

PRACTICES OF CRITICAL PEDAGOGY AT SECONDARY SCHOOL LEVEL



Researcher

Sahibzada Waqar Ahmad

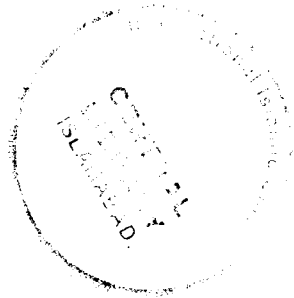
Reg. No: 132-FSS/PHDEDU/F17

Supervisor

Professor Dr. N.B Jumani

Co-Supervisor

Professor Dr. Samina Malik



**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2021**

163
14
TH-26770

PHD
370.115

AHP

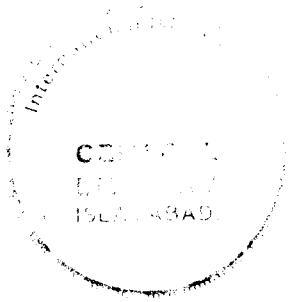
Critical pedagogy - study and teaching (secondary)

Education, Secondary - Philosophy

School management and organization - Social aspects

Schools - Administration

PRACTICES OF CRITICAL PEDAGOGY AT SECONDARY SCHOOL LEVEL



By

Sahibzada Waqar Ahmad

Reg. No: 132-FSS/PHD-EDU/F17

A Thesis submitted in the partial fulfilment of the requirement for the degree of
doctor of “**Philosophy of Education**”.

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2021**

DEDICATION

This dissertation is dedicated to my dearest parents and family:

To my father:

You inculcated in my Heart and Soul the Love and Curiosity for Education; May Allah shower His Mercy on the departed soul (Ameen). I miss you all the time; I reach to this point just because of your efforts.

To my mother:

Everything I do is better with your prayers for me.

To my wife:

Thank you for being such a supportive wife and for your love and faith. I have accomplished what I have because your support and encouragement made it possible.

And

To my lovely Children, Ammar and Taha; May Allah inculcate in your Heart and Soul the Love and Curiosity for Faith (Deen) and Education. I look forward to spending time, enjoying life with you all. May ALLAH keep you all in HIS blessings!

SUPERVISOR'S CERTIFICATE

The thesis titled "Practices of Critical Pedagogy at Secondary School Level" submitted by Mr. Sahibzada Waqar Ahmad, Registration No. 132-FSS/PHDEDU/F17 in partial fulfilment of PhD degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this thesis for further process as per IIUI rules and regulation.

Date: _____

Supervisor: _____
Prof. Dr. N. B. Jumani

Co-Supervisor: _____
Prof. Dr. Samina Malik

APPROVAL SHEET

PRACTICES OF CRITICAL PEDAGOGY AT SECONDARY SCHOOL LEVEL


By


SAHIBZADA WAQAR AHMAD

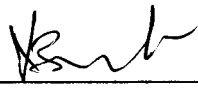
(Reg.No:132-FSS/PHDEDU/F17)


Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad, in the partial fulfilment of the award of the degree of
“**Doctor of Philosophy**”

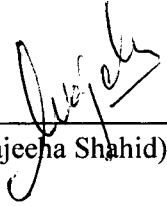
Viva Voce Committee

Supervisor: 
(Prof. Dr. Nabi Bux Jumani)

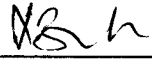
Co-Supervisor: 
(Prof. Dr. Samina Malik)

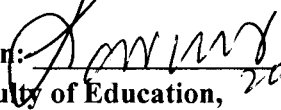
Internal Examiner: 
(Dr. Azhar Mahmood)

External Examiner: 
(Dr. Muhammad Imran Yousuf)

External Examiner: 
(Dr. Wajeeda Shahid)

Date: _____

Chairman: 
Department of Education,
International Islamic University,
Islamabad.

Dean: 
Faculty of Education, 2012/23
International Islamic University,
Islamabad.

AUTHOR’S DECLARATION

I, Sahibzada Waqar Ahmad, Reg. No. 132-FSS/PHDEDU/F17 as a student of PhD in Education at International Islamic University, Islamabad do hereby declare that the thesis entitled “Practices of Critical Pedagogy at Secondary School Level”, submitted for the partial fulfilment of PhD in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.

Sahibzada Waqar Ahmad

ABSTRACT

The aim of education has to be in tune with the needs of the society. In the 21st century, society needs creative people who take part in the production process. Education is the primary agent in the transformation and development of the society. The quality of education depends largely on the quality of instruction provided in the classrooms. Teaching aimed at learning the students how to learn. Learning requires the development of higher thinking, such as critical thinking, problem solving and creativity as well as social and emotional skills. Learning must be the basic influx for the construction of knowledge. Critical pedagogy is a comparatively new paradigm that takes into account the transformative, subjective, contextual, wholeness, sustainability and pluralistic nature of knowledge and society. In critical pedagogy (CP) learning aims not only to encourage learners to interpret the world, but to change and develop the critical consciousness that should result from their intervention in the world as transformers of this world. In this pedagogical approach, students engage in the development of contextualized learning experiences that helps to transform different ways of learning and redefine their role in society. It combines learning with reflective thinking by allowing students to understand the relationship between ideas encourages questioning and challenges all forms of injustice and social disorientation. One principle of critical pedagogy is problem-solving education, which is an alternative to the banking model education in which the teacher is active, and the student is inactive in the learning process. Teachers in critical pedagogy are concerned about society and allow students to think critically and act within society. The present study examines practices of CP at the secondary school level. The objectives of the present study were, to explore the perception of secondary school teachers about critical pedagogy, to examine the practices of critical pedagogy adopted by secondary school teachers, to find out the effects associated with the practices of critical pedagogy as perceived by teachers, to compare the critical pedagogy practices adopted by male and female teachers and to examine the challenges in practices of critical pedagogy at secondary school level. The study was delimited to public sector secondary school teachers in Hazara Division (Khyber Pakhtunkhwa). In the present study, mixed methods were adopted, which included both quantitative and qualitative methods. The design of this study was concurrent triangle design. The population for this study consisted of teachers from all public sector secondary schools (male) working in Hazara Division of Khyber Pakhtunkhwa (KP) and teaching subjects of English, Urdu, Pakistan studies, and Islamic studies. There are a total of 380 secondary level schools for boys in Hazara Division (KP), where 6408 teachers are working. Four districts were selected as a sample of study because they comprise on the major portion of the population of the study. Cluster sampling technique was used and clusters were the administrative units known as Tehsils. Instrument to collect quantitative data was developed based on literature and its accuracy was tested with the help of experts, and it was piloted before the data collection. Then, according to the suggestions and recommendations of experts and based on evidence of piloting, necessary changes were made in the instrument. The reliability of this study was determined by Cronbach Alpha. Similarly, a semi structure interview was developed for gathering qualitative data. The researcher personally visited to sample institutions to collect data. And where it was difficult to reach, researcher manages to collect the data with the help of social and personal contact. The qualitative and quantitative analysis of the data was done through proper

procedures. Quantitative data obtained from teacher's questionnaires were compiled and tabulated. It was analysed and interpreted with the help of descriptive statistics, chi square. Similarly, qualitative data obtained through semi-structured interviews were also analysed. Themes were derived from the data and matched with the components of critical pedagogy obtained from teachers' questionnaire and were grouped based on the same features and components of critical pedagogy. Taking the model of critical pedagogy as presented by Freire and the main points of the data analysis into consideration, the researcher concluded that Critical pedagogy is a significant approach for developing students' abilities to do critical reflection and recommend five steps which can go a long way in introducing critical pedagogy in the classrooms. They include: describing the content of discussion, defining the problem, personalizing the problem, discussing the problem, and discussing the alternatives of the problem. These concepts can be realized by employing the four techniques: posing problems, dialogues, personal narratives and positionality.

ACKNOWLEDGEMENT

First, I offer my modest and earnest appreciation to the Almighty ALLAH who granted me the aspirations and strength to complete this PhD thesis. All of the complements for the last Holy Prophet MUHAMMAD (ﷺ) who guided the humanity to its extreme to know the very purpose of mankind creation in the light of revelations of Almighty ALLAH.

I feel delighted to express my gratitude and gratefulness from the core of my heart to my supervisor Professor Dr. N. B. Jumani, Vice President International Islamic University, for his motivated guidance, sympathetic attitude, and personal involvement throughout this study. He always remains a fountain of guidance and motivation for me. His special responsiveness made it possible for me to complete this PhD thesis. I also express my gratitude to my Co-Supervisor Professor Dr. Samina Malik Vice President for her guidance and involvement throughout my research work. She has been very kind, responsive and cooperative all the time. I am exclusively grateful to the faculty members Department of Education IIUI, Dr Munir Kiyani (Ex-Chairman), Dr Azhar Mahmood (Chairman) and Dr. Sufi Amin (Research Assistant) for their valuable suggestions and professional attitude for the completion of this thesis.

Sahibzada Waqar Ahmad

TABLE OF CONTENTS

Abstract	vii
Acknowledgement	ix
CHAPTER 1. INTRODUCTION	1
1.1 Rationale of study	9
1.2 Statement of the Problem	10
1.3 Objectives of the Study	12
1.4 Research Questions	13
1.5 Significance of the Study	13
1.6 Delimitation of the study	15
1.7 Research Gap	16
1.8 Conceptual Framework	16
1.9 Definitions of Terms	18
CHAPTER 2. LITERATURE REVIEW	20
2.1 Historical Roots of Critical Pedagogy	21
2.1.1 Critical Pedagogy: Origin	21
2.1.2 Emergence of CP	24
2.2 Critical Pedagogy: Definitions	30
2.3 Features of CP	31
2.3.1 Education is Political Enterprise	32
2.3.2 Education Should Address Emancipatory Knowledge	34
2.3.3 Education Should Aim to Achieve Empowerment	36
2.3.4 Education Should Aim to Transform Learners	39
2.3.5 The World Should be Integrated in Classroom	40
2.3.6 Being Critical with CP Framework is About Questioning	42

2.4	Critical Pedagogy-Six Guiding Principles	44
	2.4.1 Knowledge	45
	2.4.2 Dialectical Theory	47
	2.4.3 Praxis: Union of Theory and Practice	48
	2.4.4 School and Economic System	49
	2.4.5 Cultural Politics	50
	2.4.6 Hegemony/Power Relation	52
2.5	Freirean Critical Pedagogy	55
	2.5.1 Key Objectives of Freirean Critical Pedagogy	60
2.6	Aims of Critical Pedagogy	62
2.7	Critical Pedagogy and Hegemony	66
2.8	Critical Pedagogy and Multicultural Classrooms	66
2.9	Principles of CP	71
	2.9.1 CP and Level of Consciousness	71
	2.9.2 CP and Dialogue	72
	2.9.3 CP and Praxis	74
	2.9.4 Relevance of CP in Education	76
	2.9.5 Teaching Learning Process in CP	78
	2.9.6 CP and Role of Teacher and Students	83
	2.9.7 Role of School in CP	90
2.10	Distinction Between CP and Other Pedagogies	92
2.11	Critical Pedagogy: Critiques and Possibilities	95
2.12	Critical Pedagogy in Classrooms	97
2.13	Critical Learning Theory	103
2.14	Critical Pedagogical Practices	103

2.15	Critical Pedagogy and Hidden Curriculum	105
2.16	Critical Pedagogy and the Educational Process	105
2.17	Critical Pedagogy and Politics	106
2.18	Curriculum and Materials in Critical Pedagogy	107
2.19	Critical Review on Contemporary Developers and Their Views on Critical Pedagogy	107
2.19.1	Paulo Freire Views on Critical Pedagogy	108
2.19.2	Ira Shore Views on Critical Pedagogy	114
2.19.3	Peter McLaren Views on Critical Pedagogy	116
2.19.4	Henry Giroux Views on Critical Pedagogy	119
2.19.5	Antonia Darder Views on Critical Pedagogy	120
2.19.6	Bell Hook Views on Critical Pedagogy	122
2.19.7	Carter G. Woodson Views on Critical Pedagogy	125
2.20	Key Works in the Area Critical Pedagogy	127
2.21	Studies and Experience from World	128
2.22	Critical Pedagogy and Previous Research	129
2.23	Theoretical Background	132
2.24	Gap Identification	135
2.25	Summary	136
	CHAPTER 3. RESEARCH METHODOLOGY	139
3.1	Research Design	139
3.2	Population	140
3.3	Sampling	141
3.4	Research Instruments	143
3.4.1	Questionnaire for Teachers	143

3.4.2 Plan of Interview for Teachers	144
3.5 Validity	144
3.6 Reliability	145
3.7 Pilot Testing of the Questionnaires	146
3.7.1 Pilot Test Sample	147
3.7.2 Piloting and Modification of Questionnaire	147
3.7 Data Collection	149
3.8 Data Analysis	150
CHAPTER 4. DATA ANALYSIS AND INTERPRETATION	151
4.1 Analysis of Quantitative Data	151
4.2 Analysis of Qualitative Data	181
4.2.1 Responses of Interview Questions	181
CHAPTER 5. SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	209
5.1 Summary	209
5.2 Findings	212
5.2.1 Quantitative Data Findings	212
5.2.2 Qualitative Data Findings	233
5.3 Discussions	240
5.4 Conclusion	246
5.4.1 Quantitative Data Conclusion	246
5.4.2 Qualitative Data Conclusion	258
5.4.3 Triangulation of Quantitative and Qualitative Conclusion	262
5.5 Recommendations and Future Research	263
5.5.1 Recommendations	

5.5.2 Future Research

REFERENCES	265
APPENDICES	284
Appendix A	284
Appendix B	289

LIST OF TABLES

Table 2.1	Distinction between different pedagogies	94
Table 2.2	Traditional Teaching Practices vs CP	100
Table 3.1	Detail of secondary level school in Hazara Division	140
Table 3.2	Population	141
Table 3.3	Sampling	142
Table 3.4	Construct wise reliability	146
Table 4.1	Learning is a social process, and it takes place because of social Interaction	151
Table 4.2	The Content of the Textbook Should Be According to Student's Needs	152
Table 4.3	Teaching Method Should Be Well-Matched with Student's Interest	152
Table 4.4	Learning Attitudes and Styles of Male/Female Student Are Different	153
Table 4.5	If Students Are Not Satisfied with Contents and the Way of Teaching Teacher Must Revise Them	153
Table 4.6	Only Teacher Must Think About Students' Affairs Because They Do Not Have Ability to Think About Their Affairs	154
Table 4.7	Teacher Must Speak in the Class and Students Must Listen Only	154
Table 4.8	Students Must Think About What They Learn and Take Practical Steps to Realize Them	155
Table 4.9	Student's Learning Is a Dynamic Process of Learning by Doing Not by Memorization Only	155

Table 4.10	The Main Purpose of Teachers Should Be to Prepare Students to Integrate in the Job Market	156
Table 4.11	Teachers' Main Role Is to Teach Students Not Only to Learn More Independently but Also to Think and Act in A More Independent Way	156
Table 4.12	A Major Role of Teachers Is to Help Students Develop Their Own Understanding of Whom They Are and Their Place in the World	157
Table 4.13	I Think Teachers Should Encourage Students to Have a Critical Look at the School	157
Table 4.14	I Think Teachers Should Be Only Authority in the Classroom	158
Table 4.15	The Students' Future Needs and Interests Are Considered for Organizing My Class Agendas	158
Table 4.16	My Students Are Involved in Program Planning	159
Table 4.17	I Do Not Find Enough Time to Learn About My Students' Hopes, Needs, And Interests in My Class	159
Table 4.18	I Do Not Allow All Students to Express Their Opinions in Class Discussions	160
Table 4.19	In My Class, There Is No Interaction Between Me and My Students	160
Table 4.20	Teachers Use Dialogue and Open Communication as One of The Main Activities to Share Ideas	161
Table 4.21	Teacher Teaches Religious Beliefs	161
Table 4.22	Teachers Give Permission to Their Students to Go	162

	Laboratory	
Table 4.23	The Content of Books Which Are Commonly Taught Is Often Unrelated to Learners' Real-Life Concerns and Problems	162
Table 4.24	Genuine And Real-Life Dialogue Should Form the Context of Teaching and Learning in Classroom	163
Table 4.25	Teachers Should Have a Critical Approach to Cultural and Socio-Political Aspects of The Content of Textbooks	163
Table 4.26	Teachers' Main Roles Is to Make Students Aware of Inequalities in Society	164
Table 4.27	Environmental, Social, And Political Issues Are Topics to Be Addressed in Classroom	164
Table 4.28	Teachers Should Decide on Their Teaching Strategies and Techniques Based on Learners' Needs	164
Table 4.29	Teachers Must Share Their Authority and Responsibilities with Students in The Classroom	165
Table 4.30	Teacher Should Participate in Class Dialogues and Discussions as A Learner Among Learners	165
Table 4.31	I Believe I Should Involve All Students in My Class to Promote Equality and Justice	166
Table 4.32	In Planning What to Do in The Classroom, I Consider My Students' Expectations and Immediate Needs	166
Table 4.33	A Major Role of Teachers Is to Improve Learners' Critical Thinking Skills	167
Table 4.34	Teachers Should Have a Critical Approach to Cultural and	167

Socio-Political Aspects of The Content of Textbooks

Table 4.35	Ideal Instruction Textbooks Are Those Which Are Designed Locally and In the Light of Learners' Real Life	168
Table 4.36	I Think Teachers Should Not Deal the Political and Ideological Issues Whatsoever in The Classroom with The Hope of Changing Society	168
Table 4.37	I Motivate My Students to Think Critically About Their Own Culture or Previous Experiences in Life	169
Table 4.38	I Believe the Main Goal in My Class Is to Convey Information	169
Table 4.39	I Am Against Injustice Whether in The Classroom or Society	170
Table 4.40	My Goals Tend to Make Students Effective Decision Makers	170
Table 4.41	I Adapt the Teaching Materials to Suit My Students Needs in The Class	170
Table 4.42	As An Activity, I Request Students to Express Their Viewpoints About Topics of Lesson	171
Table 4.43	My Instruction and Teaching Materials Seek to Make Students Become Critiques	171
Table 4.44	In My Class, My Students Are Knowledge Receivers, And I Am Knowledge Transmitter	172
Table 4.45	My Students Obediently Follow What I Ask Them to Do in The Classroom	172
Table 4.46	Teachers And Textbooks Are the Only Valid Sources of	173

Knowledge in The Classroom

Table 4.47	I Continuously Evaluate My Students	173
Table 4.48	I Evaluate My Students Only at The End of The Term	174
Table 4.49	Students in my class evaluate themselves	174
Table 4.50	To Evaluate My Students' Abilities, I Raise Questions That Require the Students to Answer Them Using the Critical Skills They Have Acquired	175
Table 4.51	I Am Interested in Learning New Things from My Students and Sharing the Responsibilities in The Class	175
Table 4.52	I Believe in Dialogism (Dialogue) To Solve the Problems in The Classroom	176
Table 4.53	I Try to Connect My Instruction to The Practical Lives of My Students	176
Table 4.54	Curriculum Is Strictly Formal, Paying Little Attention to Underlying Values	177
Table 4.55	In My Teaching, I Try to Follow the Pre-Set Curriculum and Textbooks	177
Table 4.56	Textbooks Should Not Be Considered as Site for Ideological Battle	178
Table 4.57	Teachers Involve Students in The Process of Selecting Topics That Are Focused on In Classrooms	178
Table 4.58	Teachers Encourage Students to Ask Questions	179
Table 4.59	Teachers Promote Teamwork/Group Work	179
Table 4.60	Teachers Address and Make Efforts to Know the Students' Learning Difficulties in Their Course	180

Table 4.61	Teachers Share Their Authority and Responsibilities with Students in The Classroom	180
Table 4.62	Teachers Apply the Established Curriculum with A Certain Amount of Flexibility for A Better Class Dynamic	181
Table 4.63	Tabulated Summary of Themes and Sub-Themes	182

LIST OF FIGURES

Figure 1.1	Freire Concept of CP	5
Figure 1.2	Conceptual Framework	17
Figure 2.1	Features of Critical Pedagogy	32
Figure 2.2	Critical Pedagogy: Six Guiding Principles	44
Figure 2.3	Process of Critical Praxis	75
Figure 3.1	Concurrent triangulation design	140

LIST OF ABBRIVIATIONS

Critical Learning Theory	CLT
Critical Pedagogy	CP
Continuous Professional Development	CPD
Directorate of Curriculum and Teachers Education	DCTE
Directorate of Professional Development	DPD
Induction Training Program	ITP
English as Foreign Language	EFL
English Language Teaching	ELT
Khyber Pakhtunkhwa	KP
United Kingdom	UK
United States of America	USA

CHAPTER 1

INTRODUCTION

Philosophers and thinkers in the field of education consider education as a most important matter in human life due to its sensitivity and role in the life of an individual. Education, baby-like, has passed from infancy to adolescence. It has left behind many stages of communication disability and has evolved into a more mature state as the purpose of education and its definition have changed. In recent decades the emergence of various schools of thought relating to educational field like constructivism, humanistic, postmodernism, pragmatism, and critical theorists played a vital role in entering education in the new domains of knowledge (Mehdipoor et al, 2021; Valdez, 2020).

Due to the importance of education for an individual's life, every society needs to provide a purposeful education to its members to enable them to meet with the needs of its future generation in the light of changing life patterns in present day demands. Educational thinkers, psychologists, philosophers, and the sociologists are of the opinion that everybody depends on her/his perspective as well as culture and politics of his/her surrounding society or prevailing era, and have their own ideas about education (Tarr, 2017). Effective dialogue between students and teachers was missing in this education system as one of the purposes of education. How can students develop dialogic skills when their voices are hardly heard? How could they dare to disseminate their thoughts when there was no one to listen to them most of the time? And how and when could they finally break the wall of silence in their classrooms? Today's classrooms provide grounds for both teachers and students to climb the ladder of improvement. Responsibilities are no longer just on the shoulders of teachers as students appear on stage and become more active and responsible participants in the

learning process (Scharle & Szabo, 2015). This sharing of authority, negotiation, and humanization ideas on which the changes in the classrooms are so dramatic have also brought a new life to the students as social participants. They are invited to be active and critical members of society and to critique and challenge oppressive social conditions, and that is what critical pedagogy intends to realize (Freire, 1972). Critical pedagogy talks about social justice and social change through education and it believes that educational systems are, indeed, expressions of societal systems within which they operate and they can also change if concerted efforts are made. Since most of our social systems have value-laden agendas and ideological schemes, it is but expected that the same biases, official pronouncements and handed down clichés will be presented to students through curricula, teaching practices and assessment procedures (Giroux, 1983). Dominant groups and social actors take policy decisions and these are their preferences which then get implemented in the society, and one of the most effective ways for this implementation is the education system. This is how the privileged discourses and narratives are ‘naturalized’ in the social cognition, and ideologies are created and then perpetuated. Contrarily, those on the margins, are suppressed and routinely silenced. Education is manipulated as a tool to further the political programs and ideological positions; whereas this approach is geared towards the creation of a just social order in which people take control of their political, economic and cultural destinies. It can only happen if the oppressed and the marginalized are emancipated and empowered in such a way that they are able to transform the conditions of their lives according to their own free will. Critical pedagogy seeks to relate the classroom context to a wider societal context so that “what happens in the classroom should end up making a difference outside the classroom” (Baynham, 2006, p. 28). Freire (1973) passionately says that learners

should be saved from being mere objects of education, and should be converted into subjects of their learning, autonomy and emancipation. In this way, they will, in time, be able to act in a transformative way. He advises teachers to manipulate the techniques of problem posing, solving and questioning while discussing problematic issues pertaining to the lives of the students in class. It “reaffirms human beings as subjects” (Roberts, 2002, p. 55) and help them think critically about the issue in hand and how to develop critical consciousness. Thus, this approach not only contests some of the most visible forms of dominance, it is also an educational response to rampant inequity and social deprivation (Kessing-Styles, 2003). Critical pedagogy tries to raise students’ consciousness and prepare them to engage in larger social struggles for liberation is a new approach toward education. With the emergence of new contemporary mood and prevailing psychological state in educational prospective, critical pedagogy has been able to be an effective component to theoretical background of the process of education. The most famous contemporary theorists in this field are McLaren (2003), Kincheloe (2005) and Giroux (2013).

Critical theory, which is a source for critical pedagogy, has its roots in Hegel’s work, Kant’s critical philosophy, which was introduced in his book Critique of Pure Reason in 1781, and Karl Marx’s and Fredrik Engels Communist Manifest from 1848 and Capital Volume 1 from 1867 (McKernan, 2013). According to Aliakbari and Faraji (2011), the idea about education having “critical perspectives” like critical language awareness, critical literacy, and critical pedagogy has emerged in 1924 by a group of intellectuals having their roots to the ‘critical theory’ of pre-World War-II at the Institute for Social Research in Germany at Frankfurt School. According to Giroux (2004), the main thing behind the applicable idea of making the pedagogy as critical is the recognition that pedagogy is always an intentional effort to influence the

way teachers develop knowledge and subjectivities through certain social relations. This approach to critical pedagogy does not influence the academic and teaching processes on procedural skills in teaching methodologies, rather its emphasis is on the importance of understanding on what is happening in the classrooms and in other learning environments by enhancing the ability of challenging and questions about existing educational practices. Giroux (2013) also states that the critical pedagogy is a reciprocal concept and can be defined in several ways. However, there are some common aspects of critical pedagogy, such as power, position, authority, dominance, and oppression (Freire, 1970; 1973).

Paulo Freire gave the critical thinking movement a new birth and he brought critical pedagogy into the mainstream of education. He became an iconic figure in contemporary education due to his critical pedagogy movement. His bitter experiences in his homeland, Brazil, inspired him to seek a way out, to break the silence of students. He noticed that students were passive learners in the classroom. They had no voice and no choice. They memorized what their teacher transferred to them. It was teacher-centred education, and Freire defined it as the “Banking Concept of Education,” a system in which teachers just deposited their knowledge in the heads of students (Freire, 2016, p.73). Freire (2000) indicated that the banking model of education is a model where teachers are the pillars and sources of knowledge, they are considered to know everything, whereas students are considered to know nothing rather they are empty vessels that needs to be filled by teachers. In this model the role of teachers is to implant and deposit knowledge in the minds of students, but they have no right to ask about and question that knowledge. In process of implanting education, only teacher thinks, and the students are mere a passive ingredient of the educational process and do not think about the contents of knowledge. The teacher

chooses the content of knowledge, and students act in accordance with the set rules with the contents of knowledge. Teacher is considered as an authority of knowledge and students only need obedience to the authority. Students are simply the passive receiver of the knowledge in this model. They only receive, memorize, and repeat the contents of knowledge. There was no creation of knowledge, and there was no intellectual and social development of the students. Freire realized that the social hegemony, oppression, and inequality would be continuing if the oppressed did not get their voice. He also realized that ignorance, illiteracy, and a culture of silence

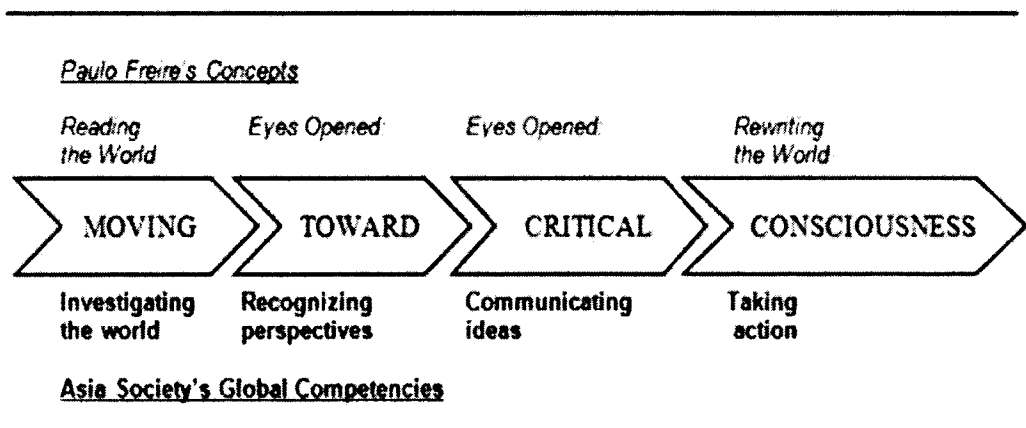


Figure 1: Freire's concept

were the outcome of the economic condition of the oppressed, even though these people did not realize that they were deprived of their rights (Mahmoudi et al., 2014). To give the oppressed a voice and understanding, Freire established a gradual cultural revolution, one designed to liberate people from oppression, domination, and ignorance. He then introduced critical pedagogy in the education system. Critical Pedagogy is an effective strategy to enhance the critical thinking capability of students and to generate positive behavioural change in students' lives. This is a strategy that enhances student consciousness, understanding, and judgment. It gives students a voice to speak in the classroom. Freire (2001) defined critical pedagogy as

a critical approach to education, highlighting the importance of having learners engage actively in their learning process, and being able to find and develop their own opinion and position. As an alternative, Freire (1970); McArthur (2010); McLaren (2011) and Giroux (2013) proposed a problem-solving education model that leads to critical awareness and sees classroom teachers as intellectuals seeking to better educate their students, but their role has been limited to that of techniques due to political conditions and policies imposed (Kincheloe, 2004; Apple, 2005). In recent years, scholarship in English language teaching has acknowledged the growing socio-political character of the profession. That is, while most research done in the area attribute differences in the teaching-learning situation to globalization, multilingualism/culturalism, and other social forces, critical pedagogy remains an important theoretical and practical contribution in the continuous discussion in the field 's development. Critical pedagogy is an approach that sees educators as instrumental actors in addressing social issues in the community (Valdez, 2020; Lopez-Gopar, 2019)

Shor (1980) stated that the problem-posing education encourages and enhance critical learning of the students and encourages them to think critically and use education as a practice of freedom. Bartlett (2008) indicated that the critical pedagogy is regarded as a pedagogy of questioning that enhance the critical thinking ability, critical consciousness, judgemental and understanding abilities of the students, and they not only accepted education is at the face value, but they should have the ability to understand the problems and the system of education. Here education is seen as a highly contentious and questionable activity and its purpose is to signal how questions of audience voices work to make schools and educational environments as places where teachers and students can analyse the relationship between theory and practice,

a space in which political power and justice are in a constant state of compromise and justice is its main component (López-Gopar, 2019; Yuvayapan, 2019)

According to Kincheloe (2008), Proponents of critical pedagogy know that whenever teachers teach, they face complex decisions about justice, democracy and competing moral claims all the time at every moment. So being aware with the critical teaching practices and critical consciousness is a vital component for them to be an effective pedagogue. Critical pedagogy is an ideologically progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within what's seen by some as the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have. Critical pedagogy aims to take a sociological conflict perspective in examining power structures (Norton & Toohey, 2004).

Nayestani (2009) stated that the aim of critical pedagogy is enrichment of the whole life of the students. Where, students can question and challenge the accepted beliefs of others and find a connection between the dominating beliefs in the society and educational content and environment around them. By this they are in position to understand their role and place in society and take the necessary steps to transform their society to ultimately eliminate problems, inequalities, and oppression in their future lives. Critical education through the practice of critical pedagogy helps students to gain empowerment, to achieve self-awareness and to get self-reliant so that they can turn the unfavourable conditions of their society into a better one traditional for achieving social justice. To this end, traditional teaching techniques are being challenged and critical education based on critical thinking, dialogue, problem-solving and collaborative education need to transform teaching techniques in educational environment to achieve critical awareness that improves society and

develop critical consciousness of the masses in society. Critical pedagogy includes educational experience that promotes critical consciousness in schools, which empowers students to question reality to become agents of social transformation. Katz (2014) referred that critical pedagogy has following characteristics:

- i. Incorporating and relating pupils' personal experiences in classrooms
- ii. Deconstruction of the student-teacher hierarchy
- iii. Avoiding the banking model of education and adopting an educational environment where both students and teachers interact like educators and trainees
- iv. Interpreting knowledge as neutral and acknowledging the political nature of education
- v. Ensuring social justice in the classroom activities that focuses explicitly by classroom discussions, exposing students' activities, and
- vi. Examining how classroom can serve as a model for the promotion of democracy.

Valdez (2020) & Avoseh (2009) argues that these assumptions have been formulated on the bases that the aim of education is to promotes critical thinking is to equip an individual with the intellectual and moral powers to influence to deal the structures of inequality and dehumanization that is prevailing in our schools.

Through the landmark text, *Pedagogy of the Oppressed*, Paulo Freire became widely regarded as the founder of critical pedagogy. Critical pedagogy embraces the belief that educators should encourage learners to examine power structures and patterns of inequality through an awakening of critical consciousness in pursuit of emancipation from oppression. A central tenet of Freire's critical pedagogy is "conscientizacao" or critical awareness that precedes action. Critical awareness begins

when learners become aware of socio-political inequities and then take action to mitigate those contradictions. Freire was critical of the “banking” model of education, which views learners as empty, inferior, passive recipients of a teacher’s knowledge. Freire argued this approach discourages critical thinking and dehumanizes both the learner and the teacher (Darder, 2015). Alternatively, Freire advocated for a “problem-posing education,” fuelled by dialogue where:

- i. Learners are agentic – they have the power to control their own goals, actions, and destiny.
- ii. Learning takes place through problem-solving.
- iii. Learning should be both theoretical and practical.
- iv. Teachers should not be the authoritative distributors of knowledge.
- v. New possibilities emerge when students and teachers are co-learners.
- vi. Learning is an endless process of becoming.

1.1 RATIONALE OF THE STUDY

In the words of Freire (1972) “education is either functions as an instrument that is used to facilitate the integration of the younger generation to the logic of present system and bring about conformity to it, or it becomes ‘the practice of freedom’, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world”. The teaching is a transformative activity and demands that teachers must be highly conscious of their teaching practices instead of mere a routine activity. Critical pedagogy is a transformation-based approach to education. Teachers have an important responsibility to shape the lives of students (Gore, 2013). Critical pedagogy emphasizes on combining learning with reflection and engaging thinking. It makes students to be able to understand the links between ideas, encourage questioning and

challenge all forms of injustice and alienation in society. This type of teaching expands the ability of students to reflect upon their own experiences and beliefs and make them critically conscious (Katz, 2014). Critical pedagogy encourages students to be confident to challenge or break up the existing imbalance of power in the persisting educational contexts. This happens when students critically question and challenge the general assumptions of society (Giroux, 2011). Freire, a famous Brazilian educator, suggested that we need to know the world we are living in and choose a critical awareness to highlight the socio-political environment in our schools and society. Teachers should encourage students to participate genuinely in their education and social activities. They should believe that the schools are a powerful place to broaden the social perspective by critically discussing social injustice in society. Therefore, critical pedagogy should be a central aspect of school education and teaching activities and should be a vital component of every teacher's training program. Education must have a characteristic to encourage students to believe in them as more socially conscious and, therefore, the agents of change in development towards society base on social justice. These aspects provide the rationale for the present study that attempt in exploring the practices that relate with critical pedagogy.

1.2 STATEMENT OF PROBLEM

Critical pedagogy (CP) is advantageous for nurturing the empowerment and contribution of students for the lifelong learning. It helps the students; not only in acquiring knowledge but also in thinking skills and value development and become active participant in the society. if learners are empowered to practice critical skills and activities that concern self-expression, consciousness is increased and can lead to individuals' transformations. Kincheloe (2005) argues that critical pedagogy enables students challenge the power structure around them confidently. It is possible when

they challenge the common assumptions, as well as teachers can think critically about the ways to enhance their instructional strategies, classroom management, student's engagement, and the way of promoting student's critical and social role in the society. Critical pedagogy helps in developing and empowering students in their contributions towards making them conscious individuals, and at the same time it improves their thinking skills and value development and allows them to actively participate in society. It creates new phases of knowledge by breaking the boundaries of discipline and emphasizing the creation of new spheres and environments where knowledge is created through dialogue between teacher and students (Ross, 2016). It is particularly important in the teaching of languages like English and Urdu and in the subject of Pakistan and Islamic studies in our schools at secondary level for the development of critical and social awareness. In our education system classroom teachers are instructed by school administration to teach to increase scores, especially in boards exam at secondary level. Teachers are stressed to focus on student's exam scores and this, in turn, impacts their daily instruction. Nieto (2002) argues that the curriculum used in school is narrow and does not support the needs of students: nevertheless, the textbooks are more inclusive and representative of diversity than in the past, even that they still lacking in appropriate content about differences and a critical perspective about knowledge they do present. In addition, teachers are not able to select and evaluate curriculum or texts for the classrooms, because it is meant to be taught and learned, and is imposed with a "top down" approach for its adoption and implementation. As a result, classroom teachers are expected to integrate curriculum and instruction that is not supportive with the needs of diverse students in the public schools (Mermon, 2014; Bartolomé, 2007; Darder, 2002). This research study contends that classroom teachers aim to support the educational achievement of their

students, but the demands for increasing scores in board exams effect their pedagogical practice and students are most significantly affected by an educational system that is not aiding teachers in supporting their needs (Rumberger & Gandara, 2009). This research study set out to examine and understand the critical pedagogical teachers' ideology and document the manner in which they enact these pedagogical practices in the classroom. The aim was also to chronicle how critical pedagogical teachers negotiated their practice within the constraints of high demand to prepare students for exams in their teaching practices. This study asserts that classroom teachers are intellectuals who seek to best educate their students, however, their role has been reduced to that of technicians due to the political conditions and policies being imposed (Apple, 2015; Kincheloe, 2008; Giroux, 2020). Within this context, this research study is entitled as “practices of critical pedagogy at secondary school level”. The interpretation of critical pedagogy by the teachers in their teaching practices is a relatively unstudied area in our education system. Classroom settings can be one of the most exciting places to test critical teaching methods.

1.3 OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To explore the perceptions of secondary school teachers about critical pedagogy.
2. To examine the practices of critical pedagogy adopted by secondary school teachers.
3. To find out the effects associated with the practices of critical pedagogy as perceived by teachers.
4. To examine the challenges in practices of critical pedagogy at secondary school level.

1.4 Research Questions

1. How do teachers perceive and interpret the meaning of critical pedagogy?
2. To what extent critical pedagogy practices are being used for promoting critical and social roles in students?
3. In what way critical pedagogy is being used in improving Instructional Strategies?
4. How teachers use critical pedagogy to address classroom management?
5. How critical pedagogy practices facilitate the student's engagement?
6. What effects are associated with the practices of critical pedagogy in terms of educational, social, and psychological consequences?
7. What challenges do teachers face in applying practices of critical pedagogy?

1.5 SIGNIFICANCE OF THE STUDY

Quality secondary education is necessary for the formation of human capital. Apart from the educational development of youth, classrooms have a major role to play in shaping the futuristic outlook and success the of students. Classrooms provide platforms to students to interact. The students in classrooms come from diverse backgrounds in terms of language caste and economic status. The education system has been heralded as a tool of liberation and simultaneously critiqued as a tool of social control to maintain the oppressive status quo. Classrooms are the temples of learning. Along with one's family, society and surroundings, classrooms help shape the kind of individual one becomes. They are the window to success and the key to unlocking a child's potential. They help introduce children to the world around them, help identify their talent, hone it and sculpt it in the best possible manner. Therefore, it is rightly said that the destiny of a nation is shaped in its classrooms. Classrooms

are the first learning space outside the house which provides them with various opportunities to grow. It is here the foundation for educational achievements are laid. It is from here that people with great minds emerge and help in enlightening the whole nation. Secondary education occupies a central role because it is the first step to higher education as well as it provides work force for the economy and prepare students to play their role in society as an adult for its betterment. Schools play major role as social institutions because these are the main springs of teaching and learning. Similarly, teachers play an important role in the provision of education to the students. His role in making students to be able to think critically and developing effective dialogic skills and critical consciousness are a necessary factor for school activities to foster student empowerment, social justice, liberation, democracy, and responsible citizenship. This study will be useful for contemporary and prospective teachers in providing them an authentic basis to determine the need of critical pedagogy practice in their teaching, helps them to enhance their instructional strategies, classroom management, student's engagement, and the way of promoting student's critical and social role. It will provide a sound base to the curriculum planners for the inclusion of the material which helps to promote critical consciousness for promoting social justice. The approach advocates that the current curriculum integrate the principles and techniques of critical pedagogy and while preparing new curriculum the curriculum developers can use it for improving the curriculum preparation process keeping in view the features of this approach. It will be beneficial for future researchers giving them a direction for further research in critical perspective, and for students to have a better teaching and learning opportunity due to critical pedagogical practices by their teachers to enhance their critical consciousness. It will provide an opportunity for understanding of critical

pedagogy and its implications to the personnel engaged in educational practices as well as to those who are involved in teachers training for preparing young and prospective teachers in promoting social consciousness in their educational practices. It will also give an opportunity to be aware with the trends and issues regarding critical pedagogy to enhance the teaching practices by inculcating inculcate critical pedagogy in teaching practices at secondary level. The results of this study will serve as a guide for other scholars to conduct and replicate similar research studies. In addition, this research could be a starting point for further studies on critical pedagogy about faculty interpretations that would dramatically increase the limited generality of this study. This study also adds to the limited research base that addresses the role and characteristics of critical pedagogical teachers in schools, classrooms and in the education system. This study revealed that critical pedagogical teachers are capable of negotiating their practice to support the needs of culturally and linguistically diverse students and parents.

1.6 DELIMITATION OF THE STUDY

This study was delimited to:

- i. The public sector secondary schools in Hazara Division (Khyber Pakhtunkhwa). This is based on the following characteristics of target population throughout the province of KP:
 - a. The prescribed qualification for recruitment is similar.
 - b. Similar recruitment and promotion policy.
 - c. Courses/syllabus (job description) is similar.
- ii. The study was delimited to the four selected districts of Hazara Division (Khyber Pakhtunkhwa) i.e., Haripur, Abbottabad, Mansehra and Battagram. These districts contain a major portion of target population. The other two district are Kohistan, which was trifurcated in to Kohistan Lower, Kohistan Upper and Kolai Palas and in all three

districts there are only 36 secondary schools with 347 teachers, whereas Mansehra was bifurcated into Mansehra and Torghar, and there are only ten secondary schools with 36 teachers in district Torghar.

- iii. The study was delimited to the male secondary schools of Hazara Division (Khyber Pakhtunkhwa).

1.7 RESEARCH GAP

One important goal of education, at least in principle, in Pakistan is to prepare young people for their role as citizens and, for this purpose, the state has introduced what is called citizenship education and such subjects as Pakistan Studies, Ethics, Social Studies and Civics. But unfortunately, every political transition has resulted in the formation of new education policy which charted out new directions for citizenship education “aimed at ensuring dissemination of the ideology of the government in power and their political system” (Kennedy, Lee, & Grossman, 2012, p. 129). Down the years, heavy reliance has been placed on the transmission orientation with the hope to achieve the objectives of citizenship education but, as regards critical pedagogy, there is still very little either in the policy documents or in the actual classrooms. True, citizenship education enables students achieve a critical awareness of their role in the society but a considerable part of it is recognizably ideological and nationalistic in the Pakistani context.

1.8 CONCEPTUAL FRAMEWORK

Critical pedagogy (CP) in the educational context is of central significance, for it is a behavior which links classroom teaching to broader socio-cultural context. It helps develop critical consciousness in students through education. Critical consciousness is required to resist oppression against commonly approved dogmatic beliefs prevailed

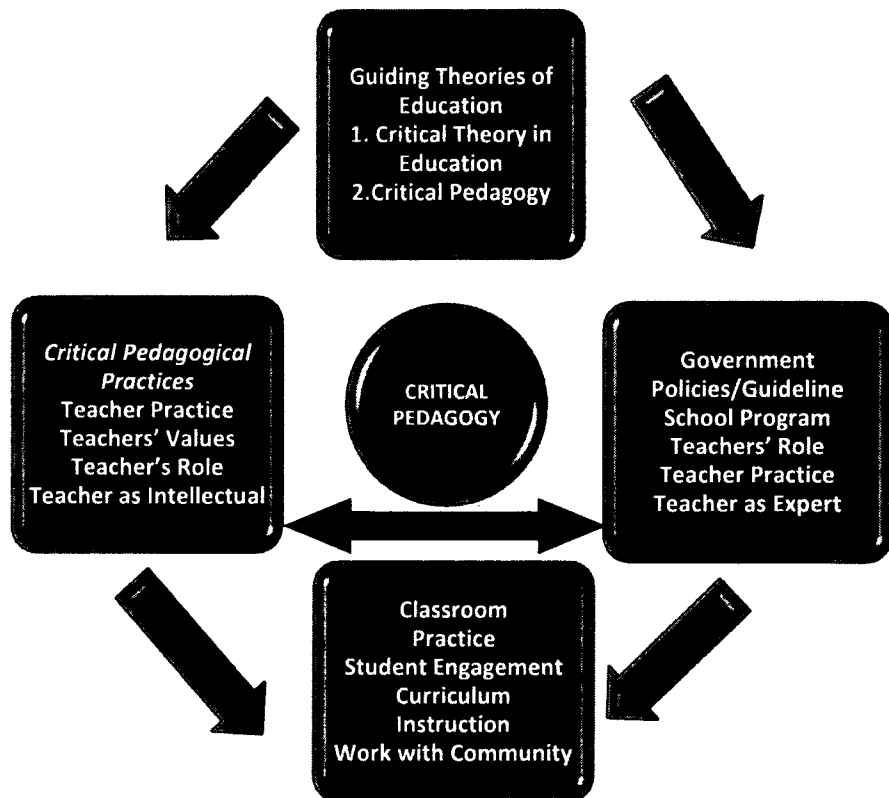


Figure 1.2: Conceptual Framework

in a society. Though there are schools and education systems which have a reasonable understanding of critical pedagogy, and they practice it too, its fuller realization and broader application is a goal yet to be achieved. Freire offers critical pedagogy an overall conceptual framework that connects pedagogy to the process of revolution. His working vocabulary of philosophical concepts and his intercourse of vocabularies from theology to the social sciences enables the world of the oppressed to become visible, to inscribe itself as a text to be engaged and understood by the oppressed and no oppressed alike (McLaren, 2000, p. 160). Critical pedagogy, in fact, is not a single theory; rather, it is an assortment of potential educational rejoinders to social structures and relations that are repressive, unequal and silencing. The word critical in the approach denotes the ability of people to scrutinize, interpret, uncover and challenge the concealed sociocultural and political procedures that are a part of knowledge production and consumption (Christensen & Aldrige, 2013). It also

denotes to go beneath the surface meanings, received opinions, prevalent myths, officially patronized stereotypes and so-called first impressions.

1.9 DEFINITIONS OF TERMS

1.9.1 Operational Definition of Critical Pedagogy: Critical pedagogy is a teaching and learning approach that aims to promote the ability to act and empower learners. It is a theory and practice of helping students achieve critical consciousness (Casas, 2011; Giroux, 2011; Darder, 2002; Freire, 1974; McLaren, 1998; Shor, 1992).

1.9.2 Critically Conscious: According to Shor (2014), a student can be critically conscious by: thinking, reading, writing, and speaking while going beneath the surface meaning. A student must go beyond: myths, clichés, received wisdom, and mere opinions.

1.9.3 Banking Model of Education: Students are considered as empty vessels to be filled by the teacher and following oppressive attitudes and practices.

1.9.4 Dialogical Method: Dialogic exchange and open Communication between teachers and students, where the role of the teacher is to create pedagogical space by using personal experiences, knowledge, and passion to pose problems, to help learners analyze their own experiences and come to a critical understanding of reality.

1.9.5 Praxis: Reflection and action upon the world to transform it. Through praxis, oppressed people can acquire a critical awareness of their own condition and with their allies' struggle for liberation. It is about power and know how to act against oppression

- 1.9.6 Liberatory Education:** Liberatory education increases the consciousness of students, preparing them to participate in a greater social struggle for liberation.
- 1.9.7 Conscientization:** Conscientization is the ability of learning to perceive social, political, and economic contradictions, developing a critical awareness, so that individual can act against the oppressive elements
- 1.9.8 Dehumanization:** It is the process of constraining, through ideas, attitudes, structures, and practices, the pursuit of humanizing praxis by others. In dehumanizing others, we also dehumanize ourselves.
- 1.9.9 Humanization:** Humanization is understood as a process of becoming more fully human, i.e., vocation of everyone is to become more fully human, configured as an emancipation from oppression, Alleviation of Poverty, Liberatory education, raises students' consciousness, preparing them to engage in larger social struggle for liberation.

CHAPTER 2

LITERATURE REVIEW

Education is a lifelong process and begins at the time of an individual's birth (Hursen, 2016). In present scenario, critical pedagogy is one of the most important alternative techniques to methodically discussing educational issues. It is a fact that the process of education occurs within many settings like family, school, and many other educational environments, however, it is vital to know that how and why an individual needs to gain education i.e., understanding the process and purpose of education (Yilmaz, 2010). At one hand, critical educationalists like Freire, Bowles, Gintis, Apple, McLaren, and Giroux, and on the other hand Marxism and the Frankfurt School, have uncovered most of the influential assertions relating critical pedagogy. In this perspective, critical pedagogy is a sociological, political, and ideological philosophy that examines difficulties of education and their relationship the with social structures (Glenn, 2002; McLaren, 1998).

Critical pedagogy has attracted a lot of attention from educational scholars in recent decades, and there have been many scholarly activities in this field. According to McLaren (2003), critical pedagogy is "a way of thinking about, negotiating, and changing the relationship between classroom teaching, knowledge production, school institutional structures, and the social and material relations of the wider community, society, and nation-state" (p. 35). Kincheloe (2005) expressed that, critical pedagogy deals with the change of oppressive power relations that contribute to the oppression of people by the oppressors around them and the promotion of the development of critical thinking in student to enable them to examine and question the established power structures as well as to confer with the patterns of inequality in the status quo. The fundamental characteristics of critical pedagogy, includes the recognition of

sources of power, understanding the political nature of education, the politics of knowledge, nature of justice and equality in educational settings; economic determinism; relieving hardships and alleviation of human affliction and distress due to adversities; changing and improving student-teacher relationships; and the promotion of emancipation and intellectual growth of human being.

2.1 HISTORICAL ROOTS OF CRITICAL PEDAGOGY

As a philosophy of education, critical pedagogy has deep historical roots. The foundations of critical pedagogy can be traced along a general timeline that begins with Marx (Gibson, 1986). After Marxism, came the philosophy of the Frankfurt School and the precursor to critical pedagogy, Critical Theory (Gibson, 1986). This section will provide a brief history of critical pedagogy and its origin within critical theory.

2.1.1 Critical Pedagogy: Origin

To understand CP, light should be shed on its history. Tracing back the origin of CP, it is found that it is strongly rooted in critical theory (Kincheloe, 2005; Giroux, 2003; Keesing-Styles, 2003). Succinctly defined, critical theory is an examination and critique of society and culture, which is based on knowledge in the social sciences and humanities. Saretzki (2015) stated that Horkheimer (1972) and Habermas (1970) critical theory is necessary for the interpretation of the world and change society. Pointing to its historical steps, Young (2002) says the critical theory aligned with Marxism and referred Habermas (1970) for the concept of critical theory and states that the education process had an impact on human social education and that the institutions that mediated the education and schooling process need to be critiqued.

Marxism is a political/economic view of society based on the writings of the 19th century German philosopher Marx (Gibson, 1986). According to this philosophy,

a critique of society is essential to achieve the goal of a revolution, culminating in an egalitarian society and economy based on socialism. Marx's writings have been read and used by numerous individuals all around the world to critique and call for reform of society (Marcus & Tar, 1984; Tar, 2020). Marxism was the foundational philosophy of the Frankfurt school (Gibson, 1986). The Frankfurt School was founded in 1923 at the University of Frankfurt by sociologists who "drew upon challenged, revised, and added to Marx's theory" to develop critical social theory (Smith & Riley, 2009; Gibson, 1986). The Frankfurt School was a tight network of independent radical philosophers, economists and sociologists associated with the German Institute for Social Research that offered rich material for the sociology of knowledge. The institute was founded in the early 1920s to promote the development of radical intellectual ideas not controlled by traditional Marxist and social democratic parties or academic disciplines. It is an example of how a once marginal school of thought gained extensive influence and crossed the line between scientific disciplines, social movements, psychoanalysis, Marxism, and national traditions. Originally a Marxist think tank funded by the German millionaire, the Frankfurt School contributed to the creation of an innovative brand of philosophically radical sociology known as critical theory (McLaughlin, 1999). Frankfurt School's focus was on society and not education but prominent educational philosophers, such as Dewey's, helped to apply the ideas of the Frankfurt school and critical social theory in education (McKernan, 2013).

Two key assertions emerged from the Frankfurt School are the study of culture is needed to understand the ways dominant structures are reinforced (Smith & Riley, 2009) and transformation of society will first involve changes in individual consciousness (Levinson, 2011). The "critical theorists of the Frankfurt School"

indicated that schools promote dependency, a hierarchical understanding of authority, and convey a distorted view of history and other "taken for granted truths " that in turn undermine the type of social consciousness that is required to bring them about change and social transformation (Eisner, 2002). According to Gibson (1986) critical social theory was developed by three scholars, Horkheimer, Adorno, and Marcuse. Critical social theory attempts to critique society and knowledge in a holistic and complete way that facilitates fundamental change in all parts of society. He argued that Horkheimer (1972) suggested using critical social theory to analyse the relationship between the individual and society, to understand Marxist writings more deeply through society, and to explain the relationships linking consciousness, culture, and society (Gibson, 1986).

Tar (2020) stated that Adorno's (1999) two primary perspectives on critical social theory were negative dialectics and the authoritarian personality. He suggested that negative dialectics are the constant interplay and interactions between individuals and society. Adorno also differentiated between perceived and non-observed interactions, with a focus on the latter (Tar, 2020). Authoritarian personality refers to an examination of the individual in society, with a primary focus on the psychology of the individual and subsequent social interactions (Gibson, 1986; Marcus & Tar, 1984; Tar, 2020). Marcuse & Kellner (2013) suggested that individuals achieve personal emancipation through self- gratification. They determined that gratification creates "better individuals, better personal relationships, and a better society". The second of their ideas was a critical theory of society (Gibson, 1986). This idea suggested that technological advances and capitalism lead to submission to material wealth and not to personal freedom because the individual becomes one-dimensional and gives up on social justice (Gibson, 1986; Marcus & Tar, 1984; Tar, 2020). Critical social theory

seeks to examine the nature of society and how the individual fits into that schema (Gibson, 1986). The application of this theory is achieved through a social critique of society and an acknowledgement of the injustices that saturate it, which is akin to critical pedagogy (Gibson, 1986).

2.1.2 Emergence of Critical Pedagogy

Critical pedagogy is constituted on the central concept of critical theory, and on material, social and cultural conditions that enabled the critical utopia. Although there are many definitions and versions of critical theory and critical pedagogy today (Gur-Ze'ev, 1998), the most relevant literature begins with a discussion of the roots of critical pedagogy theory. Historically, critical pedagogy is regarded as a realization of the critical theory of the Frankfurt School (Gur-Ze'ev, 1998; Kincheloe, 2004; Lather, 1998; McLaren, 2003). The critical theoretical tradition developed by the Frankfurt School was strongly influenced by the work of Karl Marx, particularly his views on the labour. The main social problem is socio-economic inequality, Marx said. He believed that all people had to work towards a socialized economy in which everyone received according to their needs and contributed according to their ability (Eisner, 2002). He further argued that social justice essentially depends on economic conditions. After its establishment in 1923 the Frankfurt School's "Critical Theorists", adopted a less dogmatic view and a less unified social critique, while still adopting some of Marx's views as they related to schools and education. In its early days. Horkheimer (1972) and Marcuse (2009) argued that the school process withholds the students of the opportunity to formulate their own goals and essentially serves to deskill them. The "critical theorists of the Frankfurt School" argued that schools promote dependency, a hierarchical understanding of authority, and a distorted view of history and other the taken for granted truths, which in turn undermine the kind of

social consciousness that is necessary to bring about social change and transformation (Eisner, 2002). This argument reflected the views of Antonio Gramsci (2009), who was a political activist in Italy, who was involved in labour movements and other leftist concerns and was considered a Neo-Marxist (Kincheloe, 2004). He introduced the concepts of hegemony that, subjects, counter-hegemony practices, and the role of phenomenological-critical theory (Gramsci, 2009). A form of ideological control in which dominant beliefs, values and social practices are produced and distributed throughout a whole range of institutions such as schools, the family and mass media. If hegemony represents not only the political and economic control of a social class over others, but also the ability of the dominant class to introduce ways of knowing it, so that those oppressed by it begin to accept it as common knowledge then the counter-hegemony offers a vision of what “could be” different if less oppressive means of knowledge and institutions were in place (Giroux, 2005). Gramsci (2009) thought that, although dominated, people could find places of counter-hegemonic practices and solidarity, and that the schools and university could be the places for the exercise of these practices. Schools and universities could thus serve as sites where people could be critical, overturn the dominant paradigm, amplify stories of subordinate experience and practice resistance and solidarity (Freire, 1998; Giroux, 1997; hooks, 1994). The goal of education, according to Gramsci (2009), was to form people who could govern or have the intellectual skills to see through the gambits of the rulers (Gimenez, 1998). Many critical theorists of the Frankfurt School have moved to the United States because of Nazi control of Germany. They were shocked by American culture, especially by the contradictions between the progressive American rhetoric of egalitarianism and the reality of racial and class discrimination (Kincheloe, 2004).

In the 1960s, Marcuse was considered one of the key philosophers of the student movement in the United States. Marcuse became the voice of the “New Left” because of his conviction that political and personal emancipation from the conventions of dominant power was possible (Kellner, 2004). The critical theory of the 1960s provided the philosophical voice of the “New Left” and was politically influenced by anti-colonial liberation movements beginning in Africa, Asia, and perhaps most notably Latin America (Kincheloe, 2004).

Paulo Freire, who is generally regarded as the first philosopher of critical pedagogy, is one of the key figures in the Latin American liberation movement (McLaren, 2000). Freire's work with the poor in Brazil introduced him to the lives of poor peasants. His experiences forced him to develop educational ideals and practices that would serve to improve the lives of these marginalized people and reduce their oppression. Paulo Freire, who is generally regarded as the first philosopher of critical pedagogy, is one of the key figures in the Latin American liberation movement (McLaren, 2000). Freire's work with the poor in Brazil introduced him to the lives of poor peasants. His experiences forced him to develop educational ideals and practices that would serve to improve the lives of these marginalized people and reduce their oppression. Freire (1970) began exploring an approach to teaching and learning that would essentially dismantle the model of education that supported the dominant ideological perspective that students were open repositories to whatever knowledge that teacher considered important and remarkable for them on any day (Freire, 1970). Freire's problem posing model of education, on the other hand, appreciated the importance of student experience and the dialogical method of teaching and learning by which the student and teacher were involved in the production of knowledge and the process of teaching and learning.

Since the 1980s, Giroux (1986) has developed a critical pedagogical version of a "language of probability" which explores a more optimistic and utopian vision of pedagogy than the "negative pedagogy" of Frankfurt School theorists. Gur-Ze'ev (1998) stated that this "probability language" is based, in part, on the educational ideals of some educators and theorists, including Burbules (1986), Freire (2000) and Apple (2014). In this version of critical pedagogy, Giroux (1992) highlights the importance of differences between groups, people, knowledge and needs. His educational work is to reconstruct or decipher the balance of power that produce the subject, consciousness, identity, knowledge, and possibilities that act and change reality. Dominant paradigm and hegemony influenced the identity of individuals and their ways of seeing and knowing the world. He advocates a pedagogy that would allow individuals to both identify and dismantle the effects of the dominant ideology (Giroux, 2013). Simon (1992) in his articulation of the vision of critical pedagogy as a "project of possibility" based on Giroux's "language of possibility" takes a utopian stance in his book *Teaching Against the Grain: Texts for a Pedagogy of Possibility*. He suggested that criticism alone is not a project. Instead, teaching against Grain is an effort to encourage and shape a framework that could help build educational practices that express and hope. Simon argues that schools represent a site for a utopian praxis, but that the goal is to expand the concept of its pedagogical potential into a wide variety of cultural practice sites. He warns teachers that his theory is not a universal abstraction, but it must be considered a "discursive practice whose political value and interpretative power are subject to the special circumstances that will give these ideas their limit and coherence". Giroux and Simon (1989) also stress that the praxis of critical pedagogy is an ongoing task rather than a restrictive set of practices or the achievement of an ideal final state. Based on these circumstances Michael Apple and

Peter McLaren emphasized that education extends to privilege individuals and groups already in power (Kincheloe, 2004). Apple's (1999) efforts focuses on the role that schools play in conveying specific messages about political, social, and economic life. He argues that the whole education process is political in the way it is funded, its goals and objectives and the way in which these goals and objectives are assessed, the nature of textbooks, who attends and who does not, and who has the power to make decisions. He addresses these issues through the field of curricula and educational theory and policy. Kincheloe (2004) stated that McLaren (2003) began reading about critical theory, cultural studies, and feminist studies, he found that teachers should be grounded both theoretically and politically. He developed the belief that critical teachers should be involved in developing a coherent philosophy of praxis that focuses on political, cultural, racial identity, anti-racist multicultural education, white politics, white supremacy, ways of resisting, and popularity of Cultures. He believes that revolutionary critical pedagogy will enable educators to realize the possibilities of democratic social values in their classrooms.

Giroux (1994) and Apple (1999) support a somewhat similar philosophy of praxis, mentioning that the ideals and culture associated with the ruling class are supposed to be the ideals and content of school education. Therefore, knowledge and practices in the classroom confirm the values, interests, and concerns of the social class that control the material and symbolic richness of society (McLaren, 2003). Eisner (2002) calls it a "hidden curriculum" consisting of messages given to children by teachers, school structures, textbooks and other school resources". This curriculum is often seen as serving the interests of the school and community power elites and is therefore essentially incapable of supporting a fair school system or society (Apple, 1999; Eisner, 2002). He reconceptualization of critical pedagogy as a pedagogy of

possibility is parallel and confirmed by some other theories of education that were developing at that time, including postmodernism, poststructuralism, and feminist pedagogy. Postmodernism emerged in response to the hierarchy of knowledge, the idea of "grand narrative", absolute truth, "disinterested knowledge" and the theoretical hegemony of modernism (Lyotard, 1993).

Giroux (1997) summarized postmodernism as "Instead of separating the reason from the terrain of history, place and desire, postmodernism claims that reason and science can only be perceived as part of a broader historical, political, and social struggle over distinctions between language and power". While the term postmodernism is often used to describe the greater cultural shift of a post-industrial, post-colonial era, poststructuralism is used to describe those shifts as they relate to academic theory (Lather, 1991). The terms are often used alternatively as well. According to Pillow (2000) post-structuralism offers criticisms and methods to examine the functions and effects of any hegemonic structure that exists. The project of post-structuralism is therefore to criticize the universal notions of reason and truth and to begin to engage in discursive practices that emphasize the deconstructing hegemonic structures and hierarchies of knowledge that constitute notions of reality, objectivity, and truth (Haraway, 1991; Lather, 1991; Pillow, 2000). Freire and McLaren are two prominent names in critical pedagogy in the recent era. In 1968 Freire published his most famous book, *Pedagogy of the Oppressed*, where he outlined the characteristics of what he called Critical Pedagogy. Freire's contention is that no educational issue or practice is free from the influences or the realities of its context. Freire's context was a situation where the ineptitude and corruption at the larger society level had made incursion into the educational system. He reasoned that just as politicians imposed dictatorial rule and a culture of silence on the populace,

TH-26770

educators too were imposing intellectual silence on students. He described the educational system using words such as “domesticating” and “banking.” He contrasts banking education with what he calls “liberating or problem-posing education” (Freire, 2002: pp. 72-86). Freire’s philosophy is akin to that of the Frankfurt School (Freire, 1970; McLaren, 2003; Gibson, 1986). McLaren’s writings on critical pedagogy and education are also amalgams of all the previously mentioned schools of thought (McLaren, 2003).

2.2 CRITICAL PEDAGOGY: DEFINITION

A concise definition of Critical Pedagogy is difficult to come by. Furthermore, critical pedagogues tend to avoid creating a unified 'blueprint' around critical work (Kincheloe & McLaren, 2011). It may be valuable to examine some definitions; by doing so, we can identify significant commonalities among them that reveal some of the underlying (often political) aims of critical pedagogy. These definitions highlight the collaborative, anti-authoritarian model of classroom learning that is a key component in most articulations of critical pedagogy:

Critical pedagogy is not about polemics or preaching one's politics in the classroom. Rather, it involves authorizing students to share responsibility for their education while posing problems based in students' collective experience in the world around them. Critical pedagogues challenge the status quo both in content and method (William Thelin, 2005).

Critical pedagogy can promote multicultural education and sensitivity to cultural difference. It involves teaching the skills that will empower citizens and students to become sensitive to the politics of representations of race, ethnicity, gender, class, and other cultural differences to empower individuals and promote democratization (Douglas Kellner, 2001).

Critical pedagogy is not simply concerned with offering students' new ways to think critically and to act with authority as agents in the classroom; it is also concerned with providing students with the skills and knowledge necessary for them to expand their capacities both to question deep-seated assumptions and myths that legitimate the most archaic and disempowering social practices that structure every aspect of society and to take responsibility for intervening in the world they inhabit (Henry Giroux (2013).

The students - no longer docile listeners - are now critical co-investigators in dialogue with the teacher...education, as a humanist and liberating praxis, posits as fundamental that the people subjected to domination must fight for their emancipation. To that end, it enables teachers and students to become subjects of the educational process by overcoming authoritarianism and an alienating intellectualism (Paulo Freire, 2005).

The primary preoccupation of critical pedagogy is with social injustice and how to transform inequitable, undemocratic, or oppressive institutions and social relations (Burbules & Berk, 1999).

Critical Pedagogy is a teaching approach that attempts to help students question and challenge domination and the beliefs and practices that dominate. It is a theory and practice of helping students achieve critical consciousness (Darder, 2002; Freire, 1974; McLaren, 1998; Shor, 1992).

In just these few definitions, many of the core terms of critical pedagogy come into focus: student empowerment, social justice, liberation, democracy, and responsible citizenship. These are the abstractions that lurk in the corners of our classrooms. All reach beyond what many people (including students) might define as aspects of good writing, all have a socio-political dimension, and all might be imagined and enacted in vastly different way (Celikates, 2019).

2.3 FEATURES OF CRITICAL PEDAGOGY

Nonetheless, several important principles have been proposed and presented by many critical educators' literature about critical pedagogy helped to define and understand the main features of critical pedagogy, these helped to understand its theoretical framework:

- (1) Education is a political enterprise,
- (2) Education should address emancipatory knowledge,
- (3) Education should aim to achieve empowerment,
- (4) Education should aim to achieve transformation,
- (5) The world should be integrated in the classroom, and
- (6) Being 'critical' is about questioning dominant dogmas.

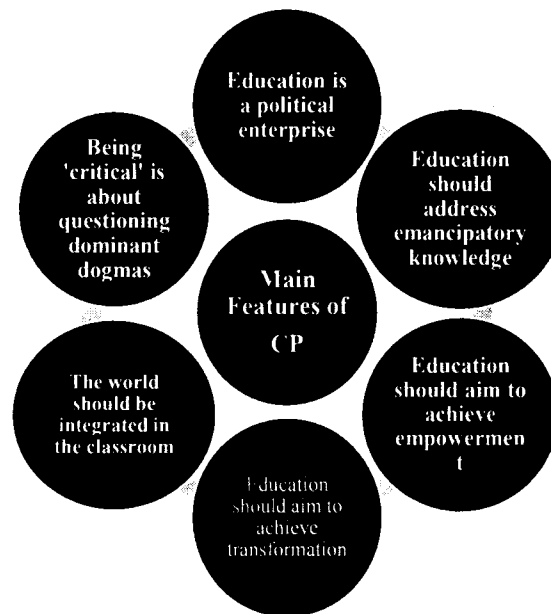


Figure 2.1 Features of Critical Pedagogy

2.3.1 Education is a Political Enterprise

Education, according to critical pedagogues, is not neutral and is heavily influenced by the social and political ties that exist in the context in which it takes place. This means that the school structure, curricula, teaching methods, standards, and evaluation are all value-laden, resulting in people being socialised in terms of how to think, feel, speak, and act in each situation (Shor, 1993). As a result, education is "a highly contested, conflict-ridden endeavour in which multiple societies' competing knowledge, values, and practises battle for control" (Canagarajah, 1999). As a result, CP encourages teachers to be aware that every aspect of educational practise is political (Kincheloe, 2005). It considers teachers to be political agents (Simon, 1987) and demands them to take a political stance by questioning the established power and ideas relations in their institutions on a regular basis. Nonetheless, many teachers in mainstream pedagogies see education as apolitical and unselfish effort that serves the greater good by imparting truthful information to students (Chandella & Troudi, 2013; Baladi, 2007; Crookes & Lehner, 1998). By taking a neutral stance on education, the status quo will be maintained (AL-Issa,

2010). Ellsworth (1989) says that the idea that education to be political enterprise appears to be persuasive and debatable. Similarly, Jeyaraj (2014) claims that CP, with its keenness for achieving social justice and discovering hidden objectives, has prescribed only one way of looking at reality whereby battle against oppression is the core. As a result, students are indoctrinated into believing that CP's political stance is the key to education. To put it another way, CP has run into the problem of knowledge imposition (Mejía, 2004) which disputes its purpose of moving from a banking model

to a liberating education. Furthermore, according to Chandella and Troudi (2013), every teacher has political beliefs that they "consciously or unconsciously carry into the classroom" (p.47). This indicates that maintaining a neutral attitude is a mirage, and that all teaching methods are political (Pennycook, 2001; Kumaravadivelu, 2006). The distinction is that CP's politics are out in the open, whilst the other approaches are concealed under a veil of neutrality (Haque, 2007).

Being conscious of one's political viewpoint is the first step toward encouraging ongoing questioning and critical reflection on one's practise. Neutrality, on the other hand, leads to an uncritical acceptance of the existing quo. As teachers, we are always working in a political environment, and we must create techniques to deal with, challenge, and reject these politics (Flynn, 2019). To that reason, one of the primary goals of this research is to make teachers aware of this tenet. It is important to recognize that education is primarily a political activity (Prokop, 2003). The current political climate in any state plays a vital role in determining the type of schooling and curriculum for the next generation. One of the political functions of education is that it promotes ideas that affect the power structure within society. It is also worth noting that political forces are responsible for allocating the resources needed to

support the curriculum. Therefore, curriculum planning needs to consider the views of the politicians in power. In addition, there is a possibility of political and ideological attachment in the life of a curriculum worker which will affect his decision-making process in curriculum matters (Youdell, 2010).

2.3.2 Education should Address Emancipatory Knowledge

Critical practitioners should investigate how and why knowledge is built the way it is, how and why certain information is legitimised while other wisdom is excluded, whose representations are dominant, and how this could be created otherwise as part of CP (Morgan, 1997). As a result, the classroom should become "a forum where professors and students construct and reproduce knowledge," according to this principle (Kincheloe and Steinberg, 1998, p. 2). This can be accomplished by allowing controversial and opposing ideas to emerge in the classroom, so shifting the ontology and epistemology of both learners and teachers. Students should be given analytical tools to help them construct, reconstruct, and oppose the knowledge delivered to them in class. Students' ability to attain emancipatory knowledge can be enhanced by using analysis of dialogue in critical manner, their critical language awareness, attainment of critical literacy (Skarin, 2005). This will assist students and teachers in examining, "The ideas, reading, writing, and speaking skills and habits that yield superficial meaning. In examining first impressions, dominant myths, official announcements, traditional remark, wisdom they acquired as well as mere opinions to understand the deeper meaning, fundamental reasons, social context, ideology, and personal circumstances of any action or event, in an organization or situation (Shor, 1992)". To address emancipatory knowledge, which is at the heart of CP, teachers must reject the notion that they are only knowledge transferors and "technicians who simply apply pre-packaged curriculums and standardised

examinations" (Giroux, 2003). Teachers are transformative intellectuals who are sceptical questioners, persistent analysers, and advocating educators, according to the CP worldview. Teachers that are intellectually gifted can break free from the technical constraints that govern their job and begin to teach with a "teachable heart" (McLaren, 1999; Wink, 2005; Sedeghi & Ketab, 2009). Teachers must educate with their students' "fears, joys, questions, hopes, aspirations, and interpersonal relationships" in mind (Kincheloe, 2013).

Nonetheless, in Oman's contemporary educational institutions, teachers' roles have been relegated to policy implementers (Al-Mamari, 2012; Al-Issa, 2014). Technical knowledge dominates education, which emphasises rote learning and skill drills (Tanveer, 2013; Al-Issa, 2010; Al Jadidi, 2009). Teachers present students with knowledge that is permanent, static, and complete (McLean, 2011). Students memorise this information and are assessed honestly and objectively through tests that decide their acceptance into any college and future specialisation (Baporikar & Shah, 2012). It also looks that these disciplines are separate, with no relationship between them, due to the fragmented nature of knowledge provided to pupils in schools (Al-Mamari, 2012). In English Language Teaching (ELT), for example, students are taught language as a fragmented system with a textbook and a teacher for each skill: reading, writing, speaking, and listening. Students become passive learners who memorise data without making a meaningful connection between their wants and problems because of this practical knowledge (Shor, 1992).

According to Giroux (2011) practitioners are informed that knowledge offered in schools represents diverse cultures, but in the case of most ELT programmes, when knowledge is delivered to students as part of a complete package from major publishers in the UK and the US, it does indeed represent the dominant culture. As a

result, our schools "become convenient places for marketing capitalist ideology-aligned knowledge" (Shor & Freire, 1987, p.8). As a result, the goal of this research is to expose the beliefs that underpin the knowledge provided in schools by encouraging ELT teachers to problematize, co-construct, and base it on the needs and concerns of students. In other words, it encourages instructors to confront emancipatory knowledge so that they might empower themselves and their pupils, which is, according to the CP, the true objective of education.

2.3.3 Education should aim to Achieve Empowerment

The ability of pupils to develop independent thinking, respect diverse perspectives, read critically, make informed judgments, comprehend others, and accept differences without judgement is emphasised in this thesis. This includes giving students time to think, giving them a courage that has a voice that will be honoured by their teachers and fellow students in class, and allowing them to develop their own knowledge of the topics presented. This can be accomplished by using problem-solving education, which is the opposite of the banking approach, which views education as a depositing activity, with students acting as depositories and the teacher acting as a diligent clerk (Freire, 2003).

Teachers teach through "critical, open, explorative, and collaborative ways" in the problem-posing model of education, which involves "a perpetual exposing of reality" (ibid, p.64) (Giroux, 1988, p.87). There are five key steps in this concept (Izadinia, 2009, p.13):

- **Content description:** the teacher gives to the students a code which can be a word, an expression, a sentence, or a paragraph, either a painting or a drawing, or a video clip. The teacher gives instructions to the students to write a description of that code.

- **Identifying the issue or problem:** the pupils identify the issue or problem.
- **Personalizing the situation:** the teacher inquires about the pupils' feelings in order for them to connect the problem to their own lives.
- **Problem discussion:** the teacher facilitates the debate and encourages students to consider the social and economic causes of the problem.
- **Problem-solving alternatives:** the students consider possible solutions to the problem.

Nonetheless, some research suggests that the concepts of involvement, voice, and autonomy are Western conceptions that students in other contexts may not require (Pennycook, 1997; Holliday, 1997). However, Baporikar and Shah (2012) argue that these values are highly valued in today's world, and that Omani students should be provided opportunities to instil these values while learning. They claim that: "It is no longer sufficient for students in Oman to simply sit and listen, test, and forget. Today's students must develop into self-directed learners, thinkers, and planners who can maintain their learning and achieve long-term success." (p.17).

Empowerment plays a big part in CP, and it's gotten a lot of flak because of it. In their examination of a TESOL teacher education programme, Crookes and Lenhener (1998) claim that, while some participants appreciate the negotiation and conversation, others resist CP because it is taught in circumstances where instructors are powerless and have little control over the syllabus they teach. According to Ellsworth (1989) CP is growing up with a highly abstract and an idealistic but usually impractical social reformer tendency that does not necessarily maintain the day-to-day running of the school that the student needed (p. 297). However, Munroe (2011) argues that empowerment is complex, stating that it includes the empowerment of

idea, the empowerment of expression, and the empowerment of action. Due to "restrictions imposed by school politics, and the social and cultural norms of the community," when teachers practise CP, their empowerment is more likely to be recognised at the idea and speaking of opinions but not at the action level (p.118). However, I would say that empowering teachers at the cognitive level is critical because it gives them the bravery to express their thoughts, which may eventually lead to their empowerment in action.

Empowerment has also been criticised since transitioning to problem-posing education is difficult for many instructors, and it may lead to them discussing topics in a mono-logical and judgmental style, thus "converting real problems into pseudo-problems with simple solutions" (Ramanathan, 2002). Mitsikopoulou (2010) analyses ELT teachers' opinions of their work and teaching practises when they switch to teaching using CP in research in Greece. The findings suggest that some teachers are unable to relinquish their authoritarian roles and continue to educate using the banking paradigm. Teachers "require time to relearn operating inside a framework that conveys knowledge," according to the study's conclusion" (p.331). This study suggests that due to their intrinsic technical manner of teaching, teachers may find it difficult to adopt a CP framework, as is the case with many ELT teachers in Oman who are found to impart knowledge to students (Al-Issa, 2006; Mclean, 2011). As a result, change will take a lot of effort and time. However, employing the issue posing paradigm in education to empower students does not exclude professors from lecturing or transmitting knowledge to their pupils at specific times in the classroom. Rather, it means that lecturers should approach their lectures interactively to foster the essential discourse for deeply and critically analysing subjects (Shor & Freire, 1987).

2.3.4 Education should Aim to Transform Learners

Through thorough questioning of dominant knowledge, behaviours, and values, critical pedagogy strives to transform learners (Goomansingh, 2009). This necessitates teachers confronting students' experiences and views through critical discourse and reflection, resulting in increased awareness (McLaren, 2003a). Learners will experience "conscientisation" Because of this, learners will experience 'conscientisation', that is defined as the process by which students, as an authoritative person, gain a deeper knowledge and understanding of the social realities that affect their lives. Creates and seeks out their potential for rebuilding them (Darder et al., 2003). In other words, learners sustain conscientisation when they believe they can change their lives by challenging common sense and uncovering the ideologies and power structures that underpin them (Armitage, 2013). This ability allows students to act on their own reflections in their own circumstances, which Freire (2000) describes as the area where theory and practice come together to create action that leads to social and political transformation for qualitative change (Hawkins & Norton, 2009).

People who work in Praxis must be both critical and sceptical, as well as innovative and imaginative. To put it another way, CP strives to improve practitioners and society by increasing people's awareness of their surroundings and encouraging them to develop their creativity and imagination (Abednia, 2009). In this study, imagination is regarded as a viable concept and a critical means of achieving transformation. This is because contemporary education in many parts of the Arab world, including Oman, tends to stifle creativity and focus instead on imparting technical knowledge to students. According to Abu Zide (2003), educational systems in most of the Arab world do not include activities that encourage students to conceive, investigate, analyse, or implement such imaginary concepts in their

learning, which is one of the reasons why the Arab world's education system is falling behind. Teachers are encouraged to use CP to engage students' imaginations because "if we can imagine, we can reassemble the world" (Crookes, 2009, p.10).

The transformative goals of CP, like the above tenets, have been criticised. For example, "for someone who has been accustomed to living and thinking in a specific way for so many years, deconstructing prior ideas and reconstructing new ones may not be useful" (Pishghadam & Naji Meidani, 2012, p.476). Furthermore, according to Sowden (2008), many English learners around the world have instrumental aims and will engage in any activity that may assist them improve their proficiency. This indicates they are more concerned with improving their efficient English proficiency, which can be accomplished through learner-centeredness and authentic content rather than revealing ideological embedding. CP has also been chastised for being vague about how increasing Conscientization among teachers and students will result in changes (Haque, 2007; Sowden, 2008). Unfortunately, longitudinal studies that track the impact of CP over time on both students' and teachers' lives are lacking in the CP literature. Most of the research are conducted over the course of a single academic semester or year, which may not be long enough to demonstrate such change.

2.3.5 The world should be integrated in the classroom

Integrating the outside world into the classroom is a key element in the development of CP. This means that the social, cultural, and political surroundings of the students should be critically integrated into the curriculum and publicly discussed in class. By doing so, CP supports the idea that what happens in the classroom should have a global impact. This can be accomplished by giving students with generative themes, which are topics or words that "evoke passion and feeling" in learners

(Peterson, 2003, p.367). This means that the term or word should be strongly related to students' daily problems and experiences, a community occurrence or problem, or news that can pique students' interest and motivate them to participate in the classroom. This is a crucial idea in the learning process because things that are irrelevant might generate irritation. Students oppose this reality because of the disconnection between their interests and the material offered by professors, which can lead to demotivation and resistance to the entire learning process. Teachers, on the other hand, should be well knowledgeable about their pupils' cultures to incorporate the world in the classroom. Morgan (1998) was allowed to choose issues relating to students' lives in his study with Chinese immigrants studying English in Canada, such as immigration, the environment, social justice, and the Gulf War. He claims that incorporating CP is "based on my long-term community work and my knowledge of the validity this method has with my students" (p.165). In addition, several research on how CP might be integrated into the classroom have been carried out by local teachers teaching English to local pupils (Huang, 2011; Ko, 2013; Sekigawa et al., 2007; Ghahremani-Ghajar & Mirhosseini, 2005). However, in many EFL environments, such as Oman, where many expatriate teachers have little or no knowledge of their students' cultures, this is not the case (Al-Mahrooqi & Tuzlukova, 2014).

According to Sowdon (2008), such expatriate teachers may bring issues that are inappropriate for their setting, resulting in CP failure. First, teachers should acquire cultural understanding about their pupils, referred to as "cultural knowledge" (Troudi, 2005), which allows expatriate teachers to "understand his/her students and produce suitable methodology and materials that fulfil their needs" (p.24). Second, CP is built on communication, with students learning from their teachers and teachers

learning from students. This means that, via reciprocal discourse and critical discussion, teachers with limited knowledge of their students' cultures can adopt CP. Fredricks, an American teacher teaching English as Foreign Language (EFL) in Tajikistan, a Muslim country like Oman, decided to build her pedagogy on students' culture by offering texts that were relevant to students' lives in her action research. According to Fredricks' (2007) research, even EFL teachers who are unfamiliar with their students' cultures can use CP by focusing their instruction on conversation, in which both the teacher and the students learn cultural insights through reciprocal discussion of the issues.

2.3.6 Being 'Critical' within CP Framework is about Questioning Dominant Dogmas

Critical thinking in CP strives to raise students' awareness of power, hegemony, and inequality while also assisting them in achieving equality in their society (Freire, 2000; Canagrajah, 1999). To put it another way, criticality tries to "examine and challenge commonly held beliefs concerning injustice or inequitable conditions and practises" (Bowes & Bruce, 2011, p.19). Learners must be opened to being questioned as well as being questioned, agreeing, and disagreeing, and approaching as well as being approached (Freire, 2003).

Most mainstream teachers think of critical thinking when they hear the word "critical." However, there is a distinction to be made between critical thinking and CP. In general, both categories share the same goals in terms of generating individuals that can examine, analyse, and assess issues using logical reasoning (Quang, 2007; Burbules & Berk, 1999). The two concepts, however, are distinct in terms of their ontological and epistemological implications. In critical thinking, reality is seen as something to be discovered or explained using logic and evidence to arrive at a

comprehensible explanation. In other words, it supports the search for facts and arguments to discover false or erroneous claims or meanings (Keesing-Styles, 2003). However, reality is difficult from a CP standpoint when issues of power and beliefs need to be revealed to be altered. This means that CP should result in societal change that inspires people to take action to improve their circumstances. An important component of critical work is always the scepticism of assumptions and ideas that have taken on a natural form that are no longer questioned (Pennycook, 1999).

In critical thinking, however, this is not necessary, and the focus is instead on analysing the circumstance and presenting grounds for arguments (Burbules & Berk, 1999; Canagarajah, 1999). It only entails cognitive abilities such as analysis, comprehension, and explanation. Emotions, imagination, and intuition aren't as vital in critical thinking if a person can back up his or her claim with evidence (Canagarajah, 2005). In contrast, it is impossible to be detached from a CP perspective; as a result, it encourages learners to be subjective and passionate about the topics they discuss, because they address the issues in the society about the conception that dominant ideas in society drive and make apprehension and meaning in such a way that certain groups of people in a society have privileges while others are marginalized (Hawkins & Norton, 2009, p.31).

Nonetheless, some research has revealed that teachers' knowledge of criticality within the CP framework is insufficient (Sarroub & Quadros, 2015; Norooziasiam & Soozandehfar, 2011; Holliston, 2006; Ruiz & Fernandez-Balboa, 2005). Breunig (2011), for example, looked at how 17 self-identified critical pedagogues described CP and its key aims in a qualitative study. She discovered that many of her participants associated CP with student-centeredness and constructivism, rather than power or societal change. Whereas Breunig's study relied on self-reporting rather than

classroom observation to investigate how teachers implement CP in their classrooms, it does demonstrate that defining the term "critical" is far from simple, and that the literature on CP offers few tools for doing so. As a result, it appears that in this study, it is required to convey this concept to EFL teachers to enhance teacher's awareness to the term "critical." This may assist teachers in exploring, revisiting, and interrogating the types of activities provided in ELT classrooms, as well as moving them to a new level of criticality that may alter student's working in classrooms in a better way and the improve their learning experiences.

2.4 CRITICAL PEDAGOGY: SIX GUIDING PRINCIPLES

Darder (2002), Freire (1974), Apple (2005), and Giroux (2005) consider Knowledge, Dialectical Theory, Praxis, School and Economic System, Cultural Politics, and Hegemony/Power in Schools as the guiding principles of critical pedagogy. As such, these are those constraints that teachers must address to empower

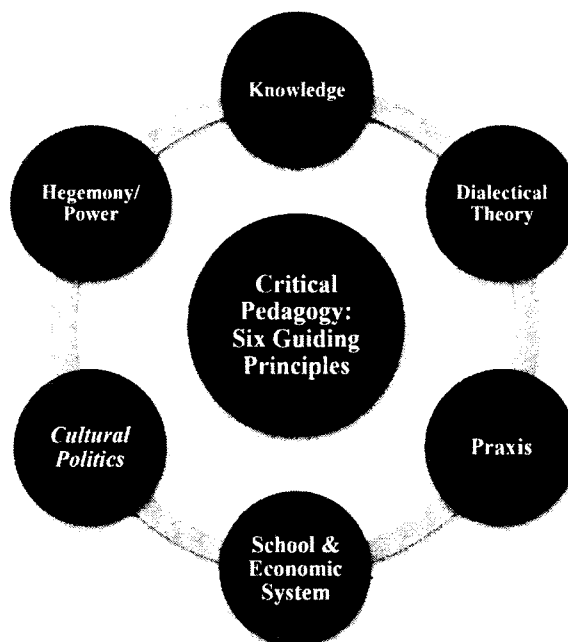


Figure 2.2 Critical Pedagogy: Six Guiding Principles

and encourage children and youth in the education system. Darder (2002) argues that teachers must examine the way culture and power impact teachers' pedagogy, thus

influencing students' academic achievement as defined by the education system. This research study contends that these guiding principles of critical pedagogy must be examined so that culturally and linguistically diverse students are better served in the education system, creating a pathway for upward academic mobility. The following subsections examine the role of each guiding principle of critical pedagogy within a critical theory analysis.

2.4.1 Knowledge

Critical theorists are concerned with the apparatus that creates knowledge, legitimizes knowledge and ultimately, who benefits from knowledge production and reproduction (Apple, 2005). Foucault (1977) defines knowledge as, truth which is a thing of this world: It is produced only by virtue of multiple forms of constraint. And it induces regular effects of power. Each society has its regimen of truth, its general politics of truth: That is, the types of discourse that it accepts and makes function as true. (p. 131) This concept of knowledge is linked to power and control in any given society. Those who create knowledge will have power to dominate different aspects of societies' social, economic, and political hierarchies (Bowles & Gintis, 2003). Apple (1996) adds to the definition of knowledge within the context of power relationships: They allocate individuals to their "proper places" within the hierarchical divisions of labour and distribute the dispositions, norms, and values (through the hidden curriculum) that are required by workers for their effective participation on their rung of the occupational ladder. Human capital theorists say that "owning" some knowledge leads to great personal power in the economic arena. For allocation theorists, schools are mechanisms that distribute norms and dispositions that reinforce and reproduce economically based class positions. (p. 78) Apple's (2005) analysis contends that the distribution of knowledge is equally as important as

the legitimization of knowledge as both processes lead to asymmetrical power relationships in public spheres. Young (1990) applies Habermas' (1970) position on critical theory and suggests that there needs to be a critique of traditional theories of knowledge which include that: It is presented as a given, as either a collection of previously tested and now at least corroborated propositions, lacking an internal historical dimension; and the finished product forms a system of propositions, which exists prior to the student and independently of any human agency, including the student's own-a fixed system to be acquired as such. Where the system of propositions is socially critical, the student may be expected to validate this system in his or her own experience of oppression. (p. 77) Public school teachers need to have the capacity and the decision-making power to examine curriculum and textbooks that are to be used in the classroom, so they have an opportunity to evaluate key ideologies presented. Furthermore, teachers and students within this process need the space and time to examine information and co-construct knowledge together. Young (1990) emphasizes in his critique that social institutions have a "value free and an ahistorical view" of knowledge and the critique of history is left out of any form of intellectual reflection (p. 33). Giroux (2005) echoes this position by Young and argues that critical theory must oppose positivist emphasis on historical continuities and historical development and highlight the centrality of human agency in revealing the tensions and discontinuities in history. Darder (2002) argues that much of the discussion on knowledge reproduction emphasizes the way dominant school culture functions to support the interests and values of the dominant society. Knowledge reproduction also marginalizes and invalidates the knowledge forms and experiences that are significant to subordinate and oppressed groups (Darder et al, 2017)). Classroom teachers need to examine the forms of knowledge that are taught in

classroom settings by themselves as the conveyors of “knowledge”. Teachers must mediate information with students so that there is critical analysis of history (Bartolomé, 2010). The following sub-section examines dialectical theory as a way of understanding the relationship between society and an individual.

2.4.2 Dialectal theory

But men’s activities consist of action and reflection: It is praxis; it is transformation of the world. And as praxis, it requires theory to illuminate it. (Freire, 1974, p. 88) Critical theory is concerned with deconstructing the way an individual and society interact. According to Young (1990) dialectical theory is based on Adorno’s (1987) definition of reflection. According to Adorno, critical reflection is formed out of the principles of negativity, contradiction, and meditation. This calls for a “relentless” interrogation of all universal truths and social practices that go unquestioned in schools because they are concealed in the guise of objectivity and neutrality (Giroux 2005; McLaren, 1998). According to McLaren (1998), dialectical thought seeks out social contradictions and sets up a process of open and thoughtful questioning. Such requires reflection to ensue back and forth between the parts and the whole, the object and the subject, knowledge and human action, process, and product, so that further contradictions are discovered. Within dialectical theory, the process of questioning and constant reflection reveals that human activity and human knowledge are inseparable since both are key to existence. Thus, to exist and be connected to society, an individual must reflect in the way a society’s contradictions impact his/her life and reflect on ways to “understand” the asymmetrical power relationships. A dialectical process is essential for new critical thought aimed at reclaiming the conditions of self-determined existence (Darder, 2002). Classroom teachers must constantly reflect and evaluate their pedagogical practice. In this

process of reflection, teachers can question themselves about their daily teaching and analyze the dynamics in the classroom such as student engagement and student voice (Nieto, 2002). The current oppressive conditions faced by classroom teachers create distance between teacher and student. The relationship between teacher and student can be strengthened when classroom teachers enact a dialogical process in the classroom where he/she can understand students' lives, transforming the way a teacher engages with students.

2.4.3 Praxis: Union of theory and practice

Praxis is all human activity that consists of action and reflection (Freire, 1974). According to Freire and Macedo (1987), praxis can take place through the dialectical process and democratic social relations. Of importance is that an individual and or groups of individuals reflect upon the conditions that oppress their existence so that their conditions are transformed. Freire (1974) posits that praxis must be understood as process that is necessary to reveal the contradictions causing an oppressed state and offer an intellectual critique that leads to shaping the reality of individuals: "It is only as beings of praxis-as students accept their concrete situations as a challenging condition that they are able to change its meaning by their action" (p. 99). Public school teachers and educators within the practice of praxis question their pedagogical practice and seek to change existing conditions that cause tension in the school setting. The action that teachers take in transforming conditions in the classroom must be used to empower their pedagogy and empower students (Darder, 2002; Ladsing Billings, 2000; Giroux, 2005). Within the constraints of institutional policies in the education system, classroom teachers are met with the high demands to improve on standardized test scores. Classroom teachers are part of an education system that mirrors a meritocratic hierarchy where high achieving students are

celebrated, and low performing students are labelled as failures based solely on standardized test scores. Teachers that enact praxis in the classroom must be critical about how student assessment shapes their pedagogical practice so that future teacher practice does not mirror the social reproduction process that exists in the education system. The sub-section below applies critical theory to examine the relationship between the economy and educational system.

2.4.4 Schools and the economic system

Critical theorists maintain a view of schooling as a culture and historical process in which select groups are positioned within asymmetrical relations of power based on specific race, gender, and class, rather than a process that is value free and neutral. This analysis stems from earlier works of Marx (in Young, 1990) and Hegel (in Young, 1990). These critical philosophers foresaw the emergence of capitalism and the division of classes in society. Hegel's (in Young, 1990) work suggests that the loss of individual freedom is due to the power structures in economic systems that turn the working class to "objects". Apple (2005) and Carlson (2002) further emphasize the analysis of Marx and Hegel (in Young, 1990) in terms of the impact the economy has on the social reproduction of knowledge. Both scholars argue that institutions utilize meritocracy to maintain the same societal and economic hierarchy to maintain the oppressed classes with no upward mobility. Darder (2002) echoes the position taken by Apple (2005) and Carlson (2002): To succeed requires students to be versed in the dominant cultural versions of truth and knowledge. Those who succeed are considered to possess the individual merit that consequently also makes them privilege to the economic goods that success can bring in the United States. Persell's (2012) work on social inequality in the public school's system is driven by her analysis of the social and economic hierarchies in capitalist societies. Persell

(2012) suggest that the economic social order is reflective in the schools. The work of Bowles and Gintis (2003) elucidates the posture taken by Persell (2012), and they argue that in the education system, there exist mechanisms, such as tracking, that impact the educational mobility of youth. Bowles and Gintis (2003) state that; most students in public schools and community colleges are programmed for failure. Great efforts are made-through testing and counselling to convince students that their lack of success is objectively attributed to their own inadequacies. Bringing students' hopes into line with the realities of the job market is facilitated by the tracking system. Classroom teachers and educators must evaluate the way students are assessed so that the classroom does not reflect meritocracy. Public school teachers must employ diverse methods for assessing student achievement and refrain from labelling youth based on standardized tests (Darder, 2002; Ochoa, 2006; Olivos, 2006; Valencia, 2010). English learners and immigrant children and youth are a prime example of students that are labelled as underperforming and failures due to standardized tests in the education system (Gandara & Mordechay, 2017). Their cultural and linguistic strengths are not appreciated; thus, these strengths are deemed cultural deficiencies (Nieto, 2002; Valencia, 2002). The sub-section to follow examines the role of cultural politics within a critical theory perspective.

2.4.5 Cultural politics

Critical theorists are deeply concerned with how culture is controlled, legitimized, and reproduced in society. The works of Habermas (in Young, 1990) suggest that it is an individual's right to value and honour their own culture and affirm that all action should lead to an emancipatory state. Habermas (1970) argues that a critique of a society's institutions is needed to comprehend the contradictions that shape an individual's ideas and or ideology. Freire (1974) emphasizes that a

cultural invasion of a group is a product of injustice and hegemony. Freire (1974) defines cultural invasion as a method used by those in power to dehumanize marginalized groups and control their intellectual capacity. Freire (1974) adds; In this phenomenon, the invaders penetrate the cultural context of another group, in disrespect of the latter's potentialities; they impose their own view of the world upon those they invade and inhibit the creativity of the invaded by curbing their expression. Both Habermas (Young, 1990) and Friere (1974) affirm that cultural oppression must be contested if emancipation is to be attained. Giroux's (2005) work, within critical education theory, affirms that educators must evaluate cultural reproduction. He outlines two pivotal points:

- Educators must analyze how cultural production is organized within asymmetrical relations of power in schools.
- Educators must construct political strategies for participation in social struggles designed to fight for schools and democratic public spheres. (p. 136).
Similarly, Darder (2002) echoes the posture taken by Giroux (2005) and emphasizes that schools must examine what constitutes the legitimization of culture in public schools:

Critical pedagogy must seriously address the concept of cultural politics by both legitimizing and challenging cultural experiences that compromise the histories and social realities that in turn compromise the forms and boundaries that give meaning to the lives of students. (p. 77) Critical theorists affirm the cultural and human capital that students possess must be integrated in schools. Without this process there is no democracy (Kincheloe, 2002). The public-school teacher must integrate students' cultures into the classroom setting and affirm their cultures. Classroom teachers must validate students' cultural backgrounds so that youth are empowered (Ladson-

Billings, 2000). Teachers and educators must embed culturally relevant practices in their daily instruction. The next sub-section examines the concept of power via critical theory.

2.4.6 Hegemony/power relations

But democracy, by definition, cannot mean merely that an unskilled worker can become skilled. It must mean that every “citizen” can “govern”, and that society places him or her in a general condition to achieve this. (Gramsci, 1971, p. 22)

Critical theory applies a social critique of society to identify practices that maintain the same social, economic, and political order. Gramsci’s (1971) work examines the way political power, cultural ideology, and pedagogy result in the domination of subordinate groups. The totality of this concept was coined cultural hegemony. The theory of hegemony emerged from the concerns with the changing forms of domination that have developed in advanced industrialized societies. Habermas (1970) and Adorno (in Young, 1900) address the issue of hegemony during their individual and time, and insightfully point out how the social practices and dogmas impact society because no critique is offered. Gramsci’s work emphasizes that capitalistic societies utilize forms of hegemonic control that function systematically by winning the consent of the subordinate to the authority of the dominant group. Within the context of hegemonic control, ideas, visions, and beliefs are produced by the dominant culture as natural and common sense (McLaren, 1998). According to Apple (2005), it is a challenge to uncover hegemonic practices in society due to an individual’s passivity. Apple describes hegemony within the context of schools and society in the following manner:

We live through a crisis in legitimization and accumulation-where the productive and reproductive apparatus of society (including schools) are driven with

tension, where the very essence of continued reproduction of the conditions necessary for the maintenance of hegemonic control is threatened. This is especially difficult in education where the ameliorative ideology and the immense problems educators already face leave little time for thinking seriously about the relationship between educational practices and the reproduction of inequality. McLaren (1998) extends the definition of hegemony and posits that; the dominant culture can manufacture dreams and desires for both dominant and subordinate groups by supplying terms of reference (stories/ideals) against which all individuals are expected to live their lives. He continues along this vein of thought and identifies four different modes of domination associated with hegemony:

- **Legitimization:** Constitutes a form of domination that is that is perpetuated through its presentation of a particular set of power relationships as legitimate. Dissimulation: Describes instances where subordinate group domination is concealed, denied, or obscured.
- **Fragmentation:** Is achieved through relations of domination, which are maintained primarily through the production of meaning that fragments groups and places them in opposition to one another.
- **Reification:** Results when transitory historical states of affairs are presented as permanent, natural, and common sensical, as if they were frozen or fixed in the passage of time.

These forms of domination could be manifested implicitly or explicitly. Moreover, these imbedded practices are found in schools and society (Carlson, 2003). These theorists suggest that public school teachers must be cognizant of critical information and/or knowledge reflected in curriculum, texts and or other sources that are not questioned or discussed. Nieto (2002) argues that teachers must challenge and

question school practices, such as professional development, which reinforce the dominant ideology and not the best interest of teachers and students. Foucault (1977) examines the role of truth and power as intertwined within a political system where the legitimization of an official truth extends the power of a group, individual and or system in society. Foucault (1977) examines the intimate relationship between truth and power by explaining that they are intertwined and have a significant impact on society. Foucault adds, truth is perceived in terms of a “regime of truth” where it exists “in a circular relation with systems of power which produce and sustain it, and to effects of power which it induces, and which extend it. The posture taken by Foucault (1977) emphasizes that power is created, legitimized, and reproduced by societies’ political and or social order. Thus, the power that can be yielded by subordinate group to transform asymmetrical power relations is limited due to the very nature of how truth is legitimized. Apple (2005) and Carlson (2002) reiterate the view by Foucault (1977) and argue the structure (social, economic, political/ cultural) that produces knowledge is reflective of the dominant society. Like Apple's position on power, Kincheloe (2002) argues that there exists a strong relationship between political power and the education system. Kincheloe continues by stating that discursive practices the tacit rules that define what can and cannot be said will always reflect political relationships in the society, in the classroom; fields of knowledge will take their forms because of the power relations of discursive practices. It can be contended that power relationships must be examined and deconstructed if new forms of knowledge are to be introduced in society and schools. Giroux (2005) and McLaren (1998) emphasize that it is imperative to recognize that power relations correspond to forms of school knowledge that both distort the truth and produce it. That is, knowledge should be examined both for the way in which it reflects people’s

experiences and how it influences their lives. Classroom teachers and educators must be cognizant of the power relations in the classroom setting and as such, they must equalize power in the classroom so authentic engagement be achieved. For this to occur, it is imperative teachers reflect on their teaching practice and their expectations so that democracy in the classroom is transparent (Cummins, 2000).

2.5 FREIREAN CRITICAL PEDAGOGY

According to Grox (2010), the pioneer of critical pedagogy, Paulo Freire, initiated the concept and played a key role in its development in his work “Pedagogy of Oppressed” to help deprived people in regaining their lost humanity. He was an influential educational philosopher of the 20th century. He is well known and honoured due to his sincere effort to help eradicating illiteracy to empower people through education in his home country, Brazil—a country still struggling with the inherited Portuguese colonialism (Irwin, 2012). His thoughts were based on the social and political realities of children and grandchildren of former slaves of the than Portuguese lords. His life, ideas and work served to improve the living conditions of the oppressed in Brazilian society through education. On the other hand, his thoughts go beyond the situation in which they emerge and demand a more comprehensive examination of education and power for individual in society. He believed that teachers should introduce themselves as a stimulus to the acquisition of power that extends to the reinvention of power, rather than acting for getting power, it is simply said that the education without power is useless. He argues that the education system seeks to maintain the status quo, but that the critical pedagogue must act as a revolutionary work against its competition (Escobar et al., 1994). While some scholars advocate neutral education which means support for the existing power structure and maintain status quo, but he argued that thinking about education without

thinking about power was impossible, instead he argues to challenge it (Horton and Freire, 1990). Critical educators are of the opinion that all ideas could not be weighed down to be equal or treated in equal manner, they believe that any substantial school system shows a great excitement and interest in learning of students, because students struggle to survive, and use the knowledge they gain in schools in their circumstances as important critical interventions (McLaren, 2009).

Freire (2009) emphasized that teachers should never impose their values on the students. Although every type of education is directional, it must not hinder students' ability to think critically, if not, then it becomes manipulative or authoritarian. He highlighted the fact that schools are suffering from the act of narration in his primary work, "Pedagogy of the Oppressed". He mentioned classrooms where teachers lectured students on things that had nothing to do with their lives or concerns. This instructional method was named as a banking model of education' by Freire in which teachers are considered as repositories of knowledge and plays an active role by transferring information towards their students and students are passively absorbing these knowledge resources and act as receiver. Freire's theory examines the role of education in the life of each child, but also considers the wider context of the nature and purpose of education within society as a whole.

Freire (1970/2005) said as cited by Irwin (2012) the focus of education should be on identifying and resolving boundaries in society causing problems, which he described as "obstacles in liberation". Situations that stand comfortably in the background establish their true nature as solid historical aspects of a reality. He used the term conscientization' to describe the process of looking at contradictions and working against oppressive social conditions (Irwin, 2012). In Freire's worldview, the

Whatever the obstacles are there, it is the teacher's responsibility to create the opportunities for developing characteristics of being optimistic in the students through education (Frere, 2004). Education provides the opportunity to critically examine the causes of oppression, working towards its eradication through emancipatory education and advancing the process by which the oppressed weakness becomes a transforming force for the oppressor's strength into the weakness (p. 108). According to Freire (2002), schools are not only places where capitalist technology is reintroduced, but also where it could be challenged (Giroux, 1985).

Despite utopian nature of striving for the betterment of humanity, Freire felt that progress in this regard is conceivable and substantially hard to achieve the goal, but it possible to turn oppression into liberation because it was not invincible and could be dealt with successfully through discourse (Irwin, 2012). He also argued that individuals are not unpatented beings frozen by the effects of language, but instead they are responsible for their language practices and interpretations and have natural representations (McAlren, 1994). As a result, dialogue is not only a strategy for engaging students, but also an important aspect of the learning process, a means to achieve an end, not an end. In short, discourse helps to be fully human (Freire, 2005).

Freire (2005) proposed a discourse in which oppressive social, political, and economic forces are recognized and confronted and challenged through education that develop conscientization in the student to acquire social justice. The teacher's duty, he said, was to create working methods that allowed the oppressed to gradually reveal their own reality and get liberation (Frere, 2007, p. 3). He says that the oppressed should be so careful that not to be himself through their own resistance and instead focus on the restoration of humanity on both sides. He believed that reality is essentially a process, and that thoughtful observation is not in a social isolation of the

state of mind but is an activity of communicating and conveying information. Some question whether Freire's work applies beyond the order in which it was created. It is also important to keep in mind that Freire's educational thoughts were not a teaching method, instead a new epistemology (Irwin, 2012). His work is a series of theoretical clues needed to be decoded and critically allocated to different situations in which they may be useful, rather than basic authoritative rules for immediate forms of critical education (Giroux, 1985). Freire's approach stresses students, including those from privileged backgrounds, to re-examine models of education that were previously thought to be of little importance. In critical pedagogical discourse, there is an implicit teaching for the oppressor, even if it is not explicitly stated (Allen & Rossatto, 2009).

Students of oppressive groups learn to make their ideological and pedagogical attitudes problematic through critical teaching and propose problems for finding its solution. His idea of pedagogical interaction was a challenge to the educational model in which students act as passive receptacles for teacher information. According to Freire's educational point of view, "the teacher is no more an individual who just teaches, but he himself involves in dialogue with his students in this process, and consequently learn as well as teaches Freire's (1970/2005). This discourse mediates the power of the teacher as at the same time he learns with his students. Although Freire's philosophy sometimes limited to his critique of the banking education model, his work continued throughout his life and in his early work in the "pedagogy of the oppressed" he stressed on Marxist ideas to explore the unavoidable of the stress between the oppressor and the oppressed (Irwin, 2012). On the other hand, his examination of power and education was much broader than a single discourse such as orthodox Marxism (Giroux, 1985).

Frere (2004), in another study called 'Pedagogy of Hope', stated that social class does not explain everything, assuming the post-structural aspect of class conflict as one of many historical movements. Although Freire rarely refers to discussions of post-structural and/or postmodern educational theories, he was somewhat acquainted with these perspectives in his later work. According to McLaren (1994), while the summary of Freire's writing does not easily fall within the scope of post-structuralism, his emphasis on the relationship between language, power, experience, and identity certainly adds weight to some post-structural assumptions. Irwin (2012) argues that while his work is often seen as a form of modernist liberal approach to education, Frere (2004) in *Pedagogy of Hope* argues that instead we need a postmodern foundation to be fanatical and utopian, he argues for a progressive postmodernism, advocated a progressive postmodernism that criticise to conservative, neoliberal postmodernism (Irwin, 2012).

Freire's approach was unquestionably progressive, as he put it, much more postmodern. According to a postmodern progressive perspective, teaching is more than just passing on information to students, it also teaches them how to learn. It allows oppressed to better understand how society works and the role of mass movements (Freire, 2004). No one can speak of post-modern and/or post-structural analyses of power without mentioning Michael Foucault's work. At first glance, Paulo Freire and Michael Foucault's views look contradictory. The former identifies oppressive systems that one learns to recognize and fight through education (Freire, 2005), whereas the latter, claims that these structures determine and adapt an individual's knowledge and understanding. Despite their significant differences, there are points of convergence in their texts that allow them to communicate with one another across the barrier.

2.5.1 Key Objectives of Freirean Critical Pedagogy

Freire (1971) revolutionised education and impacted innumerable teachers, researchers, and academics in subjects such as philosophy, politics, theology, and literary theory (Kincheloe, 2008). Its key objective includes:

- Including the excluded
- One of the key objectives of critical pedagogy is to allow students to gain the necessary social skills to allow them to actively participate in a transformed & inclusive democratic community.
- When you can identify the sources of power, recognize your own position in relation to power and understand the political nature of what you learn you can develop your own social actions.
- Critical pedagogy seeks to give those who have been excluded from power the right and ability to have an input into civic life.

His views on the banking approach of education and its alternatives techniques of dialogue, humanization, Conscientization, and Praxis (problem-solving) approaches have created a rift among educators engaged for social justice and resistance to domination.

Banking concept of education

- Students are empty vessels to be filled by the teacher
- Follows oppressive attitudes and practices
- End of “Banking System” of Education
- Students should not be viewed as an empty “account” to be filled in by the teacher.
- Teachers should know that students have life experiences and their own knowledge that is key in shaping their education and learning.
- Good schools do not blame students for their failures or strip students of the knowledges they bring to the classroom.
- Culture of silence

- A characteristic of oppressed people in colonial countries who do not have a voice in their society.
- The dominant culture silenced the oppressed

Dialogical method

- Abandon lectures
- Open communication among teacher and students
- All teach, and all learn
 - a teacher who learns and
 - a learner who teaches

Humanization

- The vocation of everyone is to become more fully human, configured as an emancipation from oppression
- Alleviation of Poverty
- Liberatory education
- Raises students' consciousness, preparing them to engage in larger social struggle for liberation

Conscientization

- Learning to perceive social, political, and economic contradictions
- Developing a critical awareness
- So that individual can act against the oppressive elements

Praxis

- Paulo Freire defines praxis in Pedagogy of the Oppressed as "reflection and action upon the world in order to transform it."
- Through praxis, oppressed people can acquire a critical awareness of their own condition and with their allies' struggle for liberation.
- Power and know how to act against oppression.

2.6 AIMS OF CRITICAL PEDAGOGY

The landmark *Pedagogy of the Oppressed* (1970) by Paulo Freire examined liberation and provided ways to achieve it. He said that it can only be achieved by the oppressed because the oppressor being dehumanized is unable to lead this struggle because he makes others dehumanized (p. 47). But the oppressor can show solidarity with the oppressed. According to Freire, liberation comes only when a humanizing pedagogy in which the revolutionary leadership establishes a lasting relationship of dialogue with the oppressed (p. 68). Freire described the characteristics of this revolutionary human education. For beginners, it may not be a traditional approach in which the teacher releases the information and submits it to the patiently lying students, expected to remember and repeat it (p. 72) because students will then passively accept instead of modifying the world. As an alternative, student critical consciousness should be raised through a dialogical relationship with teachers. This allows the teacher's authority to be dialectical with the students' authority, as teachers act as the source of their power as truth givers, facilitating students' research and problem solving. Students promote their freedom in relation with such instructor authority, and they can become self-directed people who can generate their knowledge (Kincheloe, 2008).

Critical Pedagogy (Kincheloe, 2005) is concerned with altering oppressive power relations that lead to people's subjugation. It tries to humanise and empower students. The concept of a just society in which people have political, economic, and cultural control of their lives is central to critical theory. Critical theorists think that these goals can only be achieved by emancipating oppressed people, which empowers them and allows them to change their circumstances. CP is mostly concerned with critiquing schools in capitalist societies.

The key goals of CP, according to Gor (2005), are raising awareness and rejecting human rights violations and prejudice. Freire's CP, which is nearly identical to critical theory, aims to turn oppressed people from objects of instruction into subjects of their own autonomy and emancipation. Students, according to this viewpoint, should act in a way that allows them to transform their society, which is best accomplished through emancipatory education. Students learn to think critically and develop a critical consciousness through problem-based education and questioning the problematic issues in their lives, which helps them better their living conditions and take required actions to establish a more just and equitable society. As a result, it may be claimed that CP opposes all forms of dominance, oppression, and subordination to emancipate oppressed or marginalised people.

According to Kessing-Styles (2003), CP is a response to inequalities and repressive power relations that present in educational institutions. Paulo Freire, Wolfgang Klafki, Michale Apple, Peter McLaren, Ira Shor, and Henry Giroux are among the major authors linked with CP. Critical pedagogy is pedagogy that enables students to become aware of, conscious of, conditions in their lives and in society, as well as to have the required skills, information, and resources to plan and implement change. It's a conscious process. It brings forth a person's ability to see the truth of a situation and to uncover and act on interaction possibilities. To put it another way, it is the philosophy and practise of assisting students in developing critical consciousness. "Habits of thought, reading, writing, and speaking that go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organisation, experience, text, subject matter, policy,

mass media, or discourse," according to Ira Shor (2006). Critical pedagogy can be linked back to critical theory, which is concerned with developing a rational society that meets human needs and powers, linking theory and practise, providing insight, and empowering subjects to change oppressive circumstances and achieve human liberation. It is made up of several interconnected elements. Knowledge is understood as expressing and embodying interests and values, implicating issues of power and ethics in all expressions of knowledge; it seeks to negate the objective nature of knowledge, forcing educators to confront the relationship between knowledge, power, and control. That is, action that would change the power balance and broaden the range and breadth of options for individually and collectively specified initiatives (Lurdgren, 1981).

The editors of 'The Critical Pedagogy Reader' define conscientization as the process whereby students as authoritative members gain a deeper comprehension of the social state of the world as it really is rather than as they might want it to be that determine their lives and establish skills for their reconstruction (Darder, Baltodano & Torres, 2009). Social practices or principles provide and legalize specific social practices and structures, or barriers that limit individual life and appear beyond individual control, have their origins in the relationship of power governing the society are examples of these facts (McLaren, 2009).

To put it another way, conscientization helps students become more conscious about how power impacts everything from the schooling to culture and to what is known as knowledge in our society. Second, for dialogue to affect the world, Freire (2005) stipulated that it must be conducted with love, humility, faith, trust, hope, and critical thinking. This inclusion of love, faith, and hope is especially crucial in countering the concern that critical pedagogy may give pupils a poor picture of

society or a sense of powerlessness in changing it. Instead, Freire promoted the optimistic viewpoint that society was built by humans and can thus be rebuilt by humans (Kincheloe, 2008).

How power affects everything from education to culture is seen as knowledge in our society. Secondly, he stated that for dialogue to affect the world, it must be conducted with love, humility, faith, trust, hope and critical thinking. The inclusion of love, faith and hope in this way is particularly important in dealing with the anxiety that critical pedagogy can give students a bad picture of society or a sense of weakness in changing it. Instead, Freire encouraged an optimistic view that society is built by people so that it can be rebuilt by humans (Kincheloe, 2008). Eventually, according to Freire (2005), both teachers and students should reflect on their behaviour called 'praxis. He felt that the students would learn to read the world and therefore change it through praxis and the dialogic discourse.

Scholars from North America, such as Henry Giroux, Peter McLaren, Ira Shor, Stanley Aronowitz and others, called for critical pedagogy that could change the structure of public education. Formal education, and therefore teaching, is essentially political. Schools, according to Giroux (1983), are cultural and social mechanisms of reproduction because they legitimize capitalist reasoning and support dominant social practices (p. 258). As a result, teachers need to be aware that, what appears to be impartial education is supporting the dominant social system and maintaining the same hierarchies that are being existing in society, it can be said that critical pedagogy seeks to disrupt the reproductive role of school for maintain the situation of status quo and enhance an education for emancipation by creating dialogic and problem solving activities in the daily classroom activities, which help students for enhancing their

power to perceive their existence in a critical way and tries to improve their conscientization for the creation of a just society.

2.7 CRITICAL PEDAGOGY AND HEGEMONY

Darder, Baltodano, and Torres (2009) wrote about supremacy that understanding how hegemony works in society provides the basis for a critical educator to understand how the seeds of domination are sown, as well as at the same time, how can it be challenged and overcome through resistance, criticism, and social action process. Although some scholars like Giroux, McLaren, and Peters (2013), have suggested counter-hegemonic education, it appears that Gramsci's theory features a progressive hegemony to end oppression, provides alternative education what researchers desire Jones (2006). He declares that progressive hegemony, or 'moral and intellectual leadership was Gramsci's vision about how society can be changed and established that only the working class can be the leader and dominant class (hegemonic class) to the degree that it manages to establish a system of class unity that allows it to mobilize a large working population against capitalism and the bourgeoisie state (Gramsci, 1994). The expression counter-hegemony suggests something against the establishment of a class alliance with an agreement based on this definition of hegemony. Instead, discover how education can contribute to a progressive hegemony in which oppressed groups come together to fight a repressive structure (Kaufmann, 2000).

2.8 CRITICAL PEDAGOGY IN MULTICULTURAL CLASSROOMS

Critical pedagogy works well in social studies classrooms like US history. Darder (2012) argues that since the history of knowledge is an important aspect of critical pedagogy, 'the declining study of history at all levels of schooling must be brought to the point of critical influence' (p. 84). Giroux (1983) argues that the current

social system is considered inevitable or unchangeable due to a lack of awareness of its historical roots. This is a common method of transmitting citizenship in the social sciences. Citizenship transfer education forces students to believe that the country's current democratic and capitalist system is the best, which means that any unfortunate historical event such as slavery or Native American migration must have an inevitable cost of progress (Barth & Sharmis, 1970). Although such a social studies approach (depending on whether students are critical thinkers) can successfully persuade children to become loyal and obedient members of the state, instead That the curriculum should be directed towards the goal of a patriot who emphasizes the role of the great men in the formation of our modern world or events that present meanings are often lost to students. Dorder (2012) argues that teachers should help students understand history as a social process, including the participation of both social movements and the state, as well as economic and cultural forces that act as important determinants in society.

Furthermore, because historical events frequently conceal more than they show, a critical historical understanding is based on deconstructing historical events, texts, and pictures. Critical pedagogy can help students grasp the social processes that have produced contemporary conditions and see that current inequities are not inevitable. Critical pedagogy must build on students' own histories and ways of making sense of the world to achieve these goals. Critical pedagogy is based on these concepts, Darder (2012) proposed a critical bicultural pedagogy theory to suit the requirements of racialized working-class students. This pedagogy must: be based on a cultural democracy paradigm; Recognize forms of cultural invasion; Support a dialectical, contextual view of the world. Allow kids of colour to find their voice, critique, and alter the world via discussion. Examine the political dimension of

education as well as societal power; be committed to empowering all people and beings (p. 102). Freirean critical pedagogy is responsible for the emphasis on democracy, discussion, power, and a dialectical understanding of the world. Darder's approach is valuable for envisioning a critical pedagogy that can be used in multicultural classrooms because it is additive (Valenzuela, 1999), culturally relevant (Ladson-Billings, 1995), and culturally sustaining (Paris, 2012) in the sense that non-dominant heritage cultures are not only preserved, but also treated as valid and valuable sources of knowledge. Teachers can use additive pedagogy in social studies classes by having transnational students conduct a comparative study of the governments of their heritage nations and the United States government (Hilburn, 2015). However, critical theory findings have had little impact on social studies education in general, and history education (Segall, 1999). They are still predominantly taught from perennial and essentialist perspectives that there is a specific body of information that students must acquire to be loyal, obedient citizens and/or economically productive members of society (Gaudelli, 2002). Efforts to teach otherwise, such as the Republican National Convention's (2014) resolution to overhaul the revised Advanced Placement U.S. History curriculum because it "emphasises negative aspects of our nation's history while omitting or minimising positive aspects," are met with fierce opposition (p. 1).

Students, on the other hand, have protested these initiatives to cleanse the curriculum and favour patriotism over reality (Fischer, 2005; Paul, 2014). These demonstrations demonstrate that students not only want a more critical social studies education, but also are wary of attempts to deny it to them. Critical pedagogy is especially important in history education if students are to confront the social problems they face today and in the future by learning how dominant discourses

generate knowledge and the social world. History "needs disputation, critique, and action, not inactivity, blind acceptance, and retention," according to the author (Segall, 1999). However, as Segall (1999) points out, critical pedagogy necessitates more than deconstruction and comprehension; it also necessitates action. Students must begin to envision and act on ways to change society. In his book *Capitalists and Conquerors: A Critical Pedagogy Against Empire* (2005), Peter McLaren claimed that any institution deserving of the name "school" must teach students to be active agents of social reform and critical citizenship.

This is a critical undertaking since the major issue ahead is to educate a citizenry capable of overcoming the systemic exploitation of so many people around the world. Citizenship education is an important component of critical pedagogy and a role that is frequently attributed to social studies teachers (Hickey, 2002). Even though this narrative "does not speak for a large percentage of those currently living in the United States, nor does it adequately prepare students to live in a society characterised by increased diversity, immigration, and pluralism," citizenship education, like other elements of social studies education, typically takes the form of "the same patriotic, Eurocentric narrative that has been taught since the nation's founding" (Journell, 2011). Citizenship education in schools is often civic republican, emphasising rights, duties, and affiliation with prevailing conceptions of American culture and history (Abowitz & Harnish, 2006). This strategy maintains the social order by ensuring that most students are "educated for check-out lines and voting booths, while only a few are trained for board rooms and legislatures" (Parker, 1996, p. 107). There's also the suggestion that being "American" means adopting White identities (Pérez-Huber, Lopez, Malagon, Velez, & Solórzano, 2008; Urrieta, 2004).

It's no surprise that many young people consider such curriculum as contradictory to their own experiences (Rubin, 2007), and that they don't see how they can engage in this non-inclusive political process (Niemi & Niemi, 2007) or how their participation would matter (Levinson, 2012). Furthermore, young people in the United States are losing interest in political concerns and voting (CIRCLE, 2003). A huge divergence in political efficacy and engagement, known as the "civic empowerment gap" also exists (Levinson, 2012, p. 31), between White students from the middle and higher classes, underprivileged pupils, and students of colour. This disparity extends into adulthood, with persons earning \$75,000 or more six times more likely than those earning less than \$15,000 to be politically active (p. 34). This disparity is substantially wider than it was in the late nineteenth and early twentieth centuries, and it is around three times that of European, Asian, and North and South American countries (Levinson, 2012). Because "the legitimacy, stability, and quality of democratic regimes are all directly dependent on the vigorous engagement of a representative and vast cross-section of citizens," such a gap jeopardises democracy (p. 48). However, research suggests that acknowledging current injustices can increase civic engagement among youth in general and youth from marginalised groups (Rubin, 2007; Westheimer & Kahne, 2004), though such discussions may also need to be accompanied by fostering a sense of solidarity (Rubin, 2007; Westheimer & Kahne, 2004; Levinson, 2012). Youth may be more engaged in citizenship education that recognises inequities, especially if they have personally experienced injustices and distrust attempts to promote citizenship as universal and unifying. As a result, citizenship education for our current and future generations of culturally diverse and transnational students must be "problematized and reconstructed" (Giroux, 2005, p. 6).

2.9 PRINCIPLES OF CRITICAL PEDAGOGY

Critical Pedagogy's fundamental principles and concerns stress that all education is intrinsically political, and all pedagogy must be conscious of this fact. This implies that curriculum and knowledge be generated as a part of an ongoing interaction with a variety of tales and traditions that can be re-read and re-formulated in politically distinct terms, rather than being treated as a sacred book. Through its emphasis on breaking down disciplinary barriers and creating new spaces where knowledge may be created, critical pedagogy must create new forms of knowledge. Teachers as transformational intellectuals occupy certain political and social places must be developed as a theory in critical pedagogy. Issues of race, class, gender, sexuality, religion, and physical ability are all important domains of oppression and critical anti-hegemonic action, and the alleviation of oppression and human suffering is a key dimension of educational purpose. Schools must not cause harm to kids: excellent schools do not punish students for their mistakes or take away their knowledge. All viewpoints, including critical pedagogy, must be questioned and problematized. Education must foster both emancipatory change and intellectual development; these goals should never be mutually exclusive; rather, they should be complementary. The aims and needs of new kinds of colonialism and empire are frequently reflected in education. As part of critical transformative praxis, such dynamics must be exposed, understood, and addressed (Shor, 1992; Giroux, 1998; Kechlope, 2003).

2.9.1 CP and Levels of Consciousness

According to Boyce (1996), critical consciousness is more important for Freire's CP since it focuses on the formation of critical consciousness. Intransitive, semi transitive, and critical awareness are the three stages or levels of consciousness

identified by Freire (1973). Individuals accept their life as they are at the lowest level, or intransitive, and any change that occurs in their lives appears to be the consequence of magic or miracles. They make no attempt to improve their living situations or correct the injustices done to them. Semi transitive awareness is the next level or stage of consciousness, which is higher than the prior level. People at this level are aware of their issues and can learn to alter one thing at a time. They are unable to engage with the outside world and regard their troubles as normal or unavoidable. Actions performed with this level of awareness are frequently short-sighted. The highest level of consciousness is critical consciousness, also known as critical transitivity. People who have this mindset see their difficulties as systemic issues. They can create connections between their issues and the societal context in which they are occurring. This consciousness allows people to interpret situations and examine reality. Learners must reject passivity and exercise discourse to achieve this level of consciousness, according to Heaney (1995). He also felt that critical consciousness comes from collective struggle and praxis, rather than from individual or intellectual endeavour.

2.9.2 CP and Dialogism

Dialogism, according to Freire (1998), is the foundation of critical education since it is one way of actively involving students in their own education. The use and practise of dialogue reduces teacher talk while encouraging learner participation (Shor, 1992). "Dialogue is the contact between men, mediated by the world in order to name the world," says Freire (1970). (p. 69). "Only the debate, which necessitates critical thinking, is also capable of generating critical thinking," he continues.

There can be no true education without discussion, and there can be no true education without dialogue" (p. 73). As Freire maintains, the use of conversation entails the use of a language that is familiar to the individual. That is why it is critical

to engage in community conversation. Freire's (1985) classification considers the context of discourse and the context of reality, both of which he says are essential for learning to occur. He also argues that conversation transforms education into pedagogy of knowing because true dialogue brings teachers and students together in a connection where one knowing subject meets another knowing subject (Freire, 1985). Teachers in a dialogic classroom are expected to listen to their students and learn about their problems that are important in their communities, as well as ask questions that help students understand these problems from a societal perspective, and then find ways to take political action to solve them (Degener, 2001). According to Shor (1992), discourse must strike a balance between instructor authority and student contribution. For discourse to be free, it must take place in a context of equality. Higgins (1996) emphasises Freire's point that communication cannot take place when instructors and leaders elevate themselves above others.

In a truly dialogical relationship, all members have an equal opportunity to speak, everyone respects the right of others to talk, and all viewpoints are tolerated (Robertson, 1994). According to Robertson, the teacher empowers students and gives them a voice through discussion, which stops oppression and allows them to decode secret codes and power relations to reconstruct reality. In other words, there is equitable, open, and critical inter-subjectivity between students and their reality, as well as between teachers and students, in CP-supported discussion. Between the teacher and the students, there is also mutual acceptance and trust (Heaney, 1995). It is via this discussion, namely reflecting on what one knows and does not know, that essential steps to reform and modify reality can be taken (Kessing-Styles, 2003). This emphasis on dialogical relationships as the centre of every educational experience is

also emphasised by the fact that the significance of human life is communicated through communication (Kessing-Styles, 2003).

2.9.3 CP and Praxis

Praxis is activity that embodies attributes, not just behaviour based on reflection. A commitment to human well-being and the pursuit of truth, as well as respect for others, are among them. It can also refer to the act of putting ideas into action, exercising them, realising them, or practising them. A person must 'make a smart and prudent practical judgement about how to act in this situation,' according to the law (Carr & Kemmis 1986). We might say that word and action, action and reflection, theory and practise are all facets of the same idea, as Paul Taylor (1993) wrote. This activity is more than just doing something, as described by Freire as activism and Aristotle as poiesis. Poiesis is the act of acting on or doing something to something: it is the act of working with objects. Praxis, on the other hand, is inventive: it is outward-looking and dialogic.

"The self-creative activity by which we make the world," according to the definition. Praxis demands theory that is both relevant to the world and nurtured by acts in it, as well as an action component in its own theorising process that emerges from practical and political grounding" (Buker, 1990). Praxis in education strives to close the gap between theory and transformative action. In other words, praxis connects education, which is a laboratory, with social change (Boyce, 1996). Freire's practise encompasses both reflection and action, as well as interpretation and transformation.

"Critical consciousness is achieved not through intellectual effort alone, but by praxis-the genuine union of action and reflection," he says (Freire, 1970, cited in Burbules & Berk, 1999). Boyce (1996) also claims that students who have learned

praxis are more prepared to participate in group activities. Praxis is critical reflection and action with the goal of using a variety of educational methods and procedures to improve not just the learning environment but also the world (Kessing-Styles, 2003). Recognizing the significance and consequences of practise Sadeghi (2008) claims that the practise of praxis is only likely to occur through a dialogical process. As an example, consider the following diagram:

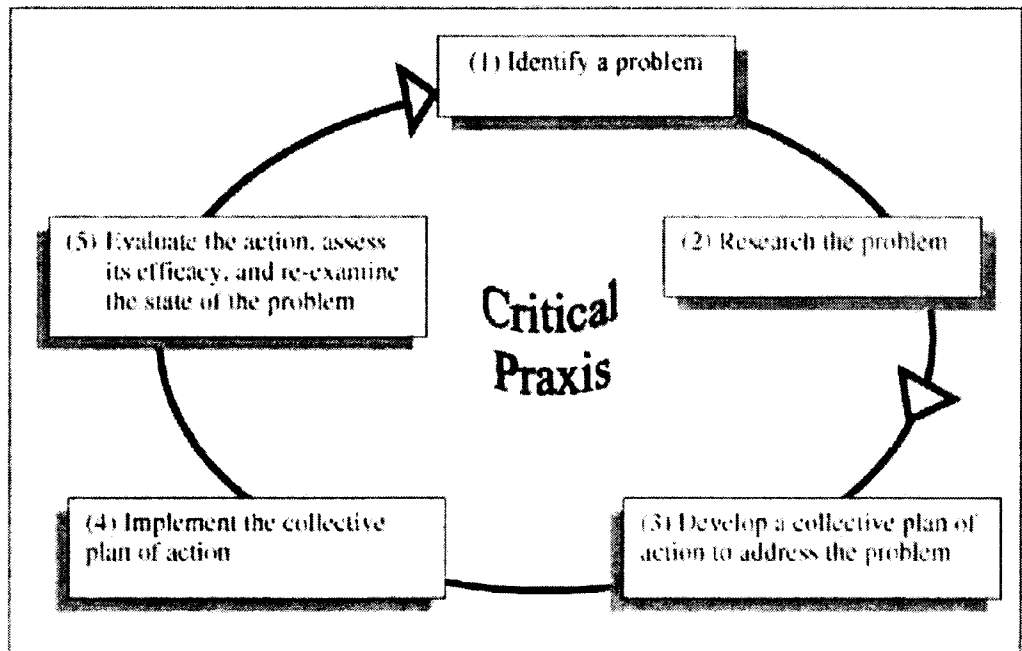


Figure 2.3 Critical Pedagogy Praxis

The interaction of theory and practise is known as Praxis. Classroom practises change as critical theory is applied to pedagogy. As change occurs, elementary teachers and students work together to reflect on and re-examine long-held beliefs. This research focuses on how to bridge the gap between theory and practise. How would learners internalise citizenship or come to appreciate democracy if they have no first-hand experience with social action? In the United States, schools are frequently the least democratic places. Teachers rarely organise, execute, or assess learning using democratic methods. Most of the time, administrators expect and order the directed learning regime. Kincheloe (2001) explains how civic education can be

hard and lead to social action. His vision includes teachers aiding students in acquiring sufficient topic knowledge to examine and construct self and social knowledge. As a result, children will have the cognitive tools they need to ask intelligent questions and become self-directed. It's odd that so few school administrators appear to realise that the classroom serves as a democratic training ground. Students who participate in transformational social action perceive a sense of belonging both locally and globally. Democracy takes on its true meaning. Students learn about the relationship between democracy and justice and equality. It is possible to bring about social change (Kincheloe, 2001). Today's schools place an emphasis on academics at the expense of human development and identity. Individual and collective identity are either ignored or consigned to the background. From a critical theoretical viewpoint, this chapter examines how we learn who we are through education and how educators might help with this process. Students should be able to pose the following questions with the help of critical pedagogy:

1. Who am I?
2. Why am I here?
3. Where am I going?
4. How do I get there?
5. What obstacles are in my way? How can I transcend these?
6. Who travels life with me, what groups?

2.9.4 Relevance of Critical Pedagogy in Education

As a method of instruction, critical pedagogy frees people from oppression and the universe, which tends to stifle their advancement. It examines the supremacy of an emancipatory breakthrough in urban education analytically while being stubbornly based in crucial practises. The research suggests that lecturers should use critical

pedagogy in numerous areas, including instruction and curriculum, mounting a view of society, and developing students' views. Critical pedagogy in tutoring and curriculum involves elevating students' perceptions and empowering them to take charge of their education (McLaren 2006). According to Shor (1992), education empowers people by instilling ideals such as problem-solving, de-socialization, research, participation, and democracy. Critical pedagogy provides academics and instructors with an effective technique of comprehending schools' roles in topics such as class, race, and a gender-divided society. This approach promotes students' asking about their own experiences, teachers' ideologies, literature, and phases of school policy that liberate and preserve society's integrity. Education empowers people by fostering ideas such as problem-solving, de-socialization, research, engagement, and democracy, according to Shor (1992). Academics and instructors can use critical pedagogy to better understand the role of schools in issues like class, race, and a gender-divided society. This method encourages students to inquire about their personal experiences, teachers' ideas, literature, and school policy stages that both liberate and preserve society's integrity.

Another perspective on critical pedagogy submission is that it allows students to engage in serious thought on a variety of topics. According to Ahlquist, critical thinking contains "strong sense" and "weak sense" (1990). He explains that "weak-sense" thinking involves artificial deliberation that does not allow for meaningful investigation of potential issues, whereas "strong-sense" thinking involves true critical contemplation. Instructors, according to Ahlquist, should encourage their pupils to engage in critical analysis of events rather than telling them what to do. The goal of critical pedagogy is to encourage students to express themselves in a humanistic, holistic, and legitimate way (Talvacchia 2003).

Having a student-centred prospectus and pedagogy is beneficial for fostering student empowerment and involvement. The essential ideas that describe critical pedagogy as a hypothesis and application are embodied in this empowerment. Freire believes that students should be given the power to define themselves and express their opinions on societal problems. "In the anticipation of achieving freedom, individuals are disconnected in their reproduction of clarity, independence, and comprehension," Milner (2003) recommends.

As a result, rather than from society to person, transformation should occur from the individual to the community. The implementation of critical pedagogy theory is accomplished by incorporating it into daily operations. In general, pedagogy application is necessary to raise questions about human existence and to comprehend the benefits that students may achieve (Lissovoy, 2008). Critical pedagogy provides a paradigm for how education should be done in a way that is both powerful and healing. Students learn important skills and become more aware of their environment by using this strategy. Furthermore, teachers put their ideas and abilities to work in ensuring that pupils receive the knowledge they need.

2.9.5 Teaching Learning Process in Critical Pedagogy

According to Vandrick (1994), the primary goal of CP is to emancipate and educate all individuals, regardless of gender, class, colour, or other factors. Gadotti (1994) also mentions Freire's interest in teaching, which he uses to try to transform the oppressive society's structure. According to Kanpol (1998), critical pedagogy is based on the belief that every citizen deserves an education, which includes the teacher's understanding of the schooling structure that would prevent education from taking place.

Freire (1970) makes a distinction between banking and problem-solving education. Teachers are pillars of knowledge in the traditional conception of education; they know everything, and students know nothing. Teachers instil information in their students but never ask them to examine it. The teacher has an opinion, but the students do not. The topic is chosen by the teacher, and the students must adhere to it. The teacher is the authority figure, and the students are submissive to it. In this concept, students are knowledge receivers. They take in information, memorise it, and repeat it. They are not required to apply their knowledge to contemporary societal problems and injustices to improve society. As a result, they are reduced to a supporting role in this perspective. Because it is like depositing money in a bank, the victims and oppressors are segregated in this way, which reflects the organisation of an oppressive society Freire (1970). It promotes reality preoccupation. As a result, it serves as a mechanism for maintaining political tyranny and works against liberation and emancipation (Joldersma, 1999).

This paradigm is rejected because teachers should be concerned about society and provide opportunities for students to critically reflect on and act on their place in it. Joldersma (1999) criticises this approach, claiming that information is overly packaged, full, and objective, making it easily transferred to passive students, and that it portrays the world as static and unchanging. Students feel that the instructor has power, authority, and action, and that students are treated as objects rather than human beings in this model. As Joldersma (1999) put it, this paradigm dehumanises students by instilling repressive passivity in them.

Freire (1970) offered a problem-posing education as an alternative to the banking paradigm that can lead to critical consciousness. According to Joldersma (1999), successful teaching or problem-solving pedagogy leads to pupils developing

their own expertise. By focusing on problematic issues in learners' lives, Freire (1960) proposed that literacy becomes immediately relevant and engaging through a problem-posing process. According to Freire (1970), problem-solving education involves the disclosure of reality, with the aim of awakening consciousness and act of intervening critically to improve a situation. This awareness enables students to take the necessary steps to improve their living conditions (Freire, 1970). It is based on the realities of students' lives and their circumstances. It implicates the view that people have the right to ask question and challenge to inquire about the happening of things around them. After listening to the students in this process, the teacher chooses and presents a familiar situation to the students in the coded format and eventually asks a series of questions ranging from specific facts to a general conclusion about the situation i.e., the inductive format (Kabeline, 2000). In addition, according to Nixon Ponder (1995), the students go through five stages of the problem posing process by explaining the content of the debate, explaining the problem, personalizing the problem, discussing the problem, and discussing the solution to the problem.

Elias, Branden-Muller & Sayette (1991) stated that students in the problem-posing approach are at the same level as their teachers in terms of exploring about subject or topic under discussion and knowledge under investigation to reach at the solution of the problem. They have liberty and control over the educational process determine the outcome collaboratively with the help of the teacher. According to Frier (1970), both students and teachers are active members of this process. The instructor reveals the truth with the help of experiences that determine how things appear and creates knowledge of the world as it really is rather than as one might want it to be i.e., the reality. According to this context, students develop the ability to critically consider how they exist in the world and learn to understand the world not as a static

reality but as a reality in motion in a constant state of qualitative change and transformation (Freire, 1970, p. 71). As a result, critical pedagogy is a laboratory process of education. This means that it raises students' consciousness about their own participation in educational activities by emancipatory education, prepares them to participate in a bigger struggle and helps them to create almost the same picture of their own experiences to the facts. It also enables students to face oppressive social conditions and work towards a more just society (Foley, 2007). According to Aries (2006) as stated by Foley (2007) that the purpose of education is not just to learn mere contents of knowledge or curriculum, but it aims to create the ability to critically analyse the social system that leads to carry out action in the service of social justice through schooling. Giroux (1998) stated that education must prepare students and individuals who think critically and can contribute for democratic life and social justice in the society. This could be accomplished in a way that education takes place in a real-life setting, encouraging students to participate in discussions about their language and knowledge. Critical teaching explores the complex connection between power and knowledge, which arises from the enormous changes that characterize present educational and social conditions. This knowledge in turn influences the teacher to question the concepts of privilege, neutrality and objectivity, and the idea that politics should be kept out of the classroom. This pedagogy aims to unearth overlooked communities' voices, texts, and perspectives by focusing on the boundaries of society. Eurocentric opposes patriarchal and elitist forms of perception, teaching and behaviour by providing a safe space for disadvantaged groups of people to speak and question by encouraging their voices (Kincheloe, 2004; Mayo, 2004; Phipps & Guilherme, 2004; Borg & Mayo, 2006). Literature in this regard suggests that several people seem to have established and clarified the critical pedagogy in

their teaching process and practices based on the way as suggested in the problem posing educational process (Freeman & Freeman, 1992; Shore, 1992; Peterson, 1999; Stephanie, 2001 Bowering & Bread 2003). All this based on the basic ideas of critical pedagogy. These are the following ideas, according to these ideas critical pedagogy reflects the teaching practices in which:

- Dialogue is the focus of teaching learning process.
- It should be connected to the geographical knowledge and social perspective of the student.
- This should promote critical thinking.
- It should represent existing regional difference and social contradictions.
- It should help students to cope and interact with various difficulties faced in classrooms and everyday life.
- It must be established on democratic values.

For the promote discussion on a particular topic or issue, critical pedagogy lesson plans should include authoritative resources such as television, commercials, videos, radio, internet resource, etc which allows students to explore and discover a culture they represent. This serves as the basis for cultural dialogue and critical reflection. (Ohara, Safe, & Crookes, 2000). According to Kincheloe (2005), both teachers and students should present text and topics that bring their experiences to the classroom and present the information in the context in which it happened. Students can choose the most important and relevant topics in their life and work related to the content in their educational tasks and assignments (Kessing-Styles, 2003).

Okazaki (2005) argues that the content should be from the current scenario and make sense to inform students both reproductive role of disturbing content and the possibility of resisting it. The real resources help students connect their knowledge to

the current social issues and take the necessary steps for a better society. These transformative activities help students develop their thinking and practical skills, recognize the wrongdoers, oppressors, and social contexts.

Wallerstein & Bernstein (1988) cited Ares (2006) that to enable transformational practise, students' cultural history, practises, knowledge, and languages are given special consideration. It is also emphasised that the goal of transformational practise is to bring about societal change. As a result of this, students begin to work together, reflecting on the problem and exploring solutions together. Many of the issues that poor and minority children and communities face cannot be handled easily or quickly. As a result, students start working together in collaboration, reflect on the problem, and explore solutions of the problems together. Many of the problems faced by children of poor families, minority and communities cannot be addressed easily. In fact, a critical educational approach can raise the question of how and why things are there, as well as point out the simple steps that can be taken to solve them and recognize the complexity of the problem and the time it will take to resolve it with individuals (Wallerstein & Bernstein, 1988).

2.9.6 CP and the Role of Teacher and Student

Teachers are considered as problem solvers in this approach. Learning through problem solving and practical application, according to Dewey (1963), encourages students to take a more active part in choosing their experiences and roles within society. According to Kincheloe and McLaren (1994), teachers must empower their pupils by improving their knowledge of the process of reproducing an inequitable status quo in schooling and by providing societal institutions. In Giroux's views, teachers are Transformative Intellectuals who have the knowledge and skills to analyse and reform society's existing inequities (Sadeghi, 2008). She claims that the

purpose of this transformative intellectual is to learn from students, appreciate their perspectives, and participate in the dialogical process. According to Giroux (1997), instructors empower students to become cultural producers who may rewrite their experiences and perceptions by setting adequate conditions. They also assist students in learning from one another as well as theorising and comprehending how to critique the classroom's authoritarian power. Classroom experiences, according to Paulo Freire (1998), should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them evaluate the validity, fairness, and authority within their educational and living situations with the help of teachers. "Teaching that does not originate from the experience of learning cannot be learned by anyone," he continues (p. 30). According to Degener (2001), teachers play a critical role in CP because they spend the most time with kids and have the biggest influence on students, programmes, and how learning takes place in the classroom. A critical teacher, according to him, should be able to elicit student ideas about programme structure and curriculum, set up a classroom that encourages dialogic engagement, and find a way around obstacles to class discussions. Teachers also have a key reflective role; in that they must engage in serious self-reflection about their position and the implications of their power in the classroom to create an open and equal environment (Morales; Schissel & López-Gopar, 2020). Self-reflection is "the form of interrogating one's goals, purpose, ideology, and pedagogy as influenced by theory and habit," according to Crabtree and Sapp (2004). By embracing poor educational ideas and repressive forms in their own educational practises, self-reflection allows teachers to make their classes more student-centered (Higgins, 1996).

According to Degener (2001), a critical educator assists pupils in comprehending the reasons for the facts. According to Horton and Freire (1990), a CP teacher must be an authority on the subject topic while also being receptive to sharing what he knows with students through interaction. Teachers in CP engage with students about society and culture to help them think critically about the culture they are studying and ready to enter. In this method, students can choose the essential forms of action to do to better the lives of oppressed groups through introspection (Ohara et al., 2000). Both students and teachers should engage in critical thinking, but it is the teacher who assists students in identifying how to move forward in their practise critically (Kessing-Styles, 2003). Teachers should question the current structure by rejecting long-held cultural expectations and mores of both themselves and the institution, as well as relinquishing much of the power conferred on them by their positions (Foley, 2007). Emancipatory knowledge, which helps students comprehend how power and privilege distort and manipulate social interactions, and supports oppressed students by identifying with them, is a concern for critical educators.

Students are active participants, according to Giroux (1997), in that they correct the curricula with the teacher, share their thoughts, and learn to challenge preconceptions. Students, according to Degener (2001), participate to curricular decisions and decide subjects of study as well as the reading materials linked with them. Moore and Parker (1986) define critical learners as those who can accept, reject, or suspend judgement regarding a claim. They can also provide rationales for their ideas and rectify practises, both their own and others' (Lipman, 1988). They should engage in social criticism to build a public forum where citizens can take control of their own lives and education (Giroux, 1992). Degener (2001) argues that

pupils learn how to alter their life by allowing them to reflect on knowledge based on their common sense. This is a change from naive awareness to critical consciousness, as defined by Freire. Educators should empower pupils to reflect on their own surroundings and self-assess to assist they engage in critical consciousness. Guthrie (2003) sees both teachers and students as co-agents, meaning that the teacher's authority leads the class, but it differs from traditional pedagogy's authority. This is consistent with Freire's (1970) theory that instructors and students have a fluid relationship, in which teachers are learners and learners are teachers. As a result, rather than becoming recipients of knowledge, learners become creators. "No one teaches another, nor is anyone self-taught," Freire adds. "Men teach each other, mediated through the instructor" (p. 67). Guthrie continues, "In terms of existing knowledge and institutional authority, teachers are in a hierarchical position above the students. Dheram (2007), on the other hand, proposes that both students and teachers should act as awareness-raising critics, aiming to identify beneficial and problematic aspects of education. He believes that through transforming verbal and nonverbal forms of instruction into effective self-affirmation tools, students and teachers will better comprehend their responsibilities as study subjects and change agents (Valdez, & Tan, 2018).

Teachers are considered as problem solvers in this approach. Taylor (2017) is credited as a forerunner in this field. Dewey (1963) thinks that problem-solving and practice-based learning allows pupils to take a more active role in creating their own experiences and social positions. According to Kincheloe and McLaren (1994), teachers must increase their students' awareness of the educational process, which is critical in identifying the unjust status quo in education and providing education that is socially just. As Giroux (2011) pointed out, a teacher is a transformational thinker

who has the knowledge and ability to criticise and modify existing inequities in society for the betterment of the students (Sadeghi, 2008). Teachers and students must collaborate in the pursuit of knowledge, but the instructor assists students in determining how to proceed in their practise in a critical manner (Shudak, 2013). According to Giroux (2011), students are actively involved in the fact that they amend the curricula with the teacher, exchange their thoughts, and learn to question commonly held assumptions. Students, according to Degener (2001), contribute to curriculum and study decisions, as well as establish study fields and relevant reading resources. They must engage in social criticism to build a public space in which citizens can exert control over their lives and education. He also believes that allowing pupils to reflect on their conscious knowledge will help them understand how to change their life. This is a change from naive awareness to critical consciousness, as defined by Freire. Teachers are considered as problem solvers in this approach. Learning through problem solving and practical application, according to Dewey (1963), encourages students to take a more active part in choosing their experiences and roles within society.

According to Kincheloe and McLaren (1994), teachers must empower their pupils by improving their knowledge of the process of reproducing an inequitable status quo in schooling and by providing societal institutions. In Giroux's views, teachers are Transformative Intellectuals who have the knowledge and skills to analyse and reform society's existing inequities (Sadeghi, 2008). She claims that the purpose of this transformative intellectual is to learn from students, appreciate their perspectives, and participate in the dialogical process. According to Giroux (1997), instructors empower students to become cultural producers who may rewrite their experiences and perceptions by setting adequate conditions. They also assist students

in learning from one another as well as theorising and comprehending how to critique the classroom's authoritarian power. Classroom experiences, according to Paulo Freire (1998), should become situations in which students are encouraged to act as active agents in their own education and to develop a critical consciousness that helps them evaluate the validity, fairness, and authority within their educational and living situations with the help of teachers. "Teaching that does not originate from the experience of learning cannot be learned by anyone," he continues (p. 30). According to Degener (2001), teachers play a critical role in CP because they spend the most time with kids and have the biggest influence on students, programmes, and how learning takes place in the classroom. A critical teacher, according to him, should be able to elicit student ideas about programme structure and curriculum, set up a classroom that encourages dialogic engagement, and find a way around obstacles to class discussions. Teachers also have a key reflective role; in that they must engage in serious self-reflection about their position and the implications of their power in the classroom to create an open and equal environment.

Self-reflection is "the form of interrogating one's goals, purpose, ideology, and pedagogy as influenced by theory and habit," according to Crabtree and Sapp (2004). (P. 110). By embracing poor educational ideas and repressive forms in their own educational practises, self-reflection allows teachers to make their classes more student-centered (Higgins, 1996). According to Degener (2001), a critical educator assists pupils in comprehending the reasons for the facts. According to Horton and Freire (1990), a CP teacher must be an authority on the subject topic while also being receptive to sharing what he knows with students through interaction. Teachers in CP engage with students about society and culture to help them think critically about the culture they are studying and ready to enter. In this method, students can choose the

essential forms of action to do to better the lives of oppressed groups through introspection (Ohara et al., 2000). Both students and teachers should engage in critical thinking, but it is the teacher who assists students in identifying how to move forward in their practise critically (Kessing Styles, 2003). Teachers should question the current structure by rejecting long-held cultural expectations and mores of both themselves and the institution, as well as relinquishing much of the power conferred on them by their positions (Foley, 2007).

Emancipatory knowledge, which helps students comprehend how power and privilege distort and manipulate social connections and aids oppressed students by identifying with them, is a concern for critical educators. Students are active participants, according to Giroux (1997), in that they correct the curricula with the teacher, share their thoughts, and learn to challenge preconceptions. Students, according to Degener (2001), participate to curricular decisions and decide subjects of study as well as the reading materials linked with them. Moore and Parker (1986) define critical learners as those who can accept, reject, or suspend judgement regarding a claim. They can also provide rationales for their ideas and rectify practises, both their own and others' (Lipman, 1988). They should engage in social criticism to build a public forum where citizens can take control of their own lives and education (Giroux, 1992). Degener (2001) argues that this is a change from naive awareness to critical consciousness, as defined by Freire. Educators should empower pupils to reflect on their own surroundings and self-assess to assist they engage in critical consciousness.

Guthrie (2003) sees both teachers and students as co-agents, meaning that the teacher's authority leads the class, but it differs from traditional pedagogy's authority. This is consistent with Freire's (1970) theory that instructors and students have a fluid

relationship, in which teachers are learners and learners are teachers. As a result, rather than becoming recipients of knowledge, learners become creators. "No one teaches another, nor is anyone self-taught," Freire adds "Men teach each other, mediated through the teacher" (p. 67). Guthrie continues, "In terms of existing knowledge and institutional authority, teachers are in a hierarchical position above the students (Dheram, 2007), on the other hand, and proposes that both students and teachers should act as awareness-raising critics, aiming to identify beneficial and problematic aspects of education. He believes that through transforming verbal and nonverbal forms of instruction into effective self-affirmation tools, students and teachers will better comprehend their responsibilities as study subjects and change agents (Ugalingan; Valdez & Flores, 2020).

2.9.7 Role of School in Critical Pedagogy

Morgan (2000) cited Aronowitz & Giroux (1991); Giroux (1992, 1994, 1996), and McLaren (1995 & 1999) as saying that critical education sees school education as a form of cultural politics because it always involves the introduction, preparation, and legitimization of certain ways of seeing and behaving in the world. Power connections and the propensity to specific types of knowledge are always present in school instruction. The social inequities connected with racism, sexism, class discrimination, and ethnocentrism are always reproduced by these forms of knowledge. The observation of how existing curriculum, resources, and teaching methodologies offer students a perspective on the world that works to marginalise certain voices and ways of living is part of critical pedagogy. The goal of critical pedagogy is for teachers and students to make the socially constructed form of knowledge explicit and to ask who their knowledge serves. Students and teachers should be able to resist unequal and undemocratic structures around them once they

realise this. Critical pedagogy, according to Gitlin and Ingerski (2018), is a fundamental method for thinking about and acting on oppression. It has two major modes of operation. The transformation of the basic relationship between teacher and student from expert/knower to learner in a two-way interactive connection where teacher and student work together to understand what to learn at school, especially for oppressed cultural groups, is the first in the cultural sphere of education and schooling. Second, critical pedagogy emerges from an educational method that permits dominant culture to name the oppressed world while allowing the oppressed to rename it as their own (Freire, 2000).

With their concern with standardisation, high-stakes testing, and punitive policies, market-driven educational reforms mirror the brutality that neoliberal policies engender in society. They show scorn for instructors and distrust for parents, stifle innovative instruction, eliminate demanding and inventive curricula, and treat pupils like cogs in a machine. In the chase of profits and the proliferation of rigorous, death-dealing accountability, trust, imagination, creativity, and a respect for critical teaching and learning are thrown to the wind. Critical pedagogy emphasises the ways in which knowledge, power, desire, and experience are produced in specific learning situations, rejecting the idea that teaching is merely a method or that it is divorced from issues of values, norms, and power or for that matter, the struggle over agency and the future it implies for young people. Rather than establishing its own power to control passive people, critical pedagogy sees education as vital to the development of socially responsible and civically engaged pupils (Ugalingan; Edjan & Valdez, 2021). This type of pedagogy emphasises the idea that schools are democratic public spheres that education is the bedrock of any functioning democracy, and that teachers are the most accountable actors for promoting such education. The preceding discussion

sheds light on some of the areas where schools had the capacity to reshape society's function. As a result, the following can be concluded:

- Schools should be communal resource. Teachers and members of the community become co-owners of the school, determining what to teach, how school is organised, and what role school might play for the communities.
- Schools may be the strategic location for addressing social issues and teaching students about their rights and responsibilities, as critical citizens involved in forms of social learning that increase human capacity for compassion, empathy, and solidarity.
- Instead of promoting excessive individuality, competitiveness, and intellectual consumerism, schools should promote principles.
- Existing educational systems must provide teachers more power to manage their working and to implement educational programmes in collaboration with institutions and other social groups to address society's varied concerns.
- Schools should give teachers the ability to exert control over their working conditions, and they should not lose touch with the communities they are supposed to serve.

2.10 DISTINCTION BETWEEN CRITICAL PEDAGOGY AND OTHER PEDAGOGIES

According to the literature review, CP is being criticised and is being distinguished from other pedagogies. Freire is known as the "Father of Critical Education". He critiques the traditional banking approach of education, which results in students memorising static material from the teacher by rote. This will stifle innovation and critical thinking (Freire, 1994). He refers a problem-solving pedagogy

that encourages students to engage in dialogic, critical thinking, and creativity instead of the banking style of teaching (Palmer et al, 2020).

The difference between critical pedagogy and constructivism, according to Martin Rochester (2008), is first in its emphasis on the affective normative domain at the expense of the cognitive empirical domain; it is more interested in engaging students in understanding the world as it ought to be rather than how it is, and second, in its acceptance of the hierarchical, judgmental classroom, in which the teacher's role is not to facilitate value-free inquiry but rather to use the classroom to indoctrinate children with his or her own rigid views, with schools serving as a counter-socialization rather than a political socialisation function. If not a ministry, the school will at least be a political party. In a traditional classroom, teaching results are frequently narrow and specific (memorised concepts, vocabulary, and skills); however, student outcomes in the critical pedagogy model are more complicated. The subject that students are studying, and the spectrum of possible answers reflect societal dilemmas, and the intricacies of society are reflected in both instructional technique and classroom conversation. The constructive lesson differs from the critical pedagogy lesson in two ways. First, it is intended for students to act on and apply their newly acquired knowledge for personal and social transformation. The classroom's socially generated knowledge must be used in the social context of life. Second, the lesson is built on democratic ideals from the start (López-Gopar, 2018).

The essential belief in the critical pedagogy model is that to derive these classroom behaviours, we must act; we must relate our teaching learning to real life; and we must also relate our teaching learning to our communities (Wink, 2004). The discourse of critical pedagogy is important for two primary reasons-it demystifies democratic authority or power, and encourages a transformative discourse focused on

Table 2.1: Distinction between Different Pedagogies

Position	Behaviourist	Constructivist	Critical pedagogy
Pedagogy	Transmission/ Instructive	Transaction/ constructivist	Transformative
Main emphasis	Goals outcome	Learning experience	Towards transformative experience
Intrinsic problem	Objectivism	Relativism	Subjectivity
Focus	Knowledge acquisition	Meaning making	Meaning making and change appropriate to context
Seeks	Behavioural change	Capacity building and self-development	Wholeness and sustainability
Desired change	Integration	Autonomy-individual as decision maker	Contextualizing, appropriate balance between autonomy and integration in and between i.e., healthy sustainable relationship
Function	Remedial	Developmental	Remedial →developmental →transformative

social equality—a sort of solidarity within marginalized groups (Giroux, 2013; Freire, 1970; Kincheloe, 2011). An examples of critical pedagogy practices in

teaching and learning include re-examining and re-constructing the whole curriculum of the classroom. The role of the student should be changed from a role of being the object in the classroom to being an active and critical subject (Shor, 1980). The different paradigms are distinguished by the table (Heron, 1996). All of these, however, are part of a larger whole. This study demonstrates that identifying pedagogies will provide light on the potential for critical adjustments in current educational practises. According to the conceptual framework, teaching social studies using a critical pedagogical method will improve students' ability to interact on a variety of issues critically and creatively in their daily lives, as well as build students' attitudes and values. As a result, today's demand is to strengthen educational practise.

2.11 CRITICAL PEDAGOGY: CRITIQUES AND POSSIBILITIES

Critical pedagogy has been chastised for its extremely academic nature and proponents' use of specialised, abstract jargon (Hyttén & Bettez, 2011). This, according to Hyttén and Bettez, may explain why it isn't used more explicitly in the broader topic of social justice in education. Indeed, a search for "social justice" and education on Google Scholar gets far more results (1,150,000) than a search for "critical pedagogy" and education (55,200 in Google Scholar). A study of the ERIC database reveals that critical pedagogy has fewer research publications than social justice. Another criticism levelled in critical pedagogy is that it treats race as a by-product of class (see Jennings & Lynn, 2005 for one example). In response to these criticisms, Freire stated that, while Pedagogy of the Oppressed was preoccupied with class, he never intended to overlook race and has always battled against all types of oppression, including racial injustice (Au, 2011).

In keeping with this perspective and goal, I argue in this paper that oppression in the United States cannot be described by a single power structure, including class. I

also agree with Solórzano and Yosso's (2005) argument that race, class, and gender are all intertwined in ways that make it impossible to study any of them in isolation. Feminist scholar Elizabeth Ellsworth (1989) criticised critical theory for its rationalist assumptions and the fact that proponents use the code word "critical" to stand in for more specific but politically charged descriptors like anti-racist, anti-sexist, anti-heterosexist, anti-ablest, anti-classist, and so on. In this study, I use the term critical to refer to all these pedagogical goals at once, rather than to hide them. Ellsworth (1989) discovered that descriptions of classroom practises were devoid of "historical backgrounds and political position" in the literature she surveyed (p. 300). In my analysis of the classrooms examined here, I intend to keep these circumstances and placement in mind. Despite the objections, I feel that the significant theoretical work done in critical pedagogy over the previous 45 years can greatly help teaching methods. Although the authors are usually careful not to be prescriptive given that contexts should always be considered, this body of knowledge does offer recommendations embedded within its abstract descriptions of oppression and power. Furthermore, critical pedagogy is not a unicorn that can only be practised by academics who can decipher its theoretical jargon. My understanding of critical pedagogy is like that of Fischmann and Haas (2009), who stated that it is more of an orientation, a commitment to a road that would undoubtedly have stumbling blocks and detours: Commitment is more of an attitude or a process than a final state of being, and perhaps more crucially, commitment is likely to come before or develop alongside conscientization (Fischman & McLaren, 2005).

An educator who is a passionate intellectual is sometimes critically self-aware and actively engaged in social networks, but at other times is confused, or perhaps oblivious of their limitations or capacity to be an active proponent of social change,

even as they strive to become less oppressed and oppressors, they will continue to remain oppressed and oppressors. In addition, I agree with Duncan-Andrade and Morrell (2008), who claim that "people have looked to theory to construct theory instead of realising that critical pedagogy begins with practise to build theory" (p. 105). To put it another way, additional study on critical pedagogy practises is needed to not only recommend directions for practitioners, but also to further improve the theory. The following section will quickly summarise the few empirical studies on critical pedagogy practises before outlining the gaps that this study seeks to fill to both provide practise options and considerations for further critical pedagogy theorization.

2.12 CRITICAL PEDAGOGY IN CLASSROOMS

Most of the critical pedagogy literature is conceptual (Breunig, 2005; Freire, 1970, 1998; Giroux, 1983, 2011; Kincheloe, 2008; McLaren, 2015; McLaren & Kincheloe, 2007; McInerney, Smyth, & Down, 2011). The challenge is that "critical practise is much more complex in real classrooms than critical theories of schooling are elaborated in the university" (Niesz, 2006). Most of the empirical literature on critical pedagogy implementation has focused on its use in teacher education (Harman & McClure, 2011; Helmer, 2014; Huerta-Charles, 2007), adult education more broadly (Bartlett, 2005; Kaufmann, 2010), or spaces outside of the classroom, such as Gay-Straight Alliances (Mayo, 2013), or local communities resisting global capitalism (Télliez, 2006). There has been "predominance within critical pedagogy of either tiny local projects, or theoretical/analytical research" due to "Freire's emphasis on local contextualization as a fundamental aspect for his approaches, which contrasts with the necessity to emancipate enormous numbers of people from oppression" (Johnson & Morris, p. 2010, p. 82).

As a result, ethnographic studies of critical pedagogy in K-12 schools have tended to focus on specific projects like telenovela scripting (Medina & Costa, 2013) or engagement with other forms of popular culture, such as hip hop (Leard & Lashua, 2006). (Duncan-Andrade & Morrell, 2008; Stovall, 2006). Others have investigated critical pedagogies for specific student groups, such as Native Americans (McCarty & Lee, 2014), African Americans (Ladson-Billings, 2009), and language minorities (Nieto, 2009). Much empirical research on critical pedagogy in general have relied on interviews rather than observational data in classrooms or student interviews to learn about pre-service and practising teachers' beliefs about critical pedagogy (Katz, 2014). Garca-González (2000) did undertake observations and interviews with teachers, but her study topic was primarily concerned with instructors' attitudes and actions, not with how pupils responded. "Learning more about students' experiences with critical pedagogy would be a valuable next step in this research," Katz (2014) said in relation to her own research (p. 2).

Data on instructor approaches has been matched with data on student reactions by other researchers. In his comparative study of two scientific educators assigned to teach "lower-track" science courses, Gilbert (2011), for example, did so. The first employed traditional lecture-based methods, but the second used critical scientific education, which is founded on critical theories, multicultural education, and feminist ideas. Gilbert (2011) discovered that students in the first class thought the pedagogy was "watered down" (p. 414) and alienating, but students in the second class said they learned more and found the classroom environment "respectful and intellectually challenging" (p. 414). The focus of the data analysis was on how students perceived their teachers' pedagogy rather than how they gained critical consciousness. Liou and Antrop-González (2011) did a self-study of their critical race pedagogy use in an

urban classroom with many students of colour. They introduced students to critical race theory, assisted them in applying it to their own educational and community experiences, and then had them produce a culminating action project based on what they had learned. "The path toward Freire's notion of critical consciousness is not sequentially cultivated, and there is no definite defining point," they discovered.

The scope and depth of their conversations on teaching methodologies and student responses were restricted in this study, but it provided some insight into the possibilities of a specific type of critical pedagogy: critical race pedagogy. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*, by Jeff Duncan-Andrade and Ernesto Morrell, is the most comprehensive publication on critical pedagogy based on empirical research. The writers describe how they have used critical pedagogy principles in a variety of ways while teaching at urban high schools in the Bay Area of California over the past twelve years. Their stated goal was to create a grounded theory of practice, or "a theory that begins with the core principles of critical pedagogy but uses empirical data from theoretically informed practice to develop a more nuanced and specific theory of critical pedagogy as it applies to urban education in twenty-first-century schools" (p. 49). They employed multi-year initiatives they worked on as English teachers, basketball coaches, in a college access programme for Students of Color, and in a summer seminar for youth participatory action research to support this hypothesis. They offered the following critical pedagogy key principles based on these projects:

1. Educators should educate students how their critical pedagogy (critical media literacy, youth participatory action research, etc.) is culturally, personally, and intellectually relevant to them. It should also build on student knowledge and give them access to dominant institutions' discourses.

2. Educators should foster a "critical counterculture" by confronting exploitation in local contexts, linking them to broader national and global battles, and replacing them with "a culture of excellence and justice" (p. 172).
3. Educators should provide students the opportunity to set goals that address the material conditions of their life and to put plans in place to solve these issues jointly.
4. Finally, instructors should encourage students to reflect on what they've learned and come up with new ideas for how to advance their work, such as by combining minor initiatives into larger ones, so that students are inspired to keep working toward social justice.

Table 2.2: Traditional Teaching Practices vs Critical Pedagogy	
Traditional Teaching Practices	Critical Pedagogy
Emphasis on instruction: Classroom management, discipline, "how to", skill development	Emphasis on human-beings: their needs, context, histories
Focus on the instructional dimensions of education	Focus on the holistic function of education
Neutral	Political
Unidimensional	Multidimensional

This well-researched grounded theory of practise provides more precise recommendations than much of the critical pedagogy literature. However, it appears to be most applicable to teachers who can engage students in in-depth projects on relevant local concerns that would take a significant amount of time and autonomy from the typical curriculum. Teachers of optional or arts classes and leaders of extracurricular programmes may find it simplest to apply these concepts, but science, math, and social studies teachers may find it more difficult to adapt them to classes

with more prescriptive content standards. As a result, further research is needed on how teachers in various areas might reflect critical pedagogy ideals.

There is minimal empirical study in classrooms on the application of critical pedagogy to promote students' critical consciousness in social studies education, particularly in history classes. David Stovall's (2006) research on self-led critical hip hop pedagogy workshops in a Chicago high school was the only one I could discover. The workshops were held in a class called Society and Social Inequalities, and they employed hip hop songs to address historical and social settings of challenges that students faced in their daily lives. His paper mostly focused on how he picked and presented the chosen songs to students, as well as their remarks and links to literature read in class, as well as their overall impressions of the workshops. There is minimal data on the pupils' level of awareness during or after the projects. Not all empirical classroom research has aided in imagining and presenting critical pedagogy as a viable option in the classroom. For example, Neisz (2006) examined how educators' subjectivities affected their readings of critical theories using ethnographic data from two classes. She discovered that, while their approaches were in some respects compatible with critical pedagogy, the teachers did not represent the social critique that goes along with critical education theories. In three ways, this study aims to add to the body of critical pedagogy literature. To begin with, it responds to critics of critical pedagogy who claim that it is too abstract, theoretical, and isolated from classroom events to effectively guide instructors' practises. I intend to contribute to the discourse about what critical pedagogies might look like in actual public classroom settings by presenting data from classrooms inside two public schools in which components of critical pedagogy are visible in some form. Second, there has been relatively little study on students' reactions to critical pedagogy. To get a better

understanding of how critical pedagogy influences their thoughts and attitudes on social justice, power, and American society, this study combines daily classroom observations mixed with interviews with about a third of the students in each class.

Moreover, given the paucity of research on critical pedagogy implementations in social studies classrooms, this study will begin to fill a gap. Giroux and McLaren (1989) recognise the importance of instructors and students understanding of classroom pedagogical practises as a type of ideology creation where the class reflects dialogues and power-knowledge connections in school and society, according to Sarroub and Quadros (2015). As a result, according to Livingstone (1987), critical theory in the classroom is a critical pedagogy of practise, supporting the concept as a radical perspective in which intellectuals deal with social transformation to make politics more pedagogical and pedagogical more political. By making the pedagogical more political, Freire (1970) refers to a broader concept of schooling that includes forms of critical consideration of the production of subjects and subjectivities outside the school environment, as well as the development of radical critical teaching in which teachers can examine how different public environments interact in shaping ideological and material conditions that contribute to struggle sites. Critical pedagogy in classroom discourse, from a theoretical standpoint, expresses the practise of including students in the social creation of knowledge, which is based on power relations. Teachers must challenge their own techniques for creating knowledge and why the prevailing culture legitimises the major knowledge while using critical pedagogy in the classroom. Furthermore, the teachers accumulate practical and technical knowledge through emancipatory knowledge (Habermas, 1981), establishing a space for recognising the power and privilege relationships that manipulate and distort social relations. Finally, critical pedagogy participants are

urged to take part in collective action based on social justice, equality, and empowerment values.

2.13 CRITICAL LEARNING THEORY

Paulo Freire (1970) is the father of critical learning theory (CLT). His work on literacy with poor farmers in numerous South American nations impacted his views on the relationship between learning and social context. He concluded that peasant literacy could not be achieved without first breaking the consequences of being socialised in a repressive socioeconomic environment, and that it could not be achieved without changing this environment. His "pedagogy of the downtrodden" attempted to encourage people to break free from repressive socialization's mental restrictions and become engaged in changing their circumstances. Freire's work has always been contentious because of his focus in social and political change, but it has also inspired many educators and liberation organisations, and it continues to be important (McLaren & Farahmandpur, 1999).

According to Freire (1997), the oppressed are complicit in the social reproduction of oppression by conforming to the prevailing institutions and educating their children in the same manner. In addition, oppressors' mental representations of the world omit prejudice. They must begin critical learning by questioning and modifying their assumptions and habits to obtain an understanding of the injustices in which they also act and participate. Freire (1998), in recent reflections on his earlier work, advises educators to discover the premises underlying their own teaching philosophies (Baumgartner, 2001).

2.14 CRITICAL PEDAGOGICAL PRACTICES

Critical pedagogical teachers employ teaching methods that empower and support students' voices. Their principles are based on the concept that knowledge is

created by both students and teachers working collaboratively (Darder, 2002; Nieto, 2002). This belief and practise are constantly at odds due to institutional regulations and curriculum. Problem resolution, according to Freire, is a static process in education that does not lead to the development of self-understanding. The reason for this is that learning in problem-solving education is a one-way process in which vertical relationships between a coach and a trainee limit the coach and student's co-development. People are not regarded ideal subjects in Freire's educational approach, and they have an ontological desire to be perfect. As a result, instructors and students are imperfect subjects who can learn and teach a considerable portion of knowledge during the educational process. However, this does not negate the importance of the teacher's function as a learning director. Teachers must constantly challenge prevailing values by fostering a climate of debate and dialogue based on critical thinking in which all students can gain a clear understanding of reality. One of Freire's core principles in the curriculum is to create a democratic climate in schools for this aim (November et al., 2009). Although the learning process is an individual one-way process in solving the problem, Mahmoudi et al (2014) referenced Blackburn (2000) as saying that students can pose and solve the problem at the same time. Problems can arise because of the conversation. In such a setting, the teacher's alone is insufficient; mutual conversation between the teachers and the students is required. The teacher's responsibility is to create an environment in which students can learn through involvement. Freire (2005) believes that simply reading the text is insufficient, and that teachers should ask questions such as how, what, when, and where. As a result, Freire's critical pedagogy focuses on the use of conversation to present problems. The debates on Freire's critical pedagogy include the following approaches:

- Education begins with social issues and the living conditions of the students.

- Education aims to free pupils from oppressive living and social situations.
- Students are at the heart of education, and it cannot be achieved without their involvement.
- In dialogue-based education, the teacher's responsibility is to engage students in societal issues.
- Dealing with the issue, recognizing the problem, formulating hypotheses to solve the problem, and coming up with a solution to free kids from their troubles.

2.15 CRITICAL PEDAGOGY AND HIDDEN CURRICULUM

The concept of hidden curriculum, which consists of hidden cultural and social values embedded in all course books, was relevant to the ideas articulated by critical pedagogy. Educators are responsible for identifying and addressing hidden curriculum (Dickerson, 2007; Kasaian, 2011). Teachers should not only confront underlying values and assumptions, but also help their pupils develop a critical viewpoint, according to critical pedagogy (Canagarajah, 1999). Teachers need be given a critical tool that allows them to discover and reveal underlying values, ideas, and ideologies in curricula for this to happen. "This is where critical pedagogy gets its legitimacy: exposing mainstream discourse's contradictions and offering counter-hegemonic discourses in the search of a fairer and just literacy system." Chege (2009) as a result argued that one of critical pedagogy's main goals is to disclose and unravel the concealed curriculum by giving students and teachers a critical perspective.

2.16 CRITICAL PEDAGOGY AND THE EDUCATIONAL PROCESS

According to Vandrick (1994), the primary goal of CP is to educate and emancipate all individuals, regardless of gender, class, ethnicity, or other factors. According to Kanpol (1998), CP is based on the notion that every citizen deserves an

education that includes a teacher's awareness of the structure of schooling and that he would not allow education to take place in an unjust manner. According to Ares (2006), the objective of education is not merely the acquisition of knowledge, but rather learning derived from a critical assessment of social class that leads to action in the service of social justice because of school learning. According to Giroux (2011), education should prepare students to be critical thinkers and citizens who can participate in democratic processes. As a result, it should take place in a setting that is relevant to everyday life, enabling students to engage in conversations about language and knowledge (Foley, 2007). Vandrick (1994) says that the major goal of CP is to emancipate and educate all people regardless of their gender, class, race, and many others. (Aliakbari & Faraji, 2011). Kanpol (1998), on the other hand, argued that CP is founded on the belief that citizens ought to have an education which involves understanding the schooling structure by the teacher that would not permit education to ensue. Meanwhile, Gadotti (1994) inferred that the works of Freire on CP seek to change the structure of an oppressive society.

2.17 CRITICAL PEDAGOGY AND POLITICS

The concept that educational systems are political (Freire, 1970; Freire & Macedo, 2005) is a major theme in CP. Shor, 2014; Giroux & Shannon, 2013). According to McLaren (2015), the key role of politics and power in understanding how schools run is CP's main concern. Education, according to Freire (2000), must lead to transformational action and is a political act or praxis that is continually serving to liberate human beings. The goal of good education should be to bring about political change for the sake of fairness (Joldersma, 2001). Gutstein (2006) indicates that CP is committed to social justice and provides educational techniques that can help to reform repressive institutions or social connections.

2.18 CURRICULUM AND MATERIALS IN CRITICAL PEDAGOGY

The curriculum is a completely human-centred approach that is often viewed as a blend of students' various learning experiences and the value of learning. As a result, the school's lessons must be the focus of our attention. Through the educational process, it is normally hoped that the person being taught will develop the skill of self-awareness and self-realization. As a result, the curriculum in the CP is based on the premise that no single methodology can be used to teach all children (Degener, 2001). Bartolome (1996) further claims that there is no such thing as a set curriculum or programme because all decisions about the curriculum and the content to be studied are made based on the students' needs and interests (Giroux, 2004; Shor, 1993). According to Degener (2001), the curriculum is structured considering student experiences and realities in their life. This is a transformative curriculum that promotes students to develop the required methods and abilities to become social critics who must make decisions that impact their social, political, and economic realities (Giroux & McLaren, 1992).

2.19 CRITICAL REVIEW ON CONTEMPORARY DEVELOPERS AND THEIR VIEWS ON CRITICAL PEDAGOGY

The opinions of critical pedagogues arising from the Freirean tradition are discussed in this section (Freire, 1970, 1998; Freire & Macedo, 1987; Shor, 1992; Darder, 1991; McLaren, 1994, 2003b; Giroux, 2001, 2003; Hooks, 1994a, 1994b). It also examines critical pedagogy's educators, researchers, theorists, and revolutionaries. This aids in the development of diverse concepts and processes in the classroom, as well as issues related to critical pedagogy and its implications in the current educational system.

2.19.1 Paulo Freire's Views on Critical Pedagogy

Although there is no consensus on who invented critical pedagogy, Paulo Freire is the most likely contender. Freire, a Brazilian educator, served as a mentor to several influential educators in the United States. His book *Pedagogy of the Oppressed* (1970), which has sold over 750,000 copies and is considered a fundamental text in the field of critical pedagogy, is his most well-known work. Freire (1970) contrasts the banking metaphor for education with the problem-posing education he advocates. He emphasizes that the banking model of education turns education into a depositing act, with students acting as depositories and teachers acting as depositors. Rather than talking, the teacher sends out communiqués and deposits, which the students dutifully read, remember, and repeat.

This educational model, according to Freire, is the most powerful tool in the oppressor's arsenal. It is a weapon used to prepare oppressed people to adapt to their condition as oppressed people rather than to oppose the oppressive situation. Critical pedagogy, or problem-posing education, is the antithesis of the banking approach of education: People get the ability to critically assess the way they exist in the world with which and in which they find themselves through problem-posing schooling; they learn to see the world not as a static reality, but as a reality in flux.

Education for freedom is problem-posing education, which emphasises the need of teachers seeing themselves as partners with their pupils. Teachers must consider themselves as teacher-students in this connection, willing to recognise that their pupils have information and solutions to share with the teacher. Learning for the sake of freedom, rather than learning to earn money, is emphasised in this approach to education (to enter the economy). This is the "pedagogy of the oppressed, which is the pedagogy of people engaged in the fight for their own

liberation," according to Freire (1970). The concept of praxis, which refers to the process through which teachers and students commit to education that leads to action and reflection on that action, is at the heart of Freire's critical pedagogy. There are five stages to this process:

1. Identify a problem.
2. Analyse the problem
3. Create a plan of action to address the problem
4. Implement the plan of action
5. Analyse and evaluate the action

The method is designed to be cyclical. Students are encouraged to become social agents, honing their ability to deal with real-world issues that they and their peers experience. The reflective portion of the process fosters an understanding that complex problems necessitate complicated solutions that must be explored and re-implemented to achieve a complete solution. Freire identifies three significant obstacles to implementing critical pedagogy effectively.

- The first obstacle to overcome is the educator's proclivity is banking model of instruction. Revolutionary leaders (teachers) frequently fall for the banking line of planning programme content from the top down to gain people's support for revolutionary action. They approach the peasant or urban masses with projects that may correspond to their own view of the world, but not to the people's. They forget that their primary goal is to fight alongside the people to reclaim the people's stolen humanity, not to "convert" them to their side (pp. 94-95).
- The second impediment to critical pedagogy implementation is what Freire refers to as "false generosity." Any attempt to "soften" the oppressor's

power in response to the oppressed vulnerability nearly invariably expresses itself as false generosity. The oppressors must continue to perpetrate injustice to continue to display their "generosity. The perpetual fount of this "generosity," which is nurtured by death, misery, and poverty, is an unjust social order. That is why, when the source of fake charity is threatened, the dispensers grow desperate. Converts (to problem-solving education) really want to change the unfair order, but they believe that they must be the ones to carry it out because of their history. They talk about people, but they don't believe in them; yet believing in people is a necessary condition for revolutionary change (Freire, 1979, pp. 94-95). According to Freire, educators must continually reflect on their teaching and its impact on student interactions. They should work to eliminate the sources of false generosity rather than seeking validation of their genuine generosity. True generosity is a commitment to pedagogy that develops hands of individuals or groups hands that need to be extended less and less in supplication as they grow into human hands that seek to alter the world.

- A third fundamental obstacle to the complete application of critical pedagogy, according to Freire, is the phenomena of sub-oppressors, oppressed communities who become oppressors themselves. Because the structure of the circumstance that has moulded "their identity has normalised the oppressor-oppressed paradigm, and to be free is to be on the oppressor side of that duality," Freire claims that this is nearly always the case in the early phases of critical consciousness. This is their humanity model" (Freire, 1970, p. 45).

This formation of the sub-oppressor can lead to "horizontal aggression," in which those seeking freedom regard them as gaining an advantage by exploiting oppressed people. This link between freedom and the ability to oppress can cause oppressed populations to simply invert the oppressor oppressed paradigm, obtaining power, and then persecuting those who previously oppressed them. Both consequences, according to Freire, are part of a "colonised mind-set," and critical pedagogues must urge oppressed people to question the temptation to equate freedom with the ability to oppress others (p. 62). As a result, a Freirean critical pedagogy entails the liberation of oneself, other oppressed people, and, eventually, one's former oppressors (p. 62).

The search of a richer humanity is the goal of education, according to Freire. Educators who rise to the challenge of critical pedagogy, he believes, generate a humanising pedagogy. His life's work bordered on obsession with the study of the concept of pedagogy, which he was unapologetically proud of. Five of his books begin with *Pedagogy of*, and each one builds on and refines his previous pedagogical insights. His final book, *Pedagogy of Freedom*, was published after his death. It does not provide a silver bullet to solve inequity and injustice. Instead, it simply suggests that we comprehend three key pedagogical principles.

- There is no teaching without learning.
- Teaching is not just transferring knowledge.
- Teaching is a human act (Freire, 1998)

In *Pedagogy of Freedom*, these themes are discussed in detail in distinct chapters. They are, in short, the pillars of a humanising education that cultivates critical literacy in both students and teachers. The five levels of critical praxis are important to this literacy. It establishes a cycle of awareness, action, and reflection in

which people are constantly empowered to examine and act on the material conditions of their lives what Freire referred to as "reading the word and the world" (Freire & Macedo, 1987). People who participate in this type of schooling form a symbiotic relationship between the word and the rest of the world. Their connection with literacy is no longer purely mechanical-they are no longer learning to earn money. Literacy, on the other hand, is an exchange in which their knowledge of the world helps them better grasp the word, and the word helps them better understand their world. This is what it means to learn for the sake of independence. Freire's concept for effective pedagogy is centred on critical literacy. It leads to an educational process that leads to activities that are ideally collaborative, directed by love, and aimed at creating a more equitable society. These acts of love are followed by introspection to better inform future actions. Freire's concept of praxis, of continually reading the word and the world, and of teaching for freedom is all embodied in this statement. This Freire thought that teaching and learning may transform teachers and students into "permanent re-creators" of their own knowledge and reality, resulting in oppressed peoples' active participation in the liberation of all peoples (Freire, 1970).

It is impossible to exaggerate the importance of Freire's work to our present understanding of critical pedagogy. We could never completely represent the breadth of his thinking on the subject by focusing on it in this little area. Nonetheless, it seems fitting to finish our study by noting that, even though the world got less humane by most measures during Freire's lifetime, he remained unwaveringly committed to the construction of a humanising pedagogy. "As individuals or as people, by fighting for the restoration of their humanity, they will be seeking the restoration of true generosity," he wrote in *Pedagogy of the Oppressed*. Who is better

equipped to comprehend the dreadful implications of an oppressed society? Who bears the brunt of oppression's consequences more than the oppressed? Who better understands the importance of liberation than you? They will not achieve this emancipation by happen-stance, but by putting their search into practise, by recognising the necessity of fighting for it" (Freire, 1970, p. 45).

The oppressor's interests are not and cannot be served by problem-posing education. No tyrannical order could ever allow the downtrodden to ask, "Why?" While only a revolutionary society can carry out this education method in a systematic manner, revolutionary leaders do not need to have complete authority to use it. They must be revolutionary from the start, that is, dialogical. He wrote about thirty years later, "I can't be a teacher unless I recognise with increasing clarity that my work necessitates a clear understanding of where I stand. A departure from what is unethical. I must decide between two options. I cannot be a teacher and be in favour of everyone and everything. I can't be pro-people, pro-humanity, or any other abstract concept divorced from the real nature of educational practise. Hunger and unemployment, along with opulence, are not the outcome of fate, as some conservative groups would have us think, stating that people suffer because they are powerless to change things. The issue at hand isn't one of fate. It's unethical. Nothing can justify the degradation of human beings; I want to state emphatically here. Nothing, I refuse to join the chorus of "peacemakers" who demand that the world's poor be resigned to their fate. My voice is tuned to a different language and a different type of music. It is a symbol of defiance, fury, and the righteous rage of those who have been duped and betrayed. It also refers to their right to protest ethical infractions for which they have long been the victims (Freire, 1970, p. 93)".

In these two sentences, we can see Freire's unwavering commitment to those who have the least. His idea that instructors who engage in critical pedagogy with their students are essential agents of radical social transformation goes hand in hand with this. What's new in the second section is his adamant refusal to have his message misunderstood or toned down. This is a response to educators across the world who have usurped the concept of critical pedagogy while leading lives that are far distant from those of people who live in oppressive social environments. For educators who take comfort in the language of progressive pedagogy, Freire's last ideas on critical pedagogy urge rigorous self-reflection. He's taken away the middle ground and demanded it to be crowned. "Teacher" will be stationed with the "wretched of the earth" indefinitely.

2.19.2 Ira Shor Views on Critical Pedagogy

Shor (1992) examines the impact of critical pedagogy and empowering education on classroom practise by combining critical educational theories such as those of Freire, Giroux, and Dewey with Piaget's theories of learning and development, which advocate a reciprocal relationship between teacher and student (rather than teachers simply transferring knowledge to students via lecture). As defined by Shor, empowerment education is a critical-democratic pedagogy for self- and social change. It's a student-driven programme that promotes intercultural democracy in the classroom and in society. Because the ego and society produce each other, it views personal development as an active, cooperative, and social process. The purpose of this approach is to connect personal development to public activity. By honing strong skills, acquiring academic knowledge, and cultivating critical curiosity about society, power, inequality, and change.

It is hardly a neutral act to teach within this paradigm. A curriculum that avoids challenging school and society is not politically neutral, as is generally assumed. It stifles the students' growth as critical thinkers about their surroundings. Participatory, emotional, problem-solving, situated, multicultural, dialogic, dissocializing, democratic, investigating, interdisciplinary, and activist are eleven empowering education values, according to Shor.

Traditional education is explicitly criticised in *Empowering Education* (1992). Traditional education, according to Shor, suppresses rather than develops skills and intellectual interests, and it relegates kids to powerless positions, preparing them to accept powerlessness as adults. It fails to recognise students' skills, cultures, and past knowledge, and it gives teachers absolute authority. It causes students and teachers to become disengaged with the curriculum and education. It encourages a substantial portion of the population to fail, enables cultural and societal reproduction, and fails to appropriately assess cognitive abilities.

Shor's (1992) work also highlights the hurdles that emergent critical educators may confront, offers techniques for coping with these issues, and advocates for educators being empowered to become classroom researchers. Educators can reflect on their practise and encourage research-driven dialogues about successful education by becoming researchers in their classrooms. They can defy the "Zero paradigm" of inequality by giving a "Eurocentric syllabus that silences critical thinking about society and ignores students' culturally diverse languages and experiences" (p. 202). The first step in developing an empowering curriculum for critical teachers is to "study what kids know, speak, experience, and feel" (p. 202). This enables teachers to establish a "critical paradigm" that respects students' experiences, languages, and experiences, according to Shor.

2.19.3 Peter McLaren Views on Critical Pedagogy

According to McLaren (2003b), pedagogy is concerned with both the details of what students and others could do together to generate change and the cultural politics that enable such practises. He contends that critical educational theorists have responded to the new right by saying that the growing embrace of management-style pedagogies and accountability schemes to suit market demands has resulted in policy measures that actively promote teacher deskilling. Paulo Freire was also a student of McLaren's. *Life in School*, his most well-known work in the field of critical pedagogy, aims to address how "critical educators may build a language that enables instructors to investigate the function of schooling in linking knowledge and power to capitalist social relations of production" (2003b). These educators use critical pedagogy for the dual purposes of self-empowerment and teaching for self-empowerment.

In McLaren's (2003a) work, he devotes a lot of time to establishing a critical pedagogy framework. According to his paradigm, educators who want to promote critical pedagogy must first become critical theorists. That is, critical educators support views that "recognise societal problems as more than isolated incidents of individuals with social structure flaws" (2003). This critical theory course trains educators to investigate and act on the connections between knowledge, power, curriculum (formal and informal), and social reproduction.

Critical pedagogues, according to McLaren (2003), recognise that schools can produce knowledge in three ways: technical, practical, and emancipatory. There are three types of technical knowledge: technical, practical, and emancipatory. Empirical; analytical approaches to develop types of knowledge that can be measured and quantified (e.g., reading scores, SAT results) are valued in technical

knowledge (2003a, p. 73). Technical knowledge has been the focal point of professional discourse in most schools because of the expanding testing culture. Individuals are enlightened by practical knowledge so that they can form their daily actions in the world. The primary goal of critical pedagogy is to describe and analyse societal conditions with the goal of helping students develop practical situational skills that will be transferable to their role in society (e.g., functional literacy, conflict resolution for social justice, equality, and empowerment). It is based on the examination of past and current social conditions with the goal of changing irrationality, dominance, and oppression by collective action. It overcomes the false binary that suggests educational knowledge is either technical or practical by emphasising critical thought, action, and emancipation.

According to McLaren (2003), educators must engage in constant examination of the link between power, knowledge, and curriculum to create these liberating classroom settings. This type of study assumes that students are aware that the knowledge schools emphasise (mainly technical information) is tied to the maintenance of existing social and power arrangements. As a result, critical pedagogues do not create classrooms where information is constructed as something to be swallowed and regurgitated. Rather than just entrench the principles of corporate pragmatism, they regard knowledge as something that should "enable students participate in crucial issues that touch their lives on a daily basis."

To achieve these liberated educational goals, critical pedagogues must respond to two types of curricula, formal and hidden, which are meticulously chosen to support and normalise the dominant culture, according to McLaren (p. 86). The formal curriculum is the programme of study that is taught. Standardized learning environments, teaching style, standards of conduct, and grading systems make up the

concealed curriculum. To counteract these two types of curricula, educators must employ critical pedagogy, which teaches students to act for racial and social justice in their own lives, communities, and society at large.

Educators must analyse social reproduction and act against it, according to McLaren's critical pedagogy theory. This forces educators to "investigate how schools replicate or reproduce the social interactions and attitudes required to maintain the larger society's existing dominating economic and class relations." Educators must be critically self-reflective as they unearth the conditions for social reproduction, elevating their own awareness of how they are sometimes complicit in over-valuing particular ways of speaking, acting, and clothing, as well as specific language practises and values. This increased knowledge is necessary for instructors to recognise student resistance when it occurs. Critical pedagogy, according to McLaren, does not guarantee that resistance will not occur. It does, however, give instructors with the foundations for understanding resistance, allowing whatever pedagogy is established to be sensitive to the socio-cultural contexts that shape resistance, reducing the likelihood that students would be blamed as the lone, original cause of resistance. There will never be an emancipatory pedagogy based on behaviour theories that portray students as lazy, disobedient, lacking in drive, or genetically inferior. A far more in-depth solution is to try to comprehend the processes of mediation that shape student resistance in the socio-cultural milieu.

McLaren makes a key point here, one that is frequently overlooked in discussions of critical pedagogy in the K-12 setting. Even the most engaging critical education can be uninspiring to students at times. Staying faithful to critical pedagogy does not imply allowing kids to misbehave; rather, educators should dig deeper into the basis of the students' resistance. The temptation for critical

pedagogues to rely on institutional norms that allow teachers to punish or accept student resistance must be resisted. Instead, critical pedagogy requires instructors to assist students in refocusing their resistance so that it might be transformative and liberating for themselves, their class, their community, and society.

2.19.4 Henry Giroux Views on Critical Pedagogy

Giroux has written extensively about the value of critical theory in education. Critical theory, he claims, has the potential to lead educators toward a radical pedagogy that exposes repressive ideologies (capitalist, racist, classist, and sexist) and reconstructs more emancipating relationships (Giroux, 2001). He also argues that critical pedagogy isn't going to be a panacea for a society replete with inequity. Critical education, "represents both an ideal and a strategy in the struggle for social and economic democracy" (p. 239).

Educators who steer their pedagogy with critical theory generate a radical understanding of knowledge. Their critical pedagogy places a premium on radical knowledge by instructing students on the unique dynamics of dominance and subordination that rise to oppressive conditions. This can be seen of as an appropriation pedagogy, positioning disadvantaged communities to claim the "most progressive components of their own cultural history" while also reconstructing and adopting "the most radical aspects of bourgeois culture" (Giroux, 2003).

Finally, critical pedagogy must be motivating enough to lead students and teachers beyond criticism and into acts that "explode the reifications of the present society" and replace them with socially just relationships. The primary fault in radical pedagogy, according to Giroux, is its overemphasis on intellect at the expense of the sensual and imaginative in education (Giroux, 2003). He claims that educators need to "gain a better understanding of how teachers, students, and other

educational workers become part of the system of social and cultural production, particularly as it works through the messages and values that are constituted through the hidden curriculum's social practises." To produce pedagogy centred on the needs of the least advantaged, this method encourages teachers and communities to battle for control over the arrangement of school information. This necessitates instructors investigating the importance of, participating in, and incorporating community cultural norms and resources into their classroom teaching. Giroux believes that critical pedagogues must become active researchers of ethnic, linguistic, and popular cultural practises in their students' communities as part of this process. Finally, instructors are compelled to oppose standardised curricula and testing because of this process. Instead, they should employ a radical pedagogy that deconstructs "repressive modalities of education that establish social hierarchies and legitimate inequality" and equips students with the "knowledge and skills necessary to become well-rounded critical activists and social agents" (Giroux, 2001).

2.19.5 Antonia Darder Views on Critical Pedagogy

Darder, a Paulo Freire student, has written extensively on critical pedagogy. Freire's longstanding dedication to presenting critical education as an act of love has been the subject of some of her most recent work (Darder, 2002). Darder draws on interviews with eight of Freire's former pupils in her book *Reinventing Paulo Freire: A Pedagogy of Love*, which examines his work. The book employs a first-person narrative to emphasise Freire's own practice's impact on his pupils' lives. The centrality of love to the practise of critical pedagogy is a fundamental conclusion of the narratives, as the title suggests. Darder's work suggests that if critical pedagogy has a central premise, it is love. In talks of critical pedagogy, Darder has also emphasised the significance of confounding the conceptions of democracy and

racism. She builds on Grimace's assertion that true democracy does not rely on education to move workers from unskilled to skilled positions. Democracy, on the other hand, relies on education to prepare every citizen to govern. Critical pedagogues, according to Darder, should pay greater attention to assisting this preparation in their classes. She claims that educators' challenge is to delve deeply into those specific theoretical questions that are crucial to establishing a culturally democratic framework for critical bicultural teaching in the classroom (Darder, 1997). She is adamant that this technique is not intended to assist instructors in developing a one-size-fits-all classroom practise recipe. Critical pedagogy, on the other hand, compels educators to collaborate with their students, colleagues, and the greater school community. Educators must collaborate to "go beyond the bounds of established educational practise. To construct classroom teaching that meets the cultural, linguistic, social, political, and economic demands of their students (p. 350) Darder believes that educators with a "critical determination to act on behalf of freedom and social justice serves as a model for their students to discover their own personal power, social transformative potential, and spirit of hope" can carry out this democratic education endeavour (p. 350).

Darder's (1999) work also challenges critical pedagogues to reconsider race as an absolute marker for liberation struggle. She claims that, while race is a significant element in people's marginalisation around the world, it has been oversimplified in multilateralist educational discourses. With its reified common-sense concepts of "race," the radicalization process fails to question fundamental structural inequities inherent in capitalist relations' mode of production. As a result, modern society has gotten enmeshed in the rhetoric of "race" as destiny; with the implied

dogma that membership in specific "races" enacts social processes rather than ideology and material survival conditions (p.7).

Too often, multicultural educators have failed to address the systemic injustices and vast wealth disparities that result from modern capitalism. As a result, much of the educational discourse on race has failed to produce any substantial or long-term structural change" that would result in broad equity (p.8) Instead, it has manifested the growth of a non-white elite class as proof of the country's socioeconomic progress. The task for critical pedagogues is to focus on the poisonous ideology of racism that perpetuates segregationist economic conditions rather than to eradicate educational discourse on race (p. 8). Darder's work pushes critical pedagogues to "focus on exploitation and inequality in order to resurrect an emancipator politics of collective self-determination" (p13). This necessitates critical pedagogues to "understand racism as an inherent political strategy of exclusion, dominance, marginalisation, violence, and exploitation (not to) be separated from its economic imperative" (p. 6). Critical pedagogues use this approach to change the educational discourse away from multiculturalism and to highlight the links between race and social, political, and economic inequity.

2.19.6 Bell Hooks Views on Critical Pedagogy

Hooks (1994) argues for "engaged pedagogy" in her critical pedagogy work referring that it is more difficult to implement than critical or feminist pedagogies because instructors need to be "actively dedicated to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers pupils" (p. 15). That is, to educate pupils in liberating ways, teachers must be committed to their own spiritual, emotional, and physical well-being. In other words,

educators who are "teaching to transgress" oppressive kinds of oppression (racism, classism, patriarchy, and hetero normativity) must live out their politics (p. 48).

The significance of tackling class in the classroom is emphasised prominently in Hook's ideas of critical pedagogy. After growing up in a "non-materially affluent family," she became intensely conscious of class gaps in schooling as an undergraduate at Stanford University (1994a, pp. 177-178). She started to Stanford believing that class was all about material goods, but she soon realised that "class was more than just a question of money; it affected beliefs, attitudes, social interactions, and the biases that informed how knowledge was given and received" (p.178). Stanford, like most conventional educational institutions, was unable to engage in a critical examination of the role of class in education and society, according to Hooks. She claims that by disregarding how bourgeois class biases impact educational norms, particularly pedagogical methods, schools effectively marginalise poor and working-class students. This "creates a barrier, barring the potential of confrontation and conflict, warding off opposition" by establishing bourgeois class ideals in schools (p. 178). Hooks argues that educators should use a critical pedagogy that challenges class and other types of injustice to combat this. This education would stimulate deep, emotional responses to the content being studied, allowing for unbridled laughter, deep-seated fury, and all in between (Hooks, 1994a). Educators who are critical: Encourage pupils to reject the assumption that they must choose between experiences; instead, they must feel that they can happily occupy two alternative worlds, each of which must be comfortable. They'll have to think of new ways to cross borders. They must believe in their ability to change the bourgeois environments in which they find themselves (pp. 182-183).

According to Hooks (2000), this pedagogy necessitates educators' "solidarity with the poor," which she separates from empathy for the poor. "People feel sad for the impoverished or connect with their pain but do little to alleviate it," says *Empathy for the Poor* (p. 130). Solidarity with the poor is defined as "based in the realisation that interdependence maintains the life of the earth" and is manifested in the rejection of all forms of exploitation in one's words and actions (p.130). Most Hook's critical pedagogy debates take place in the framework of a university classroom, but they offer valuable insights for all educators. Hooks, like the other critical pedagogues we've covered, was heavily affected by Freire's work. She has applied the principles learned from Freire's work with poor adult farmers to places of privilege in the United States. Hooks' work, like that of any pedagogue who questions the current system, has been scrutinised and subjected to a barrage of negative comments and demands (Hooks, 1989, p. 103). These difficulties stem in part from the fact that she has conducted her instructional work in places of exceptional privilege, such as Duke University and Yale University (p. 103). In her analyses of university teaching, she points out that affluent students can react to critical pedagogy quite differently from oppressed or colonised peoples. While oppressed peoples may begin to feel a new sense of power and identity as they engage in critical consciousness education, privileged students are frequently unwilling to acknowledge that their minds have been colonised, that they have been learning how to be oppressors, how to dominate, or at the very least how to passively accept the dominance of others. (Page 102).

Hooks' conviction that students with privilege must also be educated using critical pedagogical tactics distinguishes her work from other critical pedagogy talks. It does, however, correspond to her views on our society's greater political body.

Hooks finishes her book *Outlaw Culture* by quoting Martin Luther King's essay "Facing the Challenge of a New Age" and declaring that true emancipation takes us "beyond resistance to change" (p. 250), which is only attainable with love. So, like most critical pedagogues, she believes that the world can be a place free of dominance and oppression, and that critical education can inspire all people, privileged, and oppressed, to "act in ways that liberate us and others." (Hooks, 1994b, p. 250).

2.19.7 Carter G. Woodson Views on Critical Pedagogy

Woodson was the second African American to get a doctorate from Harvard University, and he wrote 16 books, over 100 essays, and over 125 book reviews. His most important work, *The Miseducation of the Negro*, is an examination of critical pedagogy (2000). The title is revealing, as the book is harshly critical of African Americans' treatment in the US educational system. Education, according to Woodson, has played a key role in the continued marginalisation of African Americans in the United States, continually failing to deliver on the promises of freedom and equality that it purports to provide to the community. Woodson is cited as saying on the back cover of a current edition (2000) of the book: When you can manage a man's thoughts, you don't have to worry about his actions. You don't need to tell him he can't stand here or go over there. He'll discover his "appropriate location" and settle down there. You don't have to send him back through the back door. He'll leave even if you don't tell him. In fact, if there isn't a back entrance, he'll make one for himself. His schooling necessitates it.

Woodson's remark is a two-pronged attack on the educational system. First, he argues, as do many critical pedagogues, that the educational system is designed to work in tandem with greater societal inequalities. As a result, only a small

percentage of black pupils attend schools that provide prospects for social mobility. Most kids are taught to live on the periphery of society, in their "proper place." Students, for the most part, leave school with little more than a belief system to justify the socioeconomic disparities they will face for the rest of their lives.

The second element of Woodson's criticism is his concern about the lack of care for the social reproduction cycle. He is particularly harsh on individuals who gain some social mobility because of their education but fail to use that power to help the less fortunate members of society. He claims that those who are given upward mobility are taught to have no social obligation to their communities. They have been socialised to believe that they are leaders rather than servants, and they seek to reproduce socially unequal relationships in which they play the role of the elite. According to Woodson, education should prepare people to disavow such inequalities in social status, instead grooming them to serve their communities: Unlike the leader, the servant of the people is not on a high horse elevated above the people, trying to carry them to some designated point where he would like to go for his own benefit. The people's servant is among them, going about his business, doing what he does, and enjoying what he enjoys. He may be a little more learned than some of the other members of the group; he may have had some experience that others have not, but despite this advantage, he should be humbler than those whom he serves, for we are told, "Let whoever is greatest among you be your servant" (p. 131).

Woodson's ambition for this form of education is based on his idea that the educational system is the only way to revolutionise the social order. He argues that anything less than this refers a system as "worthless" (p. 145). Teachers are the ones who have the most power to attain this goal. They must face the truth that most

institutions tasked with educating black adolescents focus on teaching imitation rather than critical thinking. This teaches black kids to do what they're told, leaving them "well prepared to participate in the American social system as others would have them do" (p. 134). Teachers must abandon the prevalent pedagogy that allows people to exploit, oppress, and exterminate others while remaining moral (p. 150). Teachers should instead employ a critical pedagogy that cultivates enlightened kids with a noble soul and the ability to "perform in society a role of which others are not competent" (p. 151).

2.20 KEY WORKS IN THE AREA CRITICAL PEDAGOGY

Even though a lot of work has been done in critical pedagogy, most of it has been done in adult learning. Urban poetics: Poetry, social justice, and critical pedagogy in education are among these works (Stovall, 2006). Multicultural education, critical pedagogy, and diversity policy (Lund, 1998) is a valuable work in this area. Critical pedagogy and attentive love are two aspects of critical pedagogy (Liston, 1999). Wood's book, *Education in a Culture of Violence: Critical Pedagogy of Place in Wartime* is about education in a culture of violence. Cross pollination between critical pedagogy and democratic educations (Edwards Jr, 2009). Critical pedagogy and democratic education (Knight & Pearl, 2000). From, the Freire and school-based research, toward a critical pedagogy of engagement for alienated kids (McLaren, 2003). When examining all these works, it becomes evident that there are very few research works in this topic at the school level, and those that are undertaken are more philosophical than pedagogic. Research in this sector is critical for the improvement of our educational system.

2.21 STUDIES AND EXPERIENCE FROM THE WORLD

According to a review of related literature, several critical educational practises in democratic schools are taking place around the world, all of which are focused on finding practical ways to increase the meaningful participation of everyone involved in the educational experience, including parents, residents, and, most importantly, students themselves. This can be accomplished by forming learning communities within each school, as well as between the school and the greater community (Bean, 1993).

For this reason, the curriculum should be constructed using a theme approach, based on the premise that knowledge comes to life for students and teachers only when it is linked to a meaningful topic. The ability to make a difference in how we understand and act powerfully on the social world in which we live is prized not for the sake of symbolic standards or agreeable publicity, but for the ability to make a difference in how we understand and act powerfully on the social world in which we live (López-Gopar et al, 2021). Thematic approach is more than just an excellent tool for keeping youngsters happy; it also entails applying knowledge to real-life challenges (Bean, 1993). As a result, some schools, such as Rindge School of Technical Arts in Boston, La Escuela Frateny in Milwaukee, Marquette Middle School in Madison, Wisconsin, and Central Park East Secondary School in New York, are focusing on unmet community needs, social and environmental issues, and finding answers to serious questions. Knowledge is defined as knowledge that is intimately connected to communication and biographies of real people, rather than lists of concepts, facts, and skills that students master for the SAT (and then, for the most part, forget) and knowledge that is intimately connected to communication and

biographies of real people. If students understand such information, it will make a difference in the lives of others, including their own (Apple, 2003).

2.22 CRITICAL PEDAGOGY AND PREVIOUS RESEARCH

A lot of research has looked at the justification, appraisal, and clarification of critical pedagogy's ideas. Scholars (Arnett, 1993; Hooks, 1994; Popkewitz, 1997 & Schutz, 1998) have written about the possibilities and benefits of using dialogue as a critical pedagogy principle in critical teaching approaches. By encouraging completeness, Milner (2003) stressed the relevance and usefulness of critical pedagogy in gaining racial awareness. Critical pedagogy is important to pre-service teachers, according to Milner, because it teaches them to see pupils as whole people with histories and knowledge that existed before and outside of the classroom. In the critical pedagogy literature, there are also several comparison studies. To examine the potential of reinventing Freirean critical pedagogy in the context of Indian formal education, Andrade (2007) performed a comparative study of Freirean critical pedagogy and Indian pedagogical culture. He looked at the conflicts and constraints that arose and needed to be handled. He suggested that, despite its origins in a totally different setting than that of today's Indian classrooms, Freirean critical pedagogy can contribute to the solution of India's education crisis. Edwards (2009) contrasted two schools of thought: critical pedagogy, which aims to teach just citizens, and democratic education, which aims to develop participatory citizens. The findings revealed that they are not only more alike than they are dissimilar, but that they can (and should) learn from one another.

According to Aliakbari and Faraji (2011), CP connects the educational context to the social context in which it exists. It focuses on equipping students with the skills to think critically and act to improve their lives. Critical pedagogy, according to

Mehta and Pandya (2015), is the need of the hour for the future to develop a culture of critical thinking among students to promote social transformation and democracy in education. As a result, it stresses the relevance and applicability of Freirean pedagogy in classrooms, as well as Paulo Freire's model and approach. It has the potential to aid in the development of a more democratic society, as well as social transformation and democratic classrooms. It will also train instructors with a democratic mind-set to teach theory and practise through critical education, emphasising the student's critical aptitude, curiosity, and autonomy.

According to Abraham (2015), critical pedagogy is a transformational approach to education. Its main point is that education should go beyond imparting knowledge and educating future workers; it should also assist in the development of critical consciousness, which leads to individual, learning environment, and societal reform. Critical pedagogy can empower persons working in the field of education to become more aware of injustice in their society and to take action to change it. Critical pedagogy, according to Brown and Sekimoto (2017), is a student-centred learning strategy based on critical self-reflexivity and an appreciation of how one's social location is a source of information. The classroom is a place where students can develop critical awareness of questions of identity and cultural difference. We use critical pedagogy to teach future advertising professionals in an increasingly diverse society, using the classroom as a microcosm of society.

Shih (2018) argues that Freire's critical pedagogy and its educational consequences emphasise the individual's ability to engage in critical discourse with others while engaging in freedom-based educational practise. Conscientization and discourse are two of Freire's critical pedagogy concepts. The core of educational practise is instruction. The terms "instruction" and "teaching" are used

interchangeably. It is a topic that must be addressed in educational practise. The essence of teaching and learning, on the other hand, should be dialogic. There is no communication if there is no dialogue. There can be no true education, teaching, or learning without communication. If an adequate instrument is offered in a dialogue, the student will be able to gradually see the conflict between himself and society, as well as be aware of the situation of the world and thus be able to deal with it critically. A discussion provides the right tool; as a result, teachers must establish the educational practise of freedom.

Other disciplines where critical pedagogy has been shown to be effective include teacher training (Bartolome, 2004; Keesing-Styles, 2003), intercultural studies (Hovey, 2004), postmodernity (Giroux, 2004; James, 2008), and technology (Bartolome, 2004; Keesing-Styles, 2003). (Holst, 2003, as cited in Yilmaz, 2009). In his utopia course, Shor (1996) highlighted his experiences with critical praxis, noting the successes, obstacles, and lessons he and his students acquired while attempting to implement critical pedagogy. Horan (2004) outlined some of the successes and obstacles she and her students had when seeking to put critical pedagogy theory into practise. Abdelrahim (2007) investigated the role of gender and experience in instructors' critical pedagogy awareness. In terms of data collection and analysis, his study used a mixed-method approach in which the qualitative component, one-on-one semi structured interviews with English language teachers, came first and shaped the quantitative component. The aggregate findings of both parts suggested that there is no substantial difference in instructors' awareness of critical pedagogy based on gender or experience.

Hollstein (2006) assessed how well pre-service social studies teachers comprehended, integrated, and applied critical pedagogy during their junior year of

undergraduate study at Ohio University and shortly before to their student teaching experience. As the investigation ended, three themes emerged. Due to a lack of immersion, participants lacked a basic knowledge of critical pedagogy. Second, participants failed to incorporate critical pedagogy into a lesson plan. Third, the participants unintentionally thwarted critical pedagogy's goals of social involvement and transformation. Even though critical pedagogy has its roots in the work of Brazilian educator Paulo Freire, a study conducted by Brazilian scholars Cox and Assis-Peterson (1999) to determine what 40 Brazilian English teachers knew about and thought of critical pedagogy in ELT revealed that they were unaware of the concept, and its outlook in Brazil was not positive (López-Gopar, 2019). Jorge (2009), in a recent survey of critical language pedagogy in Brazil, indicates that knowledge of and activity on this topic is divided between the elite and grassroots sectors in Brazil, including language teachers. Yilmaz (2009) did a study in Turkey to find out how primary school teachers felt about critical pedagogy based on gender, education, seniority, and school location. Teachers were moderately in agreement with critical pedagogy ideas, according to the findings. There was a substantial variation in their perspectives based on educational background, professional seniority, and the setting of the school where they worked, but no significant difference in their perspectives based on gender. Due to the scarcity of research in the Iranian environment, the purpose of this study was to look at instructors' knowledge with critical pedagogy.

2.23 THEORETICAL BACKGROUND

In his book "Pedagogy of the Oppressed," Freire (2000) lays out the guiding assumptions and contributions to critical pedagogy, which coincide with his attempt to use education to critically interpret the world. Carrillo (2007) provided a comprehensive overview of Freire's critical pedagogy work's dimensions and

assumptions. He described education as having four dimensions: (i) a critical understanding of reality, (ii) making a commitment to utopia and change of reality, (iii) teaching people who would effect that change, and (iv) conversation.

Because Freire's work centred on social and political change (McLaren, 1999), education is always viewed as a form of politics from a Freirean perspective. Banking education is one of the core themes of a Freirean framework. The concept of banking education was a critique of educational systems and the way in which students are treated as passive repositories awaiting the teacher's transfer of knowledge. For example, according to Freire (2000), "Knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider knowing nothing in the banking concept of education." The ideology of oppression's characteristic of projecting absolute ignorance onto others negates education and knowledge as inquiry processes. The knowledge determined by the teacher is viewed as having value and significance under the concept of banking education. Freire contended that a banking education model is prevalent in formal education institutions, and that it encourages citizens to be docile and not challenge society's status quo. Banking education encourages notions of education as a tool for maintaining hegemonic discourses by encouraging learners to be passive receivers of knowledge rather than active knowledge makers who engage in inquiry and critique. According to Freire, the more students labour at preserving the deposits entrusted to them, the less critical consciousness they gain because of their participation in the world as world transformers. They tend to just adapt to the world as it is, and the fragmented image of reality imprinted in them the more fully they accept the passive position imposed on them. (2000, Freire) Banking education is believed to keep students immersed in "a

culture of quiet" and "places them as objects, separate from history and agency" (Bartlett, 2008).

Rather than encouraging critical inquiry into the world, the learning process encourages acceptance and denial, aligning with what Giroux refers to as the organised violence of forgetting; where the past is removed from view and thus from consciousness, where members of society are encouraged to be passive and not to question or inquire into why society is the way it is (Giroux, 2014). According to Freire, education should be rethought as a chance for agency, autonomy, and action. This action has to do with the growth of critical consciousness (conscientization), or critical knowledge of one's own world. The processes of reflection and action are used to become critically aware, or conscious; alternatively, it is known as praxis. The goal of becoming critically aware is to expose fallacies about society that are infused with hegemonic depictions of reality and 'truth.' Learning, according to Freire (2000), is about identifying "genuine issues and actual demands." It is also stated that the "important historical settings in which knowledge is produced, engaged, and appropriated" must be considered to discover the reality of problems and demands (McLaren, 1999). Critical consciousness is raised through discourse, according to Freire, and this, he believes, is how the full worth of education may be achieved. Dialogue allows for a transition in position and relationship, so that the dominant one no longer leads the submissive one. Instead, the teacher and the student become one: "The teacher is no longer simply the one who teaches but is also the one who is taught in conversation with the students, who, in turn, teach while being taught" (Freire, 2000). Conscientization (awareness raising) or critical consciousness requires active and analytical conversation to evaluate who has and does not have access to education, as well as how this access is granted or denied (Bartlett, 2008). Knowledge

comes only via invention and re-invention, through the restless, eager, ongoing, hopeful inquiry human beings seek in the world, with the world, and with each other, according to Freire. As a result, dialogue, and inquiry as procedures for raising critical consciousness enable education to become a liberating rather than a dominating act (Freire, 2000; De Korne et al, 2019).

2.24 GAP IDENTIFICATION

Critical Pedagogy (CP) theorists and practitioners, inspired by Brazilian progressive educator Paulo Freire, claim that education is never neutral. As a result, by challenging the current quo, exposing various forms of inequality, giving voice to the voiceless, and empowering local knowledge, CP aspires to liberate learners. The findings of this study will reveal the practises that were implemented in this situation. In the literature on teacher education, I find a 21st-century focus on preparing critical consciousness instructors. The contemporary research focuses mostly on the need to build critical consciousness, the obstacles that teacher educators confront while teaching for critical consciousness and the critical pedagogies that teacher educators apply. My research fills two gaps: a dearth of research on practising teachers, whether student teachers or in-service teachers, and the little research that pays close attention to the researcher's meaning-making or consciousness. More researchers should pursue both paths. More classroom practise studies are needed if we, as teacher educators, assert that instilling critical consciousness in our pre-service teachers leads to socially just teaching. There also appears to be an implicit understanding that if researcher-educators are writing about critical consciousness, they must be critically conscious or have experienced some consciousness-raising experiences themselves. This generates a new set of questions for me: how did they feel about those experiences? How do they invite or limit the consciousness of their students based on their own

consciousness? And how do their pedagogies change in response to the altering bounds of their consciousness? I make no claims about myself, but I provide auto ethnographic moments and attempts at transparency surrounding my research decisions to let readers realise who is behind this study and potentially explore those topics. It will be useful in expressing dissatisfaction with students' passive position in the educational system, as well as a desire to modify established teaching. Teachers should critically analyse and examine their teaching contexts, concerns, and student needs to better understand how CP can operate in practise modification to free their learners' ideas and actions from the influence of hegemonic powers. The philosophy and practise of CP in public secondary schools will be the subject of this research. Critical analysis of CP practises and data collected from instructors during research will help to the beneficial educational and social change that CP seeks to achieve by encouraging students to take an active role in their education.

2.25 SUMMARY OF LITERATURE REVIEW

Critical Pedagogy draws from critical theory, which is concerned with the idea of a just society in which people have political, economic, and cultural control of their lives. "Thinkers of critical theory believe that these goals are satisfied only through emancipating oppressed people which empowers them and enables them to transform their life conditions. It is actually the starting point for critical pedagogy. Critical Pedagogy is an effective strategy to enhance the critical thinking capability of students and to generate positive behavioural change in students' lives. This is a strategy that enhances student consciousness, understanding, and judgment. It gives students a voice to speak in the classroom. Freire (2001) defined critical pedagogy as a critical approach to education, highlighting the importance of having learners engage actively in their learning process, and being able to find and develop their own opinion and position. Freire argued for learner-centered education, calling for a dialogue between teacher and student and he argued for problem-posing

education. The dialogue-based approach is to engage students in questioning and exchanging ideas, to inquire and to learn. Problem-posing education is designed to engage the student in solving any problem through brainstorming. John Dewey also argued for child-centered education for creating the child as a good citizen. So, the main point of critical pedagogy is to engage students in learning and to make them active learners.

Breunig (2011) says that the intended aim of critical pedagogy in education is to create a just society. Freire's ideology behind critical pedagogy was to liberate people from social and cultural hegemony, not to capture political power. Freire motivated illiterate peasants to break their silenced culture. He also urged the employment of a wide variety of different interactive teaching strategies (e.g., dialogical, problem-posing) in the classroom to enhance students' critical awareness. Many teachers think that it is not easy to employ different strategies in the classroom when there is only time for helping students to earn good grades on their report cards. However, during regular classroom activities, teachers can engage students in various activities through proper planning like dialogical methods, problem-solving, connecting learning with real life situations, Engaging Students with Out-of-Book Activities, group discussions and hands-on-activities. Kincheloe (1993) says that teachers and parents focus on children's education in such a manner that it is away from the child's point of view and their construction of reality. To help students create knowledge with keen understanding, teachers need to employ critical pedagogy in the classroom. Moreover, critical pedagogy is not a new strategy in teaching and learning. Figures from Socrates to many of today's most prominent educators have been using different student-centered classroom approaches to help students by engaging them in learning and creating knowledge.

critical pedagogy has developed from critical theory through relating it to objective realities and the contributions of many theorists. In considering the

development of critical pedagogy from critical theory, I would not like to think this development as a linear. As for developing it, critical thinking skill was used and this skill will be needed in the future too. But one should keep in mind that there are distinctions between critical thinking as epistemology and critical thinking skill that will serve the purpose of critical pedagogy. The goal of critical pedagogy is beyond just critical thinking, its major emphasis is on transformation (Broughan & Prinsloo, 2020).

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to explore the practice of critical pedagogy being adopted at secondary school level and was carried out through mixed method research approach. Using an interpretive paradigm, the researcher attempted to explore the vision of teachers towards practice of critical pedagogy at secondary level. This type of inquiry requires an eclectic combination of quantitative and qualitative method for the data collection and analysis to provide an expanded understanding of the research problem (Tashakkori & Teddlie, 2008). Creswell (2009) explains that mixed method is the combination of both qualitative and quantitative methods in a single study by considering things from alternative perspectives and thereby getting a more comprehensive overview of the subjects.

3.1 RESEARCH DESIGN

The present study was a descriptive study in nature. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Mixed method approach was adopted, and quantitative and qualitative research were combined to provide a general picture by bridging the gap of each approach, because not all issues are amenable solely to a single approach. The quantitative research is usually driven by the researcher's concerns, whereas qualitative research takes the subject's perspective. The design for this study was concurrent triangulation design, where the quantitative and qualitative data collection was done concurrently (Terrell, 2015). For this purpose, a survey may be used to collect quantitative data from a larger group and, members of that group may then

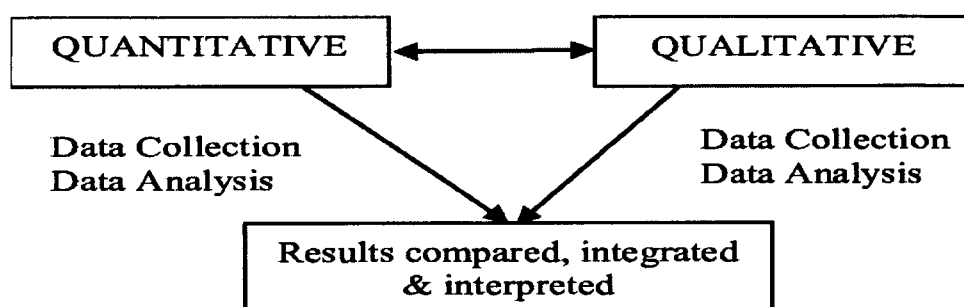


Figure 3.1 Concurrent Triangulation Design

later be selected for interviews where they can explain and offer insights into their survey answers.

3.2 POPULATION

The population for this study comprised on all public sector secondary school teachers working in the schools of Hazara Division of Khyber Pakhtunkhwa (KP) and teaching the subjects of English, Urdu, and Islamic and Pakistan Studies. There is total 380 secondary schools including both high and higher secondary schools in Hazara Division (Khyber Pakhtunkhwa) as shown in table 3.1, and a total of 6408 teachers are working in these schools shown in table 3.2. The higher secondary schools are included in this study because they include the secondary level classes. According to the Annual School Census Report for Settled Districts 2020-2021, government of Khyber Pakhtunkhwa (KP) the summary of population is as under:

Table 3.1. Detail of *Secondary Level Schools in Hazara Division: Annual statistical report 2020-2021 GoKP*

S. No.	District	Higher Secondary Schools		High Schools		Total
		Urban	Rural	Urban	Rural	
1	Abbottabad	16	2	65	7	90
2	Battagram	5	0	35	0	40
3	Haripur	18	2	60	7	87
4	Kolai Palas	3	0	6	0	9
5	Lower Kohistan	3	0	11	1	15
6	Mansehra	26	2	86	2	116
7	Torghar	3	0	7	0	10
8	Upper Kohistan	0	0	13	0	13
	Total	74	6	283	17	380

S. No.	District	Teachers in Higher Secondary Schools		Teachers in High Schools		Total
		Urban	Rural	Urban	Rural	
1	Abbottabad	95	415	260	932	1702
2	Battagram	0	108	0	465	573
3	Haripur	116	538	165	775	1594
4	Kolai Palas	0	25	0	48	73
5	Lower Kohistan	0	32	17	97	146
6	Mansehra	131	656	42	1327	2156
7	Torghar	0	36	0	0	36
8	Upper Kohistan	0	0	0	128	128
	Total	342	1810	484	3772	6408

3.3 SAMPLING

(A) Quantitative Sample Size

The sample for this study comprised of four (50%) districts of Hazara Division, Khyber Pakhtunkhwa. These are the following districts:

- Abbottabad
- Battagram
- Haripur
- Mansehra

The reason for this selection is that two district Mansehra and Kohistan were divided on administrative grounds. And all of the new district formed are the backward area of Hazara division. Districted Mansehra was bifurcated in Mansehra and Torghar in 2012, and Torghar is a mountainous and backward area of Hazara Division with very scattered population in the area of 497 km² and there is not a huge infrastructure of schools yet, there are only ten secondary schools there and 36 teachers are working in these schools. Whereas districted Kohistan was trifurcated in Kohistan Upper, Kohistan Lower and Kolai Palas in 2017. All of these districts, also, are mountainous and backward area and have no huge infrastructure of schools yet. In

all three districts there are only 36 secondary schools and 347 teachers work there, these schools are very much scattered in the mountainous area of 7,492 km².

Based upon these facts and constraints of the time and resources, researcher delimited the study on the four districts where most of the population of the target group (i.e., 6025 teachers) exist as shown in table 3.3. Sample districts comprise on the major portion of the population (94%) of the study, whereas other four districts have only 6% of the research population scattered on the mountainous areas. Further cluster sampling technique was used in this study. Then, a simple random sample of the schools was done in these clusters for selection of teachers from the population. The clusters in this study were the administrative units of the district i.e., subdivisions (known as Tehsils). According to the table for sample size established by “The Research Advisors (2006) sample size table” retrieved from <http://Research-Advisors.com> on January 25, 2020, at 09:45 AM and Raosoft sample size calculator retrieved from <http://www.raosoft.com/samplesize.html> on January 25, 2020, at 09:45 PM the Sampling for this study will consist of:

S. No.	District	Total Teachers	Sample Size
1	Abbottabad	1702	
2	Battagram	573	350
3	Haripur	1594	
4	Mansehra	2156	
Total		6025	

(B) Qualitative Sample Size

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes are large enough to obtain enough data to sufficiently describe the phenomenon of interest and address the research questions by attaining the saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (2007)

recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. According to Creswell (1998) in-depth interviews from approximately 30 teachers for about 20-40 minutes was enough for achieving the saturation.

3.4 RESEARCH INSTRUMENTS

Related literature and the previous research on critical pedagogy were studied and a foundation of knowledge was built based on literature for development of instruments for this research study. Two different data collection tools were required based on nature of study. One, a questionnaire, for the quantitative aspects of the study to obtain the data about the practices of critical pedagogy from the secondary schools' teachers, while the other is for its qualitative aspect, and the data for this purpose needed for in-depth exploration in the study, for its qualitative aspect was collected through semi-structured interview. The detail of each instrument is following:

3.4.1 Questionnaire for Teacher

It was derived from the literature that critical pedagogy was basically divided into several categories. The Questionnaires for teacher were developed basically on the components of critical pedagogy which were derived from literature. First, all the categories of critical pedagogy were enlisted and then the researcher developed statements related to each category. These statements were developed based on knowledge derived from literature.

Following were the main themes in the tool under which the statements of the questionnaire were developed for the collection of data:

- **Perception of teachers about critical pedagogy-** there are 19 items under this category, and this focuses the first objective of the research study.

- **Practices of critical pedagogy-** there are 13 items in this category, covering the second objective of the research study.
- **Effects associated with critical pedagogy-** there are 16 items in this category, covers the third objective of this study, and
- **Challenges in practices of critical pedagogy-** there are 14 items under this category, which focus on fourth objective.

Questionnaire was developed on 5-point Likert scale i.e., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Each category of Likert scale was abbreviated and coded. 'Strongly Agree' was abbreviated as SA and codified as 5, 'Agree' was abbreviated as A and codified as 4, 'Undecided' was abbreviated as UN and codified as 3, 'Disagree' was abbreviated as DA and codified as 2, while 'Strongly Disagree' was abbreviated as SDA and codified as 1.

3.4.2 Plan of Interviews for Teachers

Semi structured interviews were also constructed for finding out the views of the teachers for in-depth exploration about practices of critical pedagogy. Questions of the interviews were developed based on knowledge derived from literature review. These questions of interview were semi structured in nature with the reason to fulfil the aim of investigating the in-depth views of teachers about integration of the practices of critical pedagogy in their teaching.

3.5 VALIDITY

Validity means correctness of measurement (Clark, 2014). In adopting questionnaire method for data collection, the researchers have always cautioned on the need of its validity and reliability (Gall et al., 2003, p.223). The validity of this study instruments was checked with the help of experts in the field. The first major expert opinion was taken by supervisor and co-supervisor. The contents of the

questionnaire were vetted by the researcher's supervisor to ensure that the contents of the questionnaire reflected the purpose of the study and would be able to effectively answer the research questions. With their consultation and guidance, the questionnaire was vetted by three different expert professors of the department of education, University of Haripur, and Hazara University, Mansehra for their review and expert opinion. They included Dr. Saeed Khan Dr. Kafayat Khan, Dr. Sadaf from University of Haripur, and Dr Iqbal Majoka from Hazara University. The experts suggested some changes relating to the language of some items, deletion of three statements which were repeated in sense. Then according to their suggestions and recommendations, necessary changes were made in the instrument. To get a better idea, the questionnaire was again shared with experts in the field for final review, who provided feedback, and at this stage questionnaire included useful ideas and recommendations, such as rephrasing a couple of sentences and replacing tough phrases to make it easier to grasp for respondents. The comments, additions, and revisions made by the worthy experts were carefully evaluated and included in the questionnaire where suggested and it was finalized with consultation of supervisor. These steps enhanced validity in content, language, and wording. Experts and other senior researchers vetted the contents of the questionnaire so we can assume that the questionnaire has content and face validity (Heale & Twycross, 2015).

3.6 RELIABILITY

The consistency of the measurement is referred to as reliability. The test score's reliability indicates how reliable it is. The material is dependable if the acquired data yields the same results after being tested repeatedly using diverse procedures and sample groups. Joppe (2000) defines reliability as the extent that the results are consistent with time and the accurate representation of the total population

under study and if the results of a study are repeated under a similar procedure, so the research tool is considered as reliable. Reliability of the items was measured through Cronbach's Alpha. One-way random effects model was used for ascertaining the consistency of inter class items. It was used to calculate internal consistency based on the inter-relationship between distinct elements and the rate of co-relation, which was used to determine the study's dependability. The Cronbach Alpha values for instrument are shown in Tables 3. This ranges between 0.80 and 0.91. The achieved value is quite close to 1, which is the greatest internal consistency measure, as shown by the result. As a result, the level of trustworthiness is satisfactory. Internal consistency is estimated to be good if the correlation is in the range of 0.8 to 1. This indicated that the instrument was trustworthy. Pilot testing was done to find out if the surveys was distributed correctly and if the users were satisfied while administering in understanding the statements of the questionnaire.

Table 3.4 Construct Wise Reliability

S#.	Construct	No of items	Reliability
1	Perceptions of teachers about Critical Pedagogy	19	.85
2	Practices of Critical Pedagogy	13	.88
3	Effects associated with the Practices of Critical Pedagogy	16	.87
4	Challenges in Practices of Critical Pedagogy	15	.84
Total		63	.85

3.7 PILOT TESTING OF QUESTIONNAIRE

"Before conducting any research, a pilot study should always be conducted" (Peter, 1994). "Even the most meticulously crafted device cannot guarantee the acquisition of 100 percent trustworthy data," A pilot study is a critical step in

determining whether the research tool is worthwhile, and the data collection procedure in the research process is in right direction. It also aids researchers in identifying challenges that may develop when converting research questions and whether they will be able to obtain valuable and essential information for their studies. Piloting and modification of the questionnaires was carried out for the purpose to enhance validity and reliability in the research and to determine if the items are yielding the kind of information needed (Srinivasan & Lohith, 2017).

3.7.1 Pilot Test sample

Thirty teachers from six high schools (secondary schools) were selected for pilot testing. The sample size of these respondents was certainly well manageable as reiterated by some researchers (Charles, 1998). The pilot questionnaires were administered personally so that the purpose of the study might be explained to them. The respondents were requested to fill in the questionnaire and return it in 5 days.

3.7.2 Piloting and Modification of Questionnaire

Pilot testing assisted the researcher to gauge for any criticisms and recommendations (Gall et al., 2013) as well as to study the comments made by the respondents that will enable the researcher to further improve the questionnaire to be used in the research (Mallick & Verma, 2005). To gauge additional and unusual responses from the respondents' open-ended items along with closed ended questions were used (Gall et al., 2013). The questionnaire was designed to administer to secondary school teachers selected for piloting. Then the pilot questionnaires were collected and according to their suggestions the following changes were made:

- Grammatical errors were rectified.
- Open ended questionnaire items were removed as these were not answered properly.

The research questionnaire underwent the first modification with revised content of items based on very recent literature review, reviewing question construction and wording; rewording questions and content of the questionnaire (Van Teijlingen & Hundley, 2001; Hine, 2011; Chow et al, 2012) with rooms for constructive suggestions and evaluation of wording and layout (De Vaus & De Vaus, 2013). The distinct changes incorporated were a decreased content where the nine pages questionnaire was decreased to a five pages research pilot questionnaire, 66 items were reduced to 62. Following four statements were omitted from the questionnaire on account that their sense was repetitive with other statements or ambiguous.

- Teachers' main role is to make them independent and to think and act in a more independent manner (statement # 11 in the first draft under the heading Perceptions of teachers about Critical Pedagogy at Secondary School Level, as it resembles with statement # 12 which is more comprehensive).
- I am the knower in the class (statement # 16 in the first draft under the heading Perceptions of teachers about Critical Pedagogy at Secondary School Level, considered as ambiguous by experts).
- Students work together in resolving the problems in class (statement # 16 in the first draft under the heading Challenges in Practices of Critical Pedagogy at Secondary School Level, as it was similar as the statement # 61).
- Teachers involve students in the process of selecting topics that are focused in classrooms (statement # 63 in the first draft under the heading Challenges in Practices of Critical Pedagogy at Secondary School Level, as it was similar in the sense with the statement # 57).

The researcher then sent this copy to the supervisor who vetted it. After collection of the questionnaires from all the respondents, the following findings were seen:

- 100% of them agreed that the language was clear and easily understood and that the layout was good.
- 80% stated that the questionnaire was simpler than most questionnaires handled by them.

This reflects that the questionnaire design and layout was good and only changes in content as well as a need to increase response rate in the research questionnaire were distinctly reflected in the piloting process.

3.8 DATA COLLECTION

Researcher started data collection process with the consent of research supervisor. The copies questionnaires were made for the distribution to sample teachers. Most of the schools were visited by researcher himself to meet the study sample and collect the required data, but a portion of study sample was in such area where it was difficult and time consuming for the researcher to visit to collect data personally. For this purpose, therefore, personal, social, and professional contacts were used to access the desired sample of the study to collect data. The copies of questionnaire were sent by hand and through postage to the contact persons for this purpose. They distributed the questionnaires to the concern teachers and requested them to respond the questionnaires on behalf of researcher. Electronic way was also used where it was needed to access to the sample of study for clarifications. Likewise, the teachers for interviews were contacted telephonically and schedule of interviews was decided with them. They were accessed personally by the researcher for face-to-face interviews while the teachers from remote area were interviewed through telephone, Whats-App and zoom meeting with their consent and at the time convenient to them. Interviews of the teachers were recorded for future information and notes were taken during the interview for later use in the analysis process.

3.9 DATA ANALYSIS

The research study was consisted of mixed method research. Therefore, both qualitative and quantitative analysis of data was carried out through proper procedures. Quantitative data which was obtained through the questionnaires was arranged and tabulated properly. The quantitative data were analysed and interpreted with the help of descriptive statistics with Chi square (χ^2). Since chi-square applies to categorical variables, it is most used by researchers who are studying survey response data. Percentages and mean score of data were obtained. Similarly qualitative data were analysed by thematic analysis by Braun & Clarke's (2006) six-phase framework for doing a thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data and consists of following six steps:

- Step 1: Become familiar with the data,
- Step 2: Generate initial codes,
- Step 3: Search for themes,
- Step 4: Review themes,
- Step 5: Define themes,
- Step 6: Write-up

Interviews of the teachers were analyzed under above mentioned steps, and themes were derived from the views of the teachers. For this purpose, all interviews were transcribed, and notes were also taken during interviews. After going through these interviews again by listening again and reading the note carefully by the researcher, themes were derived from them. The themes of the interviews were matched with the components of critical pedagogy which were obtained from teachers. The themes and components of critical pedagogy were grouped based on similar characteristics of themes and critical pedagogy components.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with in-depth analysis and interpretation of the data collected by the researcher from the respondents for the research study. The data was collected from the teachers of the secondary level, and it was tabulated to draw the conclusion keeping in view the objective of the study. The present study analyses the practices of critical pedagogy (CP) at secondary school level. The objectives of the study were:

- To explore the perception of secondary school teachers about critical pedagogy,
- To examine the practices of CP adopted by secondary school teachers,
- To find out the effects associated with the practices of CP as perceived by teachers
- To examine the challenges in practices of CP at secondary school level.

Quantitative data were analysed and interpreted with the help of descriptive statistics, Chi square (χ^2) by using SPSS (Version, 24), and the qualitative data was analysed by thematic analysis by using Braun & Clarke's (2006) six-phases "familiarity with data, generation of codes, generation of themes, reviewing themes, defining themes and final write up".

4.1 ANALYSIS OF QUANTITATIVE DATA

4.1.1 Perception of teachers about critical pedagogy

Table 4.1

<i>Learning is a social process, and it takes place because of social Interaction</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	44	38	32	231	5	350	3.32	475.571 ^a	4	.000
Percentage	13	11	9	66	1	100				

Table 4.1 describes the opinions of the secondary school teachers with respect to "Learning is a social process, and it takes place because of social interaction". This

indicates that 236 secondary school teachers with 67% agreed. 82 with 24% secondary school teachers are not agreed, while 32 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score is 3.32 and chi-square (475.571^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, result is found significant.

Table 4.2

<i>The Content of the Textbook Should Be According to Student's Needs</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	2	10	155	179	350	4.43	452.657 ^a	4	.000
Percentage	1	1	3	44	51	100				

Table 4.2 describes the opinions of the secondary school teachers with respect to the "Content of the textbook should be according to student's needs". This indicates that 334 secondary school teachers with 95% agreed. 6 with 2% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.43) and chi-square (452.657^a) is found significant as the stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.3

<i>Teaching Method Should Be Well-Matched with Student's Interest</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	10	13	5	114	208	350	4.42	457.914 ^a	4	.000
Percentage	3	4	1	33	59	100				

Table 4.3 describes the opinions of the secondary school teachers with respect to "teaching method should be well-matched with student's interest". This indicates that 322 secondary school teachers with 92% agreed. 23 with 7% secondary school teachers are not agreed, while 5 with 1% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.42) and chi-square (457.914^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.4*Learning Attitudes and Styles of Student Are Different*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	11	10	38	127	164	350	4.20	288.429 ^a	4	.000
Percentage	3	3	11	36	47	100				

Table 4.4 describes the opinions of the secondary school teachers with respect to “Learning attitudes and styles of student are different”. This indicates that 291 secondary school teachers with 83% agreed. 21 with 6% secondary school teachers are not agreed, while 38 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.20) and chi-square (288.429^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.5*If Students Are Not Satisfied with Contents and the Way of Teaching Teacher Must Revise Them*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	24	41	162	121	350	4.07	266.371 ^a	4	.000
Percentage	1	7	12	46	35	100				

Table 4.5 describes the opinions of the secondary school teachers with respect to “If students are not satisfied with contents and the way of teaching teacher must revise them”. This indicates that 283 secondary school teachers with 81% agreed. 26 with 8% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.07) and chi-square (266.371^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.6

Only Teacher Must Think About Students' Affairs Because They Do Not Have Ability to Think About Their Affairs

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	15	38	19	152	126	350	3.96	235.857 ^a	4	.000
Percentage	4	11	6	43	36	100				

Table 4.6 describes the opinions of the secondary school teachers with respect to "Only teacher must think about students' affairs because they do not have ability to think about their affairs". This indicates that 278 secondary school teachers with 79% agreed. 53 with 15% secondary school teachers are not agreed, while 19 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.96) and chi-square (235.857^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.7

Teacher Must Speak in the Class and Students Must Listen Only

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	74	143	53	70	10	350	2.42	131.914 ^a	4	.000
Percentage	21	41	15	20	3	100				

Table 4.7 describes the opinions of the secondary school teachers with respect to "Teacher must speak in the class and students must listen only". This indicates that 80 secondary school teachers with 23% agreed. 217 secondary school teachers with 62% are not agreed, while 53 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.42) and chi-square (131.914^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant due response of secondary school teachers was not good.

Table 4.8

Students Must Think About What They Learn and Take Practical Steps to Realize Them

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	184	125	10	21	10	350	1.70	366.029 ^a	4	.000
Percentage	53	35	3	6	3	100				

Table 4.8 describes the opinions of the secondary school teachers with respect to “Students must think about what they learn and take practical steps to realize them”. It indicates that only 31 secondary school teachers with 9% agreed. 309 with 88% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.70) and chi-square (366.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.9

Student's Learning Is a Dynamic Process of Learning by Doing Not by Memorization Only

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	10	20	195	121	350	4.19	409.743 ^a	4	.000
Percentage	1	3	6	55	35	100				

Table 4.9 describes the opinions of the secondary school teachers with respect to “Student's learning is a dynamic process of learning by doing not by memorization only”. It indicates that 316 secondary school teachers with 90% agreed. 14 with 4% secondary school teachers are not agreed, while 20 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (409.743^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.10

The Main Purpose of Teachers Should Be to Prepare Students to Integrate in the Job Market

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	16	34	12	125	163	350	4.10	275.000 ^a	4	.000
Percentage	5	10	3	36	47	100				

Table 4.10 describes the opinions of the secondary school teachers with respect to the “Main purpose of teachers should be to prepare students to integrate in the job market”. It indicates that 288 secondary school teachers with 83% agreed. 50 with 15% secondary school teachers are not agreed, while 12 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.10) and chi-square (275.000^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.11

Teachers' Main Role Is to Teach Students Not Only to Learn More Independently but Also to Think and Act in A More Independent Way

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	99	104	34	86	27	350	2.53	77.114 ^a	4	.000
Percentage	28	28	10	25	8	100				

Table 4.11 describes the opinions of the secondary school teachers with respect to “Teachers’ main role is to teach students not only to learn more independently but also to think and act in a more independent way”. It indicates that 113 secondary school teachers with 33% agreed. 203 with 56% secondary school teachers are not agreed, while 34 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.53) and chi-square (77.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.12

A Major Role of Teachers Is to Help Students Develop Their Own Understanding of Whom They Are and Their Place in the World

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	9	26	23	146	146	350	4.12	277.400 ^a	4	.000
Percentage	3	7	7	42	42	100				

Table 4.12 describes the opinions of the secondary school teachers with respect to “A major role of teachers is to help students develop their own understanding of whom they are and their place in the world”. It indicates that 292 secondary school teachers with 84% agreed. Whereas 35 with 10% secondary school teachers are not agreed, while 23 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.12) and chi-square (277.400^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.13

I Think Teachers Should Encourage Students to Have a Critical Look at the School

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	3	11	8	189	139	350	4.28	439.086 ^a	4	.000
Percentage	1	3	2	54	40	100				

Table 4.13 describes the opinions of the secondary school teachers with respect to “I think teachers should encourage students to have a critical look at the school”. It indicates that 328 secondary school teachers with 90% agreed. 14 with 4% secondary school teachers are not agreed, while 8 with 2% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.28) and chi-square (439.086^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.14*I Think Teachers Should Be Only Authority in the Classroom*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	8	34	68	170	70	350	3.74	216.343 ^a	4	.000
Percentage	2	10	19	49	20	100				

Table 4.14 describes the opinions of the secondary school teachers with respect to I think teachers should be only authority in the classroom. It indicates that 240 secondary school teachers with 69% agreed. 42 with 12% secondary school teachers are not agreed, while 68 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.74) and chi-square (216.343^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.15*The Students' Future Needs and Interests Are Considered for Organizing My Class Agendas*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	65	130	36	66	53	350	2.74	72.657 ^a	4	.000
Percentage	19	37	10	19	15	100				

Table 4.15 describes the opinions of the secondary school teachers with respect to "The students' future needs and interests are considered for organizing my class agendas". It indicates that 119 secondary school teachers with 34% agreed. 195 with 56% secondary school teachers are not agreed, while 36 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.74) and chi-square (72.657^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

Table 4.16

<i>My Students Are Involved in Program Planning</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	9	37	54	208	42	350	3.67	355.629 ^a	4	.000
Percentage	3	11	15	59	12	100				

Table 4.16 describes the opinions of the secondary school teachers with respect to “My students are involved in program planning”. It indicates that 250 secondary school teachers with 71% agreed. 46 with 14% secondary school teachers are not agreed, while 54 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.67) and chi-square (355.629^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.17

<i>I Do Not Find Enough Time to Learn About My Students' Hopes, Needs, And Interests in My Class</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	36	71	71	153	19	350	3.13	152.114 ^a	4	.000
Percentage	10	20	20	44	6	100				

Table 4.17 describes the opinions of the secondary school teachers with respect to “I do not find enough time to learn about my students’ hopes, needs, and interests in my class”. It indicates that 172 secondary school teachers with 50% agreed. 107 with 30% secondary school teachers are not agreed, while 71 with 20% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.13) and chi-square (152.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.18*I Do Not Allow All Students to Express Their Opinions in Class Discussions*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	87	118	40	80	25	350	2.53	80.257 ^a	4	.000
Percentage	25	34	11	23	7	100				

Table 4.18 describes the opinions of the secondary school teachers with respect to “I do not allow all students to express their opinions in class discussions”. It indicates that 105 secondary school teachers 30% agreed. 206 with 59% secondary school teachers not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.53) and chi-square (80.257^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

Table 4.19*In My Class, There Is No Interaction Between Me and My Students*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	184	118	23	19	6	350	1.70	345.800 ^a	4	.000
Percentage	53	34	7	5	2	100				

Table 4.19 describes the opinions of the secondary school teachers with respect to “In my class, there is no interaction between me and my students”. It indicates that 25 secondary school teachers with 7% agreed. 302 with 87% secondary school teachers are not agreed, while 23 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.70) and chi-square (345.800^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

4.1.2 Practices of critical pedagogy

Table 4.20

Teachers Use Dialogue and Open Communication as One of The Main Activities to Share Ideas

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	241	53	12	32	12	350	1.63	538.600 ^a	4	.000
Percentage	69	15	3	9	4	100				

Table 4.20 describes the opinions of the secondary school teachers with respect to “Teachers use dialogue and open communication as one of the main activities to share ideas”. It indicates that 44 secondary school teachers with 13% agreed. 294 with 84% secondary school teachers are not agreed, while 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.63) and chi-square (538.600^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

Table 4.21

Teacher Teaches Religious Beliefs

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	11	11	218	108	350	4.19	499.057 ^a	4	.000
Percentage	1	3	3	62	31	100				

Table 4.21 describes the opinions of the secondary school teachers with respect to “Teacher teaches religious beliefs”. It indicates that 326 secondary school teachers with 93% agreed. 13 with 4% secondary school teachers not agreed, while 11 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (499.057^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.22

<i>Teachers Give Permission to Their Students to Go Laboratory</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	11	42	65	152	80	350	3.70	158.771 ^a	4	.000
Percentage	3	12	19	43	23	100				

Table 4.22 describes the opinions of the secondary school teachers with respect to “Teachers give permission to their students to go laboratory”. It indicates that 232 secondary school teachers with 67% agreed. 53 with 15% secondary school teachers are not agreed, while 65 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.70) and chi-square (158.771^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.23

<i>The Content of Books Which Are Commonly Taught Is Often Unrelated to Learners' Real-Life Concerns and Problems</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	8	20	40	195	87	350	3.95	330.829 ^a	4	.000
Percentage	2	6	11	56	25	100				

Table 4.23 describes the opinions of the secondary school teachers with respect to “The content of books which are commonly taught is often unrelated to learners' real-life concerns and problems”. It indicates that 282 secondary school teachers with 81% agreed. 28 with 8% secondary school teachers are not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.95) and chi-square (330.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.24

Genuine And Real-Life Dialogue Should Form the Context of Teaching and Learning in Classroom

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	24	101	47	149	29	350	3.16	164.686 ^a	4	.000
Percentage	7	29	13	43	8	100				

Table 4.24 describes the opinions of the secondary school teachers with respect to “Genuine and real-life dialogue should form the context of teaching and learning in classroom”. It indicates that 178 secondary school teachers with 51% agreed. 125 with 36% secondary school teachers are not agreed, while 47 with 13% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.16) and chi-square (164.686^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.25

Teachers Should Have a Critical Approach to Cultural and Socio-Political Aspects of The Content of Textbooks

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	9	19	56	174	92	350	3.91	254.543 ^a	4	.000
Percentage	3	5	16	50	26	100				

Table 4.25 describes the opinions of the secondary school teachers with respect to “Teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks”. It indicates that 272 secondary school teachers with 76% agreed. 27 with 8% secondary school teachers are not agreed, while 56 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.91) and chi-square (254.543^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.26*Teachers' Main Roles Is to Make Students Aware of Inequalities in Society*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	23	31	180	112	350	4.06	313.571 ^a	4	.000
Percentage	1	7	9	51	32	100				

Table 4.26 describes the opinions of the secondary school teachers with respect to “Teachers’ main roles is to make students aware of inequalities in society”. It indicates that 292 secondary school teachers with 83% agreed. 27 with 8% secondary school teachers are not agreed, while 31 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.06) and chi-square (313.571^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.27*Environmental, Social, And Political Issues Are Topics to Be Addressed in Classroom*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	28	58	52	159	53	350	3.43	149.171 ^a	4	.000
Percentage	8	17	15	45	15	100				

Table 4.27 describes the opinions of the secondary school teachers with respect to “Environmental, social, and political issues are topics to be addressed in classroom”. It indicates that 212 secondary school teachers with 60% agreed. 86 with 25% secondary school teachers are not agreed, while 52 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.43) and chi-square (149.171^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.28*Teachers Should Decide on Their Teaching Strategies and Techniques Based on Learners' Needs*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	41	76	29	141	63	350	3.31	109.257 ^a	4	.000
Percentage	12	22	8	40	18	100				

Table 4.28 describes the opinions of the secondary school teachers with respect to “Teachers should decide on their teaching strategies and techniques based on learners’ needs”. It indicates that 204 secondary school teachers with 58% agreed. 117 with 34% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.31) and chi-square (109.257^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.29

Teachers Should Share Their Authority and Responsibilities with Students in The Classroom

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	20	14	151	163	350	4.29	363.857 ^a	4	.000
Percentage	1	6	4	43	47	100				

Table 4.29 describes the opinions of the secondary school teachers with respect to “Teachers must share their authority and responsibilities with students in the classroom”. It indicates that 314 secondary school teachers with 90% agreed. 22 with 7% secondary school teachers not agreed, while 14 with 4% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.29) and chi-square (363.857^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.30

Teacher Should Participate in Class Dialogues and Discussions as A Learner Among Learners

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	22	58	29	188	53	350	3.54	262.029 ^a	4	.000
Percentage	6	17	8	54	15	100				

Table 4.30 describes the opinions of the secondary school teachers with respect to “Teacher should participate in class dialogues and discussions as a learner among learners”. It indicates that 241 secondary school teachers with 69% agreed. 80

with 23% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.54) and chi-square (262.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.31

<i>I Believe I Should Involve All Students in My Class to Promote Equality and Justice</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	00	18	22	189	121	350			4	.000
Percentage	00	5	6	54	34	100	4.18	234.800 ^a		

Table 4.31 describes the opinions of the secondary school teachers with respect to “I believe I should involve all students in my class to promote equality and justice”. It indicates that 310 secondary school teachers with 89% agreed. 18 with 5% secondary school teachers are not agreed, while 22 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.18) and chi-square (234.800^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.32

<i>In Planning What to Do in the Classroom, I Consider My Students' Expectations and Immediate Needs</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	2	23	154	169	350			4	.000
Percentage	1	1	7	43	48	100	4.38	404.486 ^a		

Table 4.32 describes the opinions of the secondary school teachers with respect to “In planning what to do in the classroom, I consider my students' expectations and immediate needs”. It indicates that 323 secondary school teachers with 93% agreed. 4 with 2% secondary school teachers are not agreed, while 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.38) and chi-square (404.486^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

4.1.3 Effects associated with the Practices of Critical Pedagogy

Table 4.33

<i>A Major Role of Teachers Is to Improve Learners' Critical Thinking Skills</i>											
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value	
Frequency	2	10	28	185	125	350			4	.000	
Percentage	1	3	8	52	36	100	4.20	374.829 ^a			

Table 4.33 describes the opinions of the secondary school teachers with respect to A major role of teachers is to improve learners' critical thinking skills. It indicates that 310 secondary school teachers with 88% agreed. 12 with 4% secondary school teachers are not agreed, while 28 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.20) and chi-square (374.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.34

<i>Teachers Should Have a Critical Approach to Cultural and Socio-Political Aspects of The Content of Textbooks</i>											
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value	
Frequency	2	7	17	142	182	350			4	.000	
Percentage	1	2	5	41	52	100	4.41	416.143 ^a			

Table 4.34 describes the opinions of the secondary school teachers with respect to "Teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks". It indicates that 324 secondary school teachers with 93% agreed. 9 with 3% secondary school teachers are not agreed, while 17 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.41) and chi-square (416.143^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.35

Ideal Instruction Textbooks Are Those Which Are Designed Locally and In the Light of Learners' Real Life

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	00	20	40	189	101	350	4.06	197.680 ^a	4	.000
Percentage	0.00	6	11	54	29	100				

Table 4.35 describes the opinions of the secondary school teachers with respect to "Ideal instruction textbooks are those which are designed locally and in the light of learners' real life". It indicates that 290 secondary school teachers 83% agreed. 20 with 6% secondary school teachers are not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.06) and chi-square (197.680^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.36

I Think Teachers Should Not Deal the Political and Ideological Issues Whatsoever in The Classroom with The Hope of Changing Society

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	11	24	55	183	77	350	3.83	266.286 ^a	4	.000
Percentage	3	7	16	52	22	100				

Table 4.36 describes the opinions of the secondary school teachers with respect to "I think teachers should not deal the political and ideological issues whatsoever in the classroom with the hope of changing society". It indicates that 260 secondary school teachers with 74% agreed. 35 with 10% secondary school teachers are not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.83) and chi-square (266.286^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.37

I Motivate My Students to Think Critically About Their Own Culture or Previous Experiences in Life

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	43	92	55	123	37	350			4	.000
Percentage	12	26	16	35	11	100	3.05	76.229 ^a		

Table 4.37 describes the opinions of the secondary school teachers with respect to “I motivate my students to think critically about their own culture or previous experiences in life”. It indicates that 160 secondary school teachers with 46% agreed. 135 with 38% secondary school teachers are not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.05) and chi-square (76.229^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.38

I Believe the Main Goal in My Class Is to Convey Information

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	8	27	37	213	65	350			4	.000
Percentage	2	8	11	61	19	100	3.85	389.371 ^a		

Table 4.38 describes the opinions of the secondary school teachers with respect to “I believe the main goal in my class is to convey information”. It indicates that 278 secondary school teachers with 80% agreed. 35 with 10% secondary school teachers are not agreed, while 37 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.85) and chi-square (389.371^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.39*I Am Against Injustice Whether in The Classroom or Society*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	29	61	37	161	62	350	3.48	257.817 ^a	4	.000
Percentage	8	17	11	46	18	100				

Table 4.39 describes the opinions of the secondary school teachers with respect to “I am against injustice whether in the classroom or society”. It indicates that 223 secondary school teachers with 64% agreed. 90 with 25% secondary school teachers are not agreed, while 37 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.85) and chi-square (257.817^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.40*My Goals Tend to Make Students Effective Decision Makers*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	17	9	16	123	185	350	4.28	364.000 ^a	4	.000
Percentage	5	3	5	35	53	100				

Table 4.40 describes the opinions of the secondary school teachers with respect to “My goals tend to make students effective decision makers”. It indicates that 308 secondary school teachers with 88% agreed. 26 with 8% secondary school teachers are not agreed, while 16 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.28) and chi-square (364.000^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.41*I Adapt the Teaching Materials to Suit My Students Needs in The Class*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	6	11	156	175	350	4.41	437.457 ^a	4	.000
Percentage	1	2	3	44	50	100				

Table 4.41 describes the opinions of the secondary school teachers with respect to “I adapt the teaching materials to suit my students needs in the class”. It indicates that 331 secondary school teachers with 94% agreed. 8 with 3% secondary school teachers are not agreed, while 11 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.41) and chi-square (437.457^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.42

As An Activity, I Request Students to Express Their Viewpoints About Topics of Lesson

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	6	10	196	136	350	4.30	465.029 ^a	4	.000
Percentage	1	2	3	56	38	100				

Table 4.42 describes the opinions of the secondary school teachers with respect to as “An activity, I request students to express their viewpoints about topics of lesson”. It indicates that 332 secondary school teachers with 94% agreed. 8 with 3% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.30) and chi-square (465.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.43

My Instruction and Teaching Materials Seek to Make Students Become Critiques

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	11	18	25	183	113	350	4.05	326.114 ^a	4	.000
Percentage	3	5	7	52	32	100				

Table 4.43 describes the opinions of the secondary school teachers with respect to “My instruction and teaching materials seek to make students become

critiques”. It indicates that 296 secondary school teachers with 84% agreed. 29 with 8% secondary school teachers are not agreed, while 25 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.05) and chi-square (326.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.44

In My Class, My Students Are Knowledge Receivers, And I Am Knowledge Transmitter

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	24	43	70	158	55	350			4	.000
Percentage	7	12	20	45	16	100	3.50	154.486 ^a		

Table 4.44 describes the opinions of the secondary school teachers with respect to “In my class, my students are knowledge receivers, and I am knowledge transmitter”. It indicates that 213 secondary school teachers 61% agreed. 67 with 19% secondary school teachers are not agreed, while 70 with 20% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.50) and chi-square (154.486^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.45

My Students Obediently Follow What I Ask Them to Do in The Classroom

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	12	89	41	152	56	350			4	.000
Percentage	3	25	12	43	16	100	3.43	164.086 ^a		

Table 4.45 describes the opinions of the secondary school teachers with respect to “My students obediently follow what I ask them to do in the classroom”. It indicates that 208 secondary school teachers with 59% agreed. 101 with 29% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.43) and chi-

square (164.086^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.46

<i>Teachers And Textbooks Are the Only Valid Sources of Knowledge in The Classroom</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	13	48	28	184	77	350	3.75	264.886 ^a	4	.000
Percentage	4	14	8	53	22	100				

Table 4.46 describes the opinions of the secondary school teachers with respect to “Teachers and textbooks are the only valid sources of knowledge in the classroom”. It indicates that 261 secondary school teachers with 75% agreed. 61 with 18% secondary school teachers are not agreed, while 28 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.75) and chi-square (264.886^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.47

<i>I Continuously Evaluate My Students</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	48	121	30	97	54	350	2.96	81.000 ^a	4	.000
Percentage	14	35	9	28	15	100				

Table 4.47 describes the opinions of the secondary school teachers with respect to “I continuously evaluate my students”. It indicates that 151 secondary school teachers with 43% agreed. 169 with 49% secondary school teachers are not agreed, while 30 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.96) and chi-square (81.000^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

Table 4.48***I Evaluate My Students Only at The End of The Term***

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	6	45	33	173	93	350			4	.000
Percentage	2	13	9	49	27	100	3.86	246.114 ^a		

Table 4.48 describes the opinions of the secondary school teachers with respect to I evaluate my students only at the end of the term. It indicates that 266 secondary school teachers 76% agreed. 51 with 15% secondary school teachers are not agreed, while 33 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.86) and chi-square (246.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

4.1.4 Challenges in Practices of Critical Pedagogy**Table 4.49*****Students in my class evaluate themselves***

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	71	128	53	72	26	350			4	.000
Percentage	20	37	15	21	7	100	2.58	79.914 ^a		

Table 4.49 describes the opinions of the secondary school teachers with respect to “Students in my class evaluate themselves”. It indicates that 98 secondary school teachers with 28% agreed. 199 with 57% secondary school teachers are not agreed, while 53 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.58) and chi-square (79.914^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

Table 4.50

To Evaluate My Students' Abilities, I Raise Questions That Require the Students to Answer Them Using the Critical Skills They Have Acquired

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	41	86	57	131	35	350	3.09	88.743 ^a	4	.000
Percentage	12	25	16	37	10	100				

Table 4.50 describes the opinions of the secondary school teachers with respect to "Students to evaluate my students' abilities, I raise questions that require the students to answer them using the critical skills they have acquired". It indicates that 166 secondary school teachers 47% agreed. 127 with 37% secondary school teachers are not agreed, while 57 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.09) and chi-square (88.743^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result found insignificant due response of secondary school teachers was not good.

Table 4.51

I Am Interested in Learning New Things from My Students and Sharing the Responsibilities in The Class

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	13	34	219	80	350	4.02	445.743 ^a	4	.000
Percentage	1	4	10	62	23	100				

Table 4.51 describes the opinions of the secondary school teachers with respect to "I am interested in learning new things from my students and sharing the responsibilities in the class". It indicates that 299 secondary school teachers with 85% agreed. 17 with 5% secondary school teachers are not agreed, while 34 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.02) and chi-square (445.743^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.52

<i>I Believe in Dialogism (Dialogue) To Solve the Problems in The Classroom</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	8	31	29	205	77	350	3.89	361.714 ^a	4	.000
Percentage	2	9	8	59	22	100				

Table 4.52 describes the opinions of the secondary school teachers with respect to “I believe in dialogism (dialogue) to solve the problems in the classroom”. It indicates that 282 secondary school teachers with 81% agreed. 39 with 11% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.89) and chi-square (361.714^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.53

<i>I Try to Connect My Instruction to The Practical Lives of My Students</i>										
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	25	41	172	108	350	4.01	272.429 ^a	4	.000
Percentage	1	7	12	49	31	100				

Table 4.53 describes the opinions of the secondary school teachers with respect to “I try to connect my instruction to the practical lives of my students”. It indicates that 280 secondary school teachers with 80% agreed. 29 with 8% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.01) and chi-square (272.429^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.54

<i>Curriculum Is Strictly Formal, Paying Little Attention to Underlying Values</i>											
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value	
Frequency	9	33	46	162	100	350	3.88	214.714 ^a	4	.000	
Percentage	3	9	13	46	29	100					

Table 4.54 describes the opinions of the secondary school teachers with respect to “Curriculum is strictly formal, paying little attention to underlying values”. It indicates that 262 secondary school teachers with 75% agreed. 42 with 12% secondary school teachers are not agreed, while 46 with 13% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.88) and chi-square (214.714^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.55

<i>In My Teaching, I Try to Follow the Pre-Set Curriculum and Textbooks</i>											
Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value	
Frequency	15	79	55	148	53	350	3.41	138.629 ^a	4	.000	
Percentage	4	23	16	42	15	100					

Table 4.55 describes the opinions of the secondary school teachers with respect to “In my teaching, I try to follow the pre-set curriculum and textbooks”. It indicates that 201 secondary school teachers with 57% agreed. 94 with are 27% secondary school teachers not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.41) and chi-square (138.629^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result found significant.

Table 4.56*Textbooks Should Not Be Considered as Site for Ideological Battle*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	13	36	57	189	55	350	3.67	270.857 ^a	4	.000
Percentage	4	10	16	54	16	100				

Table 4.56 describes the opinions of the secondary school teachers with respect to “Textbooks should not be considered as site for ideological battle”. It indicates that 244 secondary school teachers with 70% agreed. 49 with 14% secondary school teachers are not agreed, while 57 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.67) and chi-square (270.857^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.57*Teachers Involve Students in The Process of Selecting Topics That Are Focused on In Classrooms*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	31	59	66	148	46	350	3.34	118.829 ^a	4	.000
Percentage	9	17	19	42	13	100				

Table 4.57 describes the opinions of the secondary school teachers with respect to “Teachers involve students in the process of selecting topics that are focused on in classrooms”. It indicates that 194 secondary school teachers with 55% agreed. 90 with 26% secondary school teachers are not agreed, while 66 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.34) and chi-square (118.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.58***Teachers Encourage Students to Ask Questions***

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	3	47	48	169	83	350	3.80	221.029 ^a	4	.000
Percentage	1	13	14	48	24	100				

Table 4.58 describes the opinions of the secondary school teachers with respect to “Teachers encourage students to ask questions”. It indicates that 252 secondary school teachers with 72% agreed. 50 with 14% secondary school teachers are not agreed, while 48 with 14% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.80) and chi-square (221.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.59***Teachers Promote Teamwork/Group Work***

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	4	8	19	119	200	350	4.43	430.029 ^a	4	.000
Percentage	1	2	5	35	57	100				

Table 4.59 describes the opinions of the secondary school teachers with respect to “Teachers promote teamwork/group work”. It indicates that 319 secondary school teachers with 92% agreed. 12 with 3% secondary school teachers are not agreed, while 19 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.43) and chi-square (430.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.60*Teachers Address and Make Efforts to Know the Students' Learning Difficulties in Their Course*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	6	11	15	139	179	350	4.35	389.200 ^a	4	.000
Percentage	2	3	4	40	51	100				

Table 4.60 describes the opinions of the secondary school teachers with respect to “Teachers address and make efforts to know the students' learning difficulties in their course”. It indicates that 318 secondary school teachers with 91% agreed. 17 with 5% secondary school teachers are not agreed, while 15 with 4% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.35) and chi-square (389.200^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.61*Teachers Share Their Authority and Responsibilities with Students in The Classroom*

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	2	23	21	162	142	350	4.19	326.886 ^a	4	.000
Percentage	1	7	6	45	41	100				

Table 4.61 describes the opinions of the secondary school teachers with respect to Teachers share their authority and responsibilities with students in the classroom. It indicates that 304 secondary school teachers 86% agreed. 25 with 8% secondary school teachers are not agreed, while 21 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (326.886^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

Table 4.62

Teachers Apply the Established Curriculum with A Certain Amount of Flexibility for A Better Class Dynamic

Description	SDA	DA	UND	A	SA	Total	Mean	χ^2	df	p-value
Frequency	20	40	32	210	48	350	3.64	356.114 ^a	4	.000
Percentage	6	11	9	60	14	100				

Table 4.62 describes the opinions of the secondary school teachers with respect to “Teachers apply the established curriculum with a certain amount of flexibility for a better class dynamic”. It indicates that 258 secondary school teachers with 74% agreed. 60 with 17% secondary school teachers not agreed, while 32 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.64) and chi-square (356.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

4.2 QUALITATIVE DATA ANALYSIS

4.2.1 Responses of Interview Questions

Semi-structured interview was carried on with thirty teachers from the target group. The researcher met with them personally at their institute for this purpose. The researcher informed them about the nature of the research and purpose of interview before prior to the interview and took their consent and time for the interview schedule. Interviews were conducted with selected participants to verify and further in-depth investigation from the information extracted from the quantitative data analysis. These teachers were deliberately taken from the sample of quantitative survey data. A semi-structured interview protocol was developed to clarify the 'Why' and 'How' parts of the question being investigated, and some additional aspects needed to be considered to explore on the bases of the objectives of the research study were included for in-depth exploration during interview. Techniques like content,

discourse and thematic analysis, and grounded theory are the different techniques used for qualitative data analysis. Christofis, Nunes, Peng (2009) referred to Braun and Clarke (2013) thematic analysis is widely used and is considered an important technique for analysing qualitative data. Is used to identify, analyse, and report the patterns within the qualitative data that can be applied to a variety of epistemological and theoretical aspects of qualitative data during analysis process. This method can be applied to analyse a variety of scientific and theoretical research. Braun and Clarke (2013) described that thematic analysis is used to identify, analyse, and report patterns within data, and it has six steps i.e., introducing oneself to the data, creating initial code, finding themes, reviewing themes, defining, and naming themes, And report preparation. The themes highlight some of the key points about research data and provide a sequence of meaning of the data sets. Theme is a form of agreement that is more comprehensive, accurate, simple, and concise than the original text (Brown & Clark, 2006; Rice & Ezzy, 1999).

Table 4.63 Tabulated Summary of Themes and Sub-Themes

S. No.	Theme	Sub-theme
1	Critical Pedagogy	1.1 Challenging and Questioning
		1.2 Progressive
		1.3 Sociological
		1.4 Transformational
		1.5 Understanding the subject matter
2	Critical Pedagogy and Teaching	2.1 Promote critical consciousness and thinking
		2.2 Actively involved in the questioning and challenging
		2.3 Empowering students
		2.4 New ways of thinking
		2.5 Multicultural education
		2.6 Instructional Model
3	Critical Pedagogy in Classroom	3.1 Different attribute
		3.2 Finding common ground
		3.3 Encourage questioning and dialogue
		3.4 Encourage Participation and activism in classroom

		3.5 Society or clubs
		3.6 Cooperative and collaborative
4	Critical Pedagogy and teacher's school information	4.1 Questioning information
		4.2 Identification of all aspects
		4.3 Information about students
5	Interaction between Teachers and Heads	5.1 Mutual Interaction
		5.2 Communication
6	Critical Pedagogy and Management & Monitoring System	6.1 Communication Gap
		6.2 Institutional Environment
		6.3 Modern Education System
		6.4 Productivity, Collaboration and Transparency
		6.5 Determination of Merit
		6.6 Store Information
		6.7 Beneficial for whole system
		6.8 Attendance Record
7	Passion as a Classroom Teacher	7.1 Encouraging Factor
		7.2 Commitment, Enthusiasm, Consistency, and Devotion
		7.3 Mutual sharing and Professional Development
8	Critical Pedagogy and Education	8.1 Education may be differentiated
		8.2 Critical Thinking and Behavioral change
		8.3 Aware of and questioning the societal status quo
		8.4 Relationship Between Theory and Practice
9	Creative Teaching	9.1 Education as Fun and Enjoyable
		9.2 Collaborative
		9.3 Develop Teaching Philosophy
10	Critical Pedagogy and Democratic Classroom	10.1 Empower Students
		10.2 Encouragement
		10.3 Development of Courage
11	Democracy in Classroom	11.1 Sharing of views and Teacher as role model
		11.2 Decentralization of Education
		11.3 Choices and Discussions
12	Critical Pedagogy and Knowledge	12.1 Enhance Critical Perspective Through Experiences
		12.2 Knowledge as Critical Review of Facts
		12.3 Role of Knowledge
13	Critical Pedagogy in Classroom and Student participation	13.1 Student Participation
		13.2 Assessment of A Student's Performance
		13.3 Feedback
		13.4 Build Confidence
		13.5 Improves Students' Critical Thinking
14	Applying Critical	14.1 Challenge Yourself / Social Power Structures

	Pedagogical Practices	14.2 Changing Classroom Dynamics
		14.3 Performance Pressures
		14.4 Field Trips
		14.5 Responsibility for Student's Achievement
		14.6 Diverse Teaching Strategies/Needs
		14.7 Administration's Behaviour
		14.8 Parents as Working Partner
15	Challenges in Applying Critical Pedagogical Practices	15.1 Dilemmas of CP
		15.2 Discomfort and Hesitation in students
		15.3 Enhancing and Arousing Interests
		15.4 Teacher's Difficulties
		15.5 Needs of Diverse Teaching Strategies
		15.6 Assessment and Grading
16	Positive Relationship between Teachers and Students	16.1 Teacher-Student Relationship
17	Parents and community involvement	17.1 Parental involvement
		17.2 Parental involvement and community participation

Theme 1. Critical Pedagogy

- Critical pedagogy is a philosophy of teaching that promotes in students to critique power structures and oppression in the educational structure and the society and stresses teacher for promoting emancipatory education.
- Teachers uses their own enlightenment and understanding to encourage students to question and challenge inequalities existing in families, schools, and societies.
- It is a teaching method that tries to help students to develop a courage of questioning and challenging domination and prevailing beliefs and practices that work for domination in society to enhance their critical consciousness. In other words, it is a theory and practice that helps students achieve critical consciousness.

- Critical pedagogy is a practice for any subject matter in educational settings that foster consciousness geared towards personal and social change, to help students develop a sense of freedom.
- In the classroom, it takes shape as a dialogue in which teacher and students collaborate and explore everyday issues, academic content, and social issues.

Sub-Theme 1.1 Challenging and Questioning

- Questioning and challenging provides guidance to teachers through a planned series of setting that gradually establishes a key understanding and comprehension of the school plan, and they are in a better position to make progress.
- The challenge is a fundamental part of the mental development, without it no one can have opportunities to take risks, learn to fail and find out how to pick oneself up again. It is central to promoting the feeling of progressing in learning, develop in the educational process.
- It is necessary to have clear understanding of the vital components that make up a school.

Sub-Theme 1.2 Progressive

- Critical pedagogy is a progressive teaching philosophy that forces students to examine power structures and patterns of inequality that exist in society usually known as social status quo through educational process by enhancing their critical thinking and consciousness.

Sub-Theme 1.3 Sociological

- Critical pedagogy aims to take a sociological perspective of conflict while examining power structures. Students can take control of their own learning

and critically evaluate the views they have been taught if they get acquainted by questioning authority.

Sub-Theme 1.4 Transformational

- Critical pedagogy is a transformational educational approach that focuses on building and developing conscientization and critical thinking skills in students.

Sub-Theme 1.5 Understanding of the subject

- It provides students a deeper understanding of the subject matter that they have learned during the classroom discourse and help them to apply it beyond of the classroom to their own personal experiences and in daily life. it is a teaching strategy where teachers can find the best way to work with students on a topic of discussion.

Theme 2 Critical Pedagogy and teaching

- It is a teaching method that promotes critical consciousness and thinking skills in students for their future development. It is a strategy in which the teacher uses his own experience and knowledge to encourage students to develop critical awareness and to question and challenge the inequalities that exist in schools and societies.

Sub-Theme 2.1 Promote critical consciousness and thinking

- Critical pedagogy is progressive teaching approach that promotes and development critical thinking in the student to create enable them to examine the established power structures and patterns of inequality in society for changing them to establish a just society.

Sub-Theme 2.2 Actively involved in the questioning and challenging

- Teachers and students are actively involved in questioning and challenging the educational contents in the curriculum, exploring its relevance and connection to the daily lives of students and their families, and suggesting the changes that are necessary to meet the societal demands for just and prosper society.

Sub-Theme 2.3 Empowering students

- It works empowering students to share the responsibility for their education and posing problems based on students' collective experience in the world around them for their understanding of the real-life situations to enable them for independent life.

Sub-Theme 2.4 New ways of thinking

- Critical pedagogy offers students new ways of thinking critically and acting with authority as agents in the classroom. It also provides students with the skills and knowledge they need to broaden their horizons by questioning and critiquing the assumptions and myths that shape the structure of society and give them courage to challenging every aspect of injustice through accepting the responsibility for a societal change.

Sub-Theme 2.5 Multicultural education

- It promotes multicultural education and the sensitivity to cultural diversity. It includes teaching skills to empower students to be sensitive to cultural differences to empower individuals to promote democratization.

Sub-Theme 2.6 Instructional Model

- It is vital to understand specific school components including the instructional model, competencies, tools, and key supports teachers can lean on to be successful.

Theme 3 Critical Pedagogy in Classroom

- Critical pedagogy is a teaching philosophy based on critical theory that involves recognizing and questioning the social status quo, it encourages students to critique the power structures and oppression.

Sub-Theme 3.1 Different attribute

- Applying critical pedagogy has different attribute for application in different subject areas and different classes. What suitable for one subject area or class may not work for the other, for example, a history teacher may challenge an event that is traditionally considered progressive, while a literature teacher may question the general cultural stereotypes found in a book, while a science teachers can encourage students about the effects of scientific discoveries on disadvantaged groups.

Sub-Theme 3.2 Finding common ground

- Critical pedagogy is often involved in finding common ground between different subjects, because critical perspectives are not limited to one area of education and culture.

Sub-Theme 3.3 Encourage questioning and dialogue

- Critical pedagogy is a way of teaching that encourages questioning about the status quo prevailing in educational and social contexts and challenges dominance. The teachers need to present these views to class alongside the traditional ones. Students may have an opportunity to discuss both, and teacher should facilitate them and encourage them to draw their own conclusions. If any student has an opinion, encourage him to discuss. Make them encouraged by asking questions such as “why do you believe this?”, “why is this good thing?”. These questions will encourage students to

challenge their own beliefs, free themselves from useless social narratives, and think independently.

Sub-Theme 3.4 Encourage Participation and activism in classroom

- Critical teaching has a somewhat cynical in nature. It encourages students to think critically, and they, in turn, bring their new enlightenment to their families and communities. You can do this by telling your students about opportunities in their community where they can fight oppression, such as marches, demonstrations, organizations and students and community forums.

Sub-Theme 3.5 Society or clubs

- Teacher can help and encourage students to start some sort of society or clubs in schools like literary or science or nature clubs that focus on reaching out to the underprivileged students, even encourage students to talk to their family and fellow students about patterns of power and oppression.

Sub-Theme 3.6 Cooperative and collaborative

- Critical pedagogy advocates cooperative and collaborative activities in teaching and learning process. Living alone on your small island won't help students learn.

Theme 4 Critical Pedagogy and teacher's school information

- It is very important to know about everything of the school including material and human resources, and school policy for best performance.

Sub-Theme 4.1 Questioning information

- It is important to challenge and question school information for creating innovative environments. It is necessary to have information of all aspects where a person works, especially in an educational institute.

Sub-Theme 4.2 Identification of all aspects

- Identification of all aspects of the school is really an important feature of teaching learning process. Without having complete information about school, teacher can have difficulty in performing his instructions with full zeal.

Sub-Theme 4.3 Information about students

- Getting to know students and their background in the true sense can help teachers to find the most relevant lesson ideas. Education must be an important framework to provide students with the tools to be independent learners and to play an active role in determining their own future, as well as to contribute to the well-being of their society.

Theme 5 Interaction between Teachers and Heads

- Interaction among teachers and school principals as well as teacher themselves is the most significant feature of the school environment.

Sub-Theme 5.1 Mutual Interaction

- It allows for a better understanding of how to solve problems with mutual interaction based on consensus, questions and debate are important element to reach on the consensus. Perhaps questions can be asked by students and teachers, which are essential tools for both teaching as well as learning.

Sub-Theme 5.2 Communication

- Interaction and communication among principal and staff based on mutual respect for the smooth, effective, and meaningful learning environment.

Theme 6 Critical Pedagogy and Management & Monitoring System

- A school management system has become an essential need for every school to function in present scenario. It helps to talk about many schools function progress. The Education Management and Monitoring System (EMMS) assists

in the decision-making, planning, policy analysis, monitoring and evaluation of all levels of the education system to collect, integrate, process, maintain and disseminate data and information.

Sub-Theme 6.1 Communication Gap

- In present technologically developed era, the management and monitoring system bridges communication gap between the school, students, and parents and help in solving several issues.

Sub-Theme 6.2 Institutional Environment

- The Education Management and Monitoring System (EMMS) create and maintain an institutional environment that is designed to promote, support, and maintain effective teaching and learning in institution.

Sub-Theme 6.3 Modern Education System

- The Education Management and Monitoring System (EMMS) has been a vital component of modern educational system due to its ability to maintain lot of related information. This allows schools to store valuable information of student and staff of the school and helps the administration to manage the school properly as well as the district and provincial administrations in policy making and administrative decisions at a higher level.

Sub-Theme 6.4 Productivity, Collaboration and Transparency

- The Education Management and Monitoring System (EMMS) increases Productivity, Best Student-Teacher Collaboration, Saves Natural Resources, Access from Anywhere, Transparency, Reduction in the Cost of Communication, Reduces Workload.

Sub-Theme 6.5 Determination of Merit

- It is a systematic process to use pre-determined performance measures about a

project or program to determine its merits or value. Monitoring and evaluation enable all stakeholders to use evidence to determine future decisions.

Sub-Theme 6.6 Store Information

- It stores important data of the student like their personal data, exam records, library and even hostel details. In addition, it monitors students' day-to-day progress. This helps teachers to prepare reports with different metrics.

Sub-Theme 6.7 Beneficial for whole system

- It is important that the information is recorded in a unanimous and consistent manner, thereby combining the results of various experiments wisely. Benefits of MMS for one division of education could also be beneficial for the entire education system. The major purpose of monitoring in education is to gather information that facilitates in improving classroom practice.

Sub-Theme 6.8 Attendance Record

- This helps in recording and reviewing teachers, students, and other staff attendance just as one of the basic facilities, it also provides other useful features of keeping every type of human resource information.

Theme 7 Passion as a Classroom Teacher

- Passion is essential for learning and teaching. It facilitates the desire and enthusiasm for learning. Passionate teachers strive to enhance their students' learning abilities by creating an effective learning environment.

Sub-Theme 7.1 Encouraging Factor

- Passion is an encouraging factor important for new innovative ideas leading to high quality learning and teaching. Teachers must be passionate because it is essential for effective teaching. It develops the spirit of teaching, commitment, and dedication in teachers for their students' learning.

Sub-Theme 7.2 Commitment, Enthusiasm, Consistency, and Devotion

- Passionate teachers are committed to their work and can motivate their students to learn and awaken their desire to learn as well. They bear the responsibility to encourage students and they are always interested in their development.
- Passionate teachers work with enthusiasm, consistency, and devotion, which increase their dedication and commitment in teaching profession. They believe in the importance of their work always and do it diligently and consistently.

Sub-Theme 7.3 Mutual sharing and Professional Development

- Great feature of passionate teacher is to share their strength, knowledge, and love with their students. They personally take an interest in their professional development because his goal is to continuously develop students.

Theme 8 Critical Pedagogy and Education

- Educational process should be guided by those who themselves are lifelong learners because teachers who continue their own education relevant to the school courses and participate in professional development courses and trainings are not only a leader in their profession but could become a role model for their students.

Sub-Theme 8.1 Education may be differentiated

- Education should be differentiated because students come from different backgrounds and have diverse social backgrounds and individual differences.
- Teachers need to find different modern and thought-provoking ways and teaching strategies in their teaching to make the teaching and learning process interesting.
- The students can learn the same standard, and have the same outcome, but the

way of learning is different for all, and teachers should be aware with this fact.

Sub-Theme 8.2 Critical Thinking and Behavioural change

- Critical Pedagogy is an effective strategy to enhance the critical thinking capability of students and to generate positive behavioral change in students' lives. This is a strategy that enhances student consciousness, understanding, and judgment. It gives students a voice to speak in the classroom.

Sub-Theme 8.3 Aware of and questioning the societal status quo

- CP is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression. It is rooted in critical theory, which involves becoming aware of and questioning the societal status quo.

Sub-Theme 8.3 Relationship Between Theory and Practice

- The purpose of critical pedagogy is to signal how questions of audience voices, power, and evaluation can actively work to construct schools into an environment where teachers and students can question the relationship between theory and practice, critical analysis and common sense, learning and social change.

Theme 9 Creative Teaching

- Creative teaching involves presenting students with how the topic of the course relates to their life and the world around them. This develops in them a greater sense of purpose. If a task is not difficult enough for students, they could feel that there is no progress in their learning. Consequently, they could become frustrated and lose interest in the course when the work is too tough. Therefore, there should be a balanced approach.

Sub-Theme 9.1 Education as Fun and Enjoyable

- Education can be fun. There is always a way to make learning enjoyable at

any age. Teacher must be creatively and prepared just to take chance towards making education a fun with several practicable activities. These could be the moments students never forget.

Sub-Theme 9.2 Collaborative

Teachers need to be collaborative with other academicians, team members, communities of families of the students to have the greatest impact on student education.

Sub-Theme 9.3 Develop Teaching Philosophy

- One of the most effective things teachers can do is to develop their teaching philosophy that they can identify their core beliefs about teaching and learning and determine how they will carry out their actions in the classroom and beyond.

Theme 10 Critical Pedagogy and Democratic Classroom

- The democratic classroom environment means engaging students on a regular basis and in appropriate ways to development their responsibility to make such decisions that help make the classroom a good place to learn to create social justice in society.

Sub-Theme 10.1 Empower Students

- Democratic classrooms provide learning environments that empower students with their learning choices and incorporate shared decision-making to promote student engagement and better learning outcomes.

Sub-Theme 10.2 Encouragement

- Teachers' role is to encourage students to identify ways for positive change in their schools and communities, to look beyond the classroom, to find ways to strengthen the growing democracy in their communities.

Sub-Theme 10.3 Development of Courage

- A democratic decision involves the consultation and consent of all those who are affected by it. Therefore, democratic classrooms develop courage and enable students to ask questions without any hesitation.

Theme 11 Dialogue and Democracy in Classroom

- Democracy is a principle that can be applied to all areas of life, we must have democratic values in the classroom to achieve the goal of education for a better society. Teachers use methods to encourage their student's participation to enhance their creativity and critical thinking in the democratic classrooms.

Sub-Theme 11.1 Sharing of views and Teacher as role model

- Student is allowed to ask questions and free to share their views about the topic of discussion for better understanding of knowledge. Teachers never insults or embarrasses the students in a democratic classroom, rather they try to act as a role model and a leader to facilitate the students in their learning.

Sub-Theme 11.2 Decentralization of Education

- The Democratic classroom provides the opportunities for decentralization of education and aims to empower students to exercise self-determination in their education. These classrooms include equality, shared responsibilities, justice, and cooperation so that education can be fully realized to be effective and meaningful for collective good of students and society as well.

Sub-Theme 11.3 Choices and Discussions

- Students are given opportunities to choose the ways how they will learn with the guidance and help of the teachers, and the teacher and students fully agree on the classroom procedure. Behavior and learning issues are also resolved through dialogue, meetings and discussions.

Theme 12 Critical Pedagogy and Knowledge

- Knowledge is understanding, awareness, or familiarity with some someone or something, such as facts, skills, or objects. It means a theoretical or practical understanding of a subject being taught in the educational institutions. It is an understanding of facts, information and skills acquired by a person through experience or education and generate critical consciousness.

Sub-Theme 12.1 Enhance Critical Perspective Through Experiences

- Knowledge is the theoretical or practical understanding of a subject matter. it is, basically, an awareness or familiarity gained through experience of a fact or situation and enhance critical perspective in an individual.

Sub-Theme 12.2 Knowledge as Critical Review of Facts

- Knowledge is the information that teacher teaches, and students learn in given subject or content area. Knowledge is related to the critical review of facts, concepts, theories, and principles that are taught for deconstruction of these to reproduce and construct new concepts and knowledge generation. It is not related to the skills such as reading, writing, or researching that student learn in academic courses.

Sub-Theme 12.3 Role of Knowledge

- Knowledge is boundless and a powerful that plays an important part in life of an individual. It is like wealth, the more one gets, the more he craves, it never decays. The word knowledge implies three things – truth, proof, and conviction. Basis of the structures of knowledge are facts and values that are the important elements in developing the critical thinking and conscientization in the life of students.

Theme 13 Critical Pedagogy in Classroom and Student participation

- Critical pedagogies include several techniques, including the work of the entire class, structured group, guided learning, and individual activity. It focusses on promoting high levels of thinking and use a good dialogue and questioning techniques and Student's participation.
- Critical pedagogical practices facilitate and promote children's lifelong learning. Learning opportunities and experiences promote creativity, ingenuity, and links theory to the practices through an evidence-based approach and Student participation. They maintain good communication skills, students' engagement, use humor, and involve students in decision making.

Sub-Theme 13.1 Student Participation

- Student participation means the students activities to create opportunities for their working as a team-member that develops collaboration and cooperation among them, preparing group discussion and generating a dialogic interaction between them in classroom.

Sub-Theme 13.2 Assessment of A Student's Performance

- Student participation is an assessment of a student's performance in the co-curricular aspects and help developing critical consciousness and challenging abilities. Student participation is defined here as student activity and engagement in the classroom for enhancing their knowledge.

Sub-Theme 13.3 Feedback

- Participation is a process that provides student an opportunity of getting feedback for their performance in the classroom activities. When teachers ask questions or ask for a student's opinion on a topic, they, providing students a message that they are independent individual and their views and opinion have

importance in certain ideas, and others need to discriminate this information, which helps them to increase their curiosity towards learning, and provide a way of working that upholds the individual's right to participate in activities and relationships as freely as possible.

Sub-Theme 13.4 Build Confidence

- Participation helps teachers to control how much they talk in the classroom and encourages students to participate in discussion and dialogue and removes their hesitation while working in a group and builds their confidence.

Sub-Theme 13.5 Improves Students' Critical Thinking

- Participating in classes improves students' critical thinking and high order thinking skills. Students who take part in the class activities learn the material thoroughly to introduce new ideas to their peers, thus encouraging learning and building confidence. It helps students to learn from each other, thereby increasing their understanding of knowledge which in turn enhance their critical consciousness.

Theme 14 Applying Critical Pedagogical Practices

- Applying critical pedagogical methods in teaching and learning involves re-examining and rebuilding the entire classroom curriculum. The role of the student should be changed from the role of mere an object in the classroom to an active and critical subject. Critical pedagogy is an important teaching strategy designed to strengthen the awareness of learners about justice and social equality while improving their knowledge.

Sub-Theme 14.1 Challenge Yourself / Social Power Structures

- Critical pedagogy is all about challenging the status quo, so challenge yourself. It challenges the social power structures and doing so is very difficult

in practical its real sense. If teachers themselves are not thinking critically and challenging social structure they cannot expect this from their students.

Sub-Theme 14.2 Changing Classroom Dynamics

- Changing classroom dynamics is a one way to implement critical pedagogy in the classroom learning activities, but it is even more difficult due scarcity of spaces in the classrooms.

Sub-Theme 14.3 Performance Pressures

- Performance pressures from school heads and the department of education are a major obstacle to implementing critical teaching due to course completion limits and preparing students for board examinations at the academic session. Classroom challenges that teachers face in the implementation of these methods are the lack of cooperation, personal time, devotion for long term goals, assertions, and student excuses.

Sub-Theme 14.4 Field Trips

- Arranging field trips to meet current educational trends, and to bring new creative techniques need financial resources, which are not possible due to lack of funds and adequate time and planning.

Sub-Theme 14.5 Responsibility for Student's Achievement

- In present scenario a teacher is responsible for the student's achievement with high percentage in exams; student progress, disciplinary factors and other accountability factors for many roles are also major obstacles.

Sub-Theme 14.6 Diverse Teaching Strategies/Needs

- There are students from many backgrounds and having individual difference in a classroom and teachers are trying different teaching strategies to meet their diverse needs, as well as they must take care of slow learners and fast

learners, so these dynamics create challenges for them in implementation of critical pedagogy.

Sub-Theme 14.7 Administration's Behaviour

- Non-supportive administration of school, students lack interest and, lack of teamwork both at the part of students and teacher could make things difficult.

Sub-Theme 14.8 Parents as Working Partner

- Parents need to be the ideal working partner of teachers to provide the best learning experience for students. If parents are avoiding their responsibilities, it can be difficult for teachers to handle at students, and this could be a big problem.

Theme 15 Challenges in Applying Critical Pedagogical Practices

- Applying critical pedagogical methods in teaching and learning involves re-examining and rebuilding the entire classroom curriculum. The role of the student should be changed from the role of mere an object in the classroom to an active and critical subject. Critical pedagogy is an important teaching strategy designed to strengthen the awareness of learners about justice and social equality while improving their knowledge. It has several challenges in its implementation in classroom teaching practices.

Sub-Theme 15.1 Dilemmas of CP

- Implementation of CP in the classroom presents teachers with the same dilemmas that arise when using active learning or learning-centered methods. Distinguishing between critical pedagogy, active learning and or learner-centered approaches is not so easy. Each is based on the concept of student participation and recommends participation through cooperative and collaborative learning and problem-based learning strategies. They all stress to

step away from lecturing and focus on the active participation of students.

Sub-Theme 15.2 Discomfort and Hesitation in students

- The problem in implementing CP in its early stage is the discomfort that students feel when teachers demand their opinions and accept the relevance of their previous real-life experiences. Majority of the students prefer traditional approaches due to hesitation to participation in classroom activities based on CP. It is due the fact that they are not accustomed to their voices being recognized and respected, but they adapt quickly after some practices and learn to participate and their active role for emancipation.

Sub-Theme 15.3 Enhancing and Arousing Interests

- Enhancing and arousing the interests of students so that they must be aware and informed of the ideas they express, support their views, and learn to tolerate uncertainty in a more constructive way.

Sub-Theme 15.4 Teacher's Difficulties

- when students fully understand CP practices as they do in group work settings, there arise a series of challenges for the teacher like, "how a students can become co-teachers, beginning from the position of intellectual authority?", "How can we allow students to say what they learn, when we are expected to cover specific knowledge with a discipline in the course?", "How will we decentralize authority when we are working for empowerment?". Here the answer is whether any instructor is using groups or allowing students to discuss course policies and procedures. The aim is not to give up responsibilities or deny or hide their knowledge, but to create a real space for students to contribute to the construction of knowledge or curriculum.

Sub-Theme 15.5 Needs of Diverse Teaching Strategies

- There are students from many backgrounds and having individual difference in a classroom and teachers are trying different teaching strategies to meet their diverse needs, as well as they must take care of slow learners and fast learners, so these dynamics create challenges for them in implementation of critical pedagogy.

Sub-Theme 15.6 Assessment and Grading

- Once we decide to reduce some of our options, we may feel somewhat hypocritical when it comes to grading and evaluating students. It seems that all our efforts to reduce the contradiction between teacher and student are in vain because when grades are assigned, the wall between student and teacher is quickly re-established. Equally complex is figuring out which diagnostic methods to use. If the goals of critical pedagogy are to promote dialogue and encourage students to name their world so that they can change their world, how do we evaluate such goals in the context of the curriculum? These problems are not easily solved, and they are linked to some other institutional problems and make the process challenging. If students, at this stage, have a role to play in making decisions about learning, and teachers exercise their authority leniently than what happens at the time of evaluating students work and assigning grades? Hence these teaching methods make some traditional diagnostic strategies quite inappropriate. If the grading scheme is competitive, it cannot be possible to encourage students to cooperate and collaborate on tasks. Still, it is possible by involving students in both the creation and criticism of the rubrics used to evaluate their work. Their involvement helps establish clear expectations and makes the entire evaluation process transparent. Traditional assessment and evaluation structures have limitations

in critical pedagogy. Assessment in critical pedagogy involves an entirely new orientation. Here assessments should not only focus on finding the correct answer, but on critical thinking skills. To achieve a critical approach to assessment, it must be focused on dialogical interactions so that the roles of teacher and student are separated, and all voices are affirmed. It should promote an integrated approach to the theory and practice. It should accept and validate the students' experiences that they bring into the classroom. This approach undoubtedly creates problems and discomfort but opens creative opportunities for rethinking the assessment.

Sub-Theme 15.7 Challenging Oneself

- The essence of critical theory is to challenge the dominant social structures and narratives most familiar to society and social status quo. Teacher must be made aware themselves using such content that questions the general social narrative. The more a teacher learns to be equipped with these narrations to challenge them, the better he will be ready to help his students to be educated and enlightened. Critical pedagogy is all about challenging the status quo, so challenge you. It challenges the social power structures and doing so is very difficult practically in its real sense. If teachers themselves are not thinking critically and challenging social structure they cannot expect this from their students. So, challenge yourself is the vital component in practicing CP.

Sub-Theme 15.8 Change the Classroom Dynamic

- Changing classroom dynamics is a one way to implement critical pedagogy in the classroom learning activities, but it is even more difficult due scarcity of spaces in the classrooms. Critical pedagogue challenges the structure of power, and the most common power dynamics in student's life is the

relationship between a teacher and a student. In practicing CP in classroom, it needs to be challenged, this can be done by changing classroom layout setting up desks so that they are facing each other in a semicircle or circle facing towards teacher, this allows for better conversation in the classroom. In this way teacher can also sit while leading the discussions instead of standing. By this way teacher can adopt the same position as the students and come out of the student-teacher power dynamic.

Sub-Theme 15.9 Preparing Students for Annual Examination

- In general, it is also a good idea to move from a lecture-based class where a teacher generously brings knowledge to students who are only passive listeners to a debate and discussion-based class that allows students to think critically and draw their own conclusions. But in fact, this is a difficult process due to space availability and time constraints. Teacher in our schools need to cover the prescribed syllabus during the academic years, and they need to complete it, and prepare their students for annual examination, as well as the available space in our classrooms also not allow doing so.

Sub-Theme 15.10 Performance Pressures

- Performance pressures from school heads and the department of education are a major obstacle to implementing critical teaching due to course completion limits and preparing students for board examinations at the academic session. Classroom challenges that teachers face in the implementation of these methods are the lack of cooperation, personal time, devotion for long term goals, assertions, and student excuses.

Sub-Theme 15.11 Field Trips

- Arranging field trips to meet current educational trends, and to bring new

creative techniques need financial resources, which are not possible due to lack of funds and adequate time and planning.

Sub-Theme 15.12 Responsibility for Student's Achievement

- In present scenario a teacher is responsible for the student's achievement with high percentage in exams; student progress, disciplinary factors and other accountability factors for many roles are also major obstacles.

Sub-Theme 15.13 administration's Behaviour

- Non-supportive administration of school, students lack interest and, lack of teamwork both at the part of students and teacher could make things difficult.

Sub-Theme 15.14 Parents as Working Partner

- Parents need to be the ideal working partner of teachers to provide the best learning experience for students. If parents are avoiding their responsibilities, it can be difficult for teachers to handle at students, and this could be a big problem.

Theme 16 Positive Relationship between Teachers and Students

- Positive student relationships are the key to success. Students are more likely to engage in learning and get better academic results when they feel support teachers. Good communication, safe learning environment, mutual respect among students and teacher, patience, cooperative attitude, student equality and timely appreciation are the major factor in teacher and students' relationship that encourage and engage them in learning. Critical pedagogy practices stress to ensure all these components in teaching to the students.

Sub-Theme 16.1 Teacher-Student Relationship

- The teacher and students' relationship plays a major role in the child's academic success and social development. Respect and valuing the student's

opinions and interests engage them in learning; this helps them to achieve better academic results. Teacher-student relationship helps facilitating in their learning. It helps student to feel more comfortable and safer in their classroom environment. It should be based on mutual trust, respect, dedication, honesty and makes learning enjoyable for the students. A safe teacher-students relationship promotes children's cognitive, emotional, and social development. It also helps to show the child's positive social attitudes. Students' secure and positive relationship with their teachers enables them to learn the necessary skills and values that will guide them in their future success. Mutually positive student-teacher relationship significantly contributes to teacher effectiveness and student success.

Theme 17 Parent and Community involvement

Sub-Theme 17.1 Parental involvement

- Parental involvement in a child's education is positively linked to their academic performance. For a child to achieve academic success, parents must be involved in and participate in their educational process.
- The higher the parental involvement, the more productive the students will be in their academic achievements, and they also become effective members of society. Parental involvement not only enhances academic performance but also has a positive effect on student behavior and attitudes.
- Parents need to be a positive role model for the child to help shape their child's opinions and attitudes about learning, and social support for social awareness and encourages social consciousness.

- Children of the parents show higher academic performance whose parents are more supportive and engage in educational activities than those whose parents are less supportive.

Sub-Theme 17.2 Parental involvement and community participation

- Parental involvement and community participation play a vital role in increasing student attendance, reducing dropouts, and improve disciplines associated with their partnerships.
- Parents and communities' participation in students' education has a positive effect on their success. It ensures improved attendance, get higher grades, and complete graduation.
- Parents and community involvement and collaboration with schools complements and reinforces values, culture, and the learning opportunities that schools can provide to students provides an encouragement to the students in education and has positive impact on their attitude towards school and behavior.
- Parents and community involvement helps improve their self-esteem, eradicate absenteeism, and improves their motivation towards learning and improves their critical thinking and social skills.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONs, CONCLUSIONS, RECOMMENDATIONS

5.1 SUMMARY

Critical pedagogy helps students not only to acquire knowledge, but also develop abilities to think and reflect by enhancing the characteristics of value development to become an active participant in society. Developing all these characteristics is especially essential for students for their future success and developing then to be an individual who is critically conscious about the power structure, injustice, and oppression. This can be done through the teaching of languages such as English, Urdu and the subject of Pakistan and Islamic studies in our society, as the development of critical and social awareness, critical thinking ability and values reference are the results of the teaching at secondary level, and due to this notion present study is entitled as “Practices of Critical Pedagogy at Secondary school Level”. The objectives of this study were “to explore the perceptions of secondary school teachers about critical pedagogy”, “to examine the practices of critical pedagogy adopted by secondary school teachers”, “to find out the effects associated with the practices of critical pedagogy as perceived by teachers” and “to examine the challenges in practices of critical pedagogy at secondary school level”.

In the present study, a mixed methods approach was adopted that includes both quantitative and qualitative procedures. Quantitative and qualitative research were taken combined to give a general picture by bridging the gap of each research approach, because not all questions are liable to answer in quantitative or qualitative study alone. Quantitative research is usually compelled by the researcher's concerns while qualitative research influence by perspectives of subject of the research. A

survey can be used to collect quantitative data from a larger sample group. And for gathering qualitative data for the research members of same group are selected for interviews where they can explain their survey responses in detail and provide an insight into them. The population for this study included all teachers working in public sector secondary school in Hazara Division of Khyber Pakhtunkhwa (KP) who teach English, Urdu, Pakistan studies (PS) and Islamic Studies (IS). According to the annual school census report 2020-2021 for settled districts by Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa there are a total of 380 secondary level schools in Hazara Division and 6408 teachers are work in these schools. This study was delimited to the public sector secondary level schools in Hazara Division (Khyber Pakhtunkhwa), based on the fact that the qualification, recruitment procedure and promotion policy are same for the target population in the province of Khyber Pakhtunkhwa, as well as their courses/syllabus (job description) is also same. The study was delimited to the four selected districts of Hazara Division (Khyber Pakhtunkhwa) i.e., Haripur, Abbottabad, Mansehra and Battagram. These districts contain a major portion of target population. The other two district are Kohistan, which was trifurcated in to Kohistan Lower, Kohistan Upper and Kolai Palas and in all three districts there are only 36 secondary schools with 347 teachers, whereas Mansehra was bifurcated into Mansehra and Torghar, and there are only ten secondary schools with 36 teachers in district Torghar. Sample districts comprise on the major portion of the study population (94%), whereas other four districts have only 6% of the research population scattered on the mountainous areas. Further cluster sampling technique was employed in this study. By adopting cluster sampling, the researcher divides the population of the study into separate groups, known as clusters. Then a simple random sample within clusters was made, and teachers were

randomly selected from the population. The clusters of this study were the administrative units known as Tehsils (sub-division) of the district. The qualitative analysis usually requires a smaller sample size than quantitative analyses.

The literature on critical pedagogy was studied in-depth and a foundation of knowledge was built based on literature for the construction of instruments for this research study. The literature review led to the point that the notion of critical pedagogy is based on several components that need to be considered for understanding the concept. A questionnaire for teachers was developed based on the components of critical pedagogy which were derived from literature to collect the data about their perception and applying the critical pedagogy in their teaching. Similarly for the qualitative aspect of the research a semi structured interview was also constructed for finding out the views of the teachers for in depth exploration of the views of teachers on critical pedagogy. Questions of the interview were developed based on knowledge derived from literature review and keeping in mind that these questions add more data and can cover those aspects which needed more exploration in the finding of this research besides data collected with the help of questionnaire. The questions of interview were semi structured in nature with the reason to fulfil the aim of investigating the in-depth views of teachers about integration of the components of critical pedagogy in their teaching.

Validity refers to the correctness of measurement (Clark, 2014). The validity of these study tools was verified with the help and supervision of the experts in the field, and by piloting the instrument. After the feedback and recommendations of experts, their suggestions were adopted, and necessary changes were made to the instruments. The reliability of these study tools was determined by Cronbach Alpha. The researcher obtained the permission letter from the Chairman, Department of

Education, and International Islamic University Islamabad for the data collection. The research study was constituted of mixed method research. Therefore, both qualitative and quantitative analysis of data were gathered and analysed. Quantitative data was obtained from the questionnaire made for teacher to collect data from them, and it was entered in SPSS for tabulation and further analysis. Quantitative data were analysed and interpreted Percentages and mean scores were calculated from this quantitative data and, Chi square (χ^2) was calculated with the help of descriptive statistics. Similarly, qualitative data were analysed by thematic analysis by Braun & Clarke's (2006) six-phase framework for doing a thematic analysis. The data obtained by interviews of the teachers were analysed, and themes were derived from the views of the experts. For this purpose, all interviews were transcribed and after listening and reading the notes carefully that were taken by the researcher during the interview process by teachers they were codified, and themes were derived from them. The themes of the interviews obtained from teachers were matched with the components of critical pedagogy. The themes and components of critical pedagogy were grouped based on similar characteristics of themes and critical pedagogy components.

5.2 FINDINGS

5.2.1 Quantitative Data Findings

1. Table 4.1 describes the opinions of the secondary school teachers with respect to learning is a social process, and it takes place because of social interaction. This indicates that 236 secondary school teachers with 67% agreed. 82 with 24% secondary school teachers are not agreed, while 32 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score is 3.32 and chi-square (475.571^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, result is found significant.

2. Table 4.2 describes the opinions of the secondary school teachers with respect to the content of the textbook should be according to student's needs. This indicates that 334 secondary school teachers with 95% agreed. 6 with 2% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.43) and chi-square (452.657a) is found significant as the stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
3. Table 4.3 describes the opinions of the secondary school teachers with respect to teaching method should be well-matched with student's interest. This indicates that 322 secondary school teachers with 92% agreed. 23 with 7% secondary school teachers are not agreed, while 5 with 1% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.42) and chi-square (457.914a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
4. Table 4.4 describes the opinions of the secondary school teachers with respect to learning attitudes and styles of male/female student are different. This indicates that 291 secondary school teachers with 83% agreed. 21 with 6% secondary school teachers are not agreed, while 38 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.20) and chi-square (288.429a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

5. Table 4.5 describes the opinions of the secondary school teachers with respect to if students are not satisfied with contents and the way of teaching teacher must revise them. This indicates that 283 secondary school teachers with 81% agreed. 26 with 8% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.07) and chi-square (266.371a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
6. Table 4.6 describes the opinions of the secondary school teachers with respect to only teacher must think about students' affairs because they do not have ability to think about their affairs. This indicates that 278 secondary school teachers with 79% agreed. 53 with 15% secondary school teachers are not agreed, while 19 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.96) and chi-square (235.857a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
7. Table 4.7 describes the opinions of the secondary school teachers with respect to teacher must speak in the class and students must listen only. This indicates that 80 secondary school teachers with 23% agreed. 317 secondary school teachers with 62% are not agreed, while 53 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.42) and chi-square (131.914a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

8. Table 4.8 describes the opinions of the secondary school teachers with respect to students must think about what they learn and take practical steps to realize them. It indicates that only 31 secondary school teachers with 9% agreed. 309 with 88% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.70) and chi-square (366.029a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
9. Table 4.9 describes the opinions of the secondary school teachers with respect to student's learning is a dynamic process of learning by doing not by memorization only. It indicates that 316 secondary school teachers with 90% agreed. 14 with 4% secondary school teachers are not agreed, while 20 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (409.743a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
10. Table 4.10 describes the opinions of the secondary school teachers with respect to the main purpose of teachers should be to prepare students to integrate in the job market. It indicates that 288 secondary school teachers with 83% agreed. 50 with 15% secondary school teachers are not agreed, while 12 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.10) and chi-square (275.000a) is

found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

11. Table 4.11 describes the opinions of the secondary school teachers with respect to teachers' main role is to teach students not only to learn more independently but also to think and act in a more independent way. It indicates that 113 secondary school teachers with 33% agreed. 203 with 56% secondary school teachers are not agreed, while 34 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.53) and chi-square (77.114a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

12. Table 4.12 describes the opinions of the secondary school a teacher with respect to a major role of teachers is to help students develop their own understanding of whom they are and their place in the world. It indicates that 292 secondary school teachers with 84% agreed. Whereas 35 with 10% secondary school teachers are not agreed, while 23 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.12) and chi-square (277.400a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

13. Table 4.13 describes the opinions of the secondary school teachers with respect to "I think teachers should encourage students to have a critical look at the school". It indicates that 328 secondary school teachers with 90% agreed. 14 with 4% secondary school teachers are not agreed, while 8 with 2% secondary school teachers had neutral responses. Furthermore, the value of

mean score (4.28) and chi-square (439.086^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

14. Table 4.14 describes the opinions of the secondary school teachers with respect to I think teachers should be only authority in the classroom. It indicates that 240 secondary school teachers with 69% agreed. 42 with 12% secondary school teachers are not agreed, while 68 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.74) and chi-square (216.343^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

15. Table 4.15 describes the opinions of the secondary school teachers with respect to the students' future needs and interests are considered for organizing my class agendas. It indicates that 119 secondary school teachers with 34% agreed. 195 with 56% secondary school teachers are not agreed, while 36 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.74) and chi-square (72.657^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

16. Table 4.16 describes the opinions of the secondary school teachers with respect to my students are involved in program planning. It indicates that 250 secondary school teachers with 71% agreed. 46 with 14% secondary school teachers are not agreed, while 54 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.67) and chi-square

(355.629^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

17. Table 4.17 describes the opinions of the secondary school teachers with respect to I do not find enough time to learn about my students' hopes, needs, and interests in my class. It indicates that 172 secondary school teachers with 50% agreed. 107 with 30% secondary school teachers are not agreed, while 71 with 20% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.13) and chi-square (152.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

18. Table 4.18 describes the opinions of the secondary school teachers with respect to I do not allow all students to express their opinions in class discussions. It indicates that 105 secondary school teachers 30% agreed. 206 with 59% secondary school teachers not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.53) and chi-square (80.257^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

19. Table 4.19 describes the opinions of the secondary school teachers with respect to in my class, there is no interaction between me and my students. It indicates that 25 secondary school teachers with 7% agreed. 302 with 87% secondary school teachers are not agreed, while 23 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.70) and chi-square (345.800^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

20. Table 4.20 describes the opinions of the secondary school teachers with respect to Teachers use dialogue and open communication as one of the main activities to share ideas. It indicates that 44 secondary school teachers with 13% agreed. 294 with 84% secondary school teachers are not agreed, while 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (1.63) and chi-square (538.600^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.
21. Table 4.21 describes the opinions of the secondary school teachers with respect to Teacher teaches religious beliefs. It indicates that 326 secondary school teachers with 93% agreed. 13 with 4% secondary school teachers not agreed, while 11 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (499.057^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
22. Table 4.22 describes the opinions of the secondary school teachers with respect to Teachers give permission to their students to go laboratory. It indicates that 232 secondary school teachers with 67% agreed. 53 with 15% secondary school teachers are not agreed, while 65 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.70) and chi-square (158.771^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

23. Table 4.23 describes the opinions of the secondary school teachers with respect to the content of books which are commonly taught is often unrelated to learners' real-life concerns and problems. It indicates that 282 secondary school teachers with 81% agreed. 28 with 8% secondary school teachers are not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.95) and chi-square (330.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

24. Table 4.24 describes the opinions of the secondary school teachers with respect to Genuine and real-life dialogue should form the context of teaching and learning in classroom. It indicates that 178 secondary school teachers with 51% agreed. 125 with 36% secondary school teachers are not agreed, while 47 with 13% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.16) and chi-square (164.686^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

25. Table 4.25 describes the opinions of the secondary school teachers with respect to Teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks. It indicates that 272 secondary school teachers with 76% agreed. 27 with 8% secondary school teachers are not agreed, while 56 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.91) and chi-square

(254.543^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

26. Table 4.26 describes the opinions of the secondary school teachers with respect to Teachers' main roles is to make students aware of inequalities in society. It indicates that 292 secondary school teachers with 83% agreed. 27 with 8% secondary school teachers are not agreed, while 31 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.06) and chi-square (313.571^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

27. Table 4.27 describes the opinions of the secondary school teachers with respect to Environmental, social, and political issues are topics to be addressed in classroom. It indicates that 212 secondary school teachers with 60% agreed. 86 with 25% secondary school teachers are not agreed, while 52 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.43) and chi-square (149.171^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

28. Table 4.28 describes the opinions of the secondary school teachers with respect to teachers should decide on their teaching strategies and techniques based on learners' needs. It indicates that 204 secondary school teachers with 58% agreed. 117 with 34% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.31) and chi-square (109.257^a) is found significant as

stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

29. Table 4.29 describes the opinions of the secondary school teachers with respect to Teachers should share their authority and responsibilities with students in the classroom. It indicates that 314 secondary school teachers with 90% agreed. 22 with 7% secondary school teachers not agreed, while 14 with 4% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.29) and chi-square (363.857^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
30. Table 4.30 describes the opinions of the secondary school teachers with respect to teacher should participate in class dialogues and discussions as a learner among learners. It indicates that 241 secondary school teachers with 69% agreed. 80 with 23% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.54) and chi-square (262.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
31. Table 4.31 describes the opinions of the secondary school teachers with respect to I believe I should involve all students in my class to promote equality and justice. It indicates that 310 secondary school teachers with 89% agreed. 18 with 5% secondary school teachers are not agreed, while 22 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.18) and chi-square (234.800^a) is found significant as stated p-

value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

32. Table 4.32 describes the opinions of the secondary school teachers with respect to in planning what to do in the classroom, I consider my students' expectations and immediate needs. It indicates that 323 secondary school teachers with 93% agreed. 4 with 2% secondary school teachers are not agreed, while 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.38) and chi-square (404.486^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

33. Table 4.33 describes the opinions of the secondary school teachers with respect to A major role of teachers is to improve learners' critical thinking skills. It indicates that 310 secondary school teachers with 88% agreed. 12 with 4% secondary school teachers are not agreed, while 28 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.20) and chi-square (374.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

34. Table 4.34 describes the opinions of the secondary school teachers with respect to teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks. It indicates that 324 secondary school teachers with 93% agreed. 9 with 3% secondary school teachers are not agreed, while 17 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.41) and chi-square (416.143^a) is

found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

35. Table 4.35 describes the opinions of the secondary school teachers with respect to Ideal instruction textbooks are those which are designed locally and in the light of learners' real life. It indicates that 290 secondary school teachers 83% agreed. 20 with 6% secondary school teachers are not agreed, while 40 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.06) and chi-square (197.680^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

36. Table 4.36 describes the opinions of the secondary school teachers with respect to I think teachers should not deal the political and ideological issues whatsoever in the classroom with the hope of changing society. It indicates that 260 secondary school teachers with 74% agreed. 35 with 10% secondary school teachers are not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.83) and chi-square (266.286^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

37. Table 4.37 describes the opinions of the secondary school teachers with respect to I motivate my students to think critically about their own culture or previous experiences in life. It indicates that 160 secondary school teachers with 46% agreed. 135 with 38% secondary school teachers are not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.05) and chi-square (76.229^a) is found

significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

38. Table 4.38 describes the opinions of the secondary school teachers with respect to I believe the main goal in my class is to convey information. It indicates that 278 secondary school teachers with 80% agreed. 35 with 10% secondary school teachers are not agreed, while 37 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.85) and chi-square (389.371^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

39. Table 4.39 describes the opinions of the secondary school teachers with respect to I am against injustice whether in the classroom or society. It indicates that 223 secondary school teachers with 64% agreed. 90 with 25% secondary school teachers are not agreed, while 37 with 11% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.85) and chi-square (257.817^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

40. Table 4.40 describes the opinions of the secondary school teachers with respect to my goals tend to make students effective decision makers. It indicates that 308 secondary school teachers with 88% agreed. 26 with 8% secondary school teachers are not agreed, while 16 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.28) and chi-square (364.000^a) is found significant as stated p-value (.000) is

smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

41. Table 4.41 describes the opinions of the secondary school teachers with respect to I adapt the teaching materials to suit my students' needs in the class. It indicates that 331 secondary school teachers with 94% agreed. 8 with 3% secondary school teachers are not agreed, while 11 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.41) and chi-square (437.457^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

42. Table 4.42 describes the opinions of the secondary school teachers with respect to as an activity, I request students to express their viewpoints about topics of lesson. It indicates that 332 secondary school teachers with 94% agreed. 8 with 3% secondary school teachers are not agreed, while 10 with 3% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.30) and chi-square (465.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

43. Table 4.43 describes the opinions of the secondary school teachers with respect to my instruction and teaching materials seek to make students become critiques. It indicates that 296 secondary school teachers with 84% agreed. 29 with 8% secondary school teachers are not agreed, while 25 with 7% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.05) and chi-square (326.114^a) is found significant as stated p-

value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

44. Table 4.44 describes the opinions of the secondary school teachers with respect to in my class, my students are knowledge receivers, and I am knowledge transmitter. It indicates that 213 secondary school teachers 61% agreed. 67 with 19% secondary school teachers are not agreed, while 70 with 20% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.50) and chi-square (154.486^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

45. Table 4.45 describes the opinions of the secondary school teachers with respect to my students obediently follow what I ask them to do in the classroom. It indicates that 208 secondary school teachers with 59% agreed. 101 with 29% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.43) and chi-square (164.086^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

46. Table 4.46 describes the opinions of the secondary school teachers with respect to Teachers and textbooks are the only valid sources of knowledge in the classroom. It indicates that 261 secondary school teachers with 75% agreed. 61 with 18% secondary school teachers are not agreed, while 28 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.75) and chi-square (264.886^a) is found significant as stated p-

value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

47. Table 4.47 describes the opinions of the secondary school teachers with respect to I continuously evaluate my students. It indicates that 151 secondary school teachers with 43% agreed. 169 with 49% secondary school teachers are not agreed, while 30 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.96) and chi-square (81.000^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

48. Table 4.48 describes the opinions of the secondary school teachers with respect to I evaluate my students only at the end of the term. It indicates that 266 secondary school teachers 67% agreed. 51 with 15% secondary school teachers are not agreed, while 33 with 9% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.86) and chi-square (246.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

49. Table 4.49 describes the opinions of the secondary school teachers with respect to Students in my class evaluate themselves. It indicates that 98 secondary school teachers with 28% agreed. 199 with 57% secondary school teachers are not agreed, while 53 with 15% secondary school teachers had neutral responses. Furthermore, the value of mean score (2.58) and chi-square (79.914^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found insignificant due response of secondary school teachers was not good.

50. Table 4.50 describes the opinions of the secondary school teachers with respect to Students to evaluate my students' abilities, I raise questions that require the students to answer them using the critical skills they have acquired. It indicates that 166 secondary school teachers 47% agreed. 127 with 37% secondary school teachers are not agreed, while 57 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.09) and chi-square (88.743^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result found insignificant due response of secondary school teachers was not good.
51. Table 4.51 describes the opinions of the secondary school teachers with respect to I am interested in learning new things from my students and sharing the responsibilities in the class. It indicates that 299 secondary school teachers with 85% agreed. 17 with 5% secondary school teachers are not agreed, while 34 with 10% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.02) and chi-square (445.743^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
52. Table 4.52 describes the opinions of the secondary school teachers with respect to I believe in dialogism (dialogue) to solve the problems in the classroom. It indicates that 282 secondary school teachers with 81% agreed. 39 with 11% secondary school teachers are not agreed, while 29 with 8% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.89) and chi-square (361.714^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

53. Table 4.53 describes the opinions of the secondary school teachers with respect to I try to connect my instruction to the practical lives of my students. It indicates that 280 secondary school teachers with 80% agreed. 29 with 8% secondary school teachers are not agreed, while 41 with 12% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.01) and chi-square (272.429^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
54. Table 4.54 describes the opinions of the secondary school teachers with respect to Curriculum is strictly formal, paying little attention to underlying values. It indicates that 262 secondary school teachers with 75% agreed. 42 with 12% secondary school teachers are not agreed, while 46 with 13% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.88) and chi-square (214.714^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
55. Table 4.55 describes the opinions of the secondary school teachers with respect to in my teaching, I try to follow the pre-set curriculum and textbooks. It indicates that 201 secondary school teachers with 57% agreed. 94 with are 27% secondary school teachers not agreed, while 55 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.41) and chi-square (138.629^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result found significant.

56. Table 4.56 describes the opinions of the secondary school teachers with respect to Textbooks should not be considered as site for ideological battle. It indicates that 244 secondary school teachers with 70% agreed. 49 with 14% secondary school teachers are not agreed, while 57 with 16% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.67) and chi-square (270.857^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
57. Table 4.57 describes the opinions of the secondary school teachers with respect to Teachers involve students in the process of selecting topics that are focused on in classrooms. It indicates that 194 secondary school teachers with 55% agreed. 90 with 26% secondary school teachers are not agreed, while 66 with 19% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.34) and chi-square (118.829^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
58. Table 4.58 describes the opinions of the secondary school teachers with respect to Teachers encourage students to ask questions. It indicates that 252 secondary school teachers with 72% agreed. 50 with 14% secondary school teachers are not agreed, while 48 with 14% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.80) and chi-square (221.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.
59. Table 4.59 describes the opinions of the secondary school teachers with respect to Teachers promote teamwork/group work. It indicates that 319

secondary school teachers with 92% agreed. 12 with 3% secondary school teachers are not agreed, while 19 with 5% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.43) and chi-square (430.029^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

60. Table 4.60 describes the opinions of the secondary school teachers with respect to Teachers address and makes efforts to know the students' learning difficulties in their course. It indicates that 318 secondary school teachers with 91% agreed. 17 with 5% secondary school teachers are not agreed, while 15 with 4% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.35) and chi-square (389.200^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

61. Table 4.61 describes the opinions of the secondary school teachers with respect to Teachers share their authority and responsibilities with students in the classroom. It indicates that 304 secondary school teachers 86% agreed. 25 with 8% secondary school teachers are not agreed, while 21 with 6% secondary school teachers had neutral responses. Furthermore, the value of mean score (4.19) and chi-square (326.886^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

62. Table 4.62 describes the opinions of the secondary school teachers with respect to Teachers apply the standard curriculum with some flexibility for a better classroom dynamic. It indicates that 258 secondary school teachers with 74% agreed. 60 with 17% secondary school teachers not agreed, while 32 with

9% secondary school teachers had neutral responses. Furthermore, the value of mean score (3.64) and chi-square (356.114^a) is found significant as stated p-value (.000) is smaller than the expected level of significance i.e., 0.05. Thus, the result is found significant.

5.2.2 Qualitative Data Findings

1. Critical pedagogy is a teaching philosophy that provokes teachers to encourage students to critique structures of power and oppression. In critical pedagogy, a teacher uses their own intellect and enlightenment to encourage students to question and challenge the injustice.
2. Ideologically, critical pedagogy is a progressive philosophy of teaching that stresses to enable students to examine and challenges power structures and patterns of inequality and status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught. Critical pedagogy aims to take a sociological conflict perspective in examining power structures. Critical pedagogy is a transformation-based approach to education focusing to create and improve critical thinking skills in students. Critical pedagogy allows students to gain a deeper understanding of subject matter and can help them apply their learning to their own personal experiences outside the classroom. The strategy in which teachers can work together with students to come up with the best way for subject matter to be studied. Methods of instruction that encourage critical thinking skills in students incorporate for future development. It is a strategy that teacher uses his or her own enlightenment to encourage students to develop critical consciousness and question and challenge inequalities that exist in schools, and societies.

3. Critical pedagogy is progressive teaching approach that aims to promote and encourage the development of critical thinking in the student to create individuals who can analyze and make critic on established power structures patterns of inequality in society. It means that teachers and students are actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily lives of students and their families. It involves authorizing students to share responsibility for their education while posing problems based in students' collective experience in the world around them.
4. Critical pedagogy is a teaching philosophy that emphasizes teachers to encourage their students to challenge and question the power structures and oppression in educational and societal system. This concept is rooted in critical theory, that includes awareness about injustices and oppression, and being able of questioning the social situations and prevailing societal status quo. Critical pedagogy allows teacher to use their own understanding of the content and enlightenment to encourage their students to create the characteristic of critique in them by question and challenge the inequalities existing in families, schools, and societies. Obviously, implementing critical pedagogy will look different in different subjects, and what works for one class may not work for another. For example, a history teacher may challenge an event that is traditionally seen as progressive, while a literature teacher may question a common cultural stereotype found in a book. A science teacher, on the other hand, may encourage students to look at the impact of scientific discoveries on marginalized groups. Often, this will involve finding common

bonds between subjects as the critical approach is not confined to only one area of education and culture.

5. Critical pedagogy challenges power structures, but one of the most common dynamics in the life of students is the relationship between teachers and students, without the interaction between students and teachers educational process is impossible. This needs to be Challenge in its present form, as teacher dominates the process and students are treated as oppressors. A good way to do this is by changing the layout and dynamics of the classrooms. This can be done by making a seating arrangement in a semicircle or circle so that students face each other and feel free to involve in discussion on topics with each other. This arrangement could allow them to participate in classroom conversation better and allowing teacher to lead and facilitate the classroom activities. By this way the student teacher interaction levels the power dynamics between them. It is also a good idea, in general, to move from a lecture-based class, where an all-wise teacher generously gives knowledge to humble students to a discussion-based class that allows students to think critically and draw their own conclusions. It is very important to know about everything of the school including material and human resources, and school policy for best performance. It is important to challenge and question school information for creating innovative environments. It is necessary to have information of all aspects where a person works, especially in an educational institute. Identification of all aspects of the school is really an important aspect of teaching learning process. To understanding specific school components including the instructional model, competencies, tools, and key supports teachers can lean on to be successful.

6. Education should also be headed by those individuals who are continuous and lifelong learners because teachers who continue their own education for their professional development, etc., are not only a leader in their profession, but become an encouraging role model for their students, peer teachers and members of the society. Educational content and activities must be differentiated. Students come from different backgrounds and have individual differences. All students can learn the same standard or achieve the same result, but the path is different for all educators. Teachers must take this fact into account, so the education can be diversified. Having complete information about the students and knowing about their background is helpful to find the most relevant lesson ideas. Education must have a vital framework to provide students the abilities to become independent students and be able to actively participate in determining their future, as well as to contribute to the of well-being of society.
7. Creative teaching is a strategy that includes such activities that demonstrate the student's level of understanding of the lesson, topic or the content relating to their own lives and with the real world. This is helpful for them to develop a greater sense of purpose of education and life. If an assignment or task and activity is not challenging enough for students that does not seek their attention in solving it than they feel that they are not making progress in their learning and educational achievement. Consequently, they might get bored and lose their interest in the classroom activities. On the other hand, if the assignments are too difficult, then students can be disappointed. Hence there is a need to adopt a balanced approach. Education can be made great fun by including several interesting components. There is always a way to make

learning enjoyable at any age and educational level. For this purpose, one must be just creative and are ready to adopt such activities that can enhance interest in learning, can take an initiative and ready to take chance and willing to take risks. These moments of havening involved in creative learning will always be remember by students. The education should be collaborating and cooperating with each other is a vital component of having fun in learning. By remaining alone in isolating is useless and not allow teachers to help the students. Therefore, teachers need to work with peer teachers in collaboration as a team member in schools, with families, and society to have the greatest impact on students' learning and enhancing their critical consciousness. One of the most effective things that teachers can do is to create an educational philosophy so they identify their core beliefs about their teaching, students learning and determines how these will lead their actions into the classroom and beyond the classroom.

8. The classrooms where democratic values are kept in practice provide learning environments that enable students to be prepared for future life and give them opportunity to participate in learning to demonstrate their potential, empower them with the choices in their learning and incorporate m decision-making on mutual understanding basis to promote increased participation and improve learning outcomes of the students. A democratic classroom environment refers to involve students in daily life related educational activities on a regular basis and develop students critical understanding in appropriate ways so they can enhance their characterization for critical role playing in the future life and in making decisions that increase their responsibility to help make classroom a good place to learn. Democratic environment in classes and school encourage

students to identify ways to make positive change in their schools and societies. Teacher's role in this type of educational environments is to encourage students to look beyond the classroom to find ways to foster the growing democracy around them. A democratic decision implies consultation and consensus of all those who are supposed to be affected by that decision. Thus, we can have democratic classrooms where students can ask questions without hesitation and learn about their democratic rights and role.

9. Student participation means that students participate in class activities. It means organizing and developing strategies to create opportunities for teamwork, collaboration, and group discussion in the. Student participation is an assessment of a student's performance not included in the which is course included in their class assessments. Student participation is defined here as students who are active and participate in the class. Participation provides an opportunity of having feedback to students. When teachers ask questions or seek student input to reach a solution to a problem through dialog or discussion on a topic, they inform students about the importance of certain ideas and information by giving them feedback. Students' participations give an opportunity to fully involve and own the responsibility in educational activities, it helps teachers control how much they take part in discussion in class. Student participation provides a way of working to students to prepare them for real life and enhancing their critical consciousness, and it gives the way to relate activities to daily life independently. Participation encourages students to shoulder the responsibilities and removes their fear in working in the group of students and creates trust in them by putting aside their hesitation to collaborate with others and in participation in debates and dialogue. It

improves students critical thinking, conscientization and higher order thinking skills. The students who take part in the classroom activities have a greater opportunity to learn the contents quite well and are in a better position to acquaint new concepts easily in interesting way, it gives them an opportunity to motivate them in the learning and construction of the mutual trust among the peer students by helping them learn from each other, mutual understanding by enhance their comprehension through the cooperation.

10. Challenge yourself, the ability to know one's own strengths and weaknesses so to act against oppression and power structure in educational settings or in society. As the critical pedagogy is about to challenge the social structure, and it is very difficult to challenge the status quo existing in educational and societal settings. A teacher can't expect from his students to develop and think critically if he himself do not do so. One of the ways to apply critical pedagogy in the classroom is to change the dynamics of the classroom, which is even more difficult due to the availability of space in the classroom. The pressure of the education department and school administration for timely completion of the course in the academic session and board examinations are major hurdles in the practice of critical pedagogy because of time constraints. Some of the most common classroom challenges that teachers face in applying these practices include lack of teamwork, cooperation, collaboration, personal time, working for long-term goals, students' and arguments and excuses both on the part of students and teacher. Field trips are the best way to apply critical pedagogy. Arranging field trips as well as the introduction of new creative approaches to deal with modern educational trends is not possible due to lack of resources and appropriate time and planning.

5.3 DISCUSSIONS

Critical pedagogy is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression. In critical pedagogy, a teacher uses his or her own enlightenment to encourage students to question and challenge inequalities that exist in families, schools, and societies. Critical pedagogy is an ideologically progressive teaching philosophy that challenges students to examine power structures and patterns of inequality within what's seen by some as the status quo. By questioning authority, students can take control of their own learning and critically evaluate the opinions they have been taught to have. Critical pedagogy aims to take a sociological conflict perspective in examining power structures. Critical pedagogy is a transformation-based approach to education focusing to create and improve critical thinking skills in students. Critical pedagogy allows students to gain a deeper understanding of subject matter and can help them apply their learning to their own personal experiences outside the classroom. It is a strategy in which teachers can work together with students to come up with the best way for subject matter to be studied. Methods of instruction that encourage critical thinking skills in students incorporate for future development. It is a strategy that teacher uses his or her own enlightenment to encourage students to develop critical consciousness and question and challenge inequalities that exist in schools, and societies.

Critical pedagogy is progressive teaching whose objective is to promote the development of critical thinking in the student to generate individuals capable of examining the established power structures, and the patterns of inequality in society. It means that teachers and students are actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily lives of students and their families. It involves authorizing students to share responsibility

for their education while posing problems based in students' collective experience in the world around them. Critical pedagogy is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression. It is rooted in critical theory, which involves becoming aware of and questioning the societal status quo. In critical pedagogy, a teacher uses his or her own enlightenment to encourage students to question and challenge inequalities that exist in families, schools, and societies. Obviously, implementing critical pedagogy will look different in different subjects, and what works for one class may not work for another. For example, a history teacher may challenge an event that is traditionally seen as progressive, while a literature teacher may question a common cultural stereotype found in a book. A science teacher, on the other hand, may encourage students to look at the impact of scientific discoveries on marginalized groups. Often, this will involve finding common bonds between subjects as the critical approach is not confined to only one area of education and culture.

Critical pedagogy is about challenging power structures, but one of the most common force dynamics in a student's life is that of the teacher-student relationship. A most suitable way to cope with this is by changing the layout of your class. Instead of students sitting in rows facing towards teacher, set the desks in such a way that students face themselves in a semicircle or circle. This leads to better classroom discussion. teacher can also sit while leading discussions instead of standing. This attitude puts him in the same position as like the students and balance the student-teacher power dynamics. It is also a good idea, in general, to move from a lecture-based classrooms to an active classroom where a teacher generously deliver baseborn knowledge to humble students to a discussion-based classroom that allows students to think critically and draw conclusions.

It is very important to know about everything of the school including material and human resources, and school policy for best performance. It is important to challenge and question school information for creating innovative environments. It is necessary to have information of all aspects where a person works, especially in an educational institute. Identification of all aspects of the school is really an important aspect of teaching learning process. To understanding specific school components including the instructional model, competencies, tools, and key supports teachers can lean on to be successful.

Education must be headed and guided by those individuals who are lifelong learners despite having have enough experience of the educational performance, because educators who pursue their own further education and trainings in the related fields, get continuous professional development, etc. are not only become the leaders in their profession, but become a positive encouraging role model and change agents for their students and society. teaching as well as educational environments should be differentiated. The students come from different backgrounds and have individual differences. Like there are different ways available in literature for parenting, the same thing exists in teaching and there are so many strategies that need to be integrated while teaching keeping in mind the diverse students' needs. All students can learn the same standard or achieve the same result, but the path may be different for them, and educators need to take this fact into account, so the teaching should be diversified. proper knowledge of students with sincerity and the knowing about their backgrounds can be to find the most relevant ideas for choosing activities in their lessons. Education must have a necessary framework to provide the skills to the students to become independent learners and make them active participants in the

discovering their own future, as well as to contribute to the prosperity of well-being of the society in general.

Creative teaching includes demonstrating to the students that how the teaching material relates to their own lives and with the world around them. This is helpful for them to develop a greater sense of purpose education and life. If an educational task is not demanding enough for the students to put their full attention on it, they feel that they are not progressing in their learning. As a result, they may get bored and lose their interest in the lesson. Whereas on the other hand, when the tasks are very difficult, there is a chance that students could be frustrated. So, there must be a balanced approach in class activities, and make education a fun for them by incorporating activities like debates, discussion and students' presentations of different Topics relating to create their critical consciousness and understanding of the real world. Learning can be made enjoyable at any age by incorporating several activities, for this one just must be creative and willing to take risks. These are the moments that students never forget and keep them always remember due to their active participation and courage to perform. The education must be collaborative activity both on the part of teachers and students. Students cannot learn by remaining alone in their learning activity, rather they might get rid of their education. There is a need to work with other teachers, team members, family, and communities to have the greatest impact on the student learning. One thing that the most effective teachers do in their practices of teaching is to create educational philosophy that they understand their core beliefs about teaching and learning and determine how they drive their actions in the class and beyond the classrooms in making education a purposeful activity for their students.

Classrooms having democratic learning environments empower students with choices in their learning and incorporate shared decision-making to promote increased engagement and improved learning outcomes for students. Democratic classroom environment means involving students in different learning activities which focus on social learning on a regular basis and in such an appropriate way that focus on students' development for decision making that increases their responsibility for helping to make the classroom good place learning. It encourages students to identify ways for positive change in their schools and communities. The role of a teacher should encourage students to look outside the classroom, too, to find ways to strengthen the growing democracy around them. A democratic decision involves consultation with and consent of all those who are affected by that decision. So, we can have democratic classrooms where the students can ask questions without hesitation.

Student participation means strategies for creating opportunities for teamwork, collaboration, and group discussion activities of students in classroom. It is an assessment of a student's performance in a course other than that includes in assessments. It describes the students who are active and participate in the class. Participation provides student feedback. When teachers ask questions or seek student input on a topic, they let students to start a dialogue about the importance of certain ideas and information and facilitate them in dialogue to reach on the solution. Participation helps teachers to know about students' activities and interest in social issues during class activities. Student participation is a way of working that supports a person's right to participate in the activities and relationships of everyday life as independently as possible. It encourages students and eliminates their hesitation while working with in a group of students and builds mutual trust in them. Active classroom

participation improves students' critical thinking and their higher order thinking and learning skills. Students in the classroom participation get the understanding of study material well enough to introduce themselves with new concepts of knowledge as well as get their classmates also be introduced with them. This ultimately motivates students towards learning and building mutual trust. Participation in class activities and in different school programs like debate competitions helps students learn from each other and increase their comprehension of learning through this cooperation.

Critical pedagogy is about challenge yourself; it is about to challenge and question the social structure and the status quo that is very challenging to do without knowing one's own strength and challenge yourself. As a teacher, if one does not think critically and do not question the social structures, so do the students. One of the ways to apply critical pedagogy in the classroom is to change the dynamics of the classroom, which is even more difficult due to the availability of space in the classroom. The pressure about the performance by school heads and the education department is a great obstacle in the practice of critical pedagogy. Course completion restrictions in academic sessions and standardized exam such as board exam are the example of another limitation. Some major challenges in the classroom that teachers face while implementing these practices include lack of teamwork and collaboration, least personal time, lack of interest to work toward long-term goals, arguments, and student excuses, etc. Field trips are the best way to apply critical pedagogy. Conducting fieldtrips and introducing new creative approaches to meet current educational trends are not possible due to a lack of proper funding, the right time and proper planning.

5.4 CONCLUSIONS

5.4.1 Quantitative Data Conclusions

- 1 It appears that most secondary school teachers i.e., 67% agreed, 24% of secondary school teachers did not agree, while 9% of secondary school teachers had neutral answers regarding learning is a social process and takes place due to social interaction, so result is significant
- 2 The opinions of the secondary school teachers with respect to the content of the textbook should be according to student's needs. So, it is presented that majority secondary school teachers 95% agreed. Whereas 2% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is significant.
- 3 The opinions of the secondary school teachers with respect to teaching method should be well-matched with student's interest. So, it is presented that majority secondary school teachers 92% agreed. Whereas 7% secondary school teachers not agreed while 1% secondary school teachers had neutral responses, so result is significant.
- 4 The opinions of the secondary school teachers with respect to learning attitudes and styles of male/female student are different. So, it is presented that majority secondary school teachers 83% agreed. Whereas 6% secondary school teachers not agreed while 11% secondary school teachers had neutral responses, so result is significant.
- 5 The opinions of the secondary school teachers with respect to if students are not satisfied with contents and the way of teaching teacher must revise them. So, it is presented that majority secondary school teachers 80% agreed. Whereas 8%

secondary school teachers not agreed while 12% secondary school teachers had neutral responses, so result is significant.

- 6 The opinions of the secondary school teachers with respect to only teacher must think about students' affairs because they do not have ability to think about their affairs. So, it is presented that majority secondary school teachers 79% agreed. Whereas 15% secondary school teachers not agreed while 6% secondary school teachers had neutral responses, so result is significant.
- 7 The opinions of the secondary school teachers with respect to teacher must speak in the class and students must listen only. So, it is presented that majority secondary school teachers 23% agreed. Whereas 62% secondary school teachers not agreed while 15% secondary school teachers had neutral responses, so result is insignificant.
- 8 The opinions of the secondary school teachers with respect to students must think about what they learn and take practical steps to realize them. So, it is presented that majority secondary school teachers 9% agreed. Whereas 88% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is insignificant.
- 9 The secondary school a teacher with respect to student's learning is a dynamic process of learning by doing not by memorization only. So, it is presented that majority secondary school teachers 90% agreed. Whereas 4% secondary school teachers not agreed while 6% secondary school teachers had neutral responses, so result is significant.
- 10 The opinions of the secondary school teachers with respect to the main purpose of teachers should be to prepare students to integrate in the job market. So, it is presented that majority secondary school teachers 83% agreed. Whereas 15%

secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is significant.

- 11 The opinions of the secondary school teachers with respect to teachers' main role are to teach students not only to learn more independently but also to think and act in a more independent way. So, it is presented that majority secondary school teachers 33% agreed. Whereas 56% secondary school teachers not agreed while 10% secondary school teachers had neutral responses, so result is insignificant.
- 12 The opinions of the secondary school teachers with respect to a major role of teachers are to help students develop their own understanding of whom they are and their place in the world. So, it is presented that majority secondary school teachers 84% agreed. Whereas 10% secondary school teachers not agreed while 7% secondary school teachers had neutral responses, so result is significant.
- 13 The opinions of the secondary school teachers with respect to I think teachers should encourage students to take a critical look at the school. So, it is presented that majority secondary school teachers 90% agreed. Whereas 4% secondary school teachers not agreed while 2% secondary school teachers had neutral responses, so result is significant.
- 14 The opinions of the secondary school teachers with respect to I think teachers should be only authority in the classroom. So, it is presented that majority secondary school teachers 69% agreed. Whereas 12% secondary school teachers not agreed while 19% secondary school teachers had neutral responses, so result is significant.
- 15 The opinions of the secondary school teachers with respect to the students' future needs and interests are considered for organizing my class agendas. So, it is presented that majority secondary school teachers 34% agreed. Whereas 56%

- secondary school teachers not agreed while 10% secondary school teachers had neutral responses, so result is insignificant.
- 16 The opinions of the secondary school teachers with respect to my students are involved in program planning. So, it is presented that majority secondary school teachers 71% agreed. Whereas 14% secondary school teachers not agreed while 15% secondary school teachers had neutral responses, so result is significant.
- 17 The opinions of the secondary school teachers with respect to I do not find enough time to learn about my students' hopes, needs, and interests in my class. So, it is presented that majority secondary school teachers 50% agreed. Whereas 30% secondary school teachers not agreed while 20% secondary school teachers had neutral responses, so result is significant.
- 18 The opinions of the secondary school teachers with respect to I do not allow all students to express their views in class discussions. So, it is presented that majority secondary school teachers 30% agreed. Whereas 59% secondary school teachers not agreed while 11% secondary school teachers had neutral responses, so result is insignificant.
- 19 Table 4.19 describes the opinions of the secondary school teachers with respect to in my class, there is no interaction between me and my students. So, it is presented that majority secondary school teachers 7% agreed. Whereas 87% secondary school teachers not agreed while 7% secondary school teachers had neutral responses, so result is insignificant.
- 20 The opinions of the secondary school teachers with respect to Teachers use dialogue and open communication as one of the main activities to share ideas. So, it is presented that majority secondary school teachers 13% agreed. Whereas

84% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is insignificant.

- 21 The opinions of the secondary school teachers with respect to Teacher teaches religious beliefs. So, it is presented that majority secondary school teachers 93% agreed. Whereas 4% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is significant.
- 22 The opinions of the secondary school teachers with respect to Teachers give permission to their students to go laboratory. So, it is presented that majority secondary school teachers 67% agreed. Whereas 15% secondary school teachers not agreed while 19% secondary school teachers had neutral responses, so result is significant.
- 23 The opinions of the secondary school teachers with respect to the content of books which are commonly taught is often unrelated to learners' real-life concerns and problems. So, it is presented that majority secondary school teachers 81% agreed. Whereas 8% secondary school teachers not agreed while 11% secondary school teachers had neutral responses, so result is significant.
- 24 The opinions of the secondary school teachers with respect to Genuine and real dialogue should be the framework for teaching and learning in the classroom. So, it is presented that majority secondary school teachers 51% agreed. Whereas 36% secondary school teachers not agreed while 13% secondary school teachers had neutral responses, so result is significant.
- 25 The opinions of the secondary school teachers with respect to Teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks. So, it is presented that majority secondary school teachers 76%

agreed. Whereas 8% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is significant.

- 26 The opinions of the secondary school teachers with respect to Teachers' main roles is to make students aware of inequalities in society. So, it is presented that majority secondary school teachers 83% agreed. Whereas 8% secondary school teachers not agreed while 9% secondary school teachers had neutral responses, so result is significant.
- 27 The opinions of the secondary school teachers with respect to Environmental, social, and political issues are topics to be addressed in classroom. So, it is presented that majority secondary school teachers 60% agreed. Whereas 25% secondary school teachers not agreed while 15% secondary school teachers had neutral responses, so result is significant.
- 28 The opinions of the secondary school teachers with respect to teachers should decide on their teaching strategies and techniques based on learners' needs. So, it is presented that majority secondary school teachers 58% agreed. Whereas 34% secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.
- 29 The opinions of the secondary school teachers with respect to Teachers should share their authority and responsibilities with students in the classroom. So, it is presented that majority secondary school teachers 90% agreed. Whereas 7% secondary school teachers not agreed while 4% secondary school teachers had neutral responses, so result is significant.
- 30 The opinions of the secondary school teachers with respect to teacher should participate in class dialogues and discussions as a learner among learners. So, it is presented that majority secondary school teachers 71% agreed. Whereas 23%

secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.

- 31 The opinions of the secondary school teachers with respect to I believe that I should involve all students in my class to promote equality and justice. So, it is presented that majority secondary school teachers 89% agreed. Whereas 5% secondary school teachers not agreed while 6% secondary school teachers had neutral responses, so result is significant.
- 32 The opinions of the secondary school teachers with respect to in planning what to do in the classroom, I consider my students' expectations and immediate needs. So, it is presented that majority secondary school teachers 93% agreed. Whereas 2% secondary school teachers not agreed while 7% secondary school teachers had neutral responses, so result is significant.
- 33 The opinions of the secondary school teachers with respect to a major role of teachers is to improve learners' critical thinking skills. So, it is presented that majority secondary school teachers 88% agreed. Whereas 4% secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.
- 34 Table 4.34 describes the opinions of the secondary school teachers in relation with, teachers should have a critical approach to cultural and socio-political aspects of the content of textbooks. So, it is presented that majority secondary school teachers 93% agreed. Whereas 3% secondary school teachers not agreed while 5% secondary school teachers had neutral responses, so result is significant.
- 35 The opinions of the secondary school teachers with respect to Ideal instruction textbooks are those which are designed locally and in the light of learners' real

life. So, it is presented that majority secondary school teachers 83% agreed. Whereas 6% secondary school teachers not agreed while 11% secondary school teachers had neutral responses, so result is significant.

36 The opinions of the secondary school teachers with respect to I think teachers should not deal the political and ideological issues whatsoever in the classroom with the hope of changing society. So, it is presented that majority secondary school teachers 74% agreed. Whereas 10% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is significant.

37 The opinions of the secondary school teachers with respect to I motivate my students to think critically about their own culture or previous experiences in life. So, it is presented that majority secondary school teachers 46% agreed. Whereas 38% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is significant.

38 The opinions of the secondary school teachers with respect to I believe that the main goal in my class is to convey information. So, it is presented that majority secondary school teachers 46% agreed. Whereas 38% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is insignificant.

39 The opinions of the secondary school teachers with respect to I am against injustice either in the classroom or in society. So, it is presented that majority secondary school teachers 64% agreed. Whereas 25% secondary school teachers not agreed while 11% secondary school teachers had neutral responses, so result is significant.

- 40 The opinions of the secondary school teachers with respect to my goals tend to make students effective decision makers. So, it is presented that majority secondary school teachers 88% agreed. Whereas 8% secondary school teachers not agreed while 5% secondary school teachers had neutral responses, so result is significant.
- 41 The opinions of the secondary school teachers with respect to I adapt the teaching materials to suit my students' needs in the class. So, it is presented that majority secondary school teachers 94% agreed. Whereas 3% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is significant.
- 42 The opinions of the secondary school teachers with respect to as an activity, I request students to express their viewpoints about topics of lesson. So, it is presented that majority secondary school teachers 94% agreed. Whereas 3% secondary school teachers not agreed while 3% secondary school teachers had neutral responses, so result is significant.
- 43 The opinions of the secondary school teachers with respect to my instruction and teaching materials seek to make students become critiques. So, it is presented that majority secondary school teachers 84% agreed. Whereas 8% secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.
- 44 The opinions of the secondary school teachers with respect to in my class, my students are knowledge receivers, and I am knowledge transmitter. So, it is presented that majority secondary school teachers 61% agreed. Whereas 19% secondary school teachers not agreed while 20% secondary school teachers had neutral responses, so result is significant.

- 45 The opinions of the secondary school teachers with respect to my students obediently follow what I ask them to do in the classroom. So, it is presented that majority secondary school teachers 59% agreed. Whereas 29% secondary school teachers not agreed while 12% secondary school teachers had neutral responses, so result is significant.
- 46 The opinions of the secondary school teachers with respect to Teachers and textbooks are the only valid sources of knowledge in the classroom. So, it is presented that majority secondary school teachers 75% agreed. Whereas 18% secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.
- 47 The opinions of the secondary school teachers with respect to me continuously evaluate my students. So, it is presented that majority secondary school teachers 43% agreed. Whereas 49% secondary school teachers not agreed while 9% secondary school teachers had neutral responses, so result is insignificant.
- 48 The opinions of the secondary school teachers with respect to I evaluate my students only at the end of the term. So, it is presented that majority secondary school teachers 67% agreed. Whereas 15% secondary school teachers not agreed while 9% secondary school teachers had neutral responses, so result is significant.
- 49 The opinions of the secondary school teachers with respect to Students in my class evaluate themselves. So, it is presented that majority secondary school teachers 28% agreed. Whereas 57% secondary school teachers not agreed while 15% secondary school teachers had neutral responses, so result is insignificant.
- 50 The opinions of the secondary school teachers with respect to Students to evaluate my students' abilities, I raise questions that require the students to

answer them using the critical skills they have acquired. So, it is presented that majority secondary school teachers 47% agreed. Whereas 37% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is insignificant.

51 The opinions of the secondary school teachers with respect to I am interested in learning new things from my students and sharing the responsibilities in the class. So, it is presented that majority secondary school teachers 85% agreed. Whereas 5% secondary school teachers not agreed while 10% secondary school teachers had neutral responses, so result is significant.

52 The opinions of the secondary school teachers with respect to I believe in dialogism (dialogue) to solve the problems in the classroom. So, it is presented that majority secondary school teachers 81% agreed. Whereas 11% secondary school teachers not agreed while 8% secondary school teachers had neutral responses, so result is significant.

53 The opinions of the secondary school teachers with respect to I try to connect my instruction to the practical lives of my students. So, it is presented that majority secondary school teachers 80% agreed. Whereas 8% secondary school teachers not agreed while 12% secondary school teachers had neutral responses, so result is significant.

54 The opinion of the secondary school teachers with respect to Curriculum is strictly formal, paying little attention to underlying values. So, it is presented that majority secondary school teachers 75% agreed. Whereas 12% secondary school teachers not agreed while 13% secondary school teachers had neutral responses, so result is significant.

- 55 The views of secondary school teachers on, I try to follow the predetermined curriculum and textbooks in my teaching. So, it is presented that majority secondary school teachers 57% agreed. Whereas 27% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is significant.
- 56 The opinions of the secondary school teachers with respect to Textbooks should not be considered as site for ideological battle. So, it is presented that majority secondary school teachers 70% agreed. Whereas 14% secondary school teachers not agreed while 16% secondary school teachers had neutral responses, so result is significant.
- 57 The opinions of the secondary school teachers with respect to Teachers involve students in the process of selecting topics that are focused on in classrooms. So, it is presented that majority secondary school teachers 55% agreed. Whereas 26% secondary school teachers not agreed while 19% secondary school teachers had neutral responses, so result is significant.
- 58 The opinions of the secondary school teachers with respect to Teachers encourage students to ask questions. So, it is presented that majority secondary school teachers 72% agreed. Whereas 14% secondary school teachers not agreed while 14% secondary school teachers had neutral responses, so result is significant.
- 59 The opinions of the secondary school teachers with respect to Teachers promote teamwork/group work. So, it is presented that majority secondary school teachers 92% agreed. Whereas 3% secondary school teachers not agreed while 5% secondary school teachers had neutral responses, so result is significant.

- 60 The opinions of the secondary school teachers with respect to Teachers address and make efforts to know the students' learning difficulties in their course. So, it is presented that majority secondary school teachers 91% agreed. Whereas 5% secondary school teachers not agreed while 4% secondary school teachers had neutral responses, so result is significant.
- 61 The opinions of the secondary school teachers with respect to Teachers share their authority and responsibilities with students in the classroom. So, it is presented that majority secondary school teachers 86% agreed. Whereas 8% secondary school teachers not agreed while 6% secondary school teachers had neutral responses, so result is significant.
- 62 The views of secondary school teachers in relation to teachers apply the standard curriculum with some flexibility for a better classroom dynamic. So, it is presented that majority secondary school teachers 74% agreed. Whereas 17% secondary school teachers not agreed while 9% secondary school teachers had neutral responses, so result is significant.

5.4.2 Qualitative Data Conclusion

- 1 It is concluded that critical pedagogy is a teaching philosophy that invites educators to encourage students to critique structures of power and oppression. In critical pedagogy, a teacher uses his or her own enlightenment to encourage students to question and challenge inequalities that exist in families, schools, and societies. Critical pedagogy is a progressive teaching approach that stimulates students to examine power structures and the patterns of inequality and status quo within the society. By questioning authority, students can control of their own learning and critically evaluate the opinions they have been taught to have critical consciousness. Critical pedagogy aims to take a sociological conflict

perspective in examining power structures. Critical pedagogy is a transformation-based approach to education focusing to create and improve critical thinking skills in students. Critical pedagogy allows students to gain a deeper understanding of subject matter and can help them apply their learning to their own personal experiences outside the classroom. The strategy in which teachers can work together with students to come up with the best way for subject matter to be studied. Methods of instruction that encourage critical thinking skills in students incorporate for future development. It is a strategy that teacher uses his or her own enlightenment to encourage students to develop critical consciousness and question and challenge inequalities that exist in schools, and societies.

- 2 It is concluded that critical pedagogy is a progressive teaching approach, whose objective is to promote the development of critical thinking in the student to generate individuals capable of examining the established power structures, and the patterns of inequality in society. It means that teachers and students are actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily lives of students and their families. It involves authorizing students to share responsibility for their education while posing problems based in students' collective experience in the world around them.
- 3 Critical pedagogy is a teaching philosophy that invites teachers to encourage their students to question the structures of power and oppression. It has its roots in critical theory, which includes awareness and questioning of the social status quo. In practicing critical pedagogy, a teacher uses his own clarification and explanation to encourage students to question and to challenge inequality that

exists in families, schools, and societies. Obviously, implementing critical pedagogy will look different in different subjects, and what works for one class may not work for another. For example, a history teacher may challenge an event that is traditionally seen as progressive, while a literature teacher may question a common cultural stereotype found in a book. A science teacher, on the other hand, may encourage students to look at the impact of scientific discoveries on marginalized groups. Often, this will involve finding common bonds between subjects as the critical approach is not confined to only one area of education and culture.

- 4 Creative teaching includes demonstrating to students how the subject / content of the lesson relates to their own lives and the real world. This enables them to develop a greater sense of purpose of education and the life. If a task is not difficult enough for the students, they feel that they are not progressing in their learning. As a result, they may get bored and lose interest in the lesson. On the other hand, when tasks are very difficult, students can be disappointed. So, there must be a balanced approach in this regard. Education must be taken as a fun by various activities. There is always a way to make learning enjoyable at any age. You just must be creative and be willing to take risks. These are the moments that students will remember in their life. Education must be a collaborative and collaborative learning activities should be the part of teaching learning process. Being alone on their own little island on the part of teacher is not helping for the students to learn. There is need to work with other teachers as a team member, in families and in communities to have the greatest impact on students' learning. The most effective things teachers can do is to create an educational philosophy

in which they identify their beliefs about teaching and learning and determine how they will lead their actions in the classroom and beyond.

- 5 It is concluded that classrooms having democratic values are the learning environments that empower students with choices in their learning and incorporate shared decision-making to promote increased engagement and improved learning outcomes for students. Democratic classroom environment means involving students on a regular basis and in developmentally appropriate ways, for decision making that increases their responsibility for helping to make the classroom a good place learning. Encouraging students to identify ways for positive change in their schools and communities. The role of a teacher should encourage students to look outside the classroom, too, to find ways to strengthen the growing democracy around them. A democratic decision involves consultation with and consent of all those who are affected by that decision. So, we can have democratic classrooms where the students can ask questions without hesitation.
- 6 It is concluded that as a teacher challenge yourself because critical pedagogy is about to challenge the social structure and it is very difficult to challenge the status quo, but critical pedagogy enables to do so. Those who do not think critically, and question social structures cannot expect this from their students. One of the ways to apply critical pedagogy in classroom is changing the classroom dynamics that is even more difficult due to space availability in classes. Performance pressure from school administrators and education department is a big hurdle in practicing critical pedagogy. Limitations of finishing course in academic session and standardized Testing. The common challenges in the classroom that teachers face when implementing these practices

include lack of interest as a team member, lack personal time, working for long term goals, arguments, and student excuses, etc. Field trips are the best way to apply critical pedagogy. The management of excursions and fieldtrips as well as the introduction of new creative approaches to address the current educational trends are not possible because of funds constraints, lack of time and proper planning.

5.4.3 TRIANGULATION OF QUANTITATIVE AND QUALITATIVE DATA

Critical pedagogy is a significant approach for developing students' abilities to do critical reflection. It helps students be critical outside the classroom, which is the ultimate goal of education. It is concluded that CP is reflective teaching and dialogic approach developing a friendly relationship with students and it helps teacher to pose critical questions that demand students to participate and provide reflective responses. Further, Critical pedagogy allows students to gain a deeper understanding of subject matter and can help them apply their learning to their own personal experiences outside the classroom. Teachers and students are actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily lives of students and their families. CP involves authorizing students to share responsibility for their education while posing problems based in students' collective experience in the world around them. By practicing what teachers perceive to be CP, classes will be transformed into places of liberation, but on the other hand Several challenges such as crowded classes, use of lecturing style, unsuitable assessment format and lack of teaching resources impede its use. The main challenges are the presence of crowded classes resulting the dominance of the lecturing style. Students' fear of questioning their teacher and developed culture of silence in the classroom are

the challenges in integrating critical pedagogy in teaching. Assessment should go hand in hand with the teaching strategies and techniques, Critical educators need to assess skills such as critical thinking, creative thinking, argumentative skills, and ability to make presentations. So, it becomes challenging for teacher to assess their students in accordance with the styles adopted for teaching.

5.5 RECOMMENDATIONS AND FUTURE RESEARCH

5.5.1 RECOMMENDATIONS

Based on findings and conclusions it is recommended that:

- 1 Finding of this study emphasizes the transition from the teacher-centered to the students-centered classrooms, where students have the freedom to investigate and discover things independently and excel their learning. This approach towards education could really be very useful for teachers in creating transformative and constructive classroom environment, where students are aware of their role in society and act as social transformers in society.
- 2 A critical pedagogy may be introduced in the entire the curriculum at all levels of education from primary to higher level to improve its quality and purposeful education that enable the learners to have conscientization for social improvement and a just society.
- 3 Teacher education courses and teachers' trainings programs may include CP, so that young and experienced teachers and teacher educators can begin to analyze how the education system influences teachers' perspectives about diverse students' needs based on culturally diversified communities.
- 4 Professional development of teachers may include practices to develop essential critical teaching skills that support diverse youth to be reflective and unique individual for betterment of society. Furthermore, this type of professional

development must also consider self-criticism and evaluation of practice by teachers themselves, which is the backbone of a critical pedagogical teacher. This process will support both teachers and students as well as society.

- 5 The critical pedagogical approach has been found to be more effective than the traditional method of teaching subject like social, Pakistan studies, Islamic studies and languages in promoting knowledge and success in life. Languages are generally conceived as a hard core and boring subject mainly due to the rigid ways of presenting the subject. The use of critical pedagogy can transform the student's thinking skills and make them more critical and analytical.

5.5.2 FUTURE RESEARCH

1. The present study was conducted to explore practices of CP at secondary schools. In future, the similar study can be conducted in other levels of the education.
2. In future, similar studies can be conducted to find out the impact, effect and challenges of CP at secondary as well as on another levels at all education level levels, because it needs exploration in this area.
3. This study focused only on the male teachers of public sector secondary schools, in future study may be extended to both male and female teachers as well as public and private sector.
4. Further studies may be conducted, to know the integration and effect of CP in teacher educational programs such as in Induction Training Program (ITP), and Continuous Professional Development (CPD) by the directorate of professional development, KP.

References

- Abdel-Jawad, H. R. & Abu Radwan, A. S. (2011). The status of English in institutions of higher education in Oman: Sultan Qaboos University as a model. In A. Al-Issa and L.S. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (pp.123-151). Oxford: Peter Lang.
- Abednia, A (2009) Transformative L2 teacher development (TLTD): A tentative proposal. In P. Wachob (Ed.), *Power in the EFL classroom: Critical pedagogy in the Middle East* (pp. 263-282). Newcastle: Cambridge Scholars Publishing
- Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education*, 28(5), 706-717.
- Abraham, G. Y. (2015). Critical Pedagogy: Origin, Vision, Action & Consequences. *KAPET*, 10(1), 90-98.
- Abu-Hilal, M.M, AlDhafri, S., AlBahrani, M & Kamali, M. (2016). The Arab Culture and the Arab Self: Emphasis on Gender. In R. B. King & A. B. Bernardo (Eds.), *The psychology of Asian learners* (pp. 125-138). New York: Springer.
- Abu-Shomar, A. (2013). The politics of education and critical pedagogy: Considerations from the English literary tradition in 'post-colonial' academic contexts. *Postcolonial Directions in Education*, 2(2), 263-313.
- Academic Standards as a Quality Enhancement Tool, a paper for INQAAHE 2009. Retrieved from http://www.caa.ae/ConferenceDocs/presentations/Papers/32_Martin-Carroll_Razvi_Goodliffe.doc.
- Adkins, A. (2006). Not to Be Taken Lightly: Education in Moral and Sacred Terms. *Journal of Thought*, 41, 23-27.
- Aghagolzadeh, F., & Davari, H. (2012). The rationale for applying critical pedagogy in expanding circle countries: The case of Iran. *Journal of Language Teaching & Research*, 3(5), 973-980.
- Ahmed, K. (2010). English in the Arab Gulf. *Asian Journal of University Education*, 6(1), 1-12.
- Ahmed, K. (2011). Casting Arabic culture as the 'other': Cultural issues in the English curriculum. In C. Gitsaki. (Ed.), *Teaching and learning in the Arab world* (pp. 119-137). International Academic Publisher: Peter Lang.
- Akbari, R. (2008a). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT Journal*, 62(3), 276-283.

- Akbari, R. (2008b). Postmethod discourse and practice. *TESOL Quarterly*, 42(4), 641-652.
- Al-Aoufi, H., Al-Zyoud, N., & Shahminan, N. (2012). Islam and the cultural conceptualisation of disability. *International Journal of Adolescence and Youth*, 17(4), 205-219.
- Al-Badwawi, H. (2011). *The perceptions and practices of first year students' academic writing at the colleges of Applied Sciences in Oman* (Doctoral dissertation). University of Leeds, UK.
- Al-Bakri, S. (2014). Problematizing English Medium Instruction in Oman. *International Journal of Bilingual and Multilingual English Teachers*, 1(2), 55-69.
- Albelushi, A. S. (2003). *A study of Omani teachers' careers: a journey from enthusiasm* (Doctoral dissertation). University of Warwick, UK.
- Ali, H. I. H., & Al Ajmi, A. A. S. (2013). Towards Quality Assessment in an EFL Programme. *English Language Teaching*, 6(10), 132-148.
- Aliakbari, M. & Allahmoradi, N. (2012). On Iranian school teachers' perceptions of the principles of critical pedagogy. *International Journal of Critical Pedagogy*, 4(1), 154-171.
- Aliakbari, M. & Faraji, E. (2011). Basic Principles of Critical Pedagogy. 2nd International Conference on Humanities, Historical and Social Sciences IPEDR, 17. 78-85. Available Online at <http://www.ipedr.com/vol17/14-CHHSS%202011 H00057.pdf>:
- Aliakbari, M. & Faraji, E. (2011). Basic Principles of Critical Pedagogy. 2nd International Conference on Humanities, Historical and Social Sciences IPEDR, 17, 78-85.
- AlKanderi, L. (2001). The master-pupil relationship in Islamic education and Al-Ghazali's proposed curriculum and guidelines for education from birth through higher education-and how they pertain to our contemporary environment. Retrieved from www.latefah.net/artic3%5Ccurriculum.pdf
- Andreotti, V. (2010). Postcolonial and post-critical global citizenship education. In G.Elliott, C. Fourali & S. Issler, (Eds.), *Education and social change: Connecting local and global perspectives* (pp. 238-250). London: Continuum.
- Apple, M. (2005). Making critical pedagogy strategic: On doing critical educational work in conservative times. *Critical theory and critical pedagogy today: toward a New Critical Language in Education*, 95-113.
- Apple, M. W. (1996). Power, meaning and identity: Critical sociology of education in the United States. *British journal of sociology of education*, 17(2), 125-144.

- Apple, M. W. (1999) *Power, Meaning and Identity: Essays in Critical Educational Studies*. New York: Peter Lang.
- Apple, M. W. (2015). *Official knowledge: Democratic education in a conservative age*. Routledge.
- Ares, N. (2006). Political aims and classroom dynamics: Generative processes in classroom communities.
- Armitage, A. (2013). Conscientization, Dialogue and Collaborative Problem Based Learning. *Journal of Problem Based Learning in Higher Education*, 1(1), 1-18.
- Auerbach, E. R. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J. W. Tollefson (Ed.), *Power and inequality in language education* (pp. 9-33). Cambridge: Cambridge University Press.
- Austin, A. E., Chapman, D. W., Farah, S., Wilson, E., & Ridge, N. (2014). Expatriate academic staff in the United Arab Emirates: the nature of their work experiences in higher education institutions. *Higher Education*, 68(4), 541-557.
- Aveni, V. A. P. (2005). *Study abroad and second language use: Constructing the self*. Cambridge: Cambridge University Press.
- Baalawi, Z. S. S. (2008). *Investigating the provision of academic development initiatives – a case study of a tertiary institution in the United Arab Emirates* (Doctoral dissertation). University of Leicester, UK.
- Baladi, N. (2007). *Critical pedagogy in the ELT industry: Can a socially responsible curriculum find its place in a corporate culture?* (Master's thesis). McGill University, Canada.
- Banegas, D. L. (2011). Teaching more than English in secondary education. *ELT Journal*, 65(1), 80-82.
- Baporikar, N. & Shah, I. (2012). Quality of higher education in 21st century-a case of Oman. *Journal of educational and instructional studies in the world*, 2(2), 9-18.
- Bartlett, L. (2008), "Paulo Freire and Peace Education". In *Encyclopedia of Peace Education*. Information Age Publishing, pp. 39–46.
- Bartolomé, L. (1996). Beyond the methods fetish: Toward a humanizing pedagogy. *Breaking free: The transformative power of critical pedagogy*, 229252.
- Bartolomé, L. I. (2010). Preparing to teach newcomer students: The significance of critical pedagogy and the study of ideology in teacher education. *Yearbook of the National Society for the Study of Education*, 109(2), 505-526.

- Baumgartner, L. M. (2001). An update on transformational learning. *New directions for adult and continuing education*, 2001(89), 15-24.
- Baynham, M. (2006). Agency and contingency in the language learning of refugees and asylum seekers. *Linguistics and Education*, 17(1), 2439.
- Bowles, S., & Gintis, H. (2003). Schooling in capitalist America twenty-five years later. In *Sociological Forum* (Vol. 18, No. 2, pp. 343-348). Wiley, Springer.
- Bowles, S., & Gintis, H. (2003, June). Schooling in capitalist America twenty-five years later. In *Sociological Forum* (Vol. 18, No. 2, pp. 343-348). Wiley, Springer.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Breunig, M. (2011). Turning experiential education and critical pedagogy: Theory Into praxis. *Journal of Experiential Education*, 28(2), 106-122.
- Brookfield, S. (2003). Putting the critical back into critical pedagogy: A commentary on the path of dissent. *Journal of Transformative Education*, 1(2), 141-149.
- Broughan, C., & Prinsloo, P. (2020). (Re) centring students in learning analytics: in conversation with Paulo Freire. *Assessment & Evaluation in Higher Education*, 45(4), 617-628.
- Brown, C., & Sekimoto, S. (2017). Engaging Critical Pedagogy in the Classroom: A Student-Centered Approach to Advertising Education. *Journal of Advertising Education*, 21(2), 18-24.
- Burbules, N. C. (1986). A theory of power in education. *Educational Theory*, 36(2), 95-114.
- Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. *Critical theories in education: Changing terrains of knowledge and politics*, 45-65.
- Canaan, J. (2011) *Critical pedagogy in, against and beyond the neoliberalised University*. University College, London: Economic and Social Research Council.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Canagarajah, A. S. (2000). Negotiating ideologies through English: Strategies from the periphery. *Ideology, politics, and language policies: Focus on English*, 121-131.

- Canagarajah, S. (2005a). Critical pedagogy in L2 learning and teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 931-949). Mahwah, NJ: Lawrence Erlbaum Associates.
- Canagarajah, S. (2005b). Conclusion. *TESOL Quarterly*, Vol. 39, No. 4 (Dec. 2005), pp. 745-753
- Canagarajah, S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9-34.
- Carlson, D. (2002). *Leaving safe harbors: Toward a new progressivism in American education and public life*. Routledge.
- Carlson, D. (2003). Troubling heroes: Of Rosa Parks, multicultural education, and critical pedagogy. *Cultural Studies? Critical Methodologies*, 3(1), 44-61.
- Carrillo, A. T. (2007). Paulo Freire and educación popular. *Adult Education and Development*, 69, 27-50.
- Carroll, M.I., Razvi, S., & Goodliffe, T. (2009), *Using Foundation Program*
- Casas, M. (2011). *Enhancing student learning in middle school*. New York, NY: Routledge.
- Caukill, E. (2011) Learning English in an English-speaking world: examining opportunities for intercultural understandings and connectedness through representations of identities in English language textbooks. In A. Dashwood, & J.B Son (Eds.), *Language, Culture and Social Connectedness* (pp. 57-73). Newcastle: Cambridge Scholars Publishing.
- Celikates, R. (2019). Constituent power beyond exceptionalism: Irregular migration, disobedience, and (re-) constitution. *Journal of international political theory*, 15(1), 67-81.
- Chandella, N. (2011). *The lighting of a fire: The value of dialogic in the teaching and learning of literature for EF/SL learners at the university-level in UAE* (Doctoral dissertation). University of Exeter, UK.
- Chandella, N., & Troudi S. (2013). *Critical Pedagogy in Language Education: Challenges and Potentials*. In R. Akbari & C. Coombe (Eds.), *Middle East Handbook of Applied Linguistics* (pp.42-61). Dubai: TESOL Arabia
- Chapman, D. W., Al-Barwani, T., Al Mawali, F., & Green, E. (2012). Ambivalent journey: Teacher career paths in Oman. *International Review of Education*, 58(3), 387-403.
- Charles, C. M. (1998). *Introduction to educational research*. Addison Wesley Longman, Inc., 1 Jacob Way, Reading, MA 01867; Web site: <http://longman.awl.com>.

- Chege, M. (2009). Literacy and hegemony: Critical pedagogy vis-a-vis contending paradigms. *International Journal of Teaching and Learning in Higher Education*, 21(2), 228-238.
- Chi, G. H. (2011). *Critical pedagogy in undergraduate English writing class in Taiwan* (Doctoral dissertation). Indiana University, USA.
- Chirciu, A. (2014). To be or not to be a professional: an exploration of TESOL professional identity in Oman. *International journal of bilingual & multilingual teachers of English*, 2(1).51-63.
- Cho, S. (2012). *Critical pedagogy and social change: Critical analysis on the language of possibility*. Routledge.
- Chow, T., Wolfe, E. W., & Olson, B. H. (2012). Development, content validity, and piloting of an instrument designed to measure managers' attitude toward workplace breastfeeding support. *Journal of the Academy of Nutrition and Dietetics*, 112(7), 1042-1047.
- Christensen, L. M., Aldrige, J. (2013). *Critical pedagogy for early childhood and elementary educators*. New York: Springer.
- Clarke, A., & Robertson, A. (2001). Lifting a corner of the research rug: a case for meta-interviews in qualitative studies. *Teaching and Teacher Education*, 17(7), 773-782.
- Creswell, J. W. (1998). *Qualitative Inquiry & Research Design: Choosing Among Five Traditions*. Thousand Oaks: CA. Sage Publications, Inc.
- Darder, A. (2012). Schooling bodies: critical pedagogy and urban youth. *The Victorian Adult Literacy and Basic Education Council (VALBEC)*, 35(2), 3-10.
- Darder, A. (2015). *Freire and education*. New York, NY: Routledge Taylor & Francis Group.
- Darder, A., Baltodano, M., & Torres, R. D. (Eds.) (2003). *The critical pedagogy reader*. London: Routledge Falmer.
- Darder, A., Mayo, P., & Paraskeva, J. (2017). The internationalization of critical pedagogy: An introduction. In *International critical pedagogy reader* (pp. 11-24). Routledge.
- Davari, H., Iranmehr, A., & Erfani, S. M. (2012). A survey on the Iranian ELT community's attitudes to critical pedagogy. *English Language Teaching*, 5(2), 101-111.
- Day, C. (1999). Professional development and reflective practice: purposes, processes and partnerships. *Pedagogy, Culture & Society*, 7(2), 221-233.

- Day, C. (2000). Teachers in the twenty-first century: Time to renew the vision. *Teachers and Teaching: theory and practice*, 6(1), 101-115.
- De Korne, H., López Gopar, M. E., & Rios Rios, K. (2019). Changing ideological and implementational spaces for minoritised languages in higher education: Zapotequización of language education in Mexico. *Journal of Multilingual and Multicultural Development*, 40(6), 504-517.
- De Vaus, D., & de Vaus, D. (2013). *Surveys in social research*. Routledge.
- Degener, S. C. (2001). Making sense of critical pedagogy in adult literacy education. *Annual review of adult learning and literacy*, 2(1), 26-62.
- Delpit, L. (1996). *Other People's Children: Cultural Conflict in the Classroom*. New York, NY: New Press.
- Derince, Z. (2011). Language learning through critical pedagogy in a "Brave New World". *International Review of Education*, 57(3-4), 377-395.
- Dickerson, L. W. (2007). Postmodern view of the hidden curriculum. Independent Monitoring Unit (2018), Annual Statistical Report of Government Schools 2017-2018. Department of E&SE Khyber Pakhtunkhwa
- Dörnyei, Z. & Taguchi, T (2010). *Questionnaires in second language acquisition: construction, administration, and processing*. New York: Routledge.
- Dörnyei, Z. (2003). *Questionnaires in second Language Research*. Mahwah NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University.
- Dorsey, G. N. (2009). *Praxis: dialogue, reflection, and action toward a more empowering pedagogy (Master's thesis)*. San Jose State University, California.
- Duncan-Andrade, J., & Morrell, E. (2007). Critical pedagogy and popular culture in an urban secondary English classroom. In P. McLaren & J. L. Kincheloe (Eds.), *Critical pedagogy: Where are we now?* (pp. 183–200). New York: Peter Lang.
- Economic Research Forum (2008). *Oman Country Profile: the road ahead for Oman*. Cairo: Egypt.
- Eisner, E. W. (2002). What can education learn from the arts about the practice of education? *Journal of curriculum and supervision*, 18(1), 4-16.
- Elias, M. J., Branden-Muller, L. R., & Sayette, M. A. (1991). Teaching the foundations of social decision making and problem solving in the elementary school. *Teaching decision making to adolescents*, 161-184.

- El-Okda, M. (2005). EFL student teachers' cognition about reading instruction. *The Reading Matrix*, 5 (2), 43-60.
- Flynn, J. E. (2019). What's a Nice White Lady to Do?: A Critical Literacy Lens on Teaching and Learning in Pop Culture Portrayals. In *Teachers, Teaching, and Media* (pp. 57-65). Brill.
- Foley, P. (2007). A Case for and of critical pedagogy: Meeting the challenge of libratory education at Gallaudet University. *American Communication Journal*, 9(4), 1-21.
- Foucault, M. (1977). The political function of the intellectual. *Radical philosophy*, 17(13).
- Frederick, R., & Cave, A., & Perencevich, K.A., (2009). Teacher candidates' transformative thinking on issues of social justice. *Teaching and Teacher Education*, 1-9.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualising the knowledgebase of language teacher education. *TESOL quarterly*, 32(3), 397-417.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.
- Freire, P. (1973). *Education for critical consciousness* (Vol. 1). Bloomsbury Publishing.
- Freire, P. (2000). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield Publishers.
- Freire, P. (2002). *Pedagogy of the oppressed* (30th anniversary ed.) (M. B. Ramos, Trans.). New York, NY: Continuum. (Original work published 1970)
- Freire, P. (2005). Escola primária para o Brasil. *Revista brasileira de estudos pedagógicos*, 86(212).
- Freire, P. (Ed.). (1997). *Mentoring the mentor: A critical dialogue with Paulo Freire* (Vol. 60). Peter Lang Pub Incorporated.
- Freire, P., & Macedo, D. (2005). *Literacy: Reading the word and the world*. Routledge.
- Freire, P., (1984). *Education in progress path*. (Ahmad Birshak, Trans.) Tehran.
- Gadotti, M. (1994). *Reading Paulo Freire: his life and work*. SUNY Press.
- Gall, E., Ben Meir, A., & Katz, N. (2013). Development and reliability of the autism work skills questionnaire (AWSQ). *The American Journal of Occupational Therapy*, 67(1), e1-e5.

- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. Longman Publishing.
- Gándara, P., & Mordechay, K. (2017). Demographic change and the new (and not so new) challenges for Latino education. In *The Educational Forum* (Vol. 81, No. 2, pp. 148-159). Routledge.
- Gibson, R. (1986). *Critical theory and education*. Hodder and Stoughton.
- Giménez, E. (1998, July). Structural recursive definitions in type theory. In *International Colloquium on Automata, Languages, and Programming* (pp. 397-408). Springer, Berlin, Heidelberg.
- Giroux, H. (1997). Rewriting the discourse of racial identity: Towards a pedagogy and politics of whiteness. *Harvard educational review*, 67(2), 285-321.
- Giroux, H. (2013), "Critical Pedagogy in Dark Times". *Praxis*, vol. 16, no. 2, pp. 27–38.
- Giroux, H. (2020). *On critical pedagogy* (2nd ed.). Blooms-bury Academic.
- Giroux, H. A. (1994). Insurgent multiculturalism and the promise of pedagogy. *Multiculturalism: A critical reader*, 325-343.
- Giroux, H. A. (2004). Critical pedagogy and the postmodern/modern divide: Towards a pedagogy of democratization. *Teacher education quarterly*, 31(1), 31-47.
- Giroux, H. A. (2005). The terror of neoliberalism: Rethinking the significance of cultural politics. *College literature*, 1-19.
- Giroux, H. A. (2011). *On critical pedagogy*. Bloomsbury Publishing USA.
- Giroux, H. A., & McLaren, P. (1992). Media hegemony: Towards a critical pedagogy of representation. *Media knowledge: Readings in popular culture, pedagogy, and critical citizenship*, 73-84.
- Giroux, H. A., & Shannon, P. (2013). *Education and cultural studies: Toward a performative practice*. Routledge.
- Giroux, H., & Simon, R. (1989). Popular culture and critical pedagogy: Everyday life as a basis for curriculum knowledge. *Critical pedagogy, the state, and cultural struggle*, 236-252.
- Glaser, B., & Strauss, A. (2007). *The discovery of grounded theory*. London: Weidenfeld and Nicholson, 24(25), 288-304.
- Glenn, C. B. (2002). Critical rhetoric and pedagogy: Reconsidering student-centered dialogue. *Radical pedagogy*, 4(1).

- Gor, H. (2005). Critical pedagogy, Pedagogy for human rights education. In International Symposium on Human Rights Education and Textbook Research. Kibbutzim college of Education.
- Gore, J. (2013). *The struggle for pedagogies*. Routledge.
- Graman, T. (1988). Education for humanization: Applying Paulo Freire's pedagogy to learning a second language. *Harvard Educational Review*, 58(4), 433-449.
- Gramsci, A. (2019). La questione meridionale. Lulu. com.
- Gur-Ze'ev, I. (1998). Toward a nonrepressive critical pedagogy. *Educational theory*, 48(4), 463.
- Gutstein, E. (2006). Reading and writing the world with mathematics: Toward a pedagogy for social justice. Taylor & Francis.
- Habbash, M. (2011). *Status change of English and its role in shaping public education language policy and practice in Saudi Arabia: a postmodernist critical perspective (Doctoral dissertation)*. University of Exeter, UK.
- Habbash, M., & Troudi, S. (2015). The discourse of global English and its representation in the Saudi context: A postmodernist critical perspective. In Raddawi, R. (Ed.), *Intercultural Communication with Arabs* (pp. 57-75). Singapore: Springer publication.
- Habermas, J. 1981. The theory of communicative action. London: Heinemann.
- Haraway, D. (1991). An ironic dream of a common language for women in the integrated circuit. *Philosophy of Technology*. Blackwell Publishing Ltd.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), 66-67.
- Held, D. (1980). *Introduction to critical theory: Horkheimer to Habermas*. Berkeley: University of California Press.
- Hine, C. (2011). Internet research and unobtrusive methods. *Social Research Update*, (61), 1.
- Horkheimer, M. (1972). *Critical theory: Selected essays* (Vol. 1). A&C Black.
- Huang, S. Y. (2011). Reading "further and beyond the text": Student perspectives of critical literacy in EFL reading and writing. *Journal of Adolescent & Adult Literacy*, 55(2), 145-154.
- Hudson, P. (2012) 'Shababbery' and 'Banattitude': Western ELT professionals' perceptions of the role of gender in English-medium higher educational institutions in the Gulf', *Learning and Teaching in Higher Education: Gulf Perspective*, 9 (2).

- Hudson, P. (2013). *Tiptoeing through the minefield: Teaching English in higher educational institutes in the United Arab Emirates* (Doctoral dissertation). Canterbury Christ Church University, UK.
- Hursen, C. (2016). The impact of curriculum developed in line with authentic learning on the teacher candidates' success, attitude and self-directed learning skills. *Asia Pacific Education Review*, 17(1), 73-86.
- Hussien, S. (2007). Critical pedagogy, Islamisation of knowledge and Muslim education. *Intellectual Discourse*, 15(1), 85-104.
- Joldersma, C. W. (2001). Educating for social justice: Revisiting Stronks & Blomberg's idea of responsive discipleship. *Journal of Education and Christian Belief*, 5(2), 105-117.
- Joppe, M. (2000). The Research Process Retrieved February 25, 2021, from
- Kabilan, M. K. (2000). Creative and critical thinking in language classrooms. *The Internet TESL Journal*, 6(6), 1-3.
- Kanpol, B. (1998). Confession as strength: A necessary condition for critical pedagogy. *The Journal of Educational Foundations*, 12(2), 63.
- Kanpol, B. (1998). Critical pedagogy for beginning teachers: The movement from despair to hope. *Online Journal of Critical Pedagogy*, 2(1).
- Kasaian, A. (2011). Cultural resistance and EFL curriculum development.
- Katz, L. (2014). Teachers' reflections on critical pedagogy in the classroom. *Interactions: UCLA Journal of Education and Information Studies*, 10(2).
- Kaufmann, J. (2000). Reading counter-hegemonic practices through a postmodern lens. *International Journal of Lifelong Education*, 19(5), 430-447.
- Keesing-Styles, L. (2003). The relationship between critical pedagogy and assessment in teacher education.
- Kellner, D. (2001). Critical pedagogy, cultural studies, and radical democracy at the turn of the millennium: Reflections on the work of Henry Giroux. *Cultural Studies? Critical Methodologies*, 1(2), 220-239.
- Kellner, D. (2004). Technological transformation, multiple literacies, and the re-visioning of education. *E-learning and Digital Media*, 1(1), 9-37. Kharazmi Publications.
- Kennedy, K. J., Lee, W. O., & Grossman, D. L. (2012). *Citizenship pedagogies in Asia and the Pacific*. Springer Science & Business Media.
- Kincheloe, J. L. (2004). The knowledges of teacher education: Developing a critical complex epistemology. *Teacher education quarterly*, 31(1), 49-66.

- Kincheloe, J. L. (2005). *Critical constructivism*. New York, NY: Peter Lang.
- Kincheloe, J. L. (2008). Critical pedagogy and the knowledge wars of the twenty-first century. *International Journal of Critical Pedagogy*, 1(1).
- Kincheloe, J. L. (2008). *Knowledge and critical pedagogy: An introduction* (Vol. 1). Springer Science & Business Media.
- Kincheloe, J. L., McLaren, P., & Steinberg, S. R. (2011). Critical pedagogy and qualitative research. *The SAGE handbook of qualitative research*, 163-177.
- Knowles, M. (2013). *The adult learner: a neglected species*.
- Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American students. *Journal of teacher education*, 51(3), 206-214.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy within/in the postmodern*. Routledge.
- Lather, P. (1998). Critical pedagogy and its complicities: A praxis of stuck places. *Educational theory*, 48(4), 487-497.
- Lather, P. (2001). *Ten Years Later, yet Again: Critical Pedagogy and Its Complicities*. In K. Weiler (Ed.), *Feminist Engagements: Reading, Resisting, and Revisioning Male Theorists in Education and Cultural Studies*. New York: Routledge.
- Levinson, B. A. (2011). Toward an anthropology of (democratic) citizenship education. *A Companion to the Anthropology of Education*, 279-298.
- Livingstone, D. W. 1987. *Critical pedagogy and cultural power*. South Hadley, MA: Bergin and Garvey Publishers. Inc.
- López-Gopar, M. E. (2019). Introducing international critical pedagogies in ELT. In *International perspectives on critical pedagogies in ELT* (pp. 1-15). Palgrave Macmillan, Cham.
- López-Gopar, M. E. (Ed.). (2018). *International perspectives on critical pedagogies in ELT*. Springer.
- López-Gopar, M. E., Schissel, J. L., Leung, C., & Morales, J. (2021). Co-constructing Social Justice: Language Educators Challenging Colonial Practices in Mexico. *Applied Linguistics*, 42(6), 1097-1109.
- Liotard, J. F. (1993). *The postmodern explained: correspondence, 1982-1985*. U of Minnesota Press.
- Mahmoudi, A., Khoshnood, A., & Babael, A. (2014). Paulo Freire's critical pedagogy and its implication in curriculum planning. *Journal of Education and Practices*, 5(14), 86-92.

- Mallick, K., & Verma, G. (2005). *Researching education: Perspectives and techniques*. Routledge.
- Marcuse, H. (2007). *Art and liberation: Collected papers of Herbert Marcuse*. Routledge.
- Marcuse, H. (2009). *Negations: Essays in critical theory*. London: May Fly Books, 2009.
- Marcuse, H., & Kellner, D. (2013). *Towards a Critical Theory of Society: Collected Papers of Herbert Marcuse, Volume 2*. Routledge.
- McArthur, J. (2010). Achieving social justice within and through higher education: The challenge for critical pedagogy. *Teaching in Higher Education, 15*(5), 493-504.
- McArthur, J. (2010). Achieving social justice within and through higher education: The challenge for critical pedagogy. *Teaching in Higher Education, 15*(5), 493-504.
- McKernan, J. A. (2013). The origins of critical theory in education: Fabian socialism as social reconstructionism in nineteenth-century Britain. *British Journal of Educational Studies, 61*(4), 417-433.
- McLaren, D. (2003). *Rethinking tourism and ecotravel*. Kumarian Press.
- McLaren, P. (1998). Research news and comment: A pedagogy of possibility: Reflecting upon Paulo Freire's politics of education: In memory of Paulo Freire. *Educational researcher, 28*(2), 49-56.
- McLaren, P. (1999). Schooling as a ritual performance: Toward a political economy of educational symbols and gestures. Rowman & Littlefield.
- McLaren, P. (2000). Paulo Freire's pedagogy of possibility. *Freireian Pedagogy, Praxis, and Possibilities: Projects for the New Millennium*, 1-22.
- McLaren, P. (2003). Critical Pedagogy: A Look at the Major Concepts. in: Darder, A.; Baltodano, M. & Torres, R. (Eds), *The Critical Pedagogy Reader*. New York, NY: Routledge-Falmer.
- McLaren, P. (2009). *Life in Schools: An Introduction to Critical Pedagogy in the Foundation of Education*. Boston, MA: Allyn & Bacon.
- McLaren, P. (2011). Okullarda yaşam: Eleştirel pedagojiye giriş [An introduction to critical pedagogy in the foundations of education] (Trans. into Turkish by M. Y. Eryaman, & H. Arslan). Ankara: Anı Yayıncılık.
- McLaren, P. (2015). *Life in schools: An introduction to critical pedagogy in the foundations of education*. Routledge.

- McLaren, P., & Farahmandpur, R. (1999). Critical Pedagogy, Postmodernism, and the Retreat from Class. *Theoria*, 46(93), 83-115.
- McLaughlin, N. (1999). Origin myths in the social sciences: Fromm, the Frankfurt School, and the emergence of critical theory. *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, 109-139.
- Mehdipoor, S., Vahid Dastjerdi, H., Tabatabaei, O., & Salehi, H. (2021). Representation of Ideological Assumptions in Iranian EFL Textbooks with Reference to Critical Pedagogy and Critical Metaphor Analysis DOR: 20.1001. 1.23223898. 2021.9. 36.12. 8. *International Journal of Foreign Language Teaching and Research*, 9(36), 145-151.
- Mehta, S. U., & Pandya, S. (2015). Critical Pedagogy for The Future in Indian Education: A Qualitative Study with Reference to Paulo Freire's Theory. *International Journal of Advanced Research in Education & Technology*, 2(3), 213-222.
- Mermon, M. (2014). Curriculum change in Pakistan: an alternative model of change. *Curriculum*
- Morales, J., Schissel, J. L., & López-Gopar, M. (2020). Pedagogical sismo: Translanguaging approaches for English language instruction and assessment in Oaxaca, Mexico. In *Envisioning TESOL through a translanguaging lens* (pp. 161-183). Springer, Cham.
- Morgan, J. (2000). Critical pedagogy: The spaces that make the difference. *Pedagogy, culture, and society*, 8(3), 273-289.
- Nayestani, M. (2009). *Principles and fundamentals of dialogue, methods of cognition and education*. Tehran: Sina Noavaran Publications.
- Nieto, S. M. (2002). Profoundly multicultural questions. *Educational leadership*, 60(4), 6-10.
- Norton, B. & Toohey, K. (2004). Critical pedagogies and language learning: An introduction. In Norton, B. & Toohey, K. (Eds.), *Critical pedagogies and language learning*. (pp. 1-19). Cambridge: Cambridge University Press.
- November, I., & Alexander, G., & van Wyk, M.M., (2009). Do principal-educators have the ability to transform schools? A South African perspective. *Teaching and Teacher Education* 1-10.
- Ochoa-Becker, A. S. (Ed.). (2006). *Democratic education for social studies: An issues-centred decision-making curriculum*. IAP.Olivos, E. M. (2006). The power of parents: A critical perspective of bicultural parent involvement in public schools (Vol. 290). Peter Lang.
- Palmer, D. K., Cervantes-Soon, C., & Dornier-Heiman, D. (2020). Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a

- Fourth Fundamental Goal for Two-Way Dual Language Education. In *Dual Language Education in the US* (pp. 34-50). Routledge.
- Palmer, R. T., & Maramba, D. C. (2011). African American male achievement: Using a tenet of critical theory to explain the African American male achievement disparity. *Education and Urban Society*, 43(4), 431-450.
- Passmore, C. M., & Svoboda, J. (2012). Exploring opportunities for argumentation in modelling classrooms. *International Journal of Science Education*, 34(10), 1535-1554.
- Persell, C. (2012). How race and education are related. *Schools and Society: a sociological approach to education*, 311-320.
- Pillow, W. S. (2000). Deciphering attempts to decipher postmodern educational research. *Educational Researcher*, 29(5), 21-24.
- Pinar, W. F., & Bowers, C. A. (1992). Chapter 4: politics of curriculum: origins, controversies, and significance of critical perspectives. *Review of research in education*, 18(1), 163-190.
- Prokop, M. (2003). Saudi Arabia: The politics of education. *International Affairs*, 79(1), 77-89.
- Raosoftware sample size calculator (2004) retrieved from <http://www.raosoftware.com/samplesize.html> on 26 January 25, 2020, at 09:45 PM
- Riasati M.J., & Mollaei F. (2012). Critical Pedagogy and Language Learning. *International Journal of Humanities and Social Science*, 2 (21).
- Roohani, A., Hashemian, M., & Haghparast, S. (2016). Validating a context-specific teacher critical pedagogy questionnaire. *International Journal*, 5(4), 3-12.
- Ross, E. W. (2016). Broadening the circle of critical pedagogy. Working for social justice inside and outside the classroom: A community of students, teachers, researchers, and activists, 209-218.
- Sadeghi, S. (2008). Critical pedagogy in an EFL teaching context: An ignis fatuus or an alternative approach. *Journal for critical education policy studies*, 6(1), 277-295.
- Sadeghi, S., & Ketabi, S. (2009). From liberal ostrichism to transformative intellectuals: An alternative role for Iranian critical pedagogues. *Journal of English Language Teacher Education and Development* 12, 52-60.
- Safari, P., & Pourhashemi, M. R. (2012). Toward an empowering pedagogy: Is there room for critical pedagogy in educational system of Iran? *Theory and Practice in Language Studies*, 2(12), 2548-2555.

- Sahragard, R., Razmjoo, S. A., & Baharloo, A. (2014). The practicality of critical pedagogy from Iranian EFL instructors' viewpoints: a cross sectional study. *The International Journal of Critical Pedagogy*, 5(2), 178-193.
- Saretzki, T. (2015). Habermas, critical theory, and public policy. In Handbook of critical policy studies. Edward Elgar Publishing.
- Scharle, A., & Szabo, A. (2015). Learner autonomy. Cambridge, UK:Cambridge University Press.
- Shabani, M. B., & Khorsandi, M. (2014). An Investigation into the role of Iranian EFL teachers' critical pedagogical views in their educational success. *Journal of Language Teaching and Research*, 5(1), 144-153.
- Shah, S. R., Hussain, M. A., & Nasseef, O. A. (2013). Factors impacting EFL teaching: an exploratory study in the Saudi Arabian context. *Arab World English Journal*, 4 (3), 104-123.
- Shakouri, N. & Abkenar, H. (2012). Critical pedagogy: An ignis fatuus! *Journal of Science (JOS)* 2 (1), 21-25.
- Shih, Y. H. (2018). Some Critical Thinking on Paulo Freire's Critical Pedagogy and Its Educational Implications. *International Education Studies*, 11(9), 64-70.
- Shor, I. (1993). Paulo Freire's critical pedagogy. Paulo Freire: A critical encounter, 23.
- Shor, I. (1999). What is critical literacy? *Journal of Pedagogy, Pluralism and Practice*, 1(4).
- Shor, I. (2014). *When students have power: Negotiating authority in a critical pedagogy*. University of Chicago Press.
- Shrewsbury, C. M. (1987). What is feminist pedagogy?. *Women's Studies Quarterly*, 15(3/4), 6-14.
- Shudak, N. J. (2013). *The need for philosophical frameworks in teacher education*. In *Philosophy in Schools* (pp. 35-47). Routledge.
- Shudak, N. J., & Avoseh, M. B. M. (2015). Freirean-Based Critical Pedagogy: The Challenges of Limit-Situations and Critical Transitivity. *Creative Education*, 6, 463-471. <http://dx.doi.org/10.4236/ce.2015.64046>
- Simon, R. I. (1992). *Teaching against the grain: Texts for a pedagogy of possibility*. New York: Bergin & Garvey.
- Smith, P., & Riley, A. (2009). Postmodern and Post structural Critical Theory.

- Smyth, J. (2006). 'When students have power': student engagement, student voice, and the possibilities for school reform around 'dropping out' of school. *International Journal of Leadership in education*, 9(4), 285-298.
- Srinivasan, R., & Lohith, C. P. (2017). Pilot Study—Assessment of validity and reliability. In *Strategic marketing and innovation for Indian MSMEs* (pp. 43-49). Springer, Singapore.
- Stufflebeam, D. L. (2007). *CIPP evaluation model checklist*. Retrieved January 8, 2012.
- Tar, Z. (2020). Foundations of the Frankfurt School of Social Research. Tar, Z., & Marcus, J. (1984). Two Theories of Fascism and Society: Georg Lukás and Emil Lederer. *State, Culture, and Society*, 1(1), 61-75.
- Tarr Sarroub, L. K., & Quadros, S. (2015). *Critical pedagogy in the classroom discourse*. *The Routledge handbook of educational linguistics*, 252-260.
- Tarr, Z. (2017). *The Frankfurt School: The Critical Theories of Max Horkheimer and Theodor W. Adorno*. Routledge.
- Tashakkori, A., & Teddlie, C. (2008). Introduction to mixed method and mixed model studies in the social and behavioral science. In V.L. Plano-Clark & J. W. Creswell (Eds.), *the mixed methods reader*, (pp. 7-26).
- Taylor, E. W. (2017). *Transformative learning theory*. In *Transformative Learning Meets Bildung* (pp. 17-29). Sense Publishers, Rotterdam.
- Terrell, S. (2015). *Writing a proposal for your dissertation: guidelines and examples*. New York: Guilford Press.
- The Research Advisors (2006) sample size table retrieved from <http://Research-Advisors.com> on January 25, 2020, at 09:45 AM
- Thelin, W. H. (2005). Understanding problems in critical classrooms. *College Composition and Communication*, 114-141.
- Tinning, R. (2002). Toward a "modest pedagogy": Reflections on the problematics of critical pedagogy. *Quest*, 54(3), 224-240.
- Troudi, S. (2015). Critical research in TESOL and language education. In D. Brown and C. Coombe (Eds.), *The Cambridge guide to research in language teaching and learning* (pp.89-98). London: Cambridge University Press.
- Troudi, S., Coombe, C., & Al-Hamly, M. (2009). EFL teachers' views of English language assessment in higher education in the United Arab Emirates and Kuwait. *TESOL Quarterly*, 43(3), 546-555.

- Ugalingan, G., Edjan, D., & Valdez, P. N. (2021). Online Internship Experiences among Pre-Service ESL Teachers in the Philippines: Challenges and Opportunities. *TESL-EJ*, 25(3), n3.
- Ugalingan, G., Valdez, P. N., & Flores, G. M. (2020). Promoting Advocacies in an ESL Classroom in the Philippines: Insights from an Action Research Project. *Journal of Asia TEFL*, 17(2), 635.
- Valdez, P. N. (2020). Research in Critical Pedagogy: Implications for English Language Classrooms in Asia. *PASAA: Journal of Language Teaching and Learning in Thailand*, 60, 222-236.
- Valdez, P. N., & Tan, N. C. (2018). Migrant Workers, Language Learning, and Spaces of Globalization: The Case of Filipino Maritime Professionals. In *Reconceptualizing English Education in a Multilingual Society* (pp. 177-190). Springer, Singapore.
- Valdez, P. N., & Tan, N. C. (2018). Migrant Workers, Language Learning, and Spaces of Globalization: The Case of Filipino Maritime Professionals. In *Reconceptualizing English Education in a Multilingual Society* (pp. 177-190). Springer, Singapore.
- Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: educational thought and practice*. Routledge.
- Van Teijlingen, E. R., & Hundley, V. (2001). The importance of pilot studies.
- Vandrick, S. (1994). Feminist Pedagogy and ESL. *College ESL*, 4(2), 69-92.
- Vandrick, S. (1995). Privileged ESL university students. *Tesol Quarterly*, 29(2), 375-381.
- Wagner, E. (2010). Survey Research. In Paltridge, B., & Phakiti, A. (Eds.). *Continuum companion to research methods in applied linguistics* (pp 22-38). A&C Black: Continuum
- Wallerstein, N., & Bernstein, E. (1988). Empowerment education: Freire's ideas adapted to health education. *Health education quarterly*, 15(4), 379-394.
- Yilmaz, K. (2009). Elementary school teachers' views about the critical pedagogy. *The Asia-Pacific Education Researcher*, 18(1), 139-149.
- Yilmaz, K. (2010). Secondary Public-School Teachers' Perceptions about Organizational Justice. *Educational Sciences: Theory and Practice*, 10(1), 603-616.
- Youdell, D. (2010). *School trouble: Identity, power, and politics in education*. Routledge.

- Young, M. F. (2002). *The Curriculum of the Future: from the 'new sociology of education' to a critical theory of learning*. Routledge.
- Young, R. E. (1990). *A critical theory of education: Habermas and our children's future*.
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694.
- Zimmerman, J. (2006). Why some teachers resist change and what principals can do about it. *Nassp Bulletin*, 90(3), 238-249.
- Zughoul, M. (2003). Globalization and EFL/ESL pedagogy in the Arab world. *Journal of Language and Learning*, 1(2), 106-146.

APPENDICIES

Appendix A

Teacher's Questionnaire

Dear Teachers,

I am student of PhD Education at International Islamic University Islamabad. My research topic is "Practices of Critical Pedagogy at Secondary School Level". I am collecting data. In this regard, one questionnaire is dispatched. Can you please spare 20 minutes to fill it out? I shall be thankful for your cooperation.

Yours truly

Sahibzada Waqar Ahmad

Reg. no. 132-FSS/PHDEDU/F17

Name (Optional): _____ Institute Name: _____

Demographic Data:

Please readout the given option and tick (√) the relevant column.

Gander	Male				Female			
Academic Qualification	BA/BSc	BS	M.A	M.Sc	M.Phil	PhD	Other	
Professional Qualification	B.Ed	M.Ed.	B.S Edu	M.S Edu	PhD	Other		
Teaching Experience (in months)	Less than 3		3-6		6-9		Above 9	

Note: Please do tick (√) what you think the most appropriate according to your understanding, keep in view the below criteria.

Strongly Agree Agree Undecided Disagree Strongly Disagree

Response's description: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided

(UND) = 3, Disagree (DA) = 2, Strongly Disagree (SDA) = 1

The following questions are generally recognized as good teaching practices. Please answer how frequently you use the following practices during classroom teaching.

S. No.	Statements	SDA	DA	UD	A	SA
Perceptions of teachers about Critical Pedagogy						
1.	Learning is a social process, and it takes place due to social Interaction					
2.	The content of the textbook should be according to student's needs					
3.	Teaching method should be well-matched with student's interest					
4.	Learning attitudes and styles of student are different					
5.	If students are not satisfied with contents and the way of teaching teacher must revise them.					
6.	Only teacher must think about students' affairs because they do not have ability to think about their affairs.					
7.	Teacher must speak in the class and students must listen only					
8.	Students must think about what they learn and take practical steps to realize them					
9.	Student's learning is a dynamic process of learning by doing not by memorization only					
10.	The main purpose of teachers should be to prepare students to integrate in the job market					
11.	teachers' main role is to teach students not only to learn more independently but also to think and act in a more independent way					
12.	A major role of teachers is to help students develop their own understanding of whom they are and their place in the world					
13.	I think teachers should encourage students to take a critical look at the school					
14.	I think teachers should be only authority in the classroom					
15.	The students' future needs and interests are considered for organizing my class agendas					
16.	My students are involved in program planning,					
17.	I do not find enough time to learn about my students' hopes, needs, and interests in my class					
18.	I do not allow all students to express their views in class discussions					
19.	In my class, there is no interaction between me and my students					

Practices of Critical Pedagogy					
20.	Teachers use dialogue and open communication as one of the main activities to share ideas				
21.	Teacher teaches religious beliefs				
22.	Teachers give permission to their students to go laboratory				
23.	The content of books which are commonly taught is often unrelated to learners' real-life concerns and problems				
24.	Genuine and real dialogue should be the framework for teaching and learning in the classroom				
25.	Teachers should have a critical approach to cultural and sociopolitical aspects of the content of textbooks				
26.	Teachers' main roles is to make students aware of inequalities in society				
27.	Environmental, social, and political issues are topics to be addressed in classroom				
28.	teachers should decide on their teaching strategies and techniques based on learners' needs				
29.	Teachers should share their authority and responsibilities with students in the classroom				
30.	teacher should participate in class dialogues and discussions as a learner among learners				
31.	I believe that I should involve all students in my class to promote equality and justice				
32.	In planning what to do in the classroom, I consider my students' expectations and immediate needs				
Effects associated with the Practices of Critical Pedagogy					
33.	A major role of teachers is to improve learners' critical thinking skills				
34.	teachers should have a critical approach to cultural and sociopolitical aspects of the content of textbooks				
35.	Ideal instruction textbooks are those which are designed locally and in the light of learners' real life				
36.	I think teachers should not deal the political and ideological issues whatsoever in the classroom with the hope of changing society				
37.	I motivate my students to think critically about their own culture or previous experiences in life				

38.	I believe that the main goal in my class is to convey information					
39.	I am against injustice either in the classroom or in society					
40.	My goals tend to make students effective decision makers					
41.	I adapt the teaching materials to suit my students needs in the class					
42.	As an activity, I request students to express their viewpoints about topics of lesson					
43.	My instruction and teaching materials seek to make students become critiques					
44.	In my class, my students are knowledge receivers, and I am knowledge transmitter					
45.	My students obediently follow what I ask them to do in the classroom					
46.	Teachers and textbooks are the only valid sources of knowledge in the classroom					
47.	I continuously evaluate my students					
48.	I evaluate my students only at the end of the term					
Challenges in Practices of Critical Pedagogy						
49.	Students in my class evaluate themselves					
50.	To evaluate my students' abilities, I raise questions that require the students to answer them using the critical skills they have acquired					
51.	I am interested in learning new things from my students and sharing the responsibilities in the class.					
52.	I believe in dialogism (dialogue) to solve the problems in the classroom					
53.	I try to connect my instruction to the practical lives of my students					
54.	Curriculum is strictly formal, paying little attention to underlying values					
55.	I try to follow the pre-set curriculum and textbooks in my teaching					
56.	Textbooks should not be considered as site for ideological battle					
57.	Teachers involve students in the process of selecting topics that are focused on in classrooms					
58.	Teachers encourage students to ask questions					
59.	Teachers promote teamwork/group work.					

60.	Teachers address and make efforts to know the students' learning difficulties in their course					
61.	Teachers share their authority and responsibilities with students in the classroom					
62.	Teachers apply the standard curriculum with some flexibility for a better classroom dynamic.					

Interview Questions:

Structure Interview: Fixed format interview in which all questions are prepared beforehand and are put in the same order to each interviewee. Although this style lacks the free flow of a friendly conversation (as in an unstructured Interview) it provides the precision and reliability required in certain situations. Also called directive interview.

Questions

1. Is it important for a classroom teacher to challenge and question school information?
2. How do you feel about education management and monitoring system?
3. What is your passion as a classroom teacher?
4. What are your beliefs about education?
5. What is your definition of knowledge?
6. What is your definition of a democratic classroom?
7. What is your definition of student voice?
8. What is your opinion about student's participation?
9. How do you define optimal learning environment?
10. What does oppression (oppressor and oppressed) mean to you?
11. Do you understand that education is not neutral?
12. What does empowerment mean to you?
13. Explain the relationship you have with your students?
14. What do you perceive by critical pedagogy?
15. How do you maintain your critical pedagogical practices?
16. How do you define or enact power in the classroom?
17. Do you worry about the future of your students?
18. How you address boards' exams in your practice?
19. What problem do you face in applying critical pedagogical practices?
20. What role do parent and community members have in student achievement?

