



## **Impact of the School Outreach Tour Program of Citizens Archive of Pakistan on Students' Perceptions and Attitudes**

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This paper examines the impact of School Outreach Tour (SOT-A) program, one of the projects of the Citizens Archive of Pakistan (CAP), a non-profit organisation on the perceptions and attitudes of Grade-8 Students of partners' schools. The sample in this study consists of (n=139) students of Grade-8, selected by convenience sampling from five partners' public schools. Data were collected by means of a self-constructed 'Survey Tool' consisting of 26 items through which participants were asked to respond using the five point Likert Scale. The collected data were analysed using Statistical Package for Social Science (SPSS). Nonparametric Chi-Square test was applied for contingency and frequency of the items. The results showed that CAP partners' schools students generally had moderately favourable attitude and perception towards the SOT-A program. The content of the CAP curriculum enhanced students' knowledge and understanding about rights and duties and citizenship education. It had created a positive impact on holistic personality and skill development. However, it was found to be less effective in developing a deep civic sense. The study has serious implications for the policy and practice for CAP's partners schools.

Key Words: perception, attitude, public school, school outreach tour program, impact of school

### **INTRODUCTION**

There are three main systems providing education in Pakistan; Notwithstanding the other two, the public school system is the largest source of education providing free education to secondary level students. In Pakistan, other than the private sector, the quality of education provided by the public sector has been poor due to a variety of factors at a fundamental level and is concerned with the way in which children are made to learn information by rote memorization with a limited purpose of reproducing it in the examinations (Hayes, 1996; Jaffer, 2005). Pakistan's deteriorating education system has radicalized many young people while failing to equip them with the skills necessary for a modern economy (Saleem, 2005). "All of this is the cost of ill-prepared future generations who are unable to meet the challenges of the modern world." (Ali & Babur,

2010, p.18). In this way the state of education in Pakistan has been far from being satisfactory (Hoodbhoy, 1998; Warwick & Reimers, 1995). The objectives of education which are “the development of a self reliant individual, capable of analytical and original thinking, a responsible member of his community and, in the present era, a global citizen” (Planning Commission, Government of Pakistan, 2007, p.19), have not been not achieved because the policies remain as rhetoric lacking in implementation (Ali, 2006) and the quality of education is weak (NEP-2009, p.13). In order to deal with these issues and problems in the education sector many NGOs have emerged and began making their contribution by all means. This study examines the impact of CAP- School Outreach Tour Program, one of these NGOs in Pakistan.

### **The Citizens Archive of Pakistan and its SOT-Program**

The Citizens Archive of Pakistan is a non-profit organization dedicated to cultural and historic preservation, operating in Karachi, Lahore and Islamabad. Its goal is to use education in order to inspire the Pakistani youth especially those belonging to the underprivileged communities, who usually refuse to accept the status quo, to stand up for change and to build a better Pakistan (CAP Projects, 2012). The CAP initiated the SOT Program in 2009 as a comprehensive, school-wide program designed to improve academic knowledge, student behaviours, and build character utilising a self-designed curriculum. The SOT curriculum consists of 25 lessons which have to be completed in three years commencing from grade 6 to 8. Each lesson consists of several sub themes covering major units on topics relating to human rights, civics education, and the history of Pakistan. With the permission of the provincial government of Sindh, the SOT program was initiated in five partners’ public schools where the majority of students were migrants from the Tribal areas of Pakistan and whose mind set had been affected by incidents of terrorism. The families of these students migrated from the tribal areas due to ‘War on Terror’. Thus, the SOT-A program became a school-based program on focusing students’ perceptions, attitudes and character building because the attitudes and perceptions of these students towards their country and education were hostile and aggressive. The main aim of this research was to examine the impact of the CAP’s SOT-A program (2009-2012) on the perceptions and attitudes of partner public schools’ students. Initially for the effective implementation of this program, 15 professional teachers were selected and given a week’s training at the CAP about its content and context of the partner schools. These teachers were given responsibilities of being SOT teachers and Youth Education Fellows (YEF) with additional responsibilities of research work. I was selected as a YEF on a two year contract at the CAP and had the opportunity to teach in a partner schools’ where a SOT-B program (2012-2015) had been launched.

### **LITERATURE REVIEW**

The reason for studying the perceptions and attitudes of students is grounded in the assumption that these have a significant influence on their thinking and actions. To define perception, Romanov (2002) says, “It includes senses, feelings, ideas, thoughts, and theories.” Concept is its “final point” and allows you to see differences. Perception is ‘your ability to understand the difference’. The two eminent psychologists Thomas

and Znaniecki (1918) define the attitude as “a process of individual consciousness which determines real or possible activities of the individual in the social world” (p.22). These attitudes and perceptions may affect students’ behaviour (Pajares, 1992; Zimbardo & Leippe, 1991). Developing positive attitudes and perceptions in students has been a key challenge in the public education sector of Pakistan. Studies show that Social Studies & Pakistan Studies subjects are found to be boring and dry because neither the content of the curriculum has been revised nor has the pedagogy been focused (Dean, 2005). The main objective of teaching these subjects that is to develop responsible, participatory and informed citizens has not been achieved.

Research studies show that many innovative programs and projects have been initiated and offered in western countries with the promise of improving academic performance in-directly through a focus on specific problem behaviours, such as substance use and violence (Biglan et al., 2004; Du Paul & Stoner, 2004; Flay, 2009) and it has been witnessed that these great programs brought change and improvement in students’ attitudes and perceptions (Gerdien & Bertram-Troost, 2011). One of these programs currently being used nationally is the Positive Action (PA) program. PA is a comprehensive school-wide Social-emotional and Character Development (SACD) program (Flay & Allred, 2003) which was developed to specifically target the positive development of student behaviour and character. Based on prior studies, PA has been recognized in the character-education report by the U.S. Department of Education’s What Works Clearing house (2007) as the only “character education” program in the nation to meet the evidentiary requirements for improving both academics and behaviour. Preliminary findings indicate that PA can positively influence school attendance, behaviour and achievement. Two previous quasi-experimental studies utilizing archival school-level data (Flay & Allred, 2003) reported beneficial effects on student achievement (e.g., math, reading, and science) and serious problem behaviours (e.g., suspensions and violence rates). As practitioners, policymakers and researchers have implemented programs and sought to raise academic achievement and to address negative behaviours among the youth, an increasing amount of evidence indicates a relationship among multiple behaviours (Botvin, Griffin, & Nichols, 2006; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Flay, 2002). Several mechanisms involving multiple behaviours have been identified in improving student behaviour and performance (Domitrovich, Cortes, & Greenberg, 2007; Zins, Weissberg, Wang, & Walberg, 2004). This suggests that key behaviours do not exist in isolation from each other. Moreover, prevention research offers ample empirical support showing that many youth outcomes, negative and positive, are influenced by similar risk and protective factors (Catalano et al., 2004; Flay, 2002). That is, most, if not all, behaviours are linked (Flay, 2002). Subsequently, there has been a movement towards formulating more integrative and comprehensive programs that could address multiple co-occurring behaviours involving families and communities. Such programs generally appear to be more effective (Battistich, Schaps, Waston, Solomon, & Lewis, 2000; Flay, 2000; Flay, Graulich, Segawa, Burns, Holliday, 2004). Blumenfeld et al., (1991) also found that Project Based Learning (PBL) has an important role to play in helping students explore important and meaningful questions, investigate solutions to a problem, and develop a

deep, integrated understanding of content and process (Frank, Lavy & Elata, 2003). The study conducted by Tongsakul and Jitgarun (2011) in Thailand to identify and compare instructors' and students' perceptions of factors that contribute to the effective use of PBL also revealed that it developed students' motivation to learn and use the scientific process. Students were significantly more likely to value sharing ideas and thinking skills. Ester and Turner (2008) conducted a study to investigate the impact of a public school loaner-instrument program on the attitudes and achievement of low-income students in an urban environment. Data from this study indicate that lower-income students playing school instruments demonstrated an equal achievement to all other students playing instruments. Moreover, the survey study results on 'Social work students' attitudes towards service-learning' conducted by Maccio (2011) showed that service-learning aided in meeting learning goals and overall higher satisfaction with the service-learning experience. The service-learning positively affected several areas of the curriculum at the micro, mezzo, and macro levels. Students having a positive experience with service-learning in the course, were generally satisfied overall with their experience, and have perceived that service-learning helped to meet their learning goals.

In addition, various other programs were seen to be more beneficial for students in schools. However, the lack of public awareness, incomplete dissemination of information, inconsistency of effort, perceived irrelevance, and pejorative attitudes of educational personnel have been blamed for making such programs unpopular and ineffective in changing high school students' behaviours (Folmer, 2002). Still, it was observed that such school based programs have been able to develop social skills and basic values among diverse students and there is extensive evidence from a wide range of promotion, prevention and treatment interventions that youth can be taught personal and social skills (Beelman, Pflingsten & Losel, 1994; Cartledge & Milburn, 1980; Chicago, 2003); Greenberg et al., 2003). These skills cover such areas as self-awareness and self-management (e.g., self-control and self-efficacy), social awareness and social relationships (e.g., problem-solving, conflict resolution and leadership skills) and responsible decision-making. Research findings of Kristine, Madsen, Katherine & Hannah (2011) extend the limited reports to date on controlled trials of school-based programs promoting resiliency and emotional well-being (Patton et al., 2006) particularly those promoting physical activity (Bonhauser et al 2005). Studies about altering the school's curriculum to promote pro-social behaviours in elementary students and to increase social inclusion among Grade-8 students have demonstrated reduced aggressive and disruptive behaviours (Psychol, 1999) and reductions in risk behaviours. Moreover, a study of a teacher-led curriculum to increase physical activity among high school students demonstrated improvements in anxiety and self-esteem, as well as improved fitness (Bonhauser et al., 2005).

These findings stand apart in demonstrating the efficacy of a community program, operating in the school setting, to positively impact emotional well-being and physical health in youth. In addition to the research linking emotional wellbeing to improve test scores, there is a growing body of evidence linking higher levels of physical activity to improve academic performance (Patton et al., 2006). These international research studies have shown that many programs have very positive impacts on students in

different areas but what should be the quality of these programs depends on the context and need of the organization and students. Literature on educational change offers that pedagogical changes are not sustainable and at times unaffordable on a large scale if they are not backed up by corresponding changes in the world where classrooms are located (Fullan, 2001; Hargreaves, 1997). Pedagogical change may be practically difficult without addressing other critical aspect of classroom and school culture which includes resources, facilities, curriculum, assessment system and relationships. The SOT-Program developed by the CAP met the needs as it had developed curriculum, provided facilities and resources to its teachers and also had an assessment system, but for its overall impact it was important to know whether to continue such educational programs or stop them if not effective. The main focus of this research is on the impact of SOT program that had been implemented to measure students' knowledge and understanding about rights, responsibilities and citizenship education.

### **METHOD**

The research survey included a quantitative component (rating scales). A 'Non-standardized survey tool' was used in order to elicit the perceptions and attitudes of students on the SOT- program. A 'Self-constructed Survey Instrument' was developed based on the researcher's knowledge of social and emotional development of Pakistani students, classroom observations in the field teaching, teaching experiences and of critical analysis of the content of the CAP's SOT curriculum. It was created in English; however, keeping in mind that the sample study was in Pakistan, it was translated into Urdu (the national language of Pakistan). It was also sent to social studies experts in Pakistan whose views and feedback facilitated keeping the reliability of the survey tool. The survey instrument comprised of 26 close ended items covering four major themes. A five-point Likert Scale with 'Strongly agree, Agree, Neutral, Disagree and Strongly disagree' was used for the main items as this approach was commonly employed in distance education research (Roberts, Irani, Telg & Lundy, 2005). The instrument was validated and refined by applying Cronbach's alpha to keep a strong co-relation among the items. The Cronbach's alpha value obtained was .53 implying poor content items in the survey instrument and these poor items were removed from the survey because of the poor correlation. After deleting these negative items the alpha value for the amended survey tool increased to .78, which according to Field (2005) is a value indicating good reliability of the survey tool.

### **Participants**

The population in this study consisted of (n=139) students of Grade-8 selected through convenience sampling from 5 partners' public schools in Karachi, Pakistan. The Survey tool was filled out by these all five partner schools' students who had been taught on the SOT-A program from Grade 6 to 8 during the three year period. The sample of participants were taken almost on equal gender basis included male (n=71, 51% and female (n=68, 49%).

### Data Collection and Analysis

Data were collected using a self-constructed 'Survey Tool'. A direct administration procedure was used for the survey which facilitated a high response rate (Freankel & Wallen, 2006). Data were analysed using the Statistical Package for Social Science (SPSS). Nonparametric chi- square test was applied for contingency and frequency of the items. Relationships of themes were analysed by using the mean score and standard deviation.

### FINDINGS

This research addressed the main question; what is the impact of the CAP SOT-A program on the attitudes and perceptions of partners' Public schools at Grade-8.

Table 1  
Theme-1 Awareness of rights and duties

<i>Theme-1 Awareness of rights and duties</i>	<i>S.Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>S.Disagree</i>	<i>Frequency</i>
1 Muslim leaders of the sub-continent were well aware about their rights	127	0	0	12	0	139
2 Pakistan Movement was a great struggle for rights	121	0	0	18	0	139
3 All minority groups in our country deserve equal rights	117	0	7	12	0	136
4 Girls have equal right to be educated	112	0	5	22	0	139
5 It is our duty to make a better and developed Pakistan	120	0	6	11	0	137
6 Only Government officials have duty and responsibility to make a better Pakistan	14	0	0	2	123	139
7 It is our duty to treat every citizen with respect and dignity	122	0	5	10	0	137

Items 1 to 7 related to theme 1 (awareness of rights and duties) indicate that respondents have a positive attitude towards the theme. This finding shows that they are well aware about the rights and duties every good citizen should possess. The respondents showed the highest positive attitude towards item 1 (n=127, 91%) which was about the Muslim leaders of the sub-continent who were aware about their rights and that's why they ran the Pakistan movement for an independent state. However, for item 6 respondents showed disagreement with the statement that only government officials were responsible for creating a better Pakistan. This negative correlation shows their positive attitude and evidence that they have developed a good understanding that they are all responsible for creating a better Pakistan.

Table 2  
Theme-2 Concept of citizenship education: Civics sense

<i>Theme-2 Concept of citizenship Education: civics sense</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Frequency</i>
8	All minorities of Pakistan are responsible citizens regardless of any religion, faith and ethnicity	120	0	5	12	0	137
9	In Pakistan Muslims are more respectful and valued citizens as compare to other minorities	80	6	6	15	30	137
10	Pakistan has been created only for Muslims therefore all minorities should leave Pakistan	23	0	1	0	103	138
11	Despite having a different faith, Muslim and Hindus can live side by side peacefully in Pakistan	76	0	4	50	6	136
12	Responsible citizens resolve their conflicts and issues through peaceful protest rather than destroying national assets	113	0	5	17	0	135
13	Pakistan and India must resolve issues through negotiation	120	0	2	10	5	137
14	All countries should avoid war because it is not the solution for resolving conflicts	124	0	5	9	0	138

Items 8 to 14 related to theme 2 (Concept of Citizenship Education) and which indicate that respondents have a positive attitude towards the theme. It shows that they have a good knowledge of citizenship education and have developed the good characteristics of responsible citizens. Respondents reflected positive attitude in item 14 (n=124, 89%) in favour of peace and negotiation by which conflicts and wars can be avoided. They showed a negative attitude and strong disagreement in item 10 (n=103, 74%) that Pakistan has been created only for Muslims and rather it is the state of all minorities where Muslims and Hindus can live side by side peacefully. However, item 9 demonstrates that respondents still consider Muslims to be respectful and valued (n=80, 58%) as compare to other minorities. This demonstrates that knowledge and understanding about citizenship education have developed but a deep civic sense is yet to be developed.

Table 3  
Theme-3 CAP's curriculum or course

<i>Theme-3 CAP Curriculum or course</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Frequency</i>
15	In this course, I developed my self-confidence	115	7	6	6	3	137
16	In this course, I developed my self esteem	125	5	3	3	2	138
17	In the classroom, I had several discussions with students whose religious beliefs, race or ethnic	96	3	12	25	2	138

background were very different from mine							
18 My relationships with other students, teachers and societal groups are now more better than ever because of this course teaching	120	4	4	8	2	138	
19 The course helped me to understand myself, my abilities, interests, and personality holistically	122	2	3	10	1	138	
20 This course enhanced my knowledge about history	130	2	1	4	2	139	
21 This course developed my critical thinking skills	125	2	3	6	2	138	

Items 15 to 21 related to theme 3 (perception about CAP's curriculum) indicate that respondents have a positive attitude towards the theme. It reflects that the content delivered by the teachers in the classroom helps in their personal, social and moral development such as self-esteem, self-confidence and self-recognition. It also enhances their knowledge about history. In item 20, the respondents' strongly agree thus reflecting a highest positive attitude (n=132, 95%) and that they have developed their knowledge about history and current affairs when providing opportunities for discussions with other students of the class.

Table 4  
Theme-4 Teachers and teaching methods

<i>Teachers and Teaching Methods</i>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Frequency</i>
22	I was treated equally during this course classes	102	5	1	23	5	136
23	I was appreciated to participate and encouraged to share my ideas in the classroom	130	2	2	4	0	138
24	I was encouraged to think critically and logically during this course teaching	124	2	2	6	4	138
25	CAP teachers used the same teaching methods and strategies as our teachers.	50	7	3	70	7	137
16-1	I found CAP teachers to be caring	117	2	2	6	4	131
26-2	I found CAP teachers to be Well-prepared	120	4	1	4	3	132
26-3	I found CAP teachers to be Communicative	100	3	3	10	4	120
26-4	I found CAP teachers to be Enthusiastic	110	5	3	7	3	128
26-5	I found CAP's teachers to be Friendly	117	4	2	4	0	127

Items 22 to 26-5 related to theme 4 (teacher and teaching method) indicate that respondents have a moderately positive attitude towards the theme. It showed that CAP's teachers were well prepared, caring and appreciated and encouraged students. It also revealed that CAP teachers to some extent used new teaching methods during classroom teaching which supported in developing students' skills such as critical & logical thinking etc. Respondents showed the highest positive attitude (strongly agreed) in item 23 (n=132, 95) which indicates that they were appreciated and encouraged for sharing their ideas by CAP's friendly and caring teachers.



Table 5  
Statistics scale for relationship of themes

<i>Themes</i>	<i>Items</i>	<i>Mean</i>	<i>Std. Deviation</i>
Theme 1: Awareness of rights and duties	1-7	8.88	1.79
Theme 2: Concept of citizenship education	8-14	9.79	1.83
Theme 3: Perception about CAP Curriculum	15-21	8.06	1.51
Theme 4: Teachers and teaching methods	22-25 & 26 1, 2 and 3	8.40	1.56
Total	28	35.12	4.86

Table 5 reports the mean score and standard deviation for each theme. Inter theme relationships show that the SOT-A program bestowed a moderately positive impact on students. Theme 1 ranked a mean score of 8.88 where the standard deviation was 1.79. This indicates that students have a great level of awareness about the rights and duties of good citizens. Additionally, theme 2 shows the highest impact (M=9.79, SD=1.83) on students indicating that they acquired knowledge of citizenship education and could be classed as responsible citizens. In contrast, theme 3 shows the least positive perception expressed by students (M=8.06, SD=1.51) about the curriculum or course. This was related to practical skills and values such as critical and logical thinking, self-esteem and self-confidence which are important for practical and social life and these requires a deep civic sense. Thus it identifies that knowledge and understanding about Citizenship education have been developed but its practical implementation which requires values, skills and deep civic sense is yet to be developed in these students which are essential elements for practical and democratic life. Theme 4 shows (M=8.40, SD=1.56) that teachers were caring and friendly and some extend used new teaching methods.

## DISCUSSION

The Survey tool included a quantitative component (rating scale) of 26 items which revealed that the perceptions of students changed and found them to have a moderately positive attitude towards the SOT-program. Students' knowledge was increased and they were found to be well aware about rights and duties. Majority put on a view that girls have the right to get education as their basic right. They perceived that the girls' education is a contributing factor in the progress and development of the country. A Study by Sales (1999) conducted in the Northern part of Pakistan also supports this finding, "the women and girls of the Northern Areas of Pakistan are putting great faith in the effects that education will have on their lives, and indeed the advent of educated, employed women is having a marked effect on the social patters of the area" (p.413).

Students' perceptions about civic education were found to be good but their deep civic sense was yet to be developed. As it was demonstrated from the students' responses that despite having the knowledge that minorities in Pakistan were not treated equally and their rights were not given to them, yet they thought only Muslims were more respectable and valuable citizens as compare to other minorities groups such as Hindus, Christian and Sikhs. They were not in favour of the minorities leaving Pakistan but a majority was still of the perception that both Muslims and Hindus could not live peacefully side by side because both had differing faith and religion. A Similar finding

was also stated by (Asir, Sultana, Noor ul Ain, & Tahira (2011) that “the Hindus received the highest average rating on negative characteristics and Muslims were highly rated on positive traits” (p.6). This demonstrated that the students’ knowledge and understanding of civic sense, rights and duties were improved in the three year period but the students were not able to implement this knowledge and understanding in their daily and practical life as Khan (2010) argues that in Pakistan, our education system is as opposed to problem solving and application. This finding matches the research findings of Dean (2005) “In Pakistani schools, students acquire knowledge and a lot of information but they do not know how to use it to take and defend positions on issues or solve problems and effective participation in the country’s democratic life” (p.48). Many other such studies have shown that Project-Based Learning (PBL) has a very positive influence on students’ learning (Blumenfeld et al., 1991).

Responses show that a deep civic sense needs to be developed in these students by which they may become participatory and responsible citizens who play a vital role in the development and progress of the society and country. They may also appreciate basic human values such as respect for diversity and pluralism in Pakistani society because literature shows that Social Studies textbooks offer a biased treatment of non-Muslims citizens in Pakistan and little is mentioned about civic participation or democratic values of freedom of speech, equality and respect for cultural diversity (Ahmed, 2004; Nayyer & Salim, 2003; & Rosser 2004). A deep civic sense can be developed if classrooms in the Pakistani context is operated sufficiently in a democratic way where students are given sufficient opportunities to make their own decisions, ask questions freely to the teachers and discuss openly with their teachers and peers on relevant social issues (Dean, 2007). Ochoa and Engle (1988) commend that if educators do not provide every opportunity for students to think for themselves and to make decisions on their own then there is little hope for developing a reasoned commitment to democratic ideals among the citizenry at large. This was suggested in research findings conducted in Pakistan by Farnandes (2003) that the content was needed to be enriched with the help of newspaper articles, bringing into the classroom the current social issues that would allow students to make connections between their learning and the real life. Similarly, Dean (2005) also suggests that there is a need for active participatory pedagogies to be employed by social studies teachers to create responsible and active citizens. Moreover, practical activities are needed to be emphasized in order to have a sense of good citizenship among the students (Hina, Ajmal, Rahman, & Jumani 2011). The content of the CAP curriculum was based on both history and current knowledge and helped cultivate the development of a holistic personality (personal, social and moral) in students. Moreover, personality traits such as self-esteem and confidence and moral values such as respect and patience were developed by the teaching content i.e. famous personalities’ lives and their contributions. The same impact was also observed in many other programs such as After-School Programs (ASPs) specifically, succeeded in improving youths’ feelings of self-confidence and self-esteem, school bonding (positive feelings and attitudes toward school), positive social behaviours, school grades and achievement test scores. They also reduced problem behaviours (e.g., aggression, noncompliance and conduct problems) and drug use (Vandell et al., 2005); Miller

(2003). Research conducted by Snyder & Flay (2010) in U.S.A. also confirms that the Positive Action program assists students and adults to gain not only the knowledge, attitudes, norms and skills that one would expect that they gain from other programs but also improves their values, self-concept, family bonding, peer selection, communication and appreciation of school and hence also as a result an improvement in academic performance and a broad range of behaviours.

This study also demonstrated that CAP teachers were well equipped with content and pedagogical knowledge, were caring and had a friendly attitude (Linguard and Keddie (2013) and appreciated and encouraged students. Ali (2011) also suggests in his research findings that to benefit from the energies and potentialities of the youth, schools in Pakistan need to empower their youth in different ways such as giving them a forum and space to express their ideas and opportunities for independent work. CAP teachers provided an opportunity to students to interact with their colleagues who were different culturally and religiously from them and used new teaching strategies such as discussion and group work which supported the development in students' skills i.e. problem solving, critical thinking, communication and leadership skills. This finding is supported by Li and Campbell (2008) who indicated that most Asians students highly valued the significance of classroom group discussions where they could interact with students from other cultures and backgrounds. However this finding is in contradiction to Dean (2005) that critical thinking is discouraged in Pakistani schools. This is also at variance with that of Kazellbash (1998) cited in Yaqoob (2010) who reports that our schools' teaching practices are producing rote memorizers who lack critical thinking and problem solving skills. It is true that teachers' instructional styles in Pakistan have changed little in the past several decades. Students are expected to memorize the questions and answers and their accurate recall is counted as an evidence of having learned the lesson (Ahmed Ali, 2000). However, the present finding seems consistent with the findings of the Passmore (1972 and Taba (1962) cited in Commeyras (1993) and Alder (2003), who argue that discussion and dialogues have long been considered central to teaching critical-thinking skills. It proved that CAP teachers who were caring and friendly, equipped with knowledge and pedagogy, were able to maintain a student centred classroom in which the students' skills were developed. Lee (1992); Elliott (1998) have also argued that teachers must pay careful attention to young people's preconceptions when seeking to encourage learning. CAP teachers provided opportunities in classroom to discuss on critical issues with critical thinking and present their solutions on them. Similar findings found by Ferfolja & Vickers (2010) which indicated that Refugee Action Support (RAS) Program, in Australian schools was effective and found that RAS enabled students to take greater control of their own learning, to realize success in completing and submitting assessments, to feel more as a part of the learning environment and to provide these young people with a space in which they felt safe to make mistakes and trial new things. The research by Sander and Mavis (2005) clearly demonstrates the significance of the teacher in fostering students' growth and academic achievement. As there is extensive evidence from a wide range of promotion, prevention and treatment interventions that youth can be taught personal and social skills such as self-awareness and self-management (e.g., self-control and self-efficacy), social

awareness and social relationships (e.g., problem-solving, conflict resolution and leadership skills) Commission on Positive Youth Development, 2005; Losel & Beelman, 2003; Greenberg et al., 2003).

CAP teachers who would work in the field through the SOT program were doing the same thing as what Koutrouba et al., (2012) emphasized in their research that teachers should assert themselves through their personality and not through the use of rule. "Teachers have to work sympathetically and consciously in order to gradually develop and establish creative, trustful and meaningful communications with their students" (p. 193). In Pakistan, the teaching of Social Studies has a focus on developing students into patriotic Pakistanis through the socialization aspect of citizenship education, which according to Kizilbash (1986) contributes towards making students obedient and passive citizens who lack critical thinking, decision-making and problem solving skills. (Cleaf, 1991). However, it was observed that such school based programs have still been able to develop social skills and basic values among diverse students.

It can be concluded by referring to the research conducted by Chapman and Harris (2010) who found that external support is another factor found to be important in improving schools in disadvantaged areas (Stoll & Myers, 1998). It is interesting that the CAP- SOT program focused on students and the classroom environment made it a bottom up initiative for change in the school by empowering students. As Gleta and Gilliam (2003) also stated "a well-planned service learning project allows students to learn and develop through active participation in a carefully planned service that is specifically developed to meet and address real community needs" (p.10).

## **CONCLUSION**

This study explored the perceptions and attitudes of Pakistan's public schools' students towards School Outreach Tour (SOT-A) project of the Citizens Archive of Pakistan (Non-Governmental Organization). The population consisted of Grade-8 students of partner public schools. This study demonstrated that the CAP-SOT program had a moderately positive impact on the partners' public schools students. The content of CAP curriculum enhanced students' knowledge and understanding about rights, responsibilities and citizenship education. It helped in developing holistic personality of students and helped them in developing certain skills. However, it was found to be less effective in developing deep civic sense. Students showed positive attitudes towards minorities in Pakistan and are of the idea that Muslims are only responsible and valuable citizens of the country. Interestingly, they also had positive perception about the Pakistan as the state of all Muslims and minorities, Therefore they believe that no one has a sole right to live within it but both. Thus, this study has serious implications for policy and practice for CAP partner schools. Four major themes and our findings show that such programs can be beneficial in order to develop a deep civic sense and skills in students. This suggests that policy makers and curriculum developers can make vital changes in the society by introducing the Citizenship Education as a fulltime subject in the schools through which students' attitudes and skills may be developed further. This further suggests that Private-Public partnership, Programs and projects of NGOs must

be encouraged and promoted to impart social values, skills and fresh knowledge in students studying at public schools system in Pakistan.

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#### **Turkish Abstract**

##### **Pakistan Vatandaşlarına Yapılan Okul Sosyal Yardım Programının Öğrencilerin Algıları ve Tutumları Üzerindeki Etkisi**

Bu çalışma Pakistan vatandaşlarına yönelik yapılan kar amacı gütmeyen projelerden biri olan Okul Sosyal Yardım Programının (SOT-A) etkilerini ve sekizinci sınıf öğrencileri üzerindeki algı ve tutumlarını incelemektedir. Bu çalışmanın örnekleme CAP devlet okullarından uygun örnekleme yöntemiyle seçilmiş (n=139) sekizinci sınıf öğrencilerinden oluşmaktadır. Veriler 26 maddeden oluşan anket aracıyla toplanmış; katılımcılardan 5'li Likert tipi ölçme aracı ile cevap istenmiştir. Veriler SPSS programı kullanılarak analiz edilmiştir. Maddelerin olasılık ve frekans değerleri için non-parametrik Ki-Kare testi uygulanmıştır. Sonuçlar CAP devlet okulu öğrencilerinin Okul Sosyal Yardım Programı (SOT-A) ile ilgili olarak kısmen olumlu tutum ve algıya sahip olduklarını göstermiştir. CAP programı içeriğine göre öğrenciler vatandaşlık görevleri ve hakları ile ilgili bilgi ve görüşe sahip olmuş; vatandaşlık eğitimi almıştır. Böylece olumlu bütüncül bir kişilik etkisi ve beceri gelişimi yaratılmıştır. Bununla beraber derin bir yurttaşlık hissi oluşturmada daha az etkili olduğu görülmüştür. Çalışma CAP okulları için ciddi bir uygulama özelliğine sahiptir.

Anahtar Kelimeler: algı, tutum, devlet okulu, okul sosyal yardım programı, okulun etkisi

#### **French Abstract**

##### **Impact du Programme de Tour de Travail Social de Proximité Scolaire des Archives de Citoyens du Pakistan sur les Perceptions d'Étudiants et Attitudes**

Ce papier examine l'impact de Tour de Travail social de proximité Scolaire (SOTA) programment un des projets des Archives de Citoyens du Pakistan (CAP), une organisation à but non lucratif sur les perceptions et les attitudes de Niveau 8 Étudiants des écoles des partenaires. L'échantillon dans cette étude consiste en étudiants (n=139) en Catégorie 8, choisi par l'échantillonnage de commodité des écoles publiques de cinq partenaires. Les données ont été rassemblées au moyen d'un auto-construit ' l'Outil d'Enquête consistant de 26 articles par lesquels on a demandé aux participants de répondre l'utilisation du cinq point Likert l'Échelle. Les données rassemblées ont été analysées utilisant le Paquet Statistique pour des Sciences sociales (SPSS). Le test de Place(Carré) de Chi-Nonparamétrique était l'éventualité appliquée pour et la fréquence des articles. Les résultats ont montré que les étudiants d'écoles des partenaires de CAP avaient généralement l'attitude modérément favorable et la perception vers le programme de SOTA. Le contenu du programme d'études de CAP a amélioré la connaissance des étudiants et comprenant



de l'éducation de citoyenneté et des droits et obligations. Il avait créé un impact positif sur la personnalité holistique et dans le développement de compétences. Cependant, cela révèle être moins efficace dans le développement d'un sens civique profond. L'étude a des implications sérieuses pour la politique et la pratique pour les écoles de partenaires de la cap.

Mots Clés: la perception, l'attitude, l'école publique, l'école dépasse le programme de tour, l'impact d'école

#### Arabic Abstract

##### تأثير برنامج جولة التوعية المدرسية للمواطنين الأرشيف باكستان على تصورات الطلاب والمواقف

وتبحث هذه الورقة تأثير برنامج جولة التوعية المدرسية (SOT-A) واحدا من المشاريع من الأرشيف مواطني باكستان (CAP)، وهي منظمة غير هادفة للربح على التصورات والمواقف طلاب المستوى 8 لمدارس الشركاء. العينة في هذه الدراسة تتكون من (n=139) طالبا وطالبة من المستوى 8، تم اختيارهم عن طريق اخذ عينات من الراحة من خمسة مدارس الشركاء العامة. تم جمع البيانات عن طريق "Survey Tool" بتشيدها تتألف من 26 بندا تم من خلالها طلب من المشاركين للرد باستخدام five point Likert Scale. وقد تم تحليل البيانات التي تم جمعها باستخدام الحزم الإحصائية للعلوم الاجتماعية (SPSS). تم تطبيق اختبار Nonparametric Chi- Square للطوارئ وتردد من البنود. وأظهرت النتائج أن طلاب مدارس الشركاء CAP زيارتها عموما موقف إيجابي باعتدال والإدراك تجاه البرنامج SOT-A. محتوى المنهج CAP تعزيز معرفة الطلاب والتفاهم حول الحقوق والواجبات والتربية للمواطنة. وقد خلق تأثير إيجابي على شخصية شامل وتنمية المهارات. ومع ذلك، تبين أن تكون أقل فعالية في تنمية الحس المدني عميق. الدراسة لها تداعيات خطيرة على سياسات وممارسات لمدارس الشركاء السياسة الزراعية المشتركة.

الكلمات الرئيسية: التصور، والموقف، في المدارس العامة والمدارس برنامج جولة التوعية، وتأثير المدرسة

#### German Abstract

##### Auswirkungen der Schule Outreach Tour Programm der Bürger Archiv von Pakistan auf Studenten Wahrnehmungen und Einstellungen

Dieses Papier untersucht die Auswirkungen der Schule Outreach Tour (SOT-A) -Programm eines der Projekte des Bürgerarchivs von Pakistan (BAP), einer Non-Profit-Organisation über die Wahrnehmungen und Einstellungen der Grade-8 Schüler von Partnerschulen. Die Stichprobe in dieser Studie besteht aus (n = 139) Schüler der Klasse-8, ausgewählt durch Bequemlichkeit Stichproben von fünf Partnern öffentlichen Schulen. Die Daten wurden mittels eines selbst konstruierten "Survey-Tools" gesammelt, das aus 26 Items bestand, durch die die Teilnehmer mit der fünf Punkt-Likert-Skala gefragt wurden. Die gesammelten Daten wurden mittels Statistical Package for Social Science (SPSS) analysiert. Nonparametric Chi- Square Test wurde für Kontingenz und Häufigkeit der Elemente angewendet. Die Ergebnisse zeigten, dass die Schülerinnen und Schüler der CAP-Partner in der Regel mäßig positive Einstellung und Wahrnehmung gegenüber dem SOT-A-Programm hatten. Der Inhalt des CAP-Curriculums verstärkte das Wissen und das Verständnis der Schüler über Rechte und Pflichten und die Staatsbürgerschaftsbildung. Sie hatte einen positiven Einfluss auf die ganzheitliche Persönlichkeit und die Qualifikationsentwicklung. Es wurde jedoch festgestellt, dass es weniger effektiv ist, einen tiefen bürgerlichen Sinn zu entwickeln. Die Studie hat gravierende Auswirkungen auf die Politik und Praxis der Partnerschulen der GAP.

Schlüsselwörter: wahrnehmung, haltung, öffentliche schule, schule outreach tour-programm, auswirkungen der schule

**Malaysian Abstract****Kesan Program *Tour School Outreach* Warga Arkib Pakistan Ke Atas Persepsi dan Sikap Pelajar**

Karya ini mengkaji kesan program *School Outreach Tour* (SOT-A) salah satu projek daripada Arkib Warga Pakistan (CAP), sebuah pertubuhan bukan keuntungan ke atas persepsi dan sikap pelajar Grade-8. Sampel dalam kajian ini terdiri daripada (n = 139) Pelajar Gred-8, yang dipilih melalui persampelan mudah daripada sekolah-sekolah awam lima rakan kongsi. Data dikumpulkan dengan menggunakan suatu 'Alat Survey' yang dibina sendiri yang terdiri daripada 26 item di mana para peserta telah diminta untuk bertindak balas dengan menggunakan lima mata Likert Scale. Data yang diperolehi dianalisis dengan menggunakan *Statistical Package for Social Science* (SPSS). Ujian bukan parameter *Chi-Square* telah digunakan untuk ramalan dan kekerapan item. Hasil kajian menunjukkan bahawa pelajar sekolah rakan kongsi CAP 'umumnya mempunyai sikap yang sederhana baik dan persepsi terhadap SOT-A program ini. Kandungan kurikulum CAP yang dipertingkatkan pengetahuan dan kefahaman pelajar tentang hak-hak dan kewajipan dan pendidikan kewarganegaraan. Ia telah mewujudkan kesan positif ke atas personaliti holistik dan dalam pembangunan kemahiran. Walau bagaimanapun, ia didapati kurang berkesan dalam membangunkan rasa sivik yang mendalam. Kajian ini mempunyai implikasi yang serius bagi dasar dan amalan untuk rakan sekolah CAP.

Kata Kunci: persepsi, sikap, sekolah awam, program *Tour School Outreach*, kesan sekolah

**Russian Abstract****Влияние из Школа Тур Аутрич Программы из Граждан Пакистана на Студентов Восприятия и Отношения**

В данной статье рассматривается влияние Школы Аутрич Тур (SOT-A) программа, один из проектов Граждан Архива Пакистана (CAP), некоммерческая организация на восприятие и отношение Ранга-8 учащихся школ-партнеров. Образец в данном исследовании, состоит из (n = 139) студентов Grade-8, отобранных проб удобства из государственных школ пяти партнеров. Данные были собраны посредством сам-возведенных "Survey Tool" состоящий из 26 пунктов через которые участникам было предложено ответить с помощью пяти точек Шкала Лайкерта. Собранные данные были проанализированы с использованием Статистического Пакета для Социальных Наук (SPSS). Непараметрический тест хи-квадрат был применен для непредвиденных обстоятельств и частоты пунктов. Результаты показали, что студенты школы CAP партнеров как правило имел умеренно благоприятное отношение и восприятие к SOT-A программе. Содержание CAP учебной программы усиливается знаний студентов и понимание прав и обязанности и гражданское образование. Оно создало позитивное влияние на холистический личности и развитие навыков. Однако, было установлено, менее эффективно в разработке глубокого чувства гражданского. Исследование имеет серьезные последствия для политики и практики для партнеров школ из CAP.

Ключевые Слова: восприятие, отношение, государственная школа, школа аутрич программу тура, влияние школы