



An Examination of Civic Education in Social Studies' Textbook at Primary School Level in Punjab

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Abstract- Civic Education is very important to inculcate civic sense among the citizens of a country. In Pakistan, unfortunately, there is minor focus on this important dimension regarding the practical understanding of civic education at primary level. The current study was intended at "An Examination of Civic Education in Social Studies' Textbook at Primary School Level in Punjab" with the objective to examine the extent to which the Social Studies' textbook at primary school level have Civic Education content. Qualitative research method was conducted in this study. Content analysis was done through checklist. Textbook of (PCTB) Social Studies of grade IV and V was analyzed for content analysis. Content analysis was done by developing checklist and then converted statements into rubrics. The results revealed that the civic education content in the text book of Social Studies grade IV (42.96%) does not fulfill the assumed criteria to develop the social competence, while content of grade V text book contains most of the content (65.34 %) regarding civic education meant for developing social competence. The study recommended that Social Studies text books used in primary schools in Punjab need to be periodically revised with the view of making sure that they have enough civic education content. Regular activities should be conducted in primary schools upon developing civic sense among children.

Key Words: Social Studies Textbook, Civic Education, Content Analysis

I. INTRODUCTION

Education is very important for every child not only in Pakistan but in the whole world. It is the right of every child to get education. A right to education has been recognized by constitution of Pakistan 1973, Article 25: The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law (Government of Pakistan, 2010). Having some degree and merely the knowledge of content matter is considered as education now-a-days. Education is not only that happen in classrooms during a lecture between students and teachers. It is the process of encouraging learning, securing of knowledge, skills, values, beliefs, and habits.

Societies are curious about the ways in which their individuals are prepared for citizenship and in how they learn to take part in civic life. There are a lot of evidences which uncover that no nation has accomplished the level of understanding and acknowledgment of the rights and duties among the totality of its citizens that's required for the maintenance and advancement of any constitutional democracy. This realization has been the driving force for democratic nations to implement civic education programs to enlighten the citizenry on civic issues in order to enhance their democratic participation.

Civic Education is an imperative component of education that urges citizens to partake in the life of vote based social orders, so as to attest their rights and release their responsibilities with the necessary knowledge and skills. Citizenship training covers all viewpoints on school life, including co-curricular and extracurricular exercises, for example, in and outside of the Class room, conversations and student's organizational activities (Wijaya, 2018).

Therefore, civic education plays an important role in the sustainability of any country. Civic education teaches the people to know themselves and value their own rights. It plays an important role in the moral and character development of students. Civic education provides civic skills that enable students to learn how to communicate with others, get it and take part in one's commonwealth, and think critically about civic life (Comber, 2005).

Preparing students for citizenship is an essential educational view that is regularly ignored or neglected. This article evaluates the present status of civic education in the content of Social Studies' textbook at primary school level.

There is a close connection between social studies and civic education. Civic education is considered as dimension of social studies education (Dania, 2015). They both are considered as two sides of the same coin. The aim of both is to inculcate the civic skills, political ethics (political morality or public ethics), and produce responsible citizens (Finkal, 2003).

According to Dahl (2002) civic education is the sort of education that cultivates the young's people democratic attitudes, aptitudes and information to deal work on vital open issues and make Democracy a way of life. Civic education aims to prepare young men and young ladies for life in the public realm and to include them in the investigation of the fundamental guidelines and guidelines of society, public and private institutions, actors and vital social issues that enable them to find solutions to sort out the social problems. According to him there are four domains of civic education counting socialization, participation, humanization, and faith in democracy and securing of knowledge about civic competence.

Civic Education curriculum is aimed at developing the civic knowledge, aptitudes and empowering their use for civic action to create a peaceful and democratic society. Civic Education may be a term utilized to depict different instructive programs with distinctive names such as: citizenship education and ethics, civic culture, and social education (Kuhn, 2006).

Citizenship Education empowers ethics and national morals. It is pointed to create great citizens prepared with effective knowledge, competence and traits of character (Galston, 2001). The least adopted strategy is to make citizenship education a separate compulsory subject. Countries that do this include Belgium, France, Greece, Romania and Finland although duration varies amongst them. In frameworks where it is instructed as an independent subject, citizenship training is more advanced and more concentration is put on being effective. In Belgium, for example, in 2016 an "Activity Plan for intercultural and religious dialogue" was characterized as a project-based learning approach. Finland drives the path regarding the information gained by students and has one of the foremost comprehensive approaches as far as the high number of hours required and the passionate arrangement of instructors (Mcelhinney, 2018).

No education system can survive without the quality of its basic components. From them the one of the major element of education system is curriculum and the textbooks made from this curriculum. Social values are the key indicators of the morality of its natives. The main reason of designing the textbook is to inculcate social values of a society among its individuals. Pakistan, unfortunately, is lagging far behind in production of such books. The country is in dire need of inculcating the civic sense among the students especially at primary level as it is the earliest milestone in one's life. It is seen as a vital cruel for nations to teach citizens approximately their rights and responsibilities.

Democratic Governance Group (2004) indicates that civic education regularly comprises three elements.

1. Civic Disposition, which suggests that citizens create the confidence to take an interest in civic life and take up the roles and rights and responsibilities that are related with citizenship in a democratic system. They moreover adopt and internalize essential democratic values such as tolerance and fairness and work out their rights and responsibilities in a responsible way.
2. Civic Knowledge, this recommends residents comprehend their political structure and know their social, budgetary, political and social rights. Thusly, they see how the law based political framework functions and know the jobs and obligations of residents and political pioneers.
3. Citizenship aptitudes, i.e. residents obtain the capacity to explain, investigate, interface, assess, defend a position, and monitor processes and results. That's, they utilize their knowledge for in educated support in civic and political forms.

Civic education sometimes referred as education for equitable citizenship according to Finkel (2003) civic education incorporates three fundamental components:

1. Civic competence (political knowledge, civic skills, and recognitions of one's have political influence that support democratic participation).
2. Consistence with majority values and standards (strength, for example the degree to which citizens are willing to extend procedural democratic opportunities to people and gatherings with whom they may deviate; institutional trust, implies ability to be condemning of essential social and political foundations; and support for democracy as an administration structure superior to other political frameworks).

Democratic participation.

Table 1
Nomenclature of Civic Education Content in different Countries (David, 1999)

Country	Other name	Country	Other name
USA	Social studies	Japan	Social studies

Switzerland	Social studies	Italy	Social sciences
Sweden	Social studies	Hungary	People and society
Spain	Knowledge of the natural, social and cultural environment	Germany	Sachunterricht
Singapore	Civics and moral education	France	Civics as part of 'Discovering the World'
New Zealand	Social studies	Canada	Social studies
The Netherland	Social structures and life skills	Australia	Human society and its environment
Korea	Disciplined life and moral education	England	Education for citizenship

Operational Definition of Key Term: Civic Education

Civic education is a sense of accepting all the responsibilities of a good citizen. It includes the attitudes and values, ethics and morality, rights and responsibilities, social rules and norms, patriotism and sense of ownership.

II. METHODOLOGY

This study adopted qualitative research method. Content analysis was done using qualitative research method. The nature of the civic education content in social studies textbook of primary level was examined through content analysis on the ordinal scale. A checklist was developed by the researcher for the content analysis of Social Studies Textbook.

Instrument

Content analysis checklist was used as instrument to explore the nature of civic education among grade IV and grade V social studies students at primary level. The checklist was a 3-point ordinal scale (i.e., Fully=2, Partially=1 and No=0 scoring). The scale was developed by the researcher. The researcher developed 12 rubrics from the scale used in this section for grade IV and grade V. The researcher aligned each rubric with the Social Studies text book with content of the book chapter wise. Two types of books i.e., grade IV and grade V were used in this analysis. The grade IV book contains six (6) chapters while the grade V Social Studies text book contains eight (8) chapters. After aligning with the rubrics (Effective Citizenship, Social Engagement, Individual freedom, self-disciplined, Morals and National ethics, Respect for Authority, Responsible Citizen, Participation in Social Activities, Appropriate Norms of Society, Teaches Patriotism, Comprehends others Feelings and Emotions and Self-control) with the content given in both of the books. Simultaneously, the researcher calculated the total scoring against each of the rubrics. The aggregate scores for all rubrics in chapter wise were also calculated for understanding the statistical figure in the context of measuring the social competence among the primary level student of both classes.

Content Analysis

The following section of research describes about the content analysis of textbook of Social Studies of grade 1V and grade V in alignment of Punjab Curriculum and Text Board. The objective behind the content analysis was to examine the extent to which the text books of Social Studies at primary school level have Civic Education content.

sContent Analysis of Social Studies Text Book of Class 4

Table 2

Chapter wise Distribution of Frequency and Percentage of "Content Analysis of Textbook of S.S.T of Grade 1V in Alignment of Punjab Curriculum and Text Board (PCTB)"

Rubrics Derived from Statements	Chapter 1		Chapter 2		Chapter 3		Chapter 4		Chapter 5		Chapter 6	
	f	%	f	%	f	%	f	%	f	%	f	%
Effective citizenship	0	0	0	0	0	0	1	2.7	1	2.7	2	5.5
Social engagement	0	0	0	0	0	0	0	0	0	0	0	0
Individual freedom	0	0	0	0	0	0	1	2.7	1	2.7	1	2.7
Self-disciplined personality	0	0	0	0	0	0	1	2.7	1	2.7	1	2.7
Morals and national ethics	0	0	1	2.7	0	0	2	5.5	2	5.5	2	5.5
Respect for authority	0	0	0	0	0	0	2	5.5	0	0	0	0
Responsible citizen	0	0	1	2.7	0	0	2	5.5	0	0	0	0
Participation in social activities	0	0	0	0	0	0	1	2.7	0	0	0	0
Appropriate norms of society	0	0	0	0	0	0	0	0	0	0	0	0
Teaches patriotism	0	0	0	0	0	0	1	2.7	0	0	0	0
Comprehends others feelings and emotions	0	0	0	0	0	0	1	2.7	1	2.7	2	5.5
Self-control	0	0	0	0	0	0	2	5.5	2	5.5	1	2.7
Total Chapter wise	0	0	2	5.4	0	0	12	38.2	8	21.8	9	24.6
Rubric wise Aggregate Total	92.8 score out of 216=42.96%											

The above table shows the description of frequency and percentage dispersion of quantification of content analysis data gathered through rubrics. It describes about the rubrics wise interpretation of the scale used to gather information from the content analysis done upon the social studies book of grade 4. The rubrics content was aimed at assessment of social competence in terms of civic education through the social studies book. The number of rubrics used was 12 and the number of chapter of social studies book grade 4 was 6. The table clearly describes the total chapter wise calculation of frequency and percentage of the rubrics in a separate row. Hence, the rubric wise aggregate was calculated that was reported as 42.96%. It was concluded that the social studies book of grade 4 contains just 42.96% content regarding civic education meant for developing social competence among students of grade 4.

Table 3

Chapter wise Distribution of Frequency and Percentage of "Content Analysis of Textbook of S.S.T of Grade V in Alignment of Punjab Curriculum and Text Board (PCTB)"

Rubrics Derived from Statements	Chapter 1		Chapter 2		Chapter 3		Chapter 4		Chapter 5		Chapter 6		Chapter 7		Chapter 8	
	F	%	f	%	f	%	f	%	f	%	f	%	F	%	f	%
Effective citizenship	0	0	1	2.7	0	0	1	2.7	2	5.5	1	2.7	1	2.7	0	0
Social engagement	0	0	1	2.7	0	0	2	5.5	2	5.5	2	5.5	1	2.7	1	2.7
Individual freedom	0	0	1	2.7	0	0	2	5.5	2	5.5	2	5.5	1	2.7	1	2.7

Self-disciplined personality	0	0	0	0	0	0	1	2.7	2	5.5	0	0	1	2.7	1	2.7
Morals and national ethics	0	0	0	0	0	0	2	5.5	2	5.5	1	2.7	2	5.5	2	5.5
Respect for authority	0	0	0	0	0	0	1	2.7	1	2.7	0	0	2	5.5	0	0
Responsible citizen	0	0	0	0	0	0	0	0	2	5.5	1	2.7	2	5.5	0	0
Participation in social activities	1	2.7	1	2.7	0	0	0	0	2	5.5	2	5.5	1	2.7	0	0
Appropriate norms of society	0	0	0	0	0	0	0	0	1	2.7	0	0	1	2.7	0	0
Teaches patriotism	0	0	0	0	0	0	0	0	2	5.5	1	2.7	2	5.5	1	2.7
Comprehends others feelings and emotions	0	0	0	0	1	2.7	1	2.7	1	2.7	0	0	1	2.7	0	0
Self-control	0	0	0	0	0	0	0	0	1	2.7	1	2.7	1	2.7	0	0
Total Chapter wise	1	2.7	4	10.8	0	0	10	27.3	19	54.8	11	30	16	43.6	6	16.3
Rubric wise Aggregate Total	188.2 score out of 288=65.34%															

The above table shows the description of frequency and percentage dispersion of quantification of content analysis data gathered through rubrics. It describes about the rubrics wise interpretation of the scale used to gather information from the content analysis done upon the social studies book of grade 5. The rubrics content was aimed at assessment of social competence in terms of civic education through the social studies book. The number of rubrics used was 12 and the number of chapters of social studies book grade 4 was 8. The table clearly describes the total chapter wise calculation of frequency and percentage of the rubrics in a separate row. Hence, the rubric wise aggregate was calculated that was reported as 65.34%. It was concluded that the social studies book of grade 5 contains most of the content (65.34 %) regarding civic education meant for developing social competence among students of grade 5.

Table 4

Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 1

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0

Self-control		0
Total Scoring	Zero	

The Table 4 shows Content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 1 of the Social Studies text book of class 4 did not address the required rubrics as it was supposed to have. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 5

Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 2

Point of Concern	Scoring 1	Scoring 2	Scoring 3
	Fully (2)	Partially (1)	No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics		1	
Respect for authority			0
Responsible citizen		1	
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	2 out of 36		

The Table 5 shows Content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 2 of the Social Studies text book of class 4 did not the meet up the content requirements sufficiently. So, it was concluded that chapter 4 did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 6

Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 3

Point of Concern	Scoring 1	Scoring 2	Scoring 3
	Fully (2)	Partially (1)	No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	Zero		

The Table 6 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 3 of the Social Studies text book of class 4 did not address the required rubrics as it was supposed to have. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 7

Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 4

Point of Concern	Scoring 1	Scoring 2	Scoring 3
	Fully (2)	Partially (1)	No Score (0)
Effective citizenship		1	
Social engagement			0

Individual freedom		1	
Self-disciplined personality		1	
Morals and national ethics	2		
Respect for authority	2		
Responsible citizen	2		
Participation in social activities		1	
Appropriate norms of society			0
Teaches patriotism		1	
Comprehends others feelings and emotions		1	
Self-control	2		
Total Scoring			
14 out of 36			

The Table 7 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 4 of the Social Studies text book of class 4 meet up the content criteria partially approximate as it gained the scoring 14 out of 36. So, it was concluded that regarding the mentioned rubrics can give a satisfactory contribution to some extent.

Table 8
Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 5

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	Zero		

The Table 8 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 5 of the Social Studies text book of class 4 did not address the required rubrics as it was supposed to have. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 9
Description of Scoring of Social Studies Content Analysis of Class 4 Chapter 6

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship	2		
Social engagement			0
Individual freedom		1	
Self-disciplined personality		1	
Morals and national ethics	2		
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions	2		
Self-control		1	
Total Scoring	09 out of 36		

The Table 9 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 6 of the Social Studies text book of class 4 did not meet up the content criteria. Rubrics were covered to very less extent as it gained the scoring 9 out of 36. So, it was concluded that regarding the mentioned rubrics can give a satisfactory contribution to some extent.

Content Analysis of Social Studies Text Book of class 5

Table 10

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 1

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities		1	
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	01 out of 36		

The Table 10 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 1 of the Social Studies text book of class 5 did not address the required rubrics as it was supposed to have. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 11

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 2

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship		1	
Social engagement		1	
Individual freedom		1	
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities		1	
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	04 out of 36		

The Table 11 shows Content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 2 of the Social Studies text book of class 5 did not the meet up the content requirements sufficiently. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 12

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 3

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship			0
Social engagement			0
Individual freedom			0
Self-disciplined personality			0
Morals and national ethics			0
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions		1	
Self-control			0
Total Scoring	01 out of 36		

The Table 12 shows Content analysis rubrics measured in three-point scale ("Fully", "Partially" and "No", with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 3 of the Social Studies text book of class 5 did not the meet up the content requirements sufficiently. So, it was concluded that the mentioned chapter did not meet up the criteria of the rubrics of civic education and social competence to develop among students.

Table 13

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 4

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship		1	
Social engagement	2		
Individual freedom	2		
Self-disciplined personality		1	
Morals and national ethics	2		
Respect for authority		1	
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism			0
Comprehends others feelings and emotions		1	
Self-control			0
Total Scoring	10 out of 36		

The Table 13 shows content analysis rubrics measured in three-point scale ("Fully", "Partially" and "No", with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 4 of the Social Studies text book of class 5 did not meet up the content criteria. Rubrics were covered to very less extent as it gained the scoring 10 out of 36. So, it was concluded that regarding the mentioned rubrics can give a satisfactory contribution to some extent.

Table 14

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 5

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship	2		
Social engagement	2		
Individual freedom	2		
Self-disciplined personality	2		
Morals and national ethics	2		
Respect for authority		1	

Responsible citizen	2	
Participation in social activities	2	
Appropriate norms of society		1
Teaches patriotism	2	
Comprehends others feelings and emotions		1
Self-control		1
Total Scoring	20 out of 36	

The Table 14 shows content analysis of rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 5 of the Social Studies text book of class 5 partially meets up the content criteria as it gained the scoring 20 out of 36. So, it was concluded that regarding the above mentioned rubrics can give a satisfactory contribution to some extent in the social studies text book for developing social competence among primary level students.

Table 15

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 6

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship		1	
Social engagement	2		
Individual freedom	2		
Self-disciplined personality			0
Morals and national ethics		1	
Respect for authority			0
Responsible citizen		1	
Participation in social activities	2		
Appropriate norms of society			0
Teaches patriotism		1	
Comprehends others feelings and emotions			0
Self-control		1	
Total Scoring	11 out of 36		

The Table 15 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 6 of the Social Studies text book of class 5 did not meet up the content criteria. Rubrics were covered to very less extent as it gained the scoring 11 out of 36. So, it was concluded that regarding the mentioned rubrics can give a satisfactory contribution to some extent.

Table 16

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 7

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship		1	
Social engagement		1	
Individual freedom		1	
Self-disciplined personality		1	
Morals and national ethics	2		
Respect for authority	2		
Responsible citizen	2		
Participation in social activities		1	
Appropriate norms of society		1	
Teaches patriotism	2		
Comprehends others feelings and emotions		1	
Self-control		1	
Total Scoring	16 out of 36		

The Table 16 shows content analysis rubrics measured in three-point scale (“Fully”, “Partially” and “No”, with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 7 of the Social Studies text book of class 5 does not meet up the content criteria. Rubrics were covered to very less extent as it gained the scoring 16 out of 36. So, it

was concluded that regarding the above mentioned rubrics cannot give a satisfactory contribution to in order to develop social competence among primary level students.

Table 17

Description of Scoring of Social Studies Content Analysis of Class 5 Chapter 8

Point of Concern	Scoring 1 Fully (2)	Scoring 2 Partially (1)	Scoring 3 No Score (0)
Effective citizenship			0
Social engagement		1	
Individual freedom		1	
Self-disciplined personality		1	
Morals and national ethics	2		
Respect for authority			0
Responsible citizen			0
Participation in social activities			0
Appropriate norms of society			0
Teaches patriotism		1	
Comprehends others feelings and emotions			0
Self-control			0
Total Scoring	06 out of 36		

The Table 17 shows content analysis rubrics measured in three-point scale ("Fully", "Partially" and "No", with respect to the scores 2, 1 and 0 respectively). After aligning the points of rubrics used here, it was found that the content presented in the chapter 8 of the Social Studies text book of class 5 does not meet up the content criteria. Rubrics were covered to very less extent as it gained the scoring 06 out of 36. So, it was concluded that regarding the above mentioned rubrics cannot give a satisfactory contribution to in order to develop social competence among primary level students.

III. FINDINGS

Following are the findings of the study:

- a) It was found that the social studies book of grade 4 contains just 42.96% content regarding civic education.
- b) It was calculated that the social studies book of grade 5 contains most of the content (65.34 %) regarding civic education.

IV. DISCUSSION OF THE STUDY

According to Dahl (2002) civic education is the type of education that promotes young people's democratic attitudes, skills and knowledge so as to deal with significant open issues and to make democracy a way of life. Civic education plans to prepare young men and young ladies for life in the public arena and to include them in the investigation of primary guidelines and regulations of society, open and private organizations, entertainers and crucial social issues that influence them. Discover approaches to tackle social issues. Civic Education is a term used to portray different instructive projects with various names, such as: citizenship education and morals classes, community culture and social training (Kuhn, 2006).

The study was aimed at 'An Examination of Civic Education in Social Studies' Textbook at Primary School level in Punjab'. The study had one main objective to examine the extent to which the Social Studies' textbook at primary school level have Civic Education content. The nature of civic education content was judged by ordinal scale content analysis checklist by the researcher by aligning with the rubrics derived from the scale developed by the researcher while its development and content analysis alignment was followed by using the Physical Education Curriculum Analysis Tool (Lee & Wechsler, 2006). It was found that the social studies book of grade 4 contains just 42.96% content regarding civic education meant for developing social competence among students of grade 4 and that the social studies book of grade 5 contains most of the content (65.34 %) regarding civic education meant for developing social competence among students of grade 5. Here, the grade IV textbook does not meet the content criteria of civic education regarding social competence among primary level students but the grade V Social Studies text book meets up the content criteria regarding the objective to a great extent but still it lacks. It becomes the responsibility of the Curriculum Wing of Punjab Curriculum and Textbook Board (PCTB) to revise, direct and publish the curriculum textbook content in order to ensure the need of the children at primary level. If it is not considered by the government or the responsible for curriculum

implantation at provincial levels to check, verify and regulate the curriculum textbook content provided in the books that later on is published and disseminated among the districts. Unless it is ensured, the quality production of civic education regarding social competence among primary level students cannot be met accordingly.

V. CONCLUSION

The study was based upon the theoretical underpinning of objective to examine the extent to which the Social Studies' textbook at primary school level have Civic Education content. The study concluded the research domain of civic education competence assessment that social studies book of PCTB for grade 4 contains just 42.96% content regarding civic education and the social studies book of grade 5 contains most of the content (65.34 %) regarding civic education.

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