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The Analysis of Teaching Democratic Values at Secondary Level in District Sargodha

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Abstract

Democratic education and administration in educational institutes play a significant role in building a democratic society. The focus of the current study was to examine the existing and desired level of teaching democratic values at the secondary level. A convergent mixed methods design was used in phase one. All secondary school heads, teachers, and students were constituted as the population of the study. The sample was selected through multistage sampling stage Twenty-eight (28) schools (4 from each Tehsil) were selected through stratified sampling. One school was taken from each stratum: Urban Female, Rural Female, Urban Male, and Rural Male. One headteacher, three teachers, and 25 students from each sampled school were selected conveniently. There were 28 heads, 84 teachers, and 704 students selected conveniently as a sample. Three instruments were used in this study; two self-developed questionnaires consisted of 26 items, one for secondary level students and the second for secondary school teachers to collect quantitative data. The value of Cronbach's Alpha (0.89) showed that the instruments were highly reliable. The third instrument was an interview schedule consisted of five questions. Analysis of the data showed that the desired level of teaching democratic values and its sub-values is significantly greater than the existing level of teaching democratic values. It leads to the conclusion that there is more need to teach democratic values and their sub-values at secondary level students. Based on the findings of the study it was recommended that Curriculum Development committees of Pakistan may suggest a separate course for teaching democratic values at the secondary level

Keywords: Democratic Values, the Desired Level, the Existing Level

Introduction

A value is a learned moral principle or belief that helps to decide what is right what is wrong, and how to act in various situations (Woodford & Jackson, 2003). The study of values is drawn back from the Socrates, Aristotle, and Plato lessons of virtue morals (Hosmer, 2003; Raz, 2003). According to Hemingway (2005), values are the consequences of intellectual development, human instinct through usual reactions, and logic in the use of accepted procedures. Moreover, it was also explained by him that instinct identifies the value of basic things and fundamentals of life such as food, shelter, etc. Though, he stresses that it does not account for values beyond these basics. Values are a major influence on a person's behavior and attitude and serve as broad guidelines in all situations. According to Versteeg (2013), values are general beliefs about well-known practices and objectives which incorporate the elements of good fiendishness and express an ethical goal and need. The degree of importance of anything or action is denoted by values. It also helps the learner to determine which actions are best to do, the way best to live. Mortelmans (2005) illuminates that the values seem to cover any kind of persons' interest. Values help people to understand good or bad things regarding their characteristics. Terracciano, Abdel-Khalek, Adam, Adamovová, Ahn, Ahn, and McCrae, (2005) claims that values you have and something you would follow insistently and try to protect and safeguard. He describes that the values come naturally in the ones' characteristics these can also be inculcated either by assuming what others have, society bears, or by the requirement of law. So, values are supposed to have a great effect on the affective and behavioral responses of people (Meglino & Ravlin, 1998).

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Democratic values are presumed by the community or country and from its members and where you act as a member of the community or the country. Democratic values are those which should be developed through the examples set by teachers in the heart of young students, the discipline at the school, and class rules. So, Young students need to understand and experience these values in the classroom. Democratic values are those which are responsible for good citizenship. So, young people who embrace democratic values in their everyday lives and 'learners with knowledge, skills, and values participate meaningfully in society. (Ministry of Education 2001:10).

According to Subba (2014), teachers can play a major part to prepare students to play their role democratically in social life. There must be conceptualization and practice as a dialogue between teachers and students in schools for the teaching of democratic values. The progress of an educational system depends on the ideals that move to a great extent on teachers' and students' characters. As Ramsden (2003) says that the teacher is the most important component of the formal education system. That's why, the teacher must be understood the requirements of democratic society, attitudes, behaviors and must practice these in a classroom setting otherwise democratic information would not work for the long term. Subba (2014) reported that teachers were being used as the major source of knowledge and motivators of students' school life. Teachers' agents are considered as change agents to formulate the students' character to act in the democratic society. To shape the student personality and to inculcate democratic values in students, the teacher must keep such qualities i.e., acceptance, global awareness, equal justice, acceptance, and wider view. Teaching is the noblest profession and the role of the teacher is highly valuable to polish the students' future and future of a nation as well. The National Education Policy (1992) also elaborated the importance of a teacher for promotion and inculcation of democratic values in students' characters. Students must be capable to remove violence and misunderstanding and upholding scientific, social, and cultural principles to make each student a democratic citizen.

According to Davis (2010), practice to become a democratic student starts from the practice of democratic values in the classroom. He claimed that this society would be the first community in which the students will learn. It is in this first local area that understudies ought to figure out how to practice a voice; to settle on decisions and assume liability for their learning; and to get, give, and get reasonable, impartial, and deferential treatment. It is in this climate that they should have a sense of security to communicate thoughts, investigate authority, and take an interest in managing the study hall local area. In the regular day-to-day existence of the study hall, understudies should experience democratic values at each chance, and ought to energize an enthusiasm for the popularity-based cycle. Dewey, who is recognized as the Father of American Education, was critical in reformist hypotheses of instruction and a supporter for showing vote-based qualities. His way of thinking of schooling was firmly lined up with his confidence in fair qualities. In his promotion for showing these qualities, Dewey contended it isn't workable to teach democratic values to be instructed or perceived in organizations (like schools) that are undemocratic (Gay, 1997). He had confidence in understudy or understudy-focused learning as various to instructor-focused addressing. The methodology of understudy-focused learning depended on crafted by Dewey, just as that of the constructivist hypothesis of Piaget and others, which held that understudy, learn by expanding on their learning encounters and by their impressions of those encounters of democratic values.

Education of democratic values alludes to the way that all the students paying little mind to their monetary status ought to get hold of civic values, information, and abilities that are needed to build a democratic society. To satisfy these prerequisites, the instructive schools ought to incorporate a sort of training that effectively connects with understudies in exercises that assist with building their characters and creative abilities. For the advancement of democratic values, students are permitted to take an interest effectively in settling on choices concerning the classrooms. These choices include making rules of a class, educational plans, and evaluation rubrics. Different features of schools in promoting democratic values, based qualities incorporate a student's privileges and obligations, day by day or week after week class gatherings (Gathercoal, 2000) and classroom activities. And these features encourage students to participate in a democratic society. In schools where democratic values are aimed to be promoted, also the participation of students in classroom decisions concerning party menus and excursion plans can improve their social capacities. (Alshurman, 2014).

Gutmann and Ben-Porath (2014) state that the basic reason for teaching democratic values in schools is the development of individual students who are capable of independent, responsible

participation in a democratic society. If there is a lack of teaching democratic values in the schools then these values must be promoted among students. Students should be encouraged to manage their matters to the greatest possible degree and to participate in the running of the school. They were to be given every possible opportunity to exercise choices in groups and individually (Kabeer, 1999). Molobe and Salewski (1999) argue that to become democratic students, they should have some input into the decisions that govern their lives at school. So, there is a need that how teachers deliver classroom instructions should be geared towards the promotion of democratic values. In other words, there is a need for a delicate balance between democratic values and ways of teaching (Arnesen & Lundahl, 2006).

Prince and Felder (2006) describe the module as a unit of work as part of instruction that is a practically self-contained method of teaching that involves building skills and knowledge in different capacities. Woolf (2010) defines the module as a plan for learning and it includes presentations that teachers can create, student-centered exercises, and learning activities. The use of modular approaches such as those in the natural sciences especially in Biology and Medical Education and even in Social Studies, as well as Computer Education helps the learners in their learning process. The module is considered for individual differences among learners who need to plan to adopt appropriate teaching techniques to help the individual for developing his or her own pace (Sejpal, 2013).

Objectives of the Study
The objective of the study was:
1.   To analyze the perception of secondary school heads, teachers, and students about ongoing practices of teaching democratic values

The Hypothesis of the Study
Following hypotheses were made for this study:
H_{o1}:   There is no significant difference between the existing and desired level of teaching practices of democratic values as perceived by secondary school teachers and students at the secondary level
H_{o2}:   There is no significant difference between the existing and desired level of teaching practices of sub-values of the indicators of democratic value as perceived by teachers and students at the secondary level

Review of Related Literature
What is Value?
The word 'value' often used while talking about very important things in life. While making all the important decisions values are taken as the principles of quality. Peoples' attitudes, actions, and beliefs are also shaped by values. It is also essential to explore how personal values are developed during school years. Teachers also plays0020very important role in the inclination of the values in students (Suh & Traiger, 1999). Personal values mostly broad appropriate goals for n the motivation of peoples' action and serve as guiding principles in their lives.

A value is a learned moral principle or belief that helps to decide what is right what is wrong, and how to act in various situations (Tsang, McCullough & Hoyt, 2005). The study of values can be stepped back to the exercises from Aristotle, Plato, and Socrates, in the equation of uprightness ethics (Higham & Booth, 2018). Qualities are the results of scholarly turn of events, either from human intuition through common responses, or from rationale in the utilization of acknowledged structures (Di Napoli, Procentese, Carnevale, Esposito, & Arcidiacono, 2019). Higham and Djohari's (2018) Study clarifies that sense distinguishes the estimation of essential things like food, haven, drink, and different basics of life. It doesn't represent values beyond these basics' fundamentals. Values may assume a significant part by the way we can utilize them in our life and the working environment. Lovat, Dally, Clement & Toomey, (2011) explain that values are a major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

What are democratic values?
Aldarondo (2007) stated the democratic values are based on equality that an instructor ought to have opportunity, balance, and equality. Winfield and Manning (1992) listed popularity-based principles are based on qualities and standards such as self-rule, participation, shared values, and a sense of community. Kincal and Isik (2005) listed the democratic values that occur in literature are peace, obligation, correspondence, self-control, dynamic and responsible citizenship, liability, critical thinking, and fortitude or harmony.

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Historical background of democratic values
There are diverse historical accounts of democratic values. Western vote-based qualities have their foundations in just qualities (Urbinati & Warren, 2008). Democratic values intend to ensure regard for lawfulness, opportunity, and obligation, fairness, self-discipline, dynamic and capable citizenship, liability, critical thinking, and harmony. Vote-based qualities are all the more connected with balance and supreme power. Runciman in 2018 stated that democratic values offer respect to its residents and it is frequently favorable regarding giving dependability, success, and solidarity. During most of the 20th century, democratic values are presented as an ambition of achieving something. After the democratic intense difficulty of the 1930s different international organizations such as the United Nations enact themselves to the promotion and defense of democratic values and practices (Robert, Parris & Leiserowitz, 2005), and this enactment spread following the end of the Cold War. At the end of the twentieth century, around half of the populace lived as a subjunction of some type of discretionary democratic framework (Isakhan, 2015). The occasions of September 11, 2001, first proved that majority rule esteems were not as predominant as some anticipated (Niyozov & Pluim, 2009). It became obvious that ideological competition stayed across the globe and that, in many nations, popularity-based qualities were truly compromised by semi-authoritarian organizational structures and qualities, interethnic clashes, politically persuaded brutality, and structural racism (Isakhan, 2012; Waghid, 2009). Recently, the popularity-based goals of a portion of those taking an interest in the Arab Spring uprisings have been suppressing by common wars reflecting international elements that question the transnational significance of democratic values. At the same time, the 2008 financial crisis filled a crisis of democratic faith (Asmonti, 2013, p. 143) even inside well-established, regulated, and standardized democratic values such as those of Western Europe, the United States of America, or Canada. Runciman stated that at one extraordinary, some contend for more technocratic types of administration, where fair specialists have practical answers for political issues. The other extreme, found in the supposed populist developments and gatherings, characterizes the individuals contrary to the technocratic elites who are viewed as both bad and ill-conceived. (Runciman, 2018). Runciman in 2018 said that It lacks the heady sense that existed a century ago of vast, unfulfilled potential. Barber, 1994 stated his connections between fair qualities and education are certain most authentic records of democratic schooling.

Importance of Democratic Values in Education
The education system is dealt with in a better way when we adopt innovative effective and elevated democratic values at all levels of education. Introducing democratic values on primary and secondary levels is now our first and foremost obligation to develop a pure democratic culture in our education system. An ideal educational system consists of some basic goals in which democracy is above board. Democracy should be adopted as a goal and method of instruction on the secondary level. To draw the basic benefit from a fruitful education system democratic Values should be introduced. Democratic Values develop a sense of self-esteem. These values make a person determined as resolute to hope for the best. Introduction of democratic values in the education system of secondary level Provides equal opportunities to all the learners for obtaining enough advantage of the existing system. The history of democratic education is more than sixteen centuries. It is always used to enable the individuals of society to establish an education system based on the Providence of selflessness. Democratic values on a secondary level give people and emancipation in which every individual feels at liberty to gain whatever he designs. It gives large-scale courage and confidence to the students and teachers to work for the unity of society. The basic method in this regard is to establish a state of mind of an individual at this level where everyone works for the interests of others. It develops a system of the providence of Social justice with equal provision for all. It is the energy an educational ideal that is established with the very Foundation of equality. A person is not targeted but benefits are obtained by everyone. It develops a Wholesome Way of acquisition (Pazhanimurugan, 2017).

Importance of democratic values in perspective of Pakistan
Democracy is the combination of two words 'demos' and 'Kratos'. Demo means public 'Kratos means rule (Pérez, 2014). Rules of public is called democracy. The ruling is of different Folds. Communism Dictatorship, democracy and Kingdom or the well-known ways of ruling over the public different states implement various ruling systems to serve their public keeping their cultural, geographical and original circumstances in mind. The thing which matters a lot is what is suitable form of government to provide better Social Services. There are different schools of thought in context of suitable system.

According to some critics' democracy is the most suitable form of governing in under developing countries like Pakistan. Regarding the current scenario of our country, we have a basic requirement to make our democratic Values stronger. The promotion of democratic values in our society is the desired need of the day. People in Pakistan are mostly living primitive lives in this way, we feel our need to develop democratic values in our society (Al-Braizat, 2002). There exists a very important question why we are deprived of the fruit which often deserves on the common level? Why have we not obtained the expected benefits from democracy? Why are we still facing instability of system we seem like a depressed nation lacking consensus on our basic social issues? Our democratic culture is quite different from other democratic cultures of the world. This is an era of democracy come dictatorship. Unfortunately, our democratic values need to be reformed and remolded the historical perspective is not very pleasant. Tenures of dictatorship exceeded the turnover of democracy. It is hard to narrate that we remained unable to develop true democratic values in our society. Regarding the promotion of true democratic values, we still have a lot to do. The reformation of the whole system is required public awareness matters a lot in the development of basic democratic values in our society (Bratton, Mattes & Gyimah-Boadi, 2005).

Sub values of Democratic Values

According to the UNESCO document "Learning to live together in peace and harmony, presented by UNESCO- APNIEVE sourcebook for teacher education and tertiary level education 1998" there are eight values that are considered as sub-values of democracy or democratic values. i.e., "Respect for Law and Order, Freedom and Responsibility, Equality, Self-discipline, Active and Responsible Citizenship, Openness, Critical Thinking and Solidarity (De Leo, 2012).

Theoretical Framework

Theoretical Framework is the structure that supports the theory of each research study. It helps the researcher to logically explain the existence of the research problem under study (Maxwell, 2012).

Democratic Education Theory

Democratic education theory recognizes that learning is better accomplished when students are similarly and unreservedly permitted to partake in the school administration so they can have better regard for law requests and feel duty in the social issues. In just instruction, both the students and the educators are engaged in decision-making and implementation of laws process concerning learning, in the school. Popularity-based instruction is established on the conviction that ideal adapting ordinarily begins by thinking about the student's requirements, objectives just as want and can't be upgraded by the cultural requests. Democratic education centers around the student's self-motivated investigation of the world and on the person in question just as receptiveness (Okoth & Anyango, 2014). As indicated by Neill, the school learning climate ought to be coordinated to fit the kid. The youngster ought to be allowed to play as the individual satisfies as long as their activities don't meddle with others and self-restraint quality ought to be expanded. Neill stresses that the kid is given the opportunity and not permit (Anyon, 2006). He accepted that students ought to be allowed to pick the exercises they would need to join in. As per democratic education theory, classes ought to furnish students with circumstances with equity to encounter self-motivated and opportunity of the decision in what to consider, how to examine it, and when to examine it. Neill's Summerhill School is viewed as a democratic community where students are allowed the chance to examine and settle on issues influencing them in the school with transparency and by feeling duty in their minds to turn into productive members of society in the future. This is done through conventional gatherings where each student or staff is permitted to join in and every individual has an equivalent vote. These gatherings serve authoritative just as legal capacities; in any case, matters considered too basic to possibly be tackled by the students or those that are over their position is left to the staff and the headmistress (Doiz & Lasagabaster, 2017). As indicated by Neill's democratic education theory, a portion of the subjects in the educational plan instructed in different schools can be better learned through legitimate socialization measures (Morrison, 2008). Accordingly, Neill's democratic education theory puts a lot of on opportunity, dynamic and dependable understudies keep up regard for lawfulness to create vote-based qualities in the understudies. The way of thinking of the school is based on the principle of law, equality just as an opportunity, and self-control. Summerhill School is established on the belief that students will learn more whenever they are allowed to learn in a freer environment. Thus, students ought to have the opportunity to arrange for how to manage their time. This, he accepted creates self-inspiration in students just as self-control to learn. He accepted that opportunity improves

advancement of basic deduction abilities just as more prominent self-control when contrasted with understudy whose instructive life is controlled so the understudy will get skilled to perform better in the general public (Parrouty, 2016).

Discourse Theory

The French philosopher and sociologist Michel Foucault (1926-1984) was known as the father of discourse. In regular language, the word discourse generally implies discussion or conversation. But in a more extensive point of view, discourse is unmistakably more than this. Discourse includes all types of correspondence. One of the key inquiries is that how do the things that individuals state and do influence society everywhere, and how does society thus impact individuals? Discourse about language clarifies how language functions in the public arena, Foucault suggested that language isn't just a word; rather it speaks to information and force. His ideas about language were important because they were among the first to help people think about how discourses contribute to social unfairness, and specifically, about who rules the society more powerfully and who does not have much power which can help to promote the law-and-order system in the society efficiently. In general, discourse theory is dealt with human expressions. What a society holds to be true changes over time, depending on the ideas that members of a society share with each other and these ideas will be taken from learning in the educational institutions. So, if the institutions are not able to inculcate democratic values in the students related to their expressions, thoughts, and language improvement and the learners did not learn how to communicate with others and how to become a good citizen of society with achieving social powers then the society cannot be developed. Another concern of discourse theory is how specific people, or groups of people, are competent to shape these "flows of knowledge which they learn in the institutions" (Iqbal, 2017).

Why teach democratic values

A successful education system depends on the efforts of the ideals that conscious of students and teachers to a great extent. The variations that took place in school also reformed the role of instructors. In the past teachers were considered as the main source of information (Subba, 2014). After the school timings, teachers used to organize the evening activities, (after school activities). But nowadays the situation is a bit change but the teachers are still considered as the change agent. Teachers have different qualities in them such as global awareness, equal justice, tolerance, and acceptance, etc. in the light of these qualities teachers polish their students to face the challenging world comprehensively. Teaching is self-governing and honorable of all the professions as the teacher's role is self-esteem, safety, peace, perfection, effectiveness, tolerance and tolerance, development.

Majority rule esteems should be reflected in both the proper educational plans, through unequivocal instructing, and all through the shrouded educational program sets of principles, statements of purpose, and study hall associations that model popular government and regard for the privileges of all. Vote-based citizenship can arise by reflecting schooling through just qualities in the two educational programs. Toward this path, we are answerable for assisting youngsters with building up an enthusiasm for majority rule esteems and we should assist them with building up a feeling of responsibility and connection to those qualities. Simple information on equitable cycles isn't considered adequate for guaranteeing that the understudy will grow up to turn into a functioning member in the democratic cycles. What is significant is that the students comprehend the importance of democratic values as far as social equity and equity (Hytten & Bettez, 2011).

The understanding of democratic values is also important that they understand the real-world issues to meaningfully participate in discussions and decision making. Nevertheless, the most important is that the students should learn to respect democratic values. Therefore, the basic object of NCF 2005 was to enable the students to adopt democratic values in their real lives. In this regard, the teachers have the responsibility to make the students enable to understand the importance of democratic values. The teachers also must use the most suitable teaching methods which enable the students to express their feeling and thoughts inappropriate way (Assor, Kaplan & Roth, 2002).

The teaching of democratic values in the class means to join the estimations of popular government, through the fair methodology of instructing that empowers understudies to rehearse democratic system, and giving a protected climate where understudies can face challenges and effectively take an interest in the learning interaction. Those teachers who want to practice democracy must adopt the democratic values by themselves after that they should apply the teaching of

democratic values to their students in classrooms (Kesici, 2008). Shechtman (2002, p. 213) concludes the line by expressing that "If democracy is to turn into a lifestyle in western social orders, we need instructors with a solid obligation to democratic education."

Methodology

Research Design

The convergent mixed methods research design was considered the best fit for this study because the nature of the study called for both qualitative and quantitative data. The qualitative research approach was used to collect responses of heads with the help of an interview schedule, while the quantitative research approach was used to explain the responses of school teachers and students about democratic teaching practices through a questionnaire. Quantitative and qualitative data were collected and analyzed simultaneously, followed by the assimilation of their results.

Figure 3.1: Convergent Mixed-method Design
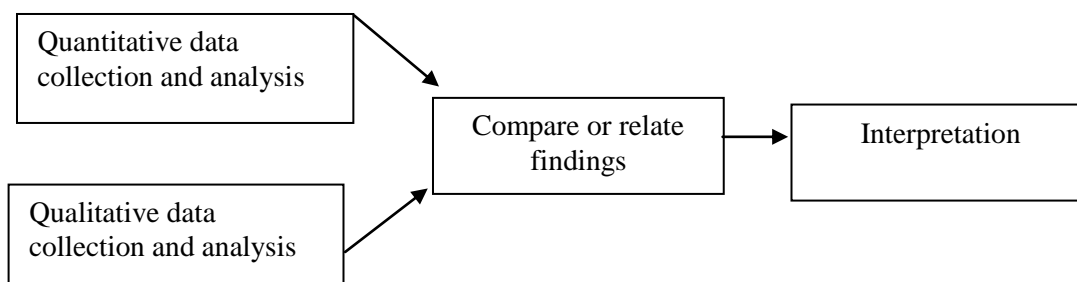
The Population of the Study

All heads, teachers, and students of private schools from seven Tehsils (District Sargodha) were the population of the study.

Sampling and sample of the Study

A multistage sampling technique was used for the selection of respondents.

Twenty-eight (28) schools (4 from each Tehsil) were selected through stratified sampling.

One school was taken from each stratum: Urban Female, Rural Female, Urban Male, and Rural Male. One headteacher, three teachers, and 25 students from each sampled school were selected conveniently. There were 28 heads, 84 teachers, and 700 students selected conveniently as a sample.

The sample was 28 heads, 84 teachers, and 700 students were conveniently selected (812 in total)

Research Instruments

Three instruments were used in this study.

•   Semi-structured interview schedule for heads of Institutions.
•   questionnaire for teachers
•   questionnaire for students

A semi-structured interview schedule

A semi-structured interview schedule was developed to explore the responses of the heads of the schools about practices regarding democratic teaching values. Respect the law and order, freedom and responsibility, equality, self-discipline, active and responsible citizenship, openness, critical thinking, solidarity in their schools.

Questionnaire for Teachers and students

A self-developed questionnaire consisted of 26 items was used. Two separate questionnaires one for teachers and one for students were developed. There were two scales in which one scale was on the existing level and the other one was on the desired level. The rating scale was numbered from 1 to 5 in which 1 indicates not at all and 5 indicates to a great extent.

Cronbach's alpha coefficient was calculated (Cronbach, 1951) to measure the internal consistency of the questionnaires. The calculated Cronbach's alpha (α) values are as below:

Table 1

Alpha Reliability of Instruments 26 Items

Respondents	N	α (Desired)	α (Existing)
1. **Secondary School Teachers**	12	0.89	0.89
2. **Secondary Level Students**	50	0.89	0.89

In table 1 Value (0.89) if desired and existing levels shows that the research instruments were highly reliable.

Before starting the collection of data, the researcher sought permission from the heads of the sampled schools to visit the respective classes. Before starting the interview or administration of the questionnaire the researcher described the purpose of the study and introduced the various components of the research instruments with the respondents. They were also requested to allow the recording of their interview about the study and those who didn't allow for recording, their views were noted down.

Data Analysis

- The qualitative data were analyzed by using the thematic analysis technique.
- The qualitative data were analyzed by using descriptive statistics (percentages, mean, St. Deviation).

Results — Quantitative Data

Desired Level of Teaching Democratic Values

Table 2

Desired Level of teaching democratic values (all Respondents)

Sr.#	Values	should be taught					Mean (Range 1-5)	Level
		Not at all	To a small extent	To a certain extent	To a reasonable extent	To a great extent		
1	Desired level of teaching democratic values	3.97	5.53	11.35	24.31	54.86	4.21	High

N=788

Table 2 shows the desired level of all respondents about teaching practices of democratic values. Results show that all respondents highly endorsed democratic values, to be taught to secondary students (mean 4.21).

Table 3

Desired Level of teaching democratic values and its Sub indicators (all Respondents)

Sr.#	Values	should be taught					Mean (Range 1-5)	Level
	Democratic Values	Not at all %	To a small extent %	To a certain extent %	To a reasonable extent %	To a great extent %		
1	Respect for Law and Order	5.0	6.18	12.37	22.77	53.68	4.14	High
2	Freedom and Responsibility	4.57	4.88	9.83	24.20	56.57	4.24	High
3	Equality	4.75	5.42	11.98	24.43	53.4	4.16	High
4	Self-discipline	4.45	5.37	12.13	26.78	51.28	4.15	High
5	Active and Responsible Citizenship	3.95	5.7	11.1	23.45	55.85	4.21	High
6	Openness	4.39	5.68	11.7	24.07	54.16	4.18	High
7	Critical Thinking	2.95	5.45	10.65	23.45	57.55	4.28	High
8	Solidarity	1.68	5.55	11.03	25.36	56.38	4.29	High
Overall		3.97	5.53	11.35	24.31	54.86	4.21	High

N=788

Table 3 reflects the desired level of teaching practices of democratic values and its sub-values (perception of all respondents). Results show overall, all the respondents highly endorsed democratic values, to be taught to secondary students (mean 4.21). The desired level of all (eight) sub-values was also stated at a high level of mean.

Table 4 *Existing Level of teaching democratic values (all Respondents)*

Sr.#	Values	should be taught					Mean (Range 1-5)	Level
		Not at all %	To a small extent %	To a certain extent %	To a reasonable extent %	To a great extent %		
1	Existing Level of teaching democratic values	19.01	26.96	29.00	14.56	7.29	2.61	Moderate

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N=788

Table 4 shows the existing level of all respondents about teaching practices of democratic values. As a whole, the results show that the existing level of teaching democratic values (in the perception of all respondents), was at a moderate level (mean 2.61).

Table 5

Existing Level of teaching democratic values and its Sub indicators (all Respondents)

Sr.#	Values	should be taught					Mean	Level
	Democratic Values	Not at all %	To a small extent %	To a certain extent %	To a reasonable extent %	To a great extent %	(Range 1-5)	
1	Respect for Law and Order	21.96	30.26	28.67	13.48	6.53	2.54	Moderate
2	Freedom and Responsibility	19.85	29.52	28.10	15.38	7.15	2.61	Moderate
3	Equality	17.27	30.6	30.18	14.65	7.3	2.64	Moderate
4	Self-discipline	20.4	30.08	28.68	14.48	6.38	2.57	Moderate
5	Active and Responsible Citizenship	19.5	31.65	29.0	13.35	6.5	2.56	Moderate
6	Openness	20.16	29.67	28.9	14.28	6.99	2.58	Moderate
7	Critical Thinking	15.8	30.3	28.55	15.3	10.5	2.74	Moderate
8	Solidarity	17.11	3.58	29.91	15.54	6.93	2.65	Moderate
Overall		19.01	26.96	29.00	14.56	7.29	2.61	Moderate

N=788

Table 5 reflects the existing level of teaching practices of democratic values and its sub-values (perception of all respondents). Results show overall, the teaching practice of democratic values was at a moderate level (mean 2.61). The existing level of teaching all (eight) sub-values was also stated at a moderate level of mean.

Table 6

The gap between Desired and Existing Level of Teaching Practices of Democratic Values (all Respondents)

Sr.#	Values	Levels	Mean	Mean Difference (Desired-Existing)	SD	T	P
1	Democratic Values	Desired	4.21	1.60	1.06	49.76	.000
		Existing	2.61				

df= 786, p<0.05

Table 6 shows the results of the gap between desired and existing levels of teaching practices of democratic values as perceived by all respondents (the secondary school teachers and secondary level students). Paired samples t-test was applying for gap identification. Results showed that the null hypothesis 'there is no significant difference between the desired and existing level of teaching democratic values as perceived by the secondary school teachers and secondary level students.' Was rejected. The existing level of teaching democratic values was less than the desired level.

Table 7

The gap between Desired and Existing Level of Teaching Practices of Democratic Values and its Sub-values Values (all Respondents)

Sr.#	Values	Levels	Mean	Mean Difference (Desired-Existing)	SD	T	P
1	Respect for Law and Order	Desired	4.14	1.60	1.20	43.90	.000
		Existing	2.54				
2	Freedom and Responsibility	Desired	4.24	1.63	1.25	42.84	.000
		Existing	2.61				
3	Equality	Desired	4.16	1.52	1.27	39.33	.000
		Existing	2.64				
4	Self-discipline	Desired	4.15	1.58	1.24	42.15	.000
		Existing	2.57				
5	Active and Responsible Citizenship	Desired	4.21	1.65	1.37	39.83	.000
		Existing	2.56				

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6	Openness	Desired	4.18	1.60	1.14	45.85	.000
		Existing	2.58				
7	Critical Thinking	Desired	4.28	1.54	1.45	34.83	.000
		Existing	2.74				
8	Solidarity	Desired	4.29	1.64	1.20	45.28	.000
		Existing	2.65				
Overall		Desired	4.21	1.60	1.06	49.76	.000
		Existing	2.61				

df= 786, p<0.05

Table 7 shows the results of the gap between desired and existing levels of teaching practices of sub-democratic values as perceived by all respondents (the secondary school teachers and secondary level students). Paired samples t-test was applying for gap identification. Results showed that the null hypothesis 'there is no significant difference between the desired and existing level of teaching sub-democratic values as perceived by the secondary school teachers and secondary level students.' Was rejected. The existing level of teaching democratic sub-values was less than the desired level.

Results — Qualitative Data

The desired level of Teaching Democratic Values and Sub-values

All the respondents stated that democratic values and their sub-values must be taught to secondary level students to great extent. They also said that content about democratic values and their sub-values must be added in the textbooks.

Secondary school heads said that after the addition of sufficient content on democratic values in the curriculum Secondary School Teachers (SSTs) will be able to manage the teaching of democratic values in schools. One of the administrators said that,

"Mere debates, on how the peace could be taught to students, will not fulfill the very purpose. It should include some practical sort of things, from the core of heart, on what the democratic values are". (Respondent two)

They also said that it is very necessary to teach democratic values to teenagers because they are violently exploited by extremists. To prevent teenagers from exploitation it is very important to teach them democratic values. One of the respondents said that

"It is direly needed to include democratic values in the curriculum because so many terrorist activities are being carried out in the name of Islam ... It is essential to educate our children to counterbalance these activities". (Respondent seven).

The majority of the administrators were in the favor of including content on democratic values in the curriculum. However. There were different views about the extent. Most of them said that content on democratic values should be included at the maximum level. A few of them were said that content on democratic value should be included up to 25%. Four respondents recommended that it must be included up to 30% (respondents 10, 14, and 17).

One of the respondents proposed,

"If we want to make democratic values as a part of the children's lives, then their training is obligatory". (Respondent nine)

The existing level of Teaching Democratic Values and Sub-values

When the secondary school heads were asked about the current teaching practices of democratic values, they said that these values are not being taught properly at the secondary level. One respondent said that few secondary School Teachers SSTs give moral lessons linked to democratic values before starting their lessons.

One of the respondents reported that:

"We are Muslims; our religion has educated all values 1400 years ago. Strangely, we are educating non-Muslim students about values but there is no proper mechanism for teaching democratic values to Muslim students." (Respondent-six)

Discussion

It was evident that democratic values are not being taught to secondary level students as per the required level. Whereas the importance of democratic values can be viewed by several critics such as, a value is a learned moral principle or belief that helps to decide what is right what is wrong, and how to act in various situations (Woodford & Jackson, 2003). According to Hemingway (2005), values are

the consequences of intellectual development in the use of acceptance from human instinct and through usual reactions. Selection of important things and actions, to access their worth, or for the description of significant differences, values play a vital role.

It was found that the secondary school teachers were of the view that democratic values are not being taught as per the required level. The importance of teachers' perception explained by Ramsden (2003) says that the teacher is the most important component of the formal education system. That's why, the teacher must be understood the requirements of democratic society, attitudes, behaviors and must practice these in a classroom setting otherwise democratic information would not work for the long term.

It was also found that secondary level students were of the view that democratic values were not being taught to them as per the desired level. According to (Davis, 2010) to become a democratic student it is necessary to learn the voice exercise, to give unbiased and respectable treatment, and to take responsibility for students learning. It is in this environment that they should feel safe to express ideas, explore leadership and participate in guiding the classroom community. In everyday life, students should perform and do practical democratic values at every opportunity. Students should also be encouraging an appreciation of the democratic process. Hence there is a difference between the view of the two most prominent philosophers (Rousseau and Plato) about the contribution of social freedom in society (Limbos, et al., 2007). It was decided with the discussion from experts that these democratic values should be taught through a modular approach.

Conclusions

The secondary school heads, Secondary School Teachers (SSTs), and secondary level students said that the desire of teaching democratic values and sub democratic values is more than the existing practices of teaching democratic values. It concludes that there is more need to teach democratic values and their sub-values to secondary level students.

Recommendations

It was found that the desire for learning democratic values was more than the existing level. It means that there is more need to teach democratic values to secondary-level students. So, the curriculum development committee may introduce a separate course on democratic values.

It is also suggested that this course could be a non-credit course because democratic values are linked with the affective domain. Students will learn it with interest and devotion without having the fear of exams.

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