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## Abstract

The primary focus of the study was to find out "The Attitude of Primary School Teachers towards the Teaching of the Nazra Quran in District Pakpattan. In order to derive the objectives of the descriptive study method of research was used. The relevant data for this research was collected by using a quantitative method. The researcher used a self-developed questionnaire. Research experts checked the tool's validity at the university, and it was also checked through a pilot study. The reliability of the tool was checked by cronbach alpha. The population of the study was the primary school teachers of District Pakpattan. This study used a multi-phase sampling technique. In first phase school were selected randomly, and then a convenient sampling technique was used to select the teachers. The researcher got the data personally by visiting different schools. The data was gathered for this study from 300 primary school teachers. The collected data were analyzed on SPSS 22 using frequencies, mean, standard deviation, t-test, and cross-tabulation. The results of this study revealed that most teachers have a positive attitude towards Nazra Quran because most teachers have taken the training in Nazra Quran. They have already experienced the Nazra Quran's teachings. The majority of the teachers have the opinion that training in the Nazra Quran is necessary for all primary school teachers. There is less time to manage the teaching of the Nazra Quran in one period. It was recommended that training in Nazra Quran is compulsory for all the teachers, and the proper time is given to the Nazra Quran in classes, there must be an appointed religious teacher.

## 1. Introduction

Education is the process that helps the learners to get knowledge, information, attitude, and understanding to develop their character that is suitable for society and community (Karsli, 2007). It is a reality that the nation's development depends on the knowledge acquired through education. (Chakraborty & Mondal 2014). A teacher is a driving force for the education system of any country. A good teacher has a caring attitude that encourages students. (Channa, Channa, Ilyas, & Lanjwani, 2020) A Teacher must create a strong relationship and mutual understanding with his students. Teaching is a skill, and the effectiveness of the instruction is influenced by the teacher's love, favour, and commitment toward his subject. A teacher is responsible for creating interest in the learners in his subject. (Bhalla, Jajoo, & Kalantri, 2002). Attitude directly links with action and shows many changes in our lives (Yanik, 2018). The way a person views their work affects how well they perform. Performance is impacted by a person's attitude toward their work. (Maheshwari, 2016). Attitude is a mental state or psychological process determining whether a person will react positively or negatively. (Sherif, Sherif, Şerif, Atakay, & Yavuz, 1996). A teacher's attitude is essential and helpful in the educational process. This attitude helps tackle the challenges teachers face in daily classroom activities, making the learning environment more effective and influencing their achievement and motivation (Schleicher, 2011).

Education is compulsory for every man and woman in Islam (Haque & Kamil, 2013). We must keep in mind that the Quran provides us with a code of life that gives us positive thinking and is also helpful in creating a healthy society and responsible citizens, which cannot be possible without the help of the Quran. (Asani, 2003). The Quran is a book of guidance for people, in addition to being a religious text. Quran is the key to success and also a treasure of knowledge. (Bokhari, 2013). Being a Muslim, parents' first and foremost duty is to give Quranic education to their children. (Haque & Kamil, 2013).

Based on Islam, Choudhary Rehmat ALI Khan recommended calling this region Pakistan. Pakistan is known as a country with pure people. (Zelizer, 2017). Allama Iqbal first proposed a free Islamic state; he claimed that Muslims in this state adhere to a different set of cultural norms and religious beliefs. (Merchant, 2015) Qaid-e-Azam told students; do not to waste their time on idle things but; to work and work hard for their Islamic state (Rais, 2017). Pakistan is the first country established in the name of Islam and is the first ideological and fundamental state in the entire world. (Yilmaz, 2016). Pakistan came into being with a weak educational infrastructure. It had 9073 primary schools, 2070 secondary schools, 42 community colleges, and two universities. (Aziz, 1986) According to the policy of 1970, Islamiyat was made compulsory for up to five classes. According to the policy of 1979, with Islamic studies, a focus was also given to Nazra Quran (Majoka, & Khan, 2017). So, it is the primary responsibility of the Pakistani Government to give value to Islamic education. In Pakistan, every Government tries its best to show its supreme interest in Quranic education in the school system. Islamiyat and Arabic are being taught in schools for this purpose—however, more than these subjects are needed to fill the Quranic education vacuum. Religious education is an essential element of our education system. (Zia, 2003). In formal education, Islamic education is compulsory up to graduation level, based on Nazra Quran at the primary level and translation at the higher secondary level (Zia, 2003).

On the 4th Annual day of Al Huda International School, a ceremony was organized at Pak –the China friendship centre. Balighur Rehman, the federal minister of education, remarked, "Nazra in all public schools, kids in grades 1 through 5 will learn the Quran, and students in grades 6 through 10 will receive a proper Quranic education with the translation". He also stated, "This procedure would be started following consultation with all Provincial Education Ministers." (News, 2016). Government of Pakistan has decided of teaching Nazra Quran from one class to five classes through the notice number M-48-57/PSMD.

Qurani Qaeda and the last four Surahs of the Holy Quran for the first class are necessary. Para 1 & 2 for Second Class, Para 3 to 8 for three classes, Para 9 to 18 for the fourth class, and 18 to 30 for the fifth class are necessary (Punjab Curriculum and Text Book Board, 2021). Saqib remarked, "The state's decision to claim ownership of religious doctrine is a significant move," adding, "Parents

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will not want to send their kids to Madrassahs if they learn the Holy Quran in schools". That was Published in The Express Tribune on October 15th, 2018.(Ghani, 2018) . It is a reality that a teacher teaches a foreign language in the classroom. They have to face many problems (Agcam & Babanoglu, 2016).

**Table 1 Distribution of Paras for Nazra in Each Class at primary level**

Grade	Distribution of Paras According to Grades
1	Holy Quran's final four Surahs and Qurani Qaida
2	Para No 1 and Para No 2
3	Para No 3 To Para No 8
4	Para No 9 To Para No 18
5	Para No 19 To Para No 30

After reviewing the literature, the researcher realized that in Pakistan, no comprehensive study was conducted to examine the attitude and investigate the problems of Primary school teachers about teaching Nazra Quran at the primary level. It was necessary because students went to Mosque and Madrasah for Nazra Quran before this. It was a new activity that was used at the School level. So, the researcher decided to examine the attitude and investigate the problems of Primary school teachers regarding the Nazra Quran.

## 2. Statement of the Problem

Attitude is an important determinant of an individual's perception of difficulty or eases in performing a task. In Quranic education, a teacher's attitude can significantly influence their approach toward teaching and the student's overall learning experience. The Nazra Quran is a fundamental aspect of Islamic education taught to students at the primary level. However, there is a lack of research on teachers' attitudes toward the Nazra Quran and their challenges while delivering this education.

Understanding teachers' attitudes towards Nazra Quran is crucial, as it can profoundly impact their ability to deliver effective Quranic education. This study aims to explore the attitudes of primary school teachers towards the Nazra Quran and how it affects their perceived difficulty in teaching it. By identifying the challenges teachers face during Quranic education, this research will help develop strategies to improve the quality of Quranic education at the primary level.

## 3. Objectives

The objectives of the study were to

1. Examine the attitude of primary school teachers toward the Nazra Quran at the primary level in District Pakpattan, Punjab, Pakistan.
2. Analyze the educational policies regarding Quranic education at primary levels in Pakistan.
3. Investigate the problems of primary teachers while teaching the Nazra Quran at the primary level in District Pakpattan, Punjab, Pakistan.

## 4. Research Questions

1. What is the attitude of primary school teachers towards teaching the Nazra Quran?
2. What is the role of educational policies regarding the Quranic education?
3. What types of problems were faced by primary school Teachers during Nazra Quran?

## 5. Significance of the Study

Every Islamic country has the responsibility to give awareness about Quran to their new generations. Nevertheless, teachers have to face many challenges at the classroom level during the learning process. Through this study, the administration can make good strategies for improving Quranic education in our schools. This study would be helpful to know how much teaching of Nazra Quran is effectively running in our schools. This study would be helpful in tracing the problems faced by school teachers during the teaching of the Nazra Quran and how teachers effectively work for it. This study would be helpful in

1. The results of this study have the potential to benefit various stakeholders, including policymakers, department heads, and parents of students. By identifying the challenges teachers face while delivering Nazra Quran education, this study would contribute to develop effective strategies that support the professional growth and development of teachers. Policymakers and department heads would use these insights to create policies and initiatives that address the identified challenges, thus improving the quality of Quranic education. Additionally, parents would use these findings to better understand the demand of Quranic education and support their children's learning journey.

2. This study would be valuable to Islamic nations interested in initiating Quranic education programs in their schools. By providing insights into teachers' attitudes towards Nazra Quran and their challenges, this study would guide policymakers and educators in these nations. They would use this information to develop effective teaching strategies and design curricula that cater to the needs of their students. Furthermore, the insights gained from this research would help these nations to create supportive environments for their teachers, which would ultimately result in the delivery of quality Quranic education.

## 6. Methodology of Research

### Research Design

This research was descriptive in nature. The researcher used a quantitative method of research.

## Population

The population of the study comprised all the male and female primary school teachers of district Pakpattan. Table No 1.2 provides details about the number of schools in the Pakpattan district.

**Table 2: Detail of District Pakpattan's (male and female) schools**

Tehsil	Male					Female				
	HSS	HS	Middle	Primary	Total	HSS	HS	Middle	Primary	Total
Pakpattan	4	38	32	175	249	1	20	27	139	187
Arifwala	2	38	23	116	179	3	24	53	130	210
Total	6	76	55	291	428	4	44	80	269	397

Table 2 indicates that there are 825 schools for girls and boys in District Pakpattan. Out of 825, 560 schools are at the primary level. (291 for males and 269 for females)

**Table 3: Detail of Primary school teachers (male and female) in District Pakpattan**

Tehsil	Male	Female	Total
Pakpattan	911	685	1596
Arifwala	761	669	1430
Total	1672	1354	3026

Table 3 shows that there are a total of 3026 primary teachers in district Pakpattan. (1596 from Tehsil Pakpattan and 1430 from Tehsil Arifwala)

## Sampling

In the first stage, 30 schools would be selected randomly from each Tehsil. There were two Tehsils in district Pakpattan i. e. Arifwala and Pakpattan. So, the total numbers of selected schools were 60. Out of 60, thirty schools would be female, and 30 schools would be from male side. In the second stage, five teachers would be selected from each school using a convenient sampling technique. So, sample size would be 300 teachers. Sampling detail is provided in table 4.

**Table 4: Sampling detail of teachers at primary level in District Pakpattan**

Tehsil	School	Male	Female
Pakpattan	30	75	75
Arifwala	30	75	75
Total	60	150	150

## Tool of the study

The researcher used a self-developed questionnaire for the teachers to collect the data.

## Validity of the Instrument

### Expert Opinion

The researcher checked the validity of the instrument by giving it to three university experts with expertise in research. After receiving the feedback, the researcher modified the tool.

### Pilot Study

The researcher conducted the pilot study to check the validity of the tool.

### Reliability

After validating the instrument, the researcher used the Cronbach alpha reliability test to determine the reliability of the tool.

### Data Collection

The researcher collected data personally from government school teachers using a survey questionnaire.

### Data Analysis

The researcher used SPSS software version 22 for the analysis of data.

### Delimitations

This research would be delimited to Primary Public schools' teachers of District Pakpattan.

## 7. Results

**Table 5: I am teaching Nazra Quran because Arabic is my major subject**

Scale	F	%	M	S.D
Yes	114	37.9	0.62	0.49
No	187	62.1		
Total	301	100		

Table 5 mentions that majority of the respondents deny the statement that “I am teaching Nazra Quran because Arabic is my major subject” and 37.9% respondents support the statement. The mean is 0.62 and S D is 0.49.

**Table 6: I teach Nazra Quran because it is according to my qualification**

Scale	f	%	M	S.D
Yes	133	44.2	0.56	0.49
No	168	55.8		
Total	301	100		

Table 6 proves that 55.8 % teacher’s qualification is not match to the Nazra Quran but 44.2 % teacher’s qualification is according to Nazra Quran. The mean is 0.56 and standard deviation is 0.49.

**Table 7: I have taken the training for teaching of Nazra Quran.**

Scale	f	%	M	S.D
Yes	166	55.1	0.45	0.49
No	135	44.9		
Total	301	100		

Table 7 depicts that more than half part of sample (55.1 %) teachers have taken the training of Nazra Quran but 44.9 % teachers have not taken the training of Nazra Quran. The mean is 0.45 and S D is 0.49.

**Table 8: I have full expertise in teaching of Nazra Quran**

Scale	f	f%	M	S.D
Strongly disagree	12	4.0	3.39	1.00
Disagree	48	15.9		
Neutral	84	27.9		
Agree	126	41.9		
Strongly agree	31	10.3		
Total	301	100		

Table 8 expresses that 41.9 % teachers agree that they have full expertise in teaching of Nazra Quran and 10.3 % strongly agree 27.9 % teachers were neutral 4 % strongly disagree and 15.9% disagree. The mean score is 3.39 and S.D is 1.00.

**Table 9: I have already the experience of the teaching of the Nazra Quran**

Scale	f	f%	M	S.D
Strongly disagree	12	4.0	3.39	1.00
Disagree	48	15.9		
Neutral	84	27.9		
Agree	126	41.9		
Strongly agree	31	10.3		
Total	301	100		

Table 9 shows about the previous experience of teachers about the teaching of Nazra Quran. Mostly teachers (43.2 %) agree from this statement. But 9.30 % teachers strongly disagree from this statement. The mean score is 3.05 and S D is 1.18.

**Table 10: I teach Nazra Quran daily.**

Scale	f	%	M	S.D
Strongly disagree	9	3.0	3.98	1.19
Disagree	12	4.0		
Neutral	18	6.0		
Agree	159	52.8		
Strongly agree	103	34.2		
Total	301	100		

Table No 10 expresses that 3 % teachers strongly disagree that they teach Nazra Quran daily. Similarly, 4 % teachers disagree. However 52.8 % agree from this statement, 34.2% strongly agree and 6 % give no answer remains neutral. The mean score is 3.98 and S D is 1.19.

**Table 11: Higher Authorities like D.E.O or A.E.O takes the proper feedback about the teaching of the Nazra Quran**

Scale	f	%	M	S.D
Strongly disagree	10	3.3	4.15	0.89
Disagree	8	2.7		
Neutral	17	5.6		
Agree	158	52.5		
Strongly agree	108	35.9		
Total	301	100		

Table 11 portrays that 3.3 % of teachers strongly disagree that Higher Authorities like D.E.O or A.E.O takes the proper feedback about the teaching of the Nazra Quran. Similarly, 2.7 % of teachers disagree. However, most respondents (52.5) % agrees with this statement. The mean score is 4.15 and S D is 0.89.

**Table 12: I can teach Nazra Quran to the students with full confidence.**

Scale	f	%	M	S.D
Strongly disagree	7	2.3	3.79	0.98
Disagree	33	11.0		
Neutral	42	14.0		
Agree	152	50.5		
Strongly agree	67	22.3		
Total	301	100		

Table 12 illustrates that (2.3) % strongly disagree that they can teach the Nazra Quran to the students with complete confidence. Similarly, 11 % of teachers disagree. However, the best part of the respondents (50.5 %) agrees with this statement. The mean score is 3.79 and S. D is 0.98.

**Table 13: I feel the teaching of the Nazra Quran is a challenging subject for me.**

Scale	f	%	M	S.D
Strongly disagree	8	2.7	3.71	0.93
Disagree	33	11.9		
Neutral	41	13.6		
Agree	176	58.5		
Strongly agree	43	14.3		
Total	301	100		

Table 13 explains that the bulk of the teachers (58.5 %) agree that they feel the teaching of the Nazra Quran is a challenging subject for them. On the other hand, a meager amount of teachers (11.9%) answered disagree. The mean score is 3.71, and S D is 0.93.

**Table 14: I feel the course of the Nazra Quran for students is too lengthy**

Scale	f	%	M	S.D
Strongly disagree	4	1.3	3.75	1.02
Disagree	50	16.6		
Neutral	29	9.6		
Agree	153	50.8		
Strongly agree	65	21.6		
Total	301	100		

Table 14 reflects that 1.3 % of teachers strongly disagree that they feel the course of the Nazra Quran for students is too lengthy. Similarly, 16.6 % of teachers disagree. However, 50.8 % agree with this statement. The mean score is 3.75. S D is 1.02.

Table 15 reveals that 13 % of teachers strongly disagree that they feel the course of the Nazra Quran is according to students' age. However, 48.2 % agree with this statement, 10 % strongly agree. The mean score is 3.24. S D is 1.24.

**Table 15: I feel the course of the Nazra Quran is according to student's age.**

Scale	f	%	M	S.D
Strongly disagree	39	13.0	3.24	1.24
Disagree	56	18.6		
Neutral	31	10.3		
Agree	145	48.2		
Strongly agree	30	10.0		
Total	301	100		

**Table 16: I feel the teaching of the Nazra Quran is an extra duty for teachers.**

Scale	f	%	M	S.D
Strongly disagree	27	9.0	3.18	1.32
Disagree	105	34.9		
Neutral	10	3.3		
Agree	105	34.9		
Strongly agree	54	17.9		
Total	301	100		

Table 16 describes that 34.9 % of teachers disagree that they feel the teaching of the Nazra Quran is an extra duty. However, 34.9 % agree with this statement, 17.9 % strongly agree, and 3.3 % give no answer and remain neutral. The mean score is 3.18, and S D is 1.32.

**Table 17: Children can get good Quranic education in school.**

Scale	f	%	M	S.D
Strongly disagree	5	1.7	3.73	0.96
Disagree	39	13.0		
Neutral	43	14.3		
Agree	158	52.5		
Strongly agree	56	18.6		
Total	301	100		

Table 17 represents that the bulk of teachers that 52.5 % agree that Children can get good Quranic education in school. However, 13 % disagree with this statement. The mean score is 3.73.S D is 0.96.

**Table 18: The response of the students during the Nazra Quran is positive.**

Scale	f	%	M	S.D
Strongly disagree	14	4.7	3.68	1.03
Disagree	35	11.6		
Neutral	35	11.6		
Agree	167	55.5		
Strongly agree	50	16.6		
Total	301	100		

Table 18 indicates that 55.5 % of teachers agree that the student's response to the Nazra Quran is positive. However, 11.6 % disagree with this statement, 4.7 % strongly disagree. The mean score is 3.68, and S D is 1.03.

**Table 19: The response of the parents to the Nazra Quran is positive.**

Scale	F	%	M	S.D
Strongly disagree	16	5.3	3.76	1.04
Disagree	24	8.0		
Neutral	40	13.3		
Agree	158	52.5		
Strongly agree	63	20.9		
Total	301	100		

Table 19 mentions that 52.5 % of teachers agree that the student's response to the Nazra Quran is positive. Similarly, 20.9 % of teachers strongly agree. However, 8 % disagree with this statement. The mean score is 3.76 and S.D 1.04.

**Table 20: The Head of the school takes a proper interest in the teaching of the Nazra Quran.**

Scale	F	%	M	S.D
Strongly disagree	5	1.7	4.09	0.79
Disagree	10	3.3		
Neutral	21	7.0		
Agree	183	60.8		
Strongly agree	82	27.2		
Total	301	100		

Table 20 proves that 60.8 % of teachers agree that the Head of the school takes a proper interest in teaching the Nazra Quran. However, 3.3 % disagree with this statement, 1.7 % strongly disagree. The mean score is 4.09 and S.D is 0.79.

## 8. Conclusion

### Attitude about Nazra Quran

It is concluded from the current study that teachers who teach the Nazra Quran have a positive attitude towards the teaching of the Nazra Quran. Similarly, according to teachers, students and parents both have a positive attitude towards teaching the Nazra Quran in schools. It is also concluded that the head of the schools and Higher Authorities take proper feedback. The study found that Nazra Quran teachers in the sample generally lacked qualifications in Arabic but had received training in Nazra Quran. Despite feeling confident in their teaching, many considered it an extra duty and faced challenges in time management. Respondents also acknowledged the lengthy course of the Nazra Quran and recommended addressing it through training, checks and balances, and the inclusion of translations, Arabic teachers, and Qaris. The syllabus is according to student age. Overall, the study highlights the need for more support and resources to improve the teaching of the Nazra Quran.

### Problems during teaching of Nazra Quran

It is concluded from the current study that teachers who teach the Nazra Quran have to face a lot of challenges. Most teachers believe that training is compulsory for all primary school teachers. It is essential to provide regular training programs to enhance primary school teachers' teaching skills and knowledge. There are challenges in time management. Teachers must manage their time effectively to cover the required material within the allocated time. Proper arrangements for Wazu and keeping Para in classes are in satisfactory conditions. Teachers feel that students take an interest in learning the Nazra Quran. However, parents have less involvement in teaching the Nazra Quran in primary schools. The study highlights the need for more teacher training opportunities, proper time management, and increased parental involvement in their children's Nazra Quran education.

## 9. Recommendations

Following are the recommendations on the bases of the current study

1. Develop a comprehensive curriculum: The study found no significant differences in the perceived adequacy of the syllabus according to student age. Therefore, there is a need to develop a comprehensive curriculum that considers the students' different levels of understanding and learning styles because the current syllabus is lengthy.
2. Increase parental involvement: The study found less involvement from parents in their children's Nazra Quran education. Therefore, there is a need to increase parental involvement by holding regular parent-teacher meetings and providing them with feedback on their child's progress.
3. Provide more training opportunities: The study found that most teachers believe training is compulsory for teaching the Nazra Quran. Therefore, there is a need to provide more training opportunities for teachers to enhance their skills and knowledge. Training for teachers whose qualification is not according to Nazra Quran might be helpful for their Nazra Quran teaching.
4. Improve time management: The study found that teachers face challenges in time management. Therefore, strategies must be developed to improve time management, such as increasing the duration of the Nazra Quran period.

5. Develop better resources: The study found that teachers recommended the appointment of Arabic teachers, Qaris, because most teachers think it is an extra duty for them, including translations. Therefore, there is a need to develop better resources to support teaching the Nazra Quran, such as providing more qualified Arabic teachers, Qaris, and translations of the Quran. By implementing these recommendations, the quality of Nazra Quran education could be significantly improved, leading to greater success and interest among students, increased involvement from parents, and better outcomes for teachers.

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