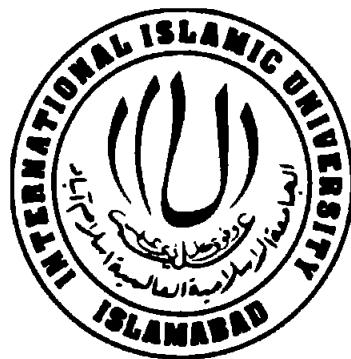


DEVELOPING PATRIOTISM AND NATIONAL INTEGRATION THROUGH CURRICULUM: ANALYSIS OF PAKISTAN STUDIES CURRICULUM



Researcher

Asifa Zeba

125-FSS/PHDEDU/F16

Supervisor

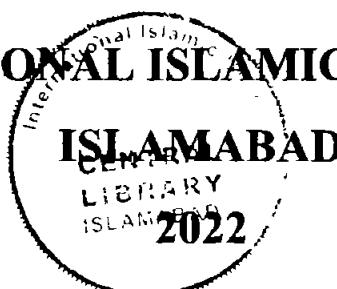
Prof. Dr. N. B. Jumani

Co-Supervisors

Prof. Dr. Samina Malik

**Prof. Dr. Ahmad Yousaf
Al Draiwesh**

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,**



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INTEGRATION THROUGH CURRICULUM:
ANALYSIS OF PAKISTAN STUDIES CURRICULUM**



**Asifa Zeba
125-FSS/PHDEDU/F16**

A thesis submitted in partial fulfillment of the requirement for the degree
of PhD Education

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

2022

APPROVAL SHEET

DEVELOPING PATRIOTISM AND NATIONAL INTEGRATION THROUGH CURRICULUM: ANALYSIS OF PAKISTAN STUDIES CURRICULUM

By

Asifa Zeba

125-FSS/PHDEDU/F16

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad in partial fulfillment of the degree of **PhD Education**.

Supervisor:

Prof. Dr. N. B. Jumani

Co-Supervisor I:

Prof. Dr. Samina Malik

Co-Supervisor II:

Prof. Dr. Ahmad Yousaf Al-Draiwesh

Internal Examiner:

Dr. Shamsa Aziz

External Examiner I:

Prof. Dr. Muhammad Imran Yousaf

External Examiner II:

Dr. Shagufta Akhtar

Dated:

Incharge
Department of Education
International Islamic University
Islamabad- Pakistan

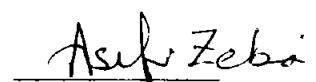
Dean
Faculty of Social Sciences
International Islamic University
Islamabad- Pakistan

DEDICATION

This is dedicated to my parents, who have always encouraged me to pursue challenging endeavors, to my husband, who has provided love, and support, and to my dear son Noor Ul Hassan and daughter Alysha Zainab who are the most precious and wonderful blessings I have ever known. Thank You, and I love you all!

AUTHOR'S DECLARATION

I, Asifa Zeba Regd. No. 125-FSS/PHDEDU/F16 as a student of Ph.D. in Education at International Islamic University, Islamabad hereby declare that the thesis entitled "Developing Patriotism and National Integration through Curriculum: Analysis of Pakistan Studies Curriculum" submitted by me for the partial fulfillment of Ph.D. in Education is my original work, except where otherwise acknowledged in the text, and has not been submitted or published earlier and shall not be submitted by future researchers for obtaining a degree from this or any other university or institutions.



Asifa Zeba

SUPERVISORS' CERTIFICATE

The thesis titled "Developing Patriotism and National Integration through Curriculum: Analysis of Pakistan Studies Curriculum" submitted by Ms. Asifa Zeba Regd. No.125-FSS/PHDEDU/F16 is a partial fulfillment of a Ph.D. degree in Education, completed under our guidance and supervision. We are satisfied with the quality of the student's research work and allow her to submit this for further process as per IIUI rules and regulations.

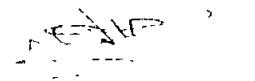
Date: _____

Supervisor: _____

Prof. Dr. N. B. Jumani

Co-Supervisors: _____

Prof. Dr. Samina Malik

Prof. Dr. Ahmad Yousaf Al Draiwesh

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ABSTRACT

This study was planned to identify ways that may help to develop patriotism and national integration among students through the curriculum and textbook of Pakistan studies. The coherence among objectives, teaching strategies and assessment of Pakistan Studies regarding patriotism and national integration had also been explored. Furthermore, the study examined the role of the Pakistan studies curriculum in promoting unity among the different cultural, political, and economic groups for creating a national outlook. All 15675 students registered at the secondary level from Islamabad Model Schools constituted the population for the study. Using Solvin's formula, a convenient sampling technique had been used to select sample 415 students, and universal sampling technique was used to select teachers, curriculum developers, and textbook writer. A codebook was developed by following Philipp Mayring's (2000) qualitative content analysis approach to analyze the secondary school curriculum document. A mixed-method approach had been adopted in developing questionnaires for teachers and students. For qualitative data, a semi-structured interview guide was used by curriculum developers and textbook writers. For data collection, questionnaires were distributed among the participants through personal visits. Quantitative data were analyzed by calculating chi-square and median for central tendency while the qualitative data were analyzed by applying thematic analysis and pie charts for frequencies. Findings reflected that teaching patriotism and national integration can play an important role in promoting moral values among students and making them responsible citizens. On the other hand, numerous underlying issues had prevented the successful implementation of the curriculum. Therefore, it is recommended that workshops may be held to raise awareness. Special training may also be provided to teachers across the country while national-level campaigns may be held to promote national integration and patriotism. Furthermore, textbooks of Pakistan Studies may be updated by including new chapters related to national heroes and the significant historical events.

Keywords: Curriculum, Textbook, Patriotism, National Integration

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LIST OF ABBREVIATIONS

CD	Cultural Diversity
RH	Religious Harmony
NC	National Cohesion
LP	Linguistic Plurality
IP	Identity Pride
E&E	Equality & Equity
DC	Democratic Citizenship
S&S	Safety and Security
SPSS	Statistical Package for Social Sciences
NBCT	National Bureau of Curriculum and Textbooks
FDE	Federal Directorate of Education
IMSG	Islamabad Model Schools for Girls
IMSB	Islamabad Model Schools for Boys

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CHAPTER 1

INTRODUCTION

The progress of a country always depends on the society's behavior towards components like race, ethnicity, religious groups, and linguistic identities. When it comes to weaving the fabric of the pluralistic societies existing in the nation-state paradigm, patriotism and national integration play a significant role. These two elements have always been the catalysts to promote the sense of rights and obligations among the individuals who ultimately lead to national development (Altwaijri, 2018). This desirable quality of patriotism does not depend on space and time, rather, it is a universal virtue and a moral property that is liable to be followed only by patriots (Ben-Poarth, 2007). Meanwhile, national integration is the feeling of devotedness or togetherness among the different constituting units of the country irrespective of their religion, race, language, caste and creed. It is the promotion and practicing of patriotism that creates an aftermath where advanced societies emerge whereas national integration knits the diverse units together into a whole.

National integration achieves national cohesion, stability, prosperity, strength, and united feelings as a nation and the curriculum of any country can be viewed as a course or plan to accomplish this task. It is a way to materialize the goals of the education planners and politicians to create a harmonious and integrated society. The curriculum plays a vital role in conveying liberty, equality, justice, respect, dignity, peace for the individual and paves the way for high living standards (Walker & Soltis, 2004). There are two main themes of the present study; patriotism and national integration. Consequently, the researcher also intends to give a detailed description of the themes of responsible citizenship, national cohesion, respect for others, peace and

prosperity, equality and equity, linguistic plurality, religious harmony, cultural diversity, compassion and care, justice, identity pride, democratic citizenship, and safety and security.

Social, regional, national, and globalized training of students is the main aim of any education system, and it is the colleges and universities that are responsible for transferring the cultural heritage to the next generation. The major purpose of this transformation is to prepare students according to the norms and values of society. For the conversion of culture, education is considered a unique source as it is provided to students in well-organized and disciplined educational institutions where it generates a sense of responsibility among the individuals towards the society. These attitudes or characteristics may be developed through curriculum and extracurricular activities at the school level (Kumar, 2015) which should inculcate the sense of obligation and loyalty among the citizens towards their nation (Kumar, 2015). The major objective of the curriculum at the school level should be to develop academic skills such as critical writing, reading, and thinking, problem solving, computational abilities, and scientific understandings.

Such fundamental skills in turn can promote patriotism and national integration among students, allowing them to make decisions and form critical thinking abilities regarding polity while enhancing their confidence in dealing with complexity (McClelland & Grata, 2018). Additionally, the curriculum should also focus on developing the students' understanding of democracy, respect for human rights, and engagement in society, while promoting their participation in social and cultural activities (Donnelly, 2013). The role of the education has great significance in promoting national integration and patriotism as these are characteristics that need to be developed among students irrespective of their political, social, educational, and

cultural system. On the other hand, an education system's failure in adequately framing and developing the curriculum can result in undesirable outcomes. This failure may occur due to misunderstanding of the structure and composition of the society. If the community is diverse, then people strive to recognize and respect sub-national groups, which is why it is important for any curriculum to be aimed at generating unity from the socio-cultural diversity

According to all educational policies, a curriculum is a planned and guided learning experiences that intends to achieve outcomes formulated through systematic reconstruction of knowledge. Quality education can be defined as a collection of elements that include the input and output of the educational system (National Curriculum Framework, 2017). In order to achieve Vision 2025, it is necessary to establish or revise curricula based on philosophical ideas and knowledge, understanding, skills, values, and attitudes that students were supposed to gain at a certain level reason of the study. Current study focuses on suggestions regarding the importance of the Pakistan Studies curriculum to meet the modern objectives of national integration and patriotism.

The recent political upheaval in the country prompted individuals from all walks of life, such as educators, intellectuals, and political leaders, to critically examine the roots of Pakistan's fragmentation and investigate the reasons for our education system's failure to inspire patriotism. These circumstances compelled decision-makers of Pakistan to introduce a new curriculum of Pakistan studies to promote national integration and patriotism among the students. Recognizing the importance of patriotism and national unity in promoting wealth, security, and nation-building among the Pakistanis, efforts should be made to develop the curricula of Pakistan Studies at different levels accordingly.

1.1 Rationale of the Study

There are two reasons why a curriculum is important in developing and promoting patriotism and national integration through social development. Firstly, a curriculum raises awareness of the motherland and updates knowledge of social values regularly with a positive attitude toward moral and ethical values in the educational process. Secondly, a curriculum also meets the students' growing requirements by including them in social activities, religious, cultural events, and national events debates.

The researcher of this study has been working as a teacher at multiple institutes for years and has taught at different levels. During the course of the career, the researcher has often come across students who, with very little knowledge about the society, its composition, history, geography, ask certain basic question. At times, these students either show lack of knowledge about the role of our provinces in the struggle for the independence or fail to commemorate our defense martyrs. On the other hand, the researcher has also observed that many students are not well informed about their country's history, heroes and integrity also supported by various studies.

When it comes to adults, they also seem to lack basic general knowledge and struggle to correctly recall the names of Pakistan's provincial capitals while showing a certain level of diminished honor and prejudice for the beloved homeland. Though these components are not very common and hard to monitor, they compel one to ponder if they can indeed be mended. As a result, the author seeks to identify whether there is a gap in the curricula, teaching methods, study environment, regional background, lingual attachments or cultural differences. The findings of this research may be helpful to the policy-makers, curricula developers, and intelligentsia to reevaluate and reframe their activities to promote patriotism and national solidarity

among the different segments of Pakistani society. Such efforts would be monumental in paving way for nation-building and prosperity of the country at large.

1.2 Statement of the Problem

Pakistani society has been facing tremendous challenges to unity and integrity since its inception in the form of Bangladesh, Sindhudesh, Mahjeristan, Pakhtunistan and Independent Balochistan movements. The dismemberment of Pakistan in 1971 was a great setback to the objectives of nation-building and integration. In the light of these solemn problems of patriotism and integration faced by Pakistani society, the role of the Pakistan Studies curriculum acquired a significant position. Pakistan Studies curriculum has been developed to achieve these goals but there is always room for improvement. Federal Government of Pakistan is facing challenges account of creating consensus among the federating units on the vital issues of provincial autonomy, economic development, promotion of regional languages, and distribution of resources, human rights, and equal education opportunities for the citizens. There is a dire need to analyze the contents, objectives, and purposes of Pakistan Studies for patriotism and national integration.

This research aims to investigate and analyze the role of the curriculum in achieving the objectives of patriotism and national integration. In this respect, efforts have been made to explore the role of unimpressive, monotonous outlines and contents of the curriculum. This study further explores the level of patriotism and national integration among students by collecting the view of teachers and students. On the basis of collected data, improvements have been suggested for the Pakistan Studies curriculum in order to promote the national values of patriotism and national integration.

1.3 Objectives of the Study

Objectives of this research study were to:

1. Map the idea of patriotism and national integration as laid down in the curriculum and textbook of Pakistan studies.
2. Evaluate the content of textbooks of the Pakistan studies regarding patriotism and national integration.
3. Analyze the role of the Pakistan studies curriculum as an instrument in inculcating patriotism among the students.
4. Explore the coherence among objectives, teaching strategies, and assessment of Pakistan studies regarding patriotism and national integration.
5. Examine the role of the Pakistan studies curriculum in promoting unity among the different socio-cultural, political, and economic identities for creating a national outlook.

1.4 Research Questions

In order to address objectives of the study, following research questions were formulated:

1. To what extent the Pakistan studies curriculum is covered in a textbook?
2. How have objectives of patriotism and national integration been incorporated in the textbook of Pakistan studies?
3. To what extent Pakistan studies curriculum is promoting patriotism among students?
4. How do teaching strategies and assessment techniques meet the objectives of patriotism and national integration as reflected in the curriculum?
5. What is the role of the Pakistan studies curriculum in promoting unity among different identities for creating a national outlook?

1.5 Significance of the Study

The findings of the study will hopefully be beneficial for policy-maker/curriculum developers to revisit the curriculum accordingly as updated curriculum will be beneficial for developing the spirit of patriotism among students. This research will hopefully support teachers in adopting suitable instructional strategies to achieve the objective of Pakistan studies, thereby making the learning process more effective and interesting. This research will also be valuable for textbook writers, parliamentarians, and security agents as it highlights areas of improvement for them to promote national cohesion and highlight the factors (if any) that may hinder the achievement of their objectives. Many stakeholders, including secondary students, in-service teachers, curriculum creators, textbook writers, and other researchers, are also likely to be benefited from this research as it teaches patriotic principles and the need of national unity. The study's greatest impact, however, will be for curriculum developers, who will more likely be able to develop/modify curriculum in light of the findings and meet the expectations of society by incorporating all of the components appropriately.

1.6 Operational Definitions of the Terms

In order to thoroughly understand significance of the variables of research the following definitions have been given.

1.6.1 Patriotism

The patriotism can be defined as in-depth devotion to the national cause and enthusiastically supporting motherland in thick and thin with the utmost commitment.

1.6.2 National Integration

National Integration is the feeling of unity within diversity where people are bound together emotionally and share common ideas and values. The national

integration includes cultural integration, the social contract in the form of constitution, common economic interests, conscious efforts to promote common art, literature, and festivals. The national flag and national anthem are also significant symbols that pave way for the national integration.

1.6.3 Secondary Education

In Pakistan, secondary education consists of two years of instruction in classes IX and X which is also known as "Matric or Matriculation" in the local community. The Board of Intermediate and Secondary Education awards the students a Secondary School Certificate (SSC) once they pass the metric test.

1.6.4 Curriculum for Secondary Education

Science, Arts/Humanities, and Vocational/Technical are the three primary streams in the secondary school curriculum. Mathematics, English, Urdu, Islamic Studies, and Pakistan Studies are common compulsory courses whereas physics, chemistry, biology, textiles, and clothes are just a few of the subjects covered. Elective subjects include food and nutrition, physiology and hygiene, and environmental studies (Baela, 2009). Only Pak-studies was considered as part of the Punjab's secondary education curriculum for this study. It is a process in which the learner extends and improves the competencies of exercising intelligent control over fluctuating situations in life.

1.6.5 Textbook

A textbook is a book used in the study of a subject providing:

- 1- Demonstration of the principle of the subject.
- 2- Literary work relevant to the study of the subject.

1.7 Delimitations of the Study

1. Subject of Pakistan studies is being taught at various levels ranging from secondary to postgraduate levels. However, this research was limited to examine the national curriculum of Pakistan Studies at the secondary level.
2. The study only examined the National Educational Policies from 1972 to 2017 and the national curriculum of Pakistan Studies.
3. The researcher gathered data from students and teachers of Model Schools for Girls (IMSG) and Model Schools for Boys (IMSB) Federal Directorate of Education's (FDE) Islamabad.
4. The research was aimed to only analyze the curriculum of Pakistan Studies in order to find out whether it achieved the objectives of developing patriotism and national integration.

1.8 Research Methodology

1.8.1 Research Design

The research study was based on the mixed methods approach and followed the convergent parallel design. This design collects and analyzes qualitative and quantitative data simultaneously and uses both data collection techniques equally. Initially, the data is analyzed independently, and later on, the results are mixed and analyzed for any relationships, convergence, divergence, or contradictions among two types of data (Creswell & Plano Clark, 2011). A population-based descriptive study was carried out among secondary school students and teachers in Islamabad, Pakistan's capital and a multiethnic city. A total of 415 students were chosen from a convenient sampling technique where the researcher gathered the data by personally visiting the participants. For data collection, visits to the selected schools were scheduled on pre-arranged dates with the approval of the respective principals.

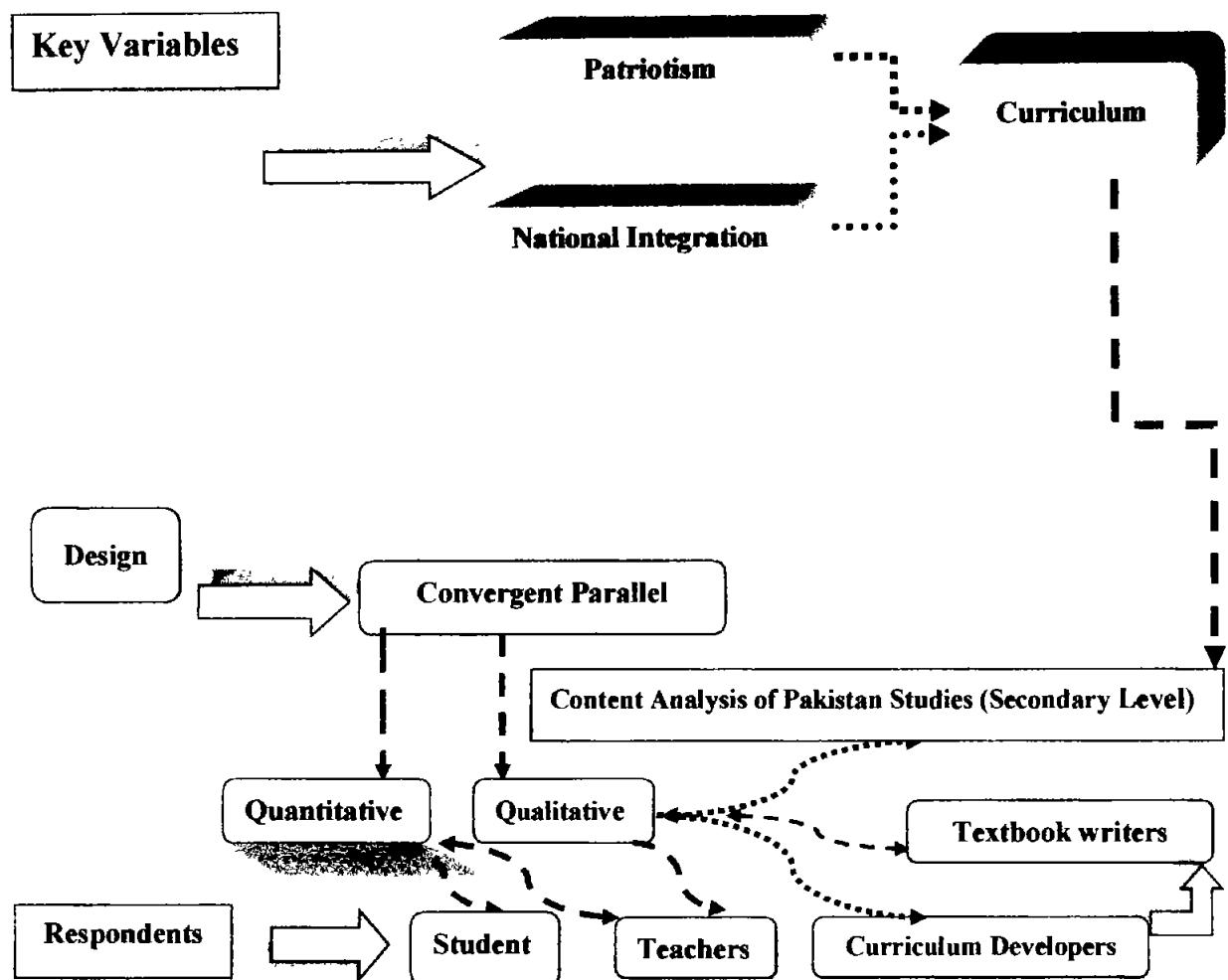


Figure 1.1 Study Design

1.8.2 Population

Teachers and students of Islamabad model schools along with curriculum developers and textbook writers of Pakistan studies constituted the population of study

1.8.3 Sample and Sampling Techniques

The sample for the proposed study was chosen using a various sampling technique. Solvin's Formula was used to select students using the convenient sampling technique (Putra & Jati, 2017). Purposive sampling technique was used to

select teachers as sample for the study. As the population of curriculum developers and text book writers of Pakistan studies were easy to manage, so all participants were selected as sample using universal sampling technique.

1.8.4 Instruments

The following instruments were used to collect the data from the participants of the research:

- Questionnaires for teachers and students
- Semi-structured interview guide for curriculum developers and textbook writers
- Codebook was developed by following Philipp Mayring's (2000) qualitative content analysis approach to analyze the secondary school curriculum documents

1.8.5 Data Collection

Researcher collected the data through personal visits to all participants.

1.8.6 Data Analysis

Calculating median for central tendency to identify the average and chi square analyzed quantitative data by using SPSS software 26v, and the qualitative data were analyzed by applying thematic analysis. Furthermore, curriculum document of Pakistan studies and text books was analyzed by using Philipp Mayring's (2000) Step Model of deductive category application.

1.9 Limitations of the Study

- Researcher was unable to find relevant literature with reference to Pakistani context as only limited studies were available.
- Collecting data from textbook writers proved to be a challenge as the contact numbers provided by many participants were revealed to be wrong. On the

other hand, many of the participants who were reached out through email or other sources were not willing to respond, resulting in few overall participant responses.

- Researcher faced problem in triangulation of data as responses of participants were very diverse.

1.10 Conceptual Framework of the study

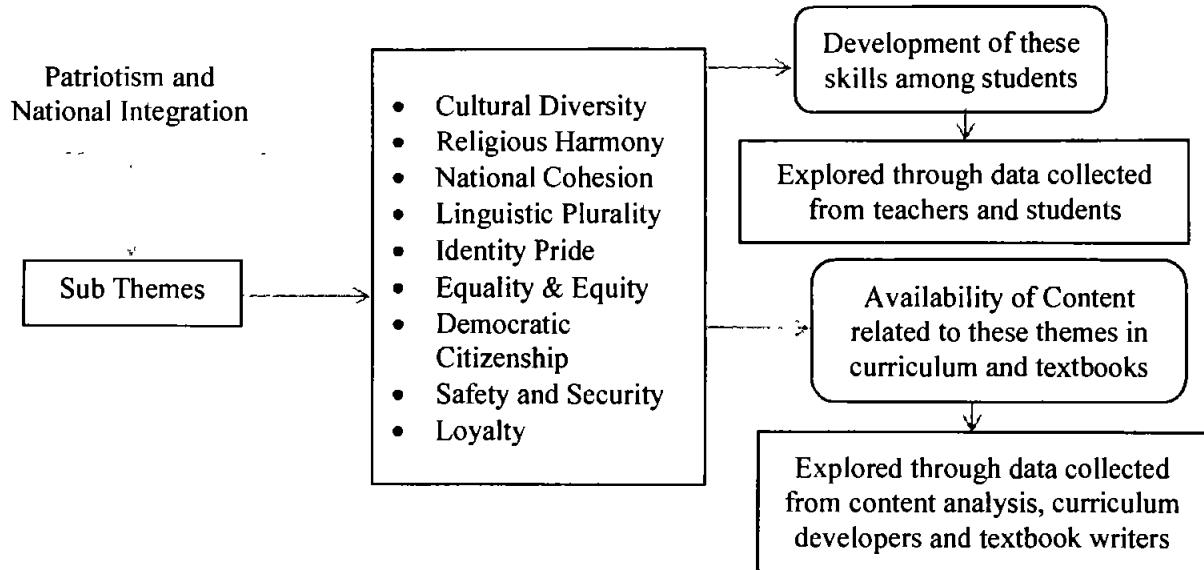


Figure 1.2 Conceptual Framework of the Study

CHAPTER 2

LITERATURE REVIEW

Pakistan was established on the ideological concept of two nations. The leadership of the All-India Muslim League called for the partition of the Indian subcontinent based on the intellectual foundation that Hindus and Muslims did not share a common cultural and religious identity but rather adhered to two distinct philosophies. The Muslim League leadership believed that creating a separate state for Indian Muslims was the only way to protect and promote the socio-political, economic, and religious rights of the Muslims. In the light of the above argument, it can be deduced that socio-political, economic, religion, and cultural factors were some of the significant stimulants in the creation of Pakistan. In 1956, 1962, and 1973 constitutions, Pakistan has been identified as a Muslim country. Pakistan's government has resolved to strengthen national togetherness and patriotism among the country's citizens (Majid, Hamid, & Habib, 2014). Consequently, the political leadership of Pakistan embarked on the task of bringing changes in the curriculum.

Pakistan was carved out of the Indian subcontinent in 1947. The sovereign state of Pakistan was created for the Muslims of the Indian subcontinent, where they could live without any fear and live their lives according to their cultural values. The state of Pakistan was committed to promote Islamic teachings and create a conducive atmosphere for the Muslims to lead their lives according to the teachings of the Quran and Sunnah. Pakistan Studies is a multidisciplinary subject that was introduced as a subject in Education Policy in 1972, and afterwards, in 1985, it became a compulsory subject from secondary school till graduation (Ministry of Education, 2009). After World War II, various studies emerged as a discipline to study the geographical,

historical, political, economic, and socio-cultural institutions of a particular area (Kumar, 2015). In the aftermath of the tragic incident, the political leadership of the new Pakistan introduced an innovative academic and research discipline called Pakistan studies to achieve the patriotic task of national integration and nation-building.

Patriotism is a special affection for one's own country where a patriot would express his/her loyalty to the country by seeking out its resources, preserving its natural beauty and historical history, and making it powerful on the global stage. At both the national and international levels, a patriot would strive to ensure that the country adheres to moral standards and supports ethical ideas. A patriot should be striving to create a better moral record for the country and should understand what it means for the future of the state. Meanwhile, national integration is aimed at creating a sense of longing among the various segments of the society. The sense of mutual identity is based on the different ethnic, religious, and linguistic identities (Bahwana, 2015).

The founding fathers of Pakistan unequivocally maintained that the new state would not be a theocracy, and instead, it would be a modern Muslim state where the religious and individual rights of citizens shall be protected and safeguarded. Pakistan is a federal, parliamentary democracy, and according to the 1973 Constitution, Pakistan is a federation of four provinces; Punjab, Sind, Khyber Pakhtunkhwa, and Baluchistan. The constitution describes education as essentially a provincial subject, however, the federal government can advise local governments on matters related to the education policy. The federal government has jurisdiction over the education institution working in federally administered institutions (Ministry of Education, 2009) whereas teaching children patriotism is not the same as training them to be

soldiers and sending them to war. Patriotism is not about commemorating a specific day, rather it entails respect for the country, the people who live inside its borders, and everything that contributes to its development. This feeling has to be voluntary and not forced and there is no better place to instill patriotism than in schools where children go to gain knowledge and grow as individuals.

2.1 Conceptualizing the Terms

2.1.1 Cultural Diversity

Allah says in Quran:

O mankind! Lo! We have created you male and female, and have made you nations and tribes that ye may know one another. Lo! the noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is Knower. Aware. (13)

Surah Hujrat (13)

Many sections of the country are no longer culturally or religiously homogeneous due to internal and cross-border population migration. People value different things, trust indifferent authority, follow various customs, but most significantly, they disagree on what they deem right or permissible in today's multicultural communities. The diversity of modern civilization is exemplified by the attitude toward death and dying, which is pervaded by social, cultural, and political viewpoints and held firmly by various beliefs (Metaxa & Ely, 2020). The first systematic attempt to measure cultural variety at the national and sub-national levels is presented in this work. This research work evaluates the importance of cultural diversity for socio-economic results by concentrating on promoting societal trust and discovers that our cultural diversity measure is the single most important factor of trust among the numerous dimensions of diversity previously studied (Beugelsdijk & Klasing, 2013). The contribution of education is to the maintenance of civic

competence of people, social responsibility, value-laden society, and social solidarity. The model of education, therefore, must be concerned with the preservation of cultural heritage and fostering nationalistic loyalties with a metric to indicate the degree to which society's values and views are shared, where it captures a previously unexplored component of diversity (Dalyop, 2014).

2.1.2 Religious Harmony

Islam is the religion of love and peace, and by using a historical method, the author attempted to analyze various evidence demonstrating that Islam has encouraged interfaith cooperation and has built the groundwork for relationships between Islam and other religions since its inception. Through the practical methods, the research indicates that it is both theoretically and practically correct. Based on historical facts well-documented in Sirah Nabawiyah, the Prophet Muhammad (PBUH) became the first to practice and implement religious tolerance teachings such as respecting and helping others and conducting religious dialogue to create a harmonious life in Medina's multicultural country (Achmad, 2013).

Pakistan is a Muslim-majority country where Islam is the most widely practiced religion that accounts for 98 percent of the population. It is a peaceful faith that supports the rights of all people regardless of religion, race or ethnicity and promotes that all citizen's rights must be protected under the state's constitution. The researchers attempted to decipher the meaning of interfaith harmony and how state policies and politicians promote peace and harmony in this article (Akbar & Yaseen, 2020). In a country where the population is multi-religious, religious harmony is critical to maintaining peace and stability and failure to handle spiritual unity risks bringing society to a stalemate.

Religious harmony between the community and government is essential for the country's long-term growth. Furthermore, every follower should understand their religious duties and be aware of the diversity and differences among religions. Theological, political, and socio-cultural methods are frequently utilized to explore the variety and differences among adherents. The inter-religious conversation is something that people should participate in on basic theological and ethical ideas and standards (Khotimah, 2017). Sufism is the faith, history, and culture of Muslims where Sufis have contributed by reducing religious hatred, fanaticism, and fundamentalism (Al Masud, Abdullah, & Amin, 2017). Researchers feel that the religious situation has altered in recent decades, as shown by the rise in the number of believers who have certain religious perceptions and construct their lives around them. It is critical to investigate the extent of religious concord and tolerance among various social groups.

Shabdenova and Alimbekova (2019) studies how religious harmony is necessary because religious sentiment frequently causes conflict and religion cannot be denied its role in social conflict, not only in Indonesia but also in other parts of the world, even though social, political, and economic factors play a role. On one hand, there is a clear desire for spiritual unity, while on the other hand, there are changes in religious practices based on national traditionalism rather than faith. The survey's findings show that social-economic situations impact spiritual peace to some extent (Shabdenova & Alimbekova, 2019). In Islamic epistemology, revelation, reason, empirical evidence, and intuition are all sources of truth, and it is the examination of the framework of Islamic epistemology analysis based on religious harmony that can achieve religious harmony. Theological foundations for religious harmony are derived from the Hadiths of the Prophet Muhammad and it is expected that foundations of

spiritual unity in the Prophet Muhammad's Hadiths will grow awareness regarding mutual respect (Tsaniyah & Juliana, 2019).

2.1.3 National Cohesion

Ata' book (2020) looks at how the 'West' has tried to manage cultural, linguistic, and religious diversity, emphasizing Muslim minorities in mostly non-Muslim cultures. An international panel of authors assesses how contemporary 'Western' societies and current Muslim minorities understand themselves and respond to diversity problems, charting shifting national identities and social ideals (Ata, 2020). Economic growth, accompanied by a fair distribution of wealth, is said to bring about national cohesion. The current political turmoil in our country, on the other hand, plainly reveals that the past two decades of economic growth and infrastructure development have not resulted in the anticipated sense of unity and national cohesion. As a result, many people casually claim that our country is on the point of dismemberment due to the ongoing crises.

As a result, it is past time for us to begin a serious political discussion about dealing with the current political crisis in our country (Ayele, 2017). National cohesion is a process in which multi-national states strive to embrace one another in the spirit of statehood. This experience motivates citizens to uphold common values that bind them together in the larger state framework rather than the micro-societal values associated with their diverse cultures and this entire process frequently necessitates it (Juma, 2018). The coherence of regional innovation systems has a significant impact on the development, sustainability, and security of national innovation systems and following the traditional core-periphery approach leads to severe interregional disparity and spatial socio-economic polarization on a national scale. Many countries worldwide have seen a significant migration of financial capital

and human resources from the national geographic fringes to the federal center (Mikhaylov, 2017). This process wreaks havoc on regional territorial socio-economic structures, reducing them into reliant outlying backwaters.

2.1.4 Linguistic Plurality

The Quranic verse (41:44) states that “And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors indeed in that are signs for those of knowledge”. Even though language plays an important role in psychic transmission, access to bilingualism... or multilingualism in a complex and difficult communal perspective... (Bensekhar, Simon, Rezzou, & Moro, 2015). Bilingualism can be connected with language problems due to a non-assumed linguistic plurality that can disorganize or slow down the structure of language.

2.1.5 Identity Pride

Liberal nationalism theorists say that national identities are the glue that holds a country together. National identities, on the other hand, can cause tensions within co-national communities and promote fear of foreigners (Huddy & Del Ponte, 2019). To better understand the impacts of national identification, this chapter also examines the psychology of national attachments, defining three categories of national passion: prejudice, pride, and identity.

2.1.6 Equality & Equity

According to the Quranic verse:

And if two parties of believers fall to fighting, then make peace between them. And if one party of them doeth wrong to the other, fight ye that which doeth wrong till it return unto the ordinance of Allah; then, if it return, make peace between them justly, and act equitably. Lo! Allah loveth the equitable. (9)

Surah Hujrat (09)

The study by Tarkhanova (2021) demonstrates how governmental duties to women are created as an affective manifestation of indebtedness for women's sacrifice, not only in terms of welfare but also in terms of equality and justice. The chapter examines how gender equality discourse was adapted to the prevailing paradigm of the state's 'enhancing women's situation' and how the equality in difference approach supported and catered for gender differences.

2.1.7 Democratic Citizenship

Castro and Knowles (2017) consider how educators may help new generations prepare for a democratic society that is constantly changing, culturally complex, and globally connected. He says that we must look at a model for civic mentoring and ponder upon what it could mean for the way research in democratic citizenship education should be directed. In addition, the researcher examines civic knowledge gaps, generational shifts away from traditional political involvement, individualistic conceptions of democracy, and the effects of class, race, and ethnicity on democracy.

2.1.8 Patriotism

Patriotism means feelings of pride and love towards one's country and willingness to sacrifice anything for the sake of national interests (Bandu, Ahmad, & Awang, 2015). The idea of patriotism cannot be delimited towards the feeling of love and affection towards the country, but it should also be evident through actions. People can be patriotic through the expression of feeling pride and love towards the symbols of the flag, ideology, history, and the rituals. The concept of patriotism is not alien and is as old as human civilization; love for the land and the people of the showered land is very ancient. For certain patriots, patriotism comes from religious rituals where certain people take patriotism as a virtue for a civilian (Wang & Jia, 2015). Ancient Sumerians developed agriculture, so the land went as the source of livelihood for

them. Consequently, they started loving their land. According to Wang and Jia (2015) patriotism, like other civic characteristics, has its roots in a democratic culture, tolerance, and coordination among people. Islamic teachings and practices also confirm this concept.

According to Quranic verse:

“Hold fast together to Allah's cord and let nothing divides you. Remember the favor of Allah upon you, when you were enemies to one another, then He united your hearts, and by His grace, you came like brothers, and you were on the brink of the abyss of Fire and He rescued you from it. Thus does Allah make His signs clear to you so that you may find the right path to true success by these”
(Al-Quran: 3-103).

Sometimes people consider patriotism as a great moral obligation as patriotism is regarded as a very precious segment of any democratic country. It is often termed as “provocative citizenship” as the responsibility provokes loyalty among individuals and promotes the concept of social responsibility. The idea of ‘social responsibility’ again generates a sense of protection among the citizens (Ledoux & Marshall, 2010). Narrow-mindedness and conflicts that spearhead poor patriotism can cause problems for the security.

When a country is at war, that is the time when patriotism is needed more than ever. Showing patriotism in the difficult times of war is an essential virtue because it paves the way for sacrifices for the motherland and the protection of the citizens. Ledoux and Marshall (2010) also describes that during wartime, state seems to demand more loyalty from its citizens and the citizens who meet the need of the hour come can be considered as true patriots and heroes. The idea of promoting unity and

patriotism has also been supported and endorsed, as only by achieving these goals, citizens are able to understand the importance of human rights, freedom of speech, peace in society, sharing of resources, tolerance, and will no doubt participate in nation-building. Kahne, Middaugh, and Croddy (2007) divided patriotism into two categories: "blind patriotism" and "constructive patriotism." Blind patriotism is a lack of knowledge of reason and constructive discussion that manifests itself in unqualified support for one's nation. In the face of an unquestionable understanding of one's own country as undeniably better than all others, discussion, focus, and comprehension are usually abandoned. According to the writers, it may be seen in the "Love Your Country or Leave It" approach that has gone mainstream in the civilized era.

There appears to be a limiting analysis under the umbrella of "patriotism" in a country where there should be greater discussion regarding the government's domestic and foreign policy actions. According to Kahne, Middaugh, and Croddy (2007) the major objective of constructive patriotism is preserving democratic and pluralist values. It is vital to analyze and question these methods in order to ensure that principles of equality and liberty are upheld in an effort to foster positive change and consistency according to the nation's ideals. As a result, constructive patriotism is found to more favorable when it comes to political involvement and social contract whereas blind patriotism is seen as a negative quality and is associated with political detachment (Kahne, Middaugh, & Croddy, 2007).

Bader (2006) a psychologist, contributed to the concept of "patriotism" by appropriating the terms "conservative patriotism" and "liberal patriotism." He argued that patriotism, whether "liberal patriotism" or "conservative patriotism," should not be used to segregate people along political lines or to protect individuals. Conservative and liberal patriotism is a container for a variety of psychological needs

that originated in the family; patriotism satisfies the longings for connection and affiliation that many people lack in their private lives. It is not surprising that "we" become the "right or wrong" basis that historians label as "liberal patriotism" and "conservative patriotism" in a country that appears cross-party in its political party options, at least on the surface (Bader, 2006).

According to Abraham (2008) "loyalty to the country is neither conservative nor liberal" and in order to offset this achievement, the author proposes that supporters of liberal patriotism should shift their focus. Instead of vilifying conservatives' acts as wrong, which perpetuates the situation; we should address the security and connection issues that both conservative and liberal patriots fail to address. The necessity for active conscious deliberation of many points of view arises as a result of addressing the relationship rather than the result because engagement necessitates connections and conversations with other people. Constitutional patriotism, according to Abraham (2008) ensures human rights, equal citizenship, cohesion, self-determination, democracy, a feeling of collective national and cultural identity, and dedication for individuals, since it is built on the ideas of equal rights for all (Abraham, 2008). Various scholars expressed differing views on patriotism, and these views may indicate different opinions where some of the experts claimed that extreme patriotism is only essential when one's country's safety is in jeopardy.

According to Cafaro (2009), environmental patriotism develops as a commitment among students to conserve the land and all of its residents, including non-human species. Kelman (2006) proposed the concept of sentimental patriotism, which he characterized as a group's view of meeting personal needs and interests. Amid this form of patriotism, a nation deserves respect and love from its inhabitants in difficult times, as Wertheimer demonstrated (Kelman, 2006). In the time of need,

the individuals should enthusiastically respond to the nation's call. Ben-Poarth (2007) introduced the concept of moderate patriotism which is a type of patriotism that enforces universality.

It provokes the common interest of the people of the whole world and calls for justice for all. In this way, the nation fulfills the obligation of patriotism to support nationals as family members and community members. Gaff (2007) stated that regardless of the type of patriotism, a conscious effort is required for familiarizing students with the true nature of patriotism and its importance that is liberal and democratic in nature instead of conservative and blind. By spreading the concept of patriotism among students, they can be taught to focus on the "common good" of all people, resulting in an inclusive patriotism based on participant ownership. Patriotism cannot be defined as possessing a few individuals but rather as a process that may be invested in and nurtured over time.

2.1.9 National Integration

In Pakistan, two historical methods of national integration are still relevant now. One of these methods entails that since 1947, every government has attempted national cohesion by focusing on India as an external danger. Sayeed (2015) said to foster national unity, they largely relied on pointing across the border as hostility toward India and the Kashmir conflict has been effective weapons for highlighting Pakistan's unity. The idea of using an external adversary to strengthen internal unity had acquired traction, and three Indo-Pakistan wars added to the argument that internal unity was monumental for existence. The idea of a shared adversary (India) is still alive throughout the country. Aside from India, the shared religion "Islam" is the other most essential tool for establishing unity rather than disintegration.

Religion has been used as a unifying force by all governments, although in very diverse manners. Although this component, along with political and socio-economic variables, could not prevent the tragic disaster of 1971, and did not act as a sole trustworthy integrating force, it still has value in contemporary society. Despite the heterogeneous nature of society, there is a gleam of hope among the people because they are connected by a shared sense of national identity. They also have strong ideological commitments, and as a result, there must be no doubt about the maintenance of Pakistan because its people share a shared political identity and constitute a "unity in cultural diversity." People also share a shared political base and believe that national identity and unity are paramount. Pakistan has lacked national integration since its inception, but the basic characteristics of Pakistan's political and economic development remain the strong sense of categorization. Think tanks, political leaders, the security establishment, and education planners must all pay attention to this long-standing issue and work to resolve it (Sayeed, 2015). This problem is frequently discussed on talk shows and in op-eds in the electronic and print media.

2.2 Theoretical Framework of patriotism and national integration

2.2.1 Durkheim's Solidarity Theory (DST)

To recognize the phenomena of national integration, the researcher applied French Sociologist Emil Durkheim's postulations of Mechanical Solidarity and Organic Solidarity. Emile Durkheim takes an interest in society's development when it is made up of people with specialized roles and responsibilities. Gangas (2011) stated that Durkheim provides two types of solidarities models: mechanical solidarity and organic solidarity.

Mechanical solidarity is a social association of people who share the same beliefs and way of life. These shared values and beliefs contribute to the formation of a "collective conscience" that motivates individual members to collaborate. According to Durkheim, the intrinsic impulses that cause molecules to stick together in a solid are cooperation and collective consciousness among society members. Organic solidarity, in contrast to mechanical solidarity, is social integration that comes from people's need for one another's services. There is a comparatively higher division of labor in a society defined by organic solidarity, with individuals functioning similarly to the organs of a live body. Society relies less on enforcing universal standards on everyone and more on controlling the interactions of various groups and individuals, frequently through increased use of the law (Gangas, 2011). The researcher used French Sociologist Emil Durkheim's postulates of Mechanical Solidarity and Organic Solidarity to recognize the phenomena of national integration. Emile Durkheim is fascinated by the evolution of society when it is made up of people who have specific jobs and duties.

In this research, efforts were made to apply Durkheim's theory of solidarity to understand and interpret the phenomenon of national integration and patriotism in Pakistani society. In organic solidarity, the society works like a human body, and its constituting units and institutions work as the organs of the body as a society or nation. Hoogenboom and Knijn (2018) stated that society might be considered as a human body and its federating units, institutions as the organs of the body. A successful society takes care of its components and its polity ensures civil rights, a sense of obligation, cultural diversity, democratic values, religious harmony, and implementation of the constitution are followed and help to evolve functional national patriotism.

2.3.2 Ferdinand Tonnies Social Theory (FTST)

Bond (2013) stated that Ferdinand Tonnies, a German Sociologist postulation of Gemeinschaft and Gesellschaft could also provide sound ground to explain, interpret and apply the variables of national integration and patriotism. Like Durkheim's dual model of mechanical solidarity and organic solidarity, Tonnies suggests two types of social grouping: Gemeinschaft and Gesellschaft. Gemeinschaft refers to the grouping of people based on common feelings of togetherness. He also called it essential as it leads the actors to consider them a means to serve the goals of social grouping. He further says that subconscious and instinctive forces compel the actor to volunteer their time and services for the collective cause. Gesellschaft is the grouping of people based on their impersonal ties.

In this grouping pattern, the member visualizes the social grouping to achieve his further individual goals. Hence, this sort of social grouping is purposive and future-oriented grouping based on conscious decision making. This grouping is structured based on mutual consent, which is why it is also called social- grouping based on the social contract (Bond, 2013). As the creation of nation of Pakistan was based on the social contract of the federating units, hence, the latter concept of Tonnies can be applied to the understanding and comprehend the process of patriotism and national integration.

2.3.3 Ibn Khaldun Social Solidarity Theory (IKSST)

Ibn Khaldun's is theory can be categorized as a concept of universal brotherhood. The term 'Aṣabiyyah' is derived from the word, 'as', that means, to unite the individuals into a group. Ibn Khaldun' theory of 'Aṣabiyyah' can be used as an instrument for social solidarity. It is the natural sense that prevails among human

beings and provides them protection when they were treated unjustly by their rivals. These feelings, according to Khaldun, produce a sense of desire among group members, strengthen the tie of membership, and play an important part in society's progress and the formation of a powerful governmental system.

According to Ibn Khaldun, 'Aṣabiyyah' is one of the most important factors that impact a community's rise and demise. Aṣabiyyah, in the sense that it is built on family ties and shared goals, became a force for a group to stay unified and fight against other groups that endangered 'Aabiyyah'. Khaldun also emphasizes the importance of the religious spirit, which in his view, enables the group to get rid of jealousy and make the group stronger (Ibn. In the light of Ibn Khaldun's postulation, Islam can be considered as the Aṣabiyyah that can come as the binding force for the different ethnic and linguistic identities of Pakistan (Ab Halim, 2014). It is expected that the curriculum envisages the content and concept of patriotism and national integration, which were needed to meet the challenges of the time

2.3 Role of Curriculum to inculcate patriotism, and National Integration

The curriculum can help students grasp their own obligations and rights as citizens (Khan, 2010). Hashmi (2011) also believes that the program encourages patriotism and that the emphasis of the Pakistan studies curriculum should be on building cohesion, integration, and patriotism among students. The role of encouraging national integration should be accepted by the teaching and learning process. The Pakistan studies curriculum should be structured to promote integration among provinces, religious identities, sects, and political institutions. A feasible and workable balance between civil and military institutions should result in political development and national cohesion (Hashmi, 2011). The fundamental cause of

inadequate governance and the main impediment to nation-building and integration is the inefficiency of state institutions and a lack of coordination among them.

Curriculum development is another issue that has not played a significant role in national integration and patriotism promotion (Rashid, 2004). Our educational system has failed to provide a system that meets the needs of nation-building and patriotism. Hence, the educator, course developers, and bureaucrats need to put their efforts into developing courses aimed at achieving the desired goals of patriotism and national integration. According to Rashid's course, designers should work hard to transfer the values of patriotism, unity, love for the country, and moral values.

2.4 The Importance of Curriculum Analysis

The human way of life has changed as a result of increased globalization. In today's world, it is more important than ever to interact more as individuals must be highly socially integrated and should have advanced skills to cope with society's rapid and significant change (Genut, 2012). However, in this new environment, more flexibility, responsibility, honesty, and loyalty are required than in the past. As a result of society's prevalent information evolution addressing a revision of educational programmers', the curriculum analysis phenomenon has gained value over time. The evolution and production of moral and social values have resulted in a clear shift in social interaction, necessitating the regular updating of educational content as well as a review of curriculum design so that today's individuals can learn to adapt to a globalized social structure. Furthermore, the country's unstable circumstances necessitate societal change so that individuals can live in better social conditions through constructive social relations.

The curriculum needs to be modified in the capacity of social competence to make them strong in democratic values and to address the needs of society. In this regard, curriculum analysis becomes equally important, so that educators all over the world recognize curriculum as a key factor in making an education system successful (Genut, 2012). Analyzing the curriculum will reveal whether it is providing learners with the competencies required for the society we hope to create. Curriculum analysis, according to Gay (1985) is a procedure for identifying qualities, flaws, and issues encountered in implementation, improving the process of curriculum development while it determines the curriculum's adequacy as well as the profits on the allocated funds. Curriculum analysis, according to Porter (2004) is the systematic process of isolating and analyzing specific features of a curriculum.

The most typical method of curriculum analysis is to describe and isolate a specific collection of content in a curriculum, then analyze the performance expectations, or cognitive demand, that describe what students are expected to know and accomplish with the content. A curriculum's content is described as the domain-specific declarative, procedural, and tactile knowledge that it aims to teach. The level at which a student is expected to know and apply knowledge as a result of the instructional activities and assessments undertaken in the curriculum is referred to as performance expectations. Educators might begin to evaluate and contrast various characteristics across multiple curricula by conducting a thorough analysis (Green, Camilli, & Elmore, 2012) as in today's globalized world, teacher education must be built on inquiry and problem-solving.

2.5 Association among Learning Domains, Patriotism, and National Integration

The researcher believes that the above-mentioned theoretical framework of national solidarity can be translated into curriculum creation by using learning domains. In the cognitive, emotional, and psychomotor domains, learning is linked to behavioral changes. Knowledge, understanding, remembering, and other thinking skills are emphasized in the cognitive domain while feelings, emotions, behavioral elements, and life are all addressed in the affective domain. The psychomotor domain is concerned with material and goal utilization where learning's emotive domain represents one's values and way of life. The goal of this study was to examine the Pakistan Studies curriculum as a subject that promotes national solidarity through the use of affective learning domains.

Due to the fact that it supports the development of sociopolitical awareness, which in turn promotes patriotism and national integration (Eshun & Mensah, 2013) a plausible metaphor for institutional education is curriculum as a design for future production. When tomorrow is unlikely to be like today, and the day after tomorrow is certain to be unlike yesterday, curriculum goals and objectives must be based on society's constructive ideals. As a result, curricula should focus on evidence-based social, cultural, and linguistic activities for a powerful society.

By reviewing previous question papers, Malik and Zaheer (2012) have concentrated on techniques of assessment for Pakistan Studies. They came to the conclusion that the students were evaluated on their basic knowledge and understanding abilities but that the examiner overlooked additional levels of evaluation, such as application, analysis, synthesis, and evaluation. These abilities were not tested in the Pakistan Studies question paper at the secondary level. "The

role of the curriculum in encouraging patriotism and national solidarity is critical" (Malik & Zaheer, 2012). The current study attempted to bridge the gap by including all levels of cognitive domain assessment. The curriculum is a learning path that indicates how to get to a learner's destination and defines the learning process (Ministry of Education, 2009). It is clarified in all policy documents that quality education is built on three steps: input, process, and output production (Adams, 1993). Curriculum, learning materials, pedagogy, class size, teaching, and facilities were all essential factors in determining the educational excellence of a school. The result will be of high quality if the inputs are of high quality.

As an input, educational outcomes were linked to the curriculum (Adam, 1993). Curriculum, according to White (2004) is the pathway to equality for all, a healthy and just democracy, a thriving economy, and long-term progress. The curriculum represents society's common, moral, social, and cultural values, and hence the individual's goodness. Through knowledge and awareness of the spiritual, moral, social, and varied cultural societies, the school curriculum should help to the development of pupils' sense of identity. The curriculum provides learners with the necessary information to think critically and creatively in order to solve problems for a better future (White, 2004). National integration has a significant impact on a country's political, economic, cultural, and social characteristics and can play a critical role in the development of a country's social dimensions (such as social, cultural, political, and economic).

It also brings a country's citizens together in peace and strengthens their social ties. Brotherhood, peace, and tolerance are among the values national integration promotes. Additionally, national integration also helps to bring people of many races, castes, creeds, or ideologies together to form a single organism. It strengthens the country and makes it stronger on a global scale. National integration ensures that a

country has less internal issues and challenges where the citizens thrive and progress. In comparison to a socially unstable society, a united country has always had fewer issues. Citizens' allegiance to their country is endorsed by national integration. It encourages people to join hands and stand for the country's growth rather than focusing on their personal problems.

In today's world, national integration is more important than ever. As a result, it faces issues such as communalism, regionalism and so on. Terrorism on a global scale is also a big threat to national integration. At the same time, just a few people with radical ideas are able to persuade and manipulate the whole public. Such people invite others to rebel against their homeland in this age of technological breakthroughs and social media accessibility. It is incredibly simple to be duped but national integration aids in putting a stop to these issues and develops intellectual maturity and tolerance in people. National integration is extremely important for us because the integrity of our nation has been threatened numerous times throughout history. It has faced significant internal issues as well as being a target of foreign attacks. As a result, national integration is crucial in the formation of a nation.

2.6 Pedagogies in practice for Promoting Patriotism and National Integration

Teachers serve as facilitators, role models, and major actors in their students' encouragement and empowerment. However, in order to practice effectively, teachers must be armed with a wide range of innovative approaches as well as awareness of the society's cultural diversity, values, and ethics. Various teaching strategies may be used in interactive learning through which valuable outcomes can be reached. Brainstorming, role-playing, simulations, discussion, and debate are all used in the teaching of Pakistan Studies. For teaching Pakistan Studies, student-centered

methodologies and tactics should be used (Eshun & Mensah, 2013). For pupils to develop critical thinking, a teacher must apply factual knowledge and ask appropriate questions, as well as support student understanding, clear up misunderstandings, and provide feedback. Teachers' questions are also critical in the Pakistan Studies classroom for engaging students in higher-order thinking and understanding facts and concepts as it has proved to be an efficient method of learning, teaching, and evaluation.

The essence of patriotism is an integral phenomenon that provides the opportunities for the development of social commitment and initiative, as well as the creation of new socially significant projects that influence its upbringing. Other than that, the methods for instilling patriotism in schoolchildren and the psychological and pedagogical conditions that would make the process of instilling patriotism in schoolchildren should be more effective. The growth of market interactions has sparked interest in senior high school students' social engagement and initiative as the most important personal trait of a free and successful person in pedagogy. The component of initiative – commitment – is viewed by traditional pedagogy as a necessary condition for the development of children's capacities and talents, as a method of success, as a life necessity of children, and as a measure of their accomplishments.

Scientists have recently moved their attention to the content-related features of socially significant activities. The practice of valuing social engagement and initiative as a factor in effectively building patriotism in children and teens receives absolutely no attention. They plan their self-activity in collaboration with adults. In any case, there is a need to establish a pedagogical technology for determining the patriotism formation level of senior high school pupils in terms of social commitment (Khurshid,

2018). New programs can make it easier for instructors to be both imaginative and participatory in the classroom. From Google Docs to interactive whiteboards to new programs that provide quizzes and activities, these activities can prove to be fascinating as they are also easy to download and install,. Educators may build interesting quizzes and learning activities to increase student engagement in such ways. Various advices on how to quantify the formation levels of patriotism in students can be found in psychological and pedagogical literature.

Researchers say that patriotic attributes should be used to determine the level of social training, while others describe social training as an individual's public orientation. The influence of schoolchildren's actual actions is emphasized by the third author, whereas the application of activities is emphasized by the fourth author. The validity of various techniques to determining a student's level of patriotic social training is validated by their reliance on specific pedagogical objectives. They further recommend criteria- and levels-based method, in which pupils' social training is examined according to various criteria and at various levels. Kraevskiy (2001) identifies three formation levels of readiness for defending one's Motherland: schoolchildren's complete understanding of the essence of patriotism, positive attitudes toward the liabilities that come with it, and the ability and habit of acting in real life in accordance with the requirements learned. Understanding, attitudes, and the ability to act in diverse situations all play a role in one's readiness to safeguard one's Motherland in this case (Kraevskiy, 2001)

Inspired by researchers (Fedotova & Chigisheva, 2015), following methods were used in the study: (1) theoretical methods of cognition: comparison, generalization, modeling (2) methods of studying students' social training in natural conditions of the academic, and upbringing process: pedagogical observation, survey,

discussion (3) special pedagogical diagnostics methods: the sentence completion method, the experience method. The topic of determining the patriotism upbringing level in today's senior high school kids using pedagogical technology is becoming increasingly relevant in pedagogical theory and practice. A pedagogical technology is a precise and scientific reproduction that ensures the success of instructional efforts (Kraevskiy, 2001). As they always rely on teacher-to-student interaction, the process of developing and implementing pedagogical upbringing technologies differs significantly from the process of developing and implementing teaching technologies.

The interaction between students and teachers pushes the teacher to create an ideal environment for the students which will aid them as they develop their perspectives on various topics. Kraevskiy (2001) provides the following definition of educational technologies that he derives from the general characteristics of pedagogical technologies: a system of scientifically proved strategies and techniques for maintaining teacher-to-student relationships in order to achieve the ultimate goal of exposing schoolchildren to a variety of human values. According to Shchurkova (2000), in order to implement a pedagogical upbringing technology, a number of factors must be met, each of which determines the efficacy of the rearing technology. These factors are as follows: (1) planning and carrying out an upbringing action with strict adherence to its logical structure; a high cultural level of the content and forms of the action (2) tailoring the spiritual "exertion" of the upbringing action (3) informing about the action to the extent necessary to maintain interest in it (4) employing all three perception channels: auditory, visual, and sensory.

2.7 Assessment Strategies in practice for Promoting Patriotism and National Integration

Formal assessment entails that the administration, scoring, and interpretation of published standardized tests should be developed by experts in the subject and must be administered, scored, and interpreted according to specific standards. A norm-referenced test compares a student's performance to that of similar groups of pupils throughout the country. A criterion-referenced test (also known as an objective-referenced test) is one that is designed to meet certain criteria, such as indicating that a student can correctly identify the main concept of a paragraph (Khurshid, 2018). Tests that are criterion-referenced were created to fit the standards or expectations of what students should know at certain points or benchmarks.

2.8 Policy Provisions in Pakistan for Fostering Patriotism and National Integration

Curriculum, textbooks, assessment, teachers, learning environment, and application of education to real-world life are six pillars of outstanding education recognized by the National Educational Policy of 2009 (Ministry of Education, 2009). The input, process curriculum is the main pillar, around which all of the accomplishments related to effective learning take place. The concurrent legislative list in Pakistan's 1973 constitution includes areas such as policy, planning, curriculum, syllabus, educational standards, and Islamic education. The main purpose of teaching Pakistan Studies, according to Khan (2010) is to promote knowledge of the individuals as a citizen of Pakistan, the country, and the world around them, as well as stressing the importance of nation-building and the development of social and moral consciousness. Doing such can lead to a model democratic society and the Pakistan studies curriculum is primarily meant to achieve these objectives through the

use of key factors, including national integration, cohesion, and patriotism (Khan, 2010). All schools adopt the National Curriculum for Pakistan Studies to guarantee that teaching and learning are balanced and uniform so that it may aid in translating the objectives of the National Curriculum into teaching and learning activities (Khan, 2010).

The investigation and methods of national cohesion and integration are given emphasis in the Pakistan Studies curriculum. The timeline of the subject is divided into four major periods of political change that have dominated the history of modern Pakistan, including the early establishment era from 1947 to 1955, when the federal government imposed the one-unit scheme, the one-unit era from 1955 to 1968 (until General Yahya Khan's military coup), and the post-one-unit era from 1970 to the Islamization era. The goals of Pakistan's national curriculum policy were examined through examinations of Pakistani school textbooks on history and social studies in order to assess how well the national curriculum rules were implemented (Naseem, 2005). According to Sadiq (2005) there was an emergence of an integrative ideology at the beginning of Pakistan Studies, which could be nationalist, religious, racist, or fashioned along other lines, as long as it paves way for the integration of Pakistan's subgroups into one society.

Later, in the 1970s, it was recognized that an integrated society was required, in which all of its many sections could communicate more frequently with each other than with outsiders, changing the Pakistan Studies curriculum once again. The Ministry of Education has sanctioned a 1976 Act of Parliament that selects capable authorities to conduct curriculum-related activities. These activities include preparation for studies (curricula, textbook manuscripts) and creating strategic timetables for their introduction in various classes of educational institution. Approval

of manuscripts of textbooks created by other organizations was also added to the list. The authorities were also required to direct a person or agency to write within a specified period to delete, amend, or withdraw any portion of a curriculum, textbook, or reference material prescribed for any class of an educational institution.

As a result, a Central/National Bureau of Curriculum and Textbooks (NBCT), also known as the Curriculum Wing, was established to oversee the development and approval of curriculum and textbooks, as well as to maintain curriculum standards from primary through secondary school (Ministry of Federal Education, 2017). They have altered history, pushed a manufactured heritage of the state of Pakistan, and promoted an Islamic standard of citizenship in order to achieve their political ambitions. Many textbooks on Pakistan Studies establish that Pakistan was created to preserve Muslim rights and is the Islamic homeland (Saif & Syed, 2001). As a result, all efforts should be aimed toward making it an 'Islamic welfare state' that creates progressive lives for its citizens with the total reformation brought about by education. Dildar, Saif, and Naz (2016) stated that education is based on development science, competency empowerment, and human resources promotion. For a nation whose very creation was ideological, Pakistan has shown a surprising inability to reach any national consensus over the last two decades, as stated in educational policy 1972. The reason for this may be found in the fact that Pakistani society contains several divisions, and the educational system, which should have aided the cause of national integration by opening up channels of communication, has failed to do so. Education must be used as a factor for national unification.

The complete curricula and textbooks were reviewed in 1979 as part of the Educational Policy to provide enough information on Islam and adequate coverage of instructional material aimed at promoting national cohesion and unity. The concept of

nationhood was appropriately expressed, and high academic standards were maintained to ensure that Islamic philosophy is upheld. The entire curriculum and texts were examined to ensure that enough content on Islam, Pakistani ideology, and the promotion of national cohesion and integration were included (Dildar, Saif, & Naz, 2016).

2.9 International Scenario of Promoting the Patriotism and National Integration

Nations cannot play a significant role in the international arena in current times unless they achieve national integration as political and economic progress requires a strong sense of attachment to one's homeland. Nation-states have devised curriculum targeted at completing the tasks of national integration and patriotism in order to realize the multi-dimensional goal of development. Law (2014) noted that in India, many courses such as history, social studies, geography, civics, art, and music emphasize the national needs, promoting feelings of unity and mutual reliance among people along with a sense of rich cultural legacy among Indian residents. Because the Indian curriculum promotes acceptance, national ideas, unity in variety, magnificent freedom struggle, and interdependence of many regions, it has aided in understanding the nation's vital oneness.

Economic success and industrial progress were major components of Victorian England's identity in the British context, and a patriot of the time was expected to preserve the mechanisms of this achievement. Citizens, in particular, play an important role in shaping the nation's interest and this patriotism necessitates citizens' investment in the country as well as government regulation to defend the country. In a democracy, an ideal civic education experience should enable students to

gain meaningful information about the political and economic system while appreciating democracy's strengths and limitations.

Citizenship education strategy in the United Kingdom has also avoided publicly teaching patriotism in recent decades. Scholars, professional educators, and public officials in the United States devised a curricular framework for kindergarten through grade 12 students. All British schools, however, are now required to promote British ideals related to patriotism aggressively. This was partly done due to allegations in which Birmingham schools, which had recently become academies, had been infiltrated by hostile devotees aiming to promote a strand of Sunni Islam (Khatoon, 2014). It is also deemed important to propose a common core of knowledge, values, and skills that all students in the country should strive for, as well as creating a desirable school learning environment that is appropriate for students with a wide range of beliefs and perspectives.

Doing so reflects the growing diversity of ethnic, racial, linguistic, and religious communities in the United States. As responsible citizens of a culturally varied democratic society in an interdependent globe, one should realize the goal of social studies which is to assist students in learning about civic competency and developing patriotism for the public (Worthington, 2013). Moral education, English, Nepali, environmental sciences, social studies, and computer studies were all part of the common curriculum in Nepal. Commerce was taught in all courses while students participated in club co-curricular activities.

Bangladesh is a land of remarkable contrasts, with three growing seasons, deep rivers, fertile plains, swift hills, and an energizing culture. The beautiful, well-organized villages were home to 120 million patriotic and politicized citizens. In Bangladesh, social studies textbooks may give a chance for debates over the history of

the Subcontinent. Battles over textbook narratives in Bangladesh exemplify political factions' appropriation and confinement of the social studies curriculum. Various studies of rich and developing countries show that these governments have also implemented a variety of courses targeted at encouraging patriotism and nation-building aims. Pakistan's efforts to achieve national integration and patriotic goals were not unique, but they were in line with global efforts to promote patriotism and national integration through educational planning and curriculum creation.

In the Kazakhstani context, one of the priorities for the educational work is civil-patriotic education which is in accordance with the concept of education in the Republic of Kazakhstan's System of Continuous Education. There it is stated that civil and patriotic education should form a civic position, patriotic consciousness, developed national self-consciousness, and social and religious tolerance. Thus, patriotic education is a planned activity aimed at instilling in children and youth the orientations, qualities, and standards of that should be associated with exemplary citizens and patriots of Kazakhstan. The goal of patriotic education is to introduce younger generations to the values of domestic culture while also instilling in them a valuable relationship between their homeland and its cultural history. All of this can be achieved by realizing the development of high social identity, civil liability, spirituality, and the formation of a personality with positive values and qualities (Kurmanov, Yeleussov, Aliyev, & Tolysbayev, 2015).

In the case of Croatia, the nation-building process began in 1995, after the country was founded as a parliamentary democracy following the ill-treatment of its citizens. As a result, Croatia has had the same nation-building issues as many former communist countries; dealing with the fallout from a difficult and costly independence struggle. Croatia declared independence in June 1991, prompting a Serb

military assault. A few months later, nearly every major city had been damaged, a third of the country had been occupied, and ethnic cleansing had displaced half a million people. Croatia was again involved in combat in 1992 as a result of the Bosnian conflict, and over four million refugees found home Croatia. It is fair to argue that the immediate postwar environment in the country was difficult and dangerous. This is important in understanding why the newly independent Croatia's first administration was authoritarian in practice, despite its apparent dedication to democracy. Its focus on preserving national independence by encouraging cultural homogeneity and ensuring national survival left little possibility for democratic changes in the first place. The content of the civics curriculum, as well as the most didactic authoritarian methods sent contradictory messages. There were, however, difficulties at the curricular level on a principled level.

The civics curriculum was chosen as the key source of developing children's democratic knowledge and dispositions, while the history curriculum was chosen as the primary source of fostering national cohesion. In these early years, what emerged was a rather restricted idea of civic virtue and a fairly forceful sense of Croatian national identity based on some historical revisionism. When the national curriculum was revised in 2000, some other authors were able to write History textbooks in an "open society" to prepare students for citizenship in a world where values clashed, and all institutions were flawed. The most recent national curriculum, created in 2010, places a strong emphasis on lifelong learning skills, as well as a sustained emphasis on patriotism, which is listed as the second most important educational aim. In 2016, a big demonstration in Zagreb, largely attended by teachers, students, and parents, demanded a "party politics-free" curriculum and higher-quality textbooks that aligned with modern liberal democratic principles. However, this progress in patriotic nation-

building education has occurred within a broader cultural and political environment, including Croatia's EU membership (Elbasani & Šabić, 2018).

2.10 Gap Identification (GI)

In many methods, significant work has been done in the field of Pakistan Studies. Nonetheless, the focus of this work is on examining and analyzing Pakistan Studies secondary school curricula. The main goal of this study is to see how far the Pakistan Studies curriculum has helped to teach patriotism and create national integration among students in order to help the country prosper. The researcher has discovered certain gaps in the available literature during the literature review. National integration, according to Readman (2008) can control socio-cultural losses and economic disparities. Executive authority, on the other hand, cannot achieve the goal of integrity. It is the responsibility of policymakers to create an environment in which individuals may share their ideas and form sentimental relationships. It is a matter of bringing diversity together rather than forcibly bringing people together. Culture diversity, constitution, land continuity, art and literature, national festivals, national flag, national anthem, and other national symbols, according to experts, promote unity and national integration (Readman, 2008). Hashmi's (2011) study examines concerns, challenges, and revisions in the Pakistan Studies curriculum at the secondary level and her research is restricted to Sindh province. Dean (2005) of Aga Khan University, who has pointed out several flaws in the curriculum, is another key work rewired by the current researcher. He claims that Pakistan Studies textbooks do not discriminate between Islamic and civic education, and as a result, these materials promote passive citizenship. This study looked into the causes of passive citizenship and how to promote active citizenship through courses that promote patriotism and national integration (Dean, 2005).

In their research, Iqbal, Haq and Akhlaq's (2016) have drawn attention to the concerns, issues, and challenges that face Pakistan Studies education at the secondary and higher secondary levels. The flaws in teaching approaches have been emphasized by the researchers, as well as the different attitudes of parents and students about Pakistan Studies (Iqbal, Haq, & Akhlaq, 2016). Beyond Binary Discourses is a topic on which Muhammad and Brett (2015) have worked where he investigates textbooks and cultural, national, and global identity portrayals. Such characteristics focus on instilling a sense of belonging in pupils by transforming content into fundamental stories. The authors have also identified the flaws in the writers' attempts to build a national identity using PS textbook methodologies. Muhammad and Brett (2015) analyses the classroom applications, noting that it is vital that instructors teach democratic norms that permit patriotic commitment without repressing minority civil rights. Democratic ideals and "democratic patriotism" demand that citizens rise up and acknowledge that if tyranny exists and must act in case of any symbolic or verbal threat.

This phrase also indicates that to defend the Constitution's principles, "democratic patriotism" necessitates both action and comprehension of democracy and the Republic. As "there can be no rights without concurrent obligations", it is the combination of these factors that students must comprehend and assimilate in their vision of an active and responsible citizen (Muhammad & Brett, 2015). Westheimer (2006) conducted a study on "patriotic commitments" among California high school students. This study was about their "ability and commitment" to "accept the full responsibilities of citizenship" in America, not their opinions of patriotism. Although the students were not blind patriots, the study concluded that "sentiment rather than analysis" "guides assessments of the nation's policies and practices," while

“committed patriots, advocated active and constructive patriotism, and reject blind patriotism” (Westheimer, 2006). Wertheimer uses Howard Zinn's work to explain “democratic patriotism” as the obligation to maintain not the principles underpinning government, but the foundations of democracy, the most visible of which in the United States is the Constitution. Education is required to maintain democracy through discussion of governance, aspects of citizenship, and acknowledgment of contentious problems.

Durrani and Dunne (2010) in their work “Curriculum and national identity: Exploring the links between religion and nation in Pakistan” use the identity paradigm, and study the relationship between education and conflict in Pakistan, with an emphasis on the KP area. Education, religion, and national identification, according to the study, all play a role in forming a collective identity. This study addresses the subject of identity in a roundabout way. Nonetheless, through instilling a sense of integration among the various ethnic and linguistic identities, the focus would help to build a united identity (Durrani & Dunne, 2010). Durrani and Dunne's research was focused on the Federal Directorate of Education in Islamabad, and their work was limited to KP. To summarize, significant work on critical analysis of Pakistan Studies Curricula from various perspectives has been done by many writers and institutes, which is unquestionably beneficial to the current research. In the collected literature, the works have used qualitative methods; however, the current study aims to combine qualitative and quantitative approaches in a dual-mode approach.

None of the aforementioned authors have undertaken interviews with curriculum planners and textbook writers in order to see how well they adhered to the Pakistan Studies objectives when creating and developing course materials. This

research attempted to fill that void by undertaking in-depth interviews with the course's authors and developers. As previous research has concentrated solely on the cognitive domain and ignored the effective environment, this study aims to close that gap by incorporating an effective learning domain. The above-mentioned studies were conducted in various parts of Pakistan. Still, the current study aims to investigate the Federal Directorate of Education in Islamabad. Thus, it was designed to cover that gap as well. As a result, while acknowledging the work of the scholars described above, this research has a variety of goals to achieve; to examine the cognitive and behavioral effects of the Pakistan Studies curriculum on students' feelings of national integration and patriotism.

The essential ingredient of nation-building and societal harmony is a sense of patriotism and national integration, and without these feelings, no nation is able to achieve the tasks of prosperity, socio-political development, or even attain an honorable position in the world community. Researchers have observed that a significant amount of work on the topic has been done by various scholars while the present research is a comprehensive, multifaceted, and cumulative investigation that aims to fill in the existing gaps. The study's findings will aid policymakers and curriculum creators in revising their curriculum accordingly. This study is also beneficial to teachers because it can aid them in developing appropriate instructional strategies for accomplishing the goal of Pakistan Studies and making the learning process more effective and enjoyable. This research can also help textbook authors, legislators, and security agents make required changes in their respective fields. The research is also able to identify variables that obstruct the achievement of patriotism and national integration goals.

CHAPTER 3

RESEARCH METHODOLOGY

This study aims to identify how patriotism and national integration can be fostered among students through curriculum, teachers, curriculum developers, and students' perceptions of presenting Pakistan studies content. This chapter outlines the numerous techniques and actions employed to achieve the study's goals. The sections in this chapter elaborate on the research plan while discussing components such as sample selection, sampling techniques, and the development of devices for data collecting. Additionally, this chapter also gives a brief overview of the quantitative and qualitative procedures used to analyze the data.

3.1 Research Approach

The research is guided by interpretive paradigm where it examines teachers' perspectives and students' perceptions of patriotism and national integration as well as the content of Pakistan studies textbooks. To achieve the objectives of the study, a mixed-methods technique has been adopted. For the analysis, content analysis has been used in order to find patterns in the data that can help foster patriotism and national integration. Questionnaires were employed to collect numeric data while an interview guidebook was also created.

3.2 Research Design

The research is descriptive in nature and utilizes a mixed-method approach. According to Creswell, Fetters, Plano Clark and Morales (2009) a mixed methods approach combines qualitative and quantitative methods in research. As a result, rather than just collecting and interpreting qualitative and quantitative data, this

method necessitates a higher technological skill level (Creswell et al., 2009). The study uses QUAN-QUAL Model (also known as the triangulation mixed methods design) according to which quantitative and qualitative data are equally weighted and collected throughout the same analysis (Greene, 2008). Qualitative and quantitative data are analyzed after data collection, and the outcomes of qualitative and quantitative data gathering are compared to create new variables.

The researcher's task in the current parallel design was to:

- A. Acquire both quantitative and qualitative data at the same time.
- B. Examine the content information
- C. Conduct curriculum and textbook mapping
- D. Combine the two databases by integrating the results during interpretation

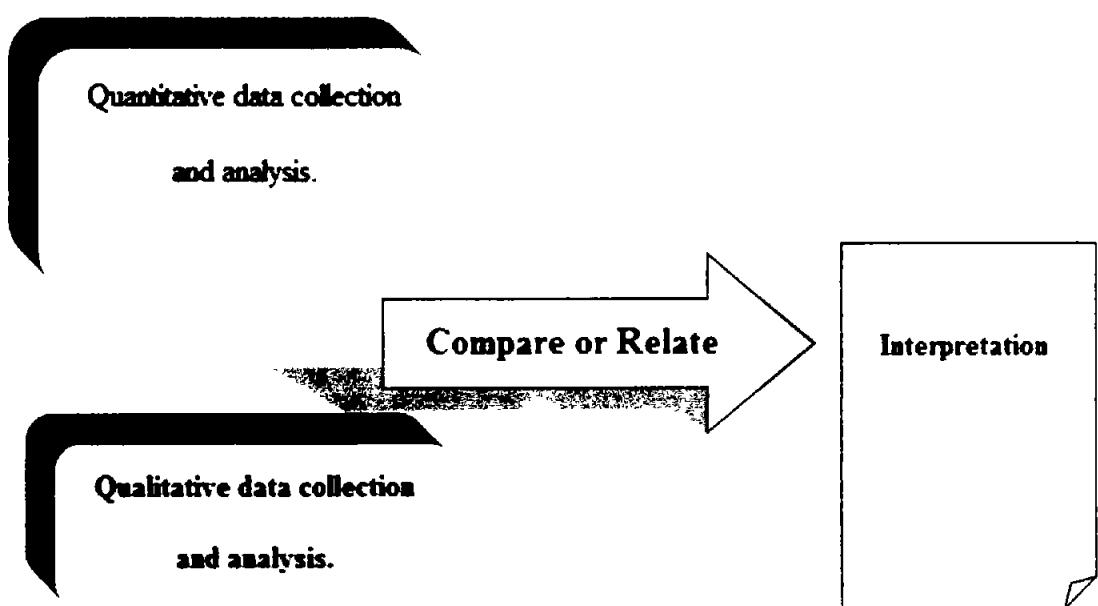


Figure 3.1 Convergent Parallel Design (Creswell, Fetters, Plano Clark & Morales, 2009)

3.3 Population

The study's participants were all students and teachers from secondary schools under the Federal Directorate of Education in Islamabad. Curriculum developers and textbook writers for Pakistan studies at the secondary level conducted the interviews. As the purpose was to explore the effectiveness of the Pakistan Studies curriculum, therefore, all concerned stakeholders, including teachers, students, curriculum developers, and textbooks writers, were engaged in this study.

Table 3.1

Population Size

Population	IMS
Students	15675
Teachers	100
Curriculum developers	25
Textbook writers	25

Source: FDE & PIERA (2018)

3.4 Sampling Techniques

The sample for the proposed study was chosen using a various sampling technique. Solvin's Formula was used to select students using the convenient sampling technique due to the COVID pandemic situation (Putra & Jati, 2017). Purposive sampling technique was used to select teachers as sample for the study. As the population of curriculum developers and text book writers of Pakistan studies were easy to manage, so all participants were selected as sample using universal sampling technique. A detailed description of selected sampled students, teachers,

curriculum, developers, and textbook writers along with sampling technique and the selected number of participants has been given in table 3.2.

Table 3.2

Sample Size of Study

Population	Population Size	Sampling Technique	Sample Size
Students	15675	Convenient	415
Teachers	117	Universal	100
Curriculum-developers	25	Universal	25
Textbook writers	25	Universal	25

3.5 Instruments of the Study

The study can be categorized as a mixed-methods investigation where the data were gathered in both quantitative and qualitative formats. For this goal, the researcher created qualitative and quantitative instruments. For qualitative and quantitative data, the researcher created an interview guide and questionnaires respectively. The interview guide included open-ended questions, whereas the surveys used a five-point Likert scale.

3.5.1 Questionnaire for Students and Teachers

Based on qualitative findings, a closed-ended questionnaire for teachers was created. The questionnaire was divided into three sections: the first contained the purpose statement and demographic data, the second contained closed-ended questions about teaching strategies mentioned in Pakistan studies national curriculum, and the third had two closed-ended questions about promoting patriotism and national pride. For secondary school students, separate questionnaires were created which they had to fill. The first component of the questionnaire dealt with the goal statement and

demographic data, while the second piece was regarding the evaluation of the curriculum in encouraging patriotism and national integration.

3.5.2 Code-book for Qualitative Content Analysis

Content analysis, according to Krippendroff (2013) is defined as a "reasonable inference from the text using a set of methodologies". In content analysis, there were three types of teams: sampling units, recording coding units, and context units (Krippendroff, 2013). The researcher created a codebook to examine the National Curriculum of Pakistan studies (2006 & 2018) and textbooks of Pakistan studies (grade 9 & 10). For the codebook, Mayring's (2000) content analysis approach was used (Figure. 3.2).

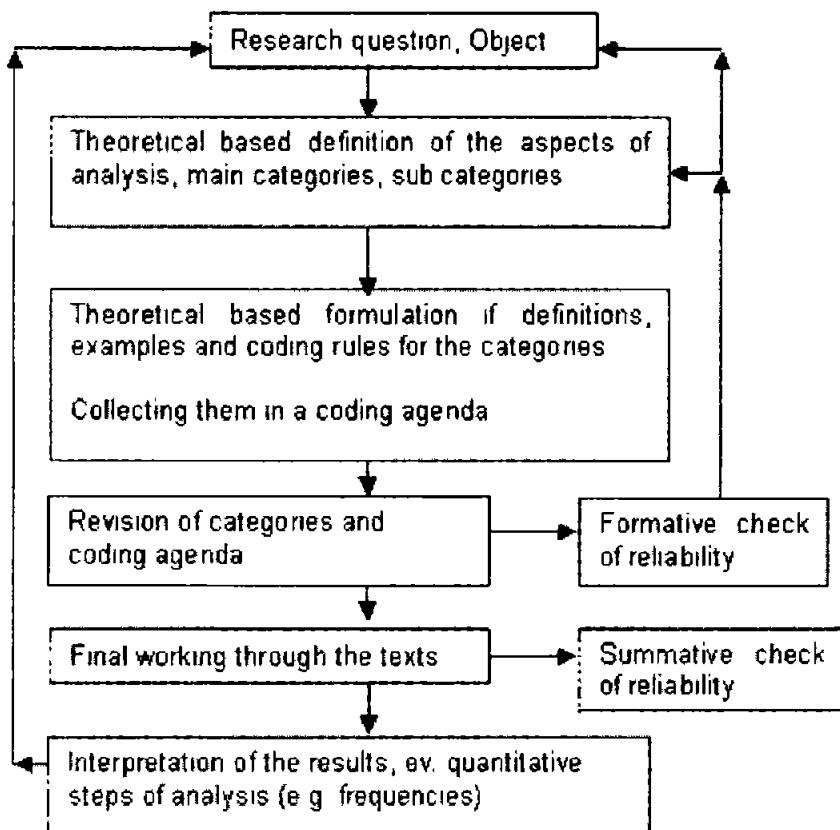


Figure 3.2 Step model of deductive category application (Mayring, 2000)

Brief description of code book' development and content analysis procedure was as follows:

Step 1: Two research objectives and questions (1 & 2) were developed for the analysis of curriculum document and textbooks of Pakistan studies.

Step 2: Theoretical based definitions of the aspects of analysis: patriotism can be defined as in-depth devotion to the national cause and enthusiastically supporting motherland in thick and thin with the utmost commitment. National Integration is the feeling of unity within diversity where people are bound together emotionally and share common ideas and values. Furthermore, Major themes patriotism and national integration were determined by using the following sub themes: cultural diversity, religious harmony, national cohesion, linguistic plurality, identity pride, equality & equity, democratic citizenship, safety and security, and loyalty.

Step 3: Coding rules were determined based on theoretical basis of main concepts and relevant notions; for example cultural diversity related concepts in curriculum could be festivals, heritage, folk tales etc. Likewise, all themes and relevant examples were provided in codebook.

Step 4: Essential revisions were made in code book and rule for content analysis after incorporating the comments of experts, who were requested to validate the content of codebook. Two types of reliability (inter and intra coder) were employed to determine the reliability of code book.

Step 5: After ensuring the validity and reliability of the code book, final content analysis of curriculum document and textbooks was conducted.

Step 6: Finally, results were interpreted in the form of highlighting the themes and sub themes as well as the frequency of various concepts occurrence in curriculum document and textbooks.

3.5.3 Discourse Analysis

To foster patriotism and national integration in school contexts, content and discourse analysis is utilized as a research tool and methodology for studying the curriculum document and popular textbooks from sample subjects. In addition, the textbooks for the sample subjects taught in secondary school have also been examined. Current research shows that textbooks are the most important source of classroom instruction for achieving curricula and goals, and teachers use them as a guide and source for their core curriculum lessons.

3.5.4 Interview Guide for Curriculum Developers and Textbook Writers

With national Pakistan studies curriculum goals in mind, self-developed interview questions for curriculum developers were created. For the curriculum developers of the Pakistan Studies 2006 and 2019 development team, a semi-structured interview guide was used to learn which national Pakistan Studies objectives were reflected in the curriculum and how they were translated into the curriculum. Some questions were also included in the interview handbook. The curriculum in PDF format, along with a copy of the research proposal, was delivered to curriculum authors for understanding by means of email during this entire method. This measure was taken in case the authors had trouble recalling the curriculum as it was created almost a decade ago (Creswell, Fetters, Plano Clark, & Morales, 2009). For this reason, a semi-structured interview was also done on Skype application through a video/audio session.

3.6 Validity and Reliability

3.6.1 Pilot Testing

According to Wilson and Sapsford (2006) pilot testing is very significant for research tools" in order to test "biased the power of assertions. A small-scale trial before a major inquiry is done to evaluate the validity and reliability of tools to be used in the data collection study (Wilson & Sapsford, 2006). 10% from total sample was used for pilot testing which comprised of 40 students and 10 teachers. Questionnaires for teachers and students were piloted for this project, and Cronbach's Alpha was used to determine the reliability of statements of questionnaire themes named as identity pride, equality and equity, democratic citizenship, safety and security, loyalty, cultural variety, religious harmony, national cohesion, and linguistic plurality. Cronbach's Alpha was used to determine the internal consistency of the scales, as it has also been recommended by Vogt (2005) for all tests and items with "more than two replies, such as the Likert scale". Due to the fact that each subcategory is unique, Cronbach's Alpha was obtained for each category independently. Cronbach's Alpha for the students' questionnaire's subscales is elaborated below (Table 3.3).

Table 3.3

Cronbach's Alpha for the students' questionnaire's subscales

S.No	Themes	Reliability
1	Identity Pride	0.71
2	Equality & Equity	0.82
3	Democratic Citizenship	0.73
4	Linguistic Plurality	0.71
5	Loyalty	0.81
6	Cultural Diversity	0.80
7	Religious Harmony	0.75
8	National Cohesion	0.76
Overall Reliability Score		0.76

As there was a total of seven themes of the teachers' questionnaire, therefore their Cronbach's Alpha value was calculated separately (Table 3.4).

Table 3.4

Cronbach's Alpha value for teachers' questionnaire

S.No	Themes	Reliability
1	Identity Pride	0.81
2	Equality & Equity	0.72
3	Democratic Citizenship	0.74
4	Linguistic Plurality	0.81
5	Loyalty	0.76
6	Cultural Diversity	0.70
7	Religious Harmony	0.71
8	National Cohesion	0.78
Overall Reliability Score		0.74

The overall reliability score for the students' questionnaire was 0.76, and teachers' questionnaire was 0.74, whereas the same questionnaires were used for final data collection after making minor revisions. Some items were recast after testing to make them easy to understand for the respondents. Instrument reliability was ensured which refers to the quality of research tools that guarantee the accuracy of any research study's findings in addition to the consistency with which the study measured the examined data (Gay, 2000). The validity of instruments prepared for curriculum developers and textbooks writers was determined by expert opinion, and the instruments were adjusted based on their recommendations.

The tool's statements (interview guide of curriculum developers and textbooks writers) and coding was revised and modified in response to expert suggestions. Initially, there were a total of 13 statements in the interview guide of curriculum developers and textbook writers. However, after the experts' evaluation, interview

guides were finalized with three demographic questions with seven statements. Statements related to general problems of curriculum implementation and teachers' training were removed and statements of content and themes related to concepts of national integration and patriotism were merged into one.

3.6.2 Validity and Reliability of Content Analysis

One of the key considerations in establishing the worth of any content analysis is the technique for determining its validity and reliability. A meaningful relationship between the investigated text and the conceptual framework can be explained as the validity of content analysis (Senem. 2013). According to Chiappetta, Fillman, and Sethna (2004) three primary areas were focused on in order to ensure the validity of the content analysis. The first step taken was to ensure the precision of the chosen sample (text), which included words, paragraphs, and pages. The second area covered was the extent to which the categories of analysis were relevant to the actual text meaning in relation to the chosen conceptual framework. The third initiative was regarding the precision of the adopted categories or analytical construct, which reflected the true meaning of the text in the chosen conceptual framework (Chiappetta, Fillman, & Sethna, 2004). Expert comments and a thorough literature research were used to determine the validity of these three categories.

The content analysis' reliability may be measured in two ways: stability and reproducibility (Mayring, 2014). The 'stability' is determined by applying the coding guideline (codebook) over time to the same material content and is designated as 'intra-coder agreement,' which also demonstrates reliability (Krippendorff, 2013). In the intra-coder reliability test, an analyst codes the identical text from start to finish without consulting previous coding, and then compares the two findings. The term 'reproducibility' refers to the degree to which the same outcomes can be obtained in a

variety of conditions. The precision and explicitness of the analytic process is determined by this process of dependability which is referred to as "inter-coder reliability." Both inter-coder and intra-coder reliability methodologies have been used to determine the dependability of the content analysis in this study. Intra-coder reliability (also known as stability) demonstrates the consistency of various analysis results produced by the researcher over time.

Through this process, reliability of two coders examining the same text at the same time was determined. The Cohen's Kappa Coefficient (K) was used to measure the content analysis' reliability as it is a statistical metric for qualitative data. The Cohen's Kappa Coefficient includes both inter-coder and intra-coder reliability and gives a more dynamic measure than showing the simple agreement % by assuming that agreement occurs by random (Gwet, 2008). The calculated K values for intra-reliability and inter-reliability were 0.85 and 0.82, respectively. The literature provides a range of reliability scores for agreement on the same text analyzed. It does so by using the same coding guidelines to determine the appropriateness of the content analysis tool (codebook), such as a coefficient score between 0.0-0.2 and 0.50 indicating slight agreement, 0.45-0.60 indicating fair agreement, 0.61-0.80 indicating substantial agreement, and 0.81-1.0 indicating almost perfect agreement (Baldi, 2017; Viera & Garrett, 2005). To ensure the reliability of the codebook for content analysis, the researcher used both inter-coder and intra-coder reliability techniques and calculated Cohen's Kappa Coefficient (K) values were .76 and .81 respectively that showed appropriateness of the codebook for further analysis.

3.7 Data Collection

The researcher personally went to the institutes and collected data from all groups of participants (students, teachers, curriculum developers, and textbook writers). Initially, a formal permission letter was obtained from the supervisor for data collection and visits to the field. Utilizing a hybrid approach, the data from both qualitative and quantitative sources was gathered and examined. A content analysis and discourse analysis of the 2006-2007 and 2018- 2019 secondary school curriculum and textbook of Pakistan studies about patriotism and national integration yielded qualitative data. Questionnaires were used to acquire quantitative data from students and teachers who were curriculum developers and textbook writers. The teacher Questionnaire was used for the collection of data on patriotism and national integration. With a few notable exceptions, the participation of the teachers can be termed as admirable in this regard. A total of 100 teachers were given the questionnaire where 100 teachers returned the completed surveys, making the percentage of the responders to be 100%.

3.8 Data Analysis

As different approaches and tools have been used to collect qualitative and quantitative data (which is later examined based on its nature) the data analysis technique can be termed as a hybrid approach. Content discourse analyses and critical discourse analysis have been used to study qualitative data, while SPSS was used to assess quantitative data (26th version). The statistical methods that have been employed consist of percentage, frequency, median, and Chi-square. Tables and figures are used to convey all of the relevant information.

Table 3.5

Data collecting and analysis methods, objectives, and research questions

Research Objectives	Research Questions	Data Source	Data Analysis
Map idea of patriotism and national integration as laid down in the curriculum and textbook of Pakistan studies.	To what extent the Pakistan Studies curriculum is covered in a textbook?	Content analysis of curriculum.	Discourse analysis
Evaluate the content of textbooks of the Pakistan Studies regarding patriotism and national integration.	How have objectives of patriotism and national integration been incorporated in the textbook of Pakistan studies?	Content analysis of textbook.	Discourse analysis
Analysis of the role of the Pakistan Studies curriculum as an instrument to inculcate patriotism among the students.	To what extent Pakistan studies curriculum is promoting patriotism among students?	Questionnaire for students (Close-ended)	Chi-Square Percentage, P-value
Explore the coherence among objectives, teaching strategies, and assessment of Pakistan Studies regarding patriotism and national integration.	How do teaching strategies and assessment techniques meet the objectives of patriotism and national integration as reflected in the curriculum?	Questionnaire for teachers (close & open-ended)	Chi-Square, $M \pm SD$ Percentage, P-value, Pie Chart Descriptive analysis
Examine the role of the Pakistan studies curriculum in promoting unity among the different socio-cultural, political, and economic identities for creating a national outlook.	What is the role of the Pakistan studies curriculum in promoting unity among different identities for creating a national outlook?	Interview Guide for Curriculum developers and Textbook writers.	Pie Chart Percentage, Descriptive analysis

3.9 Summary

Data were examined both qualitatively and quantitatively whereas triangulation was used for the parallel examination of the gathered data. To promote a culture of patriotism and national integration in school environments, content analysis and discourse analysis have been used in order to assess the curriculum document and textbooks from example themes. The following themes of patriotism and national integration emerged from a parallel study of the qualitative and quantitative data collected: cultural diversity, religious harmony, national cohesion, linguistic plurality, identity pride, equality & equity, democratic citizenship, safety and security, and loyalty.

3.10 Ethics of the Study

The research's ethical implications were taken into account. The data were collected by visiting the institutions in order to limit any kind of risks to the researchers, respondents, or society as a whole. The information was also gathered with the permission of the secondary school administration. While describing the statistics, the respondents' identity has been maintained. The participants also agreed to not share any personally identifiable information with anybody who was not a participant in the study so that their identity may stay private. The research participants were given complete information about the methods involved in the research and were requested to consent to participate. The researcher carefully chose the wording of the instruments by keeping in consideration the participants' sentiments.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Chapter 4 deals with the analysis and interpretation of collected data. The data analysis has been described in accordance with the objectives of the study. This chapter is divided into two major sections; quantitative data analysis (Section 4.1) and qualitative data analysis (Section 4.2).

The quantitative and qualitative data is analyzed in order to achieve the two main objectives; to map the idea of patriotism and national integration as laid down in the curriculum and textbook of Pakistan studies and to evaluate the content of textbooks of the Pakistan studies regarding patriotism and national integration. The analysis then further tackles the two important research questions: (1) To what extent the curriculum of Pakistan Studies is covered in the textbook? (2) How objectives of patriotism and national integration have been incorporated in the textbook of Pakistan studies?

4.1 Quantitative Data Analysis

This section is divided into further two sections that provide a detailed description of the collected data. Section 4.1.1 deals with the data collected from students, whereas Section 4.1.2 elaborates on the data collected from the teachers.

4.1.1 Data Collected from students

Data collected from students has been divided into ten themes, which are listed as follows:

1. Demographic Information (DI)
2. Identity Pride (IP)

3. Equality & Equity (E&E)
4. Democratic Citizenship (DC)
5. Safety and Security (SAS)
6. Loyalty (L)
7. Cultural Diversity (CD)
8. Religious Harmony (RH)
9. National Cohesion (NC)

4.1.1.1 Demographic Information (DI)

Table 4.1

Demographic characteristics of students

		<i>Characteristics</i>	
Variables		Frequency (n)	Percent (%)
Gender	Boys	101	(24.3%)
	Girls	314	(75.7%)
	Total	415	100%
Religion	Muslim	401	(96.6%)
	Non-Muslim	14	(3.4%)
	Total	415	100%
Age	14 y old	100	(24.1%)
	15 y old	163	(39.3%)
	16 y old	104	(25.1%)
	17 y old	49	(11.6%)
	Total	415	100%
Grade	09 th	124	(29.9%)
	10 th	291	(70.1%)
	Total	415	100%
School	Public	219	(52.5%)
	Private	197	(47.5%)
	Total	415	100%

Note, Total sample from ICT Students = (n) 415 with 100% response

Table 4.1 demonstrates the demographic characteristics of student. The variables considered in these characteristics were of gender (male, female), religion

(Muslim, non-Muslim), age (14, 15, 16, 17 years), and grade (9th, 10th) from public and private schools of the capital territory of Islamabad. The school-going children voluntarily participated in this study.

4.1.1.2 Identity Pride (IP)

Table 4.2

Happiness associated with the country flag

Characteristics	Identity Pride			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	91 90.1%	10 9.9%	0 (0%)	101 100.0%	3.00	7.15 ^a	.006
Girls	304 96.9%	10 3.2%	0 (0%)	314 100.0%			
Total	395 95.2%	20 4.9%	0 (0%)	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.2 elucidated responses of students n=395 (95.2%), boys n=91 (90.1%) and girls n=304 (96.9%) about identity pride in terms of frequency, median and chi square. This statement showed that the curriculum of textbook subject (Pak-studies) at secondary level plays a role in developing 'identity pride' among students. Among the Reponses, n=20 (4.9%), boys n=10 (9.9%) and girls n=10 (3.2%) responded that they sometimes felt happy on seeing the country flag. None of the participants, n=0 (0.0%) boys n=0 (0.0%) and girls n=0 (0.0%), associated the country flag with the feelings of unhappiness.

The values of the chi-square statistic are $\chi^2 7.155^a$ with *P-value* of 0.006 respectively. The students' opinions regarding the information that secondary school level curriculum and the textbook of Pak-studies help promote Identity Pride were significant. The stated p-values were less than the expected level of significance, i.e., $P < 0.05$.

Table 4.3

Happiness associated with the national anthem

Characteristics	Identity Pride			Total	Median	χ^2	P- value
	Always n (%)	Sometimes N (%)	Never n (%)				
Gender							
Boys	97 96.1%	12 1.9%	2 2.0%	101 100.0%	3.00	11.24 ^a	0.004
Girls	300 95.5%	13 4.1%	1 0.3%	314 100.0%			
Total	397 93.3%	25 6.0%	3 0.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.3 showed that the majority of students, n=397 (93.3%) boys n=97 (96.1%) and girls n=300 (95.5%), responded that they felt good whenever they listen to the national anthem. Some of the students, n=25 (6.0%) boys n=12 (11.9%) and girls n=13 (4.1%), responded with 'sometimes feeling good' regarding this statement. Only few of the students n=3 (0.7%) boys n=2 (2.0%) and girls n=1 (0.3%), responded that they did not feel good to listening to the national anthem.

Chi-square $\chi^2=11.24^a$ and median was 3.00 with *P-value* 0.004 was found where $P < 0.05$. The result n=397 (93.3%) related to this statement were in indulgence that only n=3 (0.7%) students chose 'never' as an option, which reflected the fact that secondary school-aged adolescents were highly patriot with feelings of national integration.

Table 4.4

Happiness associated with stories of heroes

Characteristics	Identity Pride			Total	Median	χ^2	P- value
	Always n (%)	Sometimes N (%)	Never n (%)				
Gender							
Boys	72 71.3%	25 24.9%	4 4.0%	101 100.0%			
Girls	246 79.3%	65 20.7%	3 1.0%	314 100.0%			
Total	319 76.6%	90 21.7%	7 1.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.4 reflected that the most of the respondents, n=319 (76.6%), boys n=72 (71.3%) and girls n=246 (79.3%), gave highest priority to the first option of 'always. The results revealed that some of the students, n=90 (21.7%), boys n=25 (24.9%) and girls n=65 (20.7%), chose the second option 'sometimes. On the other hand, the respondents, only n=7 (1.7%), boys n=4 (4.0%) and girls n=3 (1.0%) stated that they did not love to hear stories of national heroes (Allama-Iqbal, Maj. Aziz Bhatti Abdul Sitar Edie).

For the purpose of analysis, this statement used the chi-square $\chi^2=5.16^a$ median was 3.00 with *P-value* of 0.076 where *P* < 0.05. The results n=319 (76.6%) were found to be in consideration of this statement where only n=7 (1.7%) students gave reply with the 'never' option, which reflects that secondary level students are highly patriotic and promote national integration.

Table 4.5

Heroes as role models

Characteristics	Identity Pride				Median	χ^2	P- value
	Always	Sometimes	Never	Total			
	n (%)	N (%)	n (%)	n (%)			
Gender							
Boys	97 96.1%	12 11.9%	2 2.0%	101 100.0%	3.00	0.92 ^a	0.661
Girls	263 93.9%	47 15.0%	4 1.3%	314 100.0%			
Total	350 94.3%	59 14.2%	6 1.4%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.5 disclosed results regarding the perception of students about national heroes as role models. Majority of the students, n=350 (94.3%), boys n=97 (96.1%) and girls n=263 (93.9%), responded with the option ‘always’ regarding this statement. However, some of the students, n=59 (14.2%), boys n=12 (11.9%) and girls n=47 (15.0%) replied with the option ‘sometimes’. Only students n=6 (1.4%) boys n=2 (2.0%) & girls n=4 (1.3%) responded with the option of ‘never’.

The results show that chi-square to be $\chi^2=0.92^a$ and Median was 3.00 with *P*-value of 0.661 where *P* < 0.05. Results for this statement show that the option ‘always’ was chosen by n=350 (94.3%) students where only n=6 (1.4%) students replied with the ‘never’ option, reflecting that secondary school-aged students are highly patriotic and promote national integration.

Table 4.6

Proud to see the achievements of Pakistanis

Characteristics	Identity Pride			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	73	29	0	101	3.00	13.69 ^a	0.001
	72.3%	27.7%	0.0%	100.0%			
Girls	273	39	2	314			
	96.9%	12.4%	0.6%	100.0%			
Total	346	67	2	415			
	93.4%	16.1%	0.5%	100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.6 revealed the information regarding the way students felt about seeing Pakistanis' achievements in the fields of sports, education, peace, sciences, etc. The majority of the students, n=346 (72.3%), boys n=73, (72.3%) and girls n=273 (96.9%), responded with the option of 'always' feeling proud to see the achievements of Pakistanis. Some of the students n=67 (16.1%), boys n=29 (27.7%) and girls n=39 (12.4%) replied with the option 'sometimes'. Moreover, the table revealed that only some students, n=2 (0.5%), boys n=0 (0.0%) and girls n=2 (0.6%), responded with the option of 'never' feeling proud on seeing the achievements of Pakistanis.

Chi-square $\chi^2=13.69^a$ Median was calculated 3.00 with the *P-value* of 0.001 where $P < 0.05$. Results for this statement show that most of the respondents, n=346 (93.4%), chose the option 'always' providing answers in favor of this statement. Only n=2 (0.5%) students gave the reply with the 'never' option, which reflects that secondary school-aged students are highly patriotic and promote national integration.

Table 4.7

Pride wearing a Pakistani flag/pin

Characteristics	Identity Pride			Total n (%)	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
	Gender	Boys	Girls				
Gender	Boys	90 79.2%	19 17.9%	3 3.0%	101 100.0%		
	Girls	290 99.2%	32 10.2%	2 0.6%	314 100.0%		
	Total	360 96.7%	50 12.0%	5 1.2%	415 100.0%		

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.7 provided information regarding the statement of 'feeling pride wearing a Pakistani flag pin/band'. Majority students n=360 (96.7%), boys n=90 (79.2%) and girls n=290 (99.2%) responded that they 'always' felt pride wearing a Pakistani flag pin. Moreover, n=50 (12.0%), boys n=19 (17.9%) and girls n=32 (10.2%) replied by choosing the option 'sometimes'. Only n=5 (1.2%), boys n=3 (3.0%) and girls n=2 (0.6%) responded that they never felt pride wearing a Pakistani flag pin.

Chi-square statistic was calculated as $\chi^2 9.02^a$ Median was 3.00 with the *P*-value of 0.019 where $P < 0.05$. Results regarding this statement showed that a high percentage of students, n=360 (97.7%), replied with the option 'always' and only n=5 (1.2%) students responded with the option of 'never feeling pride wearing a Pakistani flag pin'. The results showed that secondary school-aged adolescents are patriotic and also promote national integration.

Table 4.8

Proud being a Pakistani

Characteristics	Identity Pride			Total n (%)	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	90 99.1%	11 10.9%	0 0.0%	101 100.0%	3.00	13.025 ^a	.001
Girls	303 96.5%	9 2.5%	3 1.0%	314 100.0%			
Total	393 94.7%	19 4.6%	3 0.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.8 reflected the results regarding the statement of 'feeling proud being a Pakistani'. Most of the respondents, =393 (94.7%), boys n=90 (99.1%) and girls n=303 (96.5%), gave high priority to the option 'always'. A small number of students, n=19 (4.6%), boys n=11 (10.9%) and girls n=9 (2.5%) responded with the option 'sometimes. However, only few students, n=3 (0.7%), boys n=0 (0.0%) and girls n=3 (1.0%), replied with the option 'never'.

Calculated values of the chi-square statistics showed 13.02^a and Median was 3.00 with P value was .001. Results for this statement showed that the option 'always' was chosen by majority of the students; n=393 (95.2%). While only n=3 (0.7%) students responded with 'never' feeling pride being a Pakistani. This result reflected that secondary school-aged adolescents were having patriotism and promote national integration.

Table 4.9

Feelings regarding participation in national days

Characteristics	Identity Pride				Median	χ^2	P- value			
	I do not –		Total							
	Yes n (%)	No n (%)	Know n (%)							
Gender										
Boys	79 79.2%	16 15.9%	6 5.9%	101 100.0%	3.00	30.97 ^a	0.000			
Girls	206 65.6%	16 5.1%	92 29.3%	314 100.0%						
Total	295 69.7%	32 7.7%	99 23.6%	415 100.0%						

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.9 elucidated the students' opinion about participating in national days that were arranged in schools. These days include Independence Day, Quaid Day, Iqbal Day, and Defense Day. Among the students, n=295 (69.7%), boys n=79 (79.2%) and girls n=206 (65.6%) responded in the favor of this statement where they were chosen the option of 'yes'. Meanwhile, n=32 (7.7%), boys n=16 (15.9%) and girls n=16 (5.1%) responded with second option 'no'. Lastly, n=99 (23.6%), boys n=6 (5.9%) and girls n=92 (29.3%) selected the third option of this statement showing that they do not know about the political leaders and about their policies.

Values of the chi-square statistic χ^2 30.97^a and Median was 3.00 with P-value 0.000 showed that $P < 0.05$. According to the results, the students who responded with the options 'yes', 'no' and 'I do not know' were n = 295 (69.7), n = 32 (7.7), and n = 99 (23.6) respectively. Overall, the majority of results in compassion of this statement showed that secondary school-aged adolescents were patriot and promote national integration

Table 4.10

Celebration of the national days

Characteristics	Gender			Median	χ^2	P- value
	Boys n (%)	Girls n (%)	Total n (%)			
Independence Day	74 25.4%	217 74.6%	291 100.0%	3.00	4.97 ^a	0.191
Quaid Day	11 19.3%	46 90.7%	57 100.0%			
Iqbal Day	2 9.1%	20 90.9%	22 100.0%			
Defence Day	14 31.1%	31 69.9%	45 100.0%			
Total	101 24.3%	314 75.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.10 showed the results acquired after the respondents were asked about national day they looked forward to the most. 70.1% (n=291) responded with the Independence Day, 13.7% (n=57) responded with Quaid Day, 5.3% (n=12) voted for Iqbal Day, while 10.9% (n=45) responded with Defense Day.

Values of the chi-square statistic were found to be χ^2 4.97^a and Median was 3.00 with P-value of 0.191 where $P < 0.05$. The results reflect that secondary school-aged adolescents can be considered patriotic with awareness of national integration.

4.1.1.3 Equality & Equity (E&E)

Table 4.11

Consideration for others

		Equality & Equity			Total	Median	χ^2	P- value
Characteristics	Gender	Always	Sometimes	Never				
		N (%)	n (%)	n (%)	n (%)			
Gender	Boys	79 77.2%	22 21.9%	1 1.0%	101 100.0%	3.00	5.44 ^a	0.066
	Girls	270 96.0%	39 12.4%	5 1.6%	314 100.0%			
	Total	349 93.9%	61 14.7%	6 1.4%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.11 discloses that according to students, n=349 (93.9%), boys n=79 (77.2%) and girls n=270 (96.0%) responded that they are ‘always’ careful to avoid creating problems for others. Meanwhile, n=61 (14.7%), boys n=22 (21.9%) and girls n=39 (12.4%) replied with the option ‘sometimes’ regarding this statement. However, only n=6 (1.4%), boys n=1 (1.0%) and girls n=5 (1.6%) responded with the option ‘never’.

Chi-square statistic $\chi^2 5.44^a$ with *P-value* 0.066 showed that $P < 0.05$ and Median was 3.00. Results show that the option ‘always’ was chosen by n=349 (93.9%), while only n=6 (1.4%) students respond with option ‘never’. Through the results, it can be safely assumed that secondary school-aged adolescents are patriotic and promote national integration.

Table 4.12

Human rights

Characteristics	Gender			Median	χ^2	P- value
	Boys	Girls	Total			
	N (%)	n (%)	n (%)			
Equality	32 26.7%	99 73.3%	120	2.00	24.71 ^a	0.000
Justice	47 37.6%	79 62.4%	125			
Tolerance	5 13.5%	32 96.5%	37			
Security	4 19.2%	19 91.9%	22			
Others	13 11.7%	99 99.3%	111			
Total	101 24.3%	314 75.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

The students were asked about human rights and whether they were familiar with the term. The students were then further asked to choose their answers from the course book of Pakistan Studies. The results acquired from their responses have been shown in Table 4.12. Among the students, 29.9% (n=120) chose the option Equality, 30.1% (n=124) chose Justice, 9.9% (n=37) chose Tolerance, 5.3% (n=22) chose Security, while 26.7% (n=111) of the students chose others.

Chi-square statistic $\chi^2 24.71^a$ along with the *P-value* 0.000 showed that $P < 0.05$ with Median was 2.00. The results show that secondary school-aged adolescents can be considered as patriotic with awareness of national integration.

4.1.1.4 Democratic Citizenship (DC)

Table 4.13

Respect for people's rights

Characteristics	Democratic Citizenship			Total n (%)	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	95 94.2%	14 13.9%	2 2.0%	101 100.0%	3.00	3.12 ^a	0.209
Girls	274 97.3%	39 12.4%	1 0.3%	314 100.0%			
Total	359 96.5%	53 12.9%	3 0.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

The students were inquired if they happily respect other people's rights, beliefs and opinions. The results of their responses have been provided in Table 4.13. Among the students, n=359 (96.5%), boys n=95 (94.2%) and girls n=274 (97.3%) responded that they 'always' respect the people's rights, beliefs and opinions. Some of the students, n=53 (12.9%), boys n=14 (13.9%) and girls n=39 (12.4%), responded with the option 'sometimes' regarding this statement. However, only some of the students, n=3 (0.7%), boys n=2 (2.0%) and girls n=1 (0.3%), chose the option 'never'.

Calculated values of the chi-square statistic $\chi^2 3.12^a$ with the *P-value* 0.209 showed that $P < 0.05$ with Median 3.00. The option 'always' was chosen by n=359 (96.5%) while only n=3 (0.7%) students responded with the option 'never'. The results reflect that secondary school-aged adolescents are patriotic while showing national integration.

Table 4.14

Feelings regarding political system of the country

Characteristics	Democratic Citizenship				Median	χ^2	P- value			
	I do not –			Total						
	Yes n (%)	No n (%)	Know n (%)							
Gender										
Boys	33 32.7%	49 49.5%	19 19.9%	101 100.0%	2.00	33.12 ^a	0.000			
Girls	119 37.6%	65 20.7%	131 41.7%	314 100.0%						
Total	151 36.4%	114 27.5%	150 36.1%	415 100.0%						

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.14 depicted that the majority of the respondents, n=151 (36.4%), boys n=33 (32.7%) and girls n=119 (37.6%), supported the statement that they like the political system of the country. While n=114 (27.5%) boys n=49 (49.5%) and girls n=65 (20.7%) responded that they do not like the political system. Meanwhile, n=150 (36.1%), boys n=19 (19.9%) and girls n=131 (41.7%) responded that they do not know about the political system of the country.

Values of the chi-square statistic $\chi^2 33.12^a$ with the P-value of 0.000 showed P < 0.05 with Median was 2.00. Among the responses, the option 'yes' was chosen by n = 151 (36.4), 'no' by n = 114 (27.5), with n=150 (36.1) choosing 'I do not know'. Overall, 36.4% secondary school-aged adolescents said they liked the system, 27.5% said they do not like it, 36.1% said they were unaware of it.

Table 4.15

Approval of political leaders and their policies

		Democratic Citizenship			Median	χ^2	P- value			
		I do not –								
Characteristics	Yes	No	Know	Total						
		n (%)	n (%)	n (%)	n (%)	Median	χ^2			
Gender	Boys	36 35.6%	49 49.5%	16 15.9%	101 100.0%	3.00	42.03 ^a			
	Girls	119 37.6%	59 19.9%	137 43.6%	314 100.0%					
	Total	154 37.1%	109 26.0%	153 36.9%	415 100.0%					

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.15 elucidated that n=154 (37.1%) boys n=36 (35.6%) and girls n=119 (37.6%) chose the option 'yes' and said that they liked the political leaders and their policies while n=109 (37.1%) boys n=49 (49.5%) and girls n=59 (19.9%) responded with second option 'no'. On the other hand, n=153 (36.9%) boys n=16 (15.9%) and girls n=137 (43.6%) selected the third option 'I do not know' about the political leaders and their policies.

Values of the chi-square statistic χ^2 42.03^a with P-value 0.000 showed that P < 0.05. with the Median 3.00. The results show that n = 154 (37.1) responded with Yes, n = 109 (26.0) with No, and n = 153 (36.9) with I do not know.

Table 4.16

Approval of the policies of the present government

		Democratic Citizenship			Total n (%)	Median	χ^2	P- value			
		I do not –									
		Yes n (%)		No n (%)	know n (%)						
Characteristics	Gender	Boys	50 49.5%	35 34.7%	16 15.9%	101 100.0%					
	Girls	146 46.5%	61 19.4%	107 34.1%		314 100.0%					
	Total	196 47.2%	96 23.1%	123 29.6%		415 100.0%					

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.16 showed the students' opinion about policies of the present government were divided into three categories. Among the students, n=196 (47.2%) boys n=50 (49.5%) and girls n=146 (46.0%) selected the option Yes and said they liked the policies of the present government. Meanwhile, n=96 (23.1%) boys n=35 (34.7%) and girls n=61 (19.4%) responded with the second option No and n=123 (29.6%) boys n=16 (15.9%) and girls n=107 (34.1%) said that they do not know about the policies of the present government.

Chi-square statistic $\chi^2 16.379^a$ with P-value 0.000 showed that P < 0.05 with and Median was 3.00, showing that n = 196 (47.2) responded with yes, n = 96 (23.1) with No, and n = 123 (29.6) with I do not know.

4.1.1.5 Safety and Security (S&S)

Table 4.17

Regards for public places

Characteristics	Safety and Security			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	74 73.3%	25 24.9%	2 2.0%	101 100.0%	3.00	1.34 ^a	0.511
Girls	247 79.7%	63 20.1%	4 1.3%	314 100.0%			
Total	321 77.3%	99 21.2%	6 1.4%	415 100.0%			

Note, α level of 0.05 ICT-Students = (n) 415 with 100% response

Table 4.17 informed about the statement where the students were asked if they feel happy taking care of public spaces such as schools, parks, and public places. Many school-aged children, n=321 (77.3%) boys n=74 (73.3%) and girls n=247 (79.7%) responded with the options ‘always’ while n=99 (21.2%) boys n=25 (24.9%) and girls n=63 (20.1%) responded with ‘sometimes’. The students who chose the option ‘never’ were found to be n=6 (1.4%) boys n=2 (2.0%) & girls n=4 (1.3%).

Chi-square statistic $\chi^2 1.34^a$ with P-value 0.511 showed $P < 0.05$ with and Median was 3.00. Results for this statement indicated that majority of the students, n=321 (77.3%), always felt happy in this regard and only n=6 (1.4%) students responded ‘never feeling happy’.

Table 4.18

Obedience of traffic rules

		Safety and Security			Total	Median	χ^2	P- value
Characteristics	Gender	Always	Sometimes	Never				
		n (%)	n (%)	n (%)	n (%)			
Gender	Boys	72 71.3%	26 25.7%	3 3.0%	101 100.0%			
	Girls	279 99.9%	31 9.9%	4 1.3%	314 100.0%			
	Total	351 94.6%	57 13.7%	7 1.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.18 investigated the results of the statement regarding the obedience of traffic rules. Among the students, n=351 (94.6%) boys n=72 (71.3%) and girls n=279 (99.9%) said that they always felt obliged to obey the traffic rules, n=57 (13.7%) boys n=26 (25.7%) and girls n=31 (9.9%) replied with the option sometimes, with n=7 (1.7%) boys n=3 (3.0%) and girls n=4 (1.3%) replying with the option 'never'.

Calculated values of the chi-square statistic $\chi^2 19.10^a$ with *P-value 0.000* with *P* < 0.05 and Median was 3.00 with the option 'never', reflecting that secondary school-aged adolescents are patriotic.

Table 4.19

Regards for the environment

Characteristics	Safety and Security			Total	Median	χ^2	P- value
	Always	Sometimes	Never				
	n (%)	n (%)	n (%)				
Gender							
Boys	94 93.2%	13 12.9%	4 4.0%	101 100.0%	3.00	9.51 ^a	0.014
Girls	271 96.3%	42 13.4%	1 0.3%	314 100.0%			
Total	355 95.5%	55 13.3%	5 1.2%	415 100.0%			

Note, α level of 0.05 ICT-Students = (n) 415 with 100% response

Table 4.19 showed that n=355 (95.5%) boys n=94 (93.2%) and girls n=271 (96.3%) always wished to take care of the environment, n=55 (13.3%) boys n=13 (12.9%) and girls n=42 (13.4%) replied that they sometimes wished to take care, while only n=5 (1.2%) boys, n=4 (4.0%) and girls n=1 (0.3%) responded with option 'never'.

Chi-square statistic was calculated as $\chi^2 9.515^a$ with P-value 0.014, which showed that $P < 0.05$ along with Median was 3.00. Results for this statement show that a high percentage (95.5%) responded with the option 'always' with n=5 (1.2%) students responding with 'never'.

Table 4.20

Respect for other's property

Characteristics	Safety and Security			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender	Boys 70 69.3%	30 29.7%	1 1.0%	101 100.0%	3.00	24.22 ^a	0.000
	Girls 276 97.9%	31 9.9%	7 2.2%	314 100.0%			
	Total 346 93.4%	61 14.7%	9 1.9%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.20 showed that n=346 (93.4%) boys n=70 (69.3%) and girls n=276 (97.9%) responded that they are 'always' happy to give respect other people's property, with n=61 (14.7%) boys n=30 (29.7%) and girls n=31 (9.9%) responding with the option 'sometimes'. Only n=9 (1.9%) boys n=1 (1.0%) and girls n=7 (2.2%) chose the option 'never'.

Chi-square statistic $\chi^2 24.222^a$ with *P-value* 0.000 showed that *P* < 0.05 with Median 3.00. The option 'always' was chosen by n=346 (93.4%) with only n=9 (1.9%) students responding with 'never'. This shows that secondary school-aged adolescents are patriotic and promote national integration.

Table 4.21

Serving the country during natural disasters

Characteristics	Safety and Security			Total	Median	χ^2	P- value
	Always	Sometimes	Never				
	n (%)	n (%)	n (%)				
Gender							
Boys	65 64.4%	30 29.7%	6 5.9%	101 100.0%			
Girls	274 97.3%	39 12.1%	2 0.6%	314 100.0%			
Total	339 91.7%	69 16.4%	9 1.9%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.21 showed that most of the respondents, n=339 (93.4%) boys n=65 (64.4%) and girls n=274 (97.3%), responded that they always wish to serve the country during any natural disaster, n=69 (16.4%) boys n=30 (29.7%) and girls n=39 (12.1%) responded with 'sometimes' and only n=9 (1.9%) boys n=6 (5.9%) and girls n=2 (0.6%) responding with the option 'never'.

Calculated the values of the chi-square statistic $\chi^2 30.50^a$ with P-value 0.000 shows that $P < 0.05$ with Median 3.00. The option 'always' was chosen by n=339 (91.7%) with only n=9 (1.9%) students responding with 'never' reflecting students' patriotism and national integration.

Table 4.22

Respect for military and civilian institutions

Characteristics	Safety and Security			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender							
Boys	95 94.2%	13 12.9%	3 3.0%	101 100.0%	3.00	5.03 ^a	0.051
Girls	279 99.5%	35 11.1%	1 0.3%	314 100.0%			
Total	339 91.7%	49 11.6%	4 1.0%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.22 illustrated that majority of the respondents, n=339 (91.7%) boys n=95 (94.2%) and girls n=279 (99.5%), said that they always feel pride in respecting military and civilian institutions while n=49 (11.6%) boys n=13 (12.9%) and girls n=35 (11.1%) chose the option ‘sometimes with only some students responding with ‘never’.

Values of the chi-square statistic was $\chi^2 5.03^a$ with P-value 0.051 showing that P < 0.05 and Median was 3.00 respectively. Results conclude that ‘always’ was chosen by n=339 (91.7%) students with only n=4 (1.0%) students responding with ‘never’. This points towards students’ high levels of patriotism and national integration.

Table 4.23

Equal treatment of people

Characteristics		Equality & Equity			Median	χ^2	P- value		
		I do not –							
		Yes n (%)	No n (%)	Know n (%)	Total n (%)				
Gender	Boys	93 92.1%	3 3.0%	5 5.0%	101 100.0%	3.00	0.09 ^a 0.952		
	Girls	292 93.0%	9 2.5%	14 4.5%	314 100.0%				
	Total	395 92.9%	11 2.7%	19 4.6%	415 100.0%				

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.23 demonstrated that n=395 (92.9%) boys n=93 (92.1%) and girls n=292 (93.0%) responded that they desired for an equal treatment of all people while n=11 (2.7%) boys n=3 (3.0%) and girls n=9 (2.5%) responded with the option No. Meanwhile, n=19 (4.6%) boys n=5 (5.0%) and girls n=14 (4.5%) selected the third option that they do not know.

Values of the chi-square statistic and P-value was found as χ^2 0.099^a and 0.952 respectively with P < 0.05 and Median was 3.00. According to the results, the option Yes was chosen by the majority, n = 395 (92.9), No by n =11 (2.7), and I do not know was chosen by n =19 (4.6). This reflects reflection the patriotism and national integration of secondary school students.

4.1.1.6 Loyalty

Table 4.24

Feelings after hearing unpleasant news

		Loyalty			Total	Median	χ^2	P- value
		Always	Sometimes	Never				
Characteristics	Gender	n	n	n	n	(%)	(%)	(%)
Gender	Boys	64	29	9	101	3.0	13.22 ^a	0.001
		63.4%	29.7%	7.9%	100.0%			
	Girls	251	55	9	314			
		79.9%	17.5%	2.5%	100.0%			
	Total	315	94	16	415			
		75.9%	20.2%	3.9%	100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.24 discovered that most of the respondents, n=315 (75.9%) boys n=64 (63.4%) & girls n=251 (79.9%), responded with always feeling awful after hearing any unpleasant news about the country (such as terrorism, corruption etc. and n=94 (20.2%) boys n=29 (29.7%) and girls n=9 (2.5%) responded that they sometimes felt awful after hearing any unpleasant news about the country. The statement also discovers that only n=16 (3.9%), boys n=9 (7.9%) and girls n=9 (2.5%) responded with the option 'never' feeling awful after hearing a piece of awful news about the country.

Chi-square statistic $\chi^2 13.220^a$ and P-value 0.001 was calculated and showed that $P < 0.05$ with Median was 3.00. Results for this statement describe that 'always' was chosen by n=315 (75.9%) and only n=16 (3.9%) students responded with 'never', reflecting high levels of patriotism in secondary school-aged adolescents.

Table 4.25

Feelings regarding standing in the queue

Characteristics	Gender	Loyalty			Total	Median	χ^2	P- value
		Always	Sometimes	Never				
		n (%)	n (%)	n (%)				
Boys	Gender	79 77.2%	19 19.9%	4 4.0%	101 100.0%	3.00	17.73 ^a	0.000
Girls		171 54.5%	99 31.2%	45 14.3%	314 100.0%			
Total		249 60.0%	117 29.2%	49 11.9%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.25 revealed that the majority of respondents (60%) responded that they always felt happy to stand in queue for buying tickets or any other task outside of banks, post-offices, etc. 29.2% responded that they sometimes felt happy to stand in queue and 11.9% responded with never.

The chi-square statistic $\chi^2 17.731^a$ with P-value 0.000 was calculated and showed $P < 0.05$ with Median was 3.00. The results point towards students' high levels of patriotism and national integration.

Table 4.26

Feeling regarding watching people litter in public places

Characteristics	Loyalty			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender	Boys	55 54.5%	32 31.7%	14 13.9%	101 100.0%		
	Girls	269 95.7%	42 13.4%	3 1.0%	314 100.0%		
	Total	324 79.1%	74 17.9%	17 4.1%	415 100.0%		

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.26 elucidated the students' opinions about seeing people littering in public places. 79.1% respondents said that they always felt bad when people litter in public places with 31.7% choosing the option 'sometimes'. The percentage of students that chose the option 'never' was calculated to be 4.1%.

Values of the chi-square statistic were calculated to be χ^2 54.97^a with P-value 0.000 which showed that P < 0.05 with and Median was 3.00. Overall, the results regarding the statement reflect that secondary school-aged adolescents are patriotic and promote national integration.

Table 4.27

Feelings while hearing someone talk against Pakistan

Characteristics	Gender	Loyalty			Total	Median	χ^2	P- value
		Always	Sometimes	Never				
		n (%)	n (%)	n (%)				
Gender	Boys	73 72.3%	26 25.7%	2 2.0%	101 100.0%	3.00	40.03 ^a	0.000
	Girls	295 93.9%	14 4.5%	5 1.6%	314 100.0%			
	Total	369 99.7%	40 9.6%	7 1.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.27 showed respondents' views when they were asked about what they felt when they heard someone talk against Pakistan. Among the students, n=369 (99.7%) boys n=73 (72.3%) & girls n=295 (93.9%) said that they always feel terrible if someone talks against Pakistan while n=40 (9.6%) boys n=26 (25.7%) & girls n=14 (4.5%) replied with the option sometimes. However, n=7 (1.7%) boys n=2 (2.0%) & girls n=5 (1.6%) respondents responded with the option 'never'.

Chi-square statistic was calculated as χ^2 40.03^a with P-value 0.000 which showed that P < 0.05 with Median was 3.00. Results for this statement show that majority of the students chose the option 'always'.

4.1.1.7 Cultural Diversity

Table 4.28

Feelings regarding national dresses

Characteristics	Cultural Diversity			Total	Median	χ^2	P- value
	Always	Sometimes	Never				
	n (%)	n (%)	n (%)				
Gender							
Boys	92 91.1%	9 9.9%	0 0.0%	101 100.0%	3.00	3.99 ^a	0.143
Girls	265 94.4%	42 13.4%	7 2.2%	314 100.0%			
Total	357 96.0%	51 12.3%	7 1.7%	415 100.0%			

Table 4.28 showed the respondents' views about wearing Pakistani dresses.

(Shalwar-Kameez, Ajrak). The results demonstrate that most of the students, n=357 (96.0%) boys n=92 (91.1%) and girls n=265 (94.4%) always feel proud wearing Pakistani dresses. Responses of n=51 (12.3%) boys n= 9 (9.9%) and girls n=42(13.4%) showed that they sometimes felt proud wearing the dresses.

While only some students, n=7 (1.7%) boys n=0 (0.0%) and girls n=7 (2.2%) of respondents chose the option ‘never’. Using the chi-square test as the trend test, the value of $\chi^2=3.99^a$ with *P-value* 0.143 was calculated along with Median 3.00. The students’ responses on the statement regarding ‘wearing Pakistani dresses with pride’ found no significance between both variables because $P < 0.05$. But the difference in mean score of the boys was found as 2.91, showing that they were more satisfied as compared to the girls ($M=2.92$). This reflected that secondary level students were highly patriotic and promoted national integration.

Table 4.29

Preference for national foods

Characteristics	Cultural Diversity			Total	Median	χ^2	P- value
	Always	Sometimes	Never				
	n (%)	n (%)	n (%)				
Gender							
Boys	74 73.3%	25 24.9%	2 2.0%	101 100.0%	3.00	0.44 ^a	0.900
Girls	225 71.7%	95 27.1%	4 1.3%	314 100.0%			
Total	299 72.0%	110 26.5%	6 1.4%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.29 showed student's responses regarding their preference for national foods (e.g., Saag, Sindhi Biryani, Dum Pukht, and Shanwari). Only n=6 (1.4%) boys n=2 (2.0%) & girls n=4 (1.3%) stated that they never prefer Pakistani foods, n=110 (26.5%) b n=25 (24.9%) & g n=95 (27.1%) stated that they sometimes preferred the food, while the majority n=299 (72.0%) boys n=225(71.7%) & girls n=74(73.3%) responded with always preferring Pakistani foods.

Using chi-square, the value $\chi^2=0.44^a$ with *P-value* 0.900 was calculated and showed that $P < 0.05$. Median was 3.00. Moreover, it is safe to say that that majority students chose the option 'always', reflecting students' highly patriotic nature.

Table 4.30*Study tours arranged by administration*

Characteristics	Gender	Cultural Diversity			Total	Median	χ^2	P- value				
		I do not –										
		Yes n (%)	No n (%)	Know n (%)								
Boys	Gender	35 34.7%	49 47.5%	19 17.9%	101 100.0%	2.00	34.71 ^a	0.000				
Girls		42 13.4%	245 79.0%	27 9.6%	314 100.0%							
Total		77 19.6%	293 70.6%	45 10.9%	415 100.0%							

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.30 demonstrated students' answers about school administration arranging study tours to historical and cultural places. Some of the students responded with Yes while the majority of the students responded with the option No. Moreover, n=45 (10.9%) boys n=19 (17.9%) & girls n=27 (9.6%) students selected the third option 'I do not know'.

Chi-square statistic χ^2 34.711^a with P-value 0.000 was calculated and showed that P < 0.05 with Median was 2.00. Table 4.30 clearly shows that the results are not in favor of the statement.

Table 4.31

Visits to historical places

Characteristics	Gender	Cultural Diversity			Total	Median	χ^2	P- value				
		I do not –										
		Yes n (%)	No n (%)	Know n (%)								
Boys	Gender	93 92.1%	6 5.9%	2 2.0%	101 100.0%	3.00	4.29 ^a	0.117				
Girls		275 97.6%	15 4.9%	24 7.6%	314 100.0%							
Total		369 99.7%	21 5.1%	26 6.3%	415 100.0%							

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.31 gave an idea about the statement where the students were asked if they liked to visit historical and national places such as Badshahi Mosque, Faisal Mosque, Lahore Fort, Rohtas Fort, Pakistan Monument, Mohatta Palace PAF, Museum, Lahore Museum, Khewra Mine etc. Most of the students responded in favor this statement by choosing the option Yes while only n=21 (5.1%) boys n=6 (5.9%) & girls n=15 (4.9%) responded with the second option No. Some students also selected the third option of this statement in which they said they did not know how to answer the question.

Values of the chi-square statistic and P-value were calculated as χ^2 4.29^a and 0.117 P < 0.05 and Median was 3.00. According to the results, n = 369 (99.7) students responded with 'yes', n = 21 (5.1) with 'no, and n = 26 (6.3) with 'I do not know'. Overall results reflect that secondary school-aged adolescents are patriotic and promote national integration

Table 4.32

Favorite places

Characteristics	Gender			Median	χ^2	P-value
	Boys	Girls	Total			
	n (%)	n (%)	n (%)			
Badshahi Mosque	16 17.2%	77 92.9%	93 100.0%	3.00	72.35 ^a	0.000
Faisal Mosque	45 46.4%	52 53.6%	97 100.0%			
Lahore Fort	6 14.3%	36 95.7%	42 100.0%			
Rohtas Fort	0 0.0%	3 100.0%	3 100.0%			
Pakistan Monuments	9 19.0%	34 91.0%	42 100.0%			
Muhatta Palace PAF Museum	9 100.0%	0 0.0%	9 100.0%			
Quaid Mausoleum	2 66.7%	1 33.3%	3 100.0%			
Khewra Mine	9 21.1%	30 79.9%	39 100.0%			
Lahore Museum	7 12.1%	51 97.9%	59 100.0%			
Others	1 3.2%	30 96.9%	31 100.0%			
Total	101 24.3%	314 75.7%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.32 showed the responses to the statement that asked the students about their favorite historical and national place. Among the respondents, 22.4% (n=93) voted for Badshahi Mosque, 23.4% (n=97) for Fasial Mosque, 10.1% (n=42) for Lahore Fort, 0.7% (n=3) for Rohtas Fort, 10.1% (n=42) for Pakistan Monuments, 1.9% (n=9) for Muhatta Palace PAF Museum, 0.7% (n=3) for Quaid Mausoleum, 9.2% (n=39) for Khewra Mine, 7.5% (n=31) for Lahore Museum, and 14.0% (n=59) selected the option Other. The mean and standard deviation was calculated as 4.43 \pm 3.294 with χ^2 72.356^a and 0.000 as chi-square statistic and P-value respectively where

$P < 0.05$ and Median was 3.00. This reflects that secondary school-aged adolescents are patriotic and promote national integration.

Table 4.33

Mentioning of national/cultural activities

Characteristics	Gender			Median	χ^2	P-value
	Boys	Girls	Total			
	n (%)	N (%)	n (%)			
Mela Chiraghan	15 21.1%	56 79.9%	71 100.0%	3.00	140.60 ^a	0.000
Chitral Festival	46 44.7%	57 55.3%	103 100.0%			
National Horse and Cattle Show	35 76.1%	11 23.9%	46 100.0%			
Others	5 2.6%	190 97.4%	195 100.0%			
Total	101 24.3%	314 75.7%	415 100.0%			

Table 4.33 showed the respondents' responses where they were asked to mention the names of any national/cultural activities. Among students, 17.1% (n=71) mentioned Mela Chiraghan, 24.9% (n=103) wrote Chitral Festival, 11.1% (n=46) voted for National Horse and Cattle Show, while 47.0% (n=195) chose the option 'other'. Median was calculated as 3.00 with $\chi^2 140.6^a$ the value of the chi-square and 0.000 as P-value showing $P < 0.05$. This reflects that that secondary school-aged adolescents are patriotic and do promote national integration.

Table 4.34

Studies about cultural activities in Pak-studies

		Cultural Diversity			Median	χ^2	P- value			
		I do not –								
Characteristics	Yes	No	Know	Total						
		n (%)	n (%)	n (%)	n (%)					
Gender	Boys	90 79.2%	10 9.9%	11 10.9%	101 100.0%	3.00	1.57 ^a 0.456			
	Girls	233 74.2%	31 9.9%	50 15.9%	314 100.0%					
	Total	313 75.4%	41 9.9%	61 14.7%	415 100.0%					

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.34 shed light on the students' opinion about them studying national and cultural activities in their Pakistan studies textbook. Among students, n=313 (75.4%) boys n=90 (79.2%) and girls n=233 (74.2%) responded in favor of this statement by choosing the option yes and n=41 (9.9%) boys n=10 (9.9%) & girls n=31 (9.9%) responded with second option 'No'. Only n=61 (14.7%) boys n=11 (10.9%) & girls n=50 (15.9%) selected the third option for this statement which was 'I do not know'.

Values of the chi-square statistic and χ^2 value were calculated as χ^2 1.570^a and 0.456 respectively with $P < 0.05$ and Median was 3.00. According to these responses, it is deduced that n = 313 (74.4) responded with 'yes', n = 61 (14.7) with 'no', and n = 50 (15.9) with 'I do not know'. Overall responses gathered from secondary school students are in favor of this statement which reflect that secondary school-aged adolescents are patriotic and indeed promote national integration.

Table 4.35

Ziarat in Baluchistan province

Characteristics	Cultural Diversity				Median	χ^2	P- value			
	I do not –		Total							
	Yes	No								
Gender										
Boys	52 51.5%	5 5.0%	44 43.6%	101 100.0%	3.00	114.06 ^a	0.000			
Girls	126 40.1%	169 53.5%	20 6.4%	314 100.0%						
Total	179 42.9%	173 41.7%	64 15.4%	415 100.0%						

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.35 elucidated the students' responses in which they were asked whether Ziarat was located in Baluchistan province. Among students, n=179 (42.9%), boys n=52 (51.5%) and girls n=126 (40.1%) responded with the answer 'yes', n=173 (41.7%) boys n=5 (5.0%) & girls n=169 (53.5%) respond with second option 'no', which was against this statement. Only n=64 (15.4%) boys n=19 (19.9%) & girls n=49 (15.6%) responded with third option of this statement which was 'I do not know'.

Values of the chi-square statistic were calculated as $\chi^2 114.06^a$ with the *P-value* of 0.000 of showing that $P < 0.05$ with the Median was 3.00. According to this statement, n = 179 (42.9) students responded with Yes, n = 173 (41.7) with No, and n = 64 (15.4) with 'I do not know'. Overall results were in favor of this statement which reflects that secondary school-aged adolescents are patriotic and also promote national integration.

Table 4.36

Peshawar as KP capital

Characteristics	Gender	Cultural Diversity			Total n (%)	Median	χ^2	P- value
		Yes n (%)	No n (%)	I do not – Know n (%)				
		Yes n (%)	No n (%)	I do not – Know n (%)				
Gender	Boys	76 75.2%	9 9.9%	16 15.9%	101 100.0%	3.00	41.49 ^a	0.000
	Girls	199 60.2%	115 36.6%	10 3.2%	314 100.0%			
	Total	265 63.9%	124 29.9%	26 6.3%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.36 showed the students' answers when they were asked if Peshawar was the capital of the province KP. Among students, n=265 (63.9%) boys n=76 (75.2%) & girls n=199 (60.2%) chose the option yes while n=124 (29.9%) boys n=9 (9.9%) & girls n=115 (36.6%) responded with second option No against the statement. Some of the students, n=26 (6.3%) boys n=16 (15.9%) & girls n=10 (3.2%), responded with third option of this statement which entailed that they do not know.

Values of the chi-square statistic (χ^2 41.996^a) and P-value (0.000) showed that P < 0.05 with Median was 3.00. According to this table, majority students, n = 265 (63.9), responded with 'yes', n =124 (29.9) with 'no, and n =26 (6.3) with 'I do not know'. Overall results were in favor of this statement which reflected that secondary school-aged adolescents are patriotic and promote national integration.

Table 4.37

Lahore as the capital of Punjab

		Cultural Diversity				Median	χ^2	P- value
Characteristics	Gender	Yes	No	I do not- know	Total			
		n (%)	n (%)	n (%)	n (%)			
Gender	Boys	77 76.2%	7 6.9%	17 16.9%	101 100.0%	3.00	126.79 ^a	0.000
	Girls	97 27.7%	219 69.7%	9 2.5%	314 100.0%			
	Total	164 39.5%	226 54.5%	25 6.0%	415 100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.37 revealed the respondents' answers regarding the statement that enquired whether Lahore is the capital of the Punjab Province. Among the responses, n=164 (39.5%) boys n=77 (76.2%) & girls n=97 (27.7%) said that Lahore the capital of Punjab, n=226 (54.5%) boys n=7 (6.9%) & girls n=219 (69.7%) selected the second option 'no' and n=25 (6.0%) boys n=17 (16.9%) & girls n=9 (2.5%) selected the third option of this statement that they do not know the answer.

Values of the chi-square statistic and P-value were calculated as $\chi^2 126.796^a$ 0.000 of respectively with P < 0.05 and Median was 3.00. According to the results, students responded mostly with Yes (39.5%), with n =226 (54.5%) responding with no and n =25 (6.0%) responding with 'I do not know'. Overall statement results were against this statement.

4.1.1.8 Religious Harmony

Table 4.38

Promoting hatred against minorities

		Religious Harmony			Total	Median	χ^2	P- value
		Always n (%)	Sometimes N (%)	Never n (%)				
Characteristics	Gender							
Gender	Boys	79 79.2%	19 19.9%	3 3.0%	101 100.0%	3.00	1.73 ^a	0.419
	Girls	240 76.4%	54 17.2%	20 6.4%	314 100.0%	2.70		
	Total	319 76.9%	73 17.6%	23 5.5%	415 100.0%	2.71		

Note, α level of 0.05 ICT-Students = (n) 415 with 100% response

Table 4.38 depicted respondents' answers regarding the statement if they never promoted hatred against religious and ethnic minorities. Among the students, n=319 (76.9%) boys n=79 (79.2%) and girls n=240 (76.4%) chose the option 'always', n=73 (17.6%) boys n=19 (19.9%) & girls n=54 (17.2%) chose the option 'sometimes, and only n=23 (5.5%) boys n=3 (3.0%) & girls n=20 (6.4%) responded with the option 'never'.

Chi-square was used to analyze this statement which was calculated to be $\chi^2=1.73^a$ with the P-value 0.449 showing that $P < 0.05$ with the Median was 3.00. The results show that n=319 (76.9%) students always care about not promote hatred against minorities, which shows that the students are highly patriotic and encourage national integration.

Table 4.39

Respecting the minority groups

Characteristics	Religious Harmony			Total	Median	χ^2	P- value
	Always n (%)	Sometimes n (%)	Never n (%)				
Gender	Boys	92 91.2%	17 16.9%	2 2.0%	101 100.0%	3.00	0.25 ^a 0.992
	Girls	250 79.6%	59 19.9%	5 1.6%	314 100.0%		
	Total	332 90.0%	76 19.3%	7 1.7%	415 100.0%		

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.39 demonstrated respondents' opinions about showing respect to the minority students. The table depicts that most of the students are in favor of this statement, where n=332 (90. %) boys n=92 (91.2%) & girls n=250 (79.6%) always show respect to the minorities and n=76 (19. %) boys n=17 (16.9%) & girls n=59 (19.9%) students select the second option 'sometimes'. According to the results, only n=7 (1.7%) boys n=2 (2.0%) & girls n=5 (1.6%) selected the third option where they never respect religious and ethnic minorities.

Calculated values of chi-square statistic for students $\chi^2=0.25^a$ along with the P-value 0.992 show that $P < 0.05$ with the Median was 3.00. The results of this statement show that only n=7 answered against the statement where majority students, n=332 (90.0%). chose the option 'always'. It is reflected that secondary level students are highly patriotic and they are promoting national integration.

Table 4.40

Celebrating Islamic events

Characteristics	Religious Harmony				Median	χ^2	P- value			
	I do not –			Total						
	Yes n (%)	No n (%)	Know n (%)							
Gender										
Boys	97 96.0%	1 1.0%	3 3.0%	101 100.0%	3.00	3.00 ^a	0.223			
Girls	303 96.5%	9 2.5%	3 1.0%	314 100.0%						
Total	400 96.4%	9 2.2%	6 1.4%	415 100.0%						

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.40 showed the students' responses where they were asked if they liked to celebrate Islamic events (Eid ul Fitar, Eid ul Azha, Eid Milad un-Nabi, Shah-e-Barat). Majority of the students responded with the answer 'yes' regarding this statement, n=9 (2.2%) boys n=1 (1.0%) & girls n=9 (2.5%) responded with No and only n=6 (1.4%) boys n=3 (3.0%) & girls n=3 (1.0%) respondents stated that they do not know.

Chi-square statistic χ^2 3.00^a with P-value 0.223 showed P < 0.05 with Median was 3.00. Results for this statement show that majority n=400 (96.4%) chose the option 'yes' with only n=6 (1.4%) choosing the option 'no'. This reflects that secondary school-aged adolescents are patriotic and promote national integration.

4.1.1.9 National Cohesion

Table 4.41

Love for fellows

		National Cohesion				Median	χ^2	P- value
		Yes	No	I do not – know	Total			
Characteristics		n (%)	N (%)	n (%)	n (%)			
Gender	Boys	94	9	9	101	2.00	9.09 ^a	0.017
		93.2%	9.9%	7.9%	100.0%			
	Girls	294	9	22	314			
		90.4%	2.5%	7.0%	100.0%			
	Total	369	17	30	415			
		99.7%	4.1%	7.2%	100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.41 elucidated the respondents' opinion about their love for all their fellows irrespective of their caste, religion, and color. Among students, n=369 (99.7%) boys n=94 (93.2%) & girls n=294 (90.4%) responded in the favor of this statement by selecting the option yes while n=41 (9.9%) boys n=10 (9.9%) & girls n=31 (9.9%) responded with second option No. Meanwhile, n=61 (14.7%) boys n=11 (10.9%) & girls n=50 (15.9%) selected the third option of this statement that they do not know.

Values of the chi-square statistic χ^2 9.09^a and P-value 0.017 showed that P < 0.05 with Median was 3.00. According to these results, the percentage of students that responded with Yes was 99.7%, 4.1% responded with no, and 7.2% responded with 'I do not know'. Overall, the results show that secondary school-aged adolescents are patriotic and can also promote national integration.

Table 4.42

Participating in resolving the problems of society

Characteristics	National Cohesion			Total n (%)	Median	χ^2	P- value				
	I do not –										
	Yes n (%)	No n (%)	know n (%)								
Gender											
Boys	79 79.2%	7 6.9%	15 14.9%	101 100.0%	3.00	5.14 ^a	0.076				
Girls	214 69.2%	19 6.1%	91 25.9%	314 100.0%							
Total	293 70.6%	26 6.3%	96 23.1%	415 100.0%							

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.42 revealed the respondents' opinion about participation in resolving the problems of their society after completing their studies. Among students, n=293 (70.6%) boys n=79 (79.2%) & girls n=214 (69.2%) responded in the favor of this statement where they chose the option yes while n=26 (6.3%) boys n=7 (6.9%) & girls n=19 (6.1%) responded with the option No. Moreover, n=96 (23.1%) boys n=15 (14.9%) & girls n=91 (25.9%) responded with the third option for this statement that they do not know what to answer.

Values of the chi-square statistic χ^2 5.14^a with P-value 0.076 showed P < 0.05 with the Median was 3.00. According to these results, n = 293 (70.6) students responded with yes, n =26 (6.3) with no, and n =96 (23.1) with 'I do not know'. Overall results reflect that secondary school-aged adolescents are patriotic while they can also promote national integration.

4.1.1.10 Linguistic Plurality

Table 4.43

Knowledge about the famous regional poet

		Linguistic Plurality			Total	Median	χ^2	P- value
		Yes n (%)	No N (%)	I do not – Know n (%)				
Characteristics	Gender	Boys	254	11	49	314	23.31 ^a	0.000
		65	17	19	101	3.00		
		64.4%	16.9%	19.9%	100.0%			
	Girls	254	11	49	314			
		90.9%	3.5%	15.6%	100.0%			
	Total	319	29	69	415			
		76.9%	6.7%	16.4%	100.0%			

Note, α level of 0.05

ICT-Students = (n) 415 with 100% response

Table 4.43 illuminated the students' opinion about their knowledge about the famous regional language's poets of Pakistan. Among the students, n=319 (76.9%) boys n=65 (64.4%) & girls n=254 (90.9%) responded in the favor of this statement where they chose the option 'yes' indicating that are aware of the regional language poets, where n=29 (6.7%) boys n=17 (16.9%) & girls n=11 (3.5%) responded with second option 'no'. Meanwhile, n=69 (16.4%) boys n=19 (19.9%) & girls n=49 (15.6%) students responded with third option of this statement that they do not know.

Values of the chi-square statistic χ^2 23.31^a with P-value 0.000 showed that P < 0.05 with the Median was 3.00. According to this statement, majority students respond with the option Yes (99.7%), n =29 (6.7%) responded with no, and n =69 (16.4%) with 'I do not know'. Overall statement results reflect those responses were in favor of this statement highlighting that secondary school-aged adolescents are indeed patriotic.

Table 4.44

Favorite famous poet

Characteristics	Gender			Median	χ^2	P-value
	Boys n (%)	Girls n (%)	Total n (%)			
Shah Abdul Latif Bhittai	19 35.3%	33 64.7%	51 100.0%	5.00	35.92 ^a	0.000
Khushal Khan Khattak	11 33.3%	22 66.7%	33 100.0%			
Waris Shah	4 5.1%	74 94.9%	79 100.0%			
Mast Tauklai	1 16.7%	5 93.3%	6 100.0%			
Rahman Baba	14 31.1%	31 69.9%	45 100.0%			
Bulleh Shah	49 33.3%	96 66.7%	144 100.0%			
I do not know	5 9.6%	53 91.4%	59 100.0%			
Total	101 24.3%	314 75.7%	415 100.0%			

Table 4.44 showed that respondents' answers where they were asked to choose a famous poet of any regional languages of Pakistan. Among the answers, 12.3% (n=51) chose Shah Abdul Latif Bhittai, 9.0% (n=33) chose Khushal Khan Khattak, 19.9% (n=79) chose Warish Shah, 1.4% (n=6) chose Mast Tauklai, 10.9% (n=45) chose Rehman Baba, 34.7% (n=144) chose Bulleh Shah, 14.0% (n=59) and responded with the option 'I do not know'. Median was 3.00 with the chi-square statistic χ^2 35.927^a and P-value 0.000 that shows that P < 0.05. This reflects that secondary school-aged adolescents are patriotic and also promote national integration.

4.1.1.11 Summary

The curriculum of the textbook subject (Pak-Studies) at the secondary level can help develop Identity Pride among students in Pakistan while teaching them about the national anthem and the religion Islam. This course can also make students understand how they can identify with their country. Table 4.7 provides information regarding the statement that among the students, n=360 (86.7%), boys n=80 (79.2%) and girls n=280 (89.2) responded with the answer that they always feel proud wearing a Pakistani flag/pin. Table 4.15 elucidates the students' opinions about the political leaders and their policies. Table 4.20 discloses that n=346 (83.4%) boys n=70 (69.3%) and girls n=276 (87.9%) students responded with always being happy in giving respect to other's property.

The students were asked if they felt awful after hearing unpleasant news like terrorism or corruption where majority of the students replied with the option 'always. In response to some statements, there were also students who said that they never wish to serve the country during a natural disaster while some said they never feel proud respecting military and civilian institutions. Table 4.26 elucidates the students' opinions about seeing people littering in public places where n=324 (78.1%) boys n=55 (54.5%) and girls n=269 (85.7%) responded that they always feel bad when people litter in public places. Table 4.31 gives an idea about the statement asking students if they would like to visit historical and national places such as Badshahi Mosque, Faisal Mosque, Lahore Fort, Rohtas Fort, Pakistan Monument, and Mohatta Palace PAF. Table 4.38 shows that n=319 (76.9%) boys n=79 (78.2%) and girls n=240 stated that they never promote any hatred against any religion and ethnic minorities.

4.1.2 Data Collected from Teachers

Data from teachers were collected in order to explore the coherence among objectives, teaching strategies, and assessment of Pakistan studies concerning patriotism and national integration. Additionally, data were also meant to shed light on how teaching strategies and assessment techniques meet the objectives of patriotism and national integration as reflected in curriculum. The collected data have been divided into nine sub themes which are related to patriotism and national integration. These themes are as follows:

1. Demographic Information (DI)
2. Identity Pride (IP)
3. Equality & Equity (E&E)
4. Democratic Citizenship (DC)
5. Cultural Diversity (CD)
6. Religious Harmony (RH)
7. National Cohesion (NC)
8. Linguistic Plurality (LP)

4.1.2.1 Demographic Information (DI)

Table 4.45

Demographic characteristics of teachers

<i>Variable</i>	<i>Characteristics</i>	Frequency (n)	Percent (%)
Gender	Males	53	(71.6%)
	Females	21	(29.4%)
	Total	74	100%
Designation	EST	36	(49.6%)
	SST	39	(51.4%)
	Total	74	100%
Age	19-21 years old	0	(0.0%)
	22-25 years old	0	(0.0%)
	>26 years old	74	100%
	Total	74	100%
Qualification	Masters	59	(79.7%)
	MS/ M.Phil.	10	(13.5%)
	Doctorate	5	(6.9%)
	Post-Doctorate	0	(0.0%)
	Total	74	100%
Experience	<1 year	0	(0.0%)
	2-5 years	0	(0.0%)
	> 5 years	74	100%
	Total	74	100%

4.1.2.2 Identity Pride

Table 4.46

Interest in learning about historical places

		Identity Pride						
<i>Characteristics</i>		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree	Total	
Gender	Male	29	13	6	5	0	53	4.24
		54.7%	24.5%	11.3%	9.4%	0.0%	100.0%	
	Female	9	9	3	1	0	21	4.19
		42.9%	39.1%	14.3%	4.9%	0.0%	100.0%	
Total		39	21	9	6	0	74	4.22
		51.4%	29.4%	12.2%	9.1%	0.0%	100.0%	
		χ^2 1.90 ^a	P-value 0.593	(Median) 3.00				

Note, α level of 0.05

ICT-Teachers (n = 74) with 100% response

Table 4.46 revealed the teachers' opinions about showing interest in gaining knowledge about geography and historical places of Pakistan like Roth's fort, Faisal Mosque, Mohenjo-Daro. Among respondents, n=39 (51.4%) Males n=29 (54.7%) and Females n=9 (42.9%) responded that they *strongly agree* 100% while n=21 (29.4%) Males n=13 (24.5%) and Females n=9 (39.1%) chose the second option *Agree*. Some teachers (50%) responded with *moderately agree* while 25% of the students chose *disagree*. None of the teachers responded with *Strongly Disagree*.

The values of the chi-square statistic χ^2 10.90^a with P-value 0.593 showed that $P < 0.05$ with Median was 3.00.

Table 4.47

Feeling pride wearing a Pakistani flag pin

<i>Characteristics</i>		Identity Pride					<i>Total</i>
		<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	
Gender	Male	34 64.2%	9 15.1%	7 13.2%	4 7.5%	0 0.0%	53 100.0%
	Female	10 47.6%	7 33.3%	3 14.3%	0 0.0%	1 4.9%	21 100.0%
	Total	44 59.5%	15 20.3%	10 13.5%	4 5.4%	1 1.4%	74 100.0%
		χ^2 7.29 ^a	P-value 0.122		(Median) 3.00		

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.47 elucidates the teachers' opinions about feeling pride wearing a Pakistani flag pin where n=44 (59.5%) Males n=34 (64.2%) & Females n=10 (47.6%) teachers responded with *Strongly Agree* while n=15 (20.3%) Males n=9 (15.1%) & Females n=7 (33.3%) responded with the second option *Agree*. The results of this statement show that teachers agreed with this statement 50% of the time. Teachers also responded with *Disagree* 25% of the time while n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) responded with *strongly disagree*.

Value of the chi-square statistic, χ^2 7.29^a with *P-value* 0.122 showed $P < 0.05$ with Median was 3.00.

Table 4.48

National heroes as role models

		Identity Pride					Total	
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree		
Characteristics	Gender	Male	29	9	12	4	1	53
			52.9%	15.1%	22.6%	7.5%	1.9%	100.0%
	Female	Female	9	11	1	0	1	21
			39.1%	52.4%	4.9%	0.0%	4.9%	100.0%
	Total	Total	36	19	13	4	2	74
			49.6%	25.7%	17.6%	5.4%	2.7%	100.0%
			χ^2	P-value	(Median)			
			13.59 ^a	0.009	3.00			

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.48 disclosed the teachers' opinion about national heroes as being their role models. Among respondents, n=36 (49.6%) Males n=29 (52.9%) & Females n=9 (39.1%) teachers responded in the favor of this statement and said they *Strongly Agree* while n=19 (25.7%) Males n=9 (15.1%) & Females n=11 (52.4%) agreed with the second option *Agree*. Meanwhile, 50% of the respondents responded with the third option of this statement that they *moderately agree*. While the results show that 25% of the teachers chose the option *disagree*. Very few of the respondents said that they *Strongly Disagree*.

Values of the chi-square statistic were $\chi^2 13.59^a$ with *P-value* 0.009 and showed that $P < 0.05$ with Median was 3.00.

Table 4.49

Feeling regarding celebration of national events

<i>Characteristics</i>		Identity pride					<i>Total</i> <i>n</i> (%)
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>n</i>	<i>N</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	
Gender	Male	29	9	10	4	2	53
		52.9%	17.0%	19.9%	7.5%	3.9%	100.0%
	Female	13	6	2	0	0	21
		61.9%	29.6%	9.5%	0.0%	0.0%	100.0%
	Total	41	19	13	4	2	74
		55.4%	20.3%	16.2%	5.4%	2.7%	100.0%
		χ^2 4.40 ^a	P-value 0.354	(Median) 3.00			

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.49 illuminated' teachers' opinions about feeling excited to celebrate national events such as Defense Day, Independence Day etc. Among teachers, n=41 (55.4%) Males n=29 (52.9%) & Females n=13 (61.9%) respondents responded with *Strongly Agree* while n=15 (20.3%) Males n=9 (17.0%) & Females n=6 (29.6%) responded with the second option *Agree*. Meanwhile, n=12 (16.2%) Males n=10 (19.9%) & Females n=2 (9.5%) respondents respond with the third option *moderately agree*. Teachers also responded with the option *Disagree* while n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.0%) said that they *strongly disagree*.

Values of the chi-square statistic χ^2 4.407^a with P-value 0.354 showed $P < 0.05$ with Median was 3.00.

Table 4.50

Listening to stories of national heroes

		Linguistic Plurality					
		Strongly Agree		Moderately Agree		Strongly Disagree	
Characteristics	n (%)	N (%)	n (%)	N (%)	n (%)	n (%)	
Gender							
Male	27 50.9%	10 19.9%	11 20.9%	4 7.5%	1 1.9%	53 100.0%	
Female	10 47.6%	9 42.9%	2 9.5%	0 0.0%	0 0.0%	21 100.0%	
Total	37 50.0%	19 25.7%	13 17.6%	4 5.4%	1 1.4%	74 100.0%	
							χ^2 6.46 ^a
							P-value 0.167
							(Median) 3.00

Note, α level of 0.05*ICT-Teachers (n=74) with 100% response*

Table 4.50 revealed teachers' opinions about interest in listening to the stories of national heroes where n=37 (50.0%) Males n=27 (50.9%) & Females n=10 (47.6%) responded with *Strongly Agree*, n=19 (25.7%) Males n=10 (19.9%) & Females n=9 (42.9%) chose the second option *Agree*, while n=13 (17.6%) Males n=11 (20.9%) & Females n=2 (9.5%) responded with *moderately agree*. Some of the teachers n=4 (5.4%) Males n=4 (7.5%) & Females n=0 (0.0%) with *disagree* about this statement while n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) responded with *strongly disagree*.

Values of the chi-square statistic $\chi^2 6.465^a$ with P-value 0.167 showed $P < 0.05$ with Median was 3.00.

4.1.2.3 Equality & Equity

Table 4.51

Fair treatment of peers

		Equality & Equity					Total
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree	
Characteristics							
Gender	Male	24	24	4	1	0	53
		45.3%	45.3%	7.5%	1.9%	0.0%	100.0%
	Female	5	11	5	0	0	21
		23.9%	52.4%	23.9%	0.0%	0.0%	100.0%
	Total	29	35	9	1	0	74
		39.2%	47.3%	12.2%	1.4%	0.0%	100.0%
		χ^2 3.71 ^a	P-value 0.294	(Median) 2.00			

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.51 illuminates the respondents' opinions about fair treatment while dealing with their peers. Here, n=29 (39.2%) Males n=24 (45.3%) & Females n=5 (23.9%) respondents respond with Strongly Agree, n=35 (47.3%) Males n=24 (45.3%) & Females n=11 (52.4%) responded with the second option Agree, n=9 (12.2%) Males n=4 (7.5%) & Females n=5 (23.9%) respondents responded with moderately agree while n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) responded by choosing the option disagree. No one responded with strongly disagree.

Values of the chi-square statistic, χ^2 3.71^a with P-value 0.294 showed P < 0.05 with Median was 3.00.

Table 4.52

Interest in different aspects of Pakistani culture

<i>Characteristics</i>		<i>Equality & Equity</i>					<i>Total</i>
		<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	
Gender	Male	24	21	7	0	1	53
		45.3%	39.6%	13.2%	0.0%	1.9%	100.0%
	Female	9	9	1	1	1	21
		42.9%	42.9%	4.9%	4.9%	4.9%	100.0%
	Total	33	30	9	1	2	74
		44.6%	40.5%	10.9%	1.4%	2.7%	100.0%
		χ^2	P-value	(Median)			
		4.035 ^a	0.401	2.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.52 illuminated' teachers' opinions about showing interest in different aspects of Pakistani culture like arts, architecture, and handicrafts. Here, n=33 (44.6%) Males n=24 (45.3%) & Females n=9 (42.9%) respondents responded with Strongly Agree, n=30 (40.5%) Males n=21 (39.6%) & Females n=9 (42.9%) with the second option Agree, n=9 (10.9%) Males n=7 (12.2%) & Females n=1 (4.9%) responded with moderately agree n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) said that they disagree. Only 0% of the time n=2 (2.7%) Males n=1 (1.9%) & Females n=1 (4.9%) responded with strongly disagree.

Values of the chi-square statistic $\chi^2 4.03^a$ and P-value 0.401 showed $P < 0.05$ with Median was 2.00

Table 4.53

Providing equal opportunities

<i>Characteristics</i>		Equality & Equity					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>n</i>	(%)	<i>n</i>	(%)	<i>n</i>	(%)
Gender	Male	29	19	7	0	0	53
		52.9%	34.0%	13.2%	0.0%	0.0%	100.0%
	Female	6	9	5	1	0	21
		29.6%	42.9%	23.9%	4.9%	0.0%	100.0%
	Total	34	27	12	1	0	74
		45.9%	36.5%	16.2%	1.4%	0.0%	100.0%
		χ^2 5.91 ^a	P-value 0.121	(Median) 2.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.53 revealed the respondent's opinions about providing equal opportunities for the different segments of society. Here, n=34 (45.9%) Males n=29 (52.9%) & Females n=6 (29.6%) responded with Strongly Agree, n=27 (36.5%) Males n=19 (34.0%) & Females n=9 (42.9%) responded with second option Agree, n=12 (16.2%) Males n=7 (13.2%) & Females n=5 (23.9%) said that they moderately agree, while n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) said they disagree with this statement. No one responded with Strongly Disagree.

Values of the chi-square statistic, χ^2 5.91^a and P-value 0.121 showed P < 0.05 with Median was 3.00.

Table 4.54

Respect for other's rights

		Equality & Equity						
<i>Characteristics</i>	Male	Strongly	Moderately	Strongly	Total			
		Agree <i>n</i> (%)	Agree <i>n</i> (%)	Agree <i>N</i> (%)	Disagree <i>n</i> (%)	Disagree <i>n</i> (%)		
Gender	Male	41 77.4%	9 15.1%	3 5.7%	1 1.9%	0 0.0%	53 100.0%	
	Female	6 29.6%	12 57.1%	3 14.3%	0 0.0%	0 0.0%	21 100.0%	
	Total	47 63.5%	20 27.0%	6 9.1%	1 1.4%	0 0.0%	74 100.0%	
		χ^2 17.252 ^a		P-value .001		(Median) 2.00		

Note, α level of 0.05ICT-Teachers (*n* = 74) with 100% response

Table 4.54 revealed the respondents' responses on respecting other's rights, beliefs, and opinions. Here, *n*=47 (63.5%) Males *n*=41 (77.4%) & Females *n*=6 (29.6%) respondents responded in the favor of this statement with Strongly Agree, *n*=20 (27.0%) Males *n*=9 (15.1%) & Females *n*=12 (57.1%) responded with the second option Agree, *n*=6 (9.1%) Males *n*=3 (5.7%) & Females *n*=3 (14.3%) respondents responded with moderately agree while *n*=1 (1.4%) Males *n*=1 (1.9%) & Females *n*=0 (0.0%) said they disagree with the statement.

Values of the chi-square statistic, χ^2 17.25^a and P-value 0.001 showed $P < 0.05$ with Median was 2.00.

Table 4.55

Habit of helping others

<i>Characteristics</i>		Equality & Equity					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		n (%)	N (%)	N (%)	n (%)	n (%)	Total n (%)
Gender	Male	35 66.0%	11 20.9%	6 11.3%	1 1.9%	0 0.0%	53 100.0%
	Female	9 39.1%	9 39.1%	4 19.0%	1 4.9%	0 0.0%	21 100.0%
	Total	43 59.1%	19 25.7%	10 13.5%	2 2.7%	0 0.0%	74 100.0%
		χ^2 4.90 ^a	P-value 0.179			(Median) 2.00	

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.55 illuminated' teachers' opinions about students' habit of helping others regardless of their diverse religious and ethnic backgrounds. Here, n=43 (59.1%) Males n=35 (66.0%) & Females n=9 (39.1%) respondents responded with Strongly Agree, n=19 (25.7%) Males n=11 (20.9%) & Females n=9 (39.1%) responded with the second option Agree, n=10 (13.5%) Males n=6 (11.3%) & Females n=4 (19.0%) said they moderately agree, while 25% of the time n=2 (2.7%) Males n=1 (1.9%) & Females n=1 (4.9%) responded with the option Disagree.

Values of the chi-square statistic, χ^2 4.90^a and P-value 0.179 showed $P < 0.05$ with Median was 2.00.

Table 4.56

Helping community members

<i>Characteristics</i>		Equality & Equity					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>n</i>	(%)	<i>n</i>	(%)	<i>n</i>	(%)
Gender	Male	34	13	6	0	0	53
		64.2%	24.5%	11.3%	0.0%	0.0%	100.0%
	Female	6	10	4	0	1	21
		29.6%	47.6%	19.0%	0.0%	4.9%	100.0%
	Total	40	23	10	0	1	74
		54.1%	31.1%	13.5%	0.0%	1.4%	100.0%
		χ^2 9.29 ^a	P-value 0.026	(Median) 1.00			

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.56 elucidated the respondents' opinions about helping community members without discriminating against religious and ethnic values, etc. Here, n=40 (54.1%) Males n=34 (64.2%) & Females n=6 (29.6%) respondents responded with Strongly Agree, n=23 (31.1%) Males n=13 (24.5%) & Females n=10 (47.6%) responded with the second option Agree, n=10 (13.5%) Males n=6 (11.3%) & Females n=4 (19.0%) respondents responded with moderately agree, while only n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) responded that they strongly disagree with the statement.

Values of the chi-square statistic, χ^2 9.29^a along with P-value 0.026 showed that P < 0.05 with Median was 1.00.

4.1.2.4 Democratic Citizenship

Table 4.57

Realizing the necessities of all individuals

Characteristics		Democratic Citizenship						Total	
		Strongly		Moderately		Strongly			
		Agree n (%)	Agree n (%)	Agree n (%)	Disagree n (%)	Disagree n (%)	(%)		
Gender	Male	39 73.6%	9 15.1%	4 7.5%	2 3.9%	0 0.0%	53 100.0%		
	Female	6 29.6%	10 47.6%	1 4.9%	4 19.0%	0 0.0%	21 100.0%		
	Total	45 60.9%	19 24.3%	5 6.9%	6 9.1%	0 0.0%	74 100.0%		
		χ^2 16.05 ^a		P-value 0.001		(Median) 2.00			

Note, α level of 0.05 *ICT-Teachers (n = 74) with 100% response*

Table 4.57 elucidated the teachers' opinions about realizing that according to the constitution every individual should have the necessities of life like food, shelter, and education. Here, n=45 (60.9%) Males n=39 (73.6%) & Females n=6 (29.6%) teachers responded with Strongly Agree, n=19 (24.3%) Males n=9 (15.1%) & Females n=10 (47.6%) responded with the second option Agree, n=5 (6.9%) Males n=4 (7.5%) & Females n=1 (4.9%) teachers responded with moderately agree, 25% of the time n=6 (9.1%) Males n=2 (3.9%) & Females n=4 (19.0%) said they disagree with this statement.

Values of the chi-square statistic, $\chi^2 16.05^a$ with P-value 0.001 showed that $P < 0.05$ with Median was 2.00.

Table 4.58

Views regarding independence of the judiciary

		Democratic Citizenship									
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree	Total				
Characteristics		n	n	n	n	n	(%)	(%)	(%)	(%)	(%)
Gender	Male	34	10	9	0	1	53				
		64.2%	19.9%	15.1%	0.0%	1.9%	100.0%				
	Female	7	7	6	1	0	21				
		33.3%	33.3%	29.6%	4.9%	0.0%	100.0%				
	Total	41	17	14	1	1	74				
		55.4%	23.0%	19.9%	1.4%	1.4%	100.0%				
		χ^2 9.312 ^a	P-value 0.091	(Median) 2.00							

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.58 illuminated' teachers' views about the independence of the judiciary.

Here, n=41 (55.4%) Males n=34 (64.2%) & Females n=7 (33.3%) respondents responded with Strongly Agree, n=17 (23.0%) Males n=10 (19.9%) & Females n=7 (33.3%) responded with the second option Agree, n=14 (19.9%) Males n=9 (15.1%) & Females n=6 (29.6%) respondents responded with Moderately Agree, while n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) responded with Disagree. Meanwhile, only n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) said that they strongly disagree.

Values of the chi-square statistic, χ^2 9.312^a with P-value 0.091 showed that P < 0.05 with Median was 2.00.

Table 4.59

Encouraging social justice

		Democratic Citizenship					
<i>Characteristics</i>	Strongly Agree <i>n</i> (%)	Agree <i>n</i> (%)	Moderately Agree <i>N</i> (%)		Disagree <i>n</i> (%)	Strongly Disagree <i>n</i> (%)	Total <i>N</i> (%)
			Agree <i>N</i> (%)	Disagree <i>n</i> (%)			
Gender							
Male	39 71.7%	10 19.9%	5 9.4%	0 0.0%	0 0.0%	0 0.0%	53 100.0%
Female	9 39.1%	11 52.4%	1 4.9%	0 0.0%	1 4.9%	1 4.9%	21 100.0%
Total	46 62.2%	21 29.4%	6 9.1%	0 0.0%	1 1.4%	1 1.4%	74 100.0%
			χ^2 11.61 ^a	P-value 0.009		(Median) 2.00	

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.59 reflected information regarding teachers encouraging social justice by showing sympathy with poor. Here, n=46 (62.2%) Males n=39 (71.7%) & Females n=9 (39.1%) respondents responded with Strongly Agree, n=21 (29.4%) Males n=10 (19.9%) & Females n=11 (52.4%) responded with the second option Agree, n=6 (9.1%) Males n=5 (9.4%) & Females n=1 (4.9%) respondents chose the third option Moderately Agree, while only Females n=1 (4.9%) said that they disagree.

The values of the chi-square statistic $\chi^2 11.61^a$ along with the P-value 0.009 showed that $P < 0.05$ with Median was 2.00.

Table 4.60

Behavior regarding moral duties

		Democratic Citizenship					
		Strongly Agree		Moderately Agree		Strongly Disagree	
Characteristics	n (%)	n (%)	n (%)	n (%)	n (%)		
Gender							
Male	43 91.1%	5 9.4%	4 7.5%	1 1.9%	0 0.0%	0 0.0%	53 100.0%
Female	6 29.6%	11 52.4%	4 19.0%	0 0.0%	0 0.0%	0 0.0%	21 100.0%
Total	49 66.2%	16 21.6%	9 10.9%	1 1.4%	0 0.0%	0 0.0%	74 100.0%
		χ^2 21.34 ^a	P-value 0.000			(Median) 1.00	

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.60 disclosed the teachers' opinion about having a responsible behavior as well as realizing their moral duties where they give rights to other people such as taking care of peers and keeping the country clean and green. Here, n=49 (66.2%) Males n=43 (91.1%) and Females n=6 (29.6%) teachers responded in the favor of this statement by choosing the option Strongly Agree, n=16 (21.6%) Males n=5 (9.4%) & Females n=11 (52.4%) said that they Agree, n=9 (10.9%) Males n=4 (7.5%) & Females n=4 (19.0%) respondents responded with the third option of this statement that they moderately agree while only n=1 (1.4%) Males n=1 (1.9%) said they disagree.

Values of the chi-square statistic, χ^2 21.342^a with P-value 0.000 showed that P < 0.05 with Median was 1.00.

Table 4.61

Behaving honestly

Characteristics	Democratic Citizenship						Total n (%)	
	Strongly Agree N (%)		Moderately Agree n (%)		Strongly Disagree n (%)			
	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)	Total n (%)				
Gender								
Boys	42 79.2%	6 11.3%	4 7.5%	1 1.9%	0 0.0%	53 100.0%		
Girls	6 29.6%	9 42.9%	4 19.0%	2 9.5%	0 0.0%	21 100.0%		
Total	49 64.9%	15 20.3%	9 10.9%	3 4.1%	0 0.0%	74 100.0%		
	χ^2 17.33 ^a	P-value 0.001		(Median) 1.00				

Note, α level of 0.05

ICT-Teachers (n = 74) with 100% response

Table 4.61 discloses the teachers' opinion on behaving honestly. Here, n=49 (64.9%) Males n=42 (79.2%) & Females n=6 (29.6%) teachers responded with Strongly Agree, n=15 (20.3%) Males n=6 (11.3%) & Females n=9 (42.9%) chose the second option Agree, n=9 (10.9%) Males n=4 (7.5%) & Females n=4 (19.0%) respondents responded with Moderately Agree while n=3 (4.1%) Males n=1 (1.9%) & Females n=2 (9.5%) said they disagree with this statement.

Values of the chi-square statistic, χ^2 17.33^a along with P-value 0.001 showed that P < 0.05 with Median was 1.00.

Table 4.62

Living peacefully with friends

<i>Characteristics</i>		Democratic Citizenship					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>N</i>	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	Total <i>N</i> (%)
Gender	Boys	40	7	4	2	0	53
		75.5%	13.2%	7.5%	3.9%	0.0%	100.0%
	Girls	6	11	3	1	0	21
		29.6%	52.4%	14.3%	4.9%	0.0%	100.0%
	Total	46	19	7	3	0	74
		62.2%	24.3%	9.5%	4.1%	0.0%	100.0%
		χ^2	P-value	(Median)			
		15.56 ^a	0.001	1.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.62 elucidates the respondents' opinions about living in peace with friends while avoiding bullying their peers. Here, n=46 (62.2%) Males n=40 (75.5%) & Females n=6 (29.6%) respondents responded with Strongly Agree 100%, n=19 (24.3%) Males n=7 (13.2%) & Females n=11 (52.4%) responded with the second option Agree, n=7 (9.5%) Males n=4 (7.5%) & Females n=3 (14.3%) respondents responded with Moderately Agree while 25% of the time n=3 (4.1%) Males n=2 (3.9%) & Females n=1 (4.9%) said they disagree with this statement.

Values of the chi-square statistic, χ^2 15.56^a along with P-value 0.001 showed that P < 0.05 with Median was 1.00.

Table 4.63

Fulfilling commitments like achieving deadlines

<i>Characteristics</i>		Democratic Citizenship					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>N</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
Gender	Boys	33	11	7	2	0	53
		62.3%	20.9%	13.2%	3.9%	0.0%	100.0%
	Girls	7	11	0	0	3	21
		33.3%	52.4%	0.0%	0.0%	14.3%	100.0%
	Total	40	22	7	2	3	74
		54.1%	29.7%	9.5%	2.7%	4.1%	100.0%
		χ^2 19.52 ^a	P-value 0.001	(Median) 1.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.63 reveals teacher's opinions about fulfilling commitments like achieving deadlines of assigned tasks. Here, n=40 (54.1%) Males n=33 (62.3%) & Females n=7 (33.3%) respondents responded with Strongly Agree, n=22 (29.7%) Males n=11 (20.9%) & Females n=11 (52.4%) responded with the second option Agree, n=7 (9.5%) Males n=7 (13.2%) & Females n=0 (0.0%) responded with Moderately Agree while n=2 (3.9%) Males n=2 (3.9%) & Females n=0 (0.0%) chose the option Disagree. Only n=3 (14.3%) Males n=0 (0.0%) & Females n=3 (14.3%) said that they strongly disagree with the statement.

Values of the chi-square statistic, χ^2 15.569^a along with P-value 0.001 showed that P < 0.05 with Median was 1.00.

Table 4.64

Considering religious minorities as equal citizens

<i>Characteristics</i>	Democratic Citizenship						Total <i>n</i> (%)	
	Strongly Agree <i>N</i> (%)		Moderately Agree <i>N</i> (%)		Strongly Disagree <i>n</i> (%)			
	Agree <i>n</i> (%)	Disagree <i>n</i> (%)	Strongly Disagree <i>n</i> (%)					
Gender Boys	36 67.9%	10 19.9%	6 11.3%	1 1.9%	0 0.0%	53 100.0%		
Girls	7 33.3%	10 47.6%	3 14.3%	1 4.9%	0 0.0%	21 100.0%		
Total	43 59.1%	20 27.0%	9 12.2%	2 2.7%	0 0.0%	74 100.0%		
		χ^2 9.26 ^a	P-value 0.041		(Median) 1.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.64 elucidates the respondents' opinions about considering religious minorities as equal citizens (Hindu, Sikh, Christians). Here, $n=43$ (59.1%) Males $n=36$ (67.9%) & Females $n=7$ (33.3%) respondents responded with Strongly Agree, $n=20$ (27.0%) Males $n=10$ (19.9%) & Females $n=10$ (47.6%) chose the second option Agree, $n=9$ (12.2%) Males $n=6$ (11.3%) & Females $n=3$ (14.5%) respondents responded with Moderately Agree while $n=2$ (2.7%) Males $n=1$ (1.9%) & Females $n=1$ (4.9%) said that they disagree. Only 0.90% females said that they strongly disagree.

Value of the chi-square statistic, $\chi^2 9.26^a$ along with the P-value 0.041 showed that $P < 0.05$ with Median was 1.00.

4.1.2.5 Cultural Diversity

Table 4.65

Ability to adjust with other cultures

<i>Characteristics</i>		Cultural Diversity						Total	
		Strongly Agree		Moderately Agree		Strongly Disagree			
		<i>N</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>		
Gender	Boys	23	17	9	2	2	53		
		43.4%	32.1%	17.0%	3.9%	3.9%	100.0%		
	Girls	6	11	3	1	0	21		
		29.6%	52.4%	14.3%	4.9%	0.0%	100.0%		
	Total	29	29	12	3	2	74		
		39.2%	37.9%	16.2%	4.1%	2.7%	100.0%		
		χ^2	P-value	(Median)					
		3.37 ^a	0.497	2.00					

Note, α level of 0.05

ICT-Teachers (n=74) with 100% response

Table 4.65 elucidates the teachers' opinion about their ability to adjust with other cultures. Here, n=29 (39.2%) Males n=23 (43.4%) & Females n=6 (29.6%) teachers responded with Strongly Agree 100%, n=29 (37.9%) Males n=17 (32.1%) & Females n=11 (52.4%) responded with the second option Agree, n=12 (16.2%) Males n=9 (17.0%) & Females n=3 (14.3%) teachers responded with Moderately Agree while n=2 (4.1%) Males n=2 (3.9%) & Females n=1 (4.9%) responded with Disagree. Only n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.00%) responded with strongly disagree.

Values of the chi-square statistic, χ^2 3.37^a with P-value 0.497 showed that $P < 0.05$ with Median was 2.00.

Table 4.66

Showing interest in Pakistani culture

Characteristics	Cultural Diversity						Total n (%)	
	Strongly Agree n (%)		Moderately Agree n (%)		Strongly Disagree n (%)			
	Agree n (%)	Disagree n (%)	Agree n (%)	Disagree n (%)	Disagree n (%)	Disagree n (%)		
Gender	Boys	29 54.7%	14 26.4%	9 15.1%	2 3.9%	0 0.0%	53 100.0%	
	Girls	9 39.1%	10 47.6%	3 14.3%	0 0.0%	0 0.0%	21 100.0%	
	Total	37 50.0%	24 32.4%	11 14.9%	2 2.7%	0 0.0%	74 100.0%	
		χ^2 3.71 ^a	P-value 0.294		(Median) 1.50			

Note, α level of 0.05*ICT-Teachers (n =74) with 100% response*

Table 4.66 illuminates' teachers' opinions about students' interest in different aspects of Pakistani culture such as arts, architecture, and handicrafts. Here, n=37 (50.0%) Males n=29 (54.7%) & Females n=9 (39.1%) respondents responded with Strongly Agree, n=24 (32.4%) Males n=14 (26.4%) & Females n=10 (47.6%) chose the second option Agree, n=11 (14.9%) Males n=9 (15.1%) & Females n=3 (14.3%) responded with Moderately Agree while n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.0%) said they disagree with this statement.

Values of the chi-square statistic χ^2 3.71^a with P-value 0.294 showed that P < 0.05 with Median was 1.50.

Table 4.67

Familiarity with different cultures

<i>Characteristics</i>		Cultural Diversity					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>n</i>	<i>n</i> (%)	<i>n</i>	<i>n</i> (%)	<i>n</i>	<i>n</i> (%)
Gender	Male	20	21	11	1	0	53
		37.7%	39.6%	20.9%	1.9%	0.0%	100.0%
	Female	9	11	1	0	1	21
		39.1%	52.4%	4.9%	0.0%	4.9%	100.0%
	Total	29	32	12	1	1	74
		37.9%	43.2%	16.2%	1.4%	1.4%	100.0%
		χ^2 5.95 ^a	P-value 0.210	(Median) 2.00			

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.67 demonstrates the respondents' response about students' familiarity with different cultural dresses and foods. Here, n=29 (37.9%) Males n=20 (37.7%) & Females n=9 (39.1%) responded with Strongly Agree, n=32 (43.2%) Males n=21 (39.6%) & Females n=11 (52.4%) responded with the second option Agree, n=12 (16.2%) Males n=11 (20.9%) & Females n=1 (4.9%) respondents responded with moderately agree, while n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) chose the option Disagree. Only n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) responded that they strongly disagree.

The value of the chi-square statistic χ^2 5.95^a with P-value 0.210 showed that P < 0.05 with Median was 2.00.

Table 4.68

Interest in learning about geography and historical places

<i>Characteristics</i>	Cultural Diversity						Total <i>n</i> (%)	
	Strongly Agree <i>n</i> (%)		Moderately Agree <i>n</i> (%)		Strongly Disagree <i>n</i> (%)			
	Agree <i>n</i> (%)	Disagree <i>n</i> (%)	Strongly Agree <i>n</i> (%)	Moderately Agree <i>n</i> (%)	Strongly Disagree <i>n</i> (%)			
Gender	Boys	25 47.2%	23 43.4%	4 7.5%	1 1.9%	0 0.0%	53 100.0%	
	Girls	9 39.1%	9 42.9%	3 14.3%	0 0.0%	1 4.9%	21 100.0%	
	Total	33 44.6%	32 43.2%	7 9.5%	1 1.4%	1 1.4%	74 100.0%	
		χ^2 3.92 ^a	P-value 0.417			(Median) 2.00		

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.68 reveals the teachers' opinions about showing interest in geography and historical places of Pakistan like Rohtas fort, Faisal Mosque, Mohenjo-Daro etc. Here, n=33 (44.6%) Males n=25 (47.2%) & Females n=9 (39.1%) respondents responded with Strongly Agree 100%, n=32 (43.2%) Males n=23 (43.4%) & Females n=9 (42.9%) responded with the second option Agree, n=7 (9.5%) Males n=4 (7.5%) & Females n=3 (14.3%) teachers responded with Moderately Agree, while n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) responded with Disagree. Only 4.9% females said that they strongly disagree with the statement.

The value of the chi-square statistic χ^2 3.410^a with P-value 0.492 showed that P < 0.05 with Median was 2.00.

Table 4.69

Participating in various activities related to national unity

<i>Characteristics</i>	Cultural Diversity						Total <i>n</i> (%)	
	Strongly Agree <i>n</i> (%)		Moderately Agree <i>n</i> (%)		Strongly Disagree <i>n</i> (%)			
	Agree <i>N</i> (%)	Agree <i>N</i> (%)	Disagree <i>n</i> (%)	Disagree <i>n</i> (%)	Disagree <i>n</i> (%)	Disagree <i>n</i> (%)		
Gender	Boys	22 41.5%	19 35.9%	9 17.0%	3 5.7%	0 0.0%	53 100.0%	
	Girls	9 39.1%	9 42.9%	4 19.0%	0 0.0%	0 0.0%	21 100.0%	
	Total	30 40.5%	29 37.9%	13 17.6%	3 4.1%	0 0.0%	74 100.0%	
		χ^2 1.46 ^a	P-value 0.691			(Median) 2.00		

Note, α level of 0.05*ICT-Teachers (n = 74) with 100% response*

Table 4.69 illuminates the respondents' opinions about participating in various activities related to national unity such as cultural exhibitions, community services etc. Here, n=30 (40.5%) Males n=22 (41.5%) & Females n=9 (39.1%) responded with Strongly Agree, n=29 (37.9%) Males n=19 (35.9%) & Females n=9 (42.9%) responded with the second option Agree, n=13 (17.6%) Males n=9 (17.0%) & Females n=4 (19.0%) responded with Moderately Agree, while n=3 (4.1%) Males n=3 (4.1%) & Females n=0 (0.0%) responded with disagree.

Values of the chi-square statistic χ^2 1.464^a with P-value 0.691 showed that P < 0.05 with Median was 2.00.

4.1.2.6 Religious Harmony

Table 4.70

Feeling free in practicing their religion

Characteristics		Religious Harmony						Total n (%)	
		Strongly Agree n (%)		Moderately Agree N (%)		Strongly Disagree n (%)			
		Agree n (%)	Disagree n (%)	Agree N (%)	Disagree n (%)	Disagree n (%)	Disagree n (%)		
Gender	Boys	37 69.9%	12 22.6%	2 3.9%	0 0.0%	2 3.9%	53 100.0%		
	Girls	10 47.6%	9 39.1%	3 14.3%	0 0.0%	0 0.0%	21 100.0%		
	Total	47 63.5%	20 27.0%	5 6.9%	0 0.0%	2 2.7%	74 100.0%		
		χ^2 5.74 ^a	P-value 0.125			(Median) 1.00			

Note, α level of 0.05

ICT-Teachers (n = 74) with 100% response

Table 4.70 indicates information regarding teachers' opinions about feeling free in practicing their religion, language, or culture. Here, n=47 (63.5%) Males n=37 (69.9%) & Females n=10 (47.6%) teachers responded with Strongly Agree, n=20 (27.0%) Males n=12 (22.6%) & Females n=9 (39.1%) responded with the second option Agree, n=5 (6.9%) Males n=2 (3.9%) & Females n=3 (14.3%) responded with Moderately Agree while n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.00%) responded with Strongly Disagree.

Values of the chi-square statistic χ^2 5.749^a with P-value 0.125 showed that P < 0.05 with Median was 1.00.

Table 4.71

Respecting the minorities' religious festivals

<i>Characteristics</i>		Religious Harmony					Total n (%)			
		Strongly Agree n (%)		Moderately Agree n (%)		Disagree n (%)				
		Boys	Girls	Boys	Girls	Boys	Girls			
Gender	Boys	29 52.9%	7 33.3%	14 26.4%	9 42.9%	9 17.0%	1 19.0%	1 1.9%	1 0.0%	53 100.0%
	Girls									21
	Total	35 47.3%	7 33.3%	23 31.1%	9 42.9%	13 17.6%	2 2.7%	1 1.4%	74 100.0%	
		χ^2 3.41 ^a		P-value 0.492		(Median) 1.00				

Note, α level of 0.05*ICT-Teachers (n=74) with 100% response*

Table 4.71 reveals the respondents' opinions regarding showing respect to minority religious festivals like Christmas, Dewali, Yatran etc. Here, n=35 (47.3%) Males n=29 (52.9%) & Females n=7 (33.3%) responded with Strongly Agree, n=23 (31.1%) Males n=14 (26.4%) & Females n=9 (42.9%) responded with the second option Agree, n=13 (17.6%) Males n=9 (17.0%) & Females n=4 (19.0%) responded with Moderately Agree, while n=1 (1.4%) Males n=1 (1.9%) & Females n=1 (4.9%) responded with Disagree. Only n=1 (1.4%) Males n=1 (1.9%) & Females n=0 (0.0%) said that they strongly disagree with the statement.

Values of the chi-square statistic χ^2 3.41^a along with P-value 0.492 showed that P < 0.05 with Median was 1.00.

Table 4.72

Respecting religious places

		Religious Harmony						
		Strongly Agree		Moderately Agree		Strongly Disagree		Total n (%)
Characteristics	n (%)	n (%)	n (%)	n (%)	n (%)			
Gender								
Boys	40	9	3	2	0	53		
	75.5%	15.1%	5.7%	3.9%	0.0%	100.0%		
Girls	9	9	3	1	1	21		
	39.1%	39.1%	14.3%	4.9%	4.9%	100.0%		
Total	49	16	6	3	1	74		
	64.9%	21.6%	9.1%	4.1%	1.4%	100.0%		
							χ^2	P-value
							10.96 ^a	0.029
								(Median) 1.00

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.72 demonstrates the teachers' opinions about students' habit of respecting religious places. Here, n=49 (64.9%) Males n=40 (75.5%) & Females n=9 (39.1%) responded with Strongly Agree 100%, n=16 (21.6%) Males n=9 (15.1%) & Females n=9 (39.1%) responded with the second option Agree, n=6 (9.1%) Males n=3 (5.7%) & Females n=3 (14.3%) respondents responded with Moderately Agree, while n=3 (4.1%) Males n=2 (3.9%) & Females n=1 (4.9%) responded that they disagree. Only n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) chose the option Strongly Disagree

Values of the chi-square statistic χ^2 10.960^a along with P-value 0.029 showed that P < 0.05 with Median was 1.00.

4.1.2.7 National Cohesion

Table 4.73

Realizing the institutions' importance in national development

Characteristics	Religious Harmony						Total n (%)	
	Strongly Agree n (%)		Moderately Agree n (%)		Strongly Disagree n (%)			
	Agree n (%)	Agree n (%)	Disagree n (%)	Disagree n (%)				
Gender								
Boys	33 62.3%	16 30.2%	2 3.9%	2 3.9%	0 0.0%	53 100.0%		
Girls	6 29.6%	9 39.1%	4 19.0%	2 9.5%	1 4.9%	21 100.0%		
Total	39 52.7%	24 32.4%	6 9.1%	4 5.4%	1 1.4%	74 100.0%		
	χ^2 11.30 ^a	P-value 0.023			(Median) 1.00			

Note, α level of 0.05 ICT-Teachers (n =74) with 100% response

Table 4.73 elucidates the teachers' opinions about realizing that every institution is important for national development such as parliament, military, judiciary, etc. Here, n=39 (52.7%) Males n=33 (62.3%) & Females n=6 (29.6%) teachers responded with Strongly Agree, n=24 (32.4%) Males n=16 (30.2%) & Females n=9 (39.1%) responded with the second option Agree, n=6 (9.1%) Males n=2 (3.9%) & Females n=4 (19.0%) teachers responded with Moderately Agree, while n=5 (5.4%) Males n=2 (3.9%) & Females n=2 (9.5%) responded with Disagree. Only n=1 (1.4%) Males n=0 (0.0%) & Females n=1 (4.9%) responded that they strongly disagree with the statement.

Values of the chi-square statistic were found as $\chi^2 11.301^a$ along with P-value 0.023 which showed that $P < 0.05$ with Median was 1.00.

Table 4.74

Participating in projects of common interests

<i>Characteristics</i>		Religious Harmony					
		Strongly Agree		Moderately Agree		Strongly Disagree	
		<i>n</i>	(%)	<i>n</i>	(%)	<i>n</i>	(%)
Gender	Boys	24	19	10	1.9%	0	53
		45.3%	34.0%	19.9%	1.9%	0.0%	100.0%
	Girls	7	10	3	1	0	21
		33.3%	47.6%	14.3%	4.9%	0.0%	100.0%
	Total	31	29	13	2	0	74
		41.9%	37.9%	17.6%	2.7%	0.0%	100.0%
		χ^2 1.99 ^a	P-value 0.595	(Median) 2.00			

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.74 elucidates the respondents' opinions about participating in projects of common interests like volunteering in educational activities for underprivileged children and offering services to Edhi Foundation. Here, n=31 (41.9%) Males n=24 (45.3%) & Females n=7 (33.3%) respondents responded with Strongly Agree, n=29(37.9%) Males n=19 (34.0%) & Females n=10 (47.6%) responded with the second option Agree, n=13 (17.6%) Males n=10 (19.9%) & Females n=3 (14.3%) respondents responded with Moderately Agree while n=2 (2.7%) Males n=1 (1.9%) & Females n=1 (4.9%) responded with Disagree regarding this statement.

Values of the chi-square statistic were found as χ^2 1.99^a along with P-value 0.595 which showed that P < 0.05 with Median was 2.00.

4.1.2.8 Linguistic Plurality

Table 4.75

Interest in speaking Pakistani languages

		Linguistic Plurality						Total	
		Strongly Agree		Moderately Agree		Strongly Disagree			
		n	(%)	n	(%)	n	(%)		
Gender	Boys	27	17	6	2	1	53		
		50.9%	32.1%	11.3%	3.9%	1.9%	100.0%		
	Girls	7	11	2	0	1	21		
		33.3%	52.4%	9.5%	0.0%	4.9%	100.0%		
	Total	34	29	9	2	2	74		
		45.9%	37.9%	10.9%	2.7%	2.7%	100.0%		
		χ^2	P-value	(Median)					
		3.95 ^a	0.413	2.00					

Note, α level of 0.05 ICT-Teachers (n =74) with 100% response

Table 4.75 elucidates the respondents' opinions about showing interest in speaking Pakistani languages like Punjabi, Sindhi, Pashto, etc. Here, n=34 (45.9%) Males n=27 (50.9%) & Females n=7 (33.3%) responded with Strongly Agree and n=29 (37.9%) Males n=17 (32.1%) & Females n=11 (52.4%) responded with the second option Agree 75%. Furthermore, n=9 (10.9%) Males n=6 (11.3%) & Females n=2 (9.5%) responded with Moderately Agree, n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.0%) responded with Disagree while only n=2 (2.7%) Males n=1 (1.9%) & Females n=1 (4.9%) responded by choosing the option Strongly Disagree.

Values of the chi-square statistic were found as $\chi^2 3.952^a$ with P-value 0.413 which showed that $P < 0.05$ with Median was 2.00.

Table 4.76

Familiarity with the poets of different languages

Characteristics	Linguistic Plurality						Total N (%)	
	Strongly Agree n (%)		Moderately Agree n (%)		Strongly Disagree n (%)			
	Strongly Agree n (%)	Agree n (%)	Moderately Agree n (%)	Disagree n (%)	Strongly Disagree n (%)			
Gender	Boys	20 37.7%	17 32.1%	11 20.9%	4 7.5%	1 1.9%	53 100.0%	
	Girls	4 19.0%	10 47.6%	6 29.6%	1 4.9%	0 0.0%	21 100.0%	
	Total	24 32.4%	27 36.5%	17 23.0%	5 6.9%	1 1.4%	74 100.0%	
		χ^2 3.59 ^a	P-value 0.465		(Median) 2.00			

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.76 is regarding teachers' opinions about being familiar with the poets of different languages of Pakistan like Shah Abdul Latif Bahtai, Mast Tawakuli, Shah Hussain, etc. Here, n=24 (32.4%) Males n=20 (37.7%) & Females n=4 (19.0%) responded with Strongly Agree, n=27 (36.5%) Males n=17 (32.1%) & Females n=10 (47.6%) responded with the second option Agree while n=17 (23.0%) Males n=11 (20.9%) & Females n=6 (29.6%) responded with Moderately Agree Furthermore, n=5 (6.9%) Males n=4 (7.5%) & Females n=1 (4.9%) said that they disagree and only n=1 (1.9%) Males n=1 (1.9%) & Females n=0 (0.0%) chose the option Strongly Disagree.

Values of the chi-square statistic were calculated as χ^2 3.59^a with P-value 0.465 which showed that $P < 0.05$ with Median was 2.00.

Table 4.77

Proficiency in speaking the national language

Characteristics	Linguistic Plurality						Total n (%)	
	Strongly Agree n (%)		Moderately Agree N (%)		Strongly Disagree n (%)			
	Strongly Agree n (%)	Agree n (%)	Moderately Agree N (%)	Disagree n (%)	Strongly Disagree n (%)			
Gender	Boys	37 69.9%	9 15.1%	6 11.3%	2 3.9%	0 0.0%	53 100.0%	
	Girls	9 39.1%	10 47.6%	3 14.3%	0 0.0%	0 0.0%	21 100.0%	
	Total	45 60.9%	19 24.3%	9 12.2%	2 2.7%	0 0.0%	74 100.0%	
		χ^2 9.93 ^a	P-value 0.019		(Median) 2.00			

Note, α level of 0.05

ICT-Teachers (n =74) with 100% response

Table 4.77 demonstrates the teachers' opinions about proficiency in speaking the national language. Here, n=45 (60.9%) Males n=37 (69.9%) & Females n=9 (39.1%) responded with Strongly Agree, n=19 (24.3%) Males n=9 (15.1%) & Females n=10 (47.6%) responded with the second option Agree, n=9 (12.2%) Males n=6 (11.3%) & Females n=3 (14.3%) responded with moderately agree, while n=2 (2.7%) Males n=2 (3.9%) & Females n=0 (0.0%) chose the option Disagree. *Values of the chi-square statistic were found as $\chi^2 9.930^a$ along with P-value 0.019 which showed that $P < 0.05$ with Median was 2.00.*

4.1.2.9 Summary

Table 4.65 elucidates the teachers' opinion about the ability to adjust to other cultures while Table 4.66 illuminates' teachers' opinions about showing interest in different aspects of Pakistani culture like arts, architecture, and handicrafts. Teachers responded that they moderately agree to the statement 50% of the time. Table 4.69

illuminates the respondents' opinions about participating in various activities related to national unity such as cultural exhibitions, community services, and religious festivals. The results of this statement show that n=13 (17.6%) Males n=9 & Females n=4 (19.0%) chose the second option as they agree with the statement.

Teachers' opinions about realizing every institution's importance for national development showed that only n=1 (1.4%) Males n=0 (0.0%) & Females n=2 (9.5%) strongly disagreed with the statement. Table 4.76 illuminates' teachers' opinions about being familiar with the poets of different languages of Pakistan like Shah Abdul Latif Bahtai, Mast Tawakuli, Shah Hussain, etc. Teachers responded that 50% of the time, they moderately disagreed with this statement. Table 4.3.20 illuminates the respondent's opinions about being fair while dealing with their peers. Majority of the respondents said that they strongly or moderately agree with the statement.

Table 4.52 sheds light on teachers' opinions about showing interest in different aspects of Pakistani culture like arts, architecture, and handicrafts where majority teachers chose the third option of Moderately Agree 50% while none of the respondents chose the option Strongly Disagree.

Table 4.60 discloses the teachers' opinion about their behavior regarding their duties and whether they respect others' rights. Here, the majority teachers admitted that they behave honestly. Table 4.63 reveals teachers' opinions regarding fulfilling their commitments such as achieving deadlines of assigned tasks. The results also elucidate respondents' views regarding considering other religious minorities (Hindu, Sikh,

Christian) as equal citizens. Here, 58.1% of the teachers strongly agreed with the statement.

4.2 Qualitative Data Analysis

Qualitative data has been further divided into three sections.

4.2.1 Qualitative Data collected from teachers

4.2.1.1 *Importance of teaching patriotism and national integration to students*

The researcher explored the importance of teaching patriotism and national integration to the students among teachers. Among teachers, 21% of respondents stated that it is necessary to teach patriotism and national integration to the students as "*it will play a contributive role to make them faithful, loyal, patriotic, good, and responsible citizens (nice humans)*". 17% respondents stated that:

As students are the future and assets of our country, therefore it is necessary to develop communal harmony among students for remaining motivated and active in emergencies (war, floods, and earthquakes) so that they can contribute to the progress of the country and work hard.

Among participants, 13% of respondents declared that it is necessary to teach as "*it can develop the sense of togetherness, maintaining discipline, follow the rules and regulation, cultural harmony, national unity, and brotherhood among students.*" In the same scenario, 11% of participants responded that "*to teach patriotism and national integration is need of the hour for inspiring and guiding a nation to compete for the world.*" 10% of respondents answered that "*teaching patriotism and national integration can develop a sense of national integrity and love for a country.*" 7% of respondents

indicated that “*it is basic to promote nationalism and self-respect*” while 5% of participants stated that “*to recall all the sacrifices of our ancestors and contributions of national heroes, it is important to teach patriotism and national integration.*” Furthermore, again 5% of teachers stated that “*it is necessary to teach these concepts to make students realize that they must show respect to the flag of the nation and for enhancing their knowledge and building experience.*” Likewise, 4% of teachers stated that “*teaching of patriotism and national integration can unite every section of society for ensuring rapid social, cultural and economic development.*” Other 4% of participants narrated that “*it can promote moral values among students and patriotic citizens can make a society that will protect national interests. Likewise, the teaching of these concepts will provide a better environment to bind multi-cultural and multilingual society*”. Other participants (who were 4% of the total sample) stated that:

The teaching of patriotism and national integration can help to unite the minorities as well as giving them the freedom to live their life without any interference. It is also important for the student's personal development and to develop respect for the country, and to ensure the safety of our students from conspiracies.

4.2.1.2 Contents in textbooks to promote patriotism and national integration

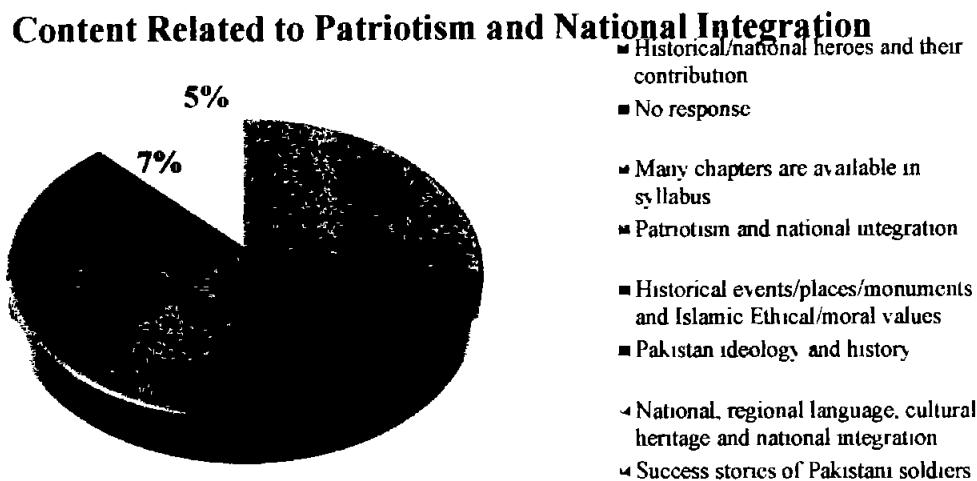


Figure 4.1 Contents in textbooks to promote patriotism and national integration

The results of Figure 4.1 reflect that when the researcher asked teachers about the availability of content related to patriotism and national integration in the Pakistan Studies textbooks of secondary level, then 29% of respondents stated that "*chapters related to biographies of historical and national heroes as well as their contributions in national developments had been given in the books of secondary level*". Responses of 17% respondents were *blank* about this statement, while 16% respondents stated that *many chapters are available in textbooks of secondary rank*. 11% of respondents described that *valuable content related to patriotism and national integration had been included in textbooks*. Likewise, 9% of respondents stated that *chapters related to historical events places/monuments and Islamic Ethical moral values had been given in textbooks*. Responses of the equal number of teachers (7%) reflected that *chapters related to Pakistan ideology, history, national regional language, cultural heritage, and national integration had been incorporated in textbooks*. While responses of 5% of teachers

described that “*those lessons on success stories of Pakistani soldiers had been included in textbooks, which are a great source of developing the sense of patriotism and national integration among students*”.

4.2.1.3 Suggested content to promote patriotism and national integrity

The researcher inquired the teachers about the content they would suggest for promoting love for country and integrity, and 27% of respondents stated that for promoting national integration and patriotism, “*content related to our national symbols, leaders, heroes, culture, and events needs to be updated*”. Likewise, 23% of respondents suggested that *more units and chapters about the History and ideology of Islam and Pakistan may be included in textbooks of Pakistan studies*. Almost 9% of teachers indicated that *Islamic, as well as social ethical norms and values such as honesty, fairness, accountability, transparency, and integrity, are required should be taught*”. Furthermore, in order to promote patriotism and national integration, 9% of teachers gave the following response:

There is a need to address real issues through the syllabus to raise awareness of the benefits of public integrity, reduce tolerance of violations of public integrity standards, and promote civic education on public integrity, particularly in schools. For it, chapters related to promotion for public integrity, socio-political issues, and women's role in Pakistan's development may be added in textbooks.

In the same scenario, 7% of respondents stated that the “*core curriculum along with extracurricular activities might be introduced, which is based on participatory*

hands-on activities, case-based learning, the poetry of Muslim poets, national literature, and fine arts. Moreover, 3% of respondents stated that “the lessons based on the teachings of Saints Sufis might be included in textbooks of social studies to promote patriotism and national integrity”. It is important to state that responses of 24% respondents were blank against this question.

4.2.1.4 Teaching strategies effectively used by teachers

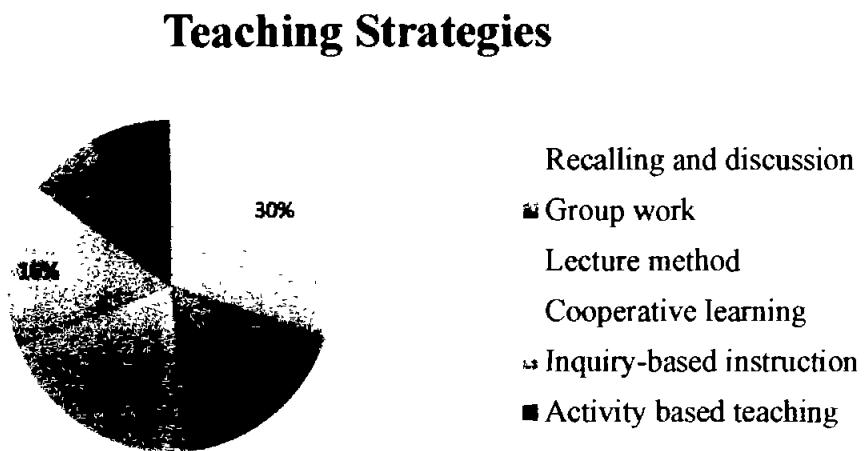


Figure 4.2 Teaching strategies effectively used by teachers

The researcher asked teachers about teaching strategies (e.g., discussion, lecture, cooperative learning, inquiry/investigation, etc.) which are applied for promoting patriotism and national integration. Around 30% of respondents stated that “*recalling and discussion can be denoted as best teaching strategies*” while 21% stated that the “*lecture method is the best teaching strategy*”. Almost 16 % of respondents stated that “*collaborative cooperative learning, while 18% reported that group work are the best teaching strategies for an interactive class*” and 7% of teachers responded that “*inquiry-based instruction is a good method of teaching*”. Whereas 8% of teachers said that

“arranging study tours, storytelling methods, activity-based teaching chats about national heroes are the best ways to teach patriotic values”. Moreover, teachers suggested that:

“The essential thing is that students are placed in the active role of solving a complex, real-world problem that has no simple, pre-determined ‘right’ solution. The methods and tools that teachers should use include demonstrations, laboratories, and projects, contests, utilizing of real objects, and supervised experience”.

4.2.1.5 Assessment techniques to evaluate Pakistan studies curriculum

The researcher asked teachers about assessment techniques that may be used to assess the Pakistan studies curriculum for promoting solidarity and love for the motherland. Responses of participants have been presented in Figure 2.2.

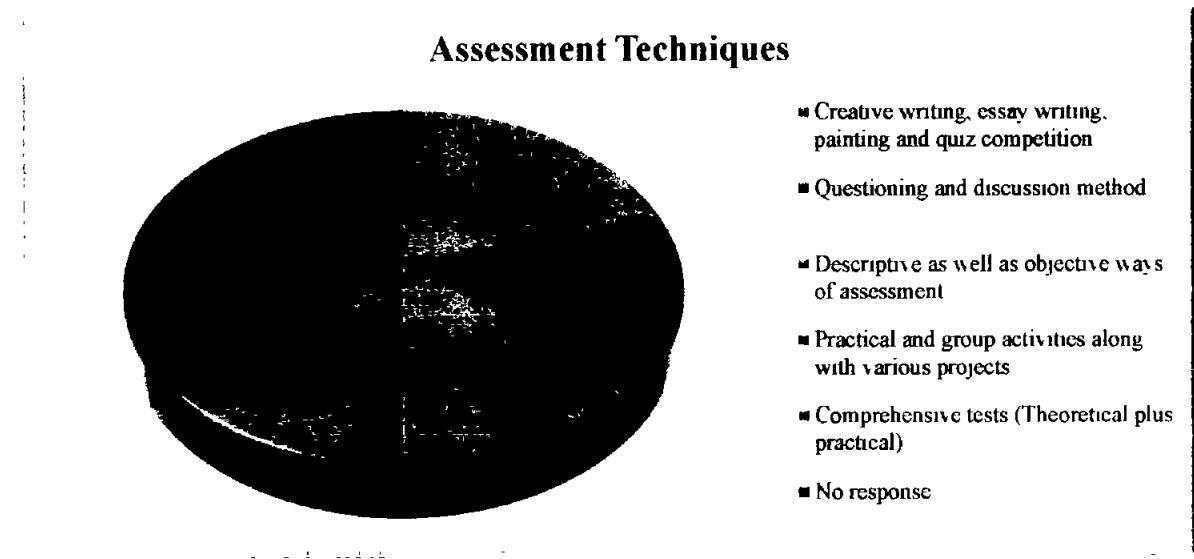


Figure 4.3 Assessment Techniques

Among the answers, 21% of respondents stated that “*creative writing, essay writing, painting, and quiz competition are the best ways to assess the knowledge of individuals*” while 15.3 % of teachers specified that “*questioning and discussion method are good ways of assessments*”. Moreover, 14% stated that “*descriptive and objective ways of assessment are the best methods*” whereas 12% teachers said that conducting “*practical group activities and various projects could be better ways of assessment*”. Other than that, 5% of teachers stated that “*comprehensive tests (theoretical and practical) are the best*” ways for assessment. It is vital to say that responses of 33% of participants were blank against this question.

4.2.1.6 Curricular and co-curricular activities being arranged by the school

The researcher asked the teachers about curricular and co-curricular activities that the school administration is arranging in to promote love/respect of nation among students. The teachers were further asked to suggest curricular and co-curricular activities that can promote patriotism and national integration among students.

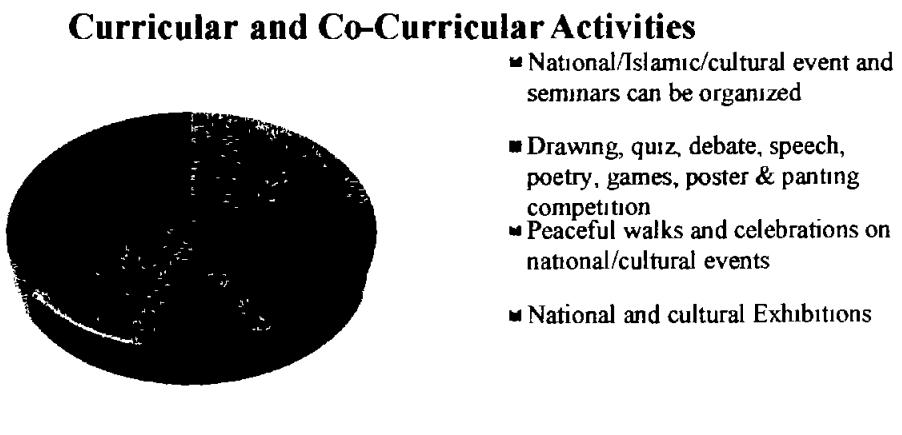


Figure 4.4 Curricular and Co-Curricular Activities

Among the teachers, 24% of teachers stated that *national, Islamic as well as cultural events and seminars could be organized to promote love/respect of nation among students*, which are key indicators for developing patriotism and national integration among students. Likewise, 19% of respondents stated that *drawing, quiz, debate, speech, poetry, games, poster and painting competition are best activities* for promoting patriotism and national integration among students. Responses of 12% of teachers indicated that *peaceful walks and celebrations at national/cultural events* are a positive sign for developing the love for country among students while 10% of teachers stated that *national and cultural exhibitions* could prove very effective in this regard. It has been argued by four percent of participants that *educational administrators may arrange study tours* for making students familiarize themselves with their national and cultural heritage as this familiarity can play a contributive role in developing patriotism and national integration among students. Responses of 31% of teachers were blank against this statement.

4.2.1.7 Problems faced by teachers in the promotion of patriotism and national integration

The researcher explored the problems that teachers face in promoting the concepts of patriotism and national integration. Responses of 16% of teachers indicated that the *background knowledge of students is insufficient for discussion where students usually do not have enough knowledge about Pakistan and have visited very few places*. 15% of teachers stated that *lack of interest, as well as accurate knowledge and sufficient material about the concepts of Pakistan history, Islamic Ideology, patriotism, and national integration*, are major problems that are being faced by teachers in the

promotion of patriotism and national integration. Some other major problems in the promotion of patriotism and national integration discussed by 13% of teachers have been described in the following manner:

Many political, economic, and national issues are going on in real life.

Many negative thinking people in our country spoiled the achievements of many heroes of our country. I think a good history is very difficult to present among students. The syllabus is very lengthy, and the time of the session is short.

Other teachers, who comprised 7% of the responses, stated that some of the problems they faced were nepotism/favoritism, misperception, insufficient audio-visual aids, domestic problems of the students and teachers, and religious and linguistic issues. While discussing major issues in the promotion of patriotism and national integration, 5% of respondents gave the following response:

Unfortunately, students have no clue about patriotism; teachers do not discuss relevant facts. National integration and patriotism should be taught through teaching with the help of special activates. Patriotism requires sacrifice, and often, students are not willing, so the love for the country must be instilled in their hearts.

On the other hand, among the teachers, responses of 44% of respondents were blank against this statement.

4.2.1.8 Suggestions to promote patriotism and national integration

The researcher asked teachers to provide suggestions for promoting the concepts of patriotism and national integration among students. In response to this question, 29% of teachers stated that *different national and cultural events/seminars/discussions, curricular and co-curricular activities such as day celebration quizzes, Bazme-Adab classes, Pakistani films, and teaching of history of our heroes could effectively promote patriotism*. Likewise, 17% of teachers indicated *a need to familiarize students with all historical events, movements, famous personalities, and their hardships through short stories and documentaries*. Responses of 14% teachers declared that *there should be uniformity of syllabus in the whole country and only national heroes should be included in that curriculum*. Meanwhile, 12% of teachers recommended that *there be more content related to Islamic values and patriotism in all the classes. And we must show respect to our own culture to promote our trends and traditions*. In the same scenario, 11% of teachers gave the following suggestion:

Political leaders should promote nationalism by implementing the Pakistan constitution in a true sense and discourage provincialism. Parents and teachers should make students avoid practices of foreign culture. It is the greatest way to promote patriotism and national integration among students.

Other than these responses, 10% of teachers stated that *by following the idea of Islam and teaching Islam, keeping in view the traditions of Madinah State, we could make our students patriotic citizens and good human being*, while 9% of teachers

responded that *regular trips to national monuments and the use of practice-oriented instructional strategies by teachers to ensure each individual of the classrooms in all activities can promote patriotism and national integration.*

4.2.1.9 Summary

The researcher explored the importance of teaching patriotism and national integration to the students among teachers where 21% of respondents stated that it is necessary to teach patriotism as "it will contribute to making them faithful, loyal, patriotic, good, and responsible citizens (nice humans)". Teachers were also asked about the availability of content related to patriotism and national integration in Pakistan Studies textbooks of secondary level where some of them suggested that a core curriculum along with extracurricular activities might be introduced. The research was carried out by the Pakistan Education Foundation.

Researchers also proceeded to ask teachers about their teaching strategies for promoting patriotism and national integration where 27% of respondents stated that "recalling and discussion" can be denoted as the one of the best teaching strategies. Moreover, 14% said that the lecture method is the best teaching strategy for an interactive class while 7% of teachers responded that inquiry-based instruction is a good method of teaching. Teachers were also asked to suggest curricular and co-curricular activities to promote love/respect of nation among students where they stated that many people in our country have spoiled the achievements of our national heroes.

The researcher proceeded to explore the problems that teachers face in promoting the concepts of patriotism and national integration. According to responses, it was

deduced that teachers have no clue about patriotism as they do not discuss the special activities in order to teach patriotism and national integration. It is concluded by teachers that the Pakistan studies curriculum should promote unity among different socio-cultural, political, and economic identities for creating a national outlook where teachers must also show respect to our own culture to facilitate our trends and traditions.

4.2.2 Discourse Codes of Curriculum for Pakistan studies Grade IX-X 2006 and 2019

The following discourse codes have been sorted out keeping in view the variables and subthemes of the curriculum and the text book of Pakistan Studies for the content analysis.

Table 4.78

Discourse code No. 4.1.1- 4.1.2- 4.1.3- 4.1.4- 4.1.5- 4.1.6- 4.1.7- 4.1.8

Themes	Discourse Code	Original Text	References	Page No
Islamic-values	4.1.1	Explain the ideology of Pakistan with reference to the basic values of Islam.	Curriculum for Pakistan studies Grade ix-x 2018	2
Women-rights	4.1.2	Describe briefly the history of women's rights with special reference to Islam in the light of Quran and Sunnah	Curriculum for Pakistan studies Grade ix-x 2018	6
Muslim-world	4.1.3	Pakistan and the Muslim world.	Curriculum for Pakistan studies Grade ix-x 2018	9
integrity	4.1.4	Identify the major features of Pakistan's culture and commonality in regional cultures leading to National integration and cohesion.	Curriculum for Pakistan studies Grade ix-x 2018	12
Linguistic-plurality	4.1.5	Pakistan Languages • National • Regional	Curriculum for Pakistan studies Grade ix-x 2018	12

Evolution of languages	4.1.6	Trace the origin and evolution of national and regional languages.	Curriculum for Pakistan studies Grade ix-x 2018	12
Minorities-contribution	4.1.7	Trace the contribution and achievement of minorities in nation building	Curriculum for Pakistan studies Grade ix-x 2018	12
Responsible-citizen	4.1.8	"Enable all students to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society "	Curriculum for Pakistan studies Grade ix-x 2018	1

The discourse code 4.1.1 shows that the Curriculum for Pakistan studies grade ix-x 2019 focuses on religious harmony and provide knowledge about Islamic religious values. Discourse code 4.1.2 provides knowledge about women's rights, justice, equality, freedom while discourse code 4.1.3 talks about brotherhood, Pakistan, and the Muslim world. It is stated that course code 4.1.4, identifies regional cultures which discuss national integration. Discourse 4.1.5 shows that the curriculum provides information about Pakistani national and regional languages where discourse 4.1.6 evaluates the national and regional language. Discourses 4.1.5 and 4.1.6 talk about linguistic plurality. In Pakistan studies curriculum document, discourse code 4.1.7 shows the contributions of minorities in nation-building. Discourse code 4.1.9 discusses ways in which students can play their role as responsible citizens in society.

Table No. 4.79

Discourse code No. 4.1.9- 4.1.10- 4.1.11- 4.1.12- 4.1.13- 4.1.14- 4.1.15- 4.1.16

Themes	Discourse Code	Original text	References	Page No
Constitutional- Protection	4.1.9	Constitutional provisions with reference to women's rights and Protection.	Curriculum for Pakistan studies Grade ix-x 2018	6
Natural- resources	4.1.10	Use the knowledge of Pakistan Studies to appreciate our world and be better citizens contributing effectively to conservation of natural resources.	Curriculum for Pakistan studies Grade ix-x 2018	13
Safety- security	4.1.11	Describe Government's efforts regarding women's protection and women's Empowerment	Curriculum for Pakistan studies Grade ix-x 2018	6
Nuclear- power	4.1.12	Discuss Pakistan's emergence as Nuclear Power	Curriculum for Pakistan studies Grade ix-x 2018	8
Resilience	4.1.13	Describe the need and importance inter-faith harmony, tolerance, road safety, disaster risk management and resilience against terrorism.	Curriculum for Pakistan studies Grade ix-x 2018	12
Cultural- diversity	4.1.14	Pakistan Society and Culture, National, Regional, Arts, dresses, festivals, heritage, crops and folklore.	Curriculum for Pakistan studies Grade ix-x 2018	12
Traditions	4.1.15	Explain the salient features of Pakistani society with reference to the social values, customs and traditions	Curriculum for Pakistan studies Grade ix-x 2018	12
Tourism	4.1.16	Describe the importance of tourism and highlight natural and cultural attractions of Pakistan for tourism.	Curriculum for Pakistan studies Grade ix-x 2018	12

The discourse code 4.1.9 shows that the Curriculum for Pakistan studies Grade, ix-x 2019 focuses on women's rights, Justice, equality while providing knowledge about constitutional protections. Discourse 4.1.10 provides knowledge about natural resources.

In contrast, 4.1.11 discourse code talks about safety and security. It is stated that discourse code 4.1.12 shows that the curriculum provides information about Pakistan's nuclear emergence. Discourse 4.1.13 describes the importance of inter-faith harmony and resilience against terrorism while 4.1.14 evaluates the national and regional arts, dresses, and cultural heritage. Discourse code 4.1.15 talks about Pakistani culture and traditions while curriculum document 4.1.16 discourse code shows the importance of tourism.

4.2.3 Discourse Codes of Pakistan studies Grade IX-X

Table 4.80

Discourse code No. 4.1.2.1- 4.1.2.2- 4.1.2.3- 4.1.2.4- 4.1.2.5- 4.1.2.6- 4.1.2.7- 4.1.2.8

Themes	Discourse Code	Original text	References	Page No
Religious- harmony	4.1.2.1	Religion is not merely a set of prayers but it affects the entire social life of a nation.	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	2
Islamic- Values	4.1.2.2	A society based on the golden principles of Islam be established, where Islamic values like justice, equality, freedom and tolerance would be promoted	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	5
Religious- festivals	4.1.2.3	The majority of the population of Pakistan are Muslims. They celebrate their different religions and social festivals with fervour.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	106
Human- Rights	4.1.2.4	Brotherhood, equality, and fraternity are the basic tenets of our religion, culture and civilization	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	5

Democracy	4.1.2.5	Islam is a democratic system in its spirit.	Pakistan studies textbook Class-9 th , Reading Unit-1. The ideological basis of Pakistan.	5
Liberty	4.1.2.6	Islam and its party should be connected in a harmonious	Pakistan studies textbook Class-9 th , Reading Unit-2. The ideological basis of Pakistan.	23
Tolerance	4.1.2.7	Pakistani culture reflects the Islamic values like tolerance, respect for humanity, modesty, self-respect and courage.	Pakistan studies textbook Class-10 th , Reading Unit-6. Foreign Relations of Pakistan.	31
Harmony	4.1.2.8	Pakistan is always willing for the unity of Islamic world and it has played an important role for creating harmony and cooperation among them.	Pakistan studies textbook Class-10 th , Reading Unit-6. Foreign Relations of Pakistan.	36

The discourse code 4.1.2.1 shows that the Pakistan studies textbook of 9th Class, Reading Unit-1 focuses on religious harmony and provides knowledge about religion. The course does not merely comprise of a set of prayers but also gives the code of social life. Course code 4.1.2.2 provides Islamic values and discusses the principles of Islam, justice, equality, and freedom while discourse code 4.1.2.3 talks about human rights, brotherhood and equality. It is stated that course codes 4.1.2.4, 4.1.2.5 and 4.1.2.6 talk about the development of democracy, Islamic and social values among students. In Pakistan studies curriculum, document 4.1.2.7 discourse code talks about women with equal rights in society without discrimination and encourages the positive role for creating harmony. Discourse code 4.1.2.9 talks in length about Pakistani religious

festivals. Discourse codes 4.1.2.6 and 4.1.2.7 Pakistan studies textbook have been taken from 10th Class.

Table 4.81

Discourse code No. 4.1.2.9- 4.1.2.10- 4.1.2.11- 4.1.2.12- 4.1.2.13- 4.1.2.14- 4.1.2.15

Themes	Discourse Code	Original text	References	Page No
National-Cohesion	4.1.2.9	Collective thinking of a nation on a single agenda for a specific purpose is also called ideology.	Pakistan studies textbook Class-9th, Reading Unit-1. The ideological basis of Pakistan.	1
Brotherhood	4.1.2.10	A Muslim is the brother of another Muslim and he does not deceive and betray him and does not backbite him. Hadith-2747 Sunan at-Tirmidhi	Pakistan studies textbook Class-9th, Reading Unit-1. The ideological basis of Pakistan.	9
Fundamental-rights	4.1.2.11	All citizens of Pakistan shall be guaranteed fundamental rights without making any discrimination on the basis of race, political, economic or any other grounds.	Pakistan studies textbook Class-9th, Reading Unit-2. The ideological basis of Pakistan.	38
Equal rights	4.1.2.12	Under 1973 Constitution of Pakistan, human beings have the right to live as free and equal members of the society.	Pakistan studies textbook Class-9th, Reading Unit 4. women's Empowerment.	10
Economic-Stability	4.1.2.13	The industrial institutions began to pay all duties and taxes to the government, which increased the national income, as the country advanced towards progress.	Pakistan studies textbook Class-10th, Reading Unit-5. History of Pakistan-II (1971 till today)	8

Equal-Representation	4.1.2.14	The provinces have been given equal representation in Senate and it is a permanent House.	Pakistan studies textbook Class-10 th , Reading Unit-5. History of Pakistan-II (1971 till today)	11
Integration	4.1.2.15	Identify the major features of Pakistan culture and commonality in regional cultures leading to National Integration and cohesion.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	93

The discourse code 4.1.2.9 shows that Pakistan studies textbook Class-9th reading unit-1 discusses the ideological basis of Pakistan and focuses on national cohesion while providing collective thinking of a nation. Course code 4.1.2.10 of Class-9th reading unit-1 provides knowledge about brotherhood while Class-9th reading unit-2 and 4.1.2.11discourse codes talk about fundamental rights. The discourse code 4.1.2.12 shows that the Pakistan studies textbook Class-9th reading unit 4 talks about women empowerment and freedom. Course code 4.1.2.13 Pakistan studies textbook Class-10th reading unit-5 is about the history of Pakistan-II (1971 till today) and describes its economic stability. Code 4.1.2.14 class-10th reading unit-5 evaluates equal representation while discourse code 4.1.2.15 Pakistan studies textbook Class-10th reading unit-9 talks about national integration.

Table 4.82

Discourse code No. 4.1.3.1- 4.1.3.2- 4.1.3.3- 4.1.3.4- 4.1.3.5- 4.1.3.6- 4.1.3.7

Themes	Discourse Code	Original text	References	Page No
Poetry and literature	4.1.3.1	Our regional mystical poetry and literature is also a source of expression of our common cultural heritage.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	107
National language	4.1.3.2	Urdu has a vital role in producing cohesion in Pakistan.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	107
Regional languages	4.1.3.3	Punjabi is an ancient language of the Punjab. Sindhi is an ancient language which is spoken in the province of Sindh. Pashto is spoken in the province of Khyber Pakhtunkhwa. The Balochi language is spoken in the province of Balochistan.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	111
Provincial languages	4.1.3.4	Kashmiri language is linked to the language of the Indus Valley. Saraiki language is spoken on both sides of the River Indus in the central regions of Pakistan. Brahvi language are living in the Kalat. Hindko language is spoken in the districts of Rawalpindi and Attock	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	115

Identity pride	4.1.3.5	Opinion of Wazir Khan about the and of Islamabad and divided into Cultural perspectives of the different provinces of Pakistan most important amongst which Sufi of Alight, Allah is Great and Dawn (Mard-e-Nihra 17)	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	10
Pride	4.1.3.6	The world's second highest mountain peak K-2 is located in the same mountain range, that is 8611 metres above the sea level.	Pakistan studies textbook Class-9th, ReadingUnit-3. Land and environment.	62
Peace & prosperity	4.1.3.7	Pakistan is playing a very effective role against terrorism and extremism in the world.	Pakistan studies textbook Class-10th, Reading Unit-6. Foreign Relations of Pakistan.	50

The discourse code 4.1.3.1 shows that Pakistan studies textbook of 10th Class, Reading Unit-9 focuses on poetry and literature and provides knowledge about Pakistani culture. Discourse code 4.1.3.2 10th Class Reading Unit-9 provides knowledge about national languages. However, discourse code 4.1.3.3 and 4.1.3.4 also talk about different Pakistan-speaking languages in separate provinces. It is stated that discourse codes 4.1.3.5 textbook Class-9th Reading Unit-1 and 4.1.3.6 textbook Class-9th ReadingUnit-3 talks about identity pride. In Pakistan studies textbook Class-10th Unit-6 foreign relations of Pakistan are discussed while 4.1.3.7 discourse code talks about peace and prosperity.

Table 4.83

Discourse code No. 4.1.3.9- 4.1.3.10- 4.1.3.11- 4.1.3.12- 4.1.3.13- 4.1.3.14- 4.1.3.15

Themes	Discourse Code	Original text	References	Page No
Equal- Status	4.1.3.9	Here non-Muslims will get equal status with Muslims	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	6
Equity	4.1.3.10	Islam has laid the foundation of a society in which everyone, rich or poor are equal. No one is superior to another.	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	9
Justice	4.1.3.11	No society can develop without justice and equity. Justice and equity demands that everyone in the society gets his due	Pakistan studies textbook Class-9th, ReadingUnit-1. The ideological basis of Pakistan.	10
Protection	4.1.3.12	All the minorities living in Pakistan shall be fully free to lead their lives according to the basic principles of their religions and beliefs	Pakistan studies textbook Class-9th, ReadingUnit-2. The ideological basis of Pakistan.	38
Judiciary	4.1.3.13	It was guaranteed that the judiciary would work independently, and security of service would be ensured for judges	Pakistan studies textbook Class-9th, ReadingUnit-2. The ideological basis of Pakistan.	40

Equality	4.1.3.14	Islam is a religion of nature. According to its teachings, all human beings are equal in terms of basic rights.	Pakistan studies textbook Class-9 th , Reading Unit 4 women's Empowerment.
Unified	4.1.3.15	A uniform system of education should be implemented in the whole country.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan 100

The discourse code 4.1.3.9 shows that Pakistan studies textbook Class-9th Reading Unit-1 talks about the ideological basis of Pakistan and focuses on non-Muslims' status among Muslims while providing collective thinking of a nation. Discourse code 4.1.3.10 Class-9th, Reading Unit-1 provides knowledge about brotherhood while Class-9th, Reading Unit-2 and 4.1.3.11d discourse code talk about justice as no society can develop without it. It is stated that discourse code 4.1.3.12 Class-9th, Reading Unit-2 shows the Pakistan movement and emergence of Pakistan giving knowledge about its protection. 4.1.3.13 textbook Class-9th Reading Unit-2 describes judiciary that would work independently. Code 4.1.3.14 textbook Class-9th, Reading Unit 4 talks about women's empowerment and also talks about Islam as a religion of peace. Discourse code 4.1.3.15 Pakistan studies textbook Class-10th, Reading Unit-9 talks about population, society and culture of Pakistan while highlighting the uniform system of education that is implemented in the whole country.

Table 4.84

Discourse code No. 4.1.4.1- 4.1.4.2- 4.1.4.3- 4.1.4.4- 4.1.4.5- 4.1.4.6- 4.1.4.7- 4.1.4.8

Themes	Discourse Code	Original text	References	Page No
National- reconstruction	4.1.4.1	In ideology of pakistan, democracy is an important pillar. National reconstruction depends on the flourishing of national sentiments, the success of democracy	Pakistan studies textbook Class-9th, Reading Unit-1. The ideological basis of Pakistan.	6
The rule of law	4.1.4.2	Democracy has been sealed by binding the rulers to make decisions through mutual consultation	Pakistan studies textbook Class-9th, Reading Unit-1. The ideological basis of Pakistan.	9
Women - Rights	4.1.4.3	Islam gave women equal rights, protection of dignity, share in inheritance, right to education and training, right to vote and right to counsel.	Pakistan studies textbook Class-9th, Reading Unit 4. women's Empowerment.	96
Independent- judiciary	4.1.4.4	A guarantee has been provided for an independent judiciary.	Pakistan studies textbook Class-10th, Reading Unit-5. History of Pakistan-II (1971 till today)	11
Overseas right to vote	4.1.4.5	The government gave the right to vote to Pakistanis living abroad which developed their interest towards Pakistan.	Pakistan studies textbook Class-10th, Reading Unit-5. History of Pakistan-II (1971 till today)	20

Foreign-policy	4.1.4.6	The main objective of Pakistan's foreign policy is the security of its borders, freedom and sovereignty. When Pakistan emerged on the world map, it was necessary for it to make appropriate arrangements for the safety and security.	Pakistan studies textbook Class-10 th , Reading Unit-6. Foreign Relations of Pakistan.	31
Atomic-Power	4.1.4.7	Atomic blasts on 28th May 1998. This made Pakistan the 7 th atomic power of the world.	Pakistan studies textbook Class-10 th , Reading Unit-5. History of Pakistan-II (1971 till today)	20
Mutual-values	4.1.4.8	When the people of a nation live together for a long period of time, then they have the following similar points: mutual values, tradition and customs, local law, entertainments, sports, arts and rules of community life.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	103

The discourse code 4.1.4.1 shows that the Pakistan studies textbook Class-9th, Reading Unit- talks about the ideological basis of Pakistan while focusing on national reconstruction. It provides knowledge about national rebuilding which depends on the flourishing of national sentiments. 4.1.4.2 Discourse code textbook Class-9th, Reading Unit-1 provides knowledge regarding the rule of law. However, discourse code 4.1.4.3 textbook Class-9th, Reading Unit 4 again talks about women's empowerment and equal rights. Course 4.1.4.4 Class-10th, Reading Unit-6 is about the history of Pakistan II (1971 till today) and also discusses the independent judiciary. It is stated that discourse codes 4.1.4.5 textbook Class-10th, Reading Unit-6 further discusses the history of Pakistan-II (1971 till today) and provides knowledge about voting rights. Course 4.1.4.6 10th, Unit-6 talks about foreign policy while Pakistan studies textbook Class-10th, Unit-5 talks about

the history of Pakistan-II (1971 till today). Course 4.1.3.7 discusses Pakistan as the 7th atomic power while discourse code 4.1.4.9 Pakistan studies textbook Class-10th, Reading Unit-9 is regarding the population, society, and culture of Pakistan along with our mutual values.

Table No. 4.85

Discourse code No. 4.1.4.9- 4.1.4.10- 4.1.4.11- 4.1.4.12- 4.1.4.13- 4.1.4.14- 4.1.4.15- 4.1.4.16

Themes	Discourse Code	Original text	References	Page No
Social-Values	4.1.4.9	Respect for elders, love for the young and showing respect for women are our values. People share each other's grief and joy.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	104
Traditional-Food	4.1.4.10	Different areas of Pakistan have different food preferences.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	104
Traditional-dresses	4.1.4.11	Pakistani dresses are made keeping in mind climatic and religious needs.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	104
Fairs-Urses	4.1.4.12	Countless fairs and urses are organized each year in Pakistan.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	105
Sports	4.1.4.13	The Pakistani teams of cricket, hockey, and squash etc are world famous.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	105

Customs-traditions	4.1.4.14	Pakistan citizens behave according to specific customs and traditions on different occasions.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	106
Art-Craft	4.1.4.15	In the art of calligraphy famous calligraphists in Pakistan have created unrivalled masterpieces.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	106
Cultural-similarities	4.1.4.16	There are effects of Islamic values include, brotherhood, equality, social justice and honesty. Regional cultural similarities are a source of integration and cohesion.	Pakistan studies textbook Class-10 th , Reading Unit-8. Population, Society, and culture of Pakistan	107

The discourse code 4.1.4.9 shows that Pakistan studies textbook Class-10th, Reading Unit-9 population is regarding the society and culture of Pakistan and focus on our social values. It also provides collective thinking of a nation. Discourse code 4.1.3.10 textbook Class-10th, Reading Unit-9 provides knowledge about our national and traditional foods while textbook Class-10th, Reading Unit-9, and 4.1.4.11 discourse code talk about our national dresses. The discourse code 4.1.4.12 shows that the Pakistan studies textbook Class-10th, Reading Unit-9 provides knowledge about fairs and Urs. 4.1.3.13 textbook Class-10th Reading Unit-9 describes the different national sports while Code 4.1.3.14 textbook Class-10th Reading Unit-9 describes how Pakistani citizen behave in accordance with specific traditions and occasions. Discourse code 4.1.3.15 Pakistan studies textbook Class-10th, Reading Unit-9 is regarding population, society and culture of Pakistan and also talks about art and craft. Discourse code 4.1.3.16 Pakistan studies textbook Class-10th, Reading Unit-9 is about the people, society, and culture of Pakistan while providing knowledge about similarities in different cultures.

4.2.3.1 Summary

The discourse code 4.1.1 shows the Curriculum for Pakistan studies Grade ix-x 2018 focuses on religious harmony. The curriculum document provides knowledge about women's rights, justice, equality, freedom along with brotherhood, Pakistan, and the Muslim world.

The discourse code 4.1.9 shows that Curriculum for Pakistan studies Grade ix-x 2018 focuses on women's rights, justice, equality and also talks about the importance of inter-faith harmony and resilience against terrorism. Moreover, it provides knowledge about natural resources.

The discourse code 4.1.2.1 shows the Pakistan studies textbook of 9th Class, Reading Unit-1 focuses on religious harmony, principles of Islamic Justice, equality, freedom and the regulation of social life, which provides Islamic values.

Pakistan studies textbook Class-9th, ReadingUnit-1 focuses on national cohesion. Discourse code 4.1.2.10 provides knowledge about brotherhood and fundamental rights. Pakistan looks textbook Class-10th, reading unit-8 talks about integration.

The discourse code 4.1.3.1 shows the Pakistan studies textbook of 10th Class, Reading Unit-8, which focuses on poetry and literature. Discourse code for Class-10th, Unit-6 talks about peace and prosperity in a separate provinces.

The discourse code 4.1.3.9 shows the Pakistan studies textbook Class-9th, Reading Unit-1 focuses on the ideological basis of Pakistan and non-Muslim's status among Muslims. It provides collective thinking of a nation and brotherhood for a country.

The discourse code 4.1.4.1 shows the Pakistan studies textbook Class-9th, Reading Unit-1 discusses the ideological basis of Pakistan by focusing on national reconstruction. It provides knowledge about national rebuilding which depends on the flourishing of national sentiments. Discourse codes 4.3 and 4.5 give understanding on voting rights and women's empowerment.

Reading Unit-6 talks about the history of Pakistan II (1971 till today) and the independent judiciary along with the population, society, and culture of Pakistan and our mutual values. In Pakistan studies textbook Class-10th, Unit- discourse code shows Pakistan as a 7th atomic power.

Textbook Class-10th, Reading Unit-8 provides knowledge about traditional foods and fairs. Pakistan studies textbook Class 10th, reading unit 8 talks about art and craft. The population, society, and culture of Pakistan focus on social values. Discourse code shows similarities in different cultures. These finding help the researcher to examine the role of the Pakistan studies curriculum in promoting unity among the different socio-cultural, political, and economic identities for creating a national outlook. It also provides answer to the question that explores the role of the Pakistan studies curriculum in promoting unity among different identities for creating a national outlook.

4.2.4 Data Collected from Content Analysis (DCCA)

For content analysis following list of themes was generated. Firstly, the researcher has written a major theme, and then has provided sub-themes that are related to the major theme (Table 4.86). The rating scale that was used to review documents is as follows:

1 = Full extent, 2= Some extent, 3. Marginally, 4 = Not at all

Table 4.86

Available Content in Textbooks

S. No	Themes	Available content in textbooks
1.	Cultural Diversity	2
2.	Religious Harmony	1
3.	National Cohesion	1
4.	Linguistic Plurality	2
5.	Identity Pride	3
6.	Equality & Equity	3
7.	Democratic Citizenship	1
8.	Loyalty	2

According to above cited table the sufficient content related to religious harmony, national cohesion and democratic citizenship have reflected in the text books and the curriculum of Pakistan studies. However, reasonable the material related to the Linguistic plurality and loyalty have been included in the text book and curriculum document, The above mentioned table reflects that there is insufficient material regarding identity pride, equality and equity have been inducted in both the curriculum and text material.

The table 4.86 revealed the overall integration of key variables/themes related to national integration and patriotism in the National Curriculum of Pakistan Studies.

4.2.5 Data collected from curriculum developers

4.2.5.1 Demographic characteristics of curriculum developers

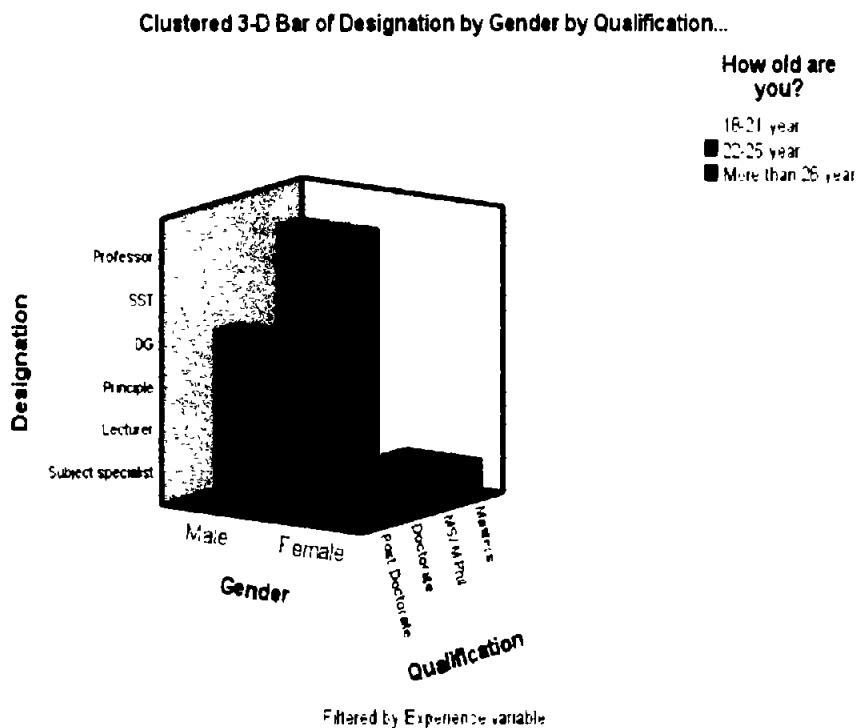


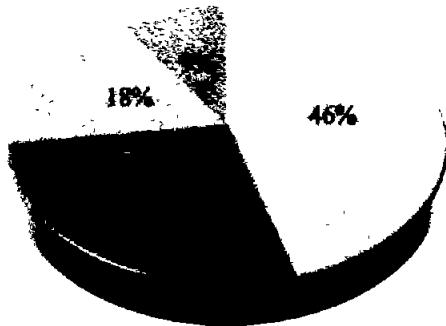
Figure 4.5 Demographic Information

Figure 4.5 illuminates the demographic characteristics of curriculum developers, the variables of which were gender (male, female), designation (SS, Lecturer, SST, DG, Professor and principle), age (More than 26 year), qualification (Masters, MS/ M.Phil, doctorate, post-doctorate (0. %) and experience (> 5 years) from capital territory of Islamabad. The curriculum developers voluntarily participated in this study.

4.2.5.2 Importance of promoting the concepts of national integration and patriotism

A researcher asked curriculum developers about the importance of promoting the ideas of national integration and patriotism among students that have been incorporated into the curriculum document for integrity and love for the motherland. Detail of responses has been depicted in Figure 4.6.

Importance of promoting the concepts of national integration and patriotism



- Promote sense of unity, togetherness and national harmony
- Motivate individuals to work, show loyalty
- Work diligently for the prosperity and progress of the country
- Providing safety and security from the loss of dissections

Figure 4.6 Promoting National Integration & Patriotism

The figure reflected that 46% of respondents stated that promoting these concepts can create a sense of unity and togetherness among the students 25% noted that these concepts motivated the individuals to work determinedly for nation development, while a same number of respondents (17%) said that if these concepts will be promoted among students, they will work diligently for the prosperity/ progress of the country and save it from the risk of dissections.

4.2.5.3 Objectives/SLOs related to national integration and patriotism in curriculum

When the researcher asked curriculum developers about how objectives/SLOs incorporated in the curriculum reflect the idea of national integration and patriotism, they stated that *objectives SLOs of Pakistan studies curriculum are explaining the reasons for pride in being Pakistani and patriotism, describing the importance of national Integration and patriotism, and discussing the problem of national integration and patriotism*. Furthermore, they stated that objectives related to the history of the topic of the *Indian subcontinent Pakistan movement, Pakistan ideology, national heroes, our*

heritage and resources of Pakistan, and respect of minorities are playing an important role in promoting the sense of national integration and patriotism.

4.2.5.4 Content related to national integration & patriotism in Textbooks

The researcher asked curriculum developers about the availability of content related to national integration and patriotism in Textbooks. Against these questions, 39% of respondents stated that topics based on the biographies of national heroes are closely related to the concepts of patriotism and national integration. 16% of respondents stated that topics related to the history of Pakistan serve as a great tool for developing a sense of patriotism and national integration among students. Responses of 15% of respondents stated that chapters related to Pakistan's geography and landscapes are also important. Likewise, reactions of the same number of curriculum developers (15%) described that chapters based on promotion/protection of Islamic values and two-nation theory are also playing an important role in promoting the sense of patriotism and national integration among students. A pictorial description of that data is given in the figure 4.7.

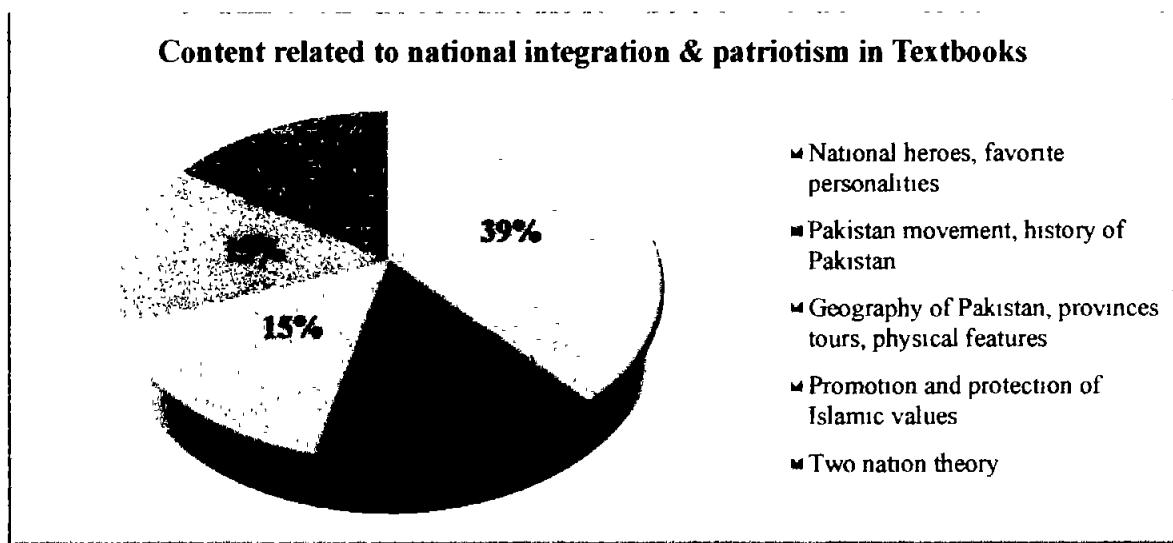


Figure 4.7 Content related to national integration & patriotism in Textbooks

4.2.5.5 Teaching strategies in curriculum document for promoting the sense of national integration and patriotism

When the researcher asked curriculum developers about teaching strategies/methods (e.g., discussion, lecture, cooperative learning, inquiry/investigation, etc.) that have been incorporated into the curriculum document for promoting national integration and patriotism, 31% participants stated that the inquiry method had been frequently included in the curriculum. 25% participants said that discussion-related material had been incorporated effectively, while 19% indicated that material related to cooperative learning had been incorporated efficiently. Meanwhile, 12% and 13% respondents said that material related to the lecture method, seminars, tours films, and videos speeches had also been included in the curriculum. A pictorial description of that data is given in the figure 4.8.

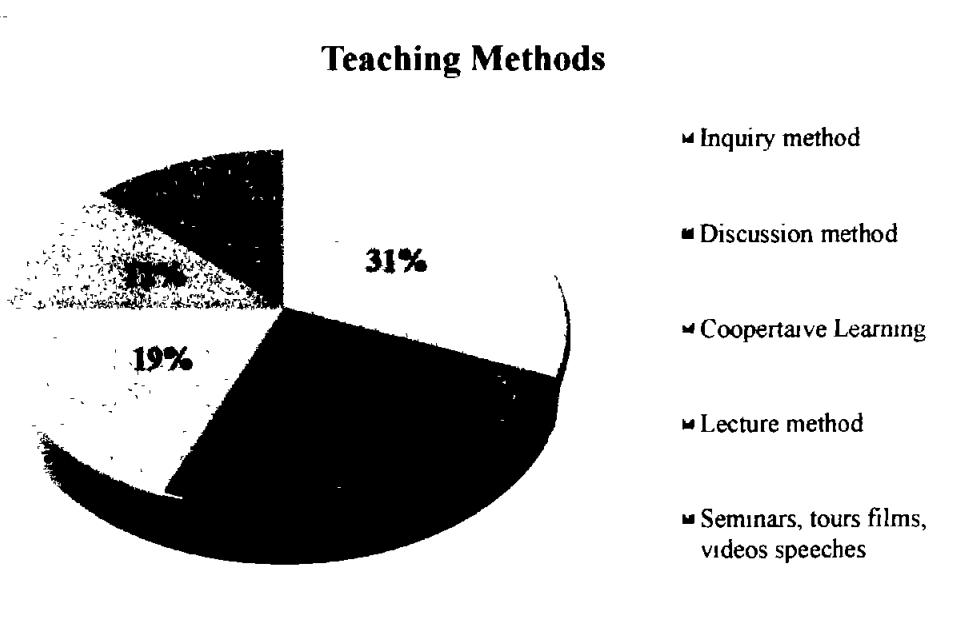


Figure 4.8 Teaching Methods

4.2.5.7 Major issues in the implementation of curriculum

The researcher explored from curriculum developers the problems that create hurdles in the effective implementation of the curriculum. Among the responses, 29% of the respondents stated that the major problem is lack of commitment, will, and courage, while 27% of participants noted that the major problem is lack of teaching interest, flawed education system, and different schools of thought. Responses of the same number of participants (19%) indicated that feudal system, multiparty system, provincialism, sectarianism, and the double standard of education due to socio-economic status can prove to be hurdles, while only 9% of respondents stated that insufficient knowledge and unfamiliarity of teachers with innovative educational trends are major hurdles in the successful implementation of the curriculum. A pictorial description of that data is given in figure 4.10.

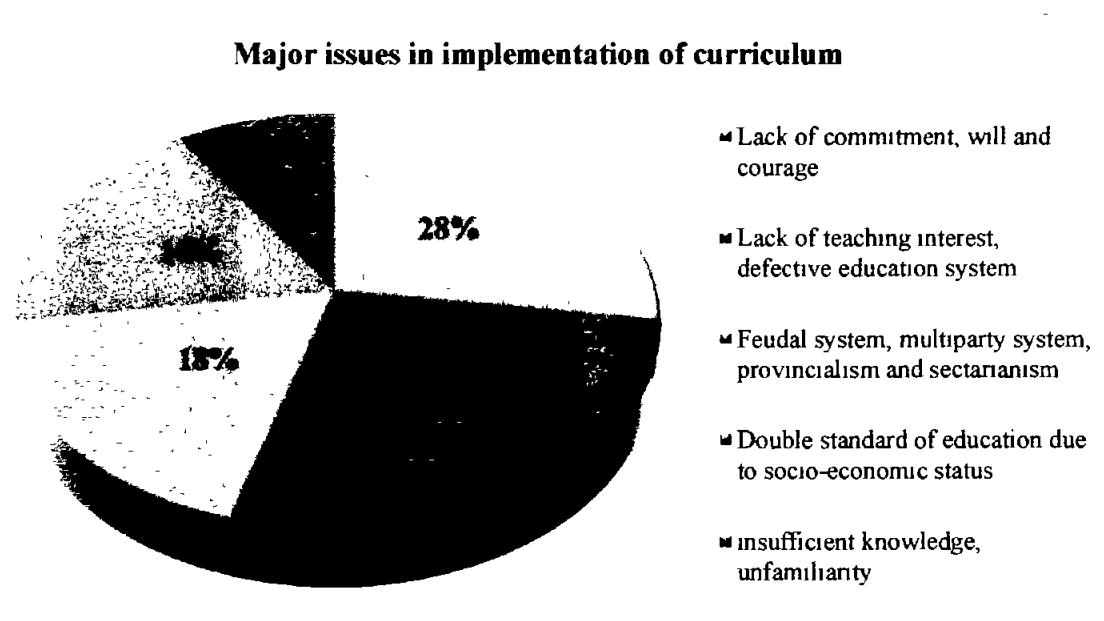


Figure 4.10 Major issues in the implementation of curriculum

4.2.5.8 Practical strategies for successful implementation of curriculum

The researcher asked curriculum developers about practical strategies for successful implementation of the curriculum of Pakistan Studies concerning national integration and patriotism at the secondary level. Curriculum developers put forward the following suggestions:

Encourage students to be proud of being Pakistani citizens, develop a feeling of love/ devotion and attachment to a homeland. Alliance of students with the students of other communities may be created by incorporating the concepts of national integration and patriotism in the curriculum.

Furthermore, they stated that:

Workshops should be conducted for awareness; special training should be given to teachers throughout the country. Arrange study tour for students so that they can view historical places and understand the sacrifices of Muslim and Pakistan army for Pakistan. National level campaigns should be started to promote national integration and patriotism.

Besides these initiatives, curriculum developers stated that for successful implementation of the curriculum of Pakistan Studies concerning national integration and patriotism at the secondary level, the following measures might be taken: *arranging quiz computation, making curriculum easy, appointing a skillful and dedicated teacher, familiarizing students with the role of Pakistan in the Muslim and Western world, introducing patriotism award. Efforts may also be*

made to bring all ethnic groups on pages as it can play an important role in this regard.

4.2.5.9 Summary

The researcher asked curriculum developers about the importance of promoting national integration and patriotism among students. 46% of respondents stated that promoting these concepts could create unity and togetherness. 17% said if these concepts are stimulated, they will work diligently for the prosperity/ progress of the country. The researcher asked curriculum developers which techniques are appropriate to evaluate the level of national integration and patriotism among students. Curriculum developers suggested a quiz computation, making curriculum easy, appointing a skillful teacher, familiarizing students with the role of Pakistan in the world and Muslim world, and introducing patriotism award.

4.2.6 Data collected from textbook writers

4.2.6.1 Demographic characteristics of textbook writers

In demographic characteristics of textbook writers, the variables were gender (male, female), designation (SS, Lecturer, SST, Professor and principle), age (More than 26 year), Qualification (Masters, MS/ M.Phil, Doctorate, Post-Doctorate (0.0%) and Experience (> 5 years) from capital territory of Islamabad. The textbook writers voluntarily participated in this study.

The researcher explored from textbook writers the importance of patriotism and national integration for learners. The responses from the participants would help in

answering the following question: Why is it important to promote the concepts of national integration and patriotism among students?

Among participants, 31.25% book writer elucidated that these concepts develop the sense of “togetherness, maintaining discipline, following rules and regulation, cultural harmony, national unity, and brotherhood among students”. In the same scenario, 25% of participants responded that to teach patriotism and national integration is need of the hour to follow the rules and regulations for polity harmony.

A pictorial description of that data is as follows.

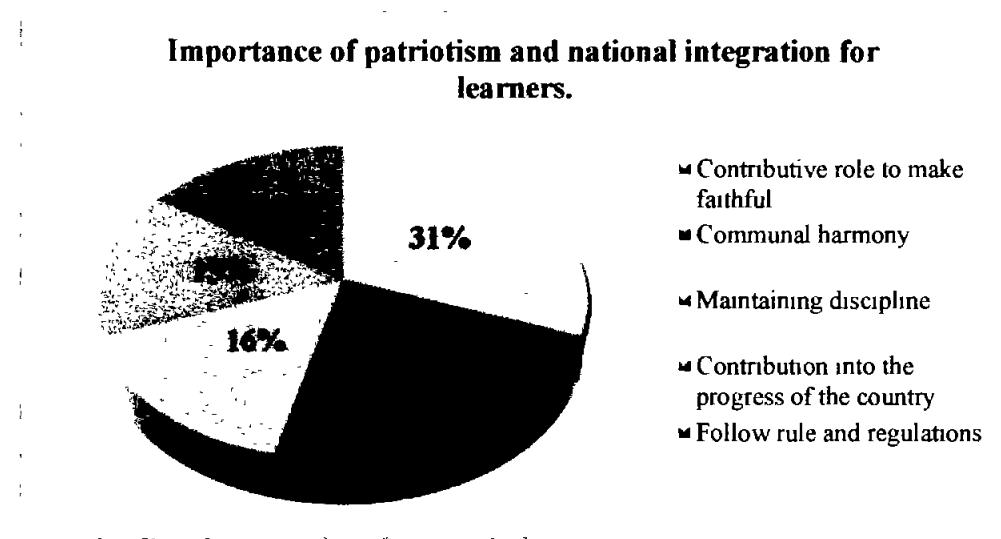


Figure 4.11 Promotion of national integration and patriotism

The study also went on to answer the following question: How national integration and patriotism-related objectives/ SLOs mentioned in the curriculum document related to having been incorporated into the Pakistan studies textbooks?

When the researcher asked textbook writers that how objectives/SLOs incorporated in the curriculum are reflecting the idea of national integration and patriotism, they stated that objectives/SLOs of Pakistan studies curriculum explain the

reasons for pride in being Pakistani and patriotism, describing the importance of national integration and patriotism while also discussing the problem of national integration and patriotism. Furthermore, 31% of respondents recommended thought-provoking activities, 25% responded that we need the required information related to these concepts, 19% of respondents responded in favor of adding appropriate content to inculcate civic values, while 13% of respondents stated that we need to encourage critical thinking abilities in human activities. However, 12% participants replied that cultural harmony inculcation of Islamic values is also important.

A pictorial description of that data is as follows:

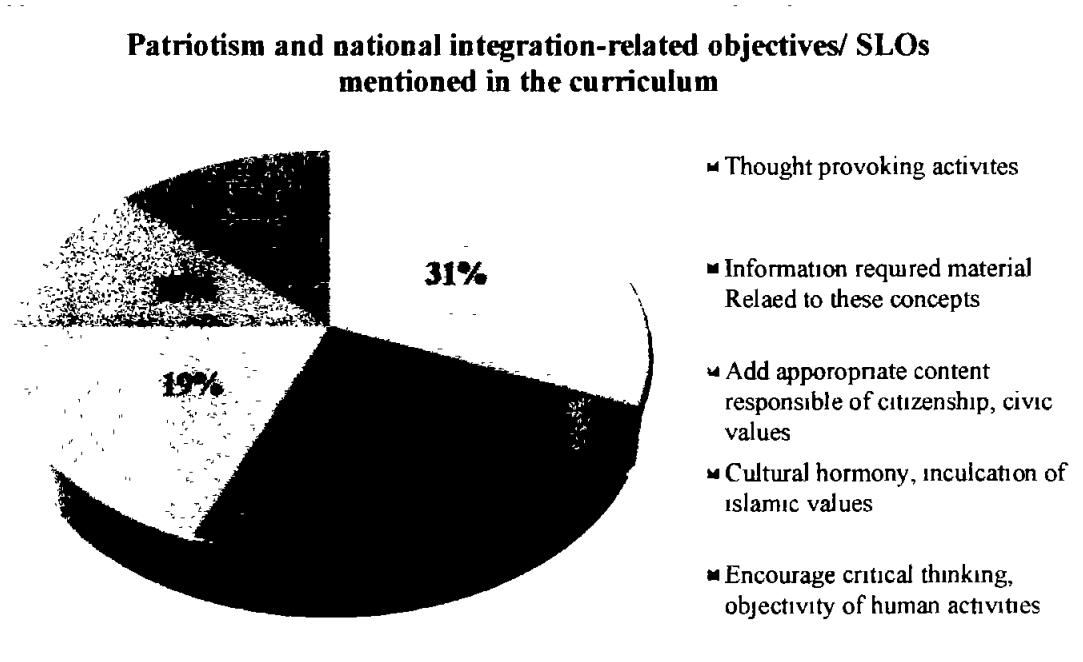


Figure 4.12 Patriotism and national integration-related objectives/ SLOs

Another question the study aimed to answer was: Which content (unit, chapters, lessons) have been included in Pakistan studies textbooks that deal with the concepts of national integration and patriotism?

The researcher asked textbook writers about the availability of content related to national integration and patriotism in Textbooks. In response to these questions, 25% of respondents stated that the topics are based on the ideological basis of Pakistan and history of Pakistan. 25% of respondents said that issues related to the cultural activities, traditions, sports have been discussed. Responses of 19% of respondents stated that chapters related to languages, poets, national heroes are also included. Likewise, responses of the same number of textbook writers (19%) described that chapters are based on Islamic values and social values. 12% of respondents responded that the material also discusses equal rights, empowerments of women which also play an important role in promoting patriotism and national integration among students.

A pictorial description of that data is as follows:

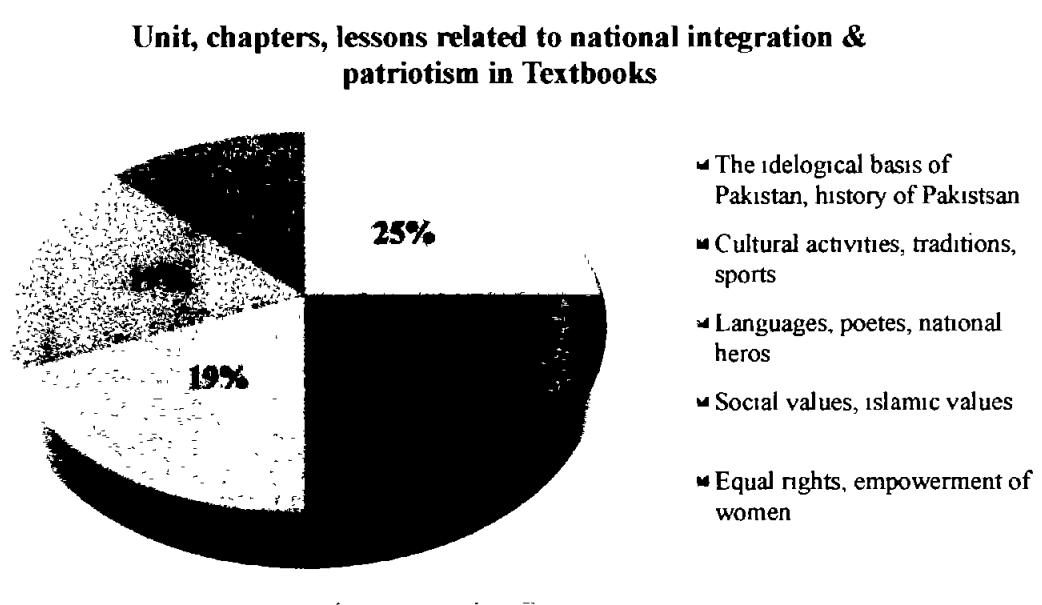


Figure 4.13 Unit, chapters, lessons related to national integration & patriotism

The fourth question that was tackled through the collected data were: What teaching strategies/methods (e.g., discussion, lecture, cooperative learning, inquiry/investigation,

etc.) have been suggested for promoting the concepts of national integration and patriotism?

When the researcher asked textbook writers about teaching strategies/methods (e.g., discussion, lecture, cooperative learning, inquiry/investigation, etc.) that have been incorporated into the curriculum document for promoting national integration and patriotism, 37% of respondents stated that they use discussions and debates while 19% said that cooperative learning, problem-solving skills are encouraged in teaching. Meanwhile, 19% of respondents respond indicated that they use investigation and quiz competitions whereas 13% and 12% respondents said that teaching material is focuses on decision making, student-centered learning and also utilizes documentary, films and plays.

A pictorial description of that data is as follows:

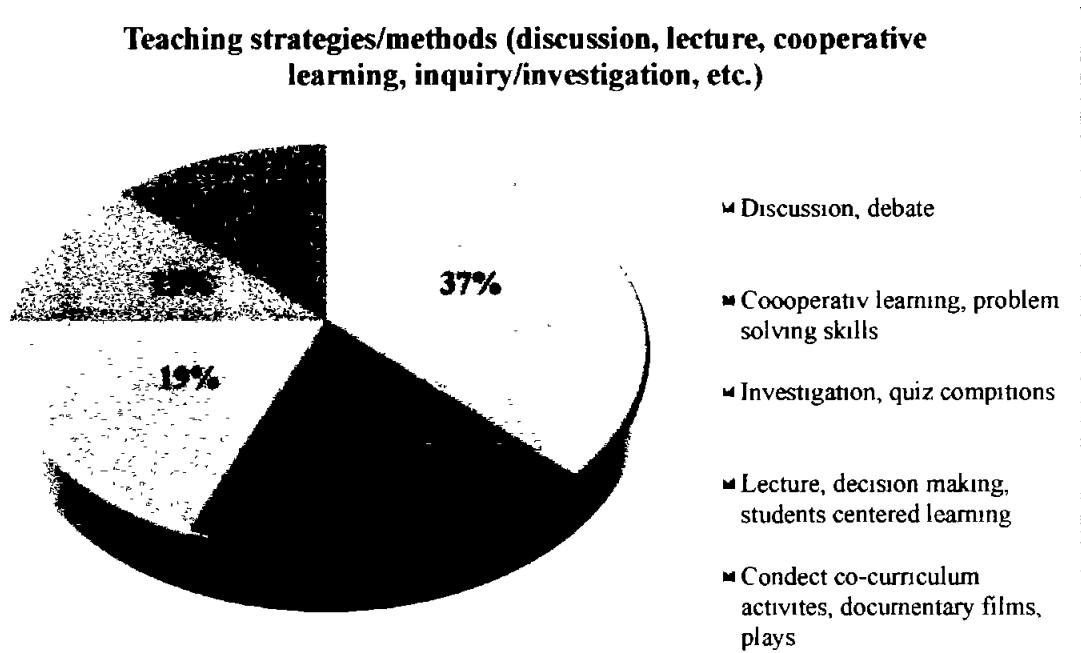


Figure 4.14 Teaching strategies/methods

The fifth question researcher tackled was: Which assessment techniques (observations, discussion, written test, etc.) were recommended to evaluate the national integration and patriotism-related concepts among students?

The researcher asked textbook writers which assessment techniques (i.e., objective type test, teachers' observations, discussion, group work, etc.) are appropriate to evaluate the level of national integration and patriotism among students. Among the participants, 31% of respondents voted for formative assessment, quizzes and essay writing while 25% said that summative assessments, monthly tests, final tests play a contributive role in teaching. 19% of respondents said that they conduct activities, assign projects, while 13% and 12% of respondents stated that they are in favor of examining performances through written tests, objective and subjective discussion as they are very effective for promoting patriotism and national integration among students.

A pictorial description of that data is as follows:

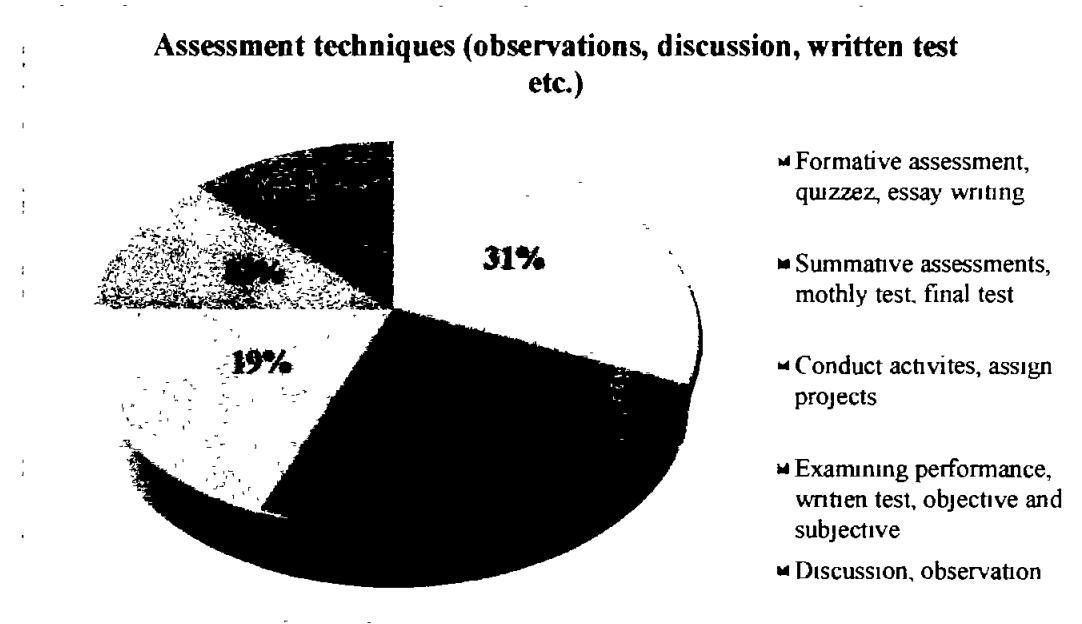


Figure 4.15 Assessment techniques

The sixth question tackled in this research was: What were some major issues related to the concept's development of national integration and patriotism among secondary-level students?

The researcher explored from textbook writers the problems that create hurdles in the effective implementation of the curriculum. Among participants, 31% of respondents stated that the major problem is the lack of content regarding national heroes while 25% of participants noted that the major problem is the young generation does not ponder about this matter. 19% of participants responded that lack of moral education, dishonesty, corruption, disunity is a problem. In contrast, 13% and 12% of respondents stated that western movies and songs are devoid of patriotism and national integration and political parties are also major hurdles in the way of successful implementation of the curriculum.

A pictorial description of that data is as follows:

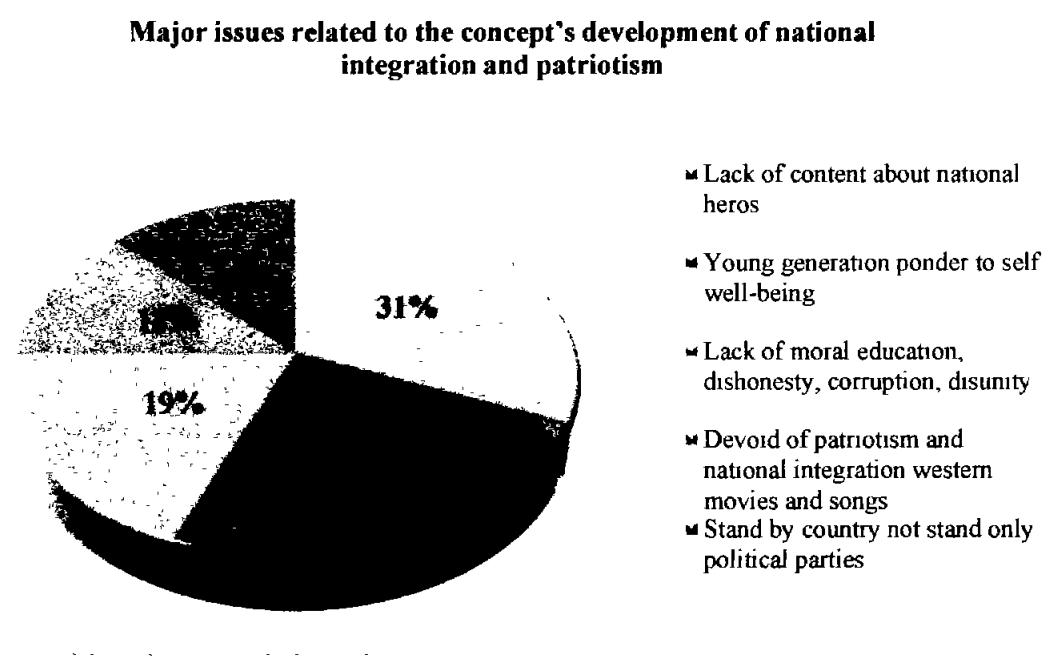


Figure 4.16 Major issues related to the concept's development

The seventh question tackled in the research was: Kindly suggest some practical ways to successfully implement the concepts of national integration and patriotism among students at the secondary level?

The researcher asked textbook writers to elaborate the practical ways of successfully implementing national integration and patriotism. In these responses, 25% of respondents stated that showing devotion, passion for serving the motherland, supporting national policies and national products is important while 19% of participants noted celebrating cultural events as well as national days is monumental. Meanwhile, 19% of participants' responses were regarding engagement in civic activities where they follow the vision of Quaid-e-Azam. Similarly, 12% of respondents stated that participating in society as good citizens is very effective for promoting a sense of patriotism and national integration among students.

A pictorial description of that data is as follows:

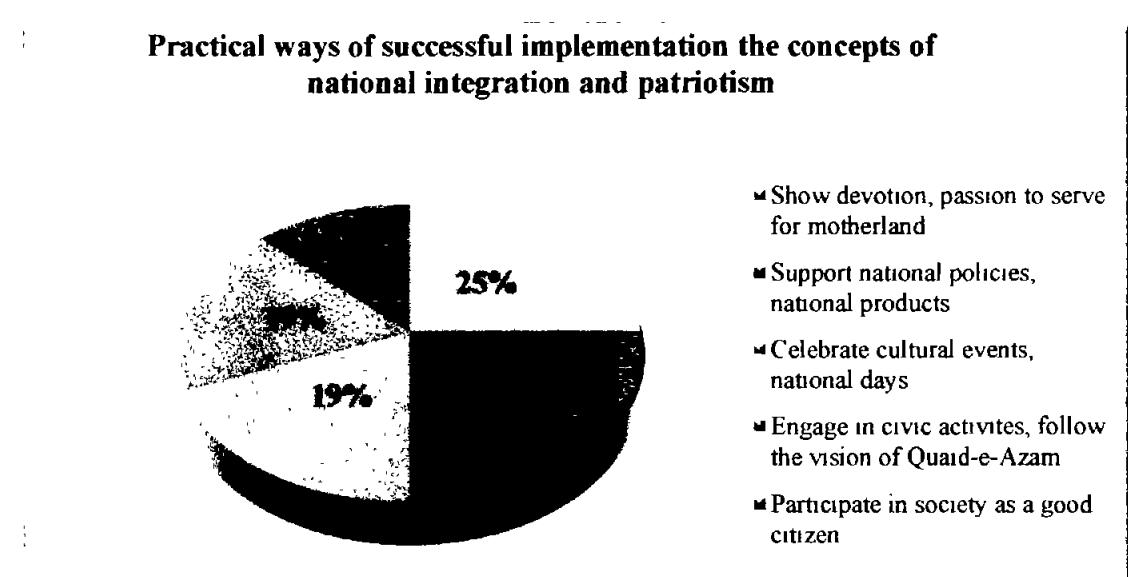


Figure 4.17 Practical ways of successful implementation

4.2.6.2 *Summary*

Textbook writers discuss the importance of patriotism and national integration in the Pakistan studies curriculum and explain that these concepts develop the sense of togetherness, maintaining discipline, following rules and regulations, cultural harmony, national unity, and brotherhood among students. The researcher also asked about the availability of content related to national integration and patriotism in Textbooks while exploring from textbook writers the problems that create hurdles in the effective implementation of the curriculum. To these question, 31% of respondents stated that the major problem is a lack of content about national heroes while 19% of participants' responses engage in civic activities, follow the vision of Quaid-e-Azam.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

5.1 Summary

The importance of education in creating nationalism and patriotism cannot be overstated. If there is a gap in the educational system or curriculum conceptualizing and the way curriculum is structured, the outcome will not be as desired. This chasm may be caused by a misunderstanding of society's structure and composition. People should attempt to recognize and respect the sub-national groups if the community is diverse. As a result, curriculum goals should strive to create unity from diversity. This research focuses on endorsements for the necessity of a Pakistan studies curriculum in meeting modern national integration and patriotism goals. National Integration refers to a sense of devotion or unity among the country's various constituent components, regardless of religion, race, language, caste, or creed. As a result, incorporating patriotism and national integration into the national curriculum is critical. The curriculum, according to all educational regulations, is the planned and guided learning experiences that are formulated by methodical knowledge reconstruction in order to achieve certain goals. Education quality can be defined as a collection of elements that include the input and output of the educational system. As a result, to achieve Vision 2025, it is necessary to establish or revise curricula based on philosophical ideas and knowledge along with adequate understanding, skills, values, and attitudes that students are supposed to gain.

The primary goal of education is to foster social awakening among citizens and a sense of responsibility and allegiance to the state and nation. This research looked at the national curriculum of Pakistani studies in the context of our national educational policies, focusing on the guidelines from 1972 to 2017. The study's goals were as follows:

- To do an in-depth study of the concept of patriotism and national integration as outlined in the Pakistan studies curriculum and textbook.
- Examine the content of Pakistan Studies textbooks in terms of patriotism and national integration.
- Examine the role of the Pakistan Studies curriculum as a tool for instilling patriotism in students.
- Examine the coherence of Pakistan Studies' objectives, instructional methodologies, and assessment regarding patriotism and national integration.
- Examine the importance of the Pakistan studies curriculum in forging unity among the many socio-cultural, political, and economic identities to develop a national perspective.

The study's findings will help policymakers and curriculum developers in revising their curricula accordingly. This study also aids teachers in developing appropriate instructional strategies to fulfill the goal of Pakistan Studies and make the learning process more effective and enjoyable. Textbook authors, lawmakers, and security agents will benefit from this research. The study also identifies any problems that may obstruct the achievement of goals.

Pakistan Studies is taught at several levels ranging from secondary to postgraduate, but this research study is limited to the secondary level National Curriculum of Pakistan Studies. The study was conducted using a mixed-methods technique and a convergent parallel design. This approach collects and analyzes both qualitative and quantitative data simultaneously, giving equal weight to both data collection methodologies. Data is initially studied separately, where the results are later combined to seek correlations, convergence, divergence, or inconsistencies between the two forms of data. To choose the sample for the study, a multistage stratified sampling strategy was utilized. Using Solvin's formula cited by Putra and Jati (2017), a stratified proportionate sampling technique was used to select teachers and students studying in public schools in Punjab.

Furthermore, the purposive sampling technique was used to identify the curriculum developers and textbooks involved in the Punjab curriculum development process. Quantitative data were examined using SPSS software to calculate mean scores and standard deviation, while qualitative data were analyzed using thematic analysis. Furthermore, utilizing Philipp Mayring's "Step model of deductive category application" (2000), Pak-studies curriculum and textbooks were evaluated.

5.2 Findings

The study can be termed as a mixed-methods investigation where the data were gathered in both qualitative and quantitative formats. Qualitative data were collected from a review of secondary school curriculum and textbooks in the field of Pakistan Studies where the students and teachers provided the quantitative data. Teachers,

curriculum planners, and textbook authors also provided qualitative data for each topic. Both qualitative and quantitative data were triangulated at the same time, yielding several results. The specific findings were reported in the preceding chapter, while the major findings are presented below.

5.2.1 Findings of Data Collected from Students

1. The Finding has shown that the majority of students are in favor of the statement “*always* feeling the pride to see the country flag (95%)”, which reflects that content of the curriculum and textbooks of (Pak-studies) promote identity pride among students at secondary school level (Table 4.2).
2. It is found that the majority of the students *always* feel proud listening to the national anthem (94%). The findings of the statements have shown that curriculum and textbooks of (Pak-studies) promote identity pride among students at the secondary school level (Table 4.3).
3. The majority of the students (77%) *always* like to hear stories of national heroes (Table 4.4), a finding that also reflects that the curriculum and textbooks of (Pak-studies) promoted identity pride among students at the secondary school level.
4. The findings revealed that most respondents (94%) ‘*always*’ consider national heroes as role models (Table 4.5), which is a clear sign of national integrity and identity pride among students at the secondary school level.
5. Table 4.6 showed that most of the students (72%) *always* feel proud when they see the achievements of Pakistanis, which means that the curriculum and textbooks of (Pak-studies) are promoting identity pride among students at the secondary school level.

6. Table 4.7 showed that 97% of students *always* feel proud to wear a Pakistani flag pin. This result reflects the curriculum and textbooks of (Pak-studies) promote identity pride among students at the secondary school level.
7. The finding showed that most students (95%) *always* feel proud of being a Pakistani. According to this statement's results, content of the curriculum and textbooks of (Pak-studies) promote identity pride among students at the secondary school level (Table 4.8).
8. The finding of table 4.9 showed that most of the students (70%) like to participate in national days arranged by the school, which means that the content of the curriculum and textbooks of (Pak-studies) promote identity pride among students at the secondary school level.
9. When asked, the respondents also mentioned the national days they look forward to, which means that the content of the curriculum and textbooks of (Pak-studies) promotes identity pride among students at the secondary school level (Table 4.10).
10. Findings reflected that 94% of students always avoid creating problems for others. The majority of the students favored this statement regarding the content of the curriculum. It proves that textbooks of (Pak-studies) promote the habit of equity and equality among students at the secondary school level (Table 4.11).
11. The finding of table 4.12 has shown that most of the respondents read about human rights from the course book of Pakistan Studies, which reflects that content of the curriculum and textbooks of (Pak-studies) promote the habit of equity and equality among students at the secondary school level.

12. Table 4.13 provides finding regarding the statement to which the students responded that they are *always* happy to respect the people's rights, beliefs, and opinions. Regarding this statement, majority of students (97%) were in favor of this statement. The finding reflected that Pak-studies curriculum and textbook are developing the qualities of democratic citizenship among students at the secondary school level.

13. Table 4.14 depicted that only 36% of respondents stated that they like the country's political system, and this response is a threat to the attitude of democratic citizenship.

14. Table 4.15 elucidated that most of the students do not like political leaders and their policies and the responses of only 37% students were in favor of this statement. These results reflect that Pak-studies curriculum and textbook are not developing the attitude of democratic citizenship.

15. Table 4.16 showed that the students' opinion about policies of the present government was not good as only 47.2% of students answer were in favor of this statement. This response also reflected that Pak-studies curriculum and textbook is not developing the attitude of democratic citizenship.

16. Table 4.17 gives us an idea that most of the students (77%) feel happy while taking care of assets like schools, parks, and public places. According to this statement, Pak-studies' curriculum and textbooks promote a sense of safety and security among students at the secondary school level.

17. Table 4.18 reflected that the majority of students (95%) are in favor of obeying the traffic rules. These findings indicate that Pak-studies' curriculum and textbook

are promoting the sense of safety and security among students at the secondary school level.

18. Table 4.19 reflects that majority of the students (96%) wish to take care of the country's environment which shows that Pak-studies' curriculum and textbooks are promoting the sense of safety and security among students at the secondary school level.

19. Table 4.20 disclosed that the majority of the students (93%) favor that they feel a sense of pride and happiness when giving respect to the property of others. These findings very clearly highlighted that Pak-studies' curriculum and textbook promotes the sense of safety and security among students at the secondary school level.

20. Table 4.21 indicated that most of the respondents (92%) said that they always wish to serve the country if any natural disaster strikes them. This finding is a clear reflection of the fact that Pak-studies' curriculum and textbooks are promoting the sense of safety and security among students at the secondary school level.

21. Table 4.22 illustrated that the majority of the respondents (92%) rated that they always feel pride in respecting military and civilian institutions, which indicates that Pak-studies' curriculum and textbook are promoting the sense of safety and security among students at the secondary school level.

22. Table 4.23 demonstrated respondents' opinions about treating all people based on equality, and responses of 93% participants were in favor of this statement. It

mirrors the (Pak-studies) secondary school curriculum, and textbooks are promoting the sense of safety and security among students.

23. Table 4.24 demonstrated that most of the respondents (76%) responded that they always feel awful after hearing any unpleasant news about the country such as terrorism, corruption, etc. The finding of this statement asserts that, through the content of the (Pak-studies) curriculum and textbooks, loyalty is being promoted among students.
24. Table 4.25 disclosed that the majority of the respondents (60%) responded that they always feel happy to stand in queue for buying tickets or any other task outside of banks, post-offices, etc. This finding indicated that Pak-studies' curriculum and textbooks promote the habit of loyalty among students at the secondary school level.
25. Table 4.26 elucidated that majority of the students (79%) reflected that they feel awful after seeing people littering in public places. This finding reflected that Pak-studies' curriculum and textbooks are promoting the habit of loyalty among students at the secondary school level.
26. Table 4.27 showed that almost all the students (99.7%) feel terrible if someone talks against Pakistan and they dislike hearing something bad about their country. And this finding highlighted the role of Pak-studies' curriculum and textbook in promoting the sense of loyalty among students at the secondary school level.
27. The majority of the respondents (96%) reflected that they always like to wear Pakistani dresses with pride (Table 4.28). And this finding reflected that Pak-

studies' curriculum and textbooks promote the passion of accepting cultural diversity among students at the secondary school level.

28. The majority of the students (72%) stated that they love to eat Pakistani foods which reflects that Pak-studies' curriculum and textbooks promote the passion of accepting cultural diversity among students at the secondary school level.

29. Table 4.30 showed that very few students answered positively when they were asked if the school administration organizes studies excursions to historical and cultural sites. This response indicated that educational institutions are not showing serious concern to promote acceptance of cultural diversity among students at the secondary school level.

30. Table 4.31 illustrated that almost all students (99.7%) liked to visit historical and national sites such as the Badshahi Mosque, Faisal Mosque etc. This finding reflected that Pak-studies' curriculum and textbooks promote the passion of accepting cultural diversity among students at the secondary school level.

31. Table 4.32 indicated that Badshahi Mosque and Faisal Mosque are the most favorite places for secondary level students.

32. Table 4.33 reflected that Mela Chiraghan and National Horse and Cattle Show are the most favorite national events of secondary level students.

33. The majority of the students, 75%, reflected that they had studied national and cultural activities in their Pakistan studies textbook (Table 4.34) and this reflects that Pak-studies' curriculum and textbooks promote acceptance of cultural diversity among students at the secondary school level.

34. Findings reflected that very few students (43%) were unable to identify the location of the most famous historical places and capital cities of various provinces (Table 4.35, 4.36, & 4.37). This finding reflected that Pak-studies' curriculum and textbook did contain effective content for developing the sense of accepting cultural diversity among students at the secondary school level.

35. Table 4.38 showed that the majority of the students (76%) stated that their educational institutions never encourage hatred against any religion or ethnic group. This finding reflected that Pak-studies' curriculum and textbooks promote the passion for religious harmony among students at the secondary school level.

36. Table 4.39 showed that the majority of the respondents (90%) always prefer to show respect for pupils belonging from minority groups. This finding indicates that Pak-studies' curriculum and textbooks promote the passion for religious harmony among students at the secondary school level.

37. Table 4.40 revealed that most students (96%) stated that they like to celebrate and observe Islamic events. This is a clear indication of the fact that Pak-studies' curriculum and textbooks are promoting the passion for religious harmony among students at the secondary school level.

38. Almost all the students (99.7%) stated that they love all their companions regardless of their caste, religion, or color. This finding is a clear indication of the fact that Pak-studies' curriculum and textbooks are promoting national cohesion among students at the secondary school level.

39. Table 4.42 showed that the majority of the students (71%) responded that they want to solve the problems of their society after completing their studies which

reflects that Pak-studies' curriculum and textbooks promote national cohesion among students at the secondary school level.

40. Table 4.43 showed that the majority of the students (79%) stated that they know about Pakistan's famous regional languages poets, but they are unable to tell the existing name of the relevant city of each poet (Table 4.44). This finding indicated that adequate content for promoting linguistic plurality among students is not available in the Pakistani studies curriculum and textbook.

5.2.2 Findings of Quantitative Data Collected from Teachers

1. Teachers' opinion was explored about students' interest in learning about geography and historical places of Pakistan like Roth's fort, Faisal Mosque, Mohenjo-Daro. Responses of 51% of teachers were *strongly agreed*, while 29% of teachers *agreed* to this statement (Table 4.46). This data revealed that according to teachers, the majority of the students show interest in learning about Pakistan's geography and historical sites, such as Roth's Fort, Faisal Mosque, and Mohenjo-Daro. This means that the content of the curriculum and textbooks of (Pak-studies) promote identity pride among students at the secondary school level.
2. Teachers' perspectives about students' habit to wear Pakistani flag pin was explored. Responses of 59% of teachers were *strongly agreed*, while responses of 20% of teachers indicated that they *agreed* to this statement (Table 4.47). The data reflected that most teachers believe that wearing a Pakistani flag pin gives students a sense of pride. This means that the content of the curriculum and

textbooks of (Pak-studies) promotes identity pride among students at the secondary school level.

3. Table 4.61 showed teachers' responses about the role of national heroes as role models. Responses of 50% of teachers were *strongly agreed*, while responses of 26% teachers showed that they *agreed* to this statement (Table 4.48). This data revealed that most of the teachers believe that national heroes may serve as role models for students. This means that the content of the curriculum and textbooks of (Pak-studies) indeed promotes identity pride among students at the secondary school level.
4. Teachers' perspective about students' excitement to celebrate national events was explored. Responses of 55% of teachers were *strongly agreed*, while 20% of teachers said that they *agreed* to this statement (Table 4.49). The findings revealed that most teachers believe that students are delighted to celebrate national events such as defence day and Independence Day. This means that the content of the curriculum and textbooks of (Pak-studies) is promoting identity pride among students at the secondary school level.
5. Teachers' perspective about students' habit to listen to stories of national heroes was explored. Responses of 50% of teachers showed that they *strongly agreed*, while responses of 26% of teachers showed that they *agreed* to this statement (Table 4.50). The study results revealed that most of the teachers believe that children show great interest in hearing the stories of national heroes. This means that the content of the curriculum and textbooks of (Pak-studies) is promoting identity pride among students at the secondary school level.

6. Teachers' perspective about students dealing with a peer was explored. Response of 39% of teachers was *strongly agreed*, while response of 47% of teachers was *agreed* to this statement (Table 4.51). Data revealed that according to the majority of teachers, pupils are fair when dealing with their peers. It reflects that textbooks of (Pak-studies) promote equity and equality among students at the secondary school level.
7. Teachers' perspective about students' interest in different traits of Pakistani culture was explored. Response of 45% of teachers was *strongly agreed*, while response of 40% of teachers was *agreed* (Table 4.52). According to the data, most teachers believe that pupils are interested in many aspects of Pakistani cultures, such as arts, architecture, and handicrafts. It reflects that textbooks of (Pak-studies) promotes the habit of equity and equality among students at the secondary school level.
8. Teachers' perspective about students' habit of appraising equal opportunities was explored. Responses of 46% of teachers showed that they *strongly agreed*, while responses of 36% of teachers showed that they *agreed* to this statement (Table 4.53). According to the data, most teachers believe that children demonstrate a sense of equitable opportunity for all members of society. It reflects that textbooks of (Pak-studies) promote equity and equality among students at the secondary school level.
9. Teachers' perspective about students' ability to respect others rights was explored. Response of 63% of teachers was *strongly agreed*, while response of 27% of teachers was *agreed* to this statement (Table 4.54). According to the data, most

teachers believe that pupils respect others rights, views, and opinions. It reflects that textbooks of (Pak-studies) promote equity and equality among students at the secondary school level.

10. Teachers' perspective about students' ability to help others was explored. Responses of 59% of teachers were *strongly agreed*, while responses of 26% of teachers were *agreed* to this statement (Table 4.55). According to the findings, most teachers believe that pupils appreciate and assist people of other religious and ethnic backgrounds. It reflects that textbooks of (Pak-studies) promote equity and equality among students at the secondary school level.
11. Teachers' perspective about students' ability to help community members were explored. Responses of 54% of teachers were *strongly agreed*, while reactions of 31% of teachers were *agreed* to this statement (Table 4.56). This data revealed that according to most of the teachers, students help community members without discriminating religious and ethnic values, etc. It reflects that textbooks of (Pak-studies) promote equity and equality among students at the secondary school level.
12. Teachers' perspective about students' ability to realize others' necessities was explored. Responses of 61% of teachers were *strongly agreed*, while responses of 24% of teachers were *agreed* (Table 4.57). The data revealed that according to most of the teachers, students realize that according to the constitution, every individual shall have the necessities of life like food, shelter, and education. These results reflect that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

13. Teachers' perspective about the independence of the judiciary was explored in Table 4.71. Responses of 55% of teachers were *strongly agreed*, while responses of 23% of teachers were *agreed* (Table 4.58). The findings revealed that most teachers favored the independence of the judiciary. The responses reflected that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

14. Teachers' perspective about students' preference for social justice was explored in Table 4.72. Responses of 62% of teachers were *strongly agreed*, while responses of 29% of teachers were *agreed* (Table 4.59). This data revealed that according to most of the teachers, students encourage social justice by showing sympathy to the poor. This response reflected that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

15. Teachers' perspective about students' ability to show responsible behavior was explored. Responses of 62% of teachers were *strongly agreed*, while responses of 22% of teachers were *agreed* regarding this statement (Table 4.60). According to the data, most teachers believe that they are teaching children about their responsibilities and rights, such as taking care of their peers and helping keep the country clean and green. These responses, reflected that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

16. Teachers' perspective about students' ability to behave honestly was explored. Responses of 65% of teachers were *strongly agreed*, while responses of 20% of teachers were *agreed* for this statement (Table 4.61). According to the statistics, most teachers believe that students behave honestly and do not defraud others,

which reflects that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

17. Teachers' perspective about students' ability to live in peace with others was explored. Responses of 62% of teachers were *strongly agreed*, while responses of 24% of teachers were *agreed* for this statement (Table 4.62). According to the data, most teachers believe that students should live in harmony with their friends and avoid bullying their peers. The results reflect that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.
18. Teachers' perspective about students' ability to fulfill commitments like achieving deadlines etc., was explored. Responses of 54% of teachers were *strongly agreed*, while responses of 30% of teachers were *agreed* for this statement (Table 4.63). According to the data, most teachers believe that students fulfill obligations, such as meeting deadlines, etc., for prescribed work, and this reflected that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.
19. Teachers' perspectives about students' ability to consider religious minorities as equal citizens were explored. Responses of 59% of teachers were *strongly agreed*, while responses of 27% of teachers were *agreed* for this statement (Table 4.64). According to the data, most teachers agree that pupils should treat religious minorities, including Hindus, Sikhs, and Christians, as equal citizens. This reflects that the Pak-studies curriculum and textbook is developing the attitude of democratic citizenship.

20. Table 4.65 showed teachers' perspectives on the ability to adjust to other cultures. Responses of 39% of teachers showed that they *strongly agreed* while responses of 37% of teachers were *agreed* in this regard. These findings reflected that the majority of teachers feel that pupils have the ability to acclimatize to different cultures hinting at the fact that Pak-studies' curriculum and textbook does contain effective content for developing acceptance of cultural diversity among students at the secondary school level.

21. Table 4.66 depicted instructors' perspectives on students' interest in various aspects of Pakistani cultures, such as arts, architecture, and handicrafts. Responses of 50% of teachers were *strongly agreed*, while the responses of 32% of teachers *agreed* in response to this statement. These results revealed that the majority of teachers agreed with the fact that children show interest in various characteristics. This finding reflected that Pak-studies' curriculum and textbook did contain effective content for developing the sense of accepting cultural diversity among students at the secondary school level.

22. Table 4.67 showed that results regarding how teachers feel about being familiar with various cultural clothing and foods. Responses of 38% of teachers were *strongly agreed* while 43% responses *agreed* to this statement. These results revealed that most teachers feel that students are aware of different cultural dresses and foods. And this finding reflected that Pak-studies' curriculum and textbook does contain effective content for developing the sense of accepting cultural diversity among students at the secondary school level.

23. Table 4.68 revealed teachers' opinions about students' interest in learning about geography and historical places of Pakistan like Rohtas fort, Faisal Mosque, Mohenjo-Daro. This data revealed that according to teachers, students show curiosity in learning about geography and history. This finding reflected that Pak-studies' curriculum and textbook does contain effective content for developing the sense of accepting cultural diversity among students at the secondary school level.

24. Table 4.69 showed teachers' views about students' participation in different activities connected to national unity, such as cultural exhibitions and community services. Responses of 40% of teachers were *strongly agreed*, and responses of 38% respondents showed that they *agreed*. This data revealed that students participate in numerous activities connected to national unity which reflects that Pak-studies' curriculum and textbook contains effective content for developing the sense of accepting cultural diversity among students at the secondary school level.

25. Table 4.70 showed teachers' responses about students' attitudes to practice their religion, language, or culture. 63% of teachers' responses were *strongly agreed*, and 27% of teachers' answers were *agreed* in response to this statement. This data revealed that students feel free to practice their faith indicating that Pak-studies' curriculum and textbooks promote the passion for religious harmony among students at the secondary school level.

26. The teachers' opinions regarding students' ability to show respect for religious festivals of minorities have been shown in Table 4.71. Responses of 47% of responders were *strongly agreed*, while responses of 31% of teachers were *agreed*

in this regard. This data revealed that according to teachers, students demonstrate great respect for minority religious festivals in their words. This finding indicated that Pak-studies' curriculum and textbooks promote the passion for religious harmony among students at the secondary school level.

27. Table 4.72 showed teacher's opinions about students' ability to respect religious places. Responses of 65% of teachers were *strongly agreed*, and 22% of responses were *agreed* regarding this statement. The findings revealed that the teachers' opinions on students' ability to respect religious places were in favor of students indicating that Pak-studies' curriculum and textbooks promote the passion for religious harmony among students at the secondary school level.

28. Table 4.73 reflected teachers' thoughts about the importance of each institution in national development. Responses of 53% of teachers were *strongly agreed*, while 32% of teachers' opinions were *agreed* regarding this statement which reflected that teachers believe that every institution, such as parliament, military, and judiciary, plays a role in national growth. This finding is a clear indication of the fact that Pak-studies' curriculum and textbooks are promoting national cohesion among students at the secondary school level.

29. Table 4.74 explored teachers' views about participation in projects of common interests. Responses of 42% of teachers were *strongly agreed*, and responses of 38% of teachers were *agreed*. The findings revealed that most teachers were actively participating in projects of common interest, such as volunteering in educational activities for poor children and providing services to the Edhi Foundation. This finding is a clear indication of the fact that Pak-studies'

curriculum and textbooks are promoting national cohesion among students at the secondary school level.

30. Table 4.75 elucidated teachers' opinions about students' interest in speaking Pakistani languages like Punjabi, Sindhi, Pashto, etc. Responses of 46% of teachers were *strongly agreed*, while responses of 38% of teachers were *agreed*. This data reflected that according to teachers, most of the students showed a desire to learn Pakistani languages such as Punjabi, Sindhi, and Pashto. This finding indicated that adequate content for promoting linguistic plurality among students is available in the Pakistani studies curriculum and textbook.

31. Teachers' perspective was explored about students' familiarity with poets of different languages. Responses of 32% of teachers were *strongly agreed*, while responses of 37% of teachers were *agreed* regarding this statement (Table 4.76). The data revealed that according to teachers, the majority of the students are familiar with poets from Pakistan's many languages, such as Shah Abdul Latif Bahtai, Mast Tawakuli, Shah Hussain, and others. This finding indicated that adequate content for promoting linguistic plurality among students is available in the Pakistani studies curriculum and textbook.

32. Teachers' perspective was explored about students' proficiency to speak the national language. Responses of 61% of teachers were *strongly agreed*, while responses of 24% of teachers were *agreed* in regard to this statement (Table 4.77). The findings revealed that the majority of teachers believe that students demonstrate proficiency in speaking the national language. This finding also

indicates that adequate content for promoting linguistic plurality among students is available in the Pakistani studies curriculum and textbook.

5.2.3 Findings of Qualitative Data Collected from Teachers

1. The majority of the respondents stated that it is necessary to teach patriotism and national integration to the students as it will play a contributive role to make them faithful, loyal, patriotic, and responsible citizens.
2. The majority of the respondents stated that content related to national history, events, heroes, cultural heritage, national/regional languages along with success stories have been given in textbooks which is a great source of developing the sense of patriotism and national integration among students.
3. The majority of the respondents stated that chapters related to history and ideology of Islam and Pakistan, national symbols, national leaders, national heroes, Pakistani cultures, events, along with women's role in Pakistan development can be added in textbooks
4. According to most of the teachers, recalling, discussion, collaborative/cooperative learning, and group work can be considered as best teaching strategies.
5. Creative writing, essay writing, painting, quiz competition, questioning, and discussion method can also be considered as some of the best ways to assess the knowledge of individuals.
6. National, Islamic and cultural events/seminars can be organized to promote love/respect of nation among students as these factors are key indicators for developing patriotism and national integration among students.

7. Teachers indicated that the background knowledge of students is insufficient for critical discussions as students usually do not have enough knowledge about Pakistan and have visited very few places.
8. Different national and cultural events/seminars/discussions, curricular and co-curricular activities such as day celebration quizzes, Bazm-e-Adab classes, and teaching of history of heroes can effectively promote patriotism.

5.2.4 Findings of Data Collected from Discourse Analysis

1. The discourse code 4.1.1 shows the curriculum for Pakistan studies Grade ix-x 2019 focuses on religious harmony. The curriculum document provides knowledge about women's rights, justice, equality, freedom while talking about brotherhood, Pakistan, and the Muslim world.
2. The discourse code 4.1.9 shows the curriculum for Pakistan studies Grade ix-x 2019 focuses on women's rights, justice and equality. The curriculum document also talks about the importance of inter-faith harmony and resilience against terrorism while providing knowledge regarding natural resources.
3. The discourse code 4.1.2.1 shows the Pakistan studies textbook of 9th Class, Reading Unit-1 focuses on religious harmony. Principles of Islamic justice, equality and freedom are also discussed in the course code which shows students the code of social life while providing Islamic values.
4. Pakistan studies textbook Class-9th, Reading Unit-1 focuses on national cohesion while discourse code 4.1.2.10 provides knowledge about brotherhood and fundamental rights. Meanwhile, Pakistan studies textbook Class-10th, reading unit-9 talks about integration.

5. The discourse code 4.1.3.1 shows the Pakistan studies textbook of 10th Class, Reading Unit-9, focuses on poetry and literature while discourse code for Class-10th, Unit-6 talks about peace and prosperity in different provinces.
6. The discourse code 4.1.3.9 shows the Pakistan studies textbook Class-9th, Reading Unit-1 talks about the ideological basis of Pakistan and focuses on non-Muslims' status among Muslims. It also provides collective thinking of a nation and brotherhood among the fellow countrymen.
7. The discourse code 4.1.4.1 shows the Pakistan studies textbook Class-9th, Reading Unit-1 focuses on the ideological basis of Pakistan along with the national reconstruction and stresses the fact that it depends on flourishing of national sentiments. Discourse codes 4.3 and 4.5 provide knowledge regarding women's empowerment and their voting rights.
8. History of Pakistan II (1971 till today) Reading Unit-6 talks about the independent judiciary, society, and culture of Pakistan along with the mutual values. In Pakistan studies textbook Class-10th, Unit- discourse code, the students are shown a picture of Pakistan as a 7th atomic power.
9. Textbook Class-10th, Reading Unit-9 provides knowledge about traditional foods and fairs while Pakistan studies textbook Class 10th, reading unit 9 talks about national art and craft and shows similarities among the different cultures.

5.2.5 Findings of Data Collected from Content Analysis

1. Content related to religious harmony, national cohesion, and democratic citizenship is available to the full extent in curriculum and textbooks.

2. Content related to cultural diversity, linguistic plurality, safety and security, and loyalty is available to some extent in curriculum and textbooks.
3. The content related to identity pride and equity and equality is marginally available in curriculum and textbooks.

5.2.6 Findings of Data Collected from Curriculum Developers

1. It is very important to promote patriotism and national integration among students as these concepts can create a sense of unity and togetherness among the students.
4. Objectives and student's learning outcomes that have been described in Pakistan studies books were strong indicators that they provided students with reasons to feel proud in being Pakistani and its patriotic citizens.
5. Adequate content related to the concepts of patriotism and national integration has been included in the textbooks of social studies.
6. Various methods such as inquiry method, discussion, method, cooperative learning lecture method, and teaching through videos were incorporated into the curriculum for the promoting of national integration and patriotism.
7. Discussion method and group work were the most effective assessment techniques appropriate to evaluate the level of national integration and patriotism among students.
8. Major problems in effective curriculum implementation were identified as lack of commitment and courage, lack of teaching interest, defective education system, and different schools of thought.

9. Students' learning outcomes with the assessment strategies described in the textbooks of social studies were found to be quite effective for promoting the sense of national integration and patriotism.
10. The curriculum contains content that enables teachers to practice multiple teaching strategies to improve their teaching.

5.2.7 Findings data from textbook writers

1. According to the results, 31.25 percent of book writers are of the view that "these themes promote a sense of togetherness, maintain discipline, follow the rules and regulations, cultural harmony, national unity, and brotherhood among students". The findings revealed that the objectives/SLOs of the Pakistan studies curriculum include explaining the reasons for pride in being a Pakistani and describe the importance of national integration and patriotism while discussing the problems. It is also recommended that appropriate content regarding citizens' civic principles may also be added.
2. The results revealed that 25% of respondents cited challenges that can be linked to teaching Pakistan's ideological foundations, history, cultural activities, traditions, and sports.
3. 37% of respondents said that discussion and debate can be effective teaching techniques while 19% of respondents mentioned cooperative learning and problem-solving skills.
4. 31% of participants responded in favor of formative assessment, quizzes, and essay writing while 25% of respondents said that summative evaluations, monthly tests, and final examinations can play a major role.

5. According to results, examining performance, writing tests, objective and subjective, debate, and observation are very useful for creating a sense of patriotism and national integration among pupils. The greatest problem, according to 31% of respondents, is a lack of content about national heroes.
6. The researcher sought advice from textbook authors on how to make the pupils practice the principles of national integration and patriotism. The same percentage of respondents (25% and 25% respectively), claimed that they must show dedication and desire in serving the homeland while supporting national policies and buying national products. 19% of participants said that they celebrate cultural events and national holidays while the same percentage of respondents (19%) participate in civic activities and support Quaid's vision as a decent citizen. These actions can be helpful for creating a sense of patriotism and national integration among students.

5.2.8 Triangulation of Findings

1. Data collected from students reflected that Pakistan studies curriculum and textbooks promote a sense of identity pride (Findings: 1-9) and data gathered from teachers also show the same responses (Findings: 41-45), while data collected from content analysis reflected that content related to identity pride is insufficient in curriculum and textbooks.
2. Data collected from students reflected that the habit of equity and equality (Findings: 10-11) is being promoted among students at the secondary school level in an effective way, and data collected from teachers also showed the same responses (Findings: 46-51). However, data collected from content analysis

reflected that content related to equity and equality is insufficient in curriculum and textbooks.

3. Data collected from students reflected that though the habit of respecting others' views (Finding-12) is being promoted among students cumulatively, Pakistan's studies curriculum and textbooks do not have good content for developing the sense of democratic citizenship (Findings: 13-15) among students. However, data collected from teachers also reflected that Pak-studies curriculum and textbook develops a democratic attitude (Findings: 52-59), while data collected from content analysis reflected that content related to democratic citizenship is sufficient in curriculum and textbooks.
4. Data collected from students reflected that Pak-studies' curriculum and textbook promote the passion of accepting cultural diversity among students at the secondary school level (Findings: 27-30 & 33), and data collected from teachers also reflected (Findings: 60-64) the same results. However, the students have indicated that their school administration is not organizing study trips to historical and cultural sites, while data collected from content analysis reflected that content related to cultural diversity has been scarcely given in curriculum and textbooks.
5. Data collected from students reflected that Pak-studies' curriculum and textbook are promoting the passion for religious harmony among students at the secondary school level (Findings: 35-37) and data collected from teachers also reflected the same responses (Findings: 65-67) that students are being trained for religious harmony and love for their companions regardless of their caste, religion, or

color. Meanwhile, the data collected from content analysis also reflected that content related to religious harmony is sufficient in curriculum and textbooks.

6. Data collected from students reflected that Pak-studies' curriculum and textbook are promoting national cohesion among students at the secondary school level (Findings: 38-39) and data collected from teachers also reflected the same responses (Findings: 68-69). Similarly, data collected from content analysis reflected that content related to national cohesion is sufficient in curriculum and textbooks. Data collected from curriculum developers also reflected that adequate content related to the concepts of patriotism and national integration had been included in Pak studies textbooks.
7. Data collected from students reflected that adequate content for promoting linguistic plurality among students is not available in the Pakistani studies curriculum and Textbook (Findings: 40). However, the data collected from teachers showed that the curriculum promotes linguistic prevalence among students (Findings: 70-71), while data collected from content analysis reflected that content related to linguistic majority has been scarcely given in curriculum and textbooks.
8. According to most teachers, discussion, collaborative/cooperative learning, and group work can be considered as best teaching strategies and data collected from curriculum developers also reflected various methods such as inquiry method, discussion method, cooperative learning and lecture method. It was shown that the strategy of teaching through videos is also being incorporated into the curriculum to promote national integration and patriotism.

9. According to most of the teachers, creative writing, essay writing, painting, quiz competition, questioning, and discussion method are the best ways to assess the knowledge of individuals. Meanwhile, data collected from curriculum developers also support these results.
10. National, Islamic and cultural events and seminars can be organized to promote love/respect for nation among students, characteristics that are key indicators for developing patriotism and national integration among students. According to curriculum developers, it is also very important to promote patriotism and national integration among students as these concepts can create a sense of unity and togetherness.

5.3 Discussion

Significant work has been done in the field of Pakistan Studies in a variety of method; however, this research focuses on examining and analyzing Pakistan Studies curricula at the secondary level. The main goal of this study is to see how far the Pakistan Studies curriculum has aided in instilling patriotism and national integration among students to help the country prosper. The researcher discovered certain gaps in the available literature during the literature review. National integration, according to Readman (2008), can control socio-cultural losses and economic disparities. Executive authority, on the other hand, cannot attain the goal of honesty. It is the responsibility of policymakers to create an environment in which individuals may share their ideas and form sentimental relationships. It is a matter of bringing variety together rather than forcibly bringing people together. Culture diversity, constitution, land continuity, art and

literature, national festivals, national flag, national songs, and other national symbols, according to experts, foster unity and national integration (Readman, 2008).

Hashmi's (2011) study examines concerns, challenges, and revisions in the Pakistan studies curriculum at the secondary level. However, her research is restricted to Sindh province while the current study focuses on Pakistan Studies curricula supplied by the Federal Directorate of Education. Another important work reviewed by the current researcher is by Agha Khan University scholar Dean (2005), who has pointed out several curricular flaws. He claims that Pakistan Studies textbooks do not discriminate between Islamic and civic education, and as a result, these materials promote passive citizenship. Picking up on Dean's findings, Iqbal, Haq and Akhlaq (2016) investigated the causes of passive citizenship and how active citizenship can be improved through curricula by promoting patriotism and national integration (Dean, 2005). The topic of the research conducted by Iqbal et al. (2016) was "Prospects of Pakistan Studies Teaching: Aims, Problems, and Issues". This research brought to light the issues, challenges, and problems associated with teaching Pakistan Studies at the secondary and higher secondary levels. The research also called attention to the flaws in teaching methods and the disparities in parents' and students' opinions toward Pakistan studies.

Beyond Binary Discourses is a topic on which Muhammad and Brett (2015) has worked and has proceeded to investigate textbooks and cultural, national, and global identity portrayals. The research has focused on instilling a sense of belonging in students by transforming content into real stories. The authors have also noticed flaws in the Pakistan Studies textbooks and the writers' attempts to construct a national identity.

Stevens (2012) analyses its practical implementation in the classroom, noting that democratic norms that enable patriotic commitment without diminishing the civil rights of minorities must be taught. Democratic ideals and "democratic patriotism" demand that citizens rise and acknowledge any tyranny that exists and must rise and act. This phrase also indicates that in order to defend the constitution's principles, "democratic patriotism" necessitates both action and knowledge of democracy and the republic. As there can be no rights without enacting one's responsibilities, it is this juxtaposition that we need in helping students understand and incorporate these characteristics in both their vision of an active and responsible citizen along with their personal behavior. It must be ensured that students realize that they should take action even if they risk being vilified.

Kahne, Middaugh, and Croddy (2007) conducted a study on "patriotic commitments" among California high school students. This study was about their "ability and commitment" to "accept the full responsibilities of citizenship" in America, not their opinions of patriotism. Although the students were not blind patriots, the study concluded that "sentiment rather than analysis" "guides assessments of the nation's policies and practices," with only 16% claiming to be "committed patriots" and having "endorsed active and constructive patriotism", while also "rejected blind patriotism." Wertheimer (2006) uses Howard Zinn's work to explain "democratic patriotism" as the obligation to maintain the ideals of democracy rather than the principles of government, the most obvious of which in the United States is the constitution. Education is required to strengthen democracy through discussion of governance, aspects of citizenship, and acknowledgment of contentious problems (Wertheimer, 2006). Durrani and Dunne (2010) talk about curriculum and national identity, and investigate the links between

religion and nation in Pakistan. Using the identity paradigm, the researchers study the relationship between schooling and conflict in Pakistan, emphasizing the province of KP. This study indirectly addresses the topic of identity and stresses upon the role of education, religion, and national identification in contributing to the formation of collective identity. They also highlight that the focus should still be on instilling a sense of integration among the various ethnic and linguistic identities in order to create a single identity (Durrani & Dunne, 2010). Durrani and Dunne's research was focused on the Federal Directorate of Education in Islamabad, and their work was limited to KP. To summarize, various writers and institutions have contributed significantly to the critical examination of Pakistan Studies Curricula from multiple angles. That work is unquestionably beneficial to the current research project. While Durrani and Dunne's work was done using qualitative methods, the present study uses a combination of qualitative and quantitative methods.

None of the researchers mentioned above have undertaken interviews with curriculum developers and textbook writers in order to see how well they have adhered to the Pakistan studies objectives while writing and designing course material. This research attempted to fill that void and conducted in-depth interviews with the course's authors and developers. The researchers mentioned above have also focused solely on the cognitive domain while ignoring the effective environment. This study, on the other hand, addresses that gap by focusing on the effective learning environment. The studies mentioned above were devoted to various regions of Pakistan, but current study looked into the Federal Directorate of Education in Islamabad. As a result, in comparison to the scholars mentioned, this study had various goals. This study aimed to examine the

cognitive and behavioral effects of the Pakistan Studies curriculum on students' feelings of national integration and patriotism. The study was able to identify variables that obstruct the achievement of patriotism and national integration goals. The essential ingredients of nation-building and societal harmony are a sense of patriotism and national integration and without these them, no nation can achieve prosperity, socio-political development, or an honorable position in the global community. The study's findings will aid policymakers and curriculum creators in revising their curriculum accordingly. This study is also beneficial to teachers because it can help them in developing appropriate instructional strategies for accomplishing the goal of Pakistan Studies and making the learning process more effective and enjoyable. Another aspect in which this research can be useful is that it can help textbook authors, legislators, and security agents make necessary changes in their respective fields.

5.4 Conclusions

The following conclusion was drawn based on the findings.

1. Though Pakistan studies curriculum and textbooks are promoting a sense of identity pride and sense of equity and equality among students at the secondary school level in an effective way, data collected from content analysis reflected that more content needs to be added in relation to these domains (Findings: 1-11 & 41-51, 81, 92, 94).
2. The sense of respecting others' views is also being promoted among students. However, according to the students' cumulative data, Pakistan studies curriculum and textbooks do not have adequate content for developing the sense of

democratic citizenship. Still, data from the teachers reflected that Pak-studies curriculum and textbooks are developing the attitude of democratic citizenship (Findings: 12-15& 52-59).

3. Curriculum and textbooks of Pakistan Studies promote the sense of safety and security among students at the secondary school level (Findings: 17-22).
4. Through the content of Pak-studies curriculum and textbooks, the habit of loyalty is being promoted among students. It has been explored that students dislike hearing something bad about their country (Findings: 23-26).
5. Pak-studies' curriculum and textbooks promote the passion for accepting cultural diversity among students at the secondary school level (Findings: 27-28, 33-34 & 60-64).
6. The students have indicated that their school administration does not organize study excursions to historical and cultural sites (Findings: 29).
7. Badshahi Mosque and Faisal Mosque were voted as the most favorite places, and Mela Chiraghan and National Horse and Cattle Show as the most favorite national events by the secondary level students. However, they were unable to identify the location of the most famous historical places and capital cities of various provinces (Findings: 30-32).
8. Pak-studies' curriculum and textbook promote religious harmony among students at the secondary school level, and students are also being trained to develop love for all of their companions regardless of their caste, religion, or color (Findings: 35-38 & 65-67, 82-86).

9. Pak-studies' curriculum and textbook promote national cohesion among students at the secondary school level, but adequate content for promoting linguistic plurality among students is not available in the Pakistani studies curriculum and textbook (Findings: 39-40 & 68-72,87-89,91).
10. It is very important to promote patriotism and national integration among students as these concepts can create a sense of unity and togetherness among the students (Findings: 73, 93).
11. Quality content related to patriotism, national integration, democratic citizenship, and multiple teaching strategies was found to be available in the Pakistan Studies textbooks of secondary level (Findings: 74-75,90,95,100-101,106).
12. Recalling, discussion, collaborative/cooperative learning, and group work can be identified as best teaching strategies for promoting patriotism and national integration among students (Findings: 76-77,79-80,96-97,99,103-105).
13. National, Islamic as well as cultural events and seminars along with study tours can be arranged to promote love/respect of nation among students (Findings: 78).
14. Major problems in effective curriculum implementation were found to be lack of commitment and courage, lack of teaching interest, a defective assessment system, and different schools of thought (Findings: 98,102).

5.4.1 Conclusion of objective no. 1

The study concluded that the curricula and text materials for the secondary level subject of Pakistan studies Grades IX-X 2006 and 2019 gave a contextual understanding of patriotism and national integration through the lenses of Islamic and social ethics. Religious-unity is emphasized in the curriculum of Pakistan Studies. Women's rights are

covered in detail in the curriculum material while there is also a discussion about justice, equality, and freedom. The terms like Muslim brotherhood, Pakistan's relations with the Muslim world can be found in the curriculum. According to the findings, equality is one of the most important foundations for improving students' vision. The investigation found that the textbook has adequately covered universal truth and demonstrates the importance of women's rights, justice and equality as well. Interfaith harmony, terrorism resilience are also discussed in the curriculum besides that reasonable material has been found on the topic of natural resources.

A lesson on national cohesion in the textbook focuses on brotherhood and fundamental rights in Pakistan. In the text book some space has been devoted to the topic of national integration for the purpose to achieve the objectives of establishing peace, prosperity, racism, and freedom. According to the findings, Pakistani textbooks of the provincial text book boards emphasize on the poetry, literature, peace and prosperity. Pakistan studies textbook focuses role of minorities in a Muslim majority country—Pakistan. It also provides information regarding the patriotic sentiments to promote nation-building, The Pakistan studies textbook shows that Pakistan is the seventh nuclear power in the world and also discusses the traditional foods and festivals at subcultural levels

To sum up the objective one dealing with religious harmony, national cohesion, and democratic citizenship we can say that enough material is available in textbooks and curriculum. Curriculum and textbooks include content on cultural diversity, linguistic plurality, safety and security, and loyalty to some extent, while content on identity pride and equity and equality is insufficient.

5.4.2 Conclusion of objective no. 2

The content of the Pak-studies course encourages students in secondary school to be proud of their national identity as they are *always* pleased to view the country flag and *always* glad to hear the national anthem. The majority of pupils enjoy hearing stories about national heroes while the majority of respondents saw national heroes as role models all of the time, which is clear evidence of feeling national pride among secondary school pupils. Majority of participants *always* feel proud when they observe Pakistani's accomplishments. Students are also pleased to wear a Pakistani pin. According to these results, the content of the Pak-studies curriculum and textbooks promotes identity pride among secondary school students. The pupils enjoy participating in the school's national days and look forward to national holidays, implying that the content of the curriculum and textbooks of (Pak-studies) promotes identity pride among secondary school students.

The students responded that they *always* avoid causing difficulties for others and only 36% of the respondents said they are not happy with the working of country's political system. The majority of students oppose political leaders and their policies and only 37 percent of respondents agreed with this assertion. These responses underline the fact that Pakistan Studies curriculum and textbooks do not foster democratic citizenship attitudes. Only 47.2 percent of students supported government policies. As far as the objectives of creating democratic citizenship through the Pakistan Studies text book and curricula is concerned the students showed their dissatisfaction. The students responded that they felt happy caring for national assets such as schools, parks, and public spaces. Pak-studies curriculum and textbooks, according to these results, generates a sense of safety and security among high school students.

The majority of students belief that traffic regulations should be followed and want to protect the environment of their country and doing so is a source of pride and satisfaction for them. The majority of respondents wanted to help the country in the event of a natural disaster. Other than that, the majority of the participants said they *always* felt proud of their military and civilian organizations. After hearing any negative news about the country, such as terrorism or corruption, most respondents said that they felt terrible. Most respondents seemed to be content with waiting for tickets in a queue outside banks or post offices etc. The pupils expressed their displeasure when they were asked about witnessing individuals litter in public places. The students also expressed their displeasure at the thought of someone speaking negatively about Pakistan. This research also underlined the importance of the Pak-studies curriculum and textbook in instilling loyalty in secondary school students. The vast majority of respondents stated that they *always* wear Pakistani attire with a sense of pride and enjoy eating Pakistani cuisine. This finding mirrored the fact that Pak-studies' curriculum and texts encourage pupils in high school embrace cultural diversity.

When asked about study trips to historical and cultural locations, only a small percentage of students said that their school administration organizes such trips. At the secondary school level, educational institutions are not demonstrating commitment to fostering love for cultural diversity among pupils. The students like visiting historical and national places like the Badshahi Mosque, Faisal Mosque etc. and termed them as their favorite places. The most well-known national events for secondary pupils were found to Mela Chiraghan and the National Horse and Cattle Show. In the Pakistan studies textbooks, the majority of students have studied national and cultural activities while only

a few students could correctly identify the locations of the most famous historical sites and provincial capitals.

The vast majority of students claimed that their educational institutions never promote hatred of any religion or ethnic group. Another vast majority of respondents said that they *always* choose to demonstrate respect for minority students. Furthermore, this research revealed that Pak-studies' curriculum and materials foster a desire for religious unity among secondary school pupils. The vast majority of students (96%) responded that they enjoy celebrating and commemorating Islamic events. Therefore, this research shows that Pak-studies' curriculum and materials encourage pupils in high school to have a strong desire for religious unity as almost all students indicated that they adore all of their friends, regardless of caste, religion, or skin color. These results are a clear indication that Pak-studies' curriculum and texts promote national cohesion among secondary school pupils. Most students stated that they have the desire to fix their country's problems after completing their studies. The majority of the students also claimed that they are aware of Pakistan's well-known regional languages poets but that they were unable recall the names of each poet's relevant city.

5.4.3 Conclusion of objective no. 3

The study investigated how teachers felt about their students' practice of wearing Pakistani flag pins and results indicated that they believe it instills pride in the children. According to this research 50% of instructors believed that national heroes have an important role as they may serve as role models for the children. Teachers were also asked how they felt regarding their pupils' enthusiasm for national holidays. According to

the statistics, most teachers agreed that celebrating national defense day and Independence Day is a joyous occasion for the students. The teachers' were asked how they felt about the stories of our national heroes and most teachers believed that telling students these stories would pique their attention. The opinions of teachers regarding students' dealings with peers were investigated and majority of the teachers agreed that students are fair when dealing with their peers. It was investigated how teachers felt about their pupils' interest in various aspects of Pakistani culture and the majority of teachers responded that students are interested in a variety of aspects of Pakistani culture such as arts, architecture, and handicrafts.

It was investigated how teachers felt about their pupils' habit of valuing equal opportunities where majority of teachers believed that the young generation shows a sense of fairness towards all members of society. Teachers' opinions on the students' abilities to respect the rights of others were investigated and the data showed that majority of the teachers believe that students respect other people's rights, ideas, and perspectives. Moreover, it was also investigated how teachers felt about their students' potential to assist others where the teachers responded positively saying that their students do respect and help people belonging to different religious and ethnic groups.

The study proceeded to investigated how teachers felt about their students' potential to assist community members and majority of the instructors believed that their students assist members of the community without regard for religious or ethnic values. The views of teachers on students' abilities to understand the needs of others were investigated and the results showed that this statement was *strongly* approved by 61% of

instructors, whereas 24% for the participants *strongly disagreed*. Teachers and students understand that under the constitution, everyone is entitled to basic necessities such as food, shelter, and education. The viewpoints of teachers on students' preferences for social justice were investigated which showed that student do promote social justice by empathizing with the deprived people. This response highlighted the fact that Pak-studies curriculum and textbook are fostering democratic citizenship attitudes. It was investigated how teachers felt about their students' abilities to demonstrate responsible behavior where 62% of instructors strongly supported this argument 2% strongly disagreed to it.

Teachers were asked how felt about their pupils' ability to conduct their lives with honesty and most of the teachers believe that students are honest and do not cheat others. Another aspect the study investigated was teachers' opinions about their pupils' abilities to live in harmony with others. The statistics showed that 59% of teachers believed in pupils' ability to see religious minorities as equal citizens whereas 27% of teachers strongly disagreed to it. Most teachers think that students should accept religious minorities including Hindus, Sikhs, and Christians as equal citizens, which reveals that Pak-studies textbooks and curricula are instilling democratic civic attitudes in students.

Teachers' thoughts on their students' capacity to adapt to different cultures were investigate where 39% of teachers strongly agreed to the statement, whereas 37% disagreed to it. Furthermore, the majority of teachers believe that students can adapt to diverse cultures which indicated that the Pak-studies curriculum and textbook contains effective content for building a sense of cultural acceptance among secondary school

students. Students' interest in many areas of Pakistani culture, such as arts, architecture, and handicrafts, was seen through the eyes of their instructors where majority of teachers believed that young students have a variety of interests. This finding indicated that the Pak-studies curriculum and textbook contained effective content for building a sense of cultural acceptance among secondary school students. It was found that teachers consider it important for their students to be able to dress and eat like people from different cultures. The vast majority of teachers believe that their children are aware of various cultural attire and foods, indicating that the Pak-studies curriculum and textbook contained effective content for building a sense of cultural acceptance among secondary school students. Teachers' perspectives on students' enthusiasm in studying Pakistan's geography and historical sites such as Rohtas Fort, Faisal Mosque, and Mohenjo-Daro were investigated where they said that the pupils are indeed interested in learning about geography and history. This finding also indicates that the Pak-studies curriculum and textbook contains effective content for building a sense of cultural acceptance among secondary school students.

Teachers' were asked to give opinions regarding students' involvement in national unity-related activities such as cultural displays and community service to which they said that students' attitudes toward practicing their religion, language, or culture, as expressed by their teachers, was satisfactory. According to the data, students also feel free to exercise their beliefs regardless of their teachers' opinions. This finding suggests that Pak-studies' curriculum and texts encourage students in high school to be passionate about religious harmony. The teachers' perspectives on pupils' abilities to respect minorities' religious festivals were expressed in in a positive light and instructors *strongly*

agreed on the ability of students to respect religious locations. This finding suggested that Pak-studies curriculum and textbook encourages students in high school to be passionate about religious harmony.

Teachers' perspectives on community service projects were investigated where 42% of teachers strongly favored it while 38% of teachers said that such projects need improvement. The findings show that the majority of instructors were actively involved in programs of mutual interest, such as volunteering in educational activities for underprivileged children and offering services to the Edhi Foundation. This research demonstrates that Pak-studies' curriculum and materials foster national cohesion among secondary school pupils. Teachers also highly agreed to the remark regarding students' interest in speaking Pakistani languages such as Punjabi, Sindhi, Pashto, and others. According to the teachers, most of the children expressed an interest in learning Pakistani languages including Punjabi, Sindhi, and Pashto.

This discovery reveals that the Pakistani studies curriculum and textbook has sufficient information to promote linguistic diversity among students. Students' knowledge with poets of various languages was investigated from the standpoint of teachers where majority of the pupils seemed to be familiar with poets such as Shah Abdul Latif Bahtai, Mast Tawakuli, Shah Hussain, and others. This discovery reveals that the Pakistani studies curriculum and textbook has sufficient information to promote linguistic diversity among students. The viewpoint of teachers on students' ability to communicate in the national language was investigated and 61% of teachers said that they highly agreed to this statement, as according to them, majority of the pupils speak

the national language fluently. This shows that the Pakistani studies curriculum and textbook include sufficient content to promote linguistic plurality among students.

5.4.4 Conclusion of objective no. 4

It was concluded that a national curriculum is necessary to promote patriotism and national integration among students because these concepts can foster a sense of unity and togetherness. Student learning outcomes described in Pakistan studies books were strong indicators of providing reasons to be proud Pakistanis and patriotic citizens. Social studies textbooks now incorporate acceptable themes relating to patriotism and national integration. In order to promote national integration and patriotism, the curriculum used various methods such as inquiry, discussion, cooperative learning lecture, and video instruction.

The most effective evaluation methods for evaluating national integration and patriotism among students were the discussion approach and group work. Lack of dedication and courage, as well as a lack of teaching interest, a defective education system, and diverse schools of thought, were all significant obstacles to effective curriculum implementation. The learning outcomes, content, and evaluation procedures provided in social studies textbooks seemed to be sufficient for fostering a sense of national integration and patriotism among students. During the instructional process, the curriculum includes content that allows teachers to practice numerous teaching strategies.

Challenges related to Pakistan's ideological roots, history, cultural activities, traditions, and sports were indicated in the findings. Respondents emphasized cooperative learning and problem-solving abilities, formative assessment, quizzes, and essay writing as good teaching strategies. Respondents claimed that summative evaluations, monthly

tests, and final examinations also have a role in providing a satisfactory learning experience to students. Examining students' performance and writing tests (both objective and subjective) are all effective in instilling patriotism and national integration in them. According to respondents, the most serious issue they face while teaching is lack of quality content regarding national heroes. The respondents claimed that they are dedicated to the motherland, want to serve it, support national programmers, and buy national items. They stated that they also look forward to participating in cultural events and national holidays. Respondents who participate in civic activities and embrace Quaid's vision of a decent citizen are extremely beneficial in instilling patriotism and national integration in the young generation.

The study reaches the conclusion that Pakistan Studies curricula should deliver topics relevant to an integrative model of national integration and patriotism in a better way. The researcher inquired the curriculum developers regarding the need of instilling the values of national integration and patriotism in students, and according to 46% of respondents, promoting these values could foster unity and togetherness. If these ideas are implemented, 17% of respondents believe that they will work hard for the country's wealth and advancement. The researcher also asked the curriculum developers regarding the appropriate methodologies for assessing students' levels of national integration and patriotism. In response, curriculum developers proposed devising quizzes, simplifying the curriculum, finding a capable instructor, familiarizing pupils with Pakistan's role in the globe and the Muslim world, and introducing a patriotic award.

5.4.5 Conclusion of objective no. 5

The Pakistan Education Foundation conducted the research. The study reaches the conclusion that Pakistan Studies courses should cover themes related to national integrative paradigm of patriotism and integration in a better way. In the Pakistan studies curriculum, textbook authors stress the value of patriotism and national integration as these principles foster a sense of belonging, discipline, adherence to rules and regulations, cultural harmony, national unity, and brotherhood among pupils. The researcher inquired the textbook authors regarding the issues that obstruct effective curriculum implementation and according to 31% of respondents, the problem is the lack of quality content about national heroes whereas 19% of respondents said that they do indeed engage in civic activities and support Quaid-e-Azam's vision.

Pakistan Studies secondary school curricula and textbooks gave a contextual understanding of patriotism and national integration in the context of ethical and social traits and standards of a civilized culture. According to the findings, universal truth has been adequately presented in textbooks. The curriculum document talks about the importance of tourism and inter-faith harmony. Table 4.24 discovers that most of the respondents responded that they *always* feel awful after hearing any unpleasant news about the country such as terrorism and corruption while Table 4.65 shows the teachers' perspectives on the ability to adapt to other cultures.

Teachers were asked about their teaching tactics for encouraging patriotism and national integration and to identify curricular and co-curricular activities that would encourage students to love and respect their country. The study also looked into the

challenges that instructors encounter when it comes to teaching patriotism and national integration. In addition to that, the teachers were also asked about their thoughts on behaving honestly and not deceiving people. Through the results, the study came to the finding that teachers have no idea what patriotism is, and they do not discuss the activities of national integration patriotism education in schools. Teachers also believe that the Pakistan studies curriculum should encourage unification among various socio-cultural, political, and economic groups in order to accomplish a unified national vision.

5.5 Recommendations

1. It is observed that in order to promote a sense of identity pride and equity and equality among students, more content needs to be added (Conclusion 1). It is recommended that curriculum developers may take initiatives for adding content related to these domains, and teachers may arrange the various type of activities for promoting these qualities among students. Besides it, policy makers can also take initiatives to promote patriotism and national integration by adding adequate content in other subjects as well.
2. Collected data stated that Pakistan studies curriculum and textbooks do not have adequate content for developing the sense of democratic citizenship (Conclusion: 2). Therefore, it is recommended that content for producing the characteristics of democratic citizens may be included in Pakistan Studies curriculum and textbooks.
3. Findings reflected that teaching patriotism and national integration could play an important role in promoting moral values among students and making them

responsible citizens (Conclusion: 10). Therefore, textbooks of Pakistan Studies may be updated by including new chapters related to Pakistani culture, national heroes and the role of linguistic and religious minorities in nation building.

4. Findings reflected that patriotism and national integration could create a sense of unity and togetherness among the students (Conclusion: 10). Therefore, it is recommended that national, Islamic and cultural events/seminars may be organized to promote love/respect of nation among students, which are key indicators for developing patriotism and national integration among students.
5. Collected data reflected that content incorporated into the curriculum utilizes only a limited number of teaching methods (Conclusion: 12). Therefore, it is recommended that the use of innovative and student-centered approaches may be promoted among teachers by integrating content related to these strategies in the curriculum.
6. Findings disclosed that school administration is not organizing studies excursions to historical and cultural sites (Conclusion: 13). Therefore, it is recommended that funds may be allocated by the school's administration to arrange annual study trips for students so that they may get to know more about the Pakistani culture and famous places.
7. Findings reflected that there were many underlying problems in the successful implementation of curriculum. It is recommended that workshops may be conducted for awareness where teachers throughout the country are given special training. National level campaigns may also be started to promote national integration and patriotism among students.

8. The findings of the study reflected that teachers were familiar with a smaller number of assessment techniques (Conclusion: 14). Therefore, training workshops may be conducted by educational administrators for teachers to strengthen their student-assessment skills.
9. According to the findings, just a small number of instructional methods have been introduced into the curriculum. It is suggested content related to these strategies may be added within the curriculum so that teachers promote creative and student-centered activities.
10. As it has been realized by experts that morning assembly was a significant factor to promote patriotism and national integration among students, which is being ignored at many schools now a days. Therefore, besides above mentioned recommendations, it has been also recommended that educational administrators may take necessary initiatives to restate the process of conducting morning assemblies at schools.

5.5.1 Implications for Further Research

1. This study was conducted at the federal level with students of secondary level. In future, similar studies may be conducted at the provincial level with all levels students as well, as there is a dire need to instill patriotism and loyalty among students.
2. The current research deals with secondary school level developing patriotism and national integration through curriculum analysis of Pakistan studies curriculum.

This study, therefore, can be applied to higher secondary school level and universities in Pakistan.

3. Given the current violent attitude among university students, departments and faculties may be minimized by encouraging research at different levels to generate the feelings of patriotism and national integration.
4. The purpose of this research was to analyze the secondary school curriculum. It is recommended that such studies on patriotism and national integration, civic education, and other social conflicts may be conducted to create social and religious harmony.
5. Related research studies can gather data from many stakeholders at various levels, such as curriculum creators, textbook writers, parents, and students.
6. Questionnaires can be distributed among a diverse population in order to evaluate the needs of any school and region in assessing the necessity of patriotism and national integration.
7. The role of seminars in fostering a sense of patriotism and national integration among Pakistani students may be investigated.
8. It is highly recommended that efforts may be made to create national unity from the diversity by promoting and recognizing diverse cultural, linguistic and religious identities,

5.6 Summary

The main focus of this chapter was to summarize issues raised in the study. In this chapter, researcher has discussed the findings of study in detail based on data analysis

given in chapter 4. A great amount of previous studies have been discussed based on the findings of the study, and researcher has also concluded this study keeping in view the research objectives. Researcher has also recommended some possible strategies that may be adopted for the promotion of patriotism and national integration among students. Current study's recommendations can be adopted at the secondary school level to help students develop patriotism and national integration through the Pakistani studies curriculum. The suggestions are particularly important for administrative bodies in understanding the current situation regarding the way patriotism and national integration is taught at the secondary school level and may help them develop future strategies to fulfill the teaching objectives related to patriotism and national integration in Pakistan.

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APPENDICES

Appendix 1: List of Curriculum Writers

1. Prof. Dr. Riaz Ahmad
Director
National Institute of Historical and Cultural Research
Centre of Excellence
Quaid-i-Azam University
Islamabad
2. Brig. (R) Wasiq Ahmad Khan
Visiting Professor
National University of Modern Languages
Islamabad
3. Dr. M. Saleem Akhtar
Professorial Research Fellow
National Institute of Historical and Cultural Research
Centre of Excellence
Quaid-i-Azam University
Islamabad
4. Dr. Saeeduddin Ahmad Dar
Former Director,
National Institute of Pakistan Studies
Quaid-i-Azam University
Islamabad.
5. Syed Umar Hayat
Senior Research Fellow
National Institute of Historical and Cultural Research
Centre of Excellence
Quaid-i-Azam University
Islamabad
6. Dr. Parveen Shaukat Ali
24 Tyler Drive, Essex Junction
Vermont-05452
USA
7. Dr. Syed Jaffar Ahmad
Director
Pakistan Study Centre
University of Karachi
Karachi

8. Prof. Sharif al Mujahid
Former Director,
Quaid-i-Azam Academy
House C-110, Block 'D'
North Nazimabad
Karachi-74700
9. Prof. Dr. Munir Ahmad Baloch
Director
Area Study Centre
University of Balochistan
Quetta
10. Dr. Zeenat Sana
Assistant Professor
Balochi Department
University of Balochistan
Quetta
11. Prof. Dr. S.M. Asif Rizvi
Chairman
Dept. of History/Pakistan Studies
Islamia University
Bahawalpur
12. Dr. Tahir Kamran
Chairman
History Department
Government College University
Lahore
13. Dr. Musarrat Abid
Director
Pakistan Study Centre
University of Punjab
Lahore
14. Prof. Dr. Qalb-i-Abid
Chairman
Department of History
University of Punjab
Lahore

15. Mr. Abdul Rauf
Assistant Professor
Pakistan Study Centre
University of Peshawar
Peshawar
16. Dr. Abdul Ghafur Muslim
Professor
Faculty of Law, West London School of Management and Technology
1 The Broadway Hanwell
London W7355
UK
17. Mr. Mumtaz Ali
Associate Professor
Federal Government College (Men)
Sector H-9
Islamabad
18. Mr. Khalid Mahmood
Assistant Professor of History
Federal Government College for Men
Sector H-8
Islamabad
19. Mrs. Sajida Bilal
Lecturer
Department of History
Islamabad Model College for Girls
F-7/4,
Islamabad
20. Prof. Dr. M. Qasim Soomro,
Chairman
Department of General History
University of Sindh
Jamshoro
21. Prof. Dr. Sayed Wiqar Ali Shah
Chairman
Department of History
Quaid-i-Azam University
Islamabad

22. Prof. Dr. Humaira Arif Dasti,
Chairperson
Department of History
Bahauddin Zakariyya University
Multan

23. Prof. Dr. Lal Baha Ali
House No.10, St. 7, Rahatabad
Peshawar University
Peshawar

24. Prof. Dr. Hyder Sindhi
Director
National Institute of Pakistan Studies
Quaid-i-Azam University
Islamabad

25. Dr. Arif Mahmood
Assistant Professor
National Institute of Pakistan Studies
Quaid-i-Azam University
Islamabad

Appendix 2: List of Textbook Writers

1. Dr. Zeenat Sana
2. Prof. Dr. Azra Asghar Ali
3. Prof. Dr. Rafia A. Sheikh
4. Ms. Fatima Zubair
5. Mr. Rana Muhammad Islam
6. Ms. Faiza Riaz
7. Ms. Sobia Bashir
8. Mr. Sulman Munir
9. Mr. Attiq-ur-Rehman
10. Mr. Zafar Zaman
11. Mr. Tariq Ali
12. Dr. Musarrat Abid

Appendix 3: Rule of Thumb for Sample Size

Size of Population	Sampling Percentage
0-100	100%
101-1,000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000 +	1%

Source: Van Belle (2011).

Appendix 4: Questionnaire for Students
(Ph.D. Research Study on secondary School-aged adolescents)-The Youth Study

I am a Ph.D. scholar, surveying "PATRIOTISM AND NATIONAL INTEGRATION: ANALYSIS OF CURRICULUM OF PAKISTAN STUDIES" to complete my Ph.D. dissertation.

Dear Student Choose the way to fill in the questionnaire ("Please mark "✓" in "□" or "_____"). Fill in the content that accord with your actual situation. Each statement has three-point scales: 1, Always, 2, Sometimes, 3. Never and for second part 1. Yes, and 2. No.3 I do not know, you have to choose one of them and have to rate these statements showing your opinion. The answers you give will be kept private.

Demographics information

1. Gender:

1, Boy 2, Girl

2. Religion:

1, Muslim 2, Non-Muslim (please specify)

3. How old are you?

1, 14 years old 2, 15 years old 3, 16 years old 3, 17 years old

4. In what grade are you?

1, 9th 2, 10th

Question no 1 to 45 will be helped to investigate PATRIOTISM AND NATIONAL INTEGRATION among secondary level students

Question item

1, Always 2,

Sometimes 3, Never

Sr No I like/feel

1 2 3

1) Happy when I see my country flag.

2) Proud being a Pakistani.

3) Good to listen to the national anthem.

4) Pride wearing a Pakistani flag pin/band.

5) Proud to speak the national language.

6) Recognize and respect national and other Pakistani languages like-

-Sindhi, Pashto, Punjabi, Balochi, etc.

7) Interested in learning languages other than the mother tongue.

8) Wearing Pakistani dresses (Shalwar Kameez, Ajrak, Rally) with pride.

9) Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dum Pukht, and Shanwari).

10) Love to hear stories of national heroes (Allama-Iqbal, Maj Aziz Bhatti, and Abdul Sitar Edie).	<input type="checkbox"/>	<input type="checkbox"/>
11) National heroes to be my role models.	<input type="checkbox"/>	<input type="checkbox"/>
Sr. No	I like/feel	1
2	3	
12) Never promote any hatred against any religion and ethnic minorities.	<input type="checkbox"/>	<input type="checkbox"/>
13) Show respect to the religious and ethnic minorities.	<input type="checkbox"/>	<input type="checkbox"/>
14) Awful after hearing any unpleasant news about my country like terrorism, corruption.	<input type="checkbox"/>	<input type="checkbox"/>
15) Proud seeing the achievements of Pakistanis in the fields of sports, - -Education, peace, sciences, etc.	<input type="checkbox"/>	<input type="checkbox"/>
16) Happy taking care of assets like schools, parks, and public places.	<input type="checkbox"/>	<input type="checkbox"/>
17) Safe & Secure obeying the traffic rules.	<input type="checkbox"/>	<input type="checkbox"/>
18) Happy to stand in the queue when buying tickets or any other work like- -outside of banks, post offices, etc.	<input type="checkbox"/>	<input type="checkbox"/>
19) Awful seeing people littering in public places.	<input type="checkbox"/>	<input type="checkbox"/>
20) Terrible when anyone talks against Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>
21) Avoid creating problems for others.	<input type="checkbox"/>	<input type="checkbox"/>
22) Respect the property of others.	<input type="checkbox"/>	<input type="checkbox"/>
23) Wish to take care of the environment of my country.	<input type="checkbox"/>	<input type="checkbox"/>
24) Wish to serve the country if any natural disaster strikes it.	<input type="checkbox"/>	<input type="checkbox"/>
25) Pride in respecting military and civilian institutions.	<input type="checkbox"/>	<input type="checkbox"/>
26) Respect the people's rights beliefs, and opinions.	<input type="checkbox"/>	<input type="checkbox"/>

Question item	1, <input type="checkbox"/> yes	2, <input type="checkbox"/> No	3, <input type="checkbox"/> I do not know
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27) Do you like the political system of your country?

1, Yes 2, No 3, I do not know

28) Do you like your political leaders and their policies?

1, Yes 2, No 3, I do not know

29) Do you like the policies of the present government?

1, Yes 2, No 3, I do not know

30) Do you like to celebrate these events: Eid (ul Fitar, ul Azha) celebrations Eid Milaad UN Nabi?

1, Yes 2, No 3, I do not know

31) Does your school administration arrange study tours to historical and cultural places of Pakistan?

1, Yes 2, No 3, I do not know

32) Do you like to visit historical and national places? such as Badshahi Mosque, Faisal Mosque, Lahore Fort, Rohtas Fort, Pakistan Monument, Mohatta Palace PAF Museum, Lahore Museum, Khewra Mine, etc.

1, Yes 2, No 3, I do not know

32.1) Which historical and national place you like most?

1, Badshahi Mosque 2, Faisal Mosque 3, Lahore Fort 4, Rohtas Fort 5, Pakistan Monument,

6, Mohatta Palace PAF Museum 7, Lahore Museum 8,
 Quaid Mausoleum

9, Khewra Mine 10, Others

33) Do you like to participate in national days that are arranged in your school? Such as Independence Day, Quaid Day, Iqbal Day, Defense Day, etc.

1, Yes 2, No 3, I do not know

33.1) Do you wait for which national day?

1, Independence Day 2, Quaid Day 3, Iqbal Day 4,
Defense Day

34) Have you studied in your Pakistan studies textbook about national and cultural activities?

1, Yes 2, No 3, I do not know

34.1) If yes, then mention the names of any national/cultural activities?

1, Mela Chiraghan 2, Chitral Festival 3, National Horse and Cattle Show

35) Do you love all your fellows irrespective of their caste, religion, and color?

1, Yes 2, No 3, I do not know

36) Do you desire that all people must be treated equally?

1, Yes 2, No 3, I do not know

37) Do you know what human rights are? Please select one from the coursebook of Pakistan Studies.

1, Equality 2, Justice 3, Tolerance 4, Security 5,

Others

38) Do you wish to participate in resolving the problems of your society after completing your studies?

1, Yes 2, No 3, I do not know

39) Do you know about the famous regional languages poets of Pakistan?

1, Yes 2, No 3, I do not know

39.1) Choose the name of a famous poet of any regional languages of Pakistan?

1, Shah Abdul Latif Bhittai 2, Khushal Khan Khattak 3, Warish Shah

4, Mast Taulai 5, Rahman Baba 6, Buly Shah

40) Ziarat is located in Baluchistan province?

1, Yes 2, No 3, I do not know

41) Peshawar is the capital of the province KPK.

1, Yes 2, No 3, I do not know

42) Lahore is the capital of the Punjab Province?

1, Yes 2, No 3, I do not know

Any other Questions, comments, or suggestions?

Thank you for your serious reply and wish you good health!

Appendix 5: Questionnaire for Teachers

(PhD Research Study on secondary School-aged adolescents)-The Youth

Study

I am a PhD scholar, conducting a survey on “**DEVELOPING PATRIOTISM AND NATIONAL INTEGRATION: ANALYSIS OF PAKISTAN STUDIES CURRICULUM**” to complete my Ph.D. dissertation.

Dear Teacher, Choose the way to fill in the questionnaire using the following scale; please circle a number from 1 to 5 to indicate your level of agreement with each of the statements regarding patriotism and national integration among students.

Demographic Questionnaire

Designation: _____

1. Gender:

1, Male 2, Female

2. Qualification:

1, Masters 2, MS/ M.Phil 3, Doctorate 4, Post-Doctorate

3. Experience:

1, <1 year 2, 2-5 years 3, > 5 years

2. How old are you?

1, 18-21 year 2, 22-25 year 3, More than 26 years

1 Strongly Agree 100%	2 Agree 75% of the time	3 Moderately agree 50% of the time	4 Disagree 25% of the time	5 Strongly Disagree 0% of the time
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Sr. No	I like/feel	1	2	3	4	5
1.	Show responsible behavior about duties and rights like taking care of peers, make country clean and green.	1	2	3	4	5
2.	Respect other's rights, beliefs, and opinions.	1	2	3	4	5
3.	Behave honestly like don't cheat others.	1	2	3	4	5
4.	Participate in various activities related to national unity like cultural exhibitions, community services.	1	2	3	4	5
5.	Participate in projects of common interests like volunteer in educational activities for underprivileged children and offer services to Edhi Foundation.	1	2	3	4	5
6.	Try to live in peace with friends and avoid bullying peers.	1	2	3	4	5
7.	Fulfill commitments like achieving deadlines of assigned tasks.	1	2	3	4	5
8.	Show respect to and help others of diverse religious and ethnic groups.	1	2	3	4	5
9.	Help community members without discriminating religious and ethnic values etc.	1	2	3	4	5

10. Show interest in listening the stories of national heroes.	1	2	3	4	5
11. Exhibit sense of equal opportunities for the different segments of society.	1	2	3	4	5
12. Show interest speaking Pakistani languages like Punjabi, Sindhi, Pashto etc.	1	2	3	4	5
13. Familiar with the poets of different languages of Pakistan like Shah Abdul Latif Bahtai, Mast Tawakuli, Shah Hussain, etc.	1	2	3	4	5
14. Show proficiency in speaking national language.	1	2	3	4	5
15. Consider religious minorities as the equal citizens like Hindu, Sikh, Christen.	1	2	3	4	5
16. Show respect to minorities religious festive like Christmas, Diwali, Yatra.	1	2	3	4	5
17. Respect religious places like Mosque, Church, and Temple.	1	2	3	4	5
18. Show interest in different traits of Pakistani culture like arts, architecture and handicrafts.	1	2	3	4	5
19. Familiar with different cultural dresses and foods.	1	2	3	4	5
20. Show interest to get knowledge about geography and historical places of Pakistan like Rohtas fort, Faisal Mosque, Mohenjo-Doro.	1	2	3	4	5
21. Fair while dealing with their peers.	1	2	3	4	5
22. Ability to adjust with other cultures.	1	2	3	4	5
23. Feel pleasure working in groups with cooperation.	1	2	3	4	5
24. Encourage social justice like showing sympathy with the poor.	1	2	3	4	5
25. Feel free in practicing their own religion, language or culture.	1	2	3	4	5
26. Express views about independence of judiciary.	1	2	3	4	5
27. Realize that according to the constitution every individual shall have the basic necessities of life like food, shelter and education.	1	2	3	4	5
28. Realize that every institution has its own importance for nation development like parliament, military, judiciary etc.	1	2	3	4	5
29. Love to prefer using national products over the imported one like school bags, shoes, clothes etc.	1	2	3	4	5
30. Feel pride wearing a Pakistani flag pin.	1	2	3	4	5
31. National heroes to be my role models.	1	2	3	4	5
32. Feel excited to celebrate national events e.g., Defense Day, Independence Day.	1	2	3	4	5

Question item

33. Why it is important to teach patriotism and national integration to the students?

34. Which contents (e.g., chapter, lesson, unit etc.) is available to promote patriotism and national integration among the students?

35. What content/ material (e.g., chapter, lesson, and unit) do you suggest for teaching to promote love for country and integrity?

36. What kind of teaching strategies (e.g., discussion, lecture, cooperative learning, inquiry/investigation etc.) do you apply for developing patriotism and national integration among the students? Kindly enlist some other preferable teaching strategies related to the concepts.

37. Which ways of assessment do you suggest for evaluating the Pakistan studies curriculum for promoting love for motherland and solidarity?

38. What types of curricular and co-curricular activities are being organized by the school administration to promote love/respect of nation among students? (For example, national events, national hero days, cultural week etc.) What other curricular and co-curricular activities do you suggest?

39. What problems do you face while teaching the concepts of promotion of patriotism and national integration among students?

40. Which solutions do you suggest to effectively promote patriotism and national integration?

Any other Question, comments or suggestions?

Thank you so much for your valuable time and comments

Appendix 6: Interview Guide for Textbook Writers

I am a PhD scholar, conducting a survey on “DEVELOPING PATRIOTISM AND NATIONAL INTEGRATION: ANALYSIS OF PAKISTAN STUDIES CURRICULUM” to complete my Ph.D. dissertation. I want to conduct interview with you, which would take approximately 15-20 minutes to complete. I assure you the confidentiality of your responses which would be used only for the current research and would not be disclosed elsewhere for any other purpose. The answers you give will be kept private.

Demographics information

Designation: _____

1. Gender:

1, Male 2, Female

2. Qualification:

1, Masters 2, MS/ M.Phil 3, Doctorate 4, Post-Doctorate

3. Experience:

1, <1 year 2, 2-5 years 3, > 5 years

Interview Question item

5. Why is it important to promote the concepts of national integration and patriotism among students?

5. How national integration and patriotism related objectives/ SLOs mentioned in curriculum document related to have been incorporated into the Pakistan studies text books?

6. Which content (unit, chapters, lessons) have been included in Pakistan studies text books that deal with the concepts of national integration and patriotism?

7. What are the teaching strategies/methods (e.g. discussion, lecture, cooperative learning, inquiry/investigation etc.) have been suggested for promoting the concepts of national integration and patriotism?

8. Which assessment techniques (observations, discussion, written test etc.) are recommended to evaluate the national integration and patriotism related concepts among students?

9. What are some major issues related to the concepts development of national integration and patriotism among secondary level students?

10. Kindly suggest some practical ways of successful implementation the concepts of national integration and patriotism among students at secondary level?

Any other Question, comments or suggestions?

Thank you so much respected sir/madam for your precious time

Appendix 7: Interview Guide for Curriculum Developers

I am a PhD scholar, conducting a survey on “**DEVELOPING PATRIOTISM AND NATIONAL INTEGRATION: ANALYSIS OF PAKISTAN STUDIES CURRICULUM**” to complete my Ph.D. dissertation. I want to conduct interview with you, which would take approximately 15-20 minutes to complete. I assure you the confidentiality of your responses which would be used only for the current research and would not be disclosed elsewhere for any other purpose. The answers you give will be kept private.

Demographics information

Designation: _____

1. Gender:

1, Male 2, Female

2. Qualification:

1, Masters 2, MS/ M.Phil. 3, Doctorate 4, Post-Doctorate

3. Experience:

1, <1 year 2, 2-5 years 3, > 5 years

Interview Question item

4. Why is it important to promote the concepts of national integration and patriotism among students?

5. How objectives/ SLOs related to national integration and patriotism have been incorporated into the Pakistan studies curriculum?

6. Which content/ themes have been included that deal with the concepts of national integration and patriotism in Pakistan studies curriculum?

7. What are the teaching strategies/methods (e.g. discussion, lecture, cooperative learning, inquiry/investigation etc.) have been incorporated into the curriculum document for promoting national integration and patriotism?

8. Which assessment techniques (paper pencil test, Teachers' observations, discussion etc.) are appropriate to evaluate the national integration and patriotism among students?

9. What are some major issues related to the proper implementation of curriculum of Pakistan Studies with respect of national integration and patriotism?

10. Kindly suggest some practical strategies for successful implementation of curriculum of Pakistan Studies with respect of national integration and patriotism at secondary level?

Any other Question, comments or suggestions?

Thank you so much respected sir/madam for your precious time

Appendix 8: List of Public Secondary Schools Situated in Urban Area of Islamabad

S.No	Code	Name of Institution	Level	Gender
1.	00201	IMCG (VI-XII) G-6/1-4	Higher Secondary	Girls/Women
2.	00238	IMCG (VI-XII), G-8/4	Higher Secondary	Girls/Women
3.	00257	IMCG (VI-XII), G-9/2	Higher Secondary	Girls/Women
4.	00286	IMCG (I-XII), I-9/1	Higher Secondary	Girls/Women
5.	00296	IMCB (VI-XII), G-9/4	Higher Secondary	Boys/Men
6.	00305	IMCB (VI-XII) G-6/2	Higher Secondary	Boys/Men
7.	00307	IMCB (VI-XII), G-7/2 ST NO.11	Higher Secondary	Boys/Men
8.	00310	IMCB (VI-XII), I-10/1	Higher Secondary	Boys/Men
9.	00906	IMCB, G-10/4	IMC	Boys/Men
10.	00908	ICB, G-6/3 ST NO.8	IMC	Boys/Men
11.	00911	IMCG, F-10/3 ST 65	IMC	Girls/Women
12.	00901	IMCB, F-10/3 ST 65	IMC	Boys/Men
13.	00902	IMCB, F-11/1 ST NO.73	IMC	Boys/Men
14.	00903	IMCB, F-11/3	IMC	Boys/Men
15.	00904	IMCB, F-7/3 S.T NO-1	IMC	Boys/Men
16.	00905	IMCB, F-8/4	IMC	Boys/Men
17.	00907	IMCB, G-11/1 ST NO.5	IMC	Boys/Men
18.	00909	IMCB, I-10/1 ST.NO-18	IMC	Boys/Men
19.	00910	IMCB, I-8/3	IMC	Boys/Men
20.	00915	IMCG, F-8/1 ST NO.30	IMC	Girls/Women
21.	00916	IMCG, G-10/2 ST.NO 28	IMC	Girls/Women
22.	00917	IMCG, I-10/4 ST NO.32	IMC	Girls/Women
23.	00918	IMCG, I-8/4 IBD ST NO.1	IMC	Girls/Women
24.	00912	IMCG, F-6/2 ST 25	IMC	Girls/Women
25.	00913	ICG, F-6/2	IMC	Girls/Women
26.	00914	IMCG, F-7/4 ST NO.52	IMC	Girls/Women
27.	00919	IMCG, F-10/2	IMC	Girls/Women
28.	00202	IMSG (VI-X), G-6/1-3	Secondary	Girls/Women
29.	00207	IMSG (VI-X), G-6/2	Secondary	Girls/Women
30.	00211	IMSG (I-X), Presidential Estate Colony G-5	Secondary	Girls/Women
31.	00213	IMSG (VI-X), G-7/1 IBD	Secondary	Girls/Women
32.	00214	IMSG (VI-X), G-7/2 ST NO.5	Secondary	Girls/Women
33.	00223	IMSG (VI-X), F-7/2	Secondary	Girls/Women
34.	00224	IMSG (VI-X), F-6/1	Secondary	Girls/Women
35.	00227	IMSG (I-X), G-5, PMS Colony	Secondary	Girls/Women
36.	00232	IMSB (I-X), G-5, PMS Colony	Secondary	Boys/Men
37.	00233	IMSG (VI-X), E-8/3	Secondary	Girls/Women
38.	00236	IMSG (I-X),E-9 PAF Complex	Secondary	Girls/Women

39.	00239	IMSG (VI-X), G-8-2	Secondary	Girls/Women
40.	00250	IMSG (VI-X), G-9/3	Secondary	Girls/Women
41.	00251	IMSG (VI-X), G-9/4 St.No.64	Secondary	Girls/Women
42.	00258	IMSG (I-X), G-9/1 ST NO 51	Secondary	Girls/Women
43.	00267	IMSG (VI-X), G-10/1 ST NO 32	Secondary	Girls/Women
44.	00268	IMSG (I-X) G-10/3	Secondary	Girls/Women
45.	00275	IMSG (I-X), G-11/2	Secondary	Girls/Women
46.	00276	IMSG (VI-X), F-11/1	Secondary	Girls/Women
47.	00278	IMSG (VI-X), G-11/1 ST.NO 10	Secondary	Girls/Women
48.	00279	IMSG (VI-X), I-8/1	Secondary	Girls/Women
49.	00283	IMSB (VI-X), I-9/4 (No-2) S.T NO 35	Secondary	Boys/Men
50.	00287	IMSG (VI-X), I-10/4	Secondary	Girls/Women
51.	00293	IMSG (VI-X), I-9/4	Secondary	Girls/Women
52.	00297	IMSB (VI-X), G-8/1	Secondary	Boys/Men
53.	00298	IMSB (VI-X), G-10/3, S.T NO 55	Secondary	Boys/Men
54.	00299	IMSB G-9/1 ST 43	Secondary	Boys/Men
55.	00301	IMSB (VI-X), F-8/3 ST.NO-10	Secondary	Boys/Men
56.	00302	IMSB (VI-X), G-11/2	Secondary	Boys/Men
57.	00303	IMSB (VI-X) G-7/3-1	Secondary	Boys/Men
58.	00304	IMSB (VI-X), G-6/4	Secondary	Boys/Men
59.	00306	IMSB (VI-X) F-6/2	Secondary	Boys/Men
60.	00309	IMSB (VI-X), I-9/4, (No 1)	Secondary	Boys/Men
61.	00311	IMSB (VI-X), I-9/4, (No 2) S.T 35	Secondary	Boys/Men
62.	00312	IMSB (VI-X), I-10/2 ST.13	Secondary	Boys/Men
63.	00314	IMSB (VI-X), I/8-4	Secondary	Boys/Men
64.	00315	IMSB (I-X), G-8/4	Secondary	Boys/Men

(Source: FDE Website)

Appendix 9: List of Private Secondary Schools Situated in Urban Area of Islamabad

S #	Institution's Name	Postal Address	Level
1.	AIMS Education System	House No. 9, Street No. 49, Sector F-8/4	I - X & O Level
2.	Al - Hamd School of Islam and Modern Sciences	House No. 625, Sawan Road, Sector G-10/2	PG - XII
3.	Al - Hateem School and Academy	House No. 405, Street No.73, Sector G-8/1,	PG - XII
4.	Al - Mustafa Learning International School	House No. 614, Street No. 29, Sector G-10/2	N - X
5.	Al - Noor Academy	House No. 1823, Street No. 85, Sector I-10/1	IX - XII
6.	Al - Shams Model School	Sector E-11, Golra Sharif	N - X
7.	Al - Siraat International School	Plot No. 1, Street No. 94, Sector G-11/3	N - X
8.	ALI School System	House No. 1137, Neelum Road, Sector G-9/4	N - X
9.	Angelique School & College	Street No. 81, Embassy Road, G-6/4	PG - XII
10.	Anglo Oriental School	House No. 1028-1030, Street No. 10, Sector I-10/2	PG - X
11.	APWA (All Pakistan Women Association) School	Plot No. 26, Sector H-9/1	N - X
12.	Askari Public School & College	House No. 41-A, Street No. 23, Sector I-10/4	PG - X
13.	Bahria Foundation College	House No. 423, Street No. 01, Sector F-11/1	VI - XII
14.	Cambsford School System	House No. 607, Street No. 29, Sector G-10/2	PG - X
15.	Capital School System	House No. 717, Street No. 3, Sector I-10/2	N - X
16.	Career Public School & Girls College	Plaza No. 3-R, Markaz G-7, Sitara Market	N - X
17.	CDA Model School	Sector I-9/4	I - X
18.	Chanab School & College	House No. 34, Nazim-ud-Din Road, Sector F-8/4	IX - XII
19.	Crescent International School & College	25-H, Ibn-e-Sina Road, Sector G-10/3	PG - X
20.	Dar Ali Bin Talib	Opp. Al - Shifah International Hospital, H-8/1	N - X
21.	Dawn Model Public School	Noman Plaza, Utility Store, I-10 Markaz	PG - X

22.	Faraz Academy	House No. 431, Service Road North, Sector I-8/2	I - X
23.	Foundation Public School	House No. 612, Service Road East, Sector G-10/4	I - X
24.	Grammar School of South Asia	House No. 2186, Street No. 34, Sector I-10/2	N - X
25.	Ibn-e-Khaldun International School	House No. 05, Ibn-E-Sina Road, Sector G-10/3	N - X
26.	Innovative High School	House No. 709, Main Double Road, Sector G-11/1	N - XII
27.	International Islamic School of Excellence	Gulshan - e - Khudadad, Sector E-11/1	PG - X
28.	International School of Islamabad	Post office 1124, Johar Road, Sector H-9/1	N - XII
29.	Iqra Pilot School	House No. 468, Street No. 58, Sector I-8/3	N - X
30.	Islamabad Children's Academy	House No. 4/A, Street No. 5, Sector F-8/3	N - X
31.	Islamabad Science School & College	House No. 24, Nazimuddin Road, Sector F-8/1	VI - XII
32.	Islamabad Science School & College	House No. 4, Nazimuddin Road, Sector F-11/4	N - X & O Level
33.	Jinnah Muslim College of Commerce	Plot No. 93-95, Aabpara Market	XI - XII
34.	Jinnah Public School & College	Street No. 100, Sector G-11/3	N - XII
35.	Kauthar College For Women	House No. 168, Faiz Ahmed Faiz Road, Sector H-8/2	IX - XII & A Level
36.	Ken Academy	House No. 527, Ibn e Seena Road, Sector G-9/3	VI - XII & O Level
37.	Khatoon-e-Fatima High School	Street No. 55, Sector F-8/4	N - X
38.	Leads School System	Plot No. 1-F, Bazar No. 5, Sector I-10/1	N - X
39.	Marjan Public School & College	House No.42, Street No. 38, Sector F-10/4	N - XII
40.	Mashal Model School	Mohallah Dhaki, Nurpur Shaham, Bari Imam	N - X
41.	Millat College	Near Cricket Ground, G-7 Markaz	VI - XII
42.	Modern Language School & College	Plot No. 3E, Sher Bahadur Khan Arcade, Sector I-10 Markaz	N - XII
43.	Modern Language School &	Plot No. 4-S, Street No. 124, Sector G-11/4	N - XII

	College		
44.	National English School	House No. 1506, Street No. 88, Sector I-10/1	N - X
45.	National Textile Institute	House No. 2, Street No. 38, Sector G-6/2	X - XII
46.	OPF Girls College	Park Road, Sector F-8/2	N - XII
47.	Oxford High School	House No. 413, Street No. 43, Sector G-9/1	PG - X
48.	Pak - Turk International Schools & Colleges	House No. 8, Main Double Road, Sector F-10/3	VI - XII
49.	Pak - Turk International Schools & Colleges	House No. 625, Main Double Road, Sector G-10/2	VI - XII & O Level
50.	Pak Capital College Of Information Technology	Plot No. 37, Zakaria Palaza, G-9 Markaz	VI - XII
51.	Paragon Academy	House No. 920 (GF), Sohni Road, Sector I-10/1	IX - XII
52.	PBF International College (PBC Campus)	Plot No. 37, Sector H-9	N - XII & O Level
53.	PIES Group of Schools & Colleges	12-K, Sitara Market, G-7 Markaz	N - XII
54.	Punjab College	Plot No. 92, Nazim-ud-Din Road, Sector F-8/4	XI - XII
55.	Punjab College of Information Technology	Ghosia Plaza, Shahrah-e-Soharwardi, Abpara,	XI - XII
56.	Punjab College of Science	Fazl-e-Haq Road, 12-D West, Bewal Plaza, Blue Area	XI - XII
57.	Roots Millennium Schools	Street No. 100, Sector G-11/3	PG - X & IGCSE
58.	Sakeena Zaheer Education Centre	Dhraik Mohri, Near Golra Railway Station, Sector F-13	N - X
59.	School of International Studies in Sciences and Arts	3I - Mauve Area, Sector G-9/1	PG - X
60.	School of Learning (International)	House No. 6, Nazimuddin Road, Sector F-10/4	N - X
61.	Shaheed Wali Khan High School	House No. 195, Street No. 57 Sector G-9/4	N - XII
62.	Shear Wood Academy	18-Park Road, Sector F-8/2,	X - XII
63.	Sky Birds Academy	House No. 429-C, Street No. 28, Sector G-6/1-2	N - X

64.	SLS Montessori & School	Plot No. S-6, Street No. 124, Sector G-11/4	I - X
65.	Step Ahead International School	House No. 874, Main Service Road, Sector I-10/4,	N - X
66.	Chanab School & College	Mushtaq Mension, 2 nd Floor, Blue Area	XI - XII
67.	Super Nova School	9, Bhitai Road, Sector F-7/1	III - XII
68.	Super Tech College	5 - A, Super Market, Sector F-6	XI - XII
69.	Telecom Foundation Public School	Sector G-8/4	N - X
70.	The Educators (Federal Campus)	House No. 57-C, Saddar Road, Sector G-6/1-3	N - X
71.	The Bright Scholars School	House No. 252, Street No. 70, Sector G-8/1	PG - X
72.	The Bright Scholars School	House No. 303, Street No. 70, Sector G-8/1,	PG - X
73.	The Educators (Capital Campus)	Darbar Chowk, Service Road, Sector G-11/1	N - X
74.	The Jinnah School	House No. 317, Street No. 58, Sector F-10/3	N - X
75.	The Mount Sinai School	House No. 485, Street No. 9, Sector F-10/2	N - XII
76.	The National School & College	House No. 1465, Street No. 18, Sector I-10/1	N - X
77.	The Play School	House No. 26, Nazimuddin Road, Sector F-8/1	N - X
78.	Wahid International School of Excellence	Street No. 8, Sector F-10/2	N - XII & O Level
79.	Zawiya Academy	3 rd Floor, Al Babar Center, F-8 Markaz	IX - XII
80.	Zia-ul-Islam Public Model School	Golra Sharif, Sector E-11	N - X

(Source: PIER)

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