

A SOCIOLOGICAL ANALYSIS OF PAKISTAN STUDIES CURRICULUM AND ITS ROLE IN FOSTERING ACTIVE CITIZENSHIP AMONG STUDENTS AT SECONDARY LEVEL

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Abstract

The main purpose of teaching Pakistan Studies as a school subject is to develop students' socio-cultural and religious values. The goal of the present study was to analyze the secondary level Pakistan Studies Curriculum (PSC) and identify its role in Fostering Active Citizenship (FAC) (social, cultural, and religious values) among students. This quantitative study was carried out in the district of Multan, where secondary-level public school teachers and students made up the study's population. The study was limited to 10 UCs in Tehsil Multan City via multistage sampling because of the limited time and resources available. Two separate research instruments were developed for teachers and students, through which secondary-level PSC was evaluated through teachers' perceptions, while its role was determined by getting perceptions from students. The study found that secondary-level PSC had potential contents and components that could contribute to FAC among students (M = 3.84, SD = 1.46). Moreover, it was found that PSC fostered students' sense of patriotism (M = 3.49, SD = 1.47), social values (M = 3.34, SD = 1.70), cultural values (M = 3.37, SD = 1.43), and religious values (M = 3.54, SD = 1.29). The study found a significant role for PSC in FAC ($r = .62$, $\beta = .78$, $p < .001$). In conclusion, the study found secondary-level PSC to be a potential force that could develop students' active citizenship. The study also found no significant difference in perceptions among female and male teachers and female and male students.

Keywords: Pakistan Studies, Curriculum, Citizenship, Secondary school, Teacher, Student

Introduction

Active citizenship is considered essential to a country's democracy (Houtzager & Acharya, 2011). Therefore, by

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exercising civic responsibility, each citizen of a nation is expected to support some of the democratic principles written in that country's constitution. Respect for one another, patriotism, justice, freedom, equality, diversity, power, privacy, progress, ownership, participation, human rights, tolerance, and the rule of law are among these values and commitments. The social studies curriculum attempts to instil civic awareness in the students in order to foster responsible citizens who are engaged in both society and government. (Ersoy, 2014).

Pakistan has primary and secondary schools where Pakistan Studies is taught as a core subject. It was made compulsory in the 1980s with the aim of improving students' knowledge of the country's geography, history, culture, economy, and politics (Zaman, Naeemullah, & Ullah, 2021; Mehboob, Khan, and Ruba, 2019). PSC strives to instil in children a spirit of patriotism, a sense of national identity, and an understanding of the prospects and challenges that the nation as a whole is currently facing (Iqbal, Mahmood, & Iqbal, 2023). It also helps students to know about the establishment of Pakistan, its ideology (Hashmi, 2014), the war for independence, the importance of key figures in its history (Iqbal, Haq, & Akhalq, 2017), its political and economic systems (Muzaffar, Javaid, & Sohail, 2017), and many distinct cultures and customs (Muhammad, 2016). By providing students with a comprehensive understanding of their country, its culture, and its values, Pakistan Studies contributes to the creation of more informed,

involved, and empowered citizens who are better able to help the nation's progress and development (Khan, 2010). Students acquire the skills necessary to comprehend complicated issues and problems, assess a wide range of points of view, and draw conclusions based on the available data (Hashmi, 2011). Generally speaking, Pakistan Studies is a crucial subject that has a significant influence on how the nation and its citizens evolve in the future.

Putting all the knowledge and information into practice is critical to the community as a whole, not just the students. Reading Pakistan Studies is not sufficient to pass the course with a good grade. For students to be effective and engaged citizens, they have to apply the knowledge and information to their actual and practical lives (Kariya, 2012). Pakistani students now treat Pakistan Studies as a simple subject and do well with it on their final exams. It should go without saying that a student who receives an A+ or A in a subject is an expert in that area. Because of this, Pakistan Studies students are expected to exhibit all the characteristics of an honourable and engaged citizen in accordance with their academic standing and performance in the final exams. Additionally, the curriculum of the secondary level Pakistan Studies book contains all the citizenship qualities necessary for the students to act in an active citizenship manner. After learning about this subject, it is reasonable to expect that children will uphold social, cultural, and religious values.

The topic of Pakistan studies has been rare in academic research in Pakistan. Recently, Iqbal et al. (2023) conducted a qualitative study examining the contents included in PSC with respect to its characteristics concerning civic education. The gaps this research left were that it could not seek the perceptions of teachers and students in a real sense, who can be the main characters in revealing what the PSC offers. Moreover, it lacked concentration on the religious and cultural values of the country. Thus, the present quantitative study was planned to cover these existing knowledge gaps by seeking the perceptions of teachers and parents regarding PSC and its role in fostering active citizenship among students at the secondary level.

Objective(s)

The present research study aimed to examine the secondary-level PSC to determine whether Pakistan Studies as a school subject contributed to FAC among the readers. The study also intended to seek statistical differences in the perceptions of male and female teachers regarding PSC. A difference was also checked in perception among male and female students concerning the development of their active citizenship.

Hypotheses

H₁ - There is a statistically significant role of PSC in FAC among students at the secondary level.

H₂ - There is a statistically significant difference in perceptions among male and female teachers concerning the contents of PSC with respect to their role in FAC among students.

H₃ - There is a statistically significant difference in perceptions among male and female students concerning the role of PSC in FAC.

Literature Review

Education is a potent weapon for socialising children since it increases and produces desired socio-political values, enabling students to contribute successfully to a country's progress (Brint, 2017). This challenging task of teaching and encouraging children to develop civic virtues cannot be accomplished quickly. Schools and other academic institutions play a significant role in this regard. These institutions have a significant impact on how students behave and view the social world (Muzaffar et al., 2017).

Pakistan Studies became a compulsory subject in both elementary and secondary schools in 1980. The fundamental goal of this subject was to instil in students a sense of good and active citizenship behavior (Government of Pakistan [GoP], 2012). The secondary-level PSC has continued to place a high premium on national solidarity. It fosters unity, a sense of sacrifice, integration, patriotism, and education for civic behaviour (Iqbal et al., 2017). It also aimed to advance the national ideology, achieve socio-cultural harmony, build nationalism and cohesion, respect all ethnic, minority, religious, and cultural groups, and take all appropriate steps for the holistic development and welfare of the nation (Iqbal et al., 2023). Students are encouraged to study the country's post-birth accomplishments and the heroic

acts of great leaders in the pursuit of a sovereign nation (Ghaffar & Afridi, 2015).

The secondary-level PSC helped students understand their own nation and the rest of the world better. It also instils a passion for their country, preparing them to be responsible citizens (Hashmi, 2014). Students are educated about the country's people, its culture, its educational system, global events, and its relations with neighbouring countries (Ashfaq, 2023). Students also learn about their own rights and responsibilities as well as those of their friends, which helps them comprehend and appreciate the duties and responsibilities of citizenship. Students' knowledge of religious values, civilizations, society, cultural values, and food patterns is built through the Pakistan Studies curriculum (Muhammad, 2016). Their understanding of all the spoken languages in Pakistan, its resources, historical literature, arts, and products, the democratic and administrative system, relations with other countries, the constitution, developments, and their understanding of Sufism, as well as the country's economic progress, are all improved through Pakistan Studies (Iqbal, 2017).

The material in the textbook aims to foster unity and integrity not just within nationalities but also among all the countries that make up the Muslim Ummah. It was designed to reorganise the subject matter around Islamic ideology, teaching students about social as well as personal Islamic laws (Ghaffar & Afridi, 2015). It fosters a sense of devotion to Allah for His

innumerable blessings, respect for other religions and minorities, respect for Islamic values, a love of deceit and freedom, a belief in independence and a positive attitude towards conformity, acclimatisation to the enigmatic circumstances of life, and a love and respect for the citizens of other Islamic nations. Strong faith, fraternity, cooperation, Islamic brotherhood, prosperity, independence, and security are the principles that give the course substance and its true character (Hashmi, 2011).

The growth of society as well as human beings is intimately tied to the contents of social studies, especially citizenship education (Nasreen, Naz, & Awan, 2011). Its purpose is to train the younger generation for good citizenship and their active participation in democratic society. The PSC encouraged students to develop group integration and a sense of struggle to develop reliable and authentic social and national character. It also encourages students to gain an understanding of sociocultural attitudes, interpersonal relationships, and the ability to escape unpleasant circumstances (Yaqian, 2011). It helps to produce informed, patriotic, tolerant, wise, and enthusiastic citizens who can succeed in every area of life (Ahmed, 2004).

Methodology

This quantitative study was conducted under cross-sectional research design. All public secondary school teachers and students in Multan District made up the total population of the study. The study population was large and dispersed around the district, and it was not possible for the researcher to visit each

tehsil of the district with the limited time and resources available. Therefore, the study was limited to some union councils (UCs) through multistage random sampling. In the procedure, tehsil Multan City was selected randomly using simple random sampling technique at the first stage. At the second stage, 10 UCs out of 68 were chosen randomly through systematic sampling technique. At the third stage, three male and three female secondary schools were taken from each UC with the help of simple random sampling technique. After sampling the schools, the researcher visited the district education office and requested that they generate lists of enrolled students and teachers in the sampled schools. Hereafter, the researcher generated a sampling frame, assigned a random number to each student and teacher separately, and drew the study sample by getting help from an online random number generator using simple random sampling technique. Finally, a total of 400 teachers and students were selected as a sample. The size of the sample was decided following the L. R. Gay sample calculation table, which stated that if the size of the population exceeds 5000, the suitable size of the sample will be 400 (Mills & Gay, 2019). In this sampling process, the selection of respondents, in terms of gender, was made disproportionately, as a great difference in size was found in some sampled schools. Out of 400 respondents, 200 were selected from teachers (100 males and 100 females), and the rest were students (100 males and 100 females).

Two self-constructed tools for data collection were developed separately for teachers and students and were built on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The teachers' tool 'Pakistan Study Curriculum' was developed to explore the components and contents of PSC with respect to its contribution to FAC behaviour among students at the secondary level. The second questionnaire was developed for students and had four subscales: patriotism, social values, cultural values, and religious values. The purpose of these scales was to identify whether or not the PSC played a role in fostering these social, cultural, and religious values among students. The research tools were sent to a panel of PSC experts for validation. The panel of seven members thoroughly examined the tools and suggested some inclusion and exclusion with respect to their contents and components. After validation, the tools were pilot tested on 20 (40%) teachers (10 males and 10 females) and 20 students (10 males and 10 females) in order to determine the feasibility of the research data and design. Cronbach's alpha was calculated on pilot-tested data to ensure internal consistency among variables and scales. The researcher decided to keep those items in the research tools that had a reliability coefficient $\geq .70$. The reliability coefficient values of the scales have been added to Table 6.

The researcher visited the selected schools and collected data from the chosen teachers and students. Before the start of

data collection, the researcher approached the top officials of the district education authority and sought permission. They were informed about the purpose of the study and assured of any ethical considerations during the data collection process. An informed consent form was attached to the tools, telling the respondents about the purpose of the study and asking them for their volunteer participation. Luckily, the response rate remained at 99% as the researcher physically visited the sampled schools and collected the data. Only 1% of the sampled students or teachers were found absent. After having finished with data collection, the data were analysed through descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) 23-V. A simple linear regression analysis was performed to identify the role and impact of PSC in FAC. Furthermore, the test of significance (t-test) was run to determine the difference in perception among male and female teachers and students. Before applying regression and t-test, some core assumptions of the parametric tests, i.e., normality, linearity, randomization, and homogeneity of variance, were met.

Results and Discussion

Table 1

Individual Psychometric Properties of Teachers' Scale for the Role of (PSC)

Variables			S	
			D	E
<i>Pakistan Studies can make</i>				
<i>students:</i>	Learn	about	Pakistan's	1

ideology.	.723	.318	041
Develop a sense of patriotism.		1	
	.635	.362	022
Feel more love and devotion		1	
for country.	.810	.288	043
Sacrifice anything for the sake		1	
of country.	.294	.579	079
Work hard for the		1	
development of country.	.978	.829	172
Create a sense of brotherhood.		1	
	.672	.435	076
Play active role in making the		2	
country prosperous.	.797	.178	113
Follow the country's		0	
historical leaders.	.082	.843	094
Follow the constitutions of		1	
Pakistan.	.616	.537	017
Understand the socio-		1	
economic problems of country.	.253	.799	033
Understand environmental		1	
issues of country.	.410	.686	024
Follow the teachings of Islam.		0	
	.835	.981	109
Understand human rights.		1	
	.989	.921	065
To be engaged in civil		0	
obedience.	.134	.476	254
Protect country's social		1	
values.	.191	.788	059
Protect country's cultural		1	
values.	.667	.327	055
Protect country's religious		0	
values.	.034	.687	165
How to make country an		2	
Islamic Welfare State.	.519	.313	087

Note. N = 199.

Table 1 presents the individual psychometric properties of the teachers' scale of the PSC. The statistics indicate that the majority of respondents (teachers) were of the opinion that PSC had significant attributes and contents that may build students'

citizenship behaviour. In this teachers’ scale, the average mean scores of the maximum variables remained above 3.0, indicating an average response range of 4-5 (agree-strongly agree).

Table 2

Individual Psychometric Properties of Students’ Scale for Patriotism

Variables	S	D	E
<i>Pakistan Studies made me:</i>			
Develop a sense of patriotism.	1	.770	.357 054
Develop personal identification with country.	0	.174	.924 063
Sacrifice everything for the safety of country.	1	.818	.238 115
Work for the well-being of country.	2	.292	.062 053
Have more love for my country.	1	.276	.686 107
Not to act which can damage the image of country.	1	.618	.565 024
Protect the interest of my country.	0	.123	.788 075
Respect country’s institutions.	2	.794	.148 086

Note. N = 197.

Table 2 shows the individual psychometric properties of the students’ scale ‘Patriotism’, developed for the purpose of investigating the role of PSC in developing the sense and spirit of patriotism among students at the secondary level. The statistics exhibited that the majority of respondents agreed with the claim that PSC contributed to FAC among students with respect to a

sense of patriotism. An average mean score of the maximum variable on this scale remained above 3.0.

Table 3

Individual Psychometric Properties of Students' Scale for Social Values

Variables	D	S	E
<i>Pakistan Studies made me:</i>			
Develop a sense of freedom.	.227	.448	086
Respect others.	.717	.862	035
Develop a sense of perseverance.	.398	.348	106
Develop a sense of commitment.	.843	.979	075
Develop a sense of resilience.	.257	.757	027
Protect the democratic values of my country.	.027	.098	063
Develop a sense of cooperation.	.613	.987	019
Maintain social harmony.	.449	.468	046
Develop a sense of integrity.	.676	.548	110
Actively contribute for the progress of my country.	.585	.467	032
Develop a spirit of self-improvement.	.157	.845	044
Have respect for diversity.	.146	.755	076
Have respect for law and order.	.365	.643	035

Table 3 reveals the psychometric properties of the scale 'Social Values' developed for students to determine the level of

PSC’s role and involvement in developing social values among students at the secondary level. The statistics show that the majority of students (respondents) showed agreement that the role of PSC was significant in FAC among students with respect to social values. The average mean score of the maximum variables on this scale remained above 3.0.

Table 4

Individual Psychometric Properties of Students’ Scale for Cultural Values

Variables	S			
	D	E		
<i>Pakistan Studies developed:</i>				
A sense of dignity.	.540	.146	1	053
Potential of adaptability.	.445	.244	1	131
A sense of interdependence.	.212	.539	1	028
A sense of gender equality.	.763	.975	1	022
A sense to follow country’s dress and diet patterns.	.118	.657	1	063
Interest towards literature and poetry.	.734	.228	1	054
Interest towards art and architecture.	.392	.431	1	125
Religious uniformity.	.274	.298	1	024
Sense of celebrating religious festivals with enthusiasm.	.873	.358	1	076

Table 4 presents the psychometric properties of the scale ‘Cultural Values’, which was developed for students to assess the role of PSC in developing cultural values among students at the

secondary level. An average mean score went beyond 3.0, showing the agreement of the majority of students with the belief that PSC played a pivotal role in FAC behaviour among students with respect to cultural values.

Table 5

Individual Psychometric Properties of Students' Scale for Religious Values

Variables	S		
	D	E	E
<i>Pakistan Studies:</i>			
Contributed in making me honest.	.777	.383	046
Contributed in making me fair.	.115	.242	028
Contributed in making me kind with others.	.479	.810	017
Contributed in making me loyal.	.893	.652	023
Made me feel sympathy for those who are in trouble.	.590	.246	056
Developed a sense of forgiveness.	.872	.379	019
Developed a sense of tolerance.	.764	.436	056
Developed a sense of patience.	.072	.189	046
Developed a sense of generosity.	.557	.532	101
Made me to maintain peace.	.644	.369	075
Developed the potential of courage.	.148	.964	114
Developed a sense of equality.	.392	.452	105
Developed a sense of humility.	.760	.097	065

Table 5 shows the individual psychometric properties of the scale developed for students to explore the role of PSC in fostering religious values among students. The mean values of the maximum variables go above 3.0, indicating that the majority of the respondents (students) showed confidence in PSC with respect to its role in FAC among students at the secondary level.

Table 6

Grouped Psychometric Properties for PSC and FAC

	Scales	<i>D</i>	<i>ange</i>	<i>R</i>	<i>tems</i>	<i>Cro</i>
						<i>n</i> bach's α
	Pakistan			1		.83
Studies	Curriculum ^a	.48	.46	-5	8	
	Patriotism ^b			1		.71
		.49	.47	-5		
Values ^b	Social			1		.80
	Cultural	.34	.70	-5	3	
Values ^b	Religious	.37	.43	-5		.72
Values ^b		.54	.29	-5	3	.77

Note. ^a PSC (Teachers' Scale) Computed Mean = 3.48, Standard Deviation = 1.46, No of Items = 18, Cronbach's α = .83. ^b FAC (Students' Scale) Computed Mean = 3.44, Standard Deviation = 1.47, No of Items = 43, Cronbach's α = .75.

Table 6 shows the grouped psychometric properties of all the scales developed for teachers and students. Teachers' scale for Pakistan Study Curriculum was exhibited ($M = 3.84$, $SD = 1.46$), indicating the majority of the respondents agreed with the claim that PSC included contents that can develop students' citizenship behaviour. On the other side, students' scales for patriotism ($M = 3.49$, $SD = 1.47$), social values ($M = 3.34$, $SD =$

1.70), cultural values ($M = 3.37, SD = 1.43$), and religious values ($M = 3.54, SD = 1.29$), indicate the positive role of PSC in FAC. The teachers' scale 'PSC' exhibited a computed mean ($CM = 3.48, SD = 1.46$), while the students' scale 'FAC' exhibited a computed mean ($CM = 3.44, SD = 1.47$).

Table 7

Regression for PSC on FAC

Variable	<i>B</i>	β	<i>S</i>	<i>t</i>
			<i>E</i>	
Constant	.61*		.08	
	**			
Pakistan Studies Curriculum	.83*	.78	.07	1.15
<i>R</i> ²	.62			

Note. $N = 396$.

*** $p < .001$.

Table 7 presents statistics of simple linear regression that was executed to determine the role of PSC in FSC $F(1, 798) = 891.08$, showing the regression model better fitting the dataset. $R^2 (r = .62)$ shows 62% variation in the outcome (FAC) variable produced by the predictor (PSC) variable. In other words, PSC positively predicted FAC among students ($\beta = .78, p < .001$), showing the average amount of covariation between dependent (FAC) and independent (PSC) variables.

Table 8

Mean Comparison of Female and Male Teachers on PSC

Variable	Femal e Teach	Mal e Tea	(79 8)	ohen's d

	ers		chers				
	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>			
PSC	.42	.45	.54	.33	0.35	65	0.09

Note. Female teachers ($n = 99$), Male teachers ($n = 100$).

Table 8 shows the statistics of the test of significance (t-test) to compare the mean score of female and male teachers on the PSC. Female teachers exhibited ($M = 3.42$, $SD = 1.45$) and male teachers ($M = 3.54$, $SD = 1.33$), indicating no significant mean difference between the two categories of respondents ($t(1, 798) = -0.35$, $p > .05$). The study observed a small effect size or difference between the variables when calculating Cohen's d (-0.09).

Table 9

Mean Comparison of Female and Male Students on patriotism, social values, cultural values, and religious values (FAC).

Variable	Female Students		Male Students		(798)		Cohen's d
	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>			
Patriotism	.42	.54	.56	.29	0.43	60	0.10
Social Values	.46	.55	.22	.61	.61	47	.15
Cultural Values	.21	.49	.53	.36	0.89	32	0.22
Religious Values	.69	.97	.39	.49	.76	39	.23

Note. Female students ($n = 99$), Male students ($n = 98$).

Table 9 presents mean comparison of male and female students' perception regarding the development of patriotism, social values, cultural values and religious values. Female students exhibited similar scores on patriotism ($M = 3.42$, $SD = 1.54$) compared to male students ($M = 3.56$, $SD = 1.29$). Female students revealed equal scores on social values ($M = 3.46$, $SD = 1.55$) compared to male students ($M = 3.22$, $SD = 1.61$). Female students exhibited similar scores on cultural values ($M = 3.21$, $SD = 1.49$) compared to male students ($M = 3.53$, $SD = 1.36$). Female students showed similar scores on religious values ($M = 3.69$, $SD = 0.97$) compared to male students ($M = 3.39$, $SD = 1.49$). Significant values ($p > .05$) of all scales hypothesized that there was no significant mean difference between two categories of respondents with respect to their opinions regarding FAC.

Discussion

The current study focused on identifying the role of PSC in fostering secondary school students' spirit of patriotism, social, cultural as well as religious values. The study exhibited that PSC had all contents and components that are necessary for FAC behaviour. Teachers believed that Pakistan Studies secondary-level textbook had potential to develop students' sense of patriotism. These findings are consistent with study of Iqbal et al. (2023), who concluded that secondary-level PSC included all contents that could contribute to developing children's patriotic sense. The findings also revealed that respondents (teachers) were positive in their responses while inquiring about the inclusion of

contents related to social, cultural, and religious values in the PSC. Supporting the findings, Muhammad (2016) claimed that Pakistan Studies as a school subject was organized to enhance the students' understandings about their cultural, social, and religious values. Ersoy (2014) stated that social studies are generally taught in schools to develop children's sense of commitment to their country, a sense of respect, freedom, independence, tolerance, development, loyalty etc.

Identifying the role of PSC in fostering active citizenship, a majority of respondents (students) acknowledged that Pakistan Studies sparked an emotion of patriotism in them. After doing Pakistan Studies, they developed a sense of love, affection, and loyalty for their nation. Respondents were also found to be ready for any sacrifices for the sake of the country. These findings are consistent with GoP (2012), which claimed that PSC was developed to instil in students a sense of active and good citizenship behaviour. At another place, Iqbal et al. (2017) concluded that Pakistan Studies helped students develop their civic behaviour, sense of sacrifice, and integration. Hashmi (2011) found that Pakistan studies foster in children a sense of nationalism, unity, fraternity, and active citizenship.

Additionally, research findings indicated that Pakistan studies made students adopt the social, cultural as well as religious values of the country. The vast majority of respondents (students) concurred that after doing Pakistan Studies, they started understanding and practicing social values of country,

such as a sense of freedom, commitments, perseverance, cooperation, harmony, respect for cultural diversity, active contribution to the country, resilience etc. Pakistan Studies, according to the findings, also developed students' cultural values, such as dignity, interdependence, equality, art and literature, uniformity, potential for adaptability, etc. These findings are consistent with the study of Iqbal et al. (2023), who concluded that secondary-level PSC encouraged students to learn social values of the country such as harmony, integrity, respect, cooperation, self-development, etc. Ashfaq (2023) also concluded that Pakistan Studies played a role in enhancing students' understanding of the social as well as cultural values of Pakistan. The current study found that students who did Pakistan Studies in school also adhered to the country's religious values, such as loyalty, honesty, tolerance, justice, fairness, humility, etc. These findings were supported by Ghaffar and Afridi (2015), who claimed that goal of incorporating Islamic ideology and philosophy into all of the curriculum's content has been given top attention in Pakistan. Hashmi (2011) also concluded that faith, Islamic brotherhood, fraternity, and cooperation are the principles that give the secondary level PSC its true character.

Conclusion

The study looked into how the PSC helped secondary school students develop their sense of patriotism as well as their socio-cultural and religious values. It was found that the secondary-level PSC covered all required and necessary elements

for fostering an engaged citizenry. Teachers, as respondents, thought that curriculum helped students develop their sense of patriotism. The study also revealed that teachers approved of inclusion of all required material pertaining to cultural, social, and religious values in the curriculum. On the other side, students acknowledged Pakistan Studies as igniting feelings of patriotism, prompting love and allegiance for their country as well as a desire to make sacrifices. The study also emphasised that curriculum affected children's cultural, social and religious beliefs. The study concluded that secondary-level students learned more about freedom, teamwork, cultural diversity and religious beliefs. The study also showed that Islamic principles were entrenched in the curriculum and fostered students' senses of loyalty, fairness, and humility. In conclusion the study's findings showed that students' patriotism and a variety of social, cultural, and religious values were successfully fostered by the secondary-level PSC.

Limitations and Future Research Directions

Although this piece of research is an addition to the existing knowledge about secondary-level PSC, it left some methodological gaps and flaws that may be addressed and covered in future research. This research study was limited to only 10 UCs of Tehsil Multan City, so it cannot be generalized to a wider population. In order to increase its external validity, future researchers are suggested to include samples from the whole country. Moreover, this study was limited to the PSC prepared by the Punjab Textbook Board, so it may not be

applicable to 'O' Levels and textbook boards working under other provinces. Future researchers may compare and contrast the PSCs prepared by different provinces.

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