

A Study on the Role of Educational Institutions in Promoting the Education and Citizenship through Multiculturalism at Secondary Level in Quetta City

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Different cultures comprise specific experience; knowledge; beliefs and values, which shapes the attitude of the people, Because of which people of different cultures show different attitudes. Schools are the assembly of different cultures exist in a country, love and respect for the other cultures resulted in a stable society and also help the students to learn more, through other cultures. This study was going to investigate the role of multiculturalism in enhancing the teaching-learning process and citizenship in the students, whether there are any barriers to use the multicultural environment as an effective tool for developing citizenship and how multicultural environment can be used as an agent in enhancing the teaching-learning process and good citizenship. Data was collected through survey questionnaire and observations. The major findings of this research study signpost the practices of the annual functions in the form of cultural shows, historical and cultural stories, debate competition on current issues, tableau shows for important events etc. Schools also organize the sports week. But no efforts were made to encourage all the students to participate in such activities. Only fewest and almost the same students participate in such activities, even teachers feel fear to give a chance to any new student to participate.

Keywords: *educational institutions, education, citizenship, multiculturalism, secondary level*

Introduction

A country' nation is comprised of different cultures. Problems of adjustment arise if different citizens from different cultures do not respect each other's values. Educational institutions are the place where the children belonging to different cultures become closer to each other. Educational institutions show the rich diversity of the cultures. Students spend much of their time in schools, they interact with each other during performing different curricular and co-curricular activities. This interaction develops respect and love among the students belong to different cultures. They learn the humanity, which is beyond any religious and cultural differences.

Multicultural Environment

Multicultural learning environment explores the perspectives, which are

reflected in our diverse world. Multicultural learning environment recognizes the abilities, age, class, gender, religious, race and social identities, which communicate all dimensions of the knowledge. (Ilene and Carol., 2008). The National Association for Multicultural Education (1990) describes the multicultural education as a philosophical concept, built on the ideals of the freedom, justice, equality and human dignity, which prepare the students for their responsibilities in an independent world. It also shapes the students' attitudes necessary for a democratic society. Educational institutions may be the cradle of the democracy if they use and handle the cultural differences with care. This research study was conducted to analyze whether the schools in the Quetta city are playing their role in creating the respect

and love for different cultures among the students, which is an essential element for a stable society. This study also tried to find out the barriers in using the multicultural environment as an effective tool for improving education and developing citizenship and suggested the remedies to use multicultural environment of schools as an agent of enhancing the teaching-learning process and good citizenship.

Objectives

The following objectives were formulated to analyze the above-stated issues:

1. To find out the role of secondary schools in improving the learning by creating love and respect for different cultures.
2. To investigate the barriers to using the multicultural environment as an effective tool for enhancing learning and developing citizenship.
3. To explore the ways of using multicultural environment of schools as an agent of enhancing learning and good citizenship.

Research Questions

Following research questions were developed to achieve the objectives of this research study:

1. Do schools are playing their roles in improving learning through inculcating love and respect for the different cultures in the students?
2. Do schools are facing any problem in using the multicultural environment as an effective tool for improving education and developing citizenship?
3. How can multicultural environment be used to enhance teaching-learning process and good citizenship?

Literature Review

What Do Culture Means. Culture represents a particular group of people who exhibit the same characteristics and knowledge about religion, language, social activities, art, and music, etc. (Live Sciences, 2015).

Multiculturalism and Education. Multicultural education becomes an

important debate in the 21st century (Banks and Banks, 2001). Multicultural education may be helpful in bridging the gap because of the race, ethnicity, gender and class differences by shaping the attitudes of the students in a way that they like and adopt goods of other cultures and become active citizens in a democratic society (Valdez et al. 1999).

Multicultural Education It is the form of education in which histories, beliefs, values, texts, experiences, and perspectives of different cultures are incorporated and efforts are made to make these elements understandable for the students (Glossary of education reform, 2013).

Multicultural Classrooms Multicultural classrooms comprised of students belong to different cultures. Multicultural classrooms compose a wide range of experiences, insights and perspectives, knowledge and learning, etc. (Dalglish, 2002). The objectives of multicultural classroom are to make the students active participant of the modern world (Sadker and Sadker, 2002), enable the students to create a democratic society (James Banks, 2001), encourage the students to view the people as a unique part of the whole community (Sparks and Verner, 1995). The moving force for multicultural classrooms are the teachers (Banister and Mahe, 1998).

Issue and Ways to Manage Multicultural Classrooms Conflicts may raise in multicultural classrooms, teacher as moving force of classrooms must be aware of the techniques to overcome these conflicts (Campbell, 1996). The following techniques may be helpful to get benefits from multicultural classrooms.

- Text should be related to the cultural values (Aurdia, 2000).
- Give a chance to the students to discover the connections and differences through arguments, when conflicts arise (Campbell, 1996).
- Help the students in examining and identifying their own cultural

backgrounds and its relation with the other cultures (James Banks, 2001).

- The teacher must be aware of all cultures of their community to avoid any sensitivity and issues in a multicultural classroom (UNESCO, 2001).
- Teachers must respect the characteristics of different cultures and provide the students' opportunities of the interaction with the students of different cultures and support them in acquiring the knowledge and getting the benefits through the cultural experiences (David,1986)
- Provoke the different questions to the students to enable them to think critically (King, 2000).
- Teachers must be capable, to understand the students' learning needs for enhancing the learning (Ilene and Carol, 2008).

Methods

Mixed method approach was used to conduct this research study. A survey questionnaire (5-point Likert scale) was developed. Observations of the curricular and co-curricular activities were also done.

Population

All secondary schools of Quetta city were taken as a population.

Sample

The stratified sampling technique was used to select the sample. At first stage, 10 girls and 10 boys schools were selected through

simple random technique. At second stage 04 sections of 9th and 10th grades were selected from each of the sample schools. At third stage 10 teachers, teaching those sections were selected through purposive sampling technique. (N # 200).

Data Collection Tools

1. A survey questionnaire was developed after the thorough analysis of the literature. Survey questionnaire assists in collecting the information from the teachers, about the curricular and co-curricular practices and difficulties in using multicultural environment. Survey questionnaire also collect the information about the barriers in relating practices with the cultural background of the students.
2. An Observation checklist was developed to observe the curricular, co-curricular practices and barriers in using the multicultural environment for enhancing the teaching-learning process and developing citizenship qualities in the students.

Data Analysis

Data collected through survey questionnaire and observations were entered into SPSS. Collected data were analyzed through independent sample t-test. A comparison was done between the observations and self-reporting data of the respondents. Tabulation of the analysis is as under:

Table: 1

Comparison of the observations and the teachers' responses on the survey questionnaire regarding curricular, co-curricular practices and barriers in using multicultural aspect in educational institutions.

| | M | N | SD | t | df | Sig. |
|---|------|-----|-------|---------|-----|------|
| Observations of the curricular Practices | 2.37 | 200 | 0.315 | | | |
| Teachers' responses about the use of curricular practices | 3.14 | 200 | 0.327 | -10.262 | 199 | .000 |
| Observations of the co-curricular practices | 1.99 | 200 | 0.309 | | | |
| Teachers' responses about the use of co-curricular practices | 2.45 | 200 | 0.509 | -4.941 | 199 | .000 |
| Observations of the barriers in using the multicultural aspect. | 3.44 | 200 | 0.494 | | | |
| Teachers' responses about the barriers in using the multicultural aspect. | 3.17 | 200 | 0.296 | 3.003 | 199 | .005 |

Above table indicates that there were significant differences in self - reported data by the teachers and the observations of curricular practices, [t (199), $p < .001$], co-curricular practices [t (199), $p < .001$] and the barriers in using the multicultural aspect [t (199), $p = .005$].

Results and Discussions

Survey result indicates that teachers engaged the students in co-curricular activities, students are offered to participate in different types of co-curricular activities, a very few number of the students take interest in participating the co-curricular activities. Survey also highlighted that the majority of the co-curricular activities, arranged by the schools were football, cricket, cultural shows, and debates on national days and tableau for a moral lesson. About curricular practices, the results of the survey indicate that the teachers use textbook reading and explaining the text on the blackboard, a very often they use question-answer method and discussion method in their teaching.

Survey results highlighted the barrier in using multicultural aspects, shortage of time, lengthy curriculum, difficult curriculum, poor educational experiences of the students and the teachers, lack of awareness about new interactive pedagogies, extra workload of the teachers, as teachers were engaged in teaching, managing timetables, record files, arranging co-curricular programs etc.

Results show that teachers were thinking that they provide the opportunities to the students to take part in the games and different types of school programs, but the observations show that the students were provided with the opportunities to play together during the sports week just. Some of the students were the member of the sports team, but not all of the students.

Furthermore, some functions are arranged on an annual basis in the schools, e.g. dramas, national events celebrations,

debate competition. These annual functions emphasized the diversity of the cultures. But again a few no. of students participate in these functions.

Results also indicate that the most of the classroom practices do not use the multicultural environment as a tool for learning or developing the qualities of citizenship in the students. While teachers were thinking that they use the multicultural environment by engaging the students in group discussions and science laboratory works.

But the observations highlight that the fewest number of practices, e.g. group discussion and practical in science labs provide the opportunities to the students to work together in a co-operative environment, but again, these practices are occurring too little so that can't enough to shape the behavior of the student as good citizens and create love for other cultures, as this interaction time is not enough to understand other's cultural perspectives.

Following barriers were found during this research study:

1. The major barrier found that teachers do not aware of interactive pedagogies. Results showed that teachers think that formative assessment questions are interactive pedagogy; because students are engaged in this activity. Moreover, they do not know how to use different interactive pedagogies.
2. The lengthy curriculum also a hurdle in creating an interactive classroom environment. Teachers try to complete the lengthy curriculum in a minimum time through the maximum use of lecture method
3. Shortage of time was also a barrier to developing multicultural groups in the classroom for group discussion or projects.
4. Fewest co-curricular activities in the schools were also a barrier in using the multicultural environment as a tool for developing citizenship qualities among the students.

5. The attitude of the teachers and the students to organize and participate in co-curricular activities was also appearing as a barrier in developing the conducive environment for the interaction of students belonging to the different cultures.

Recommendations

On the account of the results and findings following recommendations should be implemented for using the multiculturalism aspects in enhancing the citizenship in the students.

Interactive Pedagogies

Interactive pedagogies provide the opportunities for the interaction to the students. If students are engaged in different interactive activities, for example, group discussions, group projects, jigsaw teaching style, think pair share, three-step interview, etc. they will get benefits through cultural' experiential backgrounds of their peers. These interactions prepared the students to select the best idea, irrespective of the cultural differences. So this multicultural aspect of the environment will support in enhancing their educational experiences, developing co-operative attitudes, creating love and respects for other cultures. Ultimately, all these qualities will support the students to become a good citizen in the future.

Space/Provisions in the Curriculum

Our normal classroom practices are that teachers are burdened with the communication of lengthy curriculum and students are burdened with memorization of huge information. There is no space to engage the students in the interactive teaching-learning process. All school activities encircled the curriculum completion. So there must be space in the curriculum for using interactive pedagogies. The curriculum should be precise and specified, just focused on useful and applicable information rather than large contextual information.

Engaging the Students in Community Work

Community work is the excellent source for learning the lessons of humanity and bridging up the gap between different cultures. So students must be engaged in any community work, e.g. providing gifts to the poor children by collecting funds, taught basic education at least 01 poor children, cleaning the streets around their schools, planting in and outside the schools, visits to hospitals for providing healthy food to the patients, etc. community tasks should be provided in groups and must be guided and do in the presence of a teacher.

Innovative Assessment System

In our educational institutions, promotion in the next class only depends upon the written examination of the learned concepts. Because of which students spend their most of the time in memorization of the learned information. They avoid participating in different co-curricular activities. If assessment system also gives the wattage to the co-curricular activities in and outside the classrooms, students will actively participate and enjoy such activities.

Make it Compulsory to Participate in any One Annual function

Participation at least in 01 annual functions, support or games make compulsory for each student. Ask the students to choose any co-curricular activity according to their area of interest. This participation will enable the students to learn and appreciate the different cultural values.

Trained the Teachers to Use Multicultural Aspect of their Classrooms

There is a greater need for training of teachers to know how to use the interactive pedagogies and get maximum benefits in the minimum time span. When teachers are trained in this regard, they will feel easy to create an interactive environment in the class and also come to know how to remove the misconceptions in the mind of the student about different cultures and they also become able to create love and

respect for all different cultures. If students learn to respect and values of all cultures, become an active and disciplined citizen in the future and will prove his/herself as a source of stable society. A stable society is the sign of developments in a country.

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