
ROLE OF CURRICULUM IN DEVELOPING DEMOCRATIC ATTITUDE AMONG STUDENTS AT ELEMENTARY LEVEL: TEACHERS' PERCEPTIONS

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ABSTRACT

The development of democratic citizens is the basic need of any country and responsibility of the schools in Pakistan. The major objective of this study was to investigate teachers' perceptions about the role of curriculum in developing democratic attitude among students at elementary level. The population of the study comprised of 105 subject teachers, teaching social studies at elementary level from 21 Federal Government Educational Institutions (Cantt/Garrison) [FGEIs (C/G)] of Multan Region. The sample of the study was 105 teachers teaching social study that was selected through census sampling technique. Self-developed and self-validated questionnaire was used as research tool for the collection of data. Data were analyzed by calculating i.e. percentage, mean, and t. test. The results revealed that the curriculum of social studies had a significant role in developing democratic attitude among students at elementary level. However, some of the teachers have the opinion that they were facing some difficulties e.g. lack of support by management, lack of proper training, and unsupported environment of the schools. The study recommended that school management should enhance support, provide proper

trainings, and create supported environment in schools for democratic education.

KEYWORDS

Curriculum, Democratic Attitude, Elementary Level, FGEIs (CG), Teachers' Perception

INTRODUCTION

Education is a process of nurturing human beings and developing a productive capital for the world. Educating the young generation is an enormous task that can be accomplished with scientific planning and creative vision. Today human store of knowledge has swelled and diversified so much that it is impossible for a single person or a smaller group of community to be able to effectively transmit it to the next generation. Joint efforts by different stake holders such as government, policy makers, educationists, teachers, and parents are made for the successful transmission of information, art, culture and attitudes to the next generation. The education's aim is to bring change in behavior of the people and make them a responsible citizen. Ultimately, the development of democratic citizens is the basic responsibility of the schools. School is a place where a child learns knowledge, skills, values and attitude and be able to play his productive role in society.

Democratic education is an idea in educational setup in which democracy is a goal as well as a method of instruction also. It inculcates democratic attitudes such as social justice, self- respect, trust in self-abilities and freedom of expression to the human being. Democratic education is "an education that democratizes learning itself". Democracy is "a way of living together, a way of communicating with one another without the pretense of class or position" (Waghid, 2014). According to Dean (2008) the control of society and government stand responsibility on every member of society. Therefore, everyone must be trained to meet this responsibility. Moreover, he concluded that schools' administration and learning environment are not helpful to the development of democratic citizens. Bayeh (2016) considered ethical education most important for the development of democratic citizens.

The development of democratic citizens is the basic need of any country. Since 1947, each education policy had aimed to prepare 'good citizens' but these policies failed to reproduce the ideology of government and to inculcate the concept of citizenship education in students. It is highlighted in all education policies that the basic responsibility of educational setup is to develop democratic citizens. Education minister Fazlur Rehman explained that the aims of education in a democratic society must be holistic. Moreover, the politicking evolved "training for citizenship" (Khushik & Dieneri, 2018).

In 1959, a comprehensive school curriculum was devised to develop nationalization and the government formulated textbooks for classes 1-12. Religious education was included and made compulsory at elementary school level. Civics, history and geography were combined and introduced as social studies and included citizenship education. The knowledge about problems of Pakistan, and the rights and responsibilities of citizens were added in the text books of social studies to teach students and made them a productive and patriot citizens. In 1979, a new policy for education was announced by General Zia-ul-Haq. Islamisation and education of citizenship were focused in the policy for the development of true Muslim citizens (Khushik & Dieneri, 2018).

Baleegh-ur-Rehman (2017) considered education as the only source of human resource development, creating enlightened citizens, increasing productivity and eliminating poverty. Therefore, the provision of quality education is necessary for the development of a country or a nation (NEP, 2017). The objectives of the National Education Policy (NEP) (2017) were included to inculcate moral and social attitudes in children and to increase school community linkage. This policy gives a significant importance to the character building and moral values of students. Local community can be changed with the help of school education. The policy also put great importance to scouting to develop citizenship among youth and to make them cooperative and helpful citizens of Pakistan. These objectives show the main concern of Government of Pakistan to develop good and democratic citizens through schools (NEP, 2017).

According to the National Curriculum for 2017 (Grades 4 & 5), "Social Study" is "the precise study of social contact among people and their surroundings with the goal of fostering civic competence." As a result, the next generation will be better able to lead a multicultural, democratic society in the world by making sound judgments on behalf of its residents. The goal of a well-rounded social studies education is to help students become knowledgeable and engaged members of society; therefore educators make sure to include lessons on democratic ideals and skills from a variety of fields in their lesson plans. It also equips students with the tools they need to evaluate, reflect, and deliberate on the political, social, and economic realities they encounter in their daily lives. This curriculum is designed to help students acquire knowledge, abilities, and dispositions in a sequential fashion by exposing them to a range of teaching methods that combine content acquisition with skill development (Curriculum of Social Studies, 2017)

Tajuddin and Memon (2015) were of the point of view that the teachers can play an important role to develop democratic attitude among students. They tried to develop global perspective of their students. However, the aim of their teaching was to make students aware of the difference of people's way of thinking on top issues. The

researchers stated that teachers did not teach even one attitude as like truth. A teacher taught only bookish knowledge in the classroom and versatile perspectives of some Muslim leaders who perceived western education as the solution to the Muslims' problems whereas others suggested Muslims to abstain themselves from getting western education. Irshadullah (2014) suggested that every individual must be assigned a task in community and be reported it to the school for the development of democratic attitude.

National Educational Policies of Pakistan (1947, 1959, 1979, 1972, 1998-2010, 2009, 2017) and National Curriculum (2006, 2017) show the great concern of the Government of Pakistan to develop democratic citizens but research studies (Dean, 2005; Irshadullah, 2014; Tajuddin & Memon, 2015) show that public sector institutions at provincial level in Pakistan could not achieve the goal in true spirit till now and lying gaps. The above mentioned studies are conducted in different aspects and not covered this aspect.

Irshadullah (2014) considered good citizens as the product of school. He suggested that democratic values should be included in schools' curriculum to inculcate democratic sense in the students. Moreover, he recommended that teacher can impart democratic attitudes in students and can play a key role in developing democratic environment. The researcher further added that all activities of the classroom should be properly planned by teacher to promote democracy in students. Students may be given importance in making decisions about important classroom matters and teachers should behave democratically with students. Pakistan transforms its educational setup to develop a realistic society. Its education policies had not been fulfilled local and global needs of country and the world. All previous education policies of Pakistan addressed the formation of a better society through Islamic ideology with its attitudes and values. Education policies have tried to address economic issues and character building. All previous education policies failed to achieve their goals due to many reasons. The term "sustainable development" was identified only in national education policy 2009 and addressed global citizenship through the reinforcement of the education system (Irshadullah, 2014).

The researcher himself has been working as elementary school teacher since 2014 in Federal Government Educational Institutions (Cantt/Garrisons) [FGEIs (C/G)]. Training sessions had been conducted by FGEIs (C/G) directorate to inculcate the patriotism and democratic attitude in teachers and to implement student centered approach in classrooms. The subject of social studies is included as the compulsory part of FGEIs(C/G) curriculum. Co-curricular activities, assembly programs, celebrations of national events are also made the part of curriculum. Moreover, FGEIs(C/G) alumni boards claim the development of democratic and productive

citizens. The mission of FGEIs (C/G) is the development of democratic citizens and makes them productive individuals for society. To inculcate moral, social and national attitudes in the students are the aims of FGEIs (C/G) to develop democratic and patriotic Pakistani citizens. Co-curricular activities and sports are also made the part of curriculum of FGEIs(C/G) to make the students physically and mentally strong.

But still the questions, What are the perceptions of teachers regarding curriculum of social studies in developing democratic attitude among students?, Which democratic factor was most powerful according to teachers' perceptions? Were unattended and not any research study had been conducted before to get answer for above questions, which inspired me. Therefore, this study was undertaken to investigate the teachers' perceptions about the role of curriculum in developing democratic attitude among students at elementary level.

The study was aimed to investigate the teachers' perceptions about the role of curriculum in developing democratic attitude among students at elementary school level. This study may be very helpful in the field of education. This research enlightens the effects of democratic education based instruction upon the change of attitude of students. This study may help teachers to know about the importance of democratic attitudes. Teachers will be able to get set goals in teaching activities to improve their understanding and comprehension of curriculum in an effective way. This study may also contribute in the development of national curriculum for developing democratic attitude among students. This study may also beneficial for stake holders i.e. students, parents, educational leaders and managers. The study was delimited only to:

- (i) FGEIs (C/G) Multan Region,
- (ii) Teachers teaching social studies,
- (iii) Grade 8th,
- (iv) Democratic factors i.e. attitude, social values, diversity, basic rights, and moral values.

RESEARCH OBJECTIVES

1. To investigate the teachers' perceptions regarding the role of curriculum of social studies in developing democratic attitude among students.
2. To identify the most powerful factor of curriculum of social studies in developing the democratic attitude among students at elementary level according to teachers' perceptions?
3. To ascertain the difference between teachers' perceptions regarding the role of curriculum of social studies in developing democratic attitude among students on the base of different demographic variables i.e. gender and professional qualification.

RESEARCH QUESTIONS

1. What are the perceptions of teachers regarding the role of curriculum of social studies in developing democratic attitude among students?
2. Which factor of curriculum of social studies is the most powerful in developing the democratic attitude among students according to teachers' perceptions?
3. Is there any significant difference between the male and female teachers' perceptions towards the role of curriculum of social studies in developing democratic attitude among students?
4. Is there any significant difference between the perceptions of teachers having different professional qualification about the role of curriculum of social studies in developing democratic attitude among students?

RESEARCH METHODOLOGY

Current study was an attempt to find the teachers' perception about the role of existing curriculum in developing democratic attitude among students at elementary school level. In this perspective, the present study investigated the teachers' perceptions about the role of curriculum of social studies in developing democratic attitude among students at elementary level. This study was descriptive in character because it outlined and interpreted the current condition of a research problem. Descriptive research, as recommended by Cohen, Manion, and Morrison (2007), is a valid method for investigating any preexisting phenomenon. The study's research goals called for a comprehensive familiarity with the topic at hand. Therefore, due to limitations of time and most appropriate design cross-sectional survey design was chose to conduct this study.

Population

All the teachers teaching social studies at elementary school level in Federal Government Educational Institutions (Cantt/Garrison) of Multan Region were constituted the population. They were 105 teachers including 60 Male and 45 female.

Sample

More than 200 million people call the huge country of Pakistan home. The norms of society and culture are categorically different from one place to the next. This research aimed to be the first step in a larger investigation into the causes of students' pro-democratic attitudes in the Multan area. Since this research was restricted to the Multan area, the schools in the Cantt and Garrison districts of the Federal Government's Education Department served as the sample. Teachers' views on the need of including democratic values in the social studies curriculum were the primary research focus. There were not many educators in the field of social studies.

Cresswell (2012) noted that, "since the population is tiny and can be easily identified, it is also conceivable in survey research to analyze the complete population." This

survey research (also known as a census research) allows generalizations to be made about the entire population. Therefore, sample, based on 105 teachers (60 Male and 45 Female) teaching social studies at elementary school level in FGEIs (C/G) located in Multan region was selected through census sampling technique.

Tool

Participants in a study fill out a questionnaire and mail it back to the researcher as part of a survey design. The respondent makes selections from a list of options and provides some basic identifying demographic data. The following procedures informed the creation of the questionnaire used to collect responses from respondents. After researching the relevant literature and discussing with the supervisor, the researcher created a questionnaire for instructors consisting of 40 items on a 5-point Likert scale. Questionnaire was categorized in six factors i.e. attitudes, social values, diversity, rights, and moral values.

Validation of Tool

a) Expert Opinion

The draft of the tool was sent to the experts for their expert opinion. Questionnaire was revised in the light of expert opinion.

b) Pilot Testing

Twenty educators participated in the survey's preliminary testing phase. Convenient sampling was used to pick respondents. The questionnaire was pilot tested before its final form was used on a larger scale, allowing researchers to catch and fix any glaring flaws.

Reliability of Tools

Reliability of tools was determined through Cronbach's Alpha test. Cronbach Alpha value of questionnaire for teachers was .90 which was reliable according to the standard presented by Field (2010) so the questionnaires were reliable and valid in order to conduct the research.

DATA ANALYSIS & DISCUSSION

Table 1: Demographic Information of Sample Respondents

Demographic Variables	Participants' Responses		
	Frequency	%age	
District	Multan	58	55.2
	Khanewal	9	8.6
	Okara	17	16.2

	Jhang	21	20.0
Gender	Male	60	57.1
	Female	45	42.9
Teaching Experience	1-5	21	20.0
	6-10	45	42.9
	11-15	13	12.4
	16-20	17	16.2
Academic Qualification	More than 20	9	8.6
	BA/B.Sc	41	39.0
	MA/M.Sc	55	52.4
	M.Phil	9	8.6
Professional Qualification	B,Ed	61	58.1
	M.Ed	44	41.9

Table 1 displays the descriptive statistics used to examine the demographic data of the sample population. In the table, 55.2% of the participants are from FG schools in the Multan district. Twenty percent of those polled came from FG schools in the Jhang district, sixteen percent from FG schools in the Okara district, and eight percent from FG schools in the Khanewal area. And while women made up 43.1% of the sample, men made up 57.1%. Twenty educators reported having taught for no more than five years; 42.9% had taught for 6-10 years; 12.4% had taught for 11-15 years; 16.2% had taught for 16-20 years; 8.6% had taught for more than 20 years. Teachers in the sample also classified their level of education into four groups: bachelor (39%), master (52.4%), M. Phil/MS (8.6%), and doctorate (0%). In addition, among instructors, 58.1% said they had a B. Ed and 41.9% said they had an M. Ed.

Table 2: Attitude

Sr	Statements	Percentages					Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Curriculum of social studies enhances creativity among Students.	5.7	27.6	3.8	43.8	19	3.42
2	Curriculum of social studies inculcates freedom of expression	5.7	21.9	8.6	46.7	17.1	3.47

3	among students. Curriculum of social studies inculcate sense of equality among students	3.8	21.0	12.4	44.8	18.0	3.52
4	Curriculum of social studies inculcates sense of fairness.	2.9	13.3	16.2	55.2	12.4	3.60
5	Curriculum of social studies inculcates the sense of respecting different values and point of views among students.	2.9	10.5	7.6	47.6	31.4	3.94
6	Curriculum of social studies inculcates the sense of respect for self- respect.	1.0	14.3	16.2	43.8	24.8	3.77
7	Curriculum of social studies inculcates the sense of respect of diverse opinions of others among students.	2.9	15.2	15.2	44.8	21.9	3.67
8	Curriculum of social studies inculcates the sense of gathering and critically analyzing information among students.	5.7	10.5	16.2	44.8	22.9	3.68
9	After studying curriculum of social studies, students are able to make informed decisions.	3.8	18.1	18.1	46.7	13.3	3.47
10	After studying curriculum of social studies, students are able to communicate their views effectively.	1.9	18.1	6.7	49.5	23.8	3.75
11	Curriculum of social studies develops sense	5.7	19.0	21.0	37.1	17.1	3.40

	of decision making among students.						
12	Curriculum of social studies inculcates sense of truthfulness among students.	1.0	18.1	16.2	47.6	17.1	3.61
13	Curriculum of social studies develops sense of patriotism among students.	2.9	3.8	5.7	41.9	45.7	4.23
14	Curriculum of social studies inculcates sense of democracy among students.	2.9	9.5	13.3	44.8	29.5	3.88
15	Curriculum of social studies inculcates ideology of Pakistan among students.	2.9	6.7	5.8	43.3	41.3	4.13
16	Curriculum of social studies inculcates sense of democratic citizenship among students.	5.7	9.5	7.6	57.1	20.0	3.60
17	Curriculum of social studies inculcates sense of friendly behavior among students.	2.9	16.2	13.3	53.3	14.3	3.60
18	Curriculum of social studies inculcates sense of cooperation among students.	2.9	10.5	21.0	51.4	14.3	3.63
Overall Mean							3.68

Table 2 depicts that the teachers perceived that curriculum of social studies inculcate creativity, freedom of expression, participation of students in decision making, sense of responsibility towards the state and society, equality in rights and responsibilities, justice in social strata, fairness, truth, honesty, diversity, self-respect, considering multiple perspectives, respecting different point of views, collecting and evaluating information, making correct decisions, effectively transmitting views, sense of democracy and democratic government among students at elementary level. Overall

mean score of teachers' (3.68) indicates the high perception of teachers regarding role of curriculum in developing democratic attitude among students at elementary level.

Table 3: Social Values

Sr	Statements	Percentages					Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Curriculum of social studies inculcates sense of responsibility towards the state and society among students	1.9	11.4	9.5	43.8	33.3	3.95
2	Curriculum of social studies provides knowledge about social justice.	2.9	9.5	11.4	42.9	33.3	3.94
3	Curriculum of social studies provides knowledge about national events.	0.0	7.6	3.8	47.6	41.0	4.21
4	Curriculum of social studies Students provides knowledge about national heroes.	1.0	8.6	2.9	43.8	43.8	4.20
5	Curriculum of social studies provides knowledge about social evils.	1.0	13.3	7.6	51.4	26.7	4.36
6	Curriculum of social studies provides knowledge about social issues.	1.9	14.3	7.6	44.8	31.4	3.89
7	Curriculum of social studies provides knowledge about communication in society.	1.9	17.1	5.7	40.0	35.2	3.89
Overall Mean							4.06

Table 3 demonstrate that majority of teachers' perceived that curriculum of social studies inculcates curriculum of social study was developing democratic attitude, social values, diversity, rights and moral values among students at elementary school level. It was clear from the findings that curriculum of social studies provided knowledge about social values, e.g. social responsibilities, social justice, national

events, national heroes, social evils, social issues, and communication in society to students.

Table 4: Diversity

Sr	Statements	Percentages					Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Curriculum of social studies inculcates sense of diversity of culture among students	3.8	7.7	9.6	56.7	22.1	3.85
2	Curriculum of social studies provides knowledge about diversity of religions.	6.7	5.7	8.6	62.9	16.2	3.76
3	Curriculum of social studies provides knowledge about diversity of thoughts.	2.9	12.4	18.1	49.5	17.1	3.65
4	Curriculum of social studies Students inculcates sense of respect for diverse opinions of others.	1.9	20.0	8.6	42.9	26.7	3.72
5	Curriculum of social studies inculcates the sense of considering multiple perspectives among students.	2.9	16.2	18.1	49.5	13.3	3.54
Overall Mean							3.70

Table 4 indicates that a lot of teachers (Mean=3.70) perceived that curriculum of social studies had provided knowledge about diversity of culture, religion, thought, diverse opinion of others, and considering sense of multiple perspectives among students at elementary level.

Table 5: Rights

Statements	Percentages
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Sr		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
1	Curriculum of social studies provides knowledge about basic rights of children	7.6	12.4	15.2	45.7	19.0	3.56
2	Curriculum of social studies inculcates the sense of equality in rights among students.	6.7	9.5	13.3	52.4	18.1	3.65
3	Curriculum of social studies inculcates the sense of freedom of thoughts among students.	5.7	16.2	15.2	46.7	16.2	3.51
Overall Mean							3.57

Table 5 depicts that many of teachers perceived that curriculum of social studies provided knowledge about basic rights of children, equality in rights and freedom of thoughts to students.

Table 6: Moral Values

Sr	Statements	Percentages					Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Curriculum of social studies inculcates sense of truthfulness among students	1.9	15.2	15.2	45.7	21.9	3.70
2	Curriculum of social studies inculcates the sense of honesty among students.	1.0	10.5	19.0	56.2	13.3	3.70
3	Curriculum of social studies inculcates the sense of respect among students.	2.9	17.1	15.2	50.5	14.3	3.56
Overall Mean							3.65

Table 6 demonstrates that majority of teachers perceived that curriculum of social studies promoted moral values e.g. truth, honesty and respect among students at elementary level.

Table 7: Most Powerful Factor

Factor	Mean
Attitudes	3.68
Social Values	4.06
Diversity	3.70
Rights	3.57
Moral Values	3.65
Difficulties	3.57

Table 7 indicates that factor wise social values are the most powerful (4.06) factor according to teachers' perceptions.

Difference between Teachers' Perceptions on the base of Demographics i.e. Gender and Professional Qualification

Table 8: Gender Wise Difference of Teachers' Perceptions

Gender	Mean	SD	T	Df	Sig. (2-tailed)
Male	141.57	28.36	5.45	103	.000
Female	170.81	18.36			

*Significance Level $**P \leq .05$*

Table 8 shows that there is significant difference (.00) (Mean difference=29.24) between the perceptions of male and female teachers about the role of curriculum of social studies in developing democratic attitude among students. Standard deviation value difference (10) and *t* value difference (5.45) also supports the claim.

Table 9: Professional Qualification Wise Difference of the Teachers' Perceptions

Qualification	Mean	SD	<i>t</i>	df	Sig. (2-tailed)
B.Ed	142.36	28.79	5.10	103	.000
M.Ed	170.36	18.32			

*Significance Level $**P \leq .05$*

Table 9 depicts that there is significant difference (.000) between the perceptions of the teachers having different professional qualification of B.Ed. and M.Ed. about the

role of curriculum of social studies in developing democratic attitude among students. Standard deviation value difference (10.47) and t value (5.10) also supports the claim.

DISCUSSION

The study was conducted to investigate the teacher's perceptions about the role of curriculum in developing democratic attitude among students at elementary level. Therefore, attitude of the teachers of social studies are much important in this process. Only the teachers, who have positive attitude about democracy, can inculcate these attitudes in their students. The result showed that curriculum of social studies was playing a significant role in developing democratic attitude among students in FGEI's (C/G) Multan Region. Same as Irshadullah, (2014) found in his study that schools produced good citizens. Majority of the teachers are of the point of view that curriculum of social studies enhances the skill of creativity of the students, develop freedom of expression, inculcated sense of equality, fairness, self-respect, respect of others opinion, respect of diverse cultures, patriotism, democracy, truthfulness, honesty, decision making, basic rights of children, equality in rights, responsibility, and democratic citizenship. Furthermore, most of the teachers are of the point of view that curriculum of social studies provided knowledge about social justice, nationalism, social evils, social issues, communication in society, gathering and critically analyzing information, among students. Many of the teachers are of the point of view that after studying curriculum of social studies, students are able to communicate their views effectively, can gather and analyze information and its implementation.

However, some of the teachers are of the point of view that school environment and management does not provide proper support and trainings for democratic education and it can create hindrance for timely coverage of syllabus. Same indicators for students were set to justify the teacher's perceptions. The majority of students' perception was same as teacher's perceived.

Major objective of the study was to investigate the teachers' perceptions about the role of curriculum of social study in developing democratic attitude among students. Creativity, freedom of expression, participation of students in decision making regarding classroom, sense of responsibility towards the state and society, equality in rights and responsibilities, justice in social strata, fairness, truth, honesty, diversity, self respect, considering multiple perspectives, respecting different point of views, collecting and evaluating information, making correct decisions, effectively transmitting views, sense of democracy and democratic government were considered as democratic attitudes of students. These were divided in five factors; attitude, social values, diversity, rights, and moral values. Majority of teachers were agreed that curriculum of social study was developing democratic attitude, social values, diversity, rights and moral values among students at elementary school level. It was clear from

the findings that curriculum of social studies provided knowledge about social values, e.g. social responsibilities, social justice, national events, national heroes, social evils, social issues, and communication in society to students. Moreover, findings showed that curriculum of social studies had provided knowledge about diversity of culture, religion, thought, diverse opinion of others, and multiple perspectives. Curriculum of social studies provided knowledge about basic rights of children, equality in rights and freedom of thoughts to students. In the same way, it was found that curriculum of social studies promoted moral values e.g. truth, honesty and respect among students because most of the respondents were agreed.

The second objective of the study was to explore the democratic factors, which were most powerful in developing the democratic attitude among students according to teachers' perceptions. It was found that social values were the most powerful democratic factor in developing democratic attitude among students at elementary level. Third objective of the study was to ascertain the difference between teachers' perceptions about the role of curriculum of social studies in developing democratic attitude based on demographics i.e. gender, district, qualification, teaching experience. It was found that there is significant difference between the teachers' perceptions about the role of curriculum of social studies in developing democratic attitude among students based on different demographics i.e. gender, district, qualification, teaching experience.

Additionally, some of the teachers opined that there are some difficulties which hinder in developing democratic attitudes among students e.g. lack of support by management, unsupported environment of school, lack of proper trainings about democratic education. Therefore, it was concluded that curriculum of social studies had significant role in developing democratic attitude among students at elementary level.

RECOMMENDATIONS

Some of teachers agreed that school environment was not supported to democratic education. Therefore, as a means of fostering a more democratic and socially responsible student body, it is imperative that educators foster a more democratic classroom atmosphere.

Some of the teachers claimed that management did not support teachers for democratic education. Therefore, management should support teachers properly for democratic education. Moreover, incentives and quality awards should be awarded to teachers and students, who showed excellent results in promoting democratic education.

Some of teachers are of the view that there is not available proper training for democratic education. So, proper and task-oriented trainings should be conducted for teachers to develop democratic attitude among the students.

It is claimed by many of respondents that there is lack of activities for democratic education in schools. Therefore, proper activities should be arranged in schools for promoting democratic education.

It is claimed by many of teachers that democratic education creates hindrance for timely coverage of syllabus. Therefore, curriculum of social studies should be revised so that it can be cover in prescribed period of time.

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