

## **INTEREST OF THE STUDENTS OF KARACHI UNIVERSITY IN THE TEACHING METHODS OF PAKISTAN STUDIES**

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### **ABSTRACT**

*Pakistan studies is compulsory at secondary and higher secondary level. This subject is not about the past but it includes geography of Pakistan, agriculture and economy of Pakistan, industries of Pakistan, population, foreign policy, constitutional and political development of Pakistan. Through this research, study examines the opinion of students about Pakistan studies. From university of Karachi select two departments such as mass communication and other is computer science for data collection. The main objective of this study is that by changing teaching method examines the interest of students. Quantitative research design will follow and results will find by average percentage method. A questionnaire will be developing and will fill by the students, which are included in sample size. One group of students will teach with lecture method and other with mixed method (discussion, lecture, use of multimedia). Then assess the results of both groups.*

### **KEYWORDS**

*Teaching Methods, Pakistan Studies, Interest of Students.*

### **INTRODUCTION**

Pakistan Studies is such type of subject, which covers all aspect of the country. Pakistan Studies covers the whole history of Pakistan e.g. movement, political, disaster, challenges, economic condition, tradition, values, customs, natural disaster, etc. Pakistan Studies (PS) was introduced as a compulsory subject both at secondary and higher secondary level in early 1980's in order to promote and strengthen national integration, cohesion, solidarity and harmony among the new generation. For this purpose, a cross multi-disciplinary approach of area

studies was employed in the process of curriculum development for the subject at various level in which history, geography, politics, economy, social, culture, language / literature and international relations of Pakistan were focused to enable the students to acquaint themselves with various aspects of national life. Keeping in view all, the Ministry of Education revised the national curriculum in Pakistan Studies at secondary and higher levels. Pakistan Studies is teaching as compulsory subject in Pakistan from class 9<sup>th</sup> to graduation.

The textbook of 9<sup>th</sup> class contain topic about the freedom movement, welfare state, constitutional development, population. Geography of Pakistan etc then we analyses the topic of intermediate book are almost same with few some new topics such as foreign policy, economy of Pakistan, agriculture problems in Pakistan etc. At graduation level these topics are remain same with few advancements. The topics are almost same at each level that is why students have a common view about Pakistan studies is that it is a very boring subject. Students are not taking interest in this subject. They seemed that we were studying the same topic repeatedly so we are getting bore with this subject. The topics are same but the students no remember the incidence of freedom movement and they do not have sufficient knowledge about the struggle of Pakistan. There are few reasons behind these. Some of them are giving below:

1. Every movement which past is becomes the part of history. Man learns from history and takes the experiences of past for the betterment of their present and future. A Pakistan study is a subject in which we learn about the past history. In our text books from 9<sup>th</sup> till graduation there is not a single chapter about the Importance of history. The students do not know the importance of history that's why they are not interested in Pakistan studies.
2. Today we live in an era of science and technology. Every individual keeps his or her focus on science and technology. He/she wants the education in science or business field. Students are not interested in history. They thought that past is not important for us so we are going toward science and technology.
3. Students are not aware about the importance of Pakistan studies. This subject is not about the past events but it links are with economy, agriculture, politics and communication. If we taught about the importance of this subject, the interest of students will be increase.

4. The most important reason is the teaching method of Pakistan studies. Most of the teachers teach Pakistan studies with traditional lecture method. Students are getting bore with lecture. The teachers should change their methods of teaching so students take more interest in this subject.

The main purpose of this research study is that by changing the teaching methods for teaching Pakistan studies, how the interest of the students will change. Through this research, we know about that.

### **LITERATURE REVIEW**

Pakistan Studies is taught as a compulsory subject from secondary to bachelor level in Pakistan. Pakistan Studies is compulsory at bachelor level because the students should aware about the national integration, importance of two nation theory, economic problems, the problems about religion and security problems. The students should take interest to do further research in these topics (Kaniz. F. Yousuf, 2002). Pakistan Studies is a subject in which we made good citizens and they are well known about the history and culture of the country (Brain Spooner, 2002).

Teaching of Pakistan Studies is a major subject being taught to prospective teachers in Teacher Training Institutes (TTI's) to enable future teachers to learn about all aspects Pakistan. Teachings of Pakistan Studies to prospective teachers contain methodologies, strategies and planning for effective teaching of this course. Major objectives of teaching of Pakistan Studies include:

1. To define the salient features of Pakistan such as its land, economy, human development, domestic, international and current affairs.
2. Understanding about society, democratic citizenship, cultural diversity, and religious harmony.
3. Explore values and dispositions such as commitment to the common good, justice, social responsibility and action.
4. Developing personal qualities such as self-esteem, confidence and initiatives.
5. Understanding strategic position in international politics, especially its relations with neighboring and Muslim countries.
6. To develop patriotism in the hearts of students so that they may become good citizens (Gop, 2010 & GoP, 2012).

**Various methods for teaching Pakistan studies**

It is a duty of a teacher to give awareness and consciousness about their rights and duties as a citizen. A good teacher will always help their students in every occupation. He /she not teach to clear the examination but he/she tries to become a good citizen and lead a respectful life. We can teach and gives information about the society and what are the demands of the society. A teacher up lifts their students. For this purpose, he/she adopt different teaching method. According to the National curriculum for Pakistan studies 2006 the following teaching strategies has been suggested for teaching of Pakistan studies:

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

**Lecture method**

This method is a traditional method of teaching. It is one of the most widely used instructional strategies in the classroom. This method remains an important way to communicate information. This is a teacher-centered method. Lectures are usually based on experiences, which inspire students to believe what the teacher is saying. Lecture method is also useful for large classes. The disadvantages are that lecturing minimize feedback from students, assumes an unrealistic level of students learning, and often disengages students from the learning process causing information to be quickly forgotten (Sufiana, 2012).

The following recommendations can be helpful in making lecture method more effective:

1. It should be understandable, clear, and concepts should be illustrated with the help of examples from real life.
2. Focus your topic.
3. Opportunities should be provided for students through asking questions, suggestions, and reactions, for the purpose of full participation on the part of students.
4. Repeat points when necessary.

This method can be effective to achieve instructional goals by using it in combination with other methods.

**Discussion method**

This method is also including in traditional method. This method is useful when it manages in a systematic way. Discussion method engages students in active discussion about issues and problems inherent in practical application. 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 organized 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.

This method is useful in the subject of social science. This 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 organized and planned well discussion teaching method can prove a good method for teaching learning process.

**Inquiry method**

This method is useful in science subjects. This method is also known as problem solving strategy. This method is student centered, with a teacher as a facilitator of learning. 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.

Students are more involve in learning and construction of knowledge through active involvement (Keyes. G, 2010). Teachers are facing many problems in teaching Pakistan studies such as non-serious attitude of students, problems about timetable, lack of resources, and lack of audio-visual aids. Textbooks also designed in a way that they are full of facts, there is no activity in the text book (mohd. Zafar iqbal, nasir ul haq, mohd ikhlaq, 2016). The non-serious attitude of students is due to 2 reasons. One is that teachers teach this subject by lecture method and students getting bore from lecture. Another reason is the paper pattern of Pakistan studies. Teachers a bound to give lecture because our paper

pattern consist of question and answers (Abida Nasreen, Anjum Naz, Riffat un Nisa Awam, 2011).

### **OBJECTIVE**

1. To examine the opinion of students about Pakistan Studies
2. To assess the effect by changing teaching methods and interest of students
3. To examine the opinion of students about various teaching methods for Pakistan studies

### **HYPOTHESIS**

1. Pakistan studies is a boring subject
2. Because of the teaching method, the students are not interested in learning Pakistan studies
3. Other methods for teaching Pakistan studies are not suitable for learning as compare to lecture method

### **RESEARCH METHODOLOGY**

In this research study, quantitative research design was adopted in order to answer the research questions and for testing hypothesis.

#### **Population**

Faculty of Arts and social sciences was the population of this study, because in all departments of these both faculties Pakistan Studies subject is used to teach in bachelors classes.

#### **Sampling**

Because of the time and resources, I have used convenient sampling method by choosing 1 department from science faculty of social science. From both the department, the researcher collected the group of 20 students from whole class. Convenient sampling method was again selected for the selection of Students from the attendance list.

#### **Research instrument**

Researcher designs a questionnaire for the collection of data. This questionnaire is according to the objectives of the study and consists of 13 questions. Some questions are open ended and some are close ended.

#### **Validity and reliability of research instrument**

Pilot testing was conducted with some students. In the beginning questionnaire was designed in Urdu. The students are not able to understand the pure words of Urdu. After pilot testing, all the mistakes were corrected and a new questionnaire was redeveloped in English for final research.

**Data collection procedure**

After delivered the content using different methods in both departments, questionnaires were filled by 20 students of each department which were included in research sample.

**Data analysis**

Researcher collected the required data and used quantitative method for data analysis. The achieved data will present in the form of tables. Average percentage method is used for statistical analysis of data.

For the purpose of data collection, a questionnaire will be formed. It will include almost 13 questions. This questionnaire will be fill by every student, which will include in sampling. After getting the answer, we will compare these answers of two groups and analyses that which group takes more interest in learning and understanding the lecture. We will also analyses the opinion of students about the teaching methods of Pakistan studies. Most of the students assume that Pakistan Studies is a very boring subject. In the questionnaire there is also a question to know their opinion about this subject.

**DATA ANALYSIS & RESULTS**

The analysis of all question will present through tables:

**Table No. 1**

This table analyses the result of question that Pakistan studies is a boring subject. The students give the answers as shown by following table:

<b>Question</b>	<b>Mass communication</b>		<b>Computer science</b>	
<b>Question no 1</b>	Yes	No	Yes	No
<b>No. of students</b>	03	17	09	11
<b>Average percentage</b>	15%	85%	45%	55%

**Results**

The above table shows that out of 20 students of mass communication 15% say yes that Pakistan studies is a boring subject while 85% students say no that Pakistan studies is not a boring subject. 45% students and computer science say yes and 55% students say no that Pakistan Studies is not a boring subject.

**Table No. 2**

In this table compare and analyses the result of two groups when a topic is

teaching in mass communication department with lecture method. Then the same topic is taught in computer science department with mixed method. In this way, find the results that how many students take interest with the changing in teaching method.

In questionnaire, include 9 question to know about the interest of students in learning the topic. These questions will be seeing in appendix no. 1.

Questions	Mass communication				Computer science			
	Right answer		Wrong answer		Right answer		Wrong answer	
Question no. 2	20	100%	0	0	20	100%	0	0
Question no. 3	01	5%	19	95%	09	45%	11	55%
Question no. 4	01	5%	19	95%	13	65%	07	35%
Question no. 5	10	50%	10	50%	19	95%	01	5%
Question no. 6	15	75%	05	25%	14	70%	6	30%
Question no. 7	10	50%	10	50%	10	50%	10	50%
Question no. 8	13	65%	07	35%	18	90%	02	20%
Question no. 9	15	75%	05	25%	19	95%	01	5%
Question no. 10	04	20%	16	80%	10	50%	10	50%
Average percentage	49.44%		50.56%		73.33%		26.67%	

### Results

The students of mass communication give 49.44% right answers of all questions, whereas the students of computer science give 73.33% right answers of questions. So, the result shows that mix method makes the result better then only teaches by lecture method.

### Table No. 3

In this table analyses the answer of question in which ask the students you will better understand if this topic is teach with the help of audio-visual aids instead of lecture method. One question is included in questionnaire about this:

Question	Mass communication		Computer science	
	Yes	No	Yes	No
Question no. 11	16	04	16	04
Average percentage	80%	20%	80%	20%

### Results

80% students of mass communication give their opinion that they better



understand with audio visual aid while 20% gave answer that they better understand with lecture method. The students of computer science gave the same answers.

**Table No. 4**

The table, which is given below, shows the result of question in which ask the students about the teaching method, which is more appropriate for teaching Pakistan studies in their point of view:

Question no 12	Lecture method		Discussion method		Demonstration method		Mixed method	
Mass communication	02	10%	06	30%	01	05%	11	55%
Computer science	04	20%	02	10%	02	10%	12	60%

#### Results

10% students of mass communication prefer lecture method, 30% student's discussion method, 5% student's demonstration method and 55% students prefer mixed method. 20% students of computer science prefer lecture method, 10% student's discussion methods, 10% student's demonstration method and 60% students prefer mixed method for teaching Pakistan studies.

**Table No. 5**

In this table, analyses the answers of question no. 13 that is about the satisfaction of students about today's lecture. The students of both the departments gave the following answers;

Question Question no 13	Mass communication				Computer science			
	Yes		No		Yes		No	
	04	20%	16	80%	19	95%	01	05%

#### Results

20% students of mass communication satisfied with lecture method while 80% students are not satisfied with lecture method. 95% students of computer science satisfied with mixed method and 5% student its mean only 1 student is not satisfied with mixed method.

#### Hypothesis 01

A Pakistan study is a boring subject.

**Results**

The above results show that the 85% students of mass communication are disagree with this statement and 55% students of computer science is also disagree with this statement that Pakistan studies is a boring subject. In the light of above result the hypothesis is rejected.

**Hypothesis 02**

By changing the teaching method, the students are not more interested in learning Pakistan studies

**Results**

The results of questions related to our second hypothesis show that the 73.33% students of computer science were given right answer while the 49.44% students of mass communication don't give the right answer. In this way, the hypothesis is rejected.

**Hypothesis 03**

Other methods for teaching Pakistan studies is not suitable for learning as compare to lecture method.

**Results**

The above results show that 80% students of mass communication are not satisfied with lecture method. They are in favor of other method such as discussion method or demonstration method. 55% students are in the favor of mixed method. 95% students of computer science are satisfied with mixed method. In the light of above result, hypothesis is rejected.

**DISCUSSION**

Pakistan Studies is a compulsory subject from class 9<sup>th</sup> to graduation. The common concept of the students about Pakistan studies is that it is a boring subject that is why we are not interested in that subject. Keeping this point in mind, the researcher already teaching Pakistan studies in University of Karachi for 2 years, interest to research on this topic. Researcher selected two groups. One from social sciences faculty that is mass communication and other from science faculty that is computer science. In mass communication department the specified topic was taught by traditional lecture method. The same was taught by mixed method in computer science department. A questionnaire was developed and it was filled by each student which was included in the sample size that is 20 students each department. The questionnaire was set up according

to objective and hypothesis of research study. The quantitative method was followed and answers were analysed by average percentage method.

The main research question of the study is that by changing the teaching method the interest of the students is not develop. The research proved that by changing the method students are taking more interest in learning Pakistan studies.

The findings of this research are that the students of both groups say that Pakistan Studies is not a boring subject. The reason behind this is that the students, which are included in research sample, take interest in this subject that is why they give the positive answer. 15% students of mass communication and 45% students in computer science said that Pakistan Studies is a boring subject. The reasons are different in this. Some students said that the incidence and whole course of Pakistan studies from class 9<sup>th</sup> until graduation is almost same that is why we are getting bore to learn again and again the same topic. Some students said that they are not interested in history.

Almost in every school, college and even in universities of Pakistan, a Pakistan study is taught by lecture method. Most of the teachers prefer lecture method for Pakistan studies. Teachers are not ready to change the methods. Another hypothesis is that by changing teaching methods the interest of students is not increased and they are not ready to listen about history and freedom movement. Researcher teaches a topic with lecture method to a group while other group is teaching with mixed method. The students take more interest in the topic when teach with mixed method. They told that with audio visual aid like multimedia they better understand the topic and give the right answers of questions which are included in questionnaire. They also told that they note down the important points of the lecture as well. 55% students of mass communication prefer mixed method and 60% students of computer science prefer mixed method for teaching Pakistan studies. Meanwhile some students are not satisfied by other methods they think that lecture method is more appropriate for teaching Pakistan studies.

## CONCLUSION

Through this research study and data analyses we conclude that Pakistan studies is not a boring subject. The method of teaching Pakistan Studies is boring. Every teacher of Pakistan study in university of Karachi teaches Pakistan studies with lecture method. They can't use any other method for teaching due

to some reasons. The basic reason is the non-availability of resources such as multimedia or other audio-visual aids. This is the reason that teachers are bound to teach with traditional lecture method. Another reason for teaching Pakistan studies with lecture method is that our examination paper pattern consists of only question and answers that's why teacher only focus on learning and teach with lecture method.

Through this research we also conclude that by changing teaching method we developed the interest of students in this subject and ready to learn about the freedom movement, problems of Pakistan, economy of Pakistan, constitutional and political development in Pakistan, foreign policy of Pakistan, geography of Pakistan and its strategically importance and culture of Pakistan. Students should know about the past and learn from the experiences of our leaders and do not repeat the same in present or in future. It is the duty of a teacher to teach in that way those students know their rights and duties and became a good citizen of Pakistan.

### **RECOMMENDATIONS**

In the light of above research study, there are some recommendations:

1. Teachers of Pakistan studies should change their method of teaching from lecture method to any other methods, which bring a good and positive change in the learning of students.
2. This research is also helpful for old and new teachers to improve their methods and learn from this research that if once change a method student become more active and take part in class with great interest.
3. The administration of the institutions must provide the proper resources to teachers as they enhance their teaching and fulfill the new demands in teaching profession
4. The teachers adopt those methods of teaching which increase the interest of students. They use different methods but classroom management and control is also most important to adopt any teaching method.
5. The teachers should show some maps, pictures and graphs about the past events.
6. This research is also helpful for administration when they hire any teacher for Pakistan studies, they must ask about the teaching methods that how he / she teaches in the classroom.
7. This research is also helpful for policy makers and curriculum designers to design a book or course in this way that only text is not written in the book but

also contain some graphs and map in it.

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