of women in society and economic life, the curriculum of Pakistan Studies Suggests the ways and measures to improve the status of the women, the curriculum of Pakistan Studies Provides knowledge about social capital of a society, the curriculum of Pakistan Studies Impart awareness about educational development in Pakistan, and the curriculum of Pakistan Studies Provides knowledge about the factors of socio economic development in Pakistan.

3.6.4 Cultural Dimension of Civic Education

The cultural dimension of civic education covers 10 items i.e. content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan, the curriculum of Pakistan Studies Teaches awareness about the culture, the curriculum of Pakistan Studies Provides necessary knowledge to identify the major features of Pakistani culture, the curriculum of Pakistan Studies Impart knowledge regarding cultural diversity, the curriculum of Pakistan Studies Teaches about the basic elements of Pakistani culture and national cohesion, the curriculum of Pakistan Studies Enables the learners to identify the major features of Pakistani Culture, the curriculum of Pakistan Studies Role of cultural festivals in promoting cultural harmony in the society, the curriculum of Pakistan Studies Explains the role of mass media in the promotion of culture, the curriculum of Pakistan Studies Instill the respect for all the cultural groups, and the curriculum of Pakistan Studies Promotes Islamic culture in the students.

3.6.5 The Curriculum of Pakistan Studies Grade IX-X

This variable contains 8 items such as the curriculum of Pakistan studies inspires students to pay regards to national anthem and flag in morning assembly, the curriculum of Pakistan studies tolerance, the curriculum of Pakistan studies provides opportunities for participation in healthy debates on national issues, the curriculum of Pakistan studies eliminate gender discrimination in students, in Pakistan Studies class students respect the equal rights of class mates, pay respect to national flag and national anthem, take quick decisions in self-interest as well as others interest, and communication and developing interest groups.

3.7 Data Collection

The preliminary data of the study were collected with the help of documents analysis of curriculum (2006) textbooks of Pakistan studies of Punjab province, structured interviews protocol, and valid and reliable five-point Likert type research instrument with coding 1, 2,3,4, and 5 (1 strongly disagree to 5 strongly agree). The researcher personally visited curriculum experts for the sake of in-depth qualitative data collection. Similarly, the researcher personally collected the maximum quantitative data for the study. The few questionnaires were administered with the help of the online Google form platform. The friends' support was also taken in data collection in various places.

The secondary data were collected using various sources like documents, published research articles, past studies conducted in the same areas, library books, newspapers, and reliable websites.

3.8 Data Analysis

In the first phase, the content analysis protocol given by Porter (2002) was used to analyze the curriculum documents and Grade 9th and 10th books of Pakistan studies. The study's qualitative data were analyzed with the help of thematic analysis keeping in view the prescribed six steps proposed by Braun and Clarke (2006). These six steps are as follows:

- Familiarization with the data
- Generating primary codes
- Searching themes of the data
- Reviewing the generating themes
- Naming the main themes
- Producing the resets and final reports

Analysis and Description of Data (Tabulation)

In this phase of the study, the data analyzed were collected from three different sources, as the summary of both qualitative and quantitative research methodologies (mixed methods) for tabulation is presented in the following way:

- i. The textbooks of classes 9 and 10 were studied chapter-wise. In the presence of a relevant category, it was marked one otherwise, it was marked zero. For example, if nine chapters were in the book and that category was present in five chapters, the percentage was calculated as $5 \times 100 / 9$. So, all scores related to books were calculated in the same way.
- ii. Similarly, the curriculum documents were also analyzed just like the analysis of textbooks.
- iii. Curriculum experts' interviews. After the transcription of interviews, a Description was made qualitatively
- iv. The quantitative data were also obtained from the survey of a hundred teachers teaching these subjects at the secondary level. So, in the case of the teacher survey, strongly agree and agree scores were added and divided by the total excluding undecided scores then multiplied by 100 to convert into a percentage. In this way, four dimensions of citizenship education were identified based on their sub-categories or elements.

Quantitative data were analyzed using descriptive and inferential statistics. The descriptive statistics, i.e., frequency, percentage, and mean, were used to describe the interest of the teachers. Inferential statistics, i.e., independent sample t-test and One Way ANOVA, were used to examine the research hypotheses of the study.

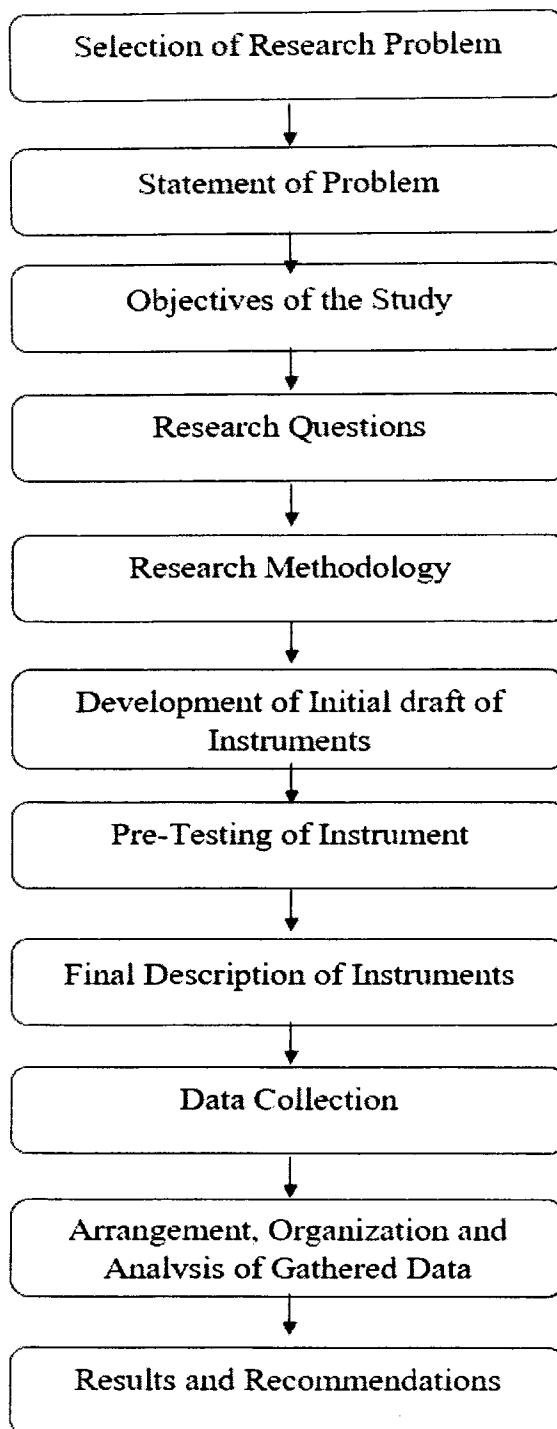


Figure 3. 2: Procedural Framework of the Study

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This chapter shelters the analysis and interpretation of gathered data expressed by the group of participants in the study. It covers qualitative, document analysis, and quantitative parts of the data. It describes codes, themes, and descriptive analysis of the data collected from curriculum experts and teachers who teach Pakistan studies subjects to Grades 9th and 10th in the Punjab province of Pakistan.

Qualitative Phase

Civic education is an indispensable part of the world that expresses the political, cultural, social, theoretical, and practical aspects of citizens and their rights and obligations in society. It also describes the government's attention toward citizens' rights, civil laws, and codes to ensure community members' actions about a sense of belonging to the land. The present study analyzed the Pakistan studies curriculum of secondary schools regarding civic education. In this phase of the study, 15 curriculum experts were interviewed to know the depth of information about the contents presented in the Pakistan studies curriculum of Grades 9th and 10th are significantly rich to civic education. For this purpose, eight questions were posed related to civic education in society's civil, political, socio-economic, and cultural domains.

Descriptive Coding

Descriptive codes for content analysis were derived from the data of content analysis of main themes for the interview data. Pre-established codes based on research questions were generated by using deductive coding, focused lens as suggested by (Pearse, 2019). Descriptive coding was based on four major themes, civil dimension of civic education consisted of sub themes, (sense of belonging to land, rights and obligations as citizen of Pakistan), political domain of civic education (understanding

the political ideology), socio-economic domain (role of social institutions, relationship between economic activities and social wellbeing), cultural domain of CE (understanding diversified culture, how to work with multicultural groups, building peaceful relationship with neighbors) as identified by (Hina et al., 2011; Pederson & Cogan, 2002; Castle & Davidson, 2000; Marshal, 1968). A content analysis protocol developed by the Porter (2002) was used for the analysis of curriculum document and textbook of Pakistan studies Grade IX-X

RQ⁻¹ To what extent content of civic education is presented in the curriculum of Pakistan studies for secondary school level in Punjab Province.

Table 4. 1: *Do you think the objectives of the Pakistan studies curriculum have covered the concept of Civic Education?*

Themes	Descriptive Codes	Σ
Civic Education	Dignity	12
	Political awareness	13
	Respect	13
	Civic knowledge	14

Table 4.1 depicts the perceptions of curriculum expert

Dignity

The respondent The Pakistan studies curriculum highly assists individuals for their own sake and to be treated ethically. It boosts the belief of individuals toward equality that every human has equal rights, worth, and value in society. It assists to do justice by using the power of dignity in order to create positive, strong relationships. Dignity paves the way for the trust of other people, belief, commitment, social interaction, smoothness, and long-term relationships with communities.

Political Awareness

The Pakistan studies curriculum covers bulk of information related to political awareness. It provides valuable background to secondary school students by covering historical, famous, and modern sense of political awareness. It enables individuals to pay attention to politics concepts and get broader level of information about parties' ideas, objectives, aims, and goals that has been designed to work plan in the country. The idea of being politically conscious may have turned many people off. However, when used wisely and effectively, political awareness can be a force for good, a means of achieving organizational goals, and a necessary life skill.

Respect

Civic education promotes respect and culture within societies and assists individuals in making a responsible citizen. It produces exemplary behavior in giving regard to the wishes, feeling, and rights of others. The current curriculum of Pakistan studies has highly valued the concept of respect, i.e., respect for our national heroes, respect for elders, respect for the country, respect for teachers, respect for the rules and regulations of the country, and respect for martyrs. Similarly, it assists individuals, communities, and societies to deeply admire the efforts of others as a result of their qualities, abilities, sacrifices, and achievements.

Civic Knowledge

Civic education deals with rights, humanity, values, ethics, respect, dignity, and national rights of excellence, which develops, in young individuals or students. The current curriculum also covers civic knowledge to promote a sense of belongingness, faithfulness, and governmental process, a core concept of politics, collectivism, and loyalty to the country. It also deals with the actions people take in matters of personal and public concern that are both personally enriching and socially useful to the

community. These are included in civic knowledge and duty. In order to generate well-informed thoughts and perspectives, grasp how government works, and actively participate in civic and political life, students require a grounding in civic knowledge and understanding. This can be accomplished by studying foundational civic documents, the curriculum of Pakistan studies, and introducing ideas that will facilitate in-depth consideration of pressing social challenges and establishing meaningful links between the past and the present. The current curriculum positively encourages students to touch with societies, make strong social relations, and study policy documents related to the country's norms and values to keep him/her awareness of the national law of excellence and civic knowledge.

Content Analysis

The following chapters in the textbook of class 9th and 10th addressed the aforementioned themes;

Chapter 6: This chapter emphasizes on the social relations, social challenges, governmental process, concept of politics, rules and regulations of the country, promote respect and culture within societies etc.

Curriculum Documents

The curriculum documents also cover the full knowledge of dignity, political awareness, respect, and civic knowledge. It means that civic education is broadly presented in the curriculum documents, and importance was given to this aspect to keep students of secondary school in Punjab aware of the country's political, social, moral, cultural, and economic aspects. Similarly, to keep them aware of the historical background of the country.

RQ² To what extent content about the sense of belonging to land, obligations, and rights as a citizen of Pakistan is presented in the curriculum of Pakistan studies for secondary school level in Punjab province

Table 4. 2 *Do you think the content of the Pakistan studies curriculum covers the civil domain (sense of belonging to the land, rights, and obligations) of civic education?*

Themes	Descriptive Codes	Σ
Civil	Loyalty to the country	14
	Spirit of patriotism	11
	Constitutional rights as a citizen	12
	Knowledge of responsibilities	13

Loyalty to the country

The curriculum of Pakistan Studies inculcated knowledge about need and importance of loyalty to the country. It teaches that a component of faith is love of one's nation. No matter when one becomes a citizen-whether at birth or later in life- having devotion with one's nation enables one to sincerely love and admire one's native country. The content of Pakistan studies curriculum teaches loyalty to the country, in terms of; helping citizens of the country during emergencies like pandemic, flood, and earthquakes, proud on values and cultures of the country, performing civil obligations, and adhering to constitutional values e.g., fraternity and liberty.

Spirit of patriotism

The current curriculum of Pakistan Studies instills the spirit of patriotism in students. It has the stories of our ancestors struggle for independence such as Muhammad Ali Jinnah, Allama Muhammad Iqbal, Ashraf Ali Thanwi, Shabbir Ahmad Usmani, Aga Khan, Liaquat Ali Khan, Fatima Jinnah and others. The curriculum has the content regarding respect for national symbols e.g., national flag, national animal,

national anthem etc. It highlights the importance of national festivals e.g., Independence Day, Eid ul Fitr, Eid al Adha and encourages students to participate in these patriotic activities. All of these things make them a good citizen.

Constitutional rights as a citizen

The curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan, such as; freedom of expression, and safety of the person. It also provides knowledge concerning non-discrimination and with regard to accessibility to public areas, protections for religious institutions and freedom to practice one's religion, arrest and detention protections, prohibiting forced labor and slavery, culture, languages and script preservations, movement freedom, and association freedom.

Knowledge of responsibilities

The curriculum of Pakistan Studies imparts knowledge about the responsibilities as a Pakistani citizen, such as; protecting the country when the need arises, respect and obey local, state, and federal laws, and local community participation. It also enables the students to give respect to the views, rights and beliefs of others, do something for your country instead of condemning Pakistan and pointing out its failures, save the water and electricity, positively represent Pakistan, to safeguard the country's unity, sovereignty, and integrity, to foster a feeling of fraternity and cooperation among the country's residents.

Content Analysis

The following chapters in the textbook of class 9th and 10th addresses the themes mentioned earlier;

Chapter 2: The content of this chapter teaches loyalty to the country, in terms of, being faithful; say good things about the country, doing sacrifices for the country.

Chapter: 5: This chapter highlights the individuals' responsibilities as a Pakistani citizen like we may be trustful to our country, clean our environment, educate the society, respect our customs and traditions, help needy people etc. It also emphasizes the constitutional rights as a citizen.

Curriculum Documents

The curriculum documents taught at the secondary school level in Punjab province cover the civic dimension of civic education. It promotes the knowledge of loyalty to the country, the spirit of patriotism, constitutional rights as a citizen, and knowledge of responsibilities. So, the civic dimension of civic education is extensively presented in the current documents of the curriculum in Punjab province.

RQ³ To what extent the understanding of the political ideology of the country presented in the textbook of Pakistan Studies for Secondary School level in Punjab province?

Table 4. 3 *Do you think the content of the Pakistan studies curriculum covers the political domain (political ideology) of civic education?*

Themes	Descriptive Codes	Σ
Political	Political literacy	8
	Awareness of basic human rights	9
	Constitutional development	7
	Participation in the election.	8

Political literacy

The curriculum of Pakistan Studies does not promote political literacy. There is no practical knowledge of politics or political issues in the curriculum, due to which Pakistani students have lack of political knowledge. The curriculum has less content related to political knowledge. The political awareness of female students is

comparatively lower than male students. Due to meager amount of political information in Pakistan studies curriculum, majority of the students have low political awareness.

Awareness of basic human rights

The curriculum of Pakistan Studies does not create awareness about the basic human rights. In the curriculum of Pakistan studies, there is lack of knowledge about basic Human rights, Freedom of speech, right to education, freedom of assembly, right to a fair trial. It is unable to create awareness about the right to privacy, right to religion, freedom of movement, freedom from slavery, right to own property, right to social security, food and shelter for all, right to life, liberty, right to vote, presumption of innocence, and right to work.

Constitutional development

The curriculum of Pakistan Studies does not explain the students 'about the various phases of constitutional development in Pakistan. The salient features of the constitution of Islamic republic of Pakistan, and role of constitutional institutions and forms of constitutions i.e., written, unwritten and partly written are neglected in the Pakistan studies curriculum.

Participation in the election.

The curriculum of Pakistan studies does not provide knowledge about the importance of participation in the election (voting). The following points are completely ignored in the curriculum e.g., our civic responsibility is to vote, each individual has the basic right to vote in order to establish their government and choose their leader, in order to effectively run the democratic process, voter engagement is crucial, by casting a ballot; a person has the ability to inquire of the government about matters and clarifications, voting thoughtfully for the leaders who can effect change is

important, if people vote based on unethical behavior; you will have corrupt government and simultaneously lose the ability to voice complaints.

Content Analysis

The following chapters in the textbook of classes 9th and 10th addressed the themes as mentioned earlier;

Chapter 2: This chapter focuses on children's rights in education, such as; no gender discrimination, boys and girls and have right to education, while others' rights to humans, freedom from slavery, right to own property, right to social security, food and shelter for all, right to life needed consideration.

Chapter 1: This chapter focuses on key aspects of the 1973 constitution, economic reforms during 1971-77, while other topics such as economic reforms introduced by Pervez Musharraf, Influential political figures, pros and cons of democracy, Political conflicts etc., needed consideration.

Curriculum Documents

The curriculum documents in Punjab province does not cover the political dimension of civic education. Lack of knowledge regarding awareness of basic human rights, constitutional development, and participation in the election. Similarly, less focus is given to political literacy, or the knowledge of political literacy is not presented up to the mark in the curriculum documents at the secondary school level in the Punjab province.

RQ⁴ To what extent the content about the understanding of physical and human resources, their use and impart awareness about various socio-economic activities at the national level in the textbook of Pakistan Studies for Secondary School level in Punjab province?

Table 4. 4 *Do you think the content presented in the Pakistan studies textbook covers the socio-economic domain (role of social institution, social wellbeing, and economic activities) of civic education?*

Themes	Descriptive Codes	Σ
Socio-economic	Relationship between individual and society	9
	Economic development	7
	Role of women	7
	Educational development	8

Relationship between individual and society

There is lack of content in the curriculum of Pakistan studies to enable the learners to understand the relationship between the individual and society. Work for the improvement of the society, awareness about active participation in societal life, basic features of Pakistani society. There is lack of content regarding understanding about major social problems faced by Pakistani society, the population demographics features of Pakistani society, awareness about the problems caused by class difference and social inequalities, knowledge about social capital of a society etc., all of the above content is not included in the curriculum.

Economic development

The curriculum of Pakistan studies does not impart knowledge about economic development in Pakistan. Students are unaware about the current situation of Pakistan's economy. The economic developments of Pakistan are not highlighted in the

curriculum like; there has been a V-shaped revival in the economy, without jeopardizing internal and external stability; the present economic recovery was accomplished. Manufacturing has seen widespread expansion as key LSM industries like tobacco, food beverages, non-metallic mineral products, automobiles, and textile have significantly improved.

Role of women

The curriculum of Pakistan studies does not impart awareness about the role of women in society and economic life. It does not highlight the points like; the essential component of societies are women, they have greater capabilities for the advancement of the country; which is plagued by issues, they have been endowed by God with all abilities and their contributions to the political, social, cultural, educational and economic spheres cannot be disregarded. The curriculum does not emphasize that we must acknowledge their contribution to the advancement of the nation and use their talent appropriately.

Educational development

The curriculum of Pakistan studies does not impart awareness about educational development in Pakistan. The curriculum does not impart awareness about the causes of decline of education in Pakistan, such as; unreliable examination system, lack of budget allocation, institutions providing education have inadequate infrastructure, policy implementation failure, shortage of quality teachers, unfocused and aimless educational system, low enrollment, dropouts on a large scale, cultural constraints, out dated curriculum, lack of research, poor management and supervision, lack of parent input, lack of faculty training and development, attacks by terrorist, and education cost.

Content Analysis

The following chapters in the textbook of class 9th and 10th addressed the aforementioned themes;

Chapter 9: It focuses on role of agriculture in the economy of Pakistan, pattern of modernization in agriculture, problems of agriculture sectors of Pakistan. There is dire need to provide knowledge regarding following topics; Pakistan's economic development over the years, Industries' significance in the development of economy, significance of energy sources in the development of economy, understanding of gender inequality, status of male and female in Islam, Issues specific to gender and their solutions, educational development and relationship between individual and society etc.

Curriculum Documents

The curriculum documents also have less knowledge about the socio-economic dimension of civic education. It does not promote a relationship between individuals and society, economic development, the role of women, and educational development in the country. It means that the socio-economic dimension is less covered in the current curriculum documents at the secondary school level in Punjab.

RQ-5 To what extent the content of understanding diversified culture and how to work within multicultural groups are presented in the textbook of Pakistan Studies for Secondary School level in Punjab province?

Table 4. 5 *Do you think the Pakistan studies curriculum covers the cultural domain (understanding diversified culture, friendship, peaceful relations) of civic education?*

Themes	Descriptive Codes	Σ
Cultural	Cultural awareness	11
	Role of mass media	13
	Promotion of Islamic culture	13

Cultural awareness

The curriculum of Pakistan studies teaches awareness about the culture. The subject expands pupils' knowledge of Pakistan's geography, history, and culture. Pakistan has around 15 distinct ethnic groups, each with its own physical characteristics, historical lineages, rituals, food, and dress. Pashtuns, Hazaras, Baloch, Sindhis, Punjabis, Kashmiris, Baltis, and Makranis are among them. The curriculum teaches awareness about the spoken languages of Pakistan. Between 73 and 76 languages are formally recognized as being spoken in Pakistan. Content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan. It provides necessary knowledge to identify the major features of Pakistani culture, cultural diversity, national cohesion, role of cultural festivals in promoting cultural harmony in the society.

Role of mass media

The curriculum of Pakistan studies explains the role of mass media in the promotion of culture. The curriculum highlights the influence of media on social dimensions of people. The country's cultural growth is facilitated and accelerated by media with various policies. The curriculum teaches that the media is crucial in educating the public and acquainting them with various cultures in order to prevent stereotypes.

Promotion of Islamic culture

The curriculum of Pakistan studies is written in perspective of Islamic culture and promotes Islamic culture in the students. It teaches to students that Islam forbids both overt and covert indecency. Similarly, Islam forbids engaging in any behavior that undermines human advancement and dignity. Islam is the foundation of Muslim culture. Islamic culture is wholly positive, tranquil, excellent, and centered on the well-

being and well wishes of the populace. Purenness, humbleness, and honesty widespread in the atmosphere from its expression.

Content Analysis

The following chapters in the textbook of classes 9th and 10th addressed the themes as mentioned earlier;

Chapter 9: This chapter focuses on the significant features of Pakistani culture, the effects of Islamic values, local cultures, commonality in regional cultures, cultural promotion through mass media etc.

Curriculum Documents

The curriculum documents also favor the cultural dimension of civic education. It provides knowledge related to cultural awareness, mass media's role in the country's democracy, and Islamic values. Curriculum documents highlights the cultural dimension of civic education.

Is the content being taught at the secondary school level in the Punjab province significantly rich to achieve the objectives of civic education?

The contents broadly cover the concept of civic education in terms of faith, loyalty to the country, respect, historical overview of the country, honesty, collectivism, patriotism, cultural values, Islamic values, political awareness, belongingness to the country, socio economic domain, humbleness, and dignity. The students may take deep understanding about political, cultural, moral, economical, and civil concepts with the help of thoroughly visit of Pakistan studies curriculum. The contents presented in the curriculum motivates students to do justice with the systems, pay attention to country rule and regulations, respect elders, show positive attitude toward country, promote country values as per global standards, respect national heroes, and keep them aware about the educational polices that pave the way for smooth running of the educational

system. In all the means, the content taught at the secondary school level in the Punjab province significantly rich to achieve the objectives of civic education.

Are you satisfied with the teaching method being used by teachers of Pakistan studies at the secondary level?

Most of the experts wanted more from the teaching method used by teachers at the secondary school level in Punjab. They depict that teacher used traditional methods of teaching Pakistan studies subjects. It is mostly observed that teachers use lecturer or book reading methods only. Teachers should use innovative strategies and practices to involve students in classrooms actively. Teachers should play the role of facilitator to keep students motivated as much as possible in classroom activities. Teachers should involve students in classroom discussions rather than in book readings. Teachers should share updated knowledge, use daily life examples, use modern techniques, use quiz method of teaching, and use innovative strategies to make the students learning active and understandable.

What measures do you suggest covering the civic education domain in Pakistan's studies curriculum?

Most experts believe that the current curriculum of Pakistan studies at the secondary school level in Punjab is extensively rich with civic education's objectives. It broadly covers all civic education dimensions that are the day's need. Some suggestions may be considered to make the curriculum according to national standards of excellence. The curriculum of Pakistan studies may be innovative by adding updated knowledge about political literacy. The curriculum may be made keeping the country's current scenario regarding social, civil, political, moral, socioeconomic, and cultural aspects of civic education. The contents related to civic education may be added extensively by involving subject experts and community members in the curriculum

development committee. While developing, the curriculum, international standards of curriculum development may be followed.

Quantitative Phase

The quantitative section of the study was covered by administering questionnaires among teachers taught Pakistan studies subjects. A valid and reliable questionnaire was distributed among 400 teachers. A total of 386 were received after duly filled in questionnaires. A total of 11 questionnaires were not received, whereas 5 were discarded due to improper filling. The gathered data were arranged, organized, and entered into SPSS file in order to run the statistics. The data were analyzed using descriptive statistics, frequency, mean, standard deviation, and inferential statistics independent sample t-test.

Descriptive Analysis (Statements related to Civil Dimension)

Table 4. 6:c *The curriculum of Pakistan Studies inculcate knowledge about need and importance of loyalty to the country.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	6	1.6		
3	N	0	0	4.74	.57
4	A	80	20.7		
5	SA	299	77.5		

Table 4.6 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis given to fostering loyalty to the country. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in instilling a sense of loyalty. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants,

approximately 77.5%, responded with "Strongly Agree" (SA), indicating that the curriculum is highly successful in inculcating knowledge about the need and importance of loyalty to the country. The mean rating (M) is 4.74, with a standard deviation (SD) of 0.57, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on promoting loyalty to the nation.

Table 4. 7: *The curriculum of Pakistan Studies infuses awareness to respect the national identities (National flag, national anthem, national institutions).*

Rating	Options	Frequency	Percentage	M	SD
1	SDA	2	.5	4.47	.63
2	DA	5	1.3		
3	N	0	0		
4	A	180	46.6		
5	SA	199	51.6		

Table 4.7 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis given to infuse awareness to respect the national identities. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in infusing awareness to respect the national identities. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 51.6%, responded with "Strongly Agree" (SA) and 46.6% "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the need and importance of loyalty to the country. The

mean rating (M) is 4.47, with a standard deviation (SD) of 0.63, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on infusing awareness to respect the national identities.

Table 4. 8: *The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state.*

Rating	Options	Frequency	Percentage	M	SD
1	SDA	3	.8		
2	DA	34	8.8		
3	N	0	0	4.37	.93
4	A	129	33.4		
5	SA	220	57.0		

Table 4.8 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis given to promote feelings of pride as a citizen of a sovereign state. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in promotion of feelings of pride as a citizen of sovereign state. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 57%, responded with "Strongly Agree" (SA) and 33.4% "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the need and importance of loyalty to the country. The mean rating (M) is 4.37, with a standard deviation (SD) of 0.93, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage 9.6% of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall

positive perception of the curriculum's impact on “to promote feelings of pride as a citizen of a sovereign state.”

Table 4. 9: *The curriculum of Pakistan Studies highlights the spirit of patriotism in students.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	25	6.5		
2	DA	10	2.6		
3	N	0	0	4.15	1.03
4	A	198	51.3		
5	SA	153	39.6		

Table 4.9 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis given to highlight the spirit of patriotism in students. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in infusing spirit of patriotism in students. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 39.6%, responded with "Strongly Agree" (SA) and 51.3% "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the need and importance of loyalty to the country. The mean rating (M) is 4.15, with a standard deviation (SD) of 1.03, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage 8.1% of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on “highlight the spirit of patriotism in students.”

Table 4. 10: *The curriculum of Pakistan Studies develops a sense of ownership toward the land and assets of Pakistan.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	3	.8		
2	DA	5	1.3		
3	N	0	0	4.52	1.10
4	A	177	45.9		
5	SA	200	51.8		

Table 4.10 presents the results of a survey on the curriculum of Pakistan Studies, focusing on developing a sense of ownership toward the land and assets of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to develop a sense of ownership toward the land and assets of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 51.8%, responded with "Strongly Agree" (SA), and 45.9% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.52, with a standard deviation (*SD*) of 1.10, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to develop a sense of ownership toward the land and assets of Pakistan."

Table 4. 11: *The curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	3	.8	4.41	.63
2	DA	4	1.0		
3	N	0	0		
4	A	202	52.3		
5	SA	177	45.9		

Table 4.11 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide knowledge about constitutional rights as a citizen of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provide knowledge about constitutional rights as a citizen of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 45.9%, responded with "Strongly Agree" (SA), and 52.3% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.41, with a standard deviation (*SD*) of .63, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "give knowledge about constitutional rights as a citizen of Pakistan."

Table 4. 12: *The curriculum of Pakistan Studies impart knowledge about the responsibilities as a Pakistani citizen.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	5	1.3		
2	DA	6	1.6		
3	N	0	0	4.44	.71
4	A	177	45.9		
5	SA	198	51.3		

Table 4.12 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart knowledge about the responsibilities as a Pakistani citizen. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about the responsibilities as a Pakistani citizen. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 51.3%, responded with "Strongly Agree" (SA), and 45.9% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.44, with a standard deviation (*SD*) of .71, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "impart knowledge about the responsibilities as a Pakistani citizen."

Table 4. 13: *The curriculum of Pakistan Studies impart knowledge about salient features of Constitution of Islamic Republic of Pakistan.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	3	.8		
2	DA	6	1.6		
3	N	0	0	4.33	.64
4	A	230	59.6		
5	SA	147	38.1		

Table 4.13 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart knowledge about salient features of Constitution of Islamic Republic of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about salient features of Constitution of Islamic Republic of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.1%, responded with "Strongly Agree" (SA), and 59.6% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.33, with a standard deviation (*SD*) of .64, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "impart knowledge about salient features of Constitution of Islamic Republic of Pakistan."

Table 4. 14: *The curriculum of Pakistan Studies impart knowledge about the constitutional development in the country.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	6	1.6		
2	DA	4	1.0		
3	N	0	0	4.39	.70
4	A	200	51.8		
5	SA	176	45.6		

Table 4.14 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart knowledge about the constitutional development in the country. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about the constitutional development in the country. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 45.6%, responded with "Strongly Agree" (SA), and 51.8% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.39, with a standard deviation (*SD*) of .70, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to impart knowledge about the constitutional development in the country."

Table 4. 15: *The curriculum of Pakistan Studies impart knowledge about the major pillars of state.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	3	.8	4.34	.62
2	DA	4	1.0		
3	N	0	0		
4	A	230	59.6		
5	SA	149	38.6		

Table 4.15 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart knowledge about the major pillars of state. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about the major pillars of state. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.6%, responded with "Strongly Agree" (SA), and 59.6% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.34, with a standard deviation (*SD*) of .62, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to impart knowledge about the major pillars of state."

Table 4. 16: *The curriculum of Pakistan Studies gives knowledge about the political system of the country.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	4	1.0		
2	DA	3	.8		
3	N	0	0	4.34	.63
4	A	228	59.1		
5	SA	151	39.1		

Table 4.16 presents the results of a survey on the curriculum of Pakistan Studies, focusing to give knowledge about the political system of the country. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to give knowledge about the political system of the country. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 39.1%, responded with "Strongly Agree" (SA), and 59.1% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (*M*) is 4.34, with a standard deviation (*SD*) of .63, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to give knowledge about the political system of the country."

Statements about Political Dimension

Table 4. 17: *The curriculum of Pakistan Studies Promotes political literacy*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	65	16.8		
3	N	1	.3	3.82	.91
4	A	255	66.1		
5	SA	64	16.6		

Table 4.17 reflects the results of a survey on the curriculum of Pakistan Studies, focusing to promote political literacy. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to promote political literacy. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 16.6%, responded with "Strongly Agree" (SA), and 66.1% "Agree" (A) indicating that the curriculum is highly successful in developing a sense of ownership toward the land and assets of Pakistan. The mean rating (M) is 3.82, with a standard deviation (SD) of .91, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage, 17 % of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to promote political literacy."

Table 4. 18: *The curriculum of Pakistan Studies describes the need / significance of national ideology*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	33	8.5		
2	DA	0	0		
3	N	0	0	4.27	.84
4	A	184	47.7		
5	SA	169	43.8		

Table 4.18 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the description of the need / significance of national ideology. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in describing the need/significance of national ideology. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 47.7%, responded with "Strongly Agree" (SA), and 43.8% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the description of the need / significance of national ideology. The mean rating (*M*) is 4.27, with a standard deviation (*SD*) of 0.84, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on the description of the need / significance of national ideology.

Table 4. 19: *The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	34	8.8		
2	DA	0	0		
3	N	0	0	4.02	.74
4	A	278	72		
5	SA	74	19.2		

Table 4.19 presents the results of a survey on the curriculum of Pakistan Studies, focusing to promote an understanding of the ideology of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in promoting an understanding of the ideology of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.2%, responded with "Strongly Agree" (SA), and 72% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the description of curriculum's effectiveness in promoting an understanding of the ideology of Pakistan. The mean rating (*M*) is 4.2, with a standard deviation (*SD*) of 0.74, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on promoting the understanding of the ideology of Pakistan.

Table 4. 20: *The curriculum of Pakistan Studies explains the students 'about the various phases of political development in Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	2	.5	4.36	.58
2	DA	3	.8		
3	N	0	0		
4	A	231	59.8		
5	SA	150	38.9		

Table 4.20 presents the results of a survey on the curriculum of Pakistan Studies, focusing to explain the various phases of political development in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in explaining the various phases of political development in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.9%, responded with "Strongly Agree" (SA), and 59.8% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about various phases of political development in Pakistan. The mean rating (*M*) is 4.36, with a standard deviation (*SD*) of 0.58, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on explaining the various phases of political development in Pakistan.

Table 4. 21: *The curriculum of Pakistan Studies create awareness about the basic human rights*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	29	7.5		
2	DA	0	0		
3	N	0	0	4.11	.74
4	A	257	66.6		
5	SA	100	25.9		

Table 4.21 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the basic human rights. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about the basic human rights. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 25.9%, responded with "Strongly Agree" (SA), and 66.6% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about the basic human rights. The mean rating (*M*) is 4.11, with a standard deviation (*SD*) of 0.74, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 7.5 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness about the basic human rights.

Table 4. 22: *The curriculum of Pakistan Studies describes the salient features of the constitution of Islamic Republic of Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	34	8.8		
3	N	0	0	4.20	.85
4	A	202	52.3		
5	SA	149	38.6		

Table 4.22 presents the results of a survey on the curriculum of Pakistan Studies, focusing to describe the salient features the constitution of Islamic Republic of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to describe the salient features the constitution of Islamic Republic of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.6%, responded with "Strongly Agree" (SA), and 52.3% responded with "Agree" (A) indicating that the curriculum is highly successful in to describing the salient features the constitution of Islamic Republic of Pakistan. The mean rating (*M*) is 4.20, with a standard deviation (*SD*) of 0.85, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to describe the salient features the constitution of Islamic Republic of Pakistan."

Table 4. 23: *The curriculum of Pakistan Studies explains the students 'about the various phases of constitutional development in Pakistan*

Rating	Options	Frequency	Percentage	M	SD
1	SDA	4	1	4.12	.40
2	DA	2	.5		
3	N	0	0		
4	A	54	14.0		
5	SA	327	84.7		

Table 4.23 presents the results of a survey on the curriculum of Pakistan Studies, focusing on explaining to the students 'about the various phases of constitutional development in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to explain the various phase of constitution development in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 84.7%, responded with "Strongly Agree" (SA), indicating that the curriculum is highly successful in explaining the phases of constitution development in Pakistan. The mean rating (M) is 4.12, with a standard deviation (SD) of 0.40, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on explaining the phases of constitution development in Pakistan.

Table 4. 24: *The curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the state*

Rating	Options	Frequency	Percentage	M	SD
1	SDA	0	0		
2	DA	3	.8		
3	N	0	0	4.32	.51
4	A	255	66.1		
5	SA	128	33.2		

Table 4.24 presents the results of a survey on the curriculum of Pakistan Studies, focusing to highlight the role of constitutional institutions in smooth functioning of the state. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to highlight the role of constitutional institutions in smooth functioning of the state. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 33.2%, responded with "Strongly Agree" (SA), and 66.1% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about various phases of political development in Pakistan. The mean rating (M) is 4.32, with a standard deviation (SD) of 0.51, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on "to highlight the role of constitutional institutions in smooth functioning of the state."

Table 4. 25: *The curriculum of Pakistan Studies describes the role of major pillars of the state*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	5	1.3		
3	N	0	0	4.28	.56
4	A	260	67.4		
5	SA	120	31.1		

Table 4.25 presents the results of a survey on the curriculum of Pakistan Studies, focusing to describe the role of major pillars of state. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to describe the role of major pillars of state. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 31.1%, responded with "Strongly Agree" (SA), and 67.4% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about the role of major pillars of state. The mean rating (*M*) is 4.28, with a standard deviation (*SD*) of 0.56, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness to describe the role major pillars of state”

Table 4. 26: *The curriculum of Pakistan Studies throw light on the political system of the country*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	29	7.5		
2	DA	5	1.3		
3	N	0	0	3.95	.96
4	A	276	71.5		
5	SA	76	19.7		

Table 4.26 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the political system of the country. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to describe the political system of the country. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.7%, responded with "Strongly Agree" (SA), and 67.4% responded with "Agree" (A) indicating that the curriculum is highly successful in inculcating awareness about the political system of the country. The mean rating (*M*) is 3.95, with a standard deviation (*SD*) of 0.96, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness to create awareness about the political system of the country"

Table 4. 27: *The curriculum of Pakistan Studies provides knowledge about the importance of participation in peaceful protest.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	5	1.3		
3	N	0	0	4.32	.54
4	A	249	64.5		
5	SA	132	34.2		

Table 4.27 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the provision of knowledge about the importance of participation in peaceful protest. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in providing knowledge about the importance of participation in peaceful protest. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 98.7%, responded with "Strongly Agree" (SA), and "Agree" (A) indicating that the curriculum is highly successful in providing knowledge about the participation in peaceful protest. The mean rating (*M*) is 4.32, with a standard deviation (*SD*) of 0.54, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness to provide knowledge about the participation in peaceful protest.

Table 4. 28: *The curriculum of Pakistan Studies provides knowledge about the importance of participation in the election voting*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	3	.8		
3	N	0	0	4.04	.34
4	A	357	92.5		
5	SA	25	6.5		

Table 4.28 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to provide knowledge about importance of participation in the election voting. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in instilling the knowledge about importance of participation in the election voting. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 99%, responded with "Strongly Agree" (SA), and "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge about importance of participation in the election voting. The mean rating (*M*) is 4.04, with a standard deviation (*SD*) of 0.34, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on providing knowledge about importance of participation in the election voting.

Table 4. 29: *The curriculum of Pakistan Studies provides knowledge about political efficacy*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	3	.8		
3	N	0	0	4.34	.52
4	A	246	63.7		
5	SA	137	35.5		

Table 4.29 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to provide knowledge related to political efficacy. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in instilling the knowledge related to political efficacy. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 97.2%, responded with "Strongly Agree" (SA), and "Agree" (A) indicating that the curriculum is highly successful in inculcating knowledge related to political efficacy. The mean rating (*M*) is 4.34, with a standard deviation (*SD*) of 0.52, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on providing knowledge related to political efficacy.

Table 4. 30: *The curriculum of Pakistan Studies provides the knowledge about the importance of public debates*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	5	1.3		
2	DA	2	.5		
3	N	0	0	4.25	.61
4	A	262	67.9		
5	SA	117	30.3		

Table 4.30 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide knowledge about the importance of public debates. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to describe the importance of participation in public debates. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 30.3%, responded with "Strongly Agree" (SA), and 67.9% responded with "Agree" (A) indicating that the curriculum is highly successful in providing awareness about the importance of participation in public debates. The mean rating (*M*) is 4.25, with a standard deviation (*SD*) of 0.61, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness to provide the knowledge regarding the importance of participation in public debates.

Data Analysis regarding Socio-Economic Dimension

Table 4. 31: *The curriculum of Pakistan Studies enables the learners to understand the relationship between the individual and society.*

Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	0	0		
2	DA	32	8.3		
3	N	0	0	4.08	.75
4	A	261	67.6		
5	SA	93	24.1		

Table 4.31 presents the results of a survey on the curriculum of Pakistan Studies, focusing to enable the learners to understand the relationship between the individual and society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to enable the learners to understand the relationship between the individual and society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 24.1%, responded with "Strongly Agree" (SA), and 67.6% responded with "Agree" (A) indicating that the curriculum is highly successful in enabling the students to understand the relationship between the individual and the society. The mean rating (M) is 4.08, with a standard deviation (SD) of 0.75, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness to enable the learners to understand the relationship between the individual and society.

Table 4. 32: *The curriculum of Pakistan Studies teaches to work for the improvement of the society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	62	16.1		
3	N	0	0	3.93	.95
4	A	226	58.5		
5	SA	98	25.4		

Table 4.21 presents the results of a survey on the curriculum of Pakistan Studies, focusing to enable to work for the improvement of the society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in teaching to work for the improvement of the society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 25.4%, responded with "Strongly Agree" (SA), and 58.5% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness related to work for the improvement of the society. The mean rating (*M*) is 3.93, with a standard deviation (*SD*) of 0.95, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 16.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness regarding to work for the improvement of the society.

Table 4. 33: *The curriculum of Pakistan Studies creates awareness about active participation in societal life*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	39	10.1		
3	N	1	.3	4.12	.87
4	A	218	56.5		
5	SA	127	32.9		

Table 4.33 presents the results of a survey on the curriculum of Pakistan Studies, focusing to creates awareness about active participation in societal life. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness creates awareness about active participation in societal life. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 32.9%, responded with "Strongly Agree" (SA), and 56.5% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about active participation in societal life. The mean rating (*M*) is 4.12, with a standard deviation (*SD*) of 0.87, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 10.4 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects creates awareness about active participation in societal life.

Table 4. 34: *The curriculum of Pakistan Studies teaches the basic features of Pakistani society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	34	8.8		
3	N	0	0	4.17	.84
4	A	213	55.2		
5	SA	138	35.8		

Table 4.34 presents the results of a survey on the curriculum of Pakistan Studies, focusing to creates awareness about the basic features of Pakistani society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness creates awareness about the basic features of Pakistani society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 35.8%, responded with "Strongly Agree" (SA), and 55.2% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about the features of Pakistani society. The mean rating (*M*) is 4.17, with a standard deviation (*SD*) of 0.84, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects creates awareness about the basic features of Pakistani society.

Table 4. 35: *The curriculum of Pakistan Studies provides understanding about major social problems faced by Pakistani society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	60	15.5		
3	N	28	7.3	4.06	1.07
4	A	125	32.4		
5	SA	173	44.8		

Table 4.35 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide understanding about major social problems faced by Pakistani society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provide understanding about major social problems faced by Pakistani society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 32.4%, responded with "Strongly Agree" (SA), and 44.8% responded with "Agree" (A) indicating that the curriculum is highly successful to provide understanding about major social problems faced by Pakistani society. The mean rating (*M*) is 4.06, with a standard deviation (*SD*) of 1.07, suggesting a relatively high level of agreement among participants. There were 7.3% responses for "Neutral" (N), and only a small percentage of responses 15.5 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to provide understanding about major social problems faced by Pakistani society.

Table 4. 36: *The curriculum of Pakistan Studies impart knowledge about economic development in Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	60	15.5		
3	N	0	0	4.08	1.01
4	A	176	45.6		
5	SA	150	38.9		

Table 4.36 presents the results of a survey on the curriculum of Pakistan Studies, focusing to Impart knowledge about economic development in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about Imparting knowledge about economic development in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.9.9%, responded with "Strongly Agree" (SA), and 45.6% responded with "Agree" (A) indicating that the curriculum is highly successful in Imparting knowledge about economic development in Pakistan. The mean rating (*M*) is 4.08, with a standard deviation (*SD*) of 1.01, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 15.5 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to Impart knowledge related to economic development in Pakistan.

Table 4. 37: *The curriculum of Pakistan Studies provides knowledge about major economic resources found in Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	93	24.1		
3	N	0	0	3.84	1.12
4	A	170	44.0		
5	SA	123	31.9		

Table 4.37 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the major economic resources in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about major economic resources in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 31.9%, responded with "Strongly Agree" (SA), and 44.1% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about the major economic resources in Pakistan. The mean rating (*M*) is 3.84, with a standard deviation (*SD*) of 1.12, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 24.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness regarding major economic resources in Pakistan.

Table 4. 38: *The curriculum of Pakistan Studies explains the population demographics features of Pakistani society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	62	16.1		
3	N	0	0	3.87	.92
4	A	247	64.0		
5	SA	76	19.7		

Table 4.38 presents the results of a survey on the curriculum of Pakistan Studies, focusing to explain the demographic features of Population in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to explain the demographic features of Population in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.7%, responded with "Strongly Agree" (SA), and 64% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness to explain the demographic features of Population in Pakistan. The mean rating (*M*) is 3.87, with a standard deviation (*SD*) of 0.92, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 16.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to explain the demographic features of Population in Pakistan.

Table 4. 39: *The curriculum of Pakistan Studies creates awareness about the problems caused by class difference and social inequalities*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	33	8.5		
3	N	0	0	4.09	.77
4	A	252	65.3		
5	SA	101	26.2		

Table 4.39 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the problems caused by class difference and social inequalities. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about the problems caused by class difference and social inequalities. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 26.2%, responded with "Strongly Agree" (SA), and 65.3% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness related to the problems caused by class difference and social inequalities. The mean rating (*M*) is 4.09, with a standard deviation (*SD*) of 0.77, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 8.5 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness related to the problems caused by class difference and social inequalities.

Table 4. 40: *The curriculum of Pakistan Studies imparts awareness about the role of women in society and economic life*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	28	7.3		
2	DA	32	8.3		
3	N	0	0	4.00	1.17
4	A	178	46.1		
5	SA	148	38.3		

Table 4.40 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the role of women in society and economic life. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about the role of women in society and economic life. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 38.3%, responded with "Strongly Agree" (SA), and 46.1% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about the role of women in society and economic life. The mean rating (*M*) is 4.00, with a standard deviation (*SD*) of 1.17, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 15.6 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness regarding about the role of women in society and economic life

Table 4. 41: *The curriculum of Pakistan Studies suggests the ways and measures to improve the status of the women*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	34	8.8		
3	N	0	0	4.06	.78
4	A	258	66.8		
5	SA	93	24.1		

Table 4.41 presents the results of a survey on the curriculum of Pakistan Studies, focusing on suggesting ways and measures to improve the status of the women. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to suggest ways and measures to improve the status of the women. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 24.1%, responded with "Strongly Agree" (SA), and 66.8% responded with "Agree" (A) indicating that the curriculum is highly successful in suggesting ways and measures to improve the status of the women. The mean rating (*M*) is 4.06, with a standard deviation (*SD*) of 0.78, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effective role to suggest ways and measures to improve the status of the women.

Table 4. 42: *The curriculum of Pakistan Studies provides knowledge about social capital of a society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	64	16.6		
3	N	0	0	4.12	1.05
4	A	146	37.8		
5	SA	176	45.6		

Table 4.42 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide knowledge about social capital of a society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provide knowledge about social capital of a society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 45.6%, responded with "Strongly Agree" (SA), and 37.8% responded with "Agree" (A) indicating that the curriculum is highly successful to provide knowledge about social capital of a society. The mean rating (*M*) is 4.12, with a standard deviation (*SD*) of 1.05, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 16.6 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to provide knowledge about social capital of a society.

Table 4. 43: *The curriculum of Pakistan Studies imparts awareness about educational development in Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	88	22.8		
3	N	0	0	3.74	1.02
4	A	221	57.3		
5	SA	77	19.9		

Table 4.43 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart awareness about educational development in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart awareness about educational development in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.9%, responded with "Strongly Agree" (SA), and 57.3% responded with "Agree" (A) indicating that the curriculum is highly successful in imparting awareness about educational development in Pakistan. The mean rating (*M*) is 3.74, with a standard deviation (*SD*) of 1.02, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 22.8 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects on imparting awareness about educational development in Pakistan

Table 4. 44: *The curriculum of Pakistan Studies provides knowledge about the factors of socio-economic development in Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	3	.8		
2	DA	32	8.3		
3	N	0	0	4.13	.84
4	A	226	58.5		
5	SA	125	32.4		

Table 4.44 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide knowledge about the factors of socio-economic development in Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provide knowledge about the factors of socio-economic development in Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 32.4%, responded with "Strongly Agree" (SA), and 58.5% responded with "Agree" (A) indicating that the curriculum is highly successful to provide knowledge about the factors of socio-economic development in Pakistan. The mean rating (*M*) is 4.13, with a standard deviation (*SD*) of 0.84, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to provide knowledge about the factors of socio-economic development in Pakistan.

Data Analysis regarding Cultural Dimension

Table 4. 45: *Content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	65	16.8		
3	N	1	.3	3.82	.91
4	A	256	66.3		
5	SA	63	16.3		

Table 4.45 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about multi-cultural heritage of Pakistan. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about multi-cultural heritage of Pakistan. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 16.3%, responded with "Strongly Agree" (SA), and 66.3% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about multi-cultural heritage of Pakistan. The mean rating (*M*) is 3.82, with a standard deviation (*SD*) of 0.91, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 17.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness about multi-cultural heritage of Pakistan.

Table 4. 46: *The curriculum of Pakistan Studies provides awareness about the Pakistan culture*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	32	8.3		
3	N	0	0	4.27	.84
4	A	184	47.7		
5	SA	170	44.0		

Table 4.46 presents the results of a survey on the curriculum of Pakistan Studies, focusing to create awareness about the culture. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to create awareness about Pakistani culture. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 44%, responded with "Strongly Agree" (SA), and 47.7% responded with "Agree" (A) indicating that the curriculum is highly successful in creating awareness about the Pakistani culture. The mean rating (*M*) is 4.27, with a standard deviation (*SD*) of 0.84, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 8.3 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to create awareness Pakistani culture.

Table 4. 47: *The curriculum of Pakistan Studies provides necessary knowledge to identify the major features of Pakistani culture*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	34	8.8		
3	N	0	0	4.02	.74
4	A	278	72.0		
5	SA	74	19.2		

Table 4.47 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provide necessary knowledge to identify the main features of Pakistani culture. The data is based on participant responses, who were asked to rate their perception of the curricula to provide necessary knowledge to identify the main features of Pakistani culture. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.2%, responded with "Strongly Agree" (SA), and 72% responded with "Agree" (A) indicating that the curriculum is highly successful to provide necessary knowledge to identify the main features of Pakistani culture. The mean rating (*M*) is 4.02, with a standard deviation (*SD*) of 0.74, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 8.8 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to provide necessary knowledge to identify the main features of Pakistani culture.

Table 4.48: *The curriculum of Pakistan Studies imparts knowledge regarding cultural diversity*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	5	1.3		
3	N	0	0	4.36	.56
4	A	231	59.8		
5	SA	150	38.9		

Table 4.48 presents the results of a survey on the curriculum of Pakistan Studies, focusing the imparting knowledge about cultural diversity. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about cultural diversity. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 98.7%, responded with "Strongly Agree" (SA) and "Agree" (A) combined, indicating that the curriculum is highly successful in inculcating knowledge about the cultural diversity. The mean rating (*M*) is 4.36, with a standard deviation (*SD*) of 0.56, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on imparting knowledge about cultural diversity.

Table 4. 49: *The curriculum of Pakistan Studies teaches about the basic elements of Pakistani culture and national cohesion*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	30	7.8		
3	N	0	0	4.10	.75
4	A	256	66.3		
5	SA	100	25.9		

Table 4.49 presents the results of a survey on the curriculum of Pakistan Studies, focusing to impart knowledge about basic elements of Pakistani culture and national cohesion. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to impart knowledge about basic elements of Pakistani culture and national cohesion. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 25.9%, responded with "Strongly Agree" (SA), and 66.3% responded with "Agree" (A) indicating that the curriculum is highly successful in imparting knowledge about basic elements of Pakistani culture and national cohesion. The mean rating (*M*) is 4.10, with a standard deviation (*SD*) of 0.75, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 7.8 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to impart knowledge about basic elements of Pakistani culture and national cohesion.

Table 4. 50: *The curriculum of Pakistan Studies enables the learners to identify the major features of Pakistani culture*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	31	8.0		
3	N	0	0	4.22	.83
4	A	204	52.8		
5	SA	150	38.9		

Table 4.50 presents the results of a survey on the curriculum of Pakistan Studies, focusing on enabling the learners to identify the major features of Pakistani culture. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to enable the learners to identify the major features of Pakistani culture. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 91.7%, responded with "Strongly Agree" (SA) and "Agree" (A) combined, indicating that the curriculum is highly successful to enable the learners to identify the major features of Pakistani culture. The mean rating (*M*) is 4.22, with a standard deviation (*SD*) of 0.83, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 8.3% for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on to enable the learners to identify the major features of Pakistani culture.

Table 4. 51: *The curriculum of Pakistan Studies highlights the role of cultural festivals in promoting cultural harmony in the society*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	2	.5		
3	N	2	.5	4.12	.39
4	A	328	85.0		
5	SA	54	14.0		

Table 4.51 presents the results of a survey on the curriculum of Pakistan Studies, focusing on imparting awareness about the role of cultural festivals in promoting cultural harmony in the society. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in imparting awareness about the role of cultural festivals in promoting cultural harmony in the society. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 99%, responded with "Strongly Agree" (SA) and "agree" (A) combined, indicating that the curriculum is highly successful in imparting awareness about the role of cultural festivals in promoting cultural harmony in the society. The mean rating (M) is 4.12 with a standard deviation (SD) of .39, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on imparting awareness about the role of cultural festivals in promoting cultural harmony in the society.

Table 4. 52: *The curriculum of Pakistan Studies Explains the role of mass media in the promotion of culture*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	6	1.6		
3	N	0	0	4.30	.55
4	A	252	65.3		
5	SA	128	33.2		

Table 4.52 presents the results of a survey on the curriculum of Pakistan Studies, focusing on explaining the role of mass media in the promotion of culture. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in explaining the role of mass media in the promotion of culture. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 98.5%, responded with "Strongly Agree" (SA) and "agree" (A) combined, indicating that the curriculum is highly successful explaining the role of mass media in the promotion of culture. The mean rating (*M*) is 4.30 with a standard deviation (*SD*) of .55 suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness regarding explaining the role of mass media in the promotion of culture

Table 4. 53: *The curriculum of Pakistan Studies instills the respect for all the cultural groups.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	1	.3		
2	DA	7	1.8		
3	N	0	0	4.26	.58
4	A	259	67.1		
5	SA	119	30.8		

Table 4.53 presents the results of a survey on the curriculum of Pakistan Studies, focusing on instilling the respect for all the cultural groups. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness instilling the respect for all the cultural groups. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 97.9%, responded with "Strongly Agree" (SA) and "agree" (A) combined, indicating that the curriculum is highly successful explaining the importance of respect for all cultural groups. The mean rating (*M*) is 4.26 with a standard deviation (*SD*) of 0.58 suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effectiveness regarding explaining the need of respect for all cultural groups.

Table 4. 54: *The curriculum of Pakistan Studies promotes Islamic culture in the students.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	29	7.5		
2	DA	6	1.6		
3	N	0	0	3.94	.97
4	A	276	71.5		
5	SA	75	19.4		

Table 4.54 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to promote the Islamic culture in the students. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to promote the Islamic culture in the students. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.4%, responded with "Strongly Agree" (SA), and 71.5% responded with "Agree" (A) indicating that the curriculum is highly successful to promote the Islamic culture in the students. The mean rating (*M*) is 3.94, with a standard deviation (*SD*) of 0.97, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9.1 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to promote the Islamic culture in the students.

Data analysis regarding Civic Behavior of Students

Table 4. 55: *The curriculum of Pakistan Studies inspires students to pay regards to national anthem and flag in morning assembly.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	56	14.5		
3	N	0	0	3.95	.90
4	A	239	61.9		
5	SA	91	23.6		

Table 4.55 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to inspires students to pay regards to national anthem and flag in morning assembly. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to inspires students to pay regards to national anthem and flag in morning assembly. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 23.6%, responded with "Strongly Agree" (SA), and 61.9% responded with "Agree" (A) indicating that the curriculum is highly successful to inspires students to pay regards to national anthem and flag in morning assembly. The mean rating (M) is 3.95, with a standard deviation (SD) of 0.90, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 14.5 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to inspires students to pay regards to national anthem and flag in morning assembly.

Table 4. 56: *The curriculum of Pakistan Studies instils tolerance in the students.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	30	7.8		
3	N	0	0	4.28	.82
4	A	187	48.4		
5	SA	169	43.8		

Table 4.56 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to promote tolerance in the students. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to promote tolerance in the students. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 43.8%, responded with "Strongly Agree" (SA), and 48.8.% responded with "Agree" (A) indicating that the curriculum is highly successful to promote tolerance in the students. The mean rating (*M*) is 4.28, with a standard deviation (*SD*) of 0.82, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 7.8 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's effects to promote tolerance in the students.

Table 4. 57: *The curriculum of Pakistan Studies provides opportunities for participation in healthy debates on national issues.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	0	0		
2	DA	35	9.1		
3	N	0	0	4.01	.75
4	A	276	71.5		
5	SA	75	19.4		

Table 4.57 presents the results of a survey on the curriculum of Pakistan Studies, focusing to provides opportunities for participation in healthy debates on national issues. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provides opportunities for participation in healthy debates on national issues. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 19.4%, responded with "Strongly Agree" (SA), and 71.5% responded with "Agree" (A) indicating that the curriculum is highly successful to provides opportunities for participation in healthy debates on national issues. The mean rating (M) is 4.01, with a standard deviation (SD) of 0.75, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 9 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's role to provides opportunities for participation in healthy debates on national issues.

Table 4. 58: *The curriculum of Pakistan Studies eliminate gender discrimination in students.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	4	1.0		
2	DA	0	0		
3	N	0	0	4.33	.59
4	A	244	63.2		
5	SA	138	35.8		

Table 4.58 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to eliminate gender discrimination in students. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness in eliminating gender discrimination in students. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 99%, responded with "Strongly Agree" (SA) and "Agree" (A) combined, indicating that the curriculum is highly successful in eliminating gender discrimination in students. The mean rating (*M*) is 4.33, with a standard deviation (*SD*) of 0.59, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on eliminating gender discrimination in the students.

Table 4. 59: *In Pakistan Studies class students respect the equal rights of class mates.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	28	7.3		
2	DA	0	0		
3	N	0	0	4.10	.73
4	A	262	67.9		
5	SA	96	24.9		

Table 4.59 presents the results of a survey on the curriculum of Pakistan Studies, focusing to respect the equal rights of class mates. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to provides opportunities to respect the equal rights of class mates. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 24.9%, responded with "Strongly Agree" (SA), and 67.9% responded with "Agree" (A) indicating that the curriculum is highly successful to provides opportunities to respect the equal rights of class mates. The mean rating (M) is 4.10, with a standard deviation (SD) of 0.73, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 7.3 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's role to respect the equal rights of class mates.

Table 4. 60: *Pay respect to national flag and national anthem.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	30	7.8		
2	DA	0	0		
3	N	0	0	4.22	.80
4	A	213	55.2		
5	SA	143	37.0		

Table 4.60 presents the results of a survey on the curriculum of Pakistan Studies, focusing to enable the students to Pay respect to national flag and national anthem. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to enable the students to Pay respect to national flag and national anthem. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 37%, responded with "Strongly Agree" (SA), and 55.2.9% responded with "Agree" (A) indicating that the curriculum is highly successful to enable the students to Pay respect to national flag and national anthem. The mean rating (M) is 4.22, with a standard deviation (SD) of 0.80, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses 7.8 % for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's role to enable the students to Pay respect to national flag and national anthem.

Table 4. 61: *Take quick decisions in self-interest as well as others interest.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	2	.5		
2	DA	0	0		
3	N	0	0	4.11	.36
4	A	336	87.0		
5	SA	48	12.4		

Table 4.61 presents the results of a survey on the curriculum of Pakistan Studies, focusing on the emphasis to take quick decisions in self-interest as well as others interest. The data is based on participant responses, who were asked to rate their perception of the curriculum's effectiveness to take quick decisions in self-interest as well as others interest... The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 99.4 %, responded with "Strongly Agree" (SA) and "Agree" (A) combined, indicating that the curriculum is highly successful in to take quick decisions in self-interest as well as others interest. The mean rating (*M*) is 4.11, with a standard deviation (*SD*) of 0.36, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curriculum's impact on to take quick decisions in self-interest as well as others interest.

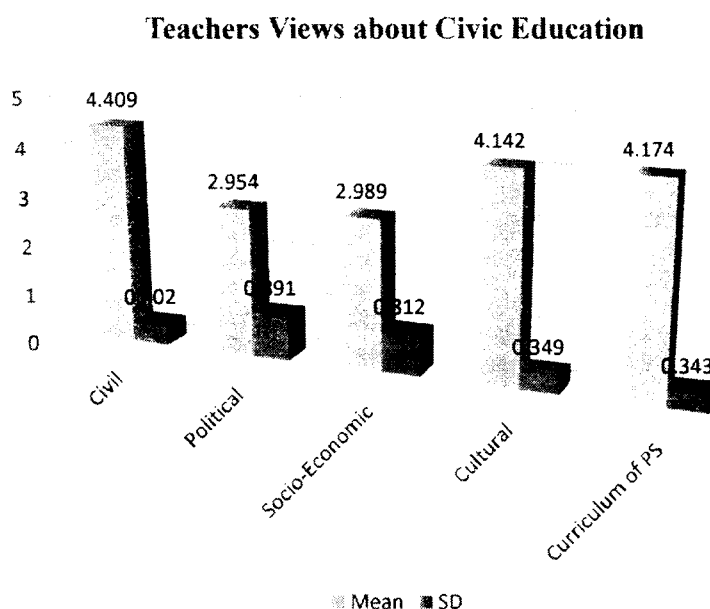
Table 4. 62: *Communication and developing interest groups.*

Rating	Options	Frequency	Percentage	<i>M</i>	<i>SD</i>
1	SDA	5	1.3		
2	DA	0	0		
3	N	0	0	4.26	.52
4	A	269	69.7		
5	SA	112	29.0		

Table 4.62 presents the results of a survey on the curriculum of Pakistan Studies, focusing on communication and developing interest groups. The data is based on participant responses, who were asked to rate their perception. The options for rating ranged from "Strongly Disagree" (SDA) to "Strongly Agree" (SA). The majority of participants, approximately 98.7%, responded with "Strongly Agree" (SA) and "Agree" (A) combined, indicating that the curriculum is highly successful in developing the behavior of communication and developing interest groups. The mean rating (*M*) is 4.26, with a standard deviation (*SD*) of 0.52, suggesting a relatively high level of agreement among participants. There were no responses for "Neutral" (N), and only a small percentage of responses for "Strongly Disagree" (SDA) and "Disagree" (DA) combined, indicating a strong overall positive perception of the curricula about the developing communication and forming interest groups

Table 4. 63: *Pakistan Studies Teachers' perceptions about Civic Education in terms of Given Dimensions.*

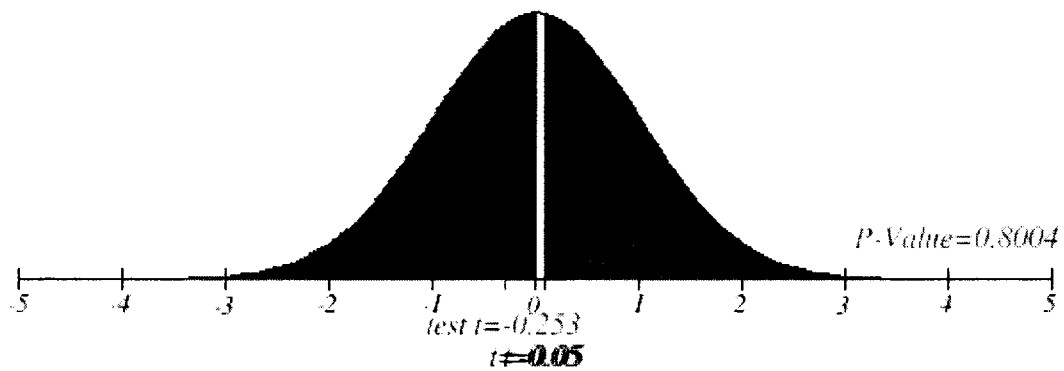
Dimensions	<i>M</i>	<i>SD</i>
Civil	4.41	.40
Political	2.96	.89
Socio-Economic	2.99	.81
Cultural	4.14	.35
Curriculum of PS	4.17	.36



The above table indicates the perceptions of Pakistan studies teachers regarding civic education dimensions present in the current curriculum of Pakistan studies. Teachers perceived that the current curriculum covers civic education in terms of civil, political, socio-economic, and cultural aspects with *M* values of 4.41, 2.99, 2.96, and 4.14 respectively. Similarly, teachers also perceived that the current curriculum covers the aspects of civic behavior of students with an as mean value of 4.17. The mean values show positive responses from teachers about all the dimensions of civic education.

Table 4. 64: *Perceptions of Teachers about Civic Education in terms of their Gender*

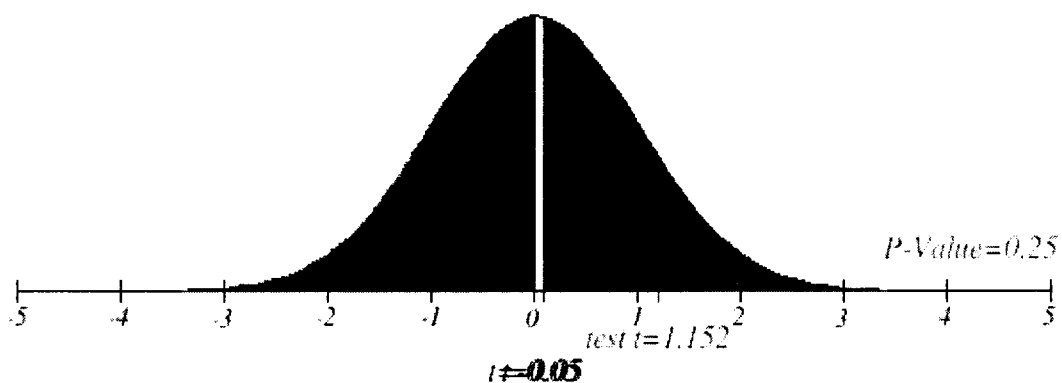
Gender	N	M	SD	t	p
Male	258	4.18	.30	-.25	.800
Female	128	4.19	.27		



The above table illustrates the difference in perceptions of Pakistan studies teachers about civic education. A total of 258 male teachers showed positive responses, with a M value of 4.18 with a SD .30, whereas 128 females also showed positive interest with M value 4.19 with a SD value .27, respectively. The t-value estimated for civic education was -.25, whereas as p-value was .800, which indicates no difference in the views of male and female teachers about civic education ($p = .80 > \alpha = .05$).

Table 4. 65: *Perceptions of Teachers about Civic Education in terms of their Locality*

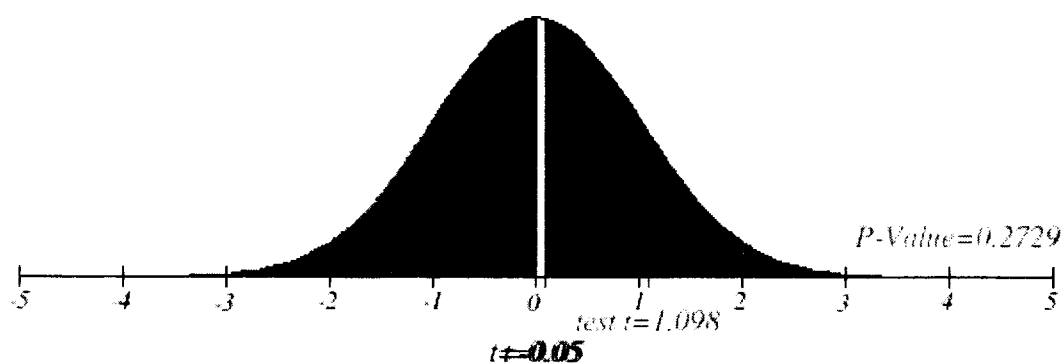
Locality	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Urban	261	4.20	.30	1.15	.250
Rural	125	4.16	.25		



The above table illustrates the difference in perceptions of Pakistan studies teachers about civic education. A total of 258 urban teachers showed positive responses, with a *M* value of 4.20 with a *SD* value of .30, whereas 125 rural teachers also showed positive interest with a *M* value of 4.16 with a *SD* value of .25, respectively. The *t*-value estimated for civic education was 1.15, whereas as *p*-value was .250, which indicates no difference in the views of urban and rural teachers about civic education ($p = .250 > \alpha = .05$).

Table 4. 66: *Perceptions of Teachers about Civic Education in terms of their Qualification*

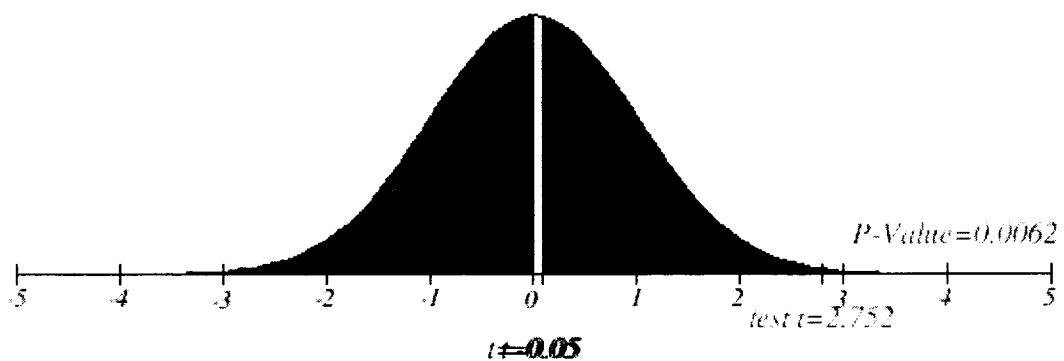
Qualification	N	M	SD	t	p
Graduate	260	4.20	.28	1.10	.27
Post-Graduate	126	4.16	.30		



The above table illustrates the difference in perceptions of Pakistan studies teachers about civic education. A total of 260 graduate teachers showed positive responses, with a M value of 4.20 with a SD value of .28, whereas 126 post-graduate teachers also showed positive interest with a M value of 4.16 with a SD value of .30, respectively. The t-value estimated for civic education was 1.10, whereas as p-value was .27, which indicates no difference in the views of graduate and post-graduate teachers about civic education ($p = .273 > \alpha = .05$).

Table 4. 67: *Perceptions of Teachers about Civic Education in terms of their Experience*

Experience	N	M	SD	t	p
Less than 10 years	249	4.22	.28	2.75	.006
More than 10 years	137	4.13	.30		



The above table illustrates the difference in perceptions of Pakistan studies teachers about civic education. A total of 249 less than ten years experienced teachers showed positive responses, with a M value of 4.22 with a SD value of .28, whereas 137 more than ten years' experienced teachers also showed positive interest with a mean value of 4.131 with a standard deviation of .30, respectively. The t-value estimated for civic education was 2.752, whereas as p-value was .006, which indicates significant difference in the views of less than ten years experienced and more than ten years experienced teachers about civic education ($p = .006 < \alpha = .05$).

Table 4. 68: *Perceptions of Teachers about Pakistan studies Curriculum across Demographic Variables*

	D. Variables	N	M	P
Gender	Male	258	4.18	.881
	Female	128	4.17	
Locality	Urban	261	4.21	.010
	Rural	125	4.11	
Qualification	Graduate	260	4.19	.306
	Post-Graduate	126	4.15	
Experience	Less than 10 years	249	4.22	.001
	More than 10 years	137	4.10	

The above table depicts the difference in teachers' views regarding the Pakistan studies curriculum across their demographic variables. The result indicates no significant difference in the opinions of male and female teachers as the p-value is more than the alpha value ($p = .88 > \alpha = 0.05$) with the M values 4.18 and 4.17, respectively. The result indicates a significant difference in the views of urban and rural teachers as the p-value is lower than the alpha value ($p = .010 < \alpha = 0.05$) with the M values 4.21 and 4.11, respectively. The result indicates no significant difference in the views of graduate and post-graduate teachers as the p-value is more than the alpha value ($p = .31 > \alpha = 0.05$) with the M values 4.19 and 4.15, respectively. The result indicates a significant difference in the views of less than ten years experienced and more than ten years experienced teachers as the p-value is lower than the alpha value ($p = .01 > \alpha = 0.05$) with the M values 4.22 and 4.10, respectively. All the teachers agreed that the current curriculum leads to the civic behavior of students.

Table 4. 69: Perceptions of Teachers about Pakistan studies Curriculum across Demographic Variables (w.r.t experiment wise error)

D. variables	p-value	Bonf α /k	Bonf sig
Gender	.881	.220	no
Locality	.010	.025	yes
Qualification	.306	.076	no
Experience	.011	.026	yes

The above table depicts the Bonferroni adjusted level of statistical significance regarding the Pakistan studies curriculum across their demographic variables. The result indicates no significant difference in the opinions of male and female teachers as the p-value is more than the Bonf α ($p = .88 > \text{Bonf } \alpha = .220$), respectively. The result indicates a significant difference in the views of urban and rural teachers as the p-value is less than the Bonf α value ($p = .010 < \text{Bonf } \alpha = .025$), respectively. The result indicates no significant difference in the views of graduate and post-graduate teachers as the p-value is more than the alpha value ($p = .306 > \text{Bonf } \alpha = .076$), respectively. The result indicates a significant difference in the views of less than ten years experienced and more than ten years experienced teachers as the p-value is lower than the alpha value Bonf α ($p = .011 < \text{Bonf } \alpha = .026$ respectively. All the teachers agreed that the current curriculum leads to the civic behavior of students.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter begins with the sufficient summary of the present research investigation. The study aimed at “Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at Secondary School Level”; therefore, the researcher used a mixed-methods research approach to keep the exploratory research design in mind. There is vast room for research to analyze the content of civic education in the alignment of the curriculum at the secondary school level, as there are very few studies available in the field of civic education in Pakistan. No study found that covers civic education, especially in Punjab, Pakistan. Therefore, this is the missing element of current literature, and the researcher covered this gap by adopting mixed methods research approach. The researcher has explored the components of civic education that prevail in the Pakistan studies curriculum and at the secondary school level. The researcher explored the extent to which textbooks align with the curriculum.

The objectives of the study were; to analyze the content about civic education in the Textbook of Pakistan Studies at Secondary school level in Punjab Province, to examine the content about civil domain of civic education, to identify the content about Political domain of civic education covering the understanding of the political ideology of the country, to analyze the content about the socio-economic domain of civic education, to examine the content about the Cultural domain of civic education, and to explore the perception of teachers about the citizenship behavior of the learners at the secondary school level.

The current study was delimited to only Punjab province; therefore, the population of the particular study is consisted of all the curriculum experts and teachers teaching Pakistan studies subjects at the secondary school level. The population for qualitative data collection was consisted of 27 curriculum experts and 7425 working teachers in the in the subject of Pakistan studies was considered for quantitative data collection.

The researcher used two research instruments to collect qualitative and quantitative data. In the first phase, qualitative data were collected through document analysis of national curriculum (2006) for Pakistan studies for the secondary classes concerning civic education and structured interview protocol to know the in-depth views of curriculum experts and. Similarly, in the second phase, for quantitative data the researcher collected data through a five-point Likert scale with options (5 strongly agree to 1 strongly disagree) to collect quantitative data from teachers teaching Pakistan studies subject. The questionnaire consisted of two parts; the first covers demographic information, i.e., name, designation, school name, qualification, teaching experience, locality, and gender. The second part covers items related to study variables such as civil, political, socio-economic, and cultural dimensions of civic education.

In the first phase, qualitative data were analyzed with the help of thematic analysis keeping in view the prescribed six steps proposed by Braun and Clarke. These six steps are as follows: familiarization with the data, generating primary codes, searching themes of the data, reviewing the generating themes, naming the main themes, producing the resets and final reports. The content analysis protocol given by Porter was used to analyze the curriculum documents and Grade IX_X textbooks of Pakistan studies. In the second phase, quantitative data were analyzed using descriptive and inferential statistics. The descriptive statistics, frequency, percentage, and mean,

were used to describe the interest of the teachers. Inferential statistics, i.e., independent sample t-test and One Way ANOVA, were used to examine the research hypotheses of the study.

5.2 Findings

In accordance with the research objectives and research questions, the findings of the study are given. The findings of both qualitative and quantitative data are discussed below.

5.2.1 Qualitative Findings

Textbook of Pakistan Studies and National Curriculum (2006)

1. The textbook of Pakistan Studies for Grades IX-X is aligned with National Curriculum for Pakistan Studies (2006). The textbook of Pakistan Studies for Grades IX-X covers the national objectives as well as all the recommended topics and sub topics content is included in the textbook. Therefore, the textbook of Pakistan Studies for Grades IX-X is aligned with National Curriculum for Pakistan Studies (2006).

5.2.1.1 Findings related to question 1

2. The findings were that the Pakistan studies curriculum highly assists individuals for their own sake and to be treated ethically. It boosts the belief of individuals toward equality that every human has equal rights, worth, and value in society. It assists to do justice by using the power of dignity in order to create positive, strong relationships. The Pakistan studies curriculum covers bulk of information related to political awareness. It provides valuable background to secondary school students by covering historical, famous, and modern sense of political awareness. It enables individuals to pay attention to politics concepts and get broader level of information about parties' ideas, objectives, aims, and goals that

has been designed to work plan in the country. Civic education promotes respect and culture within societies and assists individuals in making a responsible citizen. It produces exemplary behavior in giving regard to the wishes, feeling, and rights of others. The current curriculum of Pakistan studies has highly valued the concept of respect, i.e., respect for our national heroes, respect for elders, respect for the country, respect for the rules and regulations of the country, and respect for martyrs. The current curriculum also covers civic knowledge in order to promote a sense of belongingness, faithfulness, governmental process, a core concept of politics, collectivism, and loyalty to the country. It also deals with the actions people take in matters of personal and public concern that are both personally enriching and socially useful to the community. It means that the content of civic education is presented in the curriculum of Pakistan studies for secondary school level in Punjab Province.

5.2.1.2 Findings related to question 2

3. The findings of the study reflected that the curriculum of Pakistan Studies inculcated knowledge about need and importance of loyalty to the country. It teaches that a component of faith is love of one's nation. No matter when one becomes a citizen-whether at birth or later in life- having devotion with one's nation enables one to sincerely love and admire one's native country. The content of Pakistan studies curriculum teaches loyalty to the country, in terms of; helping citizens of the country during emergencies. The current curriculum of Pakistan Studies instills the spirit of patriotism in students. It has the stories of our ancestors struggle for independence such as Muhammad Ali Jinnah, Allama Muhammad Iqbal, Ashraf Ali Thanwi, Shabbir Ahmad Usmani, Aga Khan, Liaquat Ali Khan, Fatima Jinnah and others. The curriculum of Pakistan

Studies gives knowledge about the constitutional rights as a citizen of Pakistan, such as; freedom of expression, safety of the person, non-discrimination in services and with regard to accessibility to public areas, protections for religious institutions and freedom to practice one's religion. The curriculum of Pakistan Studies imparts knowledge about the responsibilities as a Pakistani citizen, such as; protect the country when the need arises, respect and obey local, state and federal laws, local community participation, give respect to the views, rights and beliefs of others. It means that the content of Pakistan studies curriculum covers the civil domain of civic education.

5.2.1.3 Findings related to question 3

4. The findings of the study revealed that the curriculum of Pakistan Studies does not promote political literacy. There is no practical knowledge of politics or political issues in the curriculum, due to which Pakistani students have lack of political knowledge. The curriculum of Pakistan Studies does not create awareness about the basic human rights. There is no knowledge in the curriculum of Pakistan studies regarding freedom of speech, right to education, freedom of assembly, right to a fair trial, the right to privacy, right to religion, freedom of movement, freedom from slavery, right to own property. The curriculum of Pakistan Studies does not explain the students 'about the various phases of constitutional development in Pakistan. The salient features of the constitution of Islamic republic of Pakistan, and role of constitutional institutions and forms of constitutions i.e., written, unwritten and partly written are neglected in the Pakistan studies curriculum. The curriculum of Pakistan studies does not provide knowledge about the importance of participation in the election (voting). The following points are completely ignored in the curriculum such as our civic

responsibility is to vote, each individual has the basic right to vote in order to establish their government and choose their leader, in order to effectively run the democratic process, voter engagement is crucial. It means that the content of Pakistan studies curriculum does not cover the political domain of civic education.

5.2.1.4 Findings related to question 4

5. The findings revealed that there is no content in the curriculum of Pakistan studies to enable the learners to understand the relationship between the individual and society. Work for the improvement of the society, awareness about active participation in societal life, basic features of Pakistani society, and understanding about major social problems faced by Pakistani society. The curriculum of Pakistan studies does not impart knowledge about economic development in Pakistan. Students are unaware about the current situation of Pakistan's economy. The economic developments of Pakistan are not highlighted in the curriculum like; there has been a V-shaped revival in the economy, without jeopardizing internal and external stability; the present economic recovery was accomplished. The curriculum of Pakistan studies does not impart awareness about the role of women in society and economic life. It does not highlight the points like; the essential component of societies are women; they have greater capabilities for the advancement of the country. The curriculum of Pakistan studies does not impart awareness about educational development in Pakistan. The curriculum does not impart awareness about the causes of decline of education in Pakistan, such as; unreliable examination system, lack of budget allocation, institutions providing education have inadequate infrastructure, policy implementation failure, shortage of quality

teachers. It means that the content of Pakistan studies curriculum doesn't cover the socio-economic domain of civic education.

5.2.1.5 Findings related to question 5

6. The findings indicate that the curriculum of Pakistan studies teaches awareness about the culture. It is the subject that expands pupils' knowledge of Pakistan's geography, history, and culture. The curriculum of Pakistan studies explains the role of mass media in the promotion of culture. The curriculum highlights the influence of media on social dimensions of people. The country's cultural growth is facilitated and accelerated by media with various policies. The curriculum teaches that the media is crucial in educating the public and acquainting them with various cultures in order to prevent stereotypes. The curriculum of Pakistan studies is written in perspective of Islamic culture and promotes Islamic culture in the students. It means that the content of Pakistan studies curriculum covers the cultural domain of civic education.

5.2.1.6 Findings related to question 6

7. The findings show that the contents broadly cover the concept of civic education in terms of faith, loyalty to the country, respect, historical overview of the country, honesty, collectivism, patriotism, cultural values, Islamic values, political awareness, belongingness to the country, socio economic domain, humbleness, and dignity. The students may take deep understanding about political, cultural, moral, economical, and civil concepts with the help of thoroughly visit of Pakistan studies curriculum. The contents presented in the curriculum motivates students to do justice with the systems, pay attention to country rule and regulations, respect elders, show positive attitude toward country, promote country values as per global standards, respect national heroes,

and keep them aware about the educational policies that pave the way for smooth running of the educational system. In all the means the content taught at the secondary school level in the Punjab province significantly rich to achieve the objectives of civic education.

5.2.1.7 Findings related to question 7

8. The findings reveal that most of the experts wanted more from the teaching method used by teachers at the secondary school level in Punjab. They depict that teacher used traditional methods of teaching Pakistan studies subjects. It is mostly observed that teachers use lecturer or book reading methods only. Teachers should use innovative strategies and practices to involve students in classrooms actively. Teachers should play the role of facilitator to keep students motivated as much as possible in classroom activities. Teachers should involve students in classroom discussions rather than in book readings.

5.2.1.8 Findings related to question 8

9. The findings indicate that most experts believe that the current curriculum of Pakistan studies at the secondary school level in Punjab is extensively rich with civic education's objectives. It broadly covers all civic education dimensions that are the day's need. Some suggestions may be considered in order to make the curriculum as per national standards of excellence. The curriculum of Pakistan studies may be made innovative by adding updated knowledge related to political literacy. The curriculum may be made keeping in view the country's current scenario regarding social, civil, political, moral, socio-economic, and cultural aspects. The contents related to civic education may be added extensively by involving subject experts and community members in the curriculum

development committee. The curriculum development process may be in line keeping in view the standards of developed countries.

5.3 Quantitative Findings

5.3.1 Civil Dimension of civic education

1. The level of agreement of the respondents was 97.5% about the statement “The curriculum of Pakistan Studies inculcates knowledge about need and importance of loyalty to the country”. The calculated value of mean and standard deviation ($M= 4.74$, $SD= .57$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies inculcate knowledge about need and importance of loyalty to the country.” (Table 4.6)
2. The level of agreement of the respondents was 98.2% about the statement “The curriculum of Pakistan Studies infuses awareness to respect the national identities (National flag, national anthem, national institutions).” The calculated value of mean and standard deviation ($M= 4.47$, $SD= .63$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies infuses awareness to respect the national identities (National flag, national anthem, national institutions).” (Table 47)
3. The level of agreement of the respondents was 90.4% about the statement “The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state.” The calculated value of mean and standard deviation ($M= 4.37$, $SD= .93$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state).” (Table 4.8)

4. The level of agreement of the respondents was 90.9% about the statement “The curriculum of Pakistan Studies highlights the spirit of patriotism in students.” The calculated value of mean and standard deviation ($M= 4.15$, $SD= 1.10$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the spirit of patriotism in students’.” (Table 4.9)
5. The level of agreement of the respondents was 97. % about the statement “The curriculum of Pakistan Studies develops a sense of ownership toward the land and assets of Pakistan.” The calculated value of mean and standard deviation ($M= 4.52$, $SD= 1.10$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies develops a sense of ownership toward the land and assets of Pakistan).” (Table 4.10)
6. The level of agreement of the respondents was 98% about the statement “The curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan.” The calculated value of mean and standard deviation ($M= 4.41$, $SD= .63$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan).” (Table 4.11)
7. The level of agreement of the respondents was 96% about the statement “The curriculum of Pakistan Studies impart knowledge about the responsibilities as a Pakistani citizen.” The calculated value of mean and standard deviation ($M= 4.44$, $SD= .71$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies

- impart knowledge about the responsibilities as a Pakistani citizen.” (Table 4.12)
8. The level of agreement of the respondents was 97% about the statement “The curriculum of Pakistan Studies imparts knowledge about salient features of constitution of Islamic Republic of Pakistan.” The calculated value of mean and standard deviation ($M= 4.33$, $SD= .64$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies impart knowledge about salient features of constitution of Islamic Republic of Pakistan.” (Table 4.13)
 9. The level of agreement of the respondents was 97% about the statement “The curriculum of Pakistan Studies imparts knowledge about constitutional development in the country.” The calculated value of mean and standard deviation ($M= 4.39$, $SD= .70$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies impart knowledge about constitutional development in the country.” (Table 4.14)
 10. The level of agreement of the respondents was 98% about the statement “The curriculum of Pakistan Studies imparts knowledge about the major pillars of the state.” The calculated value of mean and standard deviation ($M= 4.34$, $SD= .62$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies impart knowledge about the major pillars of the state.” (Table 4.15)
 11. The level of agreement of the respondents was 98% about the statement “The curriculum of Pakistan Studies provides knowledge about the political system of the country.” The calculated value of mean and standard deviation ($M= 4.34$,

SD= .63) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides knowledge about the political system of the country.” (Table 4.16)

5.3.2 Political Dimension of civic education Political Ideology / Political Literacy

1. The level of agreement of the respondents was 92% about the statement “The curriculum of Pakistan Studies promotes political literacy.” The calculated value of mean and standard deviation (M= 3.81, SD= .91) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies promotes political literacy.” (Table 4.17)
2. The level of agreement of the respondents was 91.5% about the statement “The curriculum of Pakistan Studies describes the need /significance of national ideology.” The calculated value of mean and standard deviation (M= 4.27, SD= .84) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies describes the need /significance of national ideology.” (Table 4.18)
3. The level of agreement of the respondents was 91.2% about the statement “The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan.” The calculated value of mean and standard deviation (M= 4.02, SD= .74) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan.” (Table 4.19)
4. The level of agreement of the respondents was 98.7% about the statement “The curriculum of Pakistan Studies explains the students’ about the various phases of political development in Pakistan.” The calculated value of mean and

standard deviation ($M= 4.36, SD= .58$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies explains the students’ about the various phases of political development in Pakistan.” c

5. The level of agreement of the respondents was 92.5% about the statement “The curriculum of Pakistan Studies creates awareness about the basic human rights.” The calculated value of mean and standard deviation ($M= 4.11, SD= .74$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies explains the students’ The curriculum of Pakistan Studies creates awareness about the basic human rights.” (Table 4.21)
6. The level of agreement of the respondents was 98.7% about the statement “The curriculum of Pakistan Studies explains the various phases of constitutional development in Pakistan.” The calculated value of mean and standard deviation ($M= 4.12, SD= .40$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies explains the various phases of constitutional development in Pakistan.” (Table 4.23)
7. The level of agreement of the respondents was 99. % about the statement “The curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the state.” The calculated value of mean and standard deviation ($M= 4.32, SD= .51$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the state.” (Table 4.24)

8. The level of agreement of the respondents was 98. % about the statement “The curriculum of Pakistan Studies highlights the role of the pillars of the state.” The calculated value of mean and standard deviation ($M= 4.28$, $SD= .56$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the role of the pillars of the state.” (Table 4.25)

5.3.3 Socio Economic Dimension of Civic Education

1. The level of agreement of the respondents was 91.2 % about the statement “The curriculum of Pakistan Studies highlights the political system of the country.” The calculated value of mean and standard deviation ($M= 3.95$, $SD= .96$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the political system of the country.” (Table 4.26)
2. The level of agreement of the respondents was 98 % about the statement “The curriculum of Pakistan Studies provides knowledge about the importance of participation in peaceful protest.” The calculated value of mean and standard deviation ($M= 4.32$, $SD= .54$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides knowledge about the importance of participation in peaceful protest.” (Table 4.27)
3. The level of agreement of the respondents was 99. % about the statement “The curriculum of Pakistan Studies provides knowledge about the importance of participation in the election voting.” The calculated value of mean and standard deviation ($M= 4.04$, $SD= .34$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of

Pakistan Studies provides knowledge about the importance of participation in the election voting.” (Table 4.28)

4. The level of agreement of the respondents was 96. % about the statement “The curriculum of Pakistan Studies provides knowledge about the political efficacy.” The calculated value of mean and standard deviation ($M= 4.34$, $SD= .52$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides knowledge about the political efficacy.” (Table 4.29)
5. The level of agreement of the respondents was 97. % about the statement “The curriculum of Pakistan Studies provides knowledge about the importance of public debates.” The calculated value of mean and standard deviation ($M= 4.25$, $SD= .61$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provide knowledge about the importance of public debates.” (Table 4.30).
6. The level of agreement of the respondents was 91.7 % about the statement “The curriculum of Pakistan Studies enables the learners to understand the relationship between the individual and the society.” The calculated value of mean and standard deviation ($M= 4.08$, $SD= .75$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies enables the learners to understand the relationship between the individual and the society.” (Table 4.31)
7. The level of agreement of the respondents was 93.9 % about the statement “The curriculum of Pakistan Studies provides knowledge to work for the improvement of the society.” The calculated value of mean and standard deviation ($M= 3.93$, $SD= .95$) is in favor of the statement. It shows that the

majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provide knowledge to work for the improvement of the society.” (Table 4.32)

8. The level of agreement of the respondents was 99 % about the statement “The curriculum of Pakistan Studies creates awareness about active participation in societal life.” The calculated value of mean and standard deviation ($M= 4.12$, $SD= .86$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies creates awareness about active participation in societal life.” (Table 4.33)
9. The level of agreement of the respondents was 91 % about the statement “The curriculum of Pakistan Studies highlights the basic features of Pakistani society.” The calculated value of mean and standard deviation ($M= 4.17$, $SD= .84$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the basic features of Pakistani society.” (Table 4.34)
10. The level of agreement of the respondents was 97.2 % about the statement “The curriculum of Pakistan Studies provides understanding about major social problems faced by Pakistani society.” The calculated value of mean and standard deviation ($M= 4.06$, $SD= 1.07$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides understanding about major social problems faced by Pakistani society.” (Table 4.35)
11. The level of agreement of the respondents was 93.5 % about the statement “The curriculum of Pakistan Studies imparts knowledge about the economic development in Pakistan.” The calculated value of mean and standard deviation

(M= 4.08, SD= 1) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies impart knowledge about the economic development in Pakistan” (Table 4.36)

12. The level of agreement of the respondents was 93.5 % about the statement “The curriculum of Pakistan Studies provides knowledge about major economic resources found in Pakistan.” The calculated value of mean and standard deviation (M= 4.08, SD= 1) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides knowledge about major economic resources found in Pakistan” (Table 4.37)

13. The level of agreement of the respondents was 93.7 % about the statement “The curriculum of Pakistan Studies explains the population demographic features of Pakistani society.” The calculated value of mean and standard deviation (M= 3.87, SD= .92) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies explains the population demographic features of Pakistani society” (Table 4.38)

14. The level of agreement of the respondents was 91.5 % about the statement “The curriculum of Pakistan Studies creates awareness about the problems caused by class differences and social inequalities.” The calculated value of mean and standard deviation (M= 4.09, SD= .77) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies creates awareness about the problems caused by class differences and social inequalities” (Table 4.39)

15. The level of agreement of the respondents was 84.4 % about the statement “The curriculum of Pakistan Studies imparts awareness about the role of women in

society and economic life.” The calculated value of mean and standard deviation (M= 4.00, SD= 1.17) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies imparts awareness about the role of women in society and economic life” (Table 4.40)

16. The level of agreement of the respondents was 90.9 % about the statement “The curriculum of Pakistan Studies suggests the ways and measures to improve the status of the women.” The calculated value of mean and standard deviation (M= 4.06, SD= .78) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies suggests the ways and measures to improve the status of the women” (Table 4.41)

17. The level of agreement of the respondents was 93.4 % about the statement “The curriculum of Pakistan Studies provides knowledge about the social capital of the society.” The calculated value of mean and standard deviation (M= 4.12, SD= 1.05) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides knowledge about the social capital of the society” (Table 4.42)

18. The level of agreement of the respondents was 77.2 % about the statement “The curriculum of Pakistan Studies imparts awareness about educational development in Pakistan.” The calculated value of mean and standard deviation (M= 3.74, SD= 1.02) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies imparts awareness about educational development in Pakistan” (Table 4.43)

19. The level of agreement of the respondents was 90.9 % about the statement “The curriculum of Pakistan Studies imparts knowledge about the factors of socio-economic development in Pakistan.” The calculated value of mean and standard deviation ($M= 4.13$, $SD= .84$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies imparts knowledge about the factors of socio-economic development in Pakistan” (Table 4.44)

5.3.4 Cultural dimension of civic education

1. The level of agreement of the respondents was 92.6 % about the statement “The curriculum of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan.” The calculated value of mean and standard deviation ($M= 3.82$, $SD= .91$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan” (Table 4.45)

2. The level of agreement of the respondents was 91.7 % about the statement “The curriculum of Pakistan Studies provides awareness about the culture.” The calculated value of mean and standard deviation ($M= 4.27$, $SD= .83$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides awareness about the culture” (Table 4.46)

3. The level of agreement of the respondents was 91.2 % about the statement “The curriculum of Pakistan Studies provides necessary knowledge to identify the major features of Pakistani culture.” The calculated value of mean and standard deviation ($M= 4.037$, $SD= .74$) is in favor of the statement. It shows that the

- majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provides necessary knowledge to identify the major features of Pakistani culture” (Table 4.47)
4. The level of agreement of the respondents was 91.2 % about the statement “The curriculum of Pakistan Studies imparts knowledge regarding cultural diversity.” The calculated value of mean and standard deviation ($M= 4.04$, $SD= .74$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies imparts knowledge regarding cultural diversity” (Table 4.48)
 5. The level of agreement of the respondents was 92.2 % about the statement “The curriculum of Pakistan Studies teaches about the basic elements of Pakistani culture and national cohesion.” The calculated value of mean and standard deviation ($M= 4.10$, $SD= .75$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan teaches about the basic elements of Pakistani culture and national cohesion” (Table 4.49)
 6. The level of agreement of the respondents was 91.7 % about the statement “The curriculum of Pakistan Studies teaches enables the learners to identify the major features of Pakistan culture”, The calculated value of mean and standard deviation ($M= 4.22$, $SD= .83$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies teaches enables the learners to identify the major features of Pakistan culture” (Table 4.50).
 7. The level of agreement of the respondents was 91.7 % about the statement “The curriculum of Pakistan Studies highlights the role of cultural festivals in

promoting cultural harmony in the society.” The calculated value of mean and standard deviation ($M= 4.27$, $SD= .83$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies highlights the role of cultural festivals in promoting cultural harmony in the society” (Table 4.51).

8. The level of agreement of the respondents was 88.5 % about the statement “The curriculum of Pakistan Studies explains the role of mass media in the promotion of culture.” The calculated value of mean and standard deviation ($M= 4.30$, $SD= .55$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies explains the role of mass media in the promotion of culture” (Table 4.52).
9. The level of agreement of the respondents was 97.9 % about the statement “The curriculum of Pakistan Studies instils the respect for all the cultural groups.” The calculated value of mean and standard deviation ($M= 4.26$, $SD= .58$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies instils the respect for all the cultural groups” (Table 4.53).
10. The level of agreement of the respondents was 90.9 % about the statement “The curriculum of Pakistan Studies promotes Islamic culture in the students.” The calculated value of mean and standard deviation ($M= 3.94$, $SD= .97$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies promotes Islamic culture in the students” (Table 4.54).

5.3.5 Civic behavior of the students

1. The level of agreement of the respondents was 85.13 % about the statement “The curriculum of Pakistan Studies inspires students to pay regards to national anthem and flag in morning assembly.” The calculated value of mean and standard deviation ($M= 3.95$, $SD= .90$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies inspires students to pay regards to national anthem and flag in morning assembly” (Table 4.55).
2. The level of agreement of the respondents was 85.13 % about the statement “The curriculum of Pakistan Studies instils tolerance in the students.” The calculated value of mean and standard deviation ($M= 3.95$, $SD= .90$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies instils tolerance in the students” (Table 4.56).
3. The level of agreement of the respondents was 90.9 % about the statement “The curriculum of Pakistan Studies provides opportunities for participation in healthy debates on national issues.” The calculated value of mean and standard deviation ($M= 4.01$, $SD= .75$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “The curriculum of Pakistan Studies provide opportunities for participation in healthy debates on national issues” (Table 4.57).
4. The level of agreement of the respondents was 90.9 % about the statement “The curriculum of Pakistan Studies eliminates gender discrimination in students.” The calculated value of mean and standard deviation ($M= 4.01$, $SD= .75$) is in favor of the statement. It shows that the majority of the respondents agreed with

the statement that “The curriculum of Pakistan Studies eliminates gender discrimination in students” (Table 4.58).

5. The level of agreement of the respondents was 90.9 % about the statement “In Pakistan studies class student respect the equal rights of class mates.” The calculated value of mean and standard deviation ($M= 4.01$, $SD= .75$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “In Pakistan studies class student respect the equal rights of class mates” (Table 4.59).
6. The level of agreement of the respondents was 92.2 % about the statement “the curriculum of Pakistan studies promotes the behavior of pay respect to national identities.” The calculated value of mean and standard deviation ($M= 4.22$, $SD= .80$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “the curriculum of Pakistan studies promotes the behavior of pay respect to national identities” (Table 4.60).
7. The level of agreement of the respondents was 89.4 % about the statement “the curriculum of Pakistan studies promotes the behavior of taking quick decision.” The calculated value of mean and standard deviation ($M= 4.31$, $SD= .36$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “the curriculum of Pakistan studies promotes the behavior of taking quick decision” (Table 4.61).
8. The level of agreement of the respondents was 98.7 % about the statement “the curriculum of Pakistan studies promotes the behavior communication and developing interest groups.” The calculated value of mean and standard deviation ($M= 4.26$, $SD= .52$) is in favor of the statement. It shows that the majority of the respondents agreed with the statement that “the curriculum of

Pakistan studies promotes the behavior communication and developing interest groups” (Table 4.62).

5.4 Discussion

5.4.1 Discussion based on civil domain of civic education

The curriculum experts and Pakistan studies teachers are in view that the current curriculum covers the civil domain of civic education. The teachers perceived that the current curriculum covers civic education in terms of the civil domain with a mean value of 4.409. The respondents perceive that the content of the Pakistan studies curriculum teaches loyalty to the country, in terms of; helping citizens of the country during emergencies like pandemics, floods, and earthquakes. The curriculum has the content regarding respect for national symbols e.g., the national flag, the national animal. Therefore, the above results are supported by the findings of Dean (2007).

5.4.2 Discussion based on political domain of civic education

The curriculum experts and Pakistan studies teachers are in views that the current curriculum does not cover the political domain of civic education. The teachers perceived that the current curriculum covers civic education in terms of political domain with the mean value of 2.95. The respondents perceive that the curriculum of Pakistan studies does not create awareness about the basic human rights; knowledge about the salient features of the constitution of Islamic republic of Pakistan, awareness about our civic responsibility is to vote. Therefore, the above results are supported by the findings of Perveen and Awan (2017).

5.4.3 Discussion based on socio-economic domain of civic education

The curriculum experts and Pakistan studies teachers are in views that the current curriculum does not cover the socio-economic domain of civic education. The

teachers perceived that the current curriculum covers civic education in terms of socio-economic domain with mean value of 2.99. The respondents perceive that the content of Pakistan studies curriculum does not provide understanding about major social problems faced by Pakistani society, awareness about the causes of decline of education in Pakistan, such as; unreliable examination system, lack of budget allocation etc, Therefore, the above results are supported by the findings of Muhammad (2019).

5.4.4 Discussion based on cultural domain of civic education

The curriculum experts and Pakistan studies teachers are in views that the current curriculum covers the cultural domain of civic education. The teachers perceived that the current curriculum covers civic education in terms of cultural domain with mean value of 4.14. The respondents perceive that the curriculum of Pakistan studies teaches awareness about the spoken languages of Pakistan, awareness about the multi-cultural heritage of Pakistan, teaches that the media is crucial in educating the public. Therefore, the above results are supported by the findings of Hashmi (2011).

5.4.5 Researcher Point of View

In the context of citizenship education, the curriculum analysis of secondary schools in Punjab (Pakistan) is not encouraging. Although the analysis of textbooks revealed a significant presence of citizenship education in Pakistan Studies, the current situation is unsatisfactory. Teachers' views about the role of the Pakistan Studies curriculum in promoting civic behavior in students was disappointing. If teachers know the significance of citizenship education, they are the primary source (instrument) for introducing it to the next generation. Therefore, it is essential to train instructors to recognize its value. Citizenship education pedagogical instruction may be required for this purpose. Globally, there is a growing interest in citizenship education, and

initiatives and programs that can act at the national and international levels are beginning to emerge. It is anticipated that these initiatives will enhance our understanding of this field. Indeed, there is a need to establish agreed standards and learning objectives, for citizenship education and provide baseline information on the attitudes and opinions of young people. In Pakistan, citizenship education is taught in various subjects as a hidden curriculum, which does not play an influential role in promoting a civilized society. Citizenship education is a global, growing subject, as a member of the global village, the Government of Pakistan should take bold steps to include citizenship education as an independent subject.

5.5 Conclusions

This research yielded the following results;

5.5.1.1 Civil dimension of Civic Education (Respect for national identities)

1. The Pakistan studies curriculum highly assists individuals for their own sake and to be treated ethically. It highly valued the concept of respect, i.e., respect for our national heroes, elders, the country, teachers, the rules and regulations of the country, and respect for martyrs. Therefore, the content of civic education is presented in the curriculum of Pakistan studies.

5.5.1.2 Civil dimension of Civic Education (Patriotism)

2. The curriculum of Pakistan Studies inculcated knowledge about need and importance of loyalty to the country. It instills the spirit of patriotism in students. It has the stories of our ancestors struggle for independence. It gives knowledge about the constitutional rights as a citizen of Pakistan, such as; freedom of expression, Therefore, the content of civil domain of civic education is presented in the curriculum of Pakistan studies.

5.5.3 Political Dimension of Civic Education

3. The curriculum of Pakistan studies does not contain the knowledge of awareness of basic human rights, constitutional development, and participation in the election. Less focus is given to political literacy. Therefore, the content of political domain of civic education is not presented in the curriculum of Pakistan studies.

5.4.4 Socio-Economic Dimension of Civic Education

4. There is no content in the curriculum of Pakistan studies to enable the learners to understand the relationship between the individual and society. Work for the improvement of the society, awareness about active participation in societal life. It does not impart knowledge about economic development in Pakistan, role of women in society and economic life, awareness about educational development in Pakistan. Therefore, the content of socio-economic domain of civic education is not presented in the curriculum of Pakistan studies.

5.4.5 Cultural Dimension of Civic Education

5. The curriculum of Pakistan studies teaches awareness about the culture. It is the subject that expands pupils' knowledge of Pakistan's geography, history, and culture. It explains the role of mass media in the promotion of culture. It is written in perspective of Islamic culture and promotes Islamic culture in the students. Therefore, the content of cultural domain of civic education is presented in the curriculum of Pakistan studies.

5.6 Recommendations

1. The findings show that the curriculum of Pakistan Studies does not promote political literacy. There is no practical knowledge of politics or political issues in the curriculum, due to which Pakistani students have lack of political knowledge. The curriculum has only 5% content related to political knowledge. Therefore, it is recommended that more content may be added regarding politics or political issues in the curriculum.
2. The findings reveal that the curriculum of Pakistan Studies does not create awareness about the basic human rights. Therefore, it is recommended that the content of basic human rights may be included in the curriculum like; freedom of speech, education, freedom of assembly, fair trial, privacy, religion, freedom of movement, freedom from slavery, and owning private property.
3. The findings show that the curriculum of Pakistan Studies doesn't explain the students 'about the various phases of constitutional development in Pakistan. Therefore, it is recommended that content regarding salient features of the constitution of Islamic republic of Pakistan, and role of constitutional institutions and forms of constitutions i.e., written, unwritten and partly written may be included in the curriculum.
4. The findings reveal that the curriculum of Pakistan studies doesn't provide knowledge about the importance of participation in the election. Therefore, it is recommended that student may be aware through curriculum about the importance of voting that; our civic responsibility is to vote, each individual has the basic right to vote in order to establish their government and choose their leader.

5. The findings show that the curriculum of Pakistan studies doesn't impart awareness about the role of women in society and economic life. Therefore, it is recommended that the curriculum should highlight that the women have greater capabilities for the advancement of the country; which is plagued by issues, they have been endowed by God with all abilities and their contributions to the political, social, cultural, educational, and economic spheres cannot be disregarded.
6. The findings reveal that there is no content in the curriculum of Pakistan studies to enable the learners to understand the relationship between the individual and society. Therefore, it is recommended that content regarding basic features of Pakistani society, major social problems faced by Pakistani society, knowledge about social capital of a society etc., may be included in the curriculum.
7. Civic education may be included in the curriculum as a separate subject and may be taught by specifying at least three periods a week. Until the statutory approach of a separate subject of citizenship education is implemented, an integrated curriculum may be designed.
8. The content of the core subjects like Pakistan Studies, may be enriched by including the essential components of citizenship education mentioned in this research study.
9. The curriculum documents may be revised to include the essential dimensions of civic education in light of the current national education policy.

5.7 Suggestions for Future Research

1. In the future, a new research study may be carried out, to measure the students' attitudes, values, dispositions, skills, and morality in the societal context at the secondary level.
2. Further research studies may also focus on evaluating the effectiveness of pedagogical approaches or practices about citizenship education.
3. New research studies may be aimed at considering the relationship and coordination between narrow or broader approaches of citizenship education.
4. Further research studies may also focus on examining the alignment of Pakistan Studies textbook with the National Curriculum for Secondary Classes regarding provision of Civic education to the students of Grades IX-X.

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QUESTIONNAIRE

Civic Education in Pakistan: Analysis of Pakistan Studies curriculum at Secondary School Level

Dear (Participant),

I would like to invite you to be involved in a research study entitled “**Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at Secondary School Level**”. The purpose of this study is to investigate more deeply perceptions of secondary school teachers about the civic education at secondary school level.

Your input would be most valuable and greatly appreciated! Your participation is completely voluntary and you may choose to answer only those questions with which you are comfortable. Upon completion of this form, I am requesting you to return it to me in the envelope attached with the questionnaire.

Your questionnaire responses will remain confidential. I will be the only person to have access to the questionnaire responses and they will be stored in locked cabinets in my office during the data analysis phase. The responses will be destroyed as soon as the data has been coded and put into a computer data- base.

I am quite excited about this 'international' study and hope that the findings will assist secondary school teachers make better sense of what it means to educate for citizenship in Pakistan.

Regards,

Muhammad Iqbal

Research Scholar Ph.D. Education

International Islamic University Islamabad

Please observe the following scale while expressing your opinion.

1. Strongly agree (SA)
2. Agree (A)
3. Neither agree nor disagree (N)
4. Dis agree (DA)
5. Strongly disagree (SDA)

Demographic Information

Teacher Name: (optional)

Designation:

School Name:

Qualification:

Teaching Experience of Pakistan Studies (in the years)

Locality of School: Rural / Urban

Gender:

Civil Dimension of civic education						
Sr. No	Item Statements	SA	A	N	DA	SDA
A1	The curriculum of Pakistan Studies inculcate knowledge about need and importance of loyalty to the country	1	2	3	4	5
A2	The curriculum of Pakistan Studies infuses awareness to respect the national identities (National flag, national anthem, national institutions)	1	2	3	4	5
A3	The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state	1	2	3	4	5
A4	The curriculum of Pakistan Studies highlights the spirit of patriotism in students	1	2	3	4	5
A5	The curriculum of Pakistan Studies develops a sense of ownership toward the land and assets of Pakistan	1	2	3	4	5
A6	The curriculum of Pakistan Studies gives knowledge about the constitutional rights as a citizen of Pakistan	1	2	3	4	5
A7	The curriculum of Pakistan Studies impart knowledge about the responsibilities as a Pakistani citizen	1	2	3	4	5
A8	The curriculum of Pakistan Studies impart knowledge about salient features of Constitution of Islamic Republic of Pakistan	1	2	3	4	5
A9	The curriculum of Pakistan Studies impart knowledge about the constitutional development in the country	1	2	3	4	5
A10	The curriculum of Pakistan Studies impart knowledge about the major pillars of State	1	2	3	4	5

A11	The curriculum of Pakistan Studies gives knowledge about the political system of the country	1	2	3	4	5
Political Dimension of civic education Political Ideology / Political Literacy						
Sr. No	Item Statements	SA	A	UD	DA	SDA
B1	The curriculum of Pakistan Studies Promotes political literacy	1	2	3	4	5
B2	The curriculum of Pakistan Studies describes the need / significance of national ideology	1	2	3	4	5
B3	The curriculum of Pakistan Studies promotes an understanding of the ideology of Pakistan	1	2	3	4	5
B4	The curriculum of Pakistan Studies explains the students 'about the various phases of political development in Pakistan	1	2	3	4	5
B5	The curriculum of Pakistan Studies creates awareness about the basic human rights	1	2	3	4	5
B6	The curriculum of Pakistan Studies describes the salient features of the constitution of Islamic Republic of Pakistan	1	2	3	4	5
B7	The curriculum of Pakistan Studies explains the students 'about the various phases of constitutional development in Pakistan.	1	2	3	4	5
B8	The curriculum of Pakistan Studies highlights the role of constitutional institutions in smooth functioning of the State.	1	2	3	4	5
B9	The curriculum of Pakistan Studies describes the role of major pillars of the State	1	2	3	4	5
B10	The curriculum of Pakistan Studies throw light on the political system of the country	1	2	3	4	5
B11	The curriculum of Pakistan Studies Provides knowledge about the importance of participation in peaceful protest	1	2	3	4	5
B12.	The curriculum of Pakistan Studies Provides knowledge about the importance of participation in the election (voting)	1	2	3	4	5
B13	The curriculum of Pakistan Studies Provides knowledge about political efficacy	1	2	3	4	5
B14.	The curriculum of Pakistan Studies Provides the knowledge about the importance of public debates.	1	2	3	4	5
Socio Economic Dimension of Civic Education						
Sr. No	Item Statements	SA	A	UD	DA	SDA
C1.	The curriculum of Pakistan Studies Enables the learners to understand the relationship between the individual and society	1	2	3	4	5

C2.	The curriculum of Pakistan Studies Teaches to work for the improvement of the society	1	2	3	4	5
C3.	The curriculum of Pakistan Studies Creates awareness about active participation in societal life	1	2	3	4	5
C4.	The curriculum of Pakistan Studies Teaches the basic features of Pakistani society	1	2	3	4	5
C5.	The curriculum of Pakistan Studies Provide understanding about major social problems faced by Pakistani society	1	2	3	4	5
C6.	The curriculum of Pakistan Studies Impart knowledge about economic development in Pakistan	1	2	3	4	5
C7.	The curriculum of Pakistan Studies Provide knowledge about major economic resources found in Pakistan	1	2	3	4	5
C8.	The curriculum of Pakistan Studies Explain the population demographics features of Pakistani society	1	2	3	4	5
C9.	The curriculum of Pakistan Studies Create awareness about the problems caused by class difference and social inequalities	1	2	3	4	5
C10.	The curriculum of Pakistan Studies Impart awareness about the role of women in society and economic life	1	2	3	4	5
C11.	The curriculum of Pakistan Studies Suggests the ways and measures to improve the status of the women	1	2	3	4	5
C12.	The curriculum of Pakistan Studies Provides knowledge about social capital of a society	1	2	3	4	5
C13.	The curriculum of Pakistan Studies Impart awareness about educational development in Pakistan	1	2	3	4	5
C14.	The curriculum of Pakistan Studies Provides knowledge about the factors of socio-economic development in Pakistan	1	2	3	4	5
Cultural dimension of civic education						
Sr. No	Item Statements	SA	A	UD	DA	SDA
D1	Content of Pakistan Studies indoctrinates awareness about the multi-cultural heritage of Pakistan	1	2	3	4	5
D2	The curriculum of Pakistan Studies Teaches awareness about the culture	1	2	3	4	5
D3	The curriculum of Pakistan Studies Provides necessary knowledge to identify the major features of Pakistani culture	1	2	3	4	5
D4	The curriculum of Pakistan Studies Impart knowledge regarding cultural diversity	1	2	3	4	5

D5	The curriculum of Pakistan Studies Teaches about the basic elements of Pakistani culture and national cohesion	1	2	3	4	5
D6	The curriculum of Pakistan Studies Enables the learners to identify the major features of Pakistani Culture	1	2	3	4	5
D7	The curriculum of Pakistan Studies Role of cultural festivals in promoting cultural harmony in the society	1	2	3	4	5
D8	The curriculum of Pakistan Studies Explains the role of mass media in the promotion of culture	1	2	3	4	5
D9	The curriculum of Pakistan Studies Instill the respect for all the cultural groups	1	2	3	4	5
D10	The curriculum of Pakistan Studies Promotes Islamic culture in the students	1	2	3	4	5

Teacher's perceptions about Civic behavior of the students of Grade IX-X

The curriculum of Pakistan Studies Grade IX-X		1	2	3	4	5
E1	The curriculum of Pakistan studies inspires students to pay regards to national anthem and flag in morning assembly	1	2	3	4	5
E2	The curriculum of Pakistan studies Tolerance	1	2	3	4	5
E3	The curriculum of Pakistan studies provides opportunities for participation in healthy debates on national issues	1	2	3	4	5
E4	The curriculum of Pakistan studies eliminates gender discrimination in students	1	2	3	4	5
E5	In Pakistan Studies class students respect the equal rights of class mates	1	2	3	4	5
E6	Pay respect to national flag and national anthem	1	2	3	4	5
E7	Take quick decisions in self-interest as well as others interest	1	2	3	4	5
E8	Communication and developing interest groups	1	2	3	4	5

**INTERVIEW PROTOCOL
(FOR CURRICULUM EXPERTS)**

This interview is conducted to “Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at Secondary School Level” your cooperation and contribution is highly appreciated. The provide information will be treated as confidential and used only for research purpose.

Name (Optional) _____

Qualification a. Academic _____

b. Professional _____

Experience a. Teaching _____

b. Curriculum Planning and Development _____

Name of Organization _____

Q1. Do you think the objectives of the Pakistan studies curriculum have covered the concept of Civic education?

Q2. Do you think the content of the Pakistan studies curriculum covers the civil domain (sense of belonging to the land, rights, and obligations) of civic education?

Q3. Do you think the content of the Pakistan studies curriculum covers the political domain (political ideology) of civic education?

Q4. Do you think the content presented in the Pakistan studies textbook covers the socio-economic domain (role of social institution, social wellbeing, and economic activities) of civic education?

Q5. Do you think the Pakistan studies curriculum covers the cultural domain (understanding diversified culture, friendship, peaceful relations) of civic education?

Q6. Is the content being taught at the secondary school level in the Punjab province significantly rich to achieve the objectives of civic education?

Q7. Are you satisfied with the teaching method being used by teachers of Pakistan studies at the secondary level?

Q8. What measures do you suggest covering the civic education domain in Pakistan's studies curriculum?

