

Analysing the Role of Pakistan Studies Curriculum in Enhancing Citizenship Behaviour among Secondary School Students



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Abstract: *Peace and harmony in a society can be fostered through civic education. The study's goals were to examine how civics education was covered in Pakistani secondary school textbooks in the province of Punjab. The purpose of this mixed-methods study was to investigate the civic education content of the Pakistan studies curriculum and to gauge teachers' views on the subject's place in the classroom. The study looked into how civic education is integrated into secondary school studies curricula in Pakistan. The researcher looked into how well textbooks match up with lessons. The sample size for this quantitative analysis of the Pakistani education system was 7425 active educators. The qualitative sample, on the other hand, was made up of 27 professional educators. The first step involved conducting a content study of the Pakistan studies textbooks and curriculum documents used in grades 9 and 10. The interview data from this study were examined using theme analysis. Quantitative information was evaluated using both descriptive and inferential statistics in the second stage. Interest among educators was characterized using frequency, percentage, and mean descriptive statistics. The study used inferential statistics, including the t-test for independent samples and the one-way analysis of variance, to evaluate its hypotheses. The results demonstrate that teaching politics in Pakistan Studies courses is ineffective. Pakistani students lack political awareness since the curriculum does not provide them with any hands-on experience with politics or political issues. Only 5% of classroom time is devoted to teaching students about politics. So, it's been suggested that the curriculum should include more information about politics or political issues, as well as information about basic human rights like the right to a free and fair trial, the right to privacy and religious freedom, the freedom to travel and own property, and the right to be free from slavery.*

Keywords: Civic Education, Curriculum, Political Domain, Cultural Domain

Introduction

Citizenship education ranks among today's critical problems. Each student comes to the classroom with his or her own set of cultural and societal norms and values, thus it is important for teachers to foster an environment where they may be discussed and evaluated critically. Civil,

social, cultural, and political life all rely on a strong foundation of citizenship education (Sultana, 2006).

The basic purpose of education is to develop young people into contributing members of society and of the nation. When people in a country dedicate their knowledge, experience,

and energy to the progress of their nation, that nation advances in every possible way. (Dean, 2005). Elms (2001) argues that developing good citizens is essential to building a peaceful and prosperous community. The basic goal of citizenship education is to foster a more harmonious society by developing responsible individuals. In order to develop the next generation of creative citizens who will help build a more civilized society, citizenship education is essential.

The societal evils associated with young people who proudly embrace anti-social behaviour and an extremist mentality (Potter, 2002) can be remedied by the insertion of citizenship education in the school curriculum. Citizenship education, as discussed by Osler & Starkey (2006), is crucial in mending the 'youth deficit' at the grassroots level, as it can be applied to the solution of environmental, moral, political, and social problems by helping individuals better understand their rights and responsibilities as citizens of a nation. National pride, a feeling of belonging to one's country, engagement in political and civic life, and an understanding of one's rights and obligations are just a few of the many facets that make up what is known as "citizenship education" (Kymileka, 1998).

Citizenship education is important because the economic, cultural, and political health of a country relies on its people. Given the way the world's politics, culture, and economy are right now (Naseer, 2014), it is clear that citizenship education must be a priority and a focus in both rich and developing countries if healthy democracies are to be built. Since kids spend so much time in school, it makes sense to teach them about social responsibility and the world there (Sigauke, 2012; Crick, 1998).

1.1 Civic Education in the National Curriculum

Culture, social character, respect, and the rule of law are all important to building a civil society, and they should all be emphasised in the national curriculum. Textbooks are used to teach the curriculum, and they serve a pivotal role in building cohesion amongst various social groups (Hatcher, 2011). Students will be encouraged

and inspired by the textbook's coverage of civic engagement at the local, state, and national levels. They push for kids to take part in structured activities that benefit the community in the long run. They also aid in students' cognitive and metacognitive development in the areas of civics, politics, and culture, all of which are crucial for their future success. Citizenship education instills in students a set of norms and values that they should uphold as members of society (Dean, 2013). Citizenship, national, and societal duties are taught in schools and instilled in students through the national curriculum. It encourages them to take an energetic role in civic life. They'll learn more, improve their abilities, and start using more of society's laudable values as a result. Regarding the regulations concerning these problems (Hatcher, 2011). The major objective of social studies education is to equip students with the knowledge and skills necessary to participate actively in and contribute to a democratic society, as stated in the National Curriculum document (2006). Knowledge, skills, and values offered in social studies are crucial for students to succeed in the citizenship job.. Citizenship education is crucial because it imparts upon a nation's youth the fundamentals of good citizenship. Students' mental, emotional, and spiritual growth are all aided by their time in secondary school. Character flaws and strengths emerge at this point. Secondary school pupils can benefit greatly from citizenship education (Naseer, 2012). The importance of secondary-level citizenship education cannot be overstated. Citizenship education is not required by law in Pakistan's public schools and is not separately taught as a distinct subject. Respect for others' rights, gender equality, and constitutional development are all emphasized in the textbooks of social studies and Pakistan studies, as are the demographic features of the Pakistani land, the political, social, and cultural institutions, and the heroic figures who helped shape the nation's ideology.

Since there are so few studies on citizenship education in Pakistan, there is a great need for more research to examine the content of citizenship education in the alliance of the

curriculum at the secondary school level. Especially in Punjab, Pakistan, no research has focused on civics education. Therefore, the researcher filled this void in the existing literature by employing a mixed-methods strategy. The study looked into the prevalent citizenship education components in secondary school Pakistan studies curricula. This study aimed to determine how well textbooks correspond to course material.

1.2 Objectives of the Study

1: To examine what was included in the Pakistan Studies textbook used in secondary schools in Punjab Province about civic education.

2: To analyze the textbook's coverage of citizenship education's civil domain (a sense of place, rights, and responsibilities as a citizen of Pakistan) and how well it corresponds to the Pakistan Studies secondary school curriculum in Punjab Province from 2006.

3: To explore how secondary school teachers view their students' citizenship behavior.

1.3 Research Questions.

RQ-1 How much emphasis is placed on citizenship education topics in the secondary level Pakistan Studies curriculum in Punjab.

RQ-2 How much, if any, emphasis is placed in the Punjab province's secondary school curriculum of Pakistan studies on developing a sense of national pride, patriotism, and civic duty among students?

RQ-3 What do secondary school teachers perceive regarding students' citizenship behaviour?

2. Literature Review

“Civic education is a lifelong process involving many different institutions, including but not limited to families, governments, churches, civic authorities, traditional authorities, and the media.”

2.1 Civic Education

Muleya (2016) said that Civic Education is the active participation of citizens in society's self-management and making sure that everyone who needs help gets it. This is because there is

more interest in education for democracy and the strengthening of democracies all over the world. When people have an appreciation for the value of Civic Education in this context, they are better able to understand how to interact with one another, respect one another's opinions, and help one another out when circumstances are tough.

Through fostering students' appreciation for the meaning of life and the diversity of human values, civic education can help them become more spiritually, socially, and culturally engaged citizens. By fostering the student's integrity, critical thinking, appreciation for others' rights and responsibilities, a sense of social justice, and a commitment to fair dealings. Helping students grow as people by gaining the knowledge and abilities they'll need to contribute to society as responsible, contributing adults. The growth of a culture occurs when people from different backgrounds and perspectives learn to appreciate and respect one another (Collado, 2006).

2.2 Domains of Civic Education

Civil domain

Citizenship education's civil domain reflects shared societal goals. Which are vital to promoting a harmonious social environment. Access to information, as well as freedoms of expression and speech, and the rule of law, fall under this category. democratic ideals are the focus (Kerr, 2002).

Political domain

Citizenship's political domain includes participation in a society's political process. Political institutions were established by society to deal with current and future issues. It serves to instill in students the qualities of good citizenship and provide them with the tools necessary to actively participate in the political system (Kerr, 2002).

Socio-economic domain

The individual's place within society is referred to in the socio-economic sphere of citizenship. It encourages people to become involved in their communities. The socio-economic domain encompasses the rights to economic stability and

autonomy in one's chosen profession, as well as the freedom to engage in constructive social and economic activities. (Kerr, 2002) Citizenship education raises public consciousness about the importance of social and economic justice within the context of the rule of law.

Cultural and collaborative domainIt addresses societal cultural norms. As a result, students are better able to appreciate and understand cultural differences at the local, national, and international levels. Citizenship education encompasses a wide range of subject areas, each of which is dynamic and intricately connected to the others. The four pillars of civic education are the foundation of citizenship education in both developed and developing nations (Hina, Rahman, & Jumani, 2011).

2.3 Civic Education in Pakistan

The history of Pakistan, both before and after it gained independence, has resulted in a society that is incredibly diverse in every way. In contrast, values like peaceful cohabitation, tolerance, respect, and appreciation for diversity are in short supply. This illustrates that the failure of the nation's social institutions (including families, schools, and the greater community) to foster these qualities among its citizens. School is the second most important place for children to learn civic qualities after their own homes, according to a substantial body of research. Civic knowledge, civic disposition, and appropriate civic skills should all be given equal weight in an ideal civic education model. Civic education rests on the three pillars of knowledge, skill, and character. The purpose of citizenship education is to teach people the how and why of being good citizens. Secondly, citizens require the development of civic skills that allow them to engage in critical thinking and make well-informed decisions. Moral responsibility, self-control, dignity, and regard for others are all components of a civic temperament (Hussain, 2007).

Public and private civic education in Pakistan are in a bad state, and this is reflected in the curriculum and the students who complete it. There has been no research done specifically on this issue. Courses like sociology, islamology,

and Pakistan studies hardly scratch the surface of citizenship education. The national education policy does not define the purposes of civics education. Thus, from the educational policy document to the creation of our textbooks, the quality and quantity of civic education are completely ignored. According to the Ministry of Education Policy paper published in 1959, the main objective of civic education in Pakistan is to inculcate in a citizen a love of nation and respect for its organizations.

Since Pakistan was founded in 1947, political instability has led to biased educational programs that are more focused on confirming political and ideological goals than on making people who are productive, smart, tolerant, and critical. In 1958, Ayub Khan established the Sharif Commission after realizing the country needed a standardized schooling system. This commission noted the lack of national unity and technological improvement in the educational system (Ministry of Education, 1959). The panelists neglected to discuss the importance of fostering civic literacy among Pakistani residents. Additionally, civics education was integrated into history and geography curricula at this time (Dean, 2005). Therefore, it could be argued that the subject's unique status as a crucial part of a well-rounded citizen's education was dismantled during the martial law era.

The political unrest caused by economic and social inequality left scars on civic education in 1972. In an effort to cultivate patriotism and promote national unity, social studies is an obligatory subject for students in grades 9 and 10. Unfortunately, the skills, attitudes, and knowledge essential for effective citizenship have taken a back seat to partisan concerns. In 1979, when Zia-ul-Haq imposed martial law and redirected attention away from the basic aims of civic education, another setback occurred. To achieve its goal of Islamizing society, the policy's backers launched a citizenship education programme in 1979 (Dean, 2005).

Ultimately, the National Educational Policy (1998-2010) of Pakistan is highly consistent with the previous national educational strategies of Pakistan. It recommits itself to strict interpretations of orthodox Islamic ideology at

the expense of teaching students the knowledge, abilities, and character traits necessary for productive and fulfilling citizenship. The government's education agency, the Department of Education, established the National Curriculum Development Committee in 2000 to recommend alterations to the current social studies curriculum. According to their research, the national curriculum is based on Islam and Pakistani ideology, and it aims to promote the development of peaceful and civilised citizens through civic education. There was a downplaying of civic education's basic purpose, which is to produce citizens who are responsible, engaged, and knowledgeable.

The proposed reformed curriculum (National Curriculum for Social Studies of Class VI, VII, and VIII, 2000) also emphasises instilling a profound respect for Islam and Pakistan as well as a shared sense of national pride. Students would be expected to participate in class discussions, locate Muslim countries on a map, and collect flags from these countries as part of the proposed curriculum's instructional strategies. Doing so teaches us how they function, how they might be improved, and what they actually are (Hussain, 2007).

Citizenship education, however, aims to achieve more than just the collection, analysis, discussion, and description of information. A well-informed and involved population is the foundation of a strong democracy. A clear attempt was made to provide students in grades four and five with the knowledge and abilities they'll need to participate actively in and contribute to society in the 2007 social studies curriculum. If the government and the private sector do not work together to implement this curriculum, however, it will not be effective. Textbooks are also published in line with the aims and directions of curricula. Instead of making people more tolerant and accepting, the content of these works stirs up conflicts and makes people more hostile. Five of the eight Sindh Text Book Board textbooks that were looked at showed bias against women, people from other countries, faith groups, and people

with disabilities. This goes against what the organization says it wants to do (Dean, 2005).

2.4 Current scenario of Civic Education in Pakistan

In Pakistan, students receive Civic education as part of the social studies curriculum at the basic and elementary levels and the Pakistan studies and civics curriculum at the secondary level. Islamization of society has been a primary emphasis of civic education in Pakistan since the 1980s. The curriculum is designed to teach students the values and norms of Islam as well as the responsibilities of being a decent citizen of Pakistan (Gillani & Ahmad, 2004). In Pakistani secondary schools, civics, social studies, and Pakistan studies are required as capstone courses. Civic education is contextualized within an Islamic theoretical framework and is offered as both a compulsory and an elective course for secondary school students in Pakistan. The national curriculum policy details the goals, objectives, content, and instructional approaches for these classes. In Pakistan's secondary schools, students will not be able to take a dedicated Civics class. Several facets of civic education have been integrated into the fabric of standard curricula.

While not a mandatory requirement, civics lessons are sprinkled into elementary school social studies and high school Pakistan studies textbooks as of 2006. The social, political, and economic development of a state are all aided by the dissemination of knowledge through civic education. It is crucial in connecting academic study with real-world application. There is a lot of potential for investigation into the alignment of civics curricular topics. The topic of civic education has seen very little research (Naseer, 2012).

3. Methodology

The aim of the study was to examine the status of Civic Education in Pakistan: Analysis of Pakistan Studies Curriculum at the Secondary School Level therefore, the exploratory sequential research design was adopted for this study.

Table 3.1 Units of Population

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

Table 3.2 Sample distribution of the study

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

Reliability

Cronbach's Alpha reliability analysis was performed by entering the data from the pre-

testing into an SPSS matrix. According to Salkind's (2015) recommendations, a.82 internal consistency coefficient for 57 items is considered good.

Table 3.3 Cronbach's Alpha and Internal Consistency of the Tool

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

Table 3.3 displays the internal consistency coefficients of the study's variables. Each of the instrument's variables underwent its own reliability investigation. Civil, political, socio-economic, and cultural aspects of civic education were found to have Cronbach's alpha coefficients of .86, .74, .93, and .84, respectively. Similarly, as can be seen in the table above, the

variable "curriculum of Pakistan studies" had a coefficient of .74.

RQ¹ To what extent content of civic education is presented in the curriculum of Pakistan studies for secondary school level in Punjab Province.

Table 3.4 Do you think the objectives of the Pakistan studies curriculum have covered the concept of Civic Education?

Themes	Descriptive Codes	Σ
Civic Education	Dignity	12
	Political awareness	13

Respect	13
Civic knowledge	14

Dignity

It strengthens the conviction that every person is of equal value, worth, and rights to society. When people treat each other with respect, it helps establish healthy relationships and promotes justice. Dignity sets the path for others to trust you, believe in you, commit to you, engage with you, get along with you, and form lasting connections with you.

Political Awareness

The majority of content relevant to political literacy is included in the Pakistan studies curriculum. High school students can get benefit from its coverage of political figures both past and present. It makes it possible for people to focus on political ideas and learn more generally about the parties' plans for putting them into action in the country. It's possible that many people were turned off by the concept of political consciousness. However, knowing how to navigate the political landscape can be a game changer, an asset to any organization, and an essential life skill if applied correctly.

Respect

Civic education helps individuals become responsible members of society by fostering mutual appreciation and cultural awareness. It leads to outstanding consideration of the needs, wants, and rights of others. Modern Pakistani studies programs put a lot of emphasis on teaching students to respect and honor their country's leaders, elders, teachers, laws, and sacrifices. Because of this, people, groups, and society as a whole have a better understanding of what other people do.

Civic Knowledge

The goals of civic education are to develop a sense of responsibility and pride in one's community and country in its young citizens. As a fundamental concept of politics, collectivism, and loyalty to the country, civic knowledge is also included in the current curriculum. It also covers people's efforts to better themselves and

the world at large by participation in public and private issues. These are all aspects of civic education and responsibility. Students need a foundation in civic knowledge and understanding in order to think critically, comprehend how government operates, and take an active role in civic and political life. The curriculum of Pakistan studies, the study of fundamental civic documents, and the introduction of ideas that will permit in-depth discussion of contemporary social concerns and the creation of meaningful ties between the past and the present are all viable means of achieving this goal. The current curriculum actively pushes students to make contact with societies, build strong social relationships, and study policy papers about the country's norms and values so that they can keep up with the national law of excellence and civic knowledge.

Content Analysis

These topics were covered in the following chapters of the 9th and 10th grade textbooks: Chapter 6: This section focuses on societal norms and values, including how to treat others with respect and show appreciation for one another's cultures.

Curriculum Documents

Human rights, political literacy, courtesy, and civics are all thoroughly covered in the curriculum texts. Secondary school students in Punjab are kept aware about the political, social, moral, cultural, and economic climate of the country through a curriculum that places a strong emphasis on civic education. In a similar vein, it's important to make sure they know where their country came from.

RQ⁻²

How much, if any, emphasis is placed in the Punjab province's secondary school curriculum of Pakistan studies on developing a sense of national pride, patriotism, and civic duty among students?

Table 3.5 Do you think the content of the Pakistan studies curriculum covers the civil domain (sense of belonging to the land, rights, and obligations) of civic education?

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

Loyalty to the country

Pakistan Studies classes taught students the value of patriotism and the need of understanding their country's needs. It explains why patriotism is essential to one's spiritual life. One can have genuine feelings of love and admiration for one's original country regardless of when one becomes a citizen, whether at birth or later in life. The lessons in the Pakistan studies programme instill a sense of patriotism by emphasising the importance of helping one's fellow citizens in times of crisis (such as a pandemic, flood, or earthquake), being proud of one's country's values and culture, carrying out one's civic duties, and respecting the constitutional guarantees of freedom and equality guaranteed by law.

Spirit of patriotism

The present Pakistan Studies curriculum encourages students to have pride in their country. Our ancestors' (Muhammad Ali Jinnah, Allama Muhammad Iqbal, Ashraf Ali Thanwi, Shabbir Ahmad Usmani, Aga Khan, Liaquat Ali Khan, Fatima Jinnah) and sisters' (Aga Khan, Liaquat Ali Khan, Fatima Jinnah) fight for freedom are documented there. The national flag, national animal, national anthem, and other national symbols are discussed in class. It encourages students to take part in patriotic events on national holidays including Independence Day, Eid ul Fitr, and Eid al Adha. All of these things make them a good citizen.

Constitutional rights as a citizen

Freedom of expression and the right to personal security are only two examples of the

constitutional protections that students of Pakistan Studies will learn about. This includes information on the elimination of discrimination in all areas of public life, including access to public accommodations, protections for religious institutions and the freedom to practise religion, protections for those who are arrested or detained, the elimination of forced labour and slavery, the preservation of cultural practises such as language and script, freedom of movement, and freedom of association.

Knowledge of responsibilities

Responsibility for one's own safety and the safety of others, respect for and compliance with all levels of law (local, state, and federal), and civic engagement are all topics covered in Pakistan Studies courses. Students can learn to respect the opinions and beliefs of others, conserve water and electricity, be good ambassadors for Pakistan, and protect the country's sovereignty, unity, and integrity. It can also help cultivate a sense of brotherhood and cooperation among the country's citizens.

Content Analysis

The topics discussed above are covered in the following chapters of the 9th and 10th grade textbooks;

The lessons of Chapter 2 emphasize patriotism and the importance of serving one's nation with all one's heart and soul.

Section 5: Individual responsibilities as a Pakistani citizen are outlined in this chapter. These include things like being loyal to the government, protecting the environment, spreading knowledge, honoring cultural norms,

and giving aid to those in need. Citizenship and the rights guaranteed by the Constitution are also emphasised.

Curriculum Documents

Punjab province's secondary school curriculum documents include lessons on civic education..

It emphasises the importance of understanding one's duties as a citizen as well as one's rights under the Constitution. In light of this, the curriculum materials now in use in the Punjab province substantially explain the civic dimension of civic education.

DESCRIPTIVE ANALYSIS (Statements related to Civil Dimension of CE)

Table 3.6 The curriculum of Pakistan Studies inculcate knowledge about need and importance of loyalty to the country.

Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	1	.3	4.74	.565
2	DA	6	1.6		
3	N	0	0		
4	A	80	20.7		
5	SA	299	77.5		

As the table above shows, teachers of Pakistan studies have different ideas about whether or not the things they teach make their students more patriotic. 27% of teachers agreed with the

statement, and 77.5 % of those people agreed very strongly. The mean value of the statement, which is 4.74, and the standard deviation, which is .565, both show that educators agreed with it.

Table 3.8 The curriculum of Pakistan Studies infuse awareness to respect the national identities (National flag, national anthem, national institutions).

Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	2	.5	4.47	.625
2	DA	5	1.3		
3	N	0	0		
4	A	180	46.6		
5	SA	199	51.6		

The table above shows what Pakistan studies teachers think about how the curriculum should teach students to respect national identities (such as the national flag, the national anthem, and national organisations). Teachers were very

interested; 46.6% agreed with the statement and 51.6% strongly agreed. The mean number and standard deviation, which are 4.47 and .625, also show that teachers agreed with the statement.

Table 3.9 The curriculum of Pakistan Studies promotes feelings of pride as a citizen of a sovereign state.

Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	3	.8	4.37	.926
2	DA	34	8.8		

3	N	0	0
4	A	129	33.4
5	SA	220	57.0

Teacher opinions are summarised in the table above regarding whether or not the Pakistan Studies curriculum fosters a sense of national pride. The majority of educators (57%) agreed or strongly agreed with the statement, while

33.4% of educators agreed. The mean and standard deviation of 4.37 and .926 respectively also indicate that instructors found the proposition to be true.

Table 3.10 The curriculum of Pakistan Studies highlights the spirit of patriotism in students.

Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	25	6.5	4.15	1.031
2	DA	10	2.6		
3	N	0	0		
4	A	198	51.3		
5	SA	153	39.6		

The accompanying table shows how Pakistan Studies educators feel the programme fosters a sense of national pride in their students. A majority of educators (51.3%) agreed and 39% (or more) strongly agreed with the statement.

Positive reactions from teachers are also reflected in the statement's mean value and standard deviation, which come in at 4.15 and 1.031, respectively.

Table 4.10 The curriculum of Pakistan Studies develops a sense of ownership towards the land and assets of Pakistan.

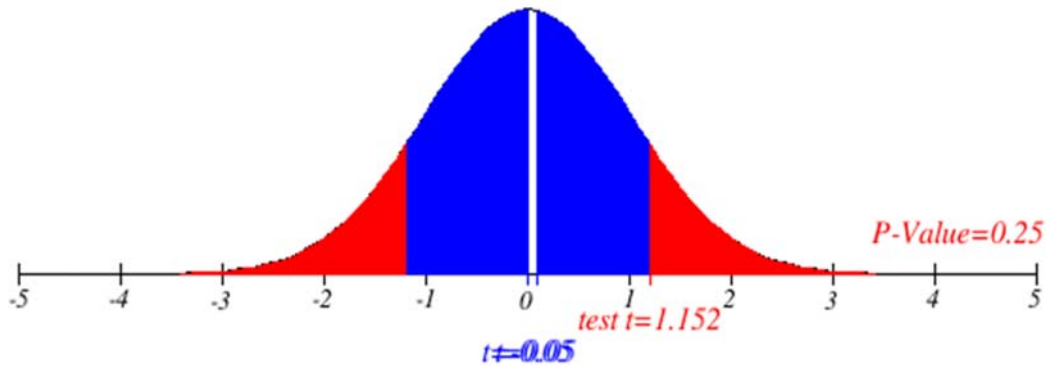
Rating	Options	Frequency	Percentage	Mean	SD
1	SDA	3	.8	4.52	1.103
2	DA	5	1.3		
3	N	0	0		
4	A	177	45.9		
5	SA	200	51.8		

The above table shows the opinions of Pakistan studies teachers on whether or not they believe the Pakistan Studies curriculum fosters a sense of pride in Pakistan's land and resources. 45.9% of educators agreed with the statement, with

51.8% finding it to be true. Mean and standard deviation values of 4.52 and 1.103, respectively, suggest that educators generally agreed with the assertion.

Table 4.65 Perceptions of Teachers about Civic Education in terms of their Locality.

Locality	N	Mean	SD	t	p
Urban	261	4.197	.303	1.152	.250
Rural	125	4.161	.252		

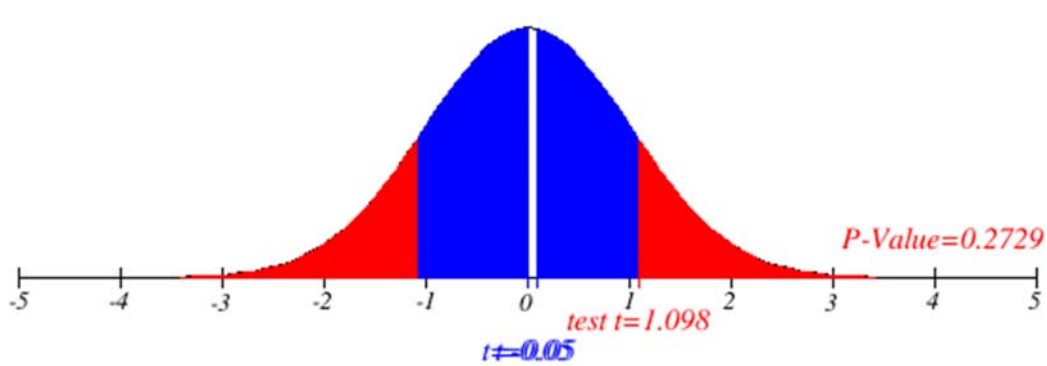


The table above shows how Pakistan studies teachers think about political education in different ways. There were 258 positive answers from teachers in cities, with a mean value of 4.197 and a standard deviation of .303. There were also 125 positive responses from teachers in rural areas, with a mean value of 4.161 and a

standard deviation of .252. The estimated t-value for civic education was 1.152, and the p-value was .250. This means that there is no difference between how teachers in cities and those in the country feel about civic education ($p = .250 > 0.05$).

Table 3.11 Perceptions of Teachers about Civic Education in terms of their Qualification.

Qualification	N	Mean	SD	t	p
Graduate	260	4.196	.282	1.098	.273
Post-Graduate	126	4.162	.298		



The table below shows how different Pakistan studies teachers feel about how important it is to teach civics. There were 260 enthusiastic answers from graduate-level professors, with a

mean score of 4.196 and a standard deviation of .282, and 126 enthusiastic responses from professors with advanced degrees, with a mean score of 4.16 and a standard deviation of .298.

The t-value for civic education was 1.098, and the related p-value was .273. This means that there wasn't a big difference between how teachers with and without advanced degrees thought about the subject.

Findings

1. Teachers of Pakistani history and culture think that required classes in their field should stress patriotism and doing your civic job. 27% of teachers agreed with the statement, and 77.5 % of those people agreed very strongly. The average answer from teachers to the statement is positive (4.74), and the standard deviation is also positive (.565).
2. History and culture teachers in Pakistan have strong ideas about what should be on the country's official school curriculum. 46.6% of educators agreed with the statement, and 51.6% of them strongly agreed with it. The average number of answers is 4.47, and the standard deviation is .625, which shows that most educators agree with the statement.
3. Teachers in the area of Pakistan Studies think that the lessons they've made help their students feel proud of their country and responsible for it. Educators were very interested, and 33.4% of them agreed and 57.0% of them strongly agreed. Both the mean and standard deviation of how teachers felt about the sentence (4.37 and .926) are positive.
4. Teachers of Pakistani studies talk about the lessons they teach and how important it is to make their students feel like they are part of their country. Most educators (51.3% of them or more) agreed with the statement, and 39% or more of them highly agreed. The mean value and standard deviation of the sentence, which come in at 4.15 and 1.031, respectively, also show that educators liked it.
5. 45.9% of Pakistan studies teachers agree, and 51.8% strongly agree, that it is important to teach their children to be proud of Pakistan's land and resources. Both the

mean and the standard deviation for this statement are on the rise (4.52 and 1.103, respectively).

Conclusion

This research yielded the following results;

1: The self-interested and ethical development of students is greatly aided by the Pakistan studies curriculum. It put emphasis on respecting one's elders, one's country, one's teachers, one's fellow citizens, one's government, one's religion, and one's country's heroes and martyrs. Therefore, the subject matter of civic education is presented in the Pakistan studies curriculum.

The importance of patriotism been instilled in students through the Pakistan Studies programme. Motivates young people to care about their country. Our forebears' fight for freedom is chronicled in its pages. It educates readers about their rights as citizens of Pakistan, including those related to free speech, physical security, and more. Pakistan studies thus presents material from the civic sphere of civic education.

3: Basic human rights education, constitutional growth, and voter engagement are not covered in Pakistan studies courses. Political literacy is given less attention. This means that the curriculum of Pakistan studies does not include any material from the political arena of civic education.

4. There is nothing in the Pakistan studies curriculum that helps students make the connection between themselves and their community. Doing good for society, raising people's consciousness about the importance of being involved in public life. It does not educate its readers on the state of education in Pakistan, the progress of the economy, or the place of women in either. Consequently, the subject matter of the socio-economic domain of civic education is not covered in the studies curriculum in Pakistan.

5. Pakistani studies courses provide heavy emphasis on cultural awareness. This is the class that introduces students to the history, culture, and geography of Pakistan. This exemplifies the power of the mass media to disseminate

important cultural norms. It's written from an Islamic perspective and tries to teach its readers Islamic principles. Pakistan studies thus include the cultural sphere of civic education.

5.5 Recommendations

1: The results show that most experts felt that teachers in Punjab secondary schools should do a better job of imparting knowledge to their students. They show how teachers in Pakistan Studies classes still rely on traditional methods. Teachers are mostly seen relying on lecturing and reading from textbooks. Therefore, it is recommended that educators employ novel methods to encourage student participation in the classroom.

2: The results demonstrate that political literacy is not emphasised in Pakistan Studies courses. Students in Pakistan suffer from a lack of political literacy since the curriculum gives them little opportunity to have hands-on experience with political concepts or situations. Only 5% of classroom time is devoted to teaching students about politics. Therefore, it is suggested that material related to politics or political issues be added to the curriculum.

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