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**The Status of Citizenship Education in Secondary Schools of District Swat, Khyber
Pakhtunkhwa**

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Abstract

Individuals are confronted with a plethora of issues and obligations at the national, regional, and global levels as a result of the globalisation phenomena. They need adequate civic education in order to fulfil their obligations and transform problems into opportunities. Secondary-level education, via the provision of civic education, is a stage that defines the role of youth in society. As a result, the research focused on analysing the condition of citizenship education in secondary schools in the Khyber Pakhtunkhwa province's district of Swat. The research design used in this study was a quantitative descriptive survey. There were 1301 male secondary school teachers in District Swat who took part in the survey, making it a large sample. The data was collected from a sample of 300 instructors chosen at random by the researchers. An online questionnaire was created by the researchers, which was verified in a pilot trial and whose reliability was then statistically determined. Means, standard deviation, and the chi-square test were used to examine data acquired from self-administered questionnaires. However, resources in the curriculum that supported civic education were found to be lacking in secondary school teachers' knowledge and dissonance on the aspects of citizenship education for secondary school curricula, according to the research. A comprehensive citizenship education curriculum, the provision of professional development opportunities in citizenship education for instructors, and the exposure of secondary students to citizenship skills were all suggested by the research.

Key words: status, citizenship education, secondary schools, Swat, Khyber Pakhtunkhwa.

The term "society" refers to the specific notion of a country with a restricted area that is regarded to be a state. Citizens are the building blocks of society; it goes without saying that society and citizens are intertwined. In this context, it is impossible to overstate the significance of civic education. Since their earliest years, citizenship education attempts to develop children's abilities to contribute.

Methodology

Population Sample and Sampling

Aiming to discover teachers' beliefs and perspectives on citizenship education in secondary schools, the study included teachers of English, Urdu, Islamic studies, and social studies to 9th and 10th grade students as well as teachers of English, Urdu, Islamic studies, and social studies to 9th and 10th grade students. The present research was limited to government male high schools in the region of Swat, and as a result, the population of the study consisted of 1301 secondary school instructors who worked in these institutions (EMIS, 2018). Following that, the researchers conducted a random sample selection of 300 research participants for the purpose of conducting the study and collecting data. It accounted for around 23% of the total population, or 1301 people. A sample size of 20 percent of the population is required, according to Gay, Geoffrey, and Airasian (2010) when a population's size varies between 501 and 1500 people are involved. The sample size chosen exceeded this requirement by a wide margin, according to the experts cited above.

Instrumentation

The researchers conducted a study of the relevant literature and selected topics linked to the state of citizenship education at the secondary level; a questionnaire was then constructed and

verified with the help of an expert panel of judges. The generated version was subsequently subjected to pilot testing in order to determine its reliability, which was accomplished via the use of the Cronbach alpha. In this study, the coefficient of dependability was determined to be .865.

Data collection and analysis

Using individually delivered questionnaires to the selected respondents, the researchers gathered the information they needed to conduct their study. Prior to the collection of data, a rapport was created with respondents, and they were informed of the research's goals and objectives before any data was collected. The identities of the participants and the confidentiality of the data were also guaranteed.

The data were analysed with the use of the SPSS version 16 software and the use of mean scores, standard deviation, and the Chi-square test of significance for statistical significance.

Results and Discussion

Table 1

The Status of Citizenship Education at Secondary level

Items	M.	S.D.	X. ²	P.
Concept of citizenship education	03.183	.996	310.560	0.00
Spirit of patriotism among the students	03.566	.939	407.830	0.00
To know rights and duties	03.310	1.13	121.460	0.00
To understand the democracy	03.253	1.12	112.530	0.00
Freedom and equality	03.383	.98	200.760	0.00
Love for justice	03.480	.89	253.260	0.00
Peace and harmony	03.593	.99	233.460	0.00

Tolerance	03.460	1.07	174.260	0.00
Respect	03.463	.98	235.230	0.00
Valuing opinions of others	03.490	1.01	233.630	0.00
Care for human-dignity	03.366	1.04	178.260	0.00
Understanding constitution	03.466	1.019	188.230	0.00
law and order	03.463	1.029	209.960	0.00
Global responsibilities	03.270	1.108	110.030	0.00
Development of country	03.603	1.072	243.900	0.00
Cum.	051.35	8.942	213.040	0.00

The information in the above table provides an overview of the present state of citizenship education in secondary schools. Items one and two had a mean score of 03.18 and a standard deviation of 0.99, respectively, indicating that respondents were unsure whether the present curriculum included the notion of civic education or not. These replies did not differ significantly from the mean score.

The mean score for item two was 03.56 with a standard deviation of 0.93, indicating that the majority of respondents believed that the curriculum foster a sense of patriotism among pupils. These replies did not differ significantly from the mean score.

The mean scores for item three were 03.31 with a standard deviation of 01.13, indicating that the respondents were unsure if the curriculum help pupils to grasp their rights and responsibilities. These replies did not differ significantly from the mean score.

Items four and five had a mean score of 03.25 and an SD of 01.12, indicating that respondents were unsure whether or not the curriculum allow pupils to grasp the notion of democratic participation. The replies were dispersed over the range of mean scores.

It was shown that respondents were unsure whether or not the curricula contain the relevance of freedom and equality in the society when they answered question five, which had a mean score of 03.38 and an SD of 0.98. These replies did not differ significantly from the mean score.

The mean score for question six was 03.48 with a standard deviation of 0.89, indicating that the respondents were unsure if the curriculum instil a sense of fairness and fair play in the minds of pupils or not. These replies did not differ significantly from the mean score.

The mean score for question seven was 03.59 with a standard deviation of 0.99, indicating that the majority of respondents believed that curriculum steer students toward the development of peace and harmony in society. These replies did not differ significantly from the mean score.

According to the results of item eight, which had a mean score of 03.46 and a standard deviation of 01.07, the respondents were unclear about whether the curriculum included the notion of encouraging tolerance in society. The replies were dispersed over the range of mean scores.

It was shown that respondents were unsure about whether the curriculum give respect for the diversity of (caste, creed, and colour) in the community when they answered question nine with a mean score of 03.46 and standard deviation of 0.98. These replies did not differ significantly from the mean score.

The respondents were unsure if the importance of respecting the perspectives of others is emphasised in the curriculum, as shown by their mean score of 03.49 and standard deviation of 01.01 for item ten. The replies were dispersed over the range of mean scores.

The respondents were unsure if the existing curriculum encourage students to care for the dignity (lives, property, and honour) of others, as seen by the mean score of 03.30 and standard deviation of 01.04 for item eleven. The replies were dispersed over the range of mean scores.

Items twelve and thirteen had mean scores of 03.46 and SDs of 01.01, respectively, indicating that respondents were unsure if the curriculum help pupils to comprehend the Pakistani constitution or not. The replies were dispersed over the range of mean scores.

Item thirteen had a mean score of 03.46 and a standard deviation of 01.02. This indicated that the respondents were unsure if the curriculum promote the importance of law and order in the community. The replies were dispersed over the range of mean scores.

The respondents were unsure if the curriculum assist pupils in comprehending their global obligations, as seen by the mean score of 03.46 and standard deviation of 01.10 for item fourteen. The replies were dispersed over the range of mean scores.

The mean score for item fifteen was 03.60 with a standard deviation of 01.07, indicating that the majority of respondents agreed that the curriculum pique the interest of students in playing an important part in the growth of the nation. The replies were dispersed over the range of mean scores.

It was clear from the cumulative mean score of 51.35 and standard deviation of 8.94 that the respondents were unsure about the present situation of civic education secondary level curriculum at the time of the survey. The results were judged to be statistically significant after the use of the Chi-square test of significance.

To summarise, the respondents were not aware of the components of contemporary secondary school curriculum that are devoted to citizenship education and civics education.

These findings also revealed that the respondents were completely unaware of the parts of civic education curriculum that were being taught. Materials that assist citizenship education are included in certain curricula, albeit not all of them.

Discussion

According to the findings of the survey, the majority of respondents were ignorant of which aspects of contemporary secondary school curriculum are dedicated to civic education. These findings also revealed that the respondents were completely unaware of the parts of civic education curriculum that were being taught. Materials that assist citizenship education are included in certain curricula, albeit not all of them. Generally speaking, the findings of the study are consistent with the findings of Daniels (2001), who demonstrated that school is primarily a place for learners to accumulate democratic experiences and act on them in order to develop, gain, and modify more and more experiences that may be required for social and successful life. He also said that the instructors were not aware of the mandatory components of citizenship education, which he found to be the case (Daniels, 2001). These acts and experiences of young people have the potential to raise the degree to which they participate actively and vitally in society, as well as to contribute to the formation of their own identities. Furthermore, Law and Biesta (2006) discovered that citizenship education must be developed in order for young learners' capacity to reflect on their own important and crucial power to be enhanced.

Furthermore, the respondents expressed a strong sense of dissatisfaction with the civic education curriculum that they were exposed to. Despite the fact that they feel that citizenship education plays an important role in the formation of civic attitudes, their lack of knowledge about the components of citizenship education curriculum was astounding. In light of these findings, it can be concluded that citizenship education plays an important role in the formation

of civic attitudes among secondary school pupils. The conclusions of this research are consistent with the findings of a study conducted by Davies et al. (2005), which found that both of these notions were initiated for the benefit of society in the first place. The truth of the issue is that both civic education and character education are linked to the impression of a social catastrophe, since crisis was the defining aspect of citizenship education throughout the early 1990s. The fact that they both deal with moral concerns is another point of convergence, and both may be broadly classified in terms of learning and teaching approaches is another point of convergence. There is overlap between the notion of civic education and other related topics such as moral education and character development (Althof & Berkowitz, 2006). Additionally, citizenship education stresses involvement in society, but moral education emphasises "values" and "values modification and growth," such that both customs and traditions are intertwined (Schuitema, Dam, and Veugelers, 2008). Different scholars see a strong connection between learners' citizenship and the features of ethnic inclusivity and diversity that characterise contemporary societies. In order to appreciate and sympathise with common approaches to values, Banks (2004) asserted that learners must be aware of the fact that numerous viewpoints exist on social and moral issues and that their own perspectives are only one of those various possible perspectives. Revell (2002) asserted that both of these concepts lead to empower children in order to appreciate and sympathise with various approaches to values. The children's understanding of the content of citizenship education or character education is situated within the framework of previously held beliefs about citizenship or character education. At school, children are taught values so that they may reflect on these values and ideas that they have gained via their interactions with their parents, friends, and other social groups.

Conclusion

To summarise, the respondents were not aware of the components of contemporary secondary school curriculum that are devoted to citizenship education and civics education. It revealed the respondents' lack of knowledge about the parts of civic education curricula that are included in the curriculum. There are elements in the curriculum, however, that promote the teaching of civic skills. Furthermore, although the respondents agreed that citizenship education plays an important role in the formation of civic attitudes, their lack of knowledge of the components of citizenship education curriculum was astounding. The importance of citizenship education in the formation of civic attitudes among students at the secondary level cannot be overstated. In light of these findings, it can be concluded that citizenship education plays an important role in the formation of civic attitudes among secondary school pupils. The research also concluded that addressing the issues surrounding citizenship education at the secondary level would have a favourable impact on the formation of civic attitudes among secondary school pupils.

Recommendations

The study recommended that a comprehensive programme of citizenship education be included in secondary school curricula in order to ensure the balanced development of citizenship skills among secondary school students, that arrangements be made for professional development opportunities for teachers in order for them to be aware of the scope, importance, and status of citizenship education at the secondary level, and that teacher education curricula include the true representation of citizenship education. Participants in social work may be required to be a part of the secondary school curriculum, and learners may be given opportunities to participate in study tours, visits to historical and religious sites, and other activities that will

allow them to develop their citizenship skills. Citizenship education should have the same importance and value as science subjects.

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