

## **Textbook Analysis of Pakistan Studies and Islamiyat for Character-building Virtues at Secondary Level**

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### **Abstract**

*Character building is one of the major aims of education and therefore must be integrated across all the aspects of the school curriculum. At the Secondary level compulsory subjects particularly Islamiyat and Pakistan studies are greatly emphasized by the educational policies of Pakistan to instill a set of character virtues in the learners. The major objective behind the study was to analyze the efficacy of Pakistan Studies and Islamiyat textbooks for Secondary level in harmony to character-building endeavor. The method of content analyses of the qualitative approach was adopted for this study. Findings of the analysis depict more representation of moral, civic, and intellectual virtues, while less attention towards performance type virtues of character by the subjects. Textbook of Pakistan studies was found slightly better than Islamiyat due to some advanced features. Lopsided focus towards various types of character virtues, non-intimation of learning outcomes, lack of proper teacher's guidance regarding use of suitable strategies, learning activities, and assessment procedure supportive in character building process were found as weak areas of the textbooks. It was recommended that learning outcomes, teacher guidance, better exercise questions, practical activities, and appropriate focus towards various virtues of character particularly performance virtues may be ensured in the textbooks.*

**Keywords:** Textbook Analysis, Character Virtues, Secondary Level

### **Introduction**

Textbook has a vital position in the practice of education. The excellence of teaching is related to the standard of the textbook. It reflects curriculum and in the current era, it is considered a course of study, learning channel, and organized source of knowledge (Iqbal, 2005). Particularly in developing countries like Pakistan textbook is regarded as an authority on content, a source of direction in pedagogy, and a central tool for teaching a specific subject. Keeping in view the universal importance of textbooks Narayan (2004) stated that; school textbooks must be of high standard to assist the teachers in teaching and students in learning effectively. The content included in the textbook should be credible enough to develop the desired traits and skills in the learners (Mahek & Shazia, n.d).

Yasoda and Talwar (2013) hold that the basic aim of education is to equip the learners with various spheres of knowledge, prepare for life and build their character. Character building always remains a major goal of education to be realized first. Almerico (2014) expressed that character education is the course mainly planned to educate students about the traits of decent character.

Lickona (1999) and Stengel & Tom (2006) supported the psychological approach which emphasized teaching virtues to promote students' character. To achieve this aim textbooks being central devices of instruction must be compatible with suitable content (knowledge, activities, and guidelines for teachers).

Sami (2016) argues that despite the significance of education at the secondary school level in Pakistan, the school authorities and community both are dissatisfied by the unsound character of our youth. The same dearth is realized by the Education Policy (2017). The policy stated that:

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*"Development of students' character is one of the mainly ignored areas in schooling, training and literacy plans. . . . Teacher education and training curriculum (both in theory and practice) does not lay adequate emphasis on moral education and character building. The same is the case with the learners' curriculum. The extra and co-curricular activities which were mainly aimed at character building and overall personality development have been reduced to bare minimum" (NEP 2017, p.138).*

These views put a question mark on our education system, curriculum, and textbooks concerning its alignment concerning character-building practices. The situation therefore led the investigator to analyze the effectiveness of textbooks as one of the major tools of teaching used by the teachers.

### **Literature Review**

Generally, textbooks of all the subjects have an essential role in the development of students' character, however a review of various educational policies of Pakistan emphasized mainly on the subjects of Islamiyat and Pakistan Studies at the Secondary school level. The National education policy (1998-2010) mentioned its aim pertinent to teaching of Islamic Education as: *" Education and training should enable Pakistanis citizens to lead their lives according to the teachings of Islam as laid down in the Quran and Sunnah and to educate and train them as true practicing Muslims"* (NEP, 1998-2010, p.2).

The National Education Policy (2009) underlined the aim of Pakistan Studies at the secondary level as; *"To inculcate the sense of nationhood and harmony in learners as well as promote the aspiration to create a welfare state for Pakistanis' people"* (NEP, 2009. p.17). The policy further highlighted the objectives of Pakistan Studies as:

*"To develop the individuals, adept in creative and analytical thinking, a conscientious society member and a global civilian"* (NEP, 2009. p.18).

In association to character building purpose, a review of the National Curriculum document of Islamiyat for grade IX-X (2006) mentioned its objectives as; affirmation of fundamental beliefs of Islam in the hearts and minds of the learners, learning and recitation of the Holy Quran as well as understanding and acting upon it, awareness about the life of Holy Prophet (SAW), valuing to his Sunnah and Hadits and preaching it, knowledge about and observance of worships in Islam, specifically characterizing the virtues such as equality, patience, justice, truthfulness, sincerity, keeping promise, punctuality, service to humanity, unity, piousness, simplicity, moderateness, awareness about and carrying out rights and responsibilities as an ideal Muslim, understanding the ideology of Pakistan to play his role as practicing Muslim and patriotic Pakistani (National Curriculum of Islamiyat, for Grade IX-X, 2006, p.1).

Intending to promote various character virtues in the students, the curriculum document of Pakistan Studies underscored its objectives as; to instill a sense of gratefulness towards Allah Almighty for the endowment of an independent state, to highlight the value of unity, national honor, and patriotism, to promote the virtue of observation, reflection, creativeness, and analysis in learners, realize the importance of unity in multiplicity in our national context and underline the rights and responsibilities as Pakistanis citizens in the hearts and minds of our youth (NCPS for Grade IX-X, 2006, p.1).

Review of curriculum objectives and other parts of Pakistan Studies and Islamiyat represents its focus towards a set of character virtues such as moral and religious, civic, performance, and intellectual type of character virtues. National Curriculum of Pakistan Studies (2006, p.19-20) also provides proper guidelines for textbook developers and authors about the basic features of a textbook. This depicts a clear line of action to be followed by the textbook boards and other concerned authorities, however, the studies conducted by Faizi (2010), Hashmi (2014), and Mahek and Shazia (n.d) highlighted some deficiencies in the textbooks and lack of essential features. These investigators pointed out that most of the teachers are ignorant about curriculum objectives and associated learning outcomes being non-intimation of these at the beginning of the textbook and various chapters respectively. Furthermore, they underlined the lack of practical activities and guidance for teachers about various teaching strategies, teaching-learning resources as well as assessment and evaluation criteria for evaluating students' behavior, attitude, and skills. This concern about the low standard of textbooks necessitates a thorough analysis of the Islamiyat and Pakistan Studies textbooks at the Secondary level to update it for the mentioned purpose.

### Objectives of the Study

Objectives of the study were to analyze the content of the Pakistan Studies and Islamiyat textbooks that promotes character virtues including moral, civic, intellectual, and performance virtues in the students at the secondary level, to compare the effectiveness of both the textbooks in presenting the mentioned virtues, as well as to put forward recommendations to improve the content on these virtues in the textbooks to ensure sound character building of the students.

### Methodology

The study in hand was qualitative. Method of Content analysis which is described as an analysis of printed contents of a communication by Fraenkel and Wallen (2006, cited in Senem, 2013) was employed in the Pakistan Studies and Islamiyat textbooks. The textbook of Islamiyat is developed and approved by the Ministry of Education Islamabad, while the P.S textbook is developed by Khyber Pakhtunkhwa Textbook Board, Peshawar and approved by the Government of Pakistan, Ministry of Education (Curriculum Wing) Islamabad. These are developed according to the National Curriculum, 2006.

Content analysis of the mentioned textbooks was carried out according to the Character Building Virtues Codebook (CBVCB), a specifically self-developed tool by the investigator for this study. CBVCB includes proper rules for analysis of these textbooks. The virtues sets consist of civic, moral, intellectual and performance qualities were used as categories or themes, while various parts of the Islamiyat and Pakistan Studies textbooks that are learning outcomes, various themes and sub-themes under the chapters of textbooks, exercise questions and activities were taken as context units for the coding process. Content analysis of all the sections of the aforementioned textbooks was thus conducted to uncover its attention towards the inclusion of character virtues in its contents.

### Reliability and Validity of the Study

Intra-coder and inter-coder reliability as supported by Chiappetta and Fillman (2007, as cited in Senem, 2013) were used to make sure trustworthiness in the content analysis process. To establish intra-coder reliability and to ensure consistency in coding the text; the earlier coded text by the researcher was reanalyzed after a definite time. Comparison of coding carried out at both times was made to sure the intra-coder reliability, thus Krippendorff's  $\alpha$  was calculated as 0.82.

Reproducibility or Inter-coder reliability was attained by coding the same content from the aforesaid textbooks following CBVCB by two coders. The former coder was the investigator itself whereas the second was a leading Ph.D. fellow, skilled and trained in the technique of content analysis. After autonomously coding and analysis of the content by both the investigators, to verify the inter-coder reliability, the reliability coefficient (Krippendorff's  $\alpha$ ) was calculated, it was found as 0.81.

To strengthen the analysis procedure CBVCB was prepared based on a literature review relevant to character building practices and checked by a panel of two professionals. The weak parts of the codebook were refined in the light of experts' comments. The pilot study of textbook analysis helped in further standardization of the CBVCB.

### Data Analysis

#### Analysis of Pakistan Studies Textbook

The textbook of Pakistan Studies for Grade IX-X was analyzed for its focus on the aforementioned virtues groups of character.

Various parts of the P.S textbook comprise cover pages, themes, and sub-themes (given under different chapters), activities, maps, and tables.

**Table-1 Various Parts of P.S Textbook showing its focus towards different virtues of character**

Virtues group	Number of virtues represented under various parts						Total	%age
	Cover Pages	(Themes/ Subthemes)	Activities	Maps	Tables			
CVs	4	38	0	0	0	42	45%	
IVs	0	10	15	08	04	37	40%	
PVs	0	01	3	0	0	04	04%	
Total	04 (04)%	58 (62%)	19 (21%)	08 (09%)	04 (04%)	93		

(CVs: Civic virtues; MVs: Moral virtues; IVs: Intellectual virtues; PVs: Performance virtues)

### **Interpretation**

The above table reveals that the Pakistan Studies textbook for the grade (IX-X) greatly focuses on the development of CVs i.e 45% followed by IVs i.e 40%. Besides these, it shows to some extent i.e 11% attention towards the development of MVs, and 04% towards PVs. These virtues are included in the textbook mostly under various topics of the chapters, then by activities, through maps and tables of the units and title pages of the textbook. Some examples from the text are given in the following section.

Findings illustrate the civic virtues as a mostly focused group of virtues. These are frequently included under the topics and subtopics of various chapters. For instance, it is represented in the in grade 9<sup>th</sup> textbook as;

*"Ideology serves a significant function in the national distinctiveness and character" (p.3).*

*"According to Islamic standpoint, the central aim of individual's life is deeming Allah (SWT) as absolute authority and showing compliance to the Holy Prophet (SAW)" (p.4).*

The subtitle 'racial discrimination' underlined the civic virtue like 'equality';

*"Promotion of racial discrimination was a negative aspect of the British government . . . This treatment of inequality adversely affected the consciousness of Indians." (p.34)*

The text of chapter number-2 represented the virtues such as love with humanity, love with Islamic and religious values, adore for motherland, neighborliness, humanism, respect for holy places, mutual co-existence, sense of freedom, Islamic brotherhood as well as worth of peace and affluence (p.42).

The theme 'fundamental characteristics of Pakistani society' (p.106) underlined certain civic virtues of character like Islamic brotherhood, national cohesion, realization of common nationality, and tolerance.

The secondly emphasized group of virtues by the Pakistan Studies textbook is the intellectual set of virtues, which are represented under various topics and subtopics, through activities, tables, and maps across the various chapters. Examples of excerpts pertinent to IVs under various parts of the book are given below:

*"The natural climate of Pakistan is an endowment from Allah (SWT), however as a result of human activities it is faced with great disturbance" (p.62).*

*"Unluckily after Pakistan's freedom, the Muslims of Bengal were backward in education as compared to Hindus. The reason was that, in many schools and colleges a great number of teachers were Hindus, who provoked the young generation against the establishment of Pakistan. This attitude caused the division of Pakistan" (p.98).*

These examples illustrate a focus towards the development of intellectual virtues such as consciousness, insight, and intellectual honesty among the learners.

Chapter one of the P.S textbook for grade 10<sup>th</sup> (p.1-41) described the political history of Pakistan and described the reforms taken by various governments. Focusing on the promotion of intellectual virtues, the content of this chapter accentuated to develop various virtues in the students including critical and analytical thinking, chronological judgment as well as the aptitude to evaluate evidence. Chapter number-4 discusses the population of Pakistan, its culture and society, moreover Pakistani languages, and part of minorities in this country. This unit highlighted an important existing problem of Pakistan that is 'overpopulation', to promote the quality of mindfulness in students. Examples from the text representing the mentioned theme are as under;

*"The trend of increase in population has aroused various problems for the country"(p-104).*

*"Particularly in cities, the pressure of increase in population has disturbed the balance between resources and population" (p-105).*

In addition to various themes and sub-themes included in the P.S textbook, different activities, tables as well as maps are also provided across the chapters to develop certain skills in students including chronological thinking, observation, and esthetic sense. The activities given at the end of exercise questions include speech competitions, making picture charts, brainstorming contests, and essay writing competitions.

Some examples of the text pertinent to moral virtues included in the P.S textbook for grade 10<sup>th</sup> are as under;

Chapter one (p.3-6) describes Islam as a path of living for Muslims and underline the principles such as submission to Allah and the Prophet (SAW), piousness, sincerity, honesty, patriotism, mutual counseling, and unity as essentials of ideology of Pakistan.

The content given below from the textbook emphasized to develop the value of 'gratitude' among the learners.

*"Natural resources is an endowment from Allah (SWT), which helps in providing life facilities and increasing the capital of a state"(p.72)*

*"Allah (SWT) has granted Pakistan plenty of mineral resources" (p.73).*

The text provided below emphasized the virtues of character like 'respect for others' and 'simplicity' as represented under:

*"Pakistanis society is fundamentally simple . . . their way of life and traditions are interesting and simple . . . the people respect the elders and ladies, and feel affection and love for youngsters" (p-111)*

Moreover, content with the theme 'Pashtoon culture' (p-112) underlined the virtues like hospitality, hard work, empathy, love for Islam as well as respect for elders and independence.

To some extent addressed values found were performance-related virtues of character. The following extracts from P.S grade 9<sup>th</sup> textbook in this connection stressed the virtues of 'insight', 'organization', 'counseling', 'determination', and 'well power'.

*"Due to Quaid-e-Azam's political insight, some other parties' leaders also moved to favor Muslim League."*

*"In the beginning, British leaders did notice Resolution of Lahore, but afterward due to continuous efforts of Muslims in the direction of Quaid-e-Azam they persuaded to acknowledge the claim for Pakistan" (p-18),.*

*"Before taking some verdict Quaid-i-Azam all the times advised with his comrades and then decide to act. He stayed determinant and in no way exhibit weakness of any sort" (p.36).*

To instill performance qualities of character such as self-reliance, insight, consciousness, sensibility, and observation among the students the content narrates that;

*"Natural resources play an immense role in a country's economic development; including climate, water, mineral resources, forests, human resources, fauna, and mountains. Pakistan has an abundance of resources, however its proper consumption is required"(p.70-71)*

### **Analysis of Islamiyat Textbook**

To analyze the suitability of the Islamiyat textbook for character building and its representation of various character virtues; different parts of it were taken as context units. These parts comprise cover pages, Quranic section, Hadiths section, topics, and sub-topics under various lessons and exercise-based questions.

**Table-2 Different Parts of ISL Textbook showing its focus on various character virtues**

Character Virtues	Number of virtues represented under different parts				Total	%age
	Title Pages	Quranic Part	Lessons	Hadiths		
CVs	02	02	08	02	14	22%
MRVs	03	15	13	11	42	65%
IVs	0	0	0	01	01	1%
PVs	0	03	03	02	08	12%
Total					65	

(CVs: Civic virtues; MVs: Moral virtues; IVs: Intellectual virtues; PVs: Performance virtues)

The above table depicts that the textbook of Islamiyat greatly (65%) focus on the promotion of M&RVs, followed by CVs (22%), then PVs (12%), while rarely (01%) to develop IVs among the students. In this regard examples of excerpts from the aforementioned sections of the textbook are as under;

*"Seeking of knowledge is obligatory for every Muslim male and Muslim female."*  
(Translation of Hadith number.2, p-28)

*"The best of you is he who has learned the Quran and teaches it (to others)"*  
(Sahih Buhari, Hadith No.502. Translation of Hadith number.3, p-29)

*"He is not amongst us who does not show mercy to the young and respect to the elders"*  
(Sunan-e-Termizi, Hadith No.1919. Translation of Hadith number.6, p31)

*Both the briber and bribe will go to hell"*  
(Translation of Hadith number.7, p-32)

*"Indeed the most perfect in faith among the believers is the one who is the best in manners"*

(Masnad Ahmad Hadith: 24677. Translation of Hadith number.8, p-32)

*"Every one of you is the caretaker and every one of you is answerable about his subjects"*

(Translation of Hadith number.9, p-33)

*"The best among the people is the one who is beneficial to others"*

(Translation of Hadith number.10, p-34)

*"The responsibilities of offspring include obeying the parents, showing kindness and love towards them as well as valuing their views."*<sup>(P-105)</sup>

The translation of Hadiths given in the above lines addressed the Moral and religious as well as civic virtues such as seeking of knowledge, learning and teaching of holy Quran, mercy on youngsters, respect for elders, justice, honesty, fairness, courtesy, sense of responsibility, service and welfare of mankind.

Contents of the book focus on the performance virtues of character to some extent. The virtues include determination, hard work, devotedness, patience, straightforwardness, gratitude, and selflessness. Some associated examples of excerpts are as under:

*"We must accomplish our responsibilities with devotedness and honesty" (p-34)*

The topic 'patience, gratefulness and its significance in our individual and communal life' (p.98) accentuated the virtue of patience.

The topic 'Jihad and Migration' emphasize on the some virtues such as migration [hijrat], battle in the path of Allah, and fortitude. The text describes as;

*"We will give a nice place in this world to those who left his homeland after facing cruelty and there is indeed a reward for them in life thereafter. Alas if they understand this, it means those who show patience and trust in their God" (Surah Al-Nahal: 41-44. ISL textbook, p.108)*

### **Conclusions and Discussion**

The major objective of this article was to analyze the subject matter of Pakistan Studies and Islamiyat textbooks on character virtues including moral, civic, intellectual, and performance virtues at the Secondary level. Findings of the study reveal that for students' character-building textbooks of both the subjects focus on various virtues with more emphasis on moral and civic virtues followed by intellectual, while less attention towards performance virtues of character. Faizi (2010) also highlighted the fact that to a great extent various values have been included in the textbooks; however, a disproportionate focus towards the various groups of virtues is given. Both the textbooks only stress on dissemination of knowledge on the virtues. Neither curriculum objectives are intimated at the start of the textbooks, nor learning outcomes before the units. Moreover, there is a lack of practical activities besides no guidance for teachers to conduct these. Exercise questions are based on rote learning with less focus on higher-order questions. Hashmi (2014) also found the same deficiencies in the textbooks and emphasized providing proper teacher guidance and instructions at various places in the textbook. The study conducted by Mahek and Shazia (n.d) too underlined that most of the teachers are ignorant about curriculum objectives and associated learning outcomes being non-description of these in the beginning of the textbook and various chapters respectively. The textbook of Pakistan Studies for grade 10<sup>th</sup> was found relatively effective than Islamiyat due to advanced features such as statement of learning outcomes, tables, maps, and some activities helpful in promotion of a variety of virtues in students.

### **Recommendations**

Following are the main recommendations for textbook authors, developers, reviewers, and other concerned authorities.

- To clearly understand and achieve the objectives of the topics given under various chapters of the textbooks; learning outcomes may be properly intimated at the beginning of each unit.
- The content of both the textbooks may be improved by mainly focusing on intellectual and performance virtues of character besides moral and religious and civic virtues.
- The feature of subjective type exercise questions may be enhanced by including high order questions according to the secondary level.
- Sufficient practical activities may be included across the content of all the units of the textbooks.

- Proper guidelines for teachers may be provided concerning the use of effective teaching strategies, audiovisual aids, practical activities, and assessment techniques to ensure the sound character building of the students.

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