



# Teaching of Pakistan studies at secondary level -a review

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### ABSTRACT

*This paper reviews teaching strategies that secondary school (SL) teachers generally used for teaching of Pakistan Studies. Data for the study was collected from SL teachers through a questionnaire. Findings report that SL teachers consider memorisation of taught concepts as the main objective of teaching of Pakistan studies. Teachers perceive that oral lectures cannot develop in students' desired traits of a citizenship and social values. Lecture strategy was found main strategy for teaching of Pakistan studies at SL. Inquiry or project strategies are usually not used for teaching of Pakistan studies, teachers generally do not plan lesson, they do not use maps or other aids for teaching of content about location, etc. Due to non availability of teaching aids in secondary schools. Pakistan studies may be taught through projects relating to students' real life. Use of audio visual aids can make learning of Pakistan studies interesting for students. Resources like audio visual aids relating to the content of Pakistan studies for SL may be provided in schools.*

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### Introduction

Teaching is a skilful activity which is based on an interaction between the teacher and the learner. It applies knowledge, and scientific principles for setting an environment to facilitate students' learning. Curzon (2004) describes that teaching involves the provision of those conditions that directly promote effective learning.

It is through teaching that student becomes familiar with the values and mannerism advocated and given priority by the society. Whether the teacher is teaching at elementary level, secondary or higher secondary level he/she has not only to impart knowledge (information) but he/she needs certain skills for dealing with students.

Researches conducted on teaching show that learning atmosphere that is conducive for concept understanding gives better results in successful learning. A good teacher not only intellectually challenges students in concept understating, but also supports the students in their generating knowledge on the basis of learn material.

"Teachers act as facilitators or coaches, using interactive discussions and "hands-on" learning to help students learn and apply concepts in subjects such as science, mathematics, or English. As teachers move away from the traditional repetitive drill approaches and rote memorisation, they are using more "props" or "manipulatives" to help children understand abstract concepts, solve problems, and develop critical thought processes" (BLS, 2009).

For the process of teaching- learning some terms like teaching strategies, teaching methods and teaching techniques are often use synonymously. In fact there is difference between the three terms. Teaching strategies are used for achieving specific teaching objectives. Teaching techniques are teaching tactics used by teacher during any teaching methods. Difference between teaching method and teaching strategy is that teaching method involves only presentation of learning content. Whereas teaching strategy involves educational philosophy to be followed, objectives that to achieved, learning principles on

which learning is based, constructing desired activities needed for achieving teaching objectives, and tactics for providing motivation and feedback for learners. Hence teaching strategy has broad scope than teaching method or teaching technique.

Just as there are too many people to learn likewise there are too many strategies to teach. It is the teacher who decides which teaching strategy is the best for achieving specific objectives and needs of the lesson. The researcher traced out following some teaching strategies from literature review in the shape of internet exploring, reading books, articles encyclopedias and other literature available in the area of teaching strategies that are generally used teaching students of secondary level.

In Pakistan studies is taught as a compulsory subject from secondary to bachelor level in Pakistan. The researcher has been herself teaching this subject for a long time and had observed other teachers of Pakistan studies teaching this subject. However, the researcher decided to find out what the real situation in the field is? Keeping in view the situation the researcher decided to conduct a research study to find out the teaching methods being used by teachers for teaching of Pakistan studies. Generlly according to the nation curriculum for Pakistan studies 2006 the following teaching strategies has been suggested for teaching of Pakistan studies:

1. Lecture,
2. Discussion,
3. Inquiry,
4. Cooperative learning

#### Lecture Strategy

Lecture strategy is the most effective way of teaching new concepts to students. It is the most commonly used traditional teaching strategy is lecture. It may be called classical and a teacher-centred teaching strategy. In lecture the teacher presents factual material in a logical manner.

"It is very traditional method. Its history goes back to the period when there was no printing. Knowledge communicated by the teacher to a student orally.

The teacher depended upon his memory and transmitted the knowledge orally to his students” (Sharif Khan and Akbar 1997).

Lectures are usually based on experiences, which inspire students to believe what the teacher is saying. Lecture method is also useful for large classes. Lecture method is an effective mean of conveying detailed information on any topic. Lectures could prove very effective strategy for creating enthusiasm and excitement about the field.

In lecture strategy the teacher has full command over the class. Students are totally in control of the teacher and they do not know what will happen next. It the teacher who plans the lecture. While lecturing the teacher talks on such material which students do not know so the teacher seems knowledgeable and gets high ratings.

In lecture strategy the teacher is the entire time active and goes on speaking for a long time. Students in this time are passive and mostly just listen to the teacher what ever he/she is saying. That’s why Quina (1989) observes that in recent years lecture has been disregarded and maligned by some educators. Much empirical research has been amassed to show shortcomings of the lecture as an instructional vehicle.

In order to make lecture strategy interesting it is essential to following elements should be included in lecture:

- 1 It should be understandable, clear, and concepts should be illustrated with the help of examples from real life.
- 2 Sequence the content logically, sequentially and systematically building upon previous knowledge;
- 3 Ask questions to check whether the learners are active, provoke the learners to ask questions; maintain eye contact with the learners to assess whether they are following or not whether they are interested or bored;
- 4 Having seating arrangement in which all can see the aids equally and hear the lecture. A circular seating arrangement, or if too many stunts a double circle is useful.
- 5 It should be understandable, clear, and concepts should be illustrated with the help of examples from real life.
- 6 Opportunities should be provided for students through asking questions, suggestions, and reactions, for the purpose of full participation on the part of students.
- 7 The teacher should avoid providing every bit of information/facts in single lecture rather the teacher should refer important related material during the lecture and should guide about the source from students can get it.

#### **Demonstration Strategy**

Demonstration teaching is like lecture strategy for the communication of information and concepts. But there is a difference between the two as in the former a teacher uses visual approach for communicating concept information. In this approach students are given chance to see the real situation and activity visually.

In demonstration, the teacher demonstrates a particular act, skill or technique for students. Sometimes this demonstration is without any verbal communication and a yet at other time it is. The teacher can use it for attracting students’ attention and creating interest.

Demonstration strategies can be made more effective by following suggestions given by Sharif Khan and Akbar (1997): The teacher should:

- 1 Should use demonstration method to focus the attention of students on essential features of the topic to be taught by the teacher.
- 2 Should encourage students to ask the questions as the demonstration proceeds. It ensures that students understand the

whole process. The teacher can ask questions to assess the understanding of students.

3 Should follow up his demonstration with such activities like a lecture with commentary or discussion or writing exercises by the students.

#### **Discussion Strategy**

Discussion teaching method is also a traditional method. It can be effective if it is well planned having a good start, middle and an end. Discussion involves free and interactive dialogue between teachers and students. According to Dhand (1990): “Discussion involves a cooperative effort to solve problems. During the discussion process, students are given the opportunity to express their opinions and receive feedback. Students are not encouraged to simply passively accept what they hear. Discussion involves an organised but free exchange of ideas”.

A successful discussion depends on that all students participate in it and responses and ideas are accepted and considered. Students and teachers should be open-minded to consider and listen to each other’s viewpoints and to accept those that are different from their own.

Discussion strategy is often favourable in secondary school level especially for teaching of social sciences. Discussion not only helps students to learn their text material but also develops their thinking power and a positive attitude towards learning, tolerance and regard for other’s opinions and interpersonal relationship.

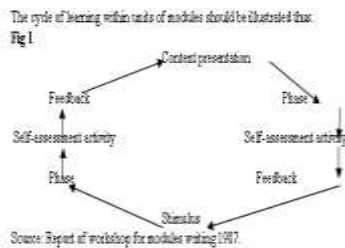
Discussion can be controlled through posing different kinds of questions directly related to the topic. There should be agenda for discussion around which the whole discussion should revolve. Questions should be asked in multiple rather than in straightforward answers. At the same time it is a fact that discussion method is not practicable for more than 20 people. It cannot be useful for large classes. It also needs a careful planning and questions outline by the teacher to lead discussion. If organised and planned well discussion teaching method can prove a good method for teaching learning process.

#### **Modular Strategy**

Modular strategy is an advanced shape of programmed instruction. The trend of using modules as teaching-learning strategy is becoming popular in recent times. This change is due to the reason that has been many practices in the presentation of teaching content. There have been many researches on module’s designing, and module’s structure, but unfortunately there has no single definition of module has been agreed upon.

Moon (1988) describes module as a unit of teaching activity and learning expressed as an approximate number of hours of study. The module will be self-contained although certain combinations of modules may represent a progression through the curriculum. He further describes that the modular studies syllabus seeks to facilitate an approach to learning, which is experiential, practical, and related to life in the community and wider world.

Each module should have a general introduction, which could give the overall picture of the module. It may include module purposes; schema, learning outcomes, etc. Module structure should take into consideration the individual differences of learners and modules should be organised around student’s learning rather than around the content itself.



Modular teaching strategy provides opportunities to students for individual learning. So students can progress at their own pace. Students, who miss the class due to extended illness, can fulfill their deficiency by reading modules themselves as modules are designed on self-contained basis and students often can learn without any help from teacher. As modules are designed on principles of self-contained, so in case of some modules it is easy for students to study at home, which results in saving the time of a student and the institutions. In Pakistan many researches are now being conducted in the area of modular approach. Dr. Sufiana Malik (2004) concludes that modular approach have positive impact on students moral development and academic achievement. Lohdi (2007) describes that modular mapping of curriculum of social sciences programmes to spot common courses/modules that may be shared can help economise efforts and expenses.

#### Problem-solving Strategy

Problem-solving teaching strategy is interchangeably used with inquiry teaching method and discovery teaching method. Problem-solving/ Inquiry method is different from all above-mentioned teaching method. It may be called an approach rather than a method. Now interest is increasing in problem solving/inquiry method. It is research type method. This method is mostly used in science subjects.

“Unlike other models in which the emphasis is on presenting ideas and demonstrating skills, problem-based instruction has teachers present problem situations to students and get them to investigate and find solutions on their own” (Arends, 1998).

The steps involved in the problem solving strategies are defining the problem, developing a tentative answer to it, testing the answer, developing a conclusion and then applying that conclusion to the situation.

In problem solving or inquiry method, there is an open climate for discussion. Both students and the teacher involve in continuous learning process. Learning becomes more meaningful when teaching-learning activities are applied to real-life problems and situations.

#### Project Strategy

It was Kilpatrick who introduced project method and described project as a wholehearted purposeful activity proceeding in social environment. Recent researches in education show that learners are more responsive in such classroom environments, which present a wide variety of learning experiences according to varied interests and needs of learners. Working in groups or individually, project work allows students a greater deal of freedom to arrive at a solution/conclusion or to answer a set problem. Glatthorn (1987) describes that in the view of Kilpatrick, who introduced project method systematically, any meaningful experience — intellectual, physical or aesthetic — could serve as the organising centre of the project as long as it was characterised by purpose.

There is a complex but flexible framework with features that characterise the teaching-learning interaction. When teachers implement the project approach successfully, children

are motivated, feel actively involved in their own learning, and produce work of a high quality. Project method gives students an opportunity to comprehend both concepts and facts, and to demonstrate their skills to work under their own initiative and investigate their own areas of interest. As a review of strategies depicts that there are many strategies that teachers use for teaching of different subjects. So far as secondary level of education is concerned, in Pakistan scenario the researcher found no research that has been conducted for evaluating teachers' views about the teaching strategies that they use for teaching of Pakistan study.

Therefore, the researcher decided to conduct a research study under the topic “Teaching Strategies Used for Teaching of Pakistan Studies at Secondary Level - A Review”.

#### Statement of the Problem

The problem under study was to assess teaching strategies that teachers generally used for teaching of Pakistan studies at secondary level.

#### Objectives of the study

1. to review teaching strategies generally used by secondary school teachers for teaching of Pakistan studies at secondary level;
2. to measure teachers views about teaching strategies recommended by national curriculum of Pakistan studies 2006.

#### Research Questions

1. Do teachers use teaching strategies recommended by national curriculum of Pakistan studies for teaching of Pakistan studies?
2. Are current teaching strategies used for teaching of Pakistan studies conducive for social development in students?
3. Are secondary schools in Pakistan having sufficient audio video aids needed for teaching of Pakistan studies?

#### Delimitation of the Research Study

Keeping in view the various constraints (time and financial sources) the research study was delimited to the following factors:

- to teaching of Pakistan studies for class 10<sup>th</sup> only;
- to gather data from teachers who were teaching Pakistan studies;
- to teachers of female secondary level in public sector secondary level schools;
- To collect from teachers of urban area secondary schools of Mianwali.

#### Methodology

In order to find out the answers to the research questions the researcher adopted the following methodology:

1. The researcher went to the libraries and consulted the related material available in the shape of articles, abstracts research papers, educational policies, books, publications and government documents. The researcher also searched through internet to obtain latest information about the area of study and in order to gain insight into the problem she studied researches of other people conducted in the field.
2. After studying related material the researcher selected the researcher decided to undertake a research project “Teaching Strategies Used at Secondary Level- A Review”.
4. It was a descriptive research and survey was conducted. For this purpose the researcher developed a questionnaire and got its validation from experts' opinions in order to collect data for the study. The researcher personally visit sample institutions for collection of data and personally explained teachers about objectives of study. Teacher's showed their interest and filled up questionnaire. After collecting the data it was tabulated and analysis was made through percentage. From data analysis results were drawn and suggestions were made. Information

about population, sample, research instrument and detail of data analysis, results and recommendations are mentioned below:

### **Population and Sample**

All secondary schools teachers of district Mianwali were the population of the study. From twenty were randomly selected from public sector secondary schools located in district Mianwali. All teachers teaching Pakistan studies to 10<sup>th</sup> in these twenty secondary schools were the sample for the study. The total number of these teachers who were teaching Pakistan studies was fifty (50) as there were more than one class sections in some schools.

### **Research Instrument and its Validation**

In order to collect data for the study the researcher developed a questionnaire keeping in view the objectives of the study. The questionnaire was reviewed by some experts from National university of Modern Languages Islamabad. After some modifications experts validated for administering it on target sample. When experts validated them it was administered on the sample for data collection.

### **Data Analysis and Results**

The collected data were tabulated and analyzed through percentage and frequencies. The detail of data analysis has been described below:

#### **Insert Table No. 1**

Table-1 shows that there are only 36% teachers who plan their lesson before delivering it. So it is clear that lesson planning that is very important for teaching is ignored by majority of teachers.

Table -2 explains that majority of teachers that is 92% use lecture strategy for teaching of Pakistan studies.

Table. 3. explains that there are 62% teachers who consider lecture strategy as the best strategy for teaching of Pakistan studies. Whereas 10% teachers who value discussion, 10% for inquiry strategy, 4% for cooperative learning and 7 % for project teaching strategy as the best strategy for teaching of Pakistan.

Table- 4 depicts that 44% teachers use group discussion teaching strategy for teaching of Pakistan studies where as 56% teachers do not use this strategy.

Table. 5. illustrates that only 20% teachers use inquiry teaching strategy for teaching of Pakistan studies. A large number of teachers that is 80% replied in negative for use of inquiry teaching strategy.

Table. 6. depicts that there is very short number of teachers who use map while teaching location to students. Majority of teachers (72%) are of the view that they do not use maps for teaching of locations.

Table. 7 describe the situation availability of teaching aids related to the content of Pakistan studies. Majority of teachers that is 78% were of the view that all teaching aids related to the content of Pakistan studies are not available in their schools.

Table. 8 depict the picture about motivating of students. 64% teachers were of the opinion that they motivate students through competition in doing good assignments.

Table. 9 clarify that a significant number of teachers reply that there is an atmosphere of teacher-students interaction in their class.

Table. 10 describes that according to the opinion of 86% teachers their objective in teaching is to enable the students to learn by heart the taught content.

Table. 11 explains that majority of teachers (90%) were of the view that there was an atmosphere of teacher-student interaction in their class. This means that students have freedom to ask any question.

Table 12 describes that only 30% teachers teach the next concept when they are assure that students have comprehend the first concept. Where as 70% are of the view that they do not do that practice which means that they teach the whole lesson at once without leaving any time.

Tables 13 illustrates that 62% teachers were of the view that social values can not be taught by only oral lectures.

Table. 14 shows that teachers are agree that telling students to do good things for their country is not conducive for social development of students.

It is obvious from figures in table. 15 that majority of teachers that is 88% are of the view that geographical conditions can not be taught through lecture strategy only.

Table. 16 illustrate that majority of teachers (82%) use advance organisers that is linking previous information with new information.

Table. 17 show that a significant number of teachers are of the view that using discussion in the class creates discipline problems in large classes.

Table. 18 depicts the picture that 58% teachers agree that they allow their students for asking question freely about the taught content. Whereas 42% are of the view that they do not allow to ask questions about the taught content.

### **Findings and conclusions**

From the scientific analysis of the collected data it is obvious that majority of teachers use lecture strategy as the main teaching strategy for teaching of Pakistan studies at secondary level and majority of teachers consider lecture strategy the best for teaching of Pakistan studies as compare to some other strategies like inquiry, discussion, cooperative and project strategy. Results indicated that majority of teachers did not give much importance to lesson planning before delivering the lesson and do not use inquiry, discussion, or project strategy. The reason for not using these strategies may be that there is stress on teachers to cover the curriculum content within a specific time period and different resources and more time is needed by teaching Pakistan studies content through these strategies.

It was also found that a majority of teachers did not use maps or other aids for teaching of location and geographical conditions as all teaching aids related to the content of Pakistan studies are not available in schools. It was obvious that location could not be taught only through telling method. A map reading is a skill and this skill should be taught to students' right from secondary level as it can be helpful in practical life of students.

Mostly teacher use motivation techniques in teaching of Pakistan studies and there is an atmosphere of interaction between teacher and students in their class and teachers' main teaching objective of Pakistan studies teachers at secondary level is purely memorisation of taught concepts.

Results informed that majority of teachers did not use group discussion this might be due to the reason that teachers thought that discussion on any topic could create discipline problems within the class.

Findings show that teachers agree that through oral lectures can not develop in students the desired traits of a responsible citizen/individual or social values. Social development of students is possible only through practical involvement of students in practical activity based on social topics.

It is suggested that objectives of teaching of Pakistan studies can be obtained by teaching this subject through inquiry, project and discussion strategies of teaching along with lecture method and a future research can be conducted on teacher-students' interaction and its impact on students' academic achievement. Resources may be provided to teachers in schools

for adopting of project teaching strategy for teaching of Pakistan studies. Practice of memorising of learnt lesson by heart may be discouraged. It is suggested that special funds should be allocated for provision of audio video aids relating to the content of Pakistan studies for secondary level. Beck and Earl (2006) mention that in twenty first century we need to focus on the acquisition on of basic skills and on an encouragement to return to more 'tried and tested' traditional teaching methods... and also of whole-class interact ional teaching and expository methods in both secondary and primary schools. It was also concluded that to maximise students' learning and for achieving objectives of teaching of Pakistan studies it is suggested that project, inquiry and cooperative teaching strategies may be adopted, as they have been suggested in the national curriculum of Pakistan study 2006, along with lecture strategy. It is the fundamental duty of a teacher to make teaching, interesting and at the same time to achieve the instructional objectives of the lesson. Teachers should adopt such teaching strategies, that:

- 1 are helpful in students' concepts comprehension;
- 2 are helpful in better academic achievement of students',
- 3 are conducive to solving practical problems of learners' daily social life;
- 4 relate the learning concepts to the real life situations of learners;
- 5 are based on teacher-student interaction and learning by doing,
- 6 involve students fully in learning process.

It was concluded that to maximise students' learning such teaching strategies should be adopted which are helpful for learners in comprehending concepts and creating in them desirable social traits that are given value by Pakistani society.

Lecture method can be effective if supported by students' participation through different activities. A teacher of Pakistan studies should not rely on single teaching strategy but he should use different teaching strategies in order to achieve teaching learning objectives and while making decision about selection of a teaching strategy the teacher should consider different questions such as:

1. Does the strategy allow adjustment according to age, and psychological and social needs of students?
2. Does this strategy provide students chance to become involved with learning process?
3. Are learning activities consistent with which are known about how the brain learns?
4. Does it have competency to cover the required learning material?
5. Does it keep students active and alert and they do not remain just passive listeners of the lecture?
6. Does it train students to view things / matters of life critically and rationally?
7. Does it adequately assess students' progress in learning?
8. Does it relate learning matter to the real life situations of students?
9. Does it provide students any chance of learning by doing?
10. Can a variety of students' activities be arranged by using this strategy?
11. Does it allow an adequate amount of time to practice and integrate learned skills and knowledge?
12. Is it helpful in realisation of stated objectives of the content/ subject?
13. Is it useful in better academic achievement of students?

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**Appendix Table 1. Lesson Planning**

Statement	Response	Frequency	Percent
I plan my lesson before delivering lesson it in the class.	no	31	62
	yes	18	36
	Total	50	100

**Table. 2. Using Lecture Strategy**

Statement	Response	Frequency	Percent
I always use lecture strategy for teaching of Pakistan studies.	no	4	8
	yes	46	92
	Total	50	100

**Table- 3. The best strategy for teaching of Pakistan studies**

Strategy	Lecture	Discussion	Inquiry	Cooperative learning	Project
Responses	31	5	5	2	7
percentage	62%	10%	10%	4%	14%

**Table. 4. Using Discussion Strategy**

Statement	Response	Frequency	Percent
I always use small group discussion teaching strategy for teaching of Pakistan studies.	No	28	56
	Yes	22	44
	Total	50	100

**Table. 5. I always use inquiry teaching method for teaching of Pakistan studies**

Statement	Response	Frequency	Percent
I always use inquiry teaching method for teaching of Pakistan studies.	No	40	80
	Yes	10	20
	Total	50	100

**Table.6. I explain locations through use of maps that are in textbook of Pakistan studies.**

Statement	Response	Frequency	Percent
I explain locations through use of maps that are in textbook of Pakistan studies.	No	36	72
	Yes	14	28
	Total	50	100

**Table. 7. All teaching aids related to content of Pakistan studies are easily available at your school.**

Statement	Response	Frequency	Percent
All teaching aids related to the content of Pakistan studies are easily available at your school.	No	39	78
	Yes	11	22
	Total	50	100

**Table. 8. I motivate students through competition in doing good assignments.**

Statement	Response	Frequency	Percent
I motivate students through competition in doing good assignments.	No	18	36
	Yes	32	64
	Total	50	100

**Table. 9. In my class there is always an atmosphere of teacher-students interaction.**

Statement	Response	Frequency	Percent
In my class there is always an atmosphere of teacher-students interaction.	No	4	8
	Yes	46	92
	Total	50	100

**Table. 10. If I find that my students have learnt by heart content taught by me then I think my objective has been achieved.**

Statement	Response	Frequency	Percent
If I find that my students have learnt by heart the taught content then I think I have achieved teaching objectives.	No	7	14
	Yes	43	86
	Total	50	100

**Table. 11. In my class there is always an atmosphere of teacher-students interaction.**

Statement	Response	Frequency	Percent
In my class there is always an atmosphere of teacher-students interaction.	No	05	10
	Yes	45	90
	Total	50	100

**Table. 12. When students comprehend one concept then I teach the next concept.**

Statement	Response	Frequency	Percent
When students comprehend one concept then I teach the next concept	No	35	70
	Yes	15	30
	Total	50	100

**Table. 13. Social values can be taught by only lectures.**

Statement	Response	Frequency	Percent
Social values can be taught by only oral lectures.	No	31	62
	Yes	19	38
	Total	50	100

**Table.14. Telling students to do well for their county are conducive for social development.**

Statement	Response	Frequency	Percent
Telling students to do good things is conducive for social development of students.	No	39	78
	Yes	11	22
	Total	50	100

**Table. 15. Geographical conditions can be taught by lecture strategy.**

Statement	Response	Frequency	Percent
Geographical conditions can be taught only by lecture strategy.	No	44	88
	Yes	06	12
	Total	50	100

**Table. 16. I integrate the new knowledge with the old knowledge.**

Statement	Response	Frequency	Percent
I integrate the new concepts/knowledge with the old concept/ knowledge.	No	09	18
	Yes	41	82
	Total	50	100

**Table. 17. If discussion is allowed in the class creates discipline problems.**

Statement	Response	Frequency	Percent
If discussion is allowed in large class creates discipline problems.	No	07	14
	Yes	43	86
	Total	50	100

**Table. 18. I allow my students to ask questions freely during your teaching**

Statement	Response	Frequency	Percent
I allow my students to ask questions freely about the taught content.	No	21	42
	Yes	29	58
	Total	50	100