

Developing School Goals at Secondary Level in Khyber Pakhtunkhwa, Pakistan

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Abstract

This qualitative research is about studying and developing the goals at secondary level in schools. In every educational institution the school goals are of critical importance and every school in every culture has different kind of school goals. The school goals that are explored in this study are academic goals, vocational goals, civic and social goals and personal goals. These goals play a critical role in overall development of personality.

The population of the study comprised of principals, parents, teachers and students. There were 2108 principals, 723574 students and the parents of those students, 26471 teachers (Source: District EMIS 2014-2015). Stratified random sampling was done. 50 schools, 50 principals, 250 teachers (male and female), 500 students (250 male and 250 female) and 50 parents. The tools used for gathering data were focused group discussions and interviews. The analysis of data was done through patterns, scheming and content analysis. The conclusion of the study was that if the academic goals are discussed and decided by all stake holders, they would be more effective as they would develop critical thinking among the students and would make them academically sound. Personal goals were perceived as a person well-being and his confidence in making decisions in life. Vocational goals were of great value as they aided students in knowing their abilities and selecting, selecting the right subject and right career. Civic and social goals were important because by giving awareness about them to students would enable them to contribute positively to society by helping people of the society in different ways like for example gathering money for the poor and distributing it among them.

Key Words: Vocational goals, Social and civic goals, Physical health, emotional well-being, problem solving skills, intellectual development, cognitive domain, psychomotor domain, effective domain.

1. Introduction

Schools are considered as a seat of learning. They educate children but the exact role of school is different for different institutions. For some institutions it's just getting high scores, for some others it's to teach children to be loyal to the country and be a useful citizen of society, abiding by the rules. Then there are those people who want to get a good job which has a high paying salary so they need good education. Every nation has its own set of culture and values and schools play their role in transmitting the culture and values to the students (Sadker&Sadker, 1991).

According to Print (1993) that every school has different goals. He highlighted that Bloom's Aims are always dictated by society. Aims are broad, long term in nature and cover a long time. Aims are gained through curriculum, for e.g. to develop skills in students in problem solving, mathematics, reading, writing etc. Goals arise from need of the society. They are derived from aims and are a medium to long term. Education policies define goals, for e.g. to provide standard education that meet social and economic demands of the nation. Objectives are more specific, short term in nature, and are experienced from learners' behavior. For e.g. a lesson covered in a day or in a week. Objectives are formulated by teachers and are related to what students will experience. They are not terminal points; rather they are like roads to travel. The difference between aims, goals and objectives is that aims are broader and abstract, goals are a bit specific and objectives are definite and very specific.

Goals that are frequently used in the classroom on daily basis are clearly outlined by Bloom in his Bloom's Taxonomy. Bloom's Taxonomy has three main domains: cognitive, affective and psychomotor. Cognitive domain sharpens the thinking power of pupils. It has six levels of thinking. The lowest level of thinking is knowledge and the highest level of thinking is evaluation. Knowledge of theories, facts is evaluated through words like: define, describe and other wh-questions. Beside this, Comprehension is the second level of thinking. It is the extent to which students have grasped the ideas. It is evaluated through key words like describe, discuss, retell. Apart from it, Application is the third level of thinking. It means that the knowledge gained must be put into practice otherwise it is useless. Therefore, practical implementation of knowledge is conducted through application. The keywords used for evaluation are: demonstrate, prepare, relate. The next level of thinking is analysis which includes identifying the components of knowledge and recognizing hidden meaning. It is evaluated through words like distinguish, illustrate, outline. Synthesis is the next level of thinking. It means to blend together previous ideas and knowledge to create new ideas. The keywords used for evaluating it are combining, relate, compose. Evaluation is the highest level of thinking. It includes final judgment of knowledge the keywords used for it are: conclude, summarize, assess, generalize (Ford & Harris, 1999).

John Goodlad (1984), an American educator was of the opinion that every school works according to its set goals. After delving into a number of documents and many years of research he divided school goals into four major classes' namely academic goals, vocational goals, social and civic goals and personal goals. Academic goals are for the purpose of achieving tasks. A required standard is set for the people and they evaluate their success according to the extent of achievement of that standard (Pintrich, 2000). Mastery goal and performance goal are also a part of academic goal that play a role in mastering tasks by focus on enhancing knowledge and developing skills (Ames, 1992). Whereas, performance goals stress on one's ability through which one surpasses the standard and performs better than others and develops a positive view about his ability. Achievement goals and academic internalization the role of perceived autonomy support, perceived academic competence, gender, and grade level in influencing academic motivation and performance (Axler, 2008).

The vocational goals are for the purpose of providing educational training to students in different fields like education, health, industry etc. Carl Dewey Perkins (1912-1984), an American politician was an ardent supporter of vocational education. He, in The 1990 Perkins Act defines vocational education as designing a variety of educational programs for students in order to prepare them for the future occupations

like technical communication, business, marketing, trade and industry, health etc. Vocation education in public schools is provided through different types of schools like public high schools, area high schools or full time vocational high schools (Levesque, 1995).

Social goals in schools refer to what students do as part of a group. The purpose of social goals is to develop interactive skills in students so that they express their ideas in a socially appropriate way. They also help in developing a sense of responsibility in student and polishing their problem solving skills, giving them an opportunity to look for solutions of problem as a part of group (Riege&Mathey, 1981).

Social goals have been conceptualized as how often pupils do diverse activities in a group and channelize their energies towards a common outcome (Anderman, 1999). Social goals are also important in enabling pupils to understand and respond appropriately in the classroom (Erdley, Loomis, Cain, & Duma, 1997).

Personal goals are related to mental, emotional and physical health and fitness, interpersonal skills, skill development, personal qualities like confidence, courtesy, respect, truthfulness, courtesy, enthusiasm, generosity, patience, responsibility, perseverance etc. All the schools are committed to nourishing students with qualities like intellectual curiosity, understanding of cultural variety, ethical values and good citizenship. So one can say that personal goals cover a wide range of qualities that help a student in his overall development (Greenberg, et. al, 2003).

Different countries in the world have their educational goals. In Iran educational system their goals at secondary level are to build moral, spiritual, physical and intellectual abilities in students. Moreover, to sense their hidden talents and abilities and help them in selecting right subjects for their future careers. Aid should also be extended in polishing one of their skills according to their aptitude in order to direct them to a profession (Paivandi, 2006; Paivandi, 2010).

The schools goals in the US education system have been changing with the passage of time. Most commonly repeated goals are to prepare the students to become a good citizen of society, to get a good job and be a useful person of a society. The schools also intend to prepare the students for higher studies and built in them the habit of critical thinking. Teaching skills to the students is also on the list of goals (Utopia, 1995; Mondale, et al., 2001).

According to an American school, the students are not just given education but are also prepared for the future. So the school goals include academic goals (including the four skills i.e. reading, writing, speaking and listening, science, history and cognitive thinking), social goals (the skill to mix up with others and interact smoothly with people of other cultures and countries), citizenship goals (to be a responsible citizen of society and help people as a good citizen), emotional goals (to have confidence in oneself, respect others). Many other schools offer programs related to the goals mentioned above (Coulson, 1999).

The schools in the UK also have their goals which cover nearly all the aspects surrounding a person. Generally, the functions of school goals are to give best instruction in a professional way so that students produce best academic results. Their school goals also provide strong leadership so that the same thing is transferred to the students and they become equally strong leaders in future (Greenaway, 1999). Many researches were conducted in Australia regarding the variety of school goals. The school goals varied from school to school. The schools had academic, social,

vocational and personal goals. One of the studies showed the variety of goals which were related to academic achievement goals, social goals and future goals. Students from two secondary schools were taken (N=195) and a number of goals were looked into. The study explored the kind of goals that had deep impact on pupils. It was found out that goals had profound impact on students learning and their future. Achievement goals were related to student's understanding, behavior and cognitive ability. Social goals were very important and were related to the nature of social interaction in the classroom. It was found out that social goals influenced a student's motivation and achievement. Social goals also investigated the variety of goals that were linked to students desire to score at school (Mansfield, 2010).

In Netherlands the secondary school goals are considered important and are linked to each other. The major portion of curriculum is based on goals like personal, social and vocational goals. The vocational courses such as agriculture, technologies etc. are offered at secondary level and the students choose the subjects of their own interest (Hallinger& Heck, 2002).

When we delve into the education policies of Pakistan, we see that education policies had no mention of goals at secondary level. Pakistan is one of the nine countries in which a big chunk of children of primary level are not going to school. Looking at the grave situation of education in Pakistan and other countries, the leaders of 189 countries from around the world gathered at The UN Millennium Summit in 2000 and after discussions, they signed up a declaration named as Millennium Development Goals (MDGs). The second and third MDG was specifically about education. Goal two mentions that by 2015 primary education should be compulsory for every child. There should be 100% primary education enrollment. The third goal mentioned that both genders be given equal treatment at primary and secondary level education till 2005 and in all fields of education by 2015. The recent statistics show that there is no significant progress in achieving the completion of primary education and more sincere efforts and dedication is needed towards achievement of this goal. In 2001 the primary school enrolment rate was 57% which was increased to 63% in 2012 which means there has been just 0.5% increase every year which is not a good percentage. No heed was given to the secondary education (UNDP, 2013).

Sidiqi (2016) revealed that In Pakistan the education policies are mum about the goals of secondary school education. Sadly, there is no specific stress on secondary education in the policies. The goals related to secondary education are mentioned in the policies but every government that comes into power is more busy with its political gains instead of putting effort in achieving the goals. Every government in Pakistan has been going off-track on achievement of the school goals. The goals of secondary education have been changing according to the political, social and cultural scenarios. The education system of Pakistan is deteriorating as a whole, and education nowadays is becoming a business. Schools are coming into existence just for financial profits. They do not set any school goals. There is no quality education. People are becoming used to an education system in which there is no room for overall development of child, creativity, intellectual enhancement, civic sense. Out of the box thinking is not encouraged. As a result the goal of education nowadays is just to produce people with robotic thinking who act in a machine-like manner. The grades students get do not show their academic competence. The schools are in a race to earn good name just by getting high scores in academics and advertising it for financial benefits.

Educational goals give a direction to curriculum design, teaching strategies. If there are no goals then there would be no proper curriculum and pedagogical skills in a school. In Pakistan, the education department in general, and schools in specific, is not clear about their goals.

1.1 Objective of the study

The researcher intends to explore the following objectives:

1. To identify vocational goals at secondary level
2. To enlist the social and civic goals of the students at secondary level.

1.2 Research Questions

1. Do schools play any part in enabling the students to become economically efficient?
2. Do the schools provide opportunity to the students to be tolerant and cooperative with one another?

2. Literature Review

2.1 Vocational Goals

Vocational edification can be defined as a kind of instruction/knowledge that intends to enlighten a person in a specific occupation or skill. It gives required calisthenics and abilities, along with practical information, in order to enable a scholar to take up courses according to the occupation of their interest and is suitable to their class and mental level (Kotsikis, 2007).

If we talk about occupational guidance, it is a fragment of vocational edification that offers particular occupational education and abilities to learners and is a center of every course that is offered. Professional coaching is a group of events planned in such a way that both academic and specialized abilities are imparted to the pupils so that they are skilled enough to take up an occupation of their choice in future (ibid.).

In scholastic plans, the occupational coaching intends to impart guidance in those domains that are in favor of nation's financial wealth (Efstratoglou&Nikolopoulou, 2011). The key goals of occupational edification coaching is to further improve the skills of the pupils who are done with school learning. Such students get the information about an occupation but need to practice before they join a specific occupation (Zarifis, 2000).

Giving knowledge about occupational subjects has always been looked down upon and was never considered good. Such disciplines were considered appropriate only for those students who were scholastically weak (Gustafson, 1992; Maravanyika, 1989). Occupational subjects were considered appropriate for students with less mental capabilities. This kind of notion created an environment of bias and unfairness for a certain portion of society. Due to this reason a certain sect of individuals used to take such courses. Unskilled and inexpensive manual labor was hired for low quality

works (Siakwazi, 1984) As per view of Mark and Lenin the most suitable kind of edification was the blend of scholastic and technical education, which would produce a knowledgeable wage earner (Chung and Ngara, 1985; Gwarinda, 1985; Mlambo in Zvobgo, 1997). This view point brought a revolution in field of technical edification and the idea of a mix of scholastic and technical edification was very well received by everyone (Chivore, 1991).

According to Scholastic plan of Zimbabwe, occupational courses were made mandatory in all institutes from 1 Jan, 2001 (Zimbabwe Government, 2001a). The purpose of taking such a step was to make school children independent in their occupation after school years (Zimbabwe Government, 2001a). Ortiz de Montellana (1978) proposed that pupil's interest should be created in different subjects through different strategies so that they are accurate in their subject choices and know the right subject to choose and could continue it in the future. If the teachers help them, they will be more self-assured and will handle the conceptions competently.

In order to attract more pupils to technical edification institutes needed to have more organized occupational programs so that pupils experience them and come to know about their skills in certain program and can easily decide which kind of program they are interested in and adopt it as an occupation in future (Jerde, 1970)

2.2 Civic and social goal

Civic and social goals are better explained by (Egan, 2002; Parker, 1996) who cited that these are contribution of activities to a society by taking duty of constructing a social unit, sorting out issues and play a part in voting and local government procedure.

Some other intellectuals (Bourdieu, 1977, 1986, 1990; Bordieu&Passeron, 1977; Colman, 1988, 1990; Kelly & Nihlin, 1982; Putnam, 1992, 2002a, 2002b) had a view that just playing a part and contribution are not enough to be called social and civic commitment because the urge and enthusiasm to take part in social activities is not there. A positive feel of persistent motivation should be there (Putnam, 1993, 1995, 2000; Fisher, McInerney, & Stanley, 2008; Portes, 1998; Rotolo, 1999).

2.3 Civic and social activities in school

Since long, community and public endorsement is intertwined with educational institutions vision (CIRCLE, 2003; Clark, Croddy, Hayes, & Phillips, 1997; Reimers, 2006). All kinds of educational institutions encourage students to play their part, by following morals and ethics and willingly accept the trade and industry, communal and governmental on going activities that are considered as the pillars of a country (Levin, 1999).

It is a test for the schools to mix the scholarly knowledge with communal helping programs (Johanek, 2008).

Hanifan (1916) stated that a person cannot do anything in isolation. Once he come in contact with people around him, he will start communicating with them and this would gratify his urge of mingling, communicating and working with people. When the community members will contribute positively, the humanity will get advantage

of this collaboration. That is why schools are urged to play their part in arranging different community activities

Community work in a culture is an inseparable part of educating. Just like imparting academic knowledge, it is pertinent for educational institutes to develop the sense of community work in children. Children should also play their part in participating in social activities with full zeal and display positive conduct (Dwyer, 2004).

Students should be encouraged to offer their services and help out the people living in their vicinity. They could help the people in any way; the vibe of helping should be there (Coles, 1993).

Pupils can practice the spirit of aiding others in the classroom situation also because all kind of education starts from the classroom. They should be of service to others if others have any problems in academics or other class issues (King and McInerney 2012; King et al. 2012d).

According to Wentzel et al. (2012, p. 79) apart from being good at educational subjects in educational institutions, students should also be good at community service which includes interactive skills. They should show good behavior, endeavor to flourish goodwill, and follow a prosper code of morals and ethics.

Dewey (1916) stated that the role of advanced studies in the USA was to refurbish and support pupils' dedication to community work. All the education institutions are following the same approach and many social work programs have been introduced it is mandatory for students.

Astin, Astin and associates (2001) uphold that social and community service is assisting public in their problems, bringing about an optimistic alteration in the society and becoming a contributing member of the society. Social services are mixed with academic subjects in educational schools and it gives a very productive result in form of a civilized society where people care for each other and are always ready to extend any kind of help needed (quoted in Loyd, 2004, p.).

Komives, Lucas, and McMahon (1998) cited that it is compulsory for everyone to take part in the prosperity of his/her area. The social work activities that people can do could be giving food to poor, collecting moneys for needy, resolving problems through social meet ups and counselling the people. Keeter, zukin, Andolina and Jenkins (2002) Astin and Sax (1998) matched two groups of pupils. The findings showed that those who took part in community work were far better in their lecture room activities, academics, and played fair part in helping people of the area. The group that refrained from taking part in social services found it hard to engage in lecture room tasks, to interact with other individuals within the school and outside in the society. Since such scholars are not good at interpersonal skills so there is a high chance of their pulling out from educational institutions.

2.4 Inculcating patriotism in students

Patriotism can be described as the sentiments of adoration and devotion for country. It is exhibition of sense of readiness to combat and martyr one's life for the motherland (Ruhanie, 2005).

Article by Omelchenko et al. (2015) upholds that loyalty for country is more than just being sincere to country. It is keeping oneself away from all types of evil actions like

addictions, depending on substance, communal disparity and disbelief. It is to indulge in actions like having a sense of devotion towards motherland. Egorova (2015) stated in his work that educational institutions and household have a pivotal responsibility in inculcating in children the sense of loyalty for country.

Numerous researches were conducted regarding loyalty to country. Holley (2006) weighed the degree of loyalty for country among 18 years old and adults up to 50 years. The conclusions revealed that the older people were more loyal to country than the youngsters. The people who were more qualified and got chunky money were also loyal to the country.

Research by Chua (2007) showed the worth of partisanship in instruction of history in educational institutions. The conclusions revealed that the lecturers did not spare enough of their energies in instilling the features of partisanship. The other point was that the immersion of morals of partisanship during didactics was not that speedy in a few educational institutions.

Mohammad (2006) in his article cited that during didactic of history the components of partisanship are instilled in pupils and have a very important influence on improving their partisanship. Research by Rahmat (2007) indicated that there was a strong connection between didactics of the subject History and the essence of partisanship. The study also revealed that the pupils who were more intrigued in history had a remarkable sense of partisanship. Instructors should always make sure to inculcate the essence of partisanship in pupils by narrating the stories of national heroes who sacrificed their lives for country.

Sense of belonging is also an element of partisanship. It can be described as a sentiment of being acknowledged and recognized by individuals, a sentiment of being linked to and being a part of a society (Baumeister and Leary, 1995; Maslow, 1943). Everyone wants to have solid communal bond and want to be admitted, looked after well and braced by individuals. In the scenario of educational institutions, the feeling of kinship gives a sense of safety, distinctiveness and a part of group to pupils, which has a very good impact on scholastic, intellectual and communal progress of pupils (Jethwani-Keyser, 2008).

3. Methodology

3.1 Nature of Research

The study aimed at developing school goals at secondary level, so for this purpose qualitative research was used. According to Silverman (2005) when it comes to choosing the methods for research, it is the nature of study that describes whether qualitative or quantitative research method would be opted. Considering Silverman's (2005) view, qualitative research was selected for this study.

3.2 Population of the study

The population was selected on the basis of purposive sampling, hence public sector secondary schools were targeted. As the researcher belongs to the province of Khyber Pakhtunkhwa, Pakistan, therefore, province of Khyber Pakhtunkhwa was selected on the basis of convenience. if we talk about the population so the population consists of

all (2108) public sector secondary schools, 2108 principals, 26471 teachers, 723574 students and parents (Source: District EMIS 2014-2015)

3.3 Sample of the study

Respondents were selected on the basis of purposive/purposeful sampling. Patton (1990) stated that purposive/purposeful sampling aids the researcher to focus on those respondents who have thorough knowledge and details and are useful to the study in a suitable way. Respondents with thorough knowledge and details are those who have a thorough information about the circumstances under investigation. Such respondents give accurate details about important topics in research (Patton 1990). Richie, Lewis and Elam (2003) stated that in purposive sampling respondents of a sample are picked with an intention to represent a category in connection to a specific standard.

3.4 Rational of sampling

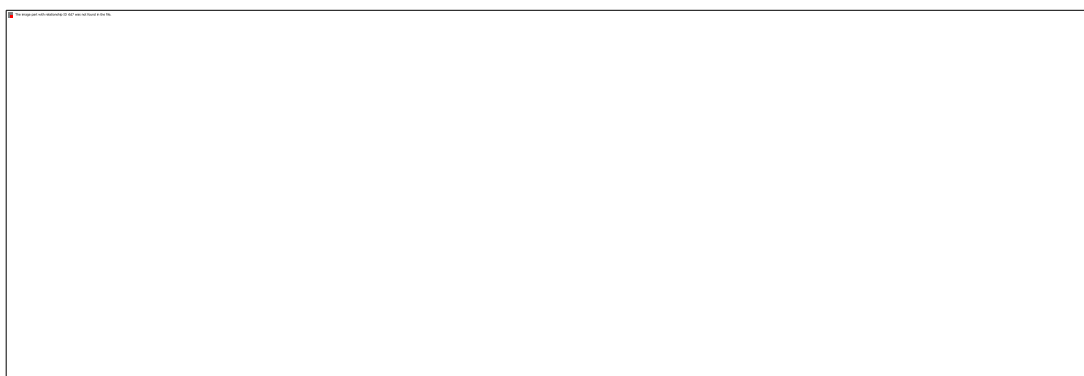
Khyber Pukhtunkhwa, administratively, has been divided into 5 zones. Zone 2 was selected on the basis of convenient sample technique (Gay, Mills & Airasian, 2012). Moreover, this zone is rich as it has more number of schools, thus the sample was considered as generalized and randomly selected which represents the population. 50 schools (10 each from sampled district) were taken randomly. Similarly 50 principals were included from the sample schools. Furthermore, 50 parents of the students were taken as sample. The sample was divided into two strata's gender wise.

3.5 Sample size table

Table 3.1: Qualitative sample size table

Schools		Principals		Teachers sample			Students		Parents
N	n	N	N	Male n	Female n	Total teachers n	N	n	N
2108	50	2108	50	125	125	250	723574	500	50

3.6 Stratified random sample table



Source: District EMIS 2014-2015

3.7 Tools for data collection

The data was collected through primary and secondary data. Secondary data was gathered from books, journals, research articles and internet. The primary data was collected through interviews and focus group discussion. The tools for data collection were Interviews and Focus group discussion.

Interviews

Structured interviews were scheduled. The interviews were taken from 50 principals of public sector secondary schools and 50 parents of the students. The interviews were recorded, themed, coded, transcribed and analysed.

Focus group discussion

Focus group discussion were conducted with teachers and students. Different sessions were arranged with teachers and students separately in each school. Their perceptions regarding development of school goals were recorded, transcribed and analysed.

Data Analysis and Methods

In qualitative data, interviews and focus group discussion were analysed through patterns, scheming and content analysis.

Vocational goals

What is the significance of having goals related to vocation or career?

There was a little difference in the views of the respondents.

Principals and teachers had similar ideas; however, parents and teachers had different notions.

“A vocational goal means what you could achieve from your vocational choice. A vocational goal could also be driven by ambition, to build you image in society- even if it's accurate so that you can fix your attention deficit issues.” (Principal 7)

“They help the student to choose, study the subject of their own choice, along with providing the opportunity to go for a better fit profession.” (Parent 9)

“... The choice of subjects, in a way is a choice of career. It is actually this vocational guidance that helps the students to know about their abilities in specific fields. Having aptitude for some field is different from having interest in some field. That is why vocational goals are very important for students to get the right directions for getting settled socially and economically in their practical life. Vocational goals enable the students to find out their individual potential in selection of their subject and field, ultimately leading them to adopt the right profession according to the modern needs. It would benefit the individual as well as the economy too.” (Teacher 4)

“The vocational goals are important because it helps the student in selecting the right subject from right level, right from the beginning of the school level. As the research

shows that an individual excels only if the subject is of his interest and has an aptitude for it.” (Student 6)

Analysis

Principals believed that vocational goals were important because they helped the student to know about their abilities in specific field. By knowing their abilities they could make a better impression in society.

As far as parents are concerned, they opined that vocational goals helps students in choosing the subject and career of their interest.

Teachers stated that vocational goals helped students to know about their abilities in specific field. It is due to vocational goals that a person can realize his potential in a particular area and ultimately choose the right occupation, which would be of great help to the person and the country’s economy.

Students were of the view that vocational goals were of a great worth in helping students in choosing the right subject from school level. It’s quite obvious from a study that if a student is interested in a subject of his choice, he will be best at it.

Civic and Social goals

In what ways should a person contribute to a community?

“Schools teach civic responsibility to students with the goal to produce responsible citizens and active participants in community and government. By engaging in civic responsibility, citizens ensure and uphold certain democratic values written in constitution. Those values or duties include justice, equality, freedom, participation, patriotism, human rights and rule of law, tolerance, self-restraint and self-respect.” (Principal 4)

“..... It is creating awareness among students about how to contribute fruitfully to the society he is living in. and if he has the awareness then he will behave well in home, will respect minorities, and will behave well in school and everywhere.” (Parent 9)

“Civic goals are related to public values and issues. Civic goal is to develop the ability of a child about how to behave and participate towards the society. Positive and constructive contributions at school level and behaving/performing within the rules and with dedications and accepting the responsibilities and fighting for the rights of others (minorities) and to tolerate the tough situations with a strong will power.” (teacher22)

“...how to contribute to the society, how to be civil and have ethics. A person should understand the ethics of a society and how to behave positively. Positive contribution by all members of society is must for a healthy and prosperous society” (student 38)

Analysis

All the respondents had same point of view about this query. They stated that civic goal should be how to contribute positively to society.

Principals held a view that civic goals of schools should be to teach students the responsibilities of a good citizen that includes all the principals of humanity and a student's obligations towards a society as a good citizen.

Parents stated that civic goal should be to create consciousness in students regarding showing productive behavior in home and out of the home.

Teachers also regarded the value of civic goals and opined that civic goals teach students about his progressive duties towards the society. The duties related to his behavior in society, abiding by the rules, performing his set of responsibilities and other practicing other morals.

As per students say civic goals at school should be teaching a student the set of obligations and ethics that a society has so that he contributes to the community in such a way that the community flourishes.

Inculcating patriotism in students

In what manner should students be encouraged to esteem and love their country?

In response to this question maximum respondents had the same answer. According to their opinion patriotism should be created in students by giving respect to country flag and developing a sense of belonging to a country.

"Patriotism is a national pride and feeling of love, devotion and attachment. The development of patriotism is initiated in a student by adopting the curriculum at school level. The students are motivated through different activities to develop. The stories of heroes should also be narrated to students so that they value their country more. The history, culture, social, economic, political conditions must also be brought into the notice of children. A part from this, flag raising activity and national songs should also be a part of school activities so that students are consciously and unconsciously develop a feeling of patriotism." (Principal 1)

"it can be developed in students right from the school level and in many ways. If the students are made to watch the documentaries of nation's history and sacrifices made by our soldiers and other people for the sake of our country, they would definitely take inspiration and would develop a strong sense of identity to country. Sacrifices of our heroes should also be discussed in assemblies." (Parent 6)

"Patriotism is a sense of attachment with country. It can be inculcated in students through different direct and indirect ways. For example by including the heroic deeds of national heroes in syllabus and showing documentaries/ biographies of people who did great for the uplift of the country and spent their lives for the betterment of country." (Teacher 49)

“..... It can be done by creating a sense of belonging in students, and that can be done by letting students know about the history of a country and the sacrifices that our elders have given for this country.” (Student 44)

Analysis

According to principals, patriotism was a feeling of adoration for a country. This sense could be created in students by different activities like telling the motivational deeds of national heroes to students, telling them about the social political scenarios of country, and by arranging activities during assemblies related to patriotism.

Parents stated that this feel of patriotism and sense of belonging to country could be created in pupils during school years, by giving them awareness about history and national heroes through documentaries. In this way students will also get inspiration and will have a sense of doing good for country.

Teachers opined that a sense of patriotism could be created in students through curriculum, by adding a portion of stories of national heroes, to books. The help of documentaries could also be taken in order to highlight the sacrifice of heroes.

Students indicated that students should be given thorough insight into the history of country so that they get inspiration and can develop a sense of belonging to the country.

4. Discussion

Importance of vocational goals

Principals and teachers had similar response in this query as they opined that vocational goals were critical as they helped students to know about their abilities in specific field. Parents and students stated that vocational goals played an important role in aiding the students to opt for the right subject. Principals were of the view that vocational goals were crucial because they aided the scholars to know about their capabilities in a specific field. By awareness about their capabilities they would be able to build an appropriate image in the community. According to parents vocational goals aided scholars in opting for the subject and career of their interest. Teachers were of the view that vocational goals assisted scholars to be acquainted with their abilities in a specific domain. It is because of vocational goals that an individual identifies his capacities in a certain domain and opts for the right occupation, which would eventually aid him financially and improve a country's economy. Students opined that vocational goals were pertinent in assisting scholars in choosing the right subject right from their school years. It's an accepted fact that if a scholar is fascinated by subject of his interest, he would excel in it. Guiding scholars about their future career or profession is a segment of vocational education. In career counselling the scholars are provided with knowledge about certain professional education and abilities. That is why in every course the main focus is on career guidance. Occupational tutoring is a series of experiences that are scheduled in such a manner that scholastic and professional capabilities are instructed to scholars at the same time. The advantage is that scholars are capable enough to opt for the subject of their choice and adopt a career of their interest in succeeding years (Kotsikis, 2007). In the

Edification Plan of Zimbabwe career related programs were made obligatory in all alma maters from 1 January, 2001 (Zimbabwe Government, 2001, a). The motive behind making the career related programs obligatory were to make scholars self-reliant in their future careers. (Zimbabwe Government, 2001a). Ortiz de Montellana (1978) cited that scholars' curiosity should be generated in various subjects through several plans in order to enable them to opt for the exact subject they are interested in. By opting for exact subject of their interest they could have a chance to specialize in it, and take it as a career in the succeeding years. If the instructors assist them in this regard, the scholars would go in the right direction and would be sure about the areas which they are efficient in. For tempting more scholars to technical education, there is an urgency to offer properly planned courses. Once scholars take admission in them they would be in a better position to know about their capabilities in a specific course and would be independent enough to choose a course of their choice, and take it as a career in the succeeding years (Jerde, 1970).

Civic and social goals

All the participants were of the same opinion. They opined that social and civic goal should be how to contribute positively to society. According to principals social and civic goals of an educational institution should be to educate the scholars about the duties of a patriotic national. The duties encompass all the rules and laws of mankind and scholars duties and positive contributions towards community as a patriotic national. As per parents view the social and civic goals should be to develop cognizance among scholars about demonstrating a constructive conduct within the community. Teachers stated that social and civic goals educate scholars about their duties towards contributing positively to the community. The responsibilities encompass their conduct in the community, sticking to laws, executing their duties in a productive way and following the code of ethics and acting according to them. According to students social and civic goals at educational institutions should be to educate scholars about their social duties and moral values towards a community. If scholars are aware of their duties towards public, they would pitch in their services in a way that the society prospers. Hanifan (1916) cited that an individual cannot perform any deed in segregation. When he interacts with other individuals of the vicinity, it would satisfy his desire of mixing up with individuals and working in collaboration with them. If the fellows of the vicinity play their part productively and constructively, the whole society would be benefited. The educational institutions play a pertinent role in organizing various welfare events and spreading awareness among scholars about doing social work. Social welfare services in a community are inextricable fragment of edification. A part from delivering scholastic edification in alma maters, it is equally essential to create awareness among scholars about giving social welfare services. Scholars should actively take part in social welfare programs and demonstrate constructive conduct (Dwyer, 2004). Scholars should be stimulated to extend assistance to the individuals living around them. The assistance could be of any type; main point is that the spirit of assisting should not die out (Coles, 1993). Komives, Lucas, and McMahan (1998) stated that it is mandatory for all the individuals to contribute effectively to the well-being of their vicinity. The community welfare deeds could be of various kinds. The individuals could arrange and distribute eatables among underprivileged people, gather finances for poor people, sort out issues between individuals by meeting them and providing them counselling services (Keeter, Zukin, Andolina & Jenkins, 2002)

Inculcating the spirit of patriotism in students

Large number of participants had the same opinion about this query. As per their view patriotism should be instilled in scholars by respecting a country's flag and by creating a sense of belonging to a country. Principals opined that patriotism was a having positive sentiments for country. The sentiments could be instilled in scholars by various tasks, for example describing the inspirational endeavors of men of courage, acquainting them about the socio-political circumstances of the country and by organizing patriotic activities during morning assemblies. Parents were of the view that the spirit of nationalism and sense of belonging to country could be instilled by the educational institutions while the scholars are in educational institutions. They should be educated by narrating the incidents of sacrifice made by men of courage in the yesteryears. Documentaries should also be shown to them so that they get motivation to perform noble activities for the country. Teachers had a view that the feeling of nationalism could be developed in scholars by making the stories related to popular historical figures a part of books. Different kind of documentaries could also be shown to scholars for instilling patriotism in them. Students had a view that scholars should be given thorough education about history. In this manner they would get encouraged and could build up a feeling of belonging to the country. Patriotism is having emotions of love, dedication and commitment for motherland. This emotion gives strength and courage to a person to be eager and willing to battle and embrace martyrdom for the sake of country. Having a sense of patriotism is instilled in scholars by schools (Ruhanie, 2005). Omelchenko et al. (2015) stated that being faithful to country is not enough. One should show dedication towards motherland by refraining from indulging in sinful and immoral acts like dependency on substance, inequality and mistrust in society. Citizens should do positive and constructive deeds that show their love for their native land. Study by Chua (2007) described the utility of patriotism in teaching of subject like history in alma maters. The results showed that it was the duty of teachers to make endeavors to inculcate in scholars the attributes of love for country. The teachers infused the ethics of nationalism through education. Study by Rahmat (2007) revealed that teaching of history in educational institutions had a deep link with emotions of nationalism. The study also described that those scholars who were more involved in and were curious about history, had an extraordinary feeling of patriotism. The lecturers in educational institutions make efforts in instilling a strong sense of love and devotion for country in scholars by telling them about the heroic deeds performed by men of courage who went to the extent of embracing martyrdom for motherland.

5. Conclusion

vocational goals were considered important in terms of helping students in knowing about their abilities in a specific field, as well as choosing the right subject and career right from their school level.

Civic and social goals of school were important to be taught at schools so that a student can contribute positively to the society and the society flourishes. Patriotism is developed in students in different ways. A sense of belonging is be developed in students by arranging different activities during the assembly, by giving respect to the flag of the country. The motivational stories of national heroes are also narrated to the students in class.

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