IMPLEMENTATION OF SINGLE NATIONAL CURRICULUM 2020 DEMOCRATIC VALUES PRACTICES AT ELEMENTARY SCHOOLS LEVEL IN PUNJAB

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Abstract

The current study was designed to analyze Single National Curriculum (SNC) 2020 to determine teachers' democratic values practices at the elementary level in Punjab. The study was descriptive and survey design was used to explore democratic values. The sample of 300 respondents was selected through a simple random sampling technique from Lahore Punjab. The self-constructed questionnaire for students on teachers' democratic values practices was employed to collect data from 6th, and 7th grade students to reveal teachers' democratic values practices in the classrooms. The reliability was confirmed by calculating Cronbach's Alpha scores; .889. The collected data were analyzed employing mean, standard deviation, and independent samples t-tests were used to explore difference among teachers gender. The results of the study showed that teachers were more used to explanatory practices and critical thinking practices were less in practice. Findings further revealed a significant difference between teachers' democratic values practices in terms of teachers' gender and the school's locality. Male teachers were practicing more democratic practices as compared to female teachers and teachers working in urban schools were practicing more democratic practices as compared to teachers teaching in rural schools. Findings further revealed significant differences between teachers' democratic values practices teaching in 6th, 7th, and 8th grades. It is recommended that teachers may provide a democratic environment for learners to practice democratic values through explanatory, participatory, and critical thinking practices. Teachers' training institutions develop curriculum based modules on democratic values provided in the SNC of English and History content to enhance democratic values practices.

Keywords: *Analysis of single national curriculum, democratic values, elementary schools level*

INTRODUCTION

The curriculum is a written document provided by the state to run educational institutions for guiding educational stakeholders in the teaching-learning process. A curriculum is a plan for learning to attain desired educational outcomes (Null, 2011), learners' experiences, field of study, subject matter, and set of materials dealing with people (Oliva, 2018; Ornstein & Hunkins, 2016). The primary elements of the curriculum are objectives, content, teaching methods, and evaluation. Democratic values are stated in the curriculum and planned for implementation in classrooms to prepare learners to participate as productive citizens in the development of society (Gibson & Levine, 2003; Parker, 2008). Single National Curriculum Document 2020 is implemented in Punjab of Pakistan to reduce diversity.

Single National Curriculum (SNC) 2022 was developed to provide unifying and standardizing curricula across the country to eliminate discrimination in society and provide equal access to all learners. The SNC 2020 promotes a sense of national unity and shared values. It fosters a cohesive society rooted in common morals and ethos. The SNC seeks to bridge disparities among public, and private schools and deni-madaris institutions in the country. The SNC 2020 document is a dynamic source focusing on the changing needs of

society gives awareness to students about a sense of participation in school activities and provides opportunities to implement democratic knowledge, skills, values, and attitudes in community affairs (Government of Pakistan, 2022). The SNC was revised to prove a standardized curriculum including new trends like democratic values to enable learners to participate as active citizens in the democratic society.

Democracy education plays a crucial role in instilling democratic values among students, fostering a culture of active citizenship, and preparing individuals to engage meaningfully in democratic processes. The democratic curriculum develops skills and competencies in citizens to enable students as active participants in a democratic society. Curriculum plays an essential role in the transmission of democratic values to the future generation (Brough, 2012; Hopkins, 2014; Kaymakcı & Akdeniz, 2018). Dundar (2013) described that it is true to say that democracy is an expression of a belief, which is based on logic. The literature emphasizes the necessity of integrating democratic values into educational curricula at all levels, highlighting the collaborative efforts of educators, students, and school leaders in this endeavor. Today learning democracy in school is linked to the current challenges and crises present in the system that government and citizens are ill-prepared. Political scientists have identified serious threats to the foundations and basics of democratic systems in terms of the financial system that determines the social and economic experience and the political disappointment globally. Learning democracy is not a single task with a defined outcome. Rather, it consists of a variety of diverse interconnected tasks: (a) learning about democracy in order to become a knowing and conscious democratic person in social and political choice and decision in the future (b) learning through democracy by participating in a democratic community for acquiring sustainable democratic habits (c) learning for democracy, includes participation and cooperation in local, national and international contexts in the development of democratic forms of life (Edelstein, 2011).

Democratic values practices create a democratic culture and give freedom of expression to students' ideas in the classrooms. The democratic practices integrate the values of democracy that enable students to actively participate in the teaching-learning process (Ersoy, 2014; Marri, 2005; Pohan, 2003). Democratic practices create a democratic and justice-oriented learning environment where learners' differences are respected and conflicts are resolved through democratic ways (Ehrhardt et al., 2016; Moswela, 2010; Tomul et al., 2012). Democratic values practices designed by teachers in the classrooms were; explanatory practices, participatory practices, exploratory practices, and critical thinking practices (Larreamendy-Joerns & Muñoz, 2010; Stecher et al., 2006). *Explanatory practices* are methods used to comprehend why and how a phenomenon occurs. Teachers are concerned with providing information in a meaningful way to clarify the concepts among the students (Stecher et al., 2006). Teachers provide democratic values through explanatory practices to introduce concepts, and processes and focus students' attention towards explaining current affairs, the political system, and the performance of government (Carr et al., 2005; Straume, 2016). *Participatory practices* improve communication skills that enable students to work together for the well-being of society (Parveen et al., 2017). Teachers used participatory practices through dialogues, discussions, reflective practices, and debates to encourage students' freedom of expression, sharing of ideas, and conceptual understanding. Teachers organize cooperative activities to work together and participate in cultural activities that contribute to democratic skills, dispositions, and values practices (Crowe & Wilen, 2003; Johnson & Johnson, 2009). *Exploratory practices* are related to new concepts. Exploratory practices stimulate students' interest in collecting information and exploring realities through personal involvement in community affairs. Teachers use exploratory practices to enhance students' interpersonal abilities, and understanding levels about creating, reflecting, and exploring realities (Bickmore & Parker, 2014). Teachers provide equal opportunities for

participation students in classroom decisions and solve problems to develop their social responsibility. They learn to handle social actions and problems beyond school and the classroom (Ersoy, 2014; Pryor, 2004). Teachers design classroom rules in cooperation with students and give them opportunities for self-evaluation. *Critical thinking practices* are used for developing higher-order thinking, through analyzing, synthesizing, and evaluating information to solve problems related to personal, social, economic, political and citizenship matters to democratic life (Caymaz, 2008; Lim, 2011; Pinto & Portelli, 2008). One significant area of exploration in the curriculum is democratic values, as the decline in democratic attitudes among teachers and students, highlights that democratic values are taught and are less naturally possessed (Kula & Aytaç, 2022).

Statement of the Problem

Democratic values are transformed through classroom practices among learners. There is less emphasis on including democratic values in SNC and classroom practices In Pakistan. Major sources of democratic values for learners are curriculum, textbooks, school environment, and society. Textbooks developed based on the curriculum are less concentrated on democratic values and critical thinking content. Students have less ability in decision-making, problem-solving, critical thinking, and participation in community affairs as democratic citizens. The development of democratic values is important for students to live in a democratic society and nature stated in curricula of English and History. Students are taught and practiced democratic values as a way of life to flourish democracy in society. Necessary values are essential to build a democratic society and strengthen democracy because these values cannot be developed automatically in children. There is a dire need to frame a study to analyze the democratic values and practices of teachers working in public sector elementary schools in Punjab.

Objectives of the Study

The major objectives of the study were to;

1. Find out the democratic values practices of teachers teaching in 6th, 7th, and 8th grades at the elementary school level.
2. Determine the democratic values practices of teachers by their gender teaching in 6th, 7th, and 8th grades at the elementary school level.
3. Measure the democratic values practices of teachers by their locality teaching in 6th, 7th, and 8th grades at the elementary school level.

LITERATURE REVIEW

The current study literature review deals with a single national curriculum, teachers' democratic values practices, and precious studies designs regarding teachers' democratic values practices. The twenty-first century has witnessed increasing frustration with existing democratic institutions and processes as well as the development of alternatives to representative democracy (Harris, 2007). The world is changing drastically and democracy is a universal strand. The claim is based on human universal rights and standards. Progressivism and Reconstructionism educational movements encountered conventional social forces in schooling. The interpretation of Dewey's work, of neo- pragmatism called the pragmatic Renaissance evolved for democracy and education. Dewey reported democracy as an ethical ideal related to individual moral ideals and self-realization. Democracy is a normative concept to understand people's experiences (Wahlström, 2020). Democracy is related to human rights, responsibilities, accountability, justice, experiences of inquiry, and reflection about knowledge of things as citizens of democratic states (Levinson, 2011). The concept of democracy is the idea of government by the people for the people. Democracy rests on the idea that citizens have certain rights and freedoms such as the right to free expression and to freely association voluntarily with others (Hahn, 2003). Democracy is defined as the attitude

of people with self-determination who is daring enough to act against every problem they meet with. This secured with education and education protected with democracy (Dundar, 2013).

Democratic education is the process of educating individuals following democratic values, rules, and responsibilities to make them active citizens. It is based on the constructivist philosophy of education values play a role in the personal, social, and moral development of students (Apple, 2014; Sünker, 2007). Personal development focuses on developing a sense of responsibility, critical thinking, and self-control, Social development focuses on developing the habit of working with collaboration, respect for cultural diversity, opinions of people, and gender differences (Beane, 2005; Knight, 2001; Vinterek, 2010). Democratic values are learned through experiences practicing them in classrooms rather than inherited them (Sabia, 2012). Democratic education prepares students to take part in a democratic way of life (Audigier, 2000). Democratic education develops the ability and enhances students' knowledge skills and attitudes to take part in a democratic way of life (Delanty, 2003; Carleheden, 2006). DE develops listening communication skills, collaboration, equality, self-expression, participation in social services, participatory decision-making skills, and the ability to protect own rights of learners (Callan, 2004; Kubow & Kinney, 2000). Democratic education develops abilities of self-discipline, cooperation, honesty, and social awareness, and eventually become democratic citizens (Woods, 2005). Bernstein (2000) highlighted two features of creative democracy a) situated creativity and b) recreating democracy. Situated creativity highlights that democratic individuals are creative individuals who are willing to deal with new social situations in imaginative and intelligent ways. Recreating democracy entails handling risks and uncertainty in a world in ways that engage people rather than making them excluded from the world. The situated creativity perspectives help acknowledges the subjective, societal, and interactive aspects of democracy. Recreating democracy is related to society (Wahlström, 2020).

Democratic Education Dimensions

Democratic education is an umbrella concept that mainly includes global citizenship education, civic education, human rights education, peace education, global citizenship education, and values education to promote democratic education. *Global citizenship education* includes citizenship education and global citizenship education aspects. Citizenship education is the process of educating learners about their rights, responsibilities, and roles as citizens within a society. *Global Citizenship Education* is an educational framework designed to foster a sense of shared responsibility and understanding among people across the world. It encourages learners to recognize their role globally and to engage in building a peaceful and sustainable world. *Civic education* is the process of teaching learners about their rights, responsibilities, and roles within a society to play active participation roles in civic life. Civic skills are abilities to analyze problem, critical thinking, and resolve conflicts among citizens. Civic dispositions include tolerance, justice, equality, willingness, and negotiation to live in a democratic society (Smith et al., 2002; Torney-Purta et al., 2002). *Human rights education (HRE)* is the process of teaching and learning about the principles, values, and rules that support human rights. Its objective is to enable learners with knowledge of their rights and the rights of others to promote respect, tolerance, and equality, and inspire participation in society. The aims of HRE include knowledge and awareness, skills development, attitudinal change, and empowerment for action of citizens (Ben-Peretz, Brown, & Moon, 2004). Human rights education is an important part of democratic education in educating citizens about their fundamental rights. Human rights education provides the basis for a democratic society (Çayır, 2002; Zembylas, 2011). *Values education* is the process of teaching and learning about principles, and ethical standards that guide behavior and decisions. The VE focuses on developing students' moral, civic, and social values, directing to foster respect,

responsibility, honesty, empathy, and citizenship. Values education takes place both explicitly through curricula, and implicitly, through the school's culture, and policies in a country. Values education prepares learners with attitudes, behaviors, and values that are essential for living in harmony in society as a citizen. VE provides independence to thoughts and actions, the capacity for value-based decision-making, and sensitivity and feelings to others' well-being (Lovat, 2011; Sim & Ho, 2010). VE enables learners to experience respect, and confidence to participate in learning activities to develop creativity and responsive toward democratic society (Hawkes, 2008). *Peace education* is a teaching-learning approach that aims to nurture a culture of peace by promoting attitudes, behaviors, and values that enhance tolerance, cooperation, and respect for diversity in a peaceful society. Essential elements of peace education include conflict resolution, cultural awareness, human rights, environmental protection, and critical thinking among learners. Peace education prepares to promote a culture of peace through collective responsibilities, shared vision, cooperation, open-mindedness, and tolerance core for democratic societies (Brown & Morgan, 2009; Johnson & Johnson, 2009; Tidwell, 2004). Peace education focuses on cooperation, teamwork, acceptance of diversity, honesty in social and political behaviors, and respecting democratic values (Page, 2004; Tulgar, 2017; Yousuf et al., 2010).

Democratic values and Curricula

Values are guiding principles based on certain standards to lead daily life activities regarding attitudes and behaviors toward the community (Halstead & Tayler, 2000). Democratic values are considered an individual's rights that are connected with free and civilized citizens (Steven & Robin, 2012). Certain core values form the fundamental beliefs and constitutional principles of democratic societies; liberty, equality, and justice representing democratic political systems. Democratic countries treasure individual freedom. The exact balance between social and individual values in a democracy is always a matter of philosophical debate (Gafoor, 2015). Democratic values revolve around human rights, responsibilities, collaboration, the rule of law, respect for life, cultural diversity, unity, equality, harmony, shared decision-making, accountability, peace, patriotism, gender equality, justice, freedom of speech, respect for differences, Sustainability, and sense of involvement in community affairs (Dundar, 2013; Gafoor, 2015; Johnson & Johnson, 2009). Responsibility, rights, and duties in a society based on freedom and democracy. The inclusion of democratic values into educational curricula has been a pivotal point of study since the twentieth century, reflecting the growing role of democratic values in the active engagement of citizens. Literature highlights various dimensions of how curricula can promote democratic values across different educational contexts. The studies claimed that when students experience intrinsic value in their curriculum and receive adequate teacher guidance, they are more likely to engage meaningfully with democratic principles (Coopmans, 2023). School is an important place where younger has their first experiences with democratic principles, such as negotiating and cooperating. They observe daily routines activities students' rights and interests in school (Eckstein & Noack, 2014). The inculcation of democratic values is effectively enacted through school subjects. The capacity of schooling to reduce disparity in society is a common topic of debate in countries around the world. The government reforms the curriculum to address inequality to improve national productivity and social well-being. Current approaches to curriculum reform emphasize the importance of redefining rigorous standards for the relevance of student learning outcomes (Fenwick, 2011). The integration of democratic values into educational curricula has been a focal point of research since the early 2000s, reflecting the growing recognition of the role education plays in fostering active citizenship and democratic engagement. Curricula designers stress that discourse and debate are essential components of citizenship education, suggesting that citizenship should be enacted rather than merely taught (Rapanta et al., 2020). The discourse adjacent to

democratic values has gained attention in recent years, particularly in the context of societal integration governance, and education.

Classroom Democratic values practices

The school is a learning place where teachers organize various learning strategies. Teachers as change agents to thrive in democratic values of equality, freedom, justice tolerance, acceptance, global awareness, reflection, and justice. Teachers are responsible for helping children develop an appreciation of core democratic values and help them develop a sense of commitment and attachment to these values (Subba, 2014). Teachers' classrooms' democratic values Practices enable students to develop their democratic attitude toward the classrooms. Literature reported democratic values practices: explanatory, explanatory, exploratory, and critical thinking (Daher & Saifi, 2016; Hess, 2009; MacMath, 2008). *Explanatory practices* provide opportunities for teachers to introduce a conceptual understanding of the phenomenon and focus on sharing experiences with the students (Giridharan & Raju, 2016). Explanatory practices contribute towards the formation of classroom norms, and values and nurturing productive habits of mind which contribute to the development of social skills. These practices are used to transfer knowledge regarding current affairs, culture, political parties' contribution, election procedures, and performance of government among the learners (Carr et al., 2015; Schoenfeld, 2010). *Participatory practices* focus on learners' active engagement to explore the world. Participatory practices directly influence democratic attitudes to the roots of human rights and the democratic values of learners. Students participate in designing classroom rules, class representatives, and community services for bringing social change (Çayır, 2002; Johnson & Johnson, 2009; Kenny & Wirth, 2009). Group discussion, project work, debates, dialogues, and group work activities have a positive influence on learners to develop democratic practices (Burke (2011; Nawaz, & Akbar, 2021). Teachers provide opportunities to develop tolerance, justice, sharing, cooperation, and respect for diversity by working together in groups with learners (Andrade & Morrell, 2008). Exploratory practices are important for exploring, organizing, and finding alternative solutions for making judgments. Students share their ideas and learn from others' perspectives. The constructivist approach provides foundational bases for reflective exploratory practices (Jay & Johnson, 2002; Seher, 2013). These practices develop social interaction abilities in decision-making for the students. Teachers motivate students to participate in activities for active learning and get their feedback during classroom practices (Beck et al., 2000; Espada, 2014). *Critical thinking* is the ability to analyze information objectively to form a reasoned result. It involves the process of identifying, recognizing, reflecting, and evaluating to find solutions to the faced problems. Critical thinking is essential in problem-solving, decision-making, and effective communication in both personal and professional contexts. Teachers provide personal, social, educational, economic, political, and citizenship problems to contextual democracy (Kassem, 2000; Parker, 2008). Critical pedagogy democratic practices are linked with critical pedagogy. Critical pedagogy is an effort to unveil the truth behind school ideology that everything is not a curriculum but liberating reproduction and revolutionizing education. Critical pedagogy contributions in the democratic educational field are undeniable. For critical pedagogy, the notion of democracy exceeds a form of government and relates to the possibility of oppressed groups participating and having their voices heard. It is about apportioning a part to each group involved, within a fair and equal distribution of power, by conceiving and putting into place the right mix of structural, institutional, and hermeneutical changes needed to make democracy happen, while unveiling all obstacles to its fulfillment (Friedric et al., 2010). Critical pedagogy is a teaching approach that encourages students to become critical thinkers and active citizens to contribute to a transforming society. Critical pedagogy mainly stresses critical consciousness, dialogue, and problem-posing techniques. Critical pedagogy seeks social justice, participatory learning,

and community engagement during teaching learning process (Freire, 1996). Precious studies design regarding democratic values analysis. A study was designed by Genc (2008) to evaluate the teachers' perception about primary school principals' democratic values practice in Turkey. The sample of the study consisted of 300 participants from the cities of Erzurum, Hatay, Kırsehir, and Çanakkale lie in the east, northwest, south, and middle of Turkey. The random sampling technique was used to select the representative sample from these four different regions' schools. The data collected through a questionnaire were analyzed using t-test and ANOVA. The results of the study indicated that there is a significant difference among gender, educational level, and membership in terms of practicing democratic values. A study was structured by Murtaza and Akber (2020) to reveal students' commitment to democratic values at an Elementary in Lahore Punjab. The study was descriptive leading survey design. The sample of the study consisted of 800 students enrolled in 6th, 7th, and 8th grades of public sector elementary schools selected through a random sampling technique. Results of the study claimed significant differences among gender, locality, and age groups; male students from urban locale were more committed towards democratic values than female students from rural areas. Furthermore, a significant difference existed towards democratic values commitment among sixth, seventh-, and eighth grades students. A study was designed by Hahn (2003) to assess democratic values toward social action in the USA. Three-stage, stratified, clustered sampling techniques were used to obtain the sample for the study. The resulting sample contained 2,811 students from 124 schools. Percentages were used to analyze the data. The students were assessed for their civic knowledge, concepts, attitudes, and experiences. The results of the study declared that free expression and free elections as most important for democracy. A study was framed by Eckstein and Noack (2014) to examine students' democratic experiences of social-emotional influences in school through a multilevel analysis from the federal state of Thuringia, Germany. The sample of the study consisted of 1,286 high school students from 6th grade, 8th, and 10th grade Boys and girls from two different types of schools. Descriptive and inferential statistics were applied to analyze the collected data. Multilevel structural equation modeling was employed to account for individual, class average, and teacher effects. The results of the study claimed significant relationships between students' democratic experiences and teachers' perceptions of the prevailing social-emotional climate. Democratic experiences in school are primarily considered explanatory variables and less deserving outcomes. School contextual factors that predict democratic experiences like; an open classroom environment for discussion, and opportunities to participate in school decisions influence students' social-emotional processes. Schools are not only responsible for teaching their students facts and figures, but they also raise them into active and mature citizens who take responsibility for themselves and others in democratic experiences in school.

RESEARCH METHODOLOGY

Research design is a systematic plan for framing a research project that consists of critical elements of problem, process, design, collecting, and analysis of data (Creswell& Creswell, 2018). The present study used a descriptive method and survey design. The sample of the current study consisted of 300 respondents selected from district Lahore applying a simple random sampling technique. The researcher used self- developed questionnaire for data collection from students. The content validity of the self-developed questionnaire was validated by five educational experts. The reliability of the questionnaire was calculated by Cronbach's Alpha score of .889. The researchers personally visited the selected school and collected data from students.

DATA ANALYSIS AND INTERPRETATION

Collected data were analyzed by applying mean, standard, deviation, and independent samples t-test to make comparisons on the basis of teachers' gender, and locality to find out significant differences between teachers' democratic values practices teaching in 6th, 7th, and 8th grades.

Objective 1

1. Find out the democratic values practices of teachers teaching in 6th, 7th, and

Table 1. Classroom democratic values practices *dimensions*

Democratic Values Dimensions	M	SD
Explanatory Practices	3.74	1.02
Exploratory Practices	3.89	1.08
Participatory Practices	3.94	1.30
Critical Thinking Practices	3.96	2.16
Over all	**3.88**	**1.39**

Table 1 revealed that the mean was between 3.74 and 3.96, and SD was between 1.02 to 2.16 for democratic values dimensions; explanatory practices, exploratory practices, participatory practices, and critical thinking practices. Overall M. and SD. were (3.88; 1.39) for democratic values dimensions.

Objective 2

2. Determine the democratic values practices of teachers by their gender teaching in 6th, 7th, and 8th grades at the elementary school level.

Table 2. *Independent sample t-test on dimensions of democratic values practices by gender*

Statement	Group	N	M	SD	t	df	Sig
Explanatory Practices	Male	150	4.10	.89	4.520	217	.000
	Female	150	3.62	.84			
Exploratory Practices	Male	150	3.85	.91	2.343	217	.020
	Female	150	3.41	1.05			
Participatory Practices	Male	150	3.84	.94	2.715	217	.007
	Female	150	3.26	1.07			
Critical Thinking Practices	Male	150	4.00	1.08	.659	204	.478
	Female	150	3.56	1.17			
Overall	**Male**	**150**	**3.94**	**.94**	**2.559**	**214**	**.12**
	Female	**150**	**3.46**	**1.03**			

Table 2 indicated that independent sample t-test was applied to explanatory practices. The mean and standard of male (M = 4.10:.89) and female teachers (M = 3.62, SD = .84) was with r value 4.520. The results showed a moderate significance regarding explanatory practices. Table 4.9 indicated that independent sample t-test was applied to exploratory practices. The mean and standard of male (M=3.85, SD=.91) and female teachers (M=3.41, SD=.94) was with r value 2.343. The results showed a moderate significance regarding exploratory practices. The independent sample t-test was applied to participatory practices. The mean and standard of male (M = 3.84:.94) and female teachers (M =3.26, SD = 1.07) was with r value 2.715. The results showed a moderate significance regarding participatory practices. The independent sample t-test was applied to critical thinking practices. The mean and standard of male (M = 4.00:1.08) and female teachers (M = 3.56: SD = 1.17) was with r

value .659. The results showed a moderate significance regarding critical thinking practices. The overall results showed male and female teachers (M=3.94:.94) and (M = 3.46:SD1.03) with r value 2.559. The values indicated that male teachers were more democratic with than female teachers. The results showed there was no significance between male female teachers regarding TCDP gender.

Objective 3

3. Measure the democratic values practices of teachers by their locality teaching in 6th, 7th, and 8th grades at the elementary school level.

Table 3. *Independent sample t-test on dimensions of democratic values practices by school locale*

Statement	Group	N	M	SD	t	df	Sig
Explanatory Practices	Urban	150	3.10	.69	2.474	217	.014
	Rural	150	3.62	.76			
Exploratory Practices	Urban	150	4.80	.91	.883	217	.378
	Rural	150	3.41	1.05			
Participatory Practices	Urban	150	3.54	.94	3.515	217	.001
	Rural	150	3.26	1.07			
Critical Thinking Practices	Urban	150	4.75	1.08	.725	204	.469
	Rural	150	3.56	1.17			
Overall	**Urban**	**150**	**4.04**	**0.905**	**1.899**	**214**	**0.21**
	Rural	**150**	**3.46**	**1.01**			

Table 3 indicated that independent sample t-test was applied for explanatory practices. The mean and standard of urban (M=3.20:.69) and rural teachers (M=3.62, SD = .76) was with r value .2.474. The results showed a moderate significance regarding explanatory practices. The independent sample t-test applied to exploratory practices. The mean and standard of urban (M=4.80, SD=.91) and rural teachers (M = 3.41, SD = 1.05) was with r value .883. The results showed a moderate significance regarding exploratory practices. The independent sample t-test applied to participatory practices. The mean and standard of urban (M=3.54:.94) and rural teachers (M = 3.26, SD = 1.07) was with r value 2.715. The results showed a moderate significance regarding participatory practices. Table 4.10 indicated that independent sample t-test was applied to critical thinking practices. The mean and standard of urban (M = 4.75:1.08) and rural teachers (M = 3.56, SD = 1.17) was with r value .659. The results showed a moderate significance regarding critical thinking practices. The overall results of urban (M = 4.04: SD = 0.90) and rural teachers (M = 3.46:SD = 1.01) with r value 2.559. The values indicated that male teachers were more democratic with than female teachers. The results showed there was no significant difference between urban rural teachers regarding TCDP school locale.

Conclusions

Democratic values and practices help minimize injustice, violence, intolerance, and superstition to make Pakistan a democratic country. Democratic classroom practices are linked to teachers' teaching-learning process. The current study was framed to find out teachers' classrooms' democratic practices; explanatory, exploratory, participatory, and critical thinking practices for male and female students in elementary schools of rural and urban areas enrolled in 6th, 7th, and 8th grades. Results of the study showed that teachers were more focused on explanatory practices as compared to other practices provided in textbooks content of English and History. The results of the study revealed significant differences between male and female teachers' classroom democratic practices for students.

Male teachers were practicing more democratic practices as compared to female teachers. Findings concluded that teachers teaching in elementary schools of urban localities were practicing more democratic practices as compared to the teachers teaching in rural schools.

Discussion

Classrooms Democratic values practices work as catalysts for developing knowledge about democracy, critical thinking, problem-solving skills, freedom of participation, and expression of ideas to practice democratic values (Ahmad et al., 2015). Teachers provide opportunities to practice a diversity of practices; explanatory, exporatory, participatory, and critical thinking practices for students in classrooms to make them independent and confident democratic citizens (Genc, 2008; Payne, 2017). Teachers introduce concepts and explain knowledge about current affairs, the political system, the role of political parties, the importance of vote, and democracy through explanatory practices by providing reading material to students. Participatory practices are focused on democratic education for active learning to encourage students to become active participants and transformers of the world. Teachers focus on developing critical thinking and problem-solving practices among students that make them logical, critical thinkers, and problem solvers (Pinto & Portelli, 2008; Korkmaz & Yeşil, 2009).

Recommendations

Based on the results of the study, it is recommended that teachers provide a democratic environment for learners to practice democratic values through explanatory, participatory, and critical thinking practices. Teachers' training institutions develop curriculum-based modules on democratic values provided in the SNC of English and History content to enhance democratic values practices.

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