



RESEARCH PAPER

Effects of Case Method on Civic Competence of Students from  
Different Socio-economic Backgrounds

Qaisar Hussain\*<sup>1</sup> Dr. Sher Zaman<sup>2</sup>

1. Ph.D. Scholar, Department of Education, University of Gujrat, Punjab, Pakistan
2. Assistant Professor, Department of Education, University of Gujrat, Punjab, Pakistan

DOI

[http://doi.org/10.47205/plhr.2022\(6-II\)98](http://doi.org/10.47205/plhr.2022(6-II)98)

PAPER INFO

ABSTRACT

**Received:**

March 27, 2022

**Accepted:**

June 28, 2022

**Online:**

June 30, 2022

**Keywords:**

Case Method

Teaching,

Civic Competence

Socio-economic

Status

**\*Corresponding  
Author**

Ctsc04dsk@gmail.com

This study intended to measure the effects of case method teaching and students' socio-economic status on their civic competence at elementary level. The study was experimental and quantitative with a 2x3 factorial design. Sample of the study was comprised of sixty students of 8<sup>th</sup> grade. Participants were divided into three groups based on the moderating role of their parents' socio-economic status, after that students were randomly divided into six group. The control group was traditionally taught, whereas the experimental group was taught using case method teaching. Civic competency was measured by civic competence indicator test (CCIT). Moderating variable socio-economic background was measured by socio-economic status scale (SESS). Descriptive statistical techniques and Two-way ANOVA tests were employed with SPSS version 24. The results of this study concluded that case teaching method (CMT) remained significant effects on civic competence of students. It is recommended that institutes and centers for teachers' professional development include case method teaching that is the most practical, effective and interesting activity both for teachers and students. Policy producers, curriculum designers and text book authors may include cases to pass students through reflective discussion, consequential thinking and decision making process.

Introduction

Civic competence is being considered as one of the key competencies necessary for socio-economic success (Hoskins et al. , 2008). While caring practices of school administration as respecting, helping, allowing sense of belongingness and encouraging students at school may develop civic competence among students (Hussain Q. , 2017), but there is infrequent native research that how much schools have been helpful for developing civic competence among students. However, there may be different value systems but a common factor that leads to same objective, is propagation of social norms through story telling or else case teaching method (Hussain A. , 2018). From the recent teaching techniques as simulations, business gaming, role-playing, and different experiential approaches, the case method teaching occupies the middle ground (Burgoyne & Mumford, 2001).

In case-based teaching approach, the instructor presents a real life situation in the classroom and moderates a discussion. Students relating their different approaches and learning from each other together reach a better understanding of the issues and principles that are involved in their decision.

In Pakistan at elementary level civic education is embedded in school curriculum. To achieve the civic education in a more effective way: it is essential to orient it towards developing specific civic competences. The model of the development of civic competence requires certain knowledge and skills, civic attitudes and values in the existing social environment (Torney-Purta, Cabrera, Roohr, Liu, & Rios, 2015). Having reviewed the literature based on various models of measuring civic competence (Torney-Purta, at.el, 2015); (Pavels, 2014); (Hoskins, Saisana, & Villalba, 2014); (Hoskins, Villalba, & Saisana, 2012); (Hoskins B., 2008) the researcher developed insight and presented the civic competence model (figure-01) in this study.

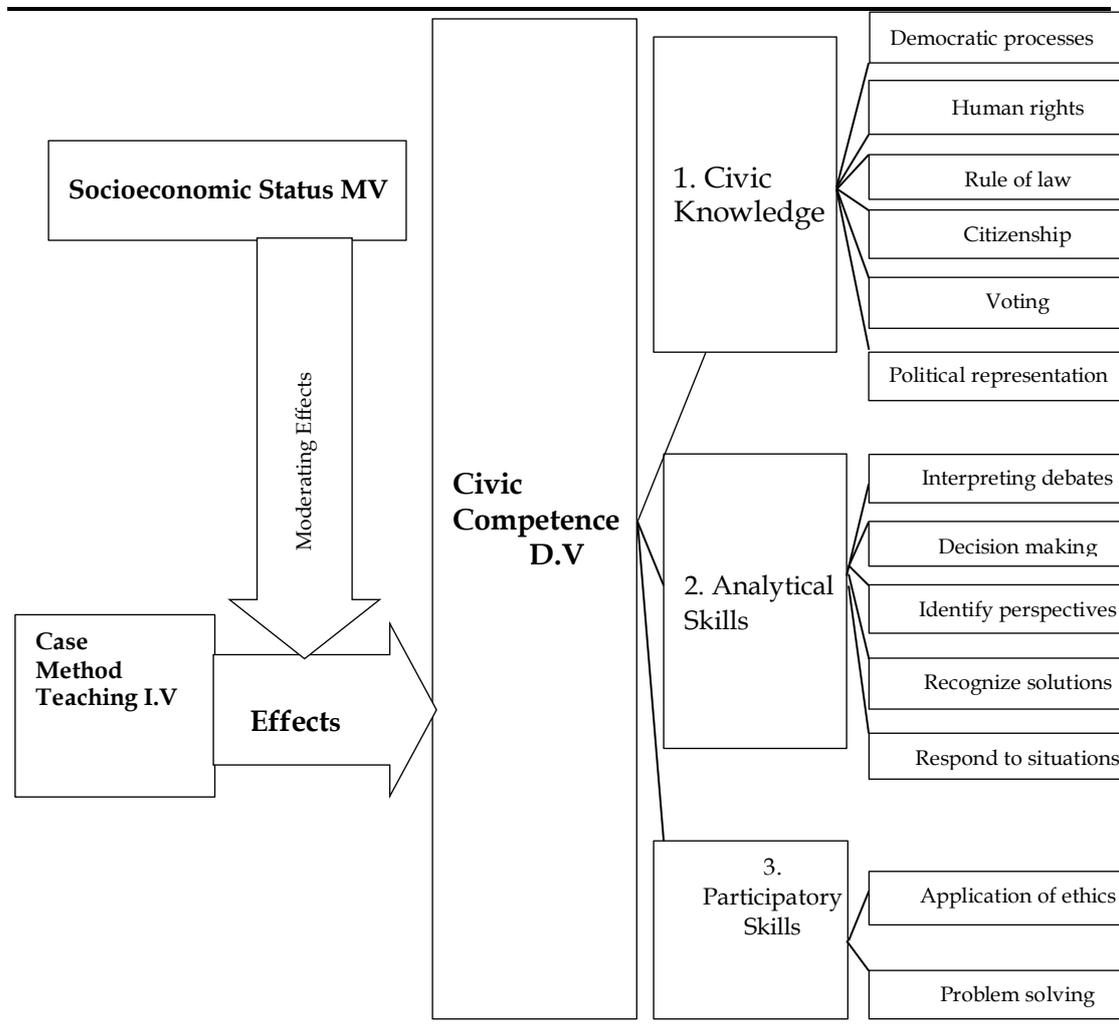


Figure 1 Conceptual Framework

New innovations are being done in the field of teaching methodologies in the current era as civic education is proving an arena of vibrant research and practice (Carretero, Haste, & Bermudez, 2016). The traditional teaching approaches to inculcate civic competence among students are proving result less in the country

(Mahesar, 2013). Instead teaching methodologies that focus on students' engagement, critical enquiry and open classroom discussion are important for understanding civic issues (Nussbaum, 2006; Hess, 2009). This demands a detailed exploration on the 'Effects of Case Method on Civic Competence of Students with Different Socio-economic Backgrounds.

### **Literature Review**

Research regarding political socialization identifies even more that both parents as well as schools effect the democratic behavior of children included in civic education, the latter does more even of teens. Observably effects of family as well as school are not equal. Civic competence of students along with high degree of their parents' socialization accelerate the initial level of political engagement of students. Civic knowledge effects the progress of political engagement of students especially from the less political families by engaging them in class work (Neundrof, Niemi, & Smets, 2016). Regarding the other side, relationship between socio-economic background of a student as well as his learning seems constant as well as significant, although the effect size may be different. From the analysis of data taken from Program for International Student Assessment (PISA), conclusions have been drawn that even deprived students make great success at school but their socio-economic background is significantly associated with their performance. Results were same for the majority of countries that participated in that program (Sue, 2018). Moreover, a successful civic education cannot be separated from the process of upbringing within the family as well as the influence of parents as well as peers. That is where the attitude towards civic participation is formed by the example that is set by the parents (Pavels, 2014). Therefor socio-economic backgrounds of students were involved for arbitrator mutable during the learning. The improvement of civic competence is a multi-faceted as well as intricate instructional process, which can be implemented through civic education, as well as teaching with case method (Pavels, 2014). Therefore, case method teaching technique was applied in the development of civic competence.

### **Case Method Teaching**

Containing information 'cases' are such stories that call for analysis. Participants of case method teaching are put in a situation, where they decide or evaluate with the help of given information. Cases can be taken from newspaper articles, cartoons, stories from radio, as well as market places. Cases may contain such situation in which decisions have to be made for conflicting situations or else current policies, customs or schemes are evaluated or reconsidered in case method. Real circumstances are often founded happening actual proceedings and they evolved after current and previous flush detached previous. Circumstances demand apprentices to decide which theories or concepts may be applied for conducting analysis the said concepts, they have learnt from each other, from their books and heard in school (Hess, 2009).

### **Civic Competence**

Civic Competence is one of the key competencies for enduring education. It attributes the rank of information regarding progress of institutes which reveal, democratic government, fairness, value, nationality and social liberties. It causes to

poster the skills of communication, critical thinking, basic as well as creative reflection, simple leadership, responsibility, respect for different talents including mixed variety and the frames of thoughts as well as approximations of unity, human rights, stability and system based regarding votes. This ability needs a remarkably extensive scope of facts, aptitudes, mental capacity and qualities. A small number of experts count real participation in this competence while others identify behavior as specific marvels. Knowledge of basic institutions of democracy, human rights, the role of media, proceedings of elections, history of country, social delights in society, norms and values, moreover knowledge regarding present-day political disputes is incorporated in the tilt for knowledge domain of civic competence. Regarding skills ability to assess a decision, critically examine information, resolve conflicts and to reside in multicultural atmosphere may be included in the list. Discussing about attitude domain, sureness and trust in the political institutions and feeling responsibility, can be calculated in the civic competence. Talking about values, belief in social justice, acceptance of rule of law, respect of diversity, lenience headed for alteration as well as confidence in the reputation of consensus, respect for human rights are being totaled in this competency (Torney-Purta & Wilkenfeld, *Paths to 21st Century Competencies Through Civic Education Classrooms*, 2009).

### **Achievement at School and Socio-Economic Status**

Family background is an important factor to student's life and outdoor environment of its school is the most significant effect regarding student knowledge. The atmosphere at home is a main socialization mediator and effects a child's attention in school and ambitions for the future. The socioeconomic rank of a student is maximum frequently dogged by uniting parent's educational altitudes, occupational rank and revenue level (Jeynes, 2002).

Socioeconomic background in fact sets the road plan of attainments. Therefore, meanwhile it is the defining factor for mental achievement, we have information in our daily survives as well. There are numerous topics that carefully related to speculative performance. It comprises the talent of the student, his method to academics, setting of the school, noble pressure and his association with the counsellors. Therefore, Student Role Presentation (SRP) is a period which can be used to define how well a distinct fulfills the character of a student in an instructive setting (Annette, 2003).

The nature of the relationship between the socioeconomic environment (SES) and student achievement has been the subject of debate, with some of the most important issues identified in the Educational Equity study in the United States of America, and a number of cultural studies. in Australia. A person's education is closely related to his life opportunities, income and well-being. Therefore, it is important to have a clear understanding of the benefits or barriers to an individual's academic achievement (Battle & Lewis, 2002).

### **Material and Methods**

It is an experimental study in which cause and effect relationship among three independent variables: traditional teaching method, case method teaching, socioeconomic status of students and one dependent variable: civic competence of students was established. Teaching approach was an independent variable (I.V) with two sections, i.e., the control and experimental groups. The experimental group was educated

with the case method teaching that involved reflective discussion, consequential thinking and decision making. By giving content in the arrangement of a story along with questions on the action of characters of the story that promoted group discussion and consequential thinking, that enabled them to reach a decision. That will end in improvement of the higher order of cognitive learning: passing beyond remembrance of knowledge to analysis, evaluation, and application. Control group was treated with traditional teaching method. Civic competence was dependent variable (D.V). That was further divided into three indicators. Firstly, Civic Knowledge comprising six indicators: knowledge of democratic process, human rights, 'rule of law', 'legal aspects of citizenship', 'voting and political representation'. Secondly, Analytical Skills for civic competence containing five skills: 'interpreting political debates', 'decision making', 'identifying contrasting perspectives', 'recognizing solutions to problems', and 'responding to hypothetical situations'. Thirdly, Participatory Skills for civic competence having two skills: 'real-life application of ethical principles' and 'making reasoned judgments about problem solving'. Civic Knowledge was based on first three levels of cognitive domain from Blooms' Taxonomy i.e. remembering, understanding and applying. Analytical Skills were based on last three levels of Blooms' Taxonomy i.e. analyzing, evaluate and create. The Participatory Skills were based on affective domain of Blooms' Taxonomy. Moreover, the socioeconomic status scale's results obtained in G-8 was used as a grouping variable these scores act like mediating variable. The students were categorized into three groups on the bases of Socioeconomic Status Scale, i.e., upper class, middle class, and lower class. Since the independent variable (Teaching methods) has two (2) groups, and the grouping variable has three (3) groups.

### **Research Design**

Speaking about the statistical design, as this study intended to measure the effectiveness of case method teaching on civic competence of students of grade-8 from different socioeconomic backgrounds. Lesson plans on case method teaching were used as an intervention on learners of 8<sup>th</sup> grade, and their effects were calculated as a result. Socioeconomic status of students was a moderator variable and measured through Socioeconomic Status Scale (SESS). A scale named as Civic Knowledge Indicator Scale (CKIS) was applied as a quantitative instrument to quantity the levels of civic knowledge of the students. Third tool named as Analytical Skills Measurement Test (ASMT) was used to measure the levels of students' analytical skills change after treatment. The fourth was Participatory Skills Measurement Scale (PSMS), used to measure the levels of change of participation skills of students after treatment. Hence, the study was quantitative and experimental in nature. The design of this study emerged as a 2x3 factorial design.

### **Instrumentation**

In this study, the researcher measured the following variables;

- Socioeconomic Status of Students
- Civic Competence of Students

Hereafter, the researcher devised the following four research sub-scales.

- Socioeconomic Status Scale (SESS)
- Civic Knowledge Indicator Scale (CKIS)

- Analytical Skills for Civic Competence Measurement Test (ASMT)
- Participatory Skills for Civic Competence Measurement Scale (PSMS)

### Hypotheses

Two-way analysis of variance was used to find out main and interaction effects of two independent variables on two dependent variables to clarify following research hypotheses;

H01: There is no significant effect of case method teaching on development of 8<sup>th</sup> grade students' civic competence. (Effect of 1<sup>st</sup> I.V on D.V, Two-way ANOVA)

H02: There is no significant effect of socio-economic status of 8<sup>th</sup> grade students on development of civic competence taught through case method and of those taught through traditional teaching method. (Effect of 2<sup>nd</sup> I.V on D.V, Two-way ANOVA)

H03: There is no interaction effects of case method teaching with socio-economic status of students as a moderating variable on development of civic competence. (Interaction effects of both I.Vs on D.V, Two-way ANOVA)

### Coping with the 1<sup>st</sup> Hypothesis

Two-way Analysis of variance was run to test the null hypothesis, H01: There is no significant effect of case method teaching on development of 8<sup>th</sup> grade students' civic competence. Firstly, univariate analysis of variance between subjects' factors, teaching methods and students' SES levels on civic competence are being presented in the table below.

**Table 1**  
**The Dissimilarity of Numbers Between Levels of SES and Teaching Methods Regarding Civic Competence Levels**

	Groups	Value Label	N
Students' SES	1	Upper SES	9
	2	Middle SES	24
	3	Lower SES	27
Groups	1	Taught with Case Method	30
	2	Taught with Traditional Teaching Method	30

Table 1 shows the number of students in three categories of students' socioeconomic status (SES) i.e., Upper SES (09), Middle SES (22) and Lower SES (27). Furthermore, it shows, the number of students in control group (30) taught through traditional teaching method (TTM) and experimental group (30) taught through case method teaching about civic competencies.

Descriptive statistics of categories of socio-economic status and teaching methods for civic competence levels computed at civic competence indicator scale, are being presented in the below given table 2.

**Table 2**  
**Descriptive Statistics of SES Categories and Teaching Methods for Civic Competencies**

Groups	Socioeconomic Status	Mean	Std. Deviation	N
Experimental taught with CMT	Upper	2.82	0.18	5
	Middle	2.61	0.23	10
	Lower	2.22	0.17	15
	Total	2.45	0.31	30
Control taught with TMT	Upper	2.11	0.08	4
	Middle	1.70	0.31	14
	Lower	1.45	0.14	12
	Total	1.66	0.31	30
Total	Upper	2.51	0.40	9
	Middle	2.08	0.53	24
	Lower	1.88	0.42	27
	Total	2.05	0.50	60

Table 2 gives the descriptive statistics (mean and standard deviation) of different levels of students' SES taught through CM (Case Method Teaching) and TMT (Traditional Method Teaching) on civic competence of students. Data shows that mean score of students having upper SES level taught through CMT (M = 2.82, S. D = 0.18) was greater than students taught through TMT (M = 2.11, S. D = 0.08). It was also found that mean score of students with middle SES level taught through CMT (M = 2.61, S. D=0.23) was better than those taught through TMT (M=1.70, S. D=0.31). The mean score of lower SES level students taught through CMT (M = 2.22, S. D =0.17) was also better than those students taught through TMT (M = 1.45, S. D = 0.14). Furthermore, it was found that mean score of experimental group taught through CMT (M = 2.45, S. D = 0.31) was greater than control group taught through TMT (M = 1.66, S. D = 0.31).

The null hypothesis that, there is no significant effect of case method teaching on development of 8<sup>th</sup> grade students' civic competence, the main effect of 1<sup>st</sup> independent variable was computed by applying Two-Way ANOVA test. Two-way ANOVA was used to explore the main and interaction effects of Case Method with Students' SES levels on civic competence of 8<sup>th</sup> grade students. Students were categorized into three groups, based on their level of socioeconomic status. These groups were named as students' having upper SES level, students' having middle SES level, and students having lower SES level. Interaction effects of teaching methods and students' SES levels on civic competence levels have been given in table 3 below.

**Table 3**  
**Interaction Effect of Teaching Methods and Students' SES Level on Civic Competence Levels of 8<sup>th</sup> grade students**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter
Corrected Model	12.502 <sup>a</sup>	5	2.500	54.686	.000	273.429
Intercept	216.107	1	216.107	4726.606	.000	4726.606

G	7.345	1	7.345	160.649	.000	160.649
SES	2.983	2	1.492	32.622	.000	65.244
G * SES	.092	2	.046	1.011	.371	2.022
Error	2.469	54	.046			
Total	267.713	60				
Corrected Total	14.971	59				

a. R Squared = .835 (Adjusted R Squared = .820)

b. Computed using alpha = .05

Table 3 reveals that two-way analysis of variance between groups was applied to discover the effects of case method teaching on civic competence levels of students having different socioeconomic backgrounds. Main effects of case method teaching with different SES on students' civic competence were measured with interacting role of students' SES levels. Respondents are divided into three groups, based on their level of SES.

These groups are named as students' having upper level of SES, students' having middle level of SES, and students' having lower level of SES.

**H01: There is no significant effect of case method teaching on development of 8<sup>th</sup> grade students' civic competence. (Main Effect of 1st I.V on 1<sup>st</sup> D.V, Two-Way ANOVA).**

There was statistically significant main effect of case method teaching by the reference values of,  $F(1, 60) = 160.649$ ,  $p = .000 < \alpha = 0.05$  on civic competence levels. The effect size was very large (partial eta squared = 65.244). So, researcher rejected the null hypothesis No.18, Ho18: There is no significant effect of case method teaching on development of 8<sup>th</sup> grade students' civic competence. So, it is proved that there is significant difference between the means of civic competence scores of 8<sup>th</sup> grade students' taught through case method teaching (CMT) and, those taught through traditional method teaching (TMT).

### Coping with the 2<sup>nd</sup> Hypothesis

Post hoc and Tukey test was applied to compute the difference of socioeconomic status on the development of civic competence among students. The null hypothesis - H019: There is no significant effect of socio-economic status of 8<sup>th</sup> grade students on development of civic competence was rejected on the basis of data of table 4 given below.

**Table 4**  
**Post hoc Tukey Test for Locating Difference of SES Levels of 8<sup>th</sup> grade Students' on Development of Civic Competence**

(I) SES _Categories	(J) SES _Categories	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Lower Bound
Upper SES	Middle SES	.4294*	.08358	.000	.2280	.6308

	Lower SES	.6253*	.08230	.000	.4270	.8237
<b>Middle SES</b>	Upper SES	-.4294*	.08358	.000	-.6308	-.2280
	Lower SES	.1959*	.05999	.005	.0513	.3405
<b>Lower SES</b>	Upper SES	-.6253*	.08230	.000	-.8237	-.4270
	Middle SES	-.1959*	.05999	.005	-.3405	-.0513

Post hoc Tukey test shows comparison of mean differences in the different levels of students' socioeconomic status of 8<sup>th</sup> grade students on development of civic competence. It shows that comparison among all six categories are significant. Among different levels of Students' SES, it showed that there is significant difference in 8<sup>th</sup> grade students' having upper level of SES of students with middle and lower SES. Mean scores of 8<sup>th</sup> grade students having middle level of socioeconomic status found significantly different to 8<sup>th</sup> grade students with upper and lower level of socioeconomic status. Lower level socioeconomic status group was found significantly different than upper and middle level of 8<sup>th</sup> grade students. There was significant difference of mean score of middle socioeconomic status group with upper and lower socioeconomic status level. Final perception is that 8<sup>th</sup> grade students' having upper, middle and lower socioeconomic status level were significantly different from each other.

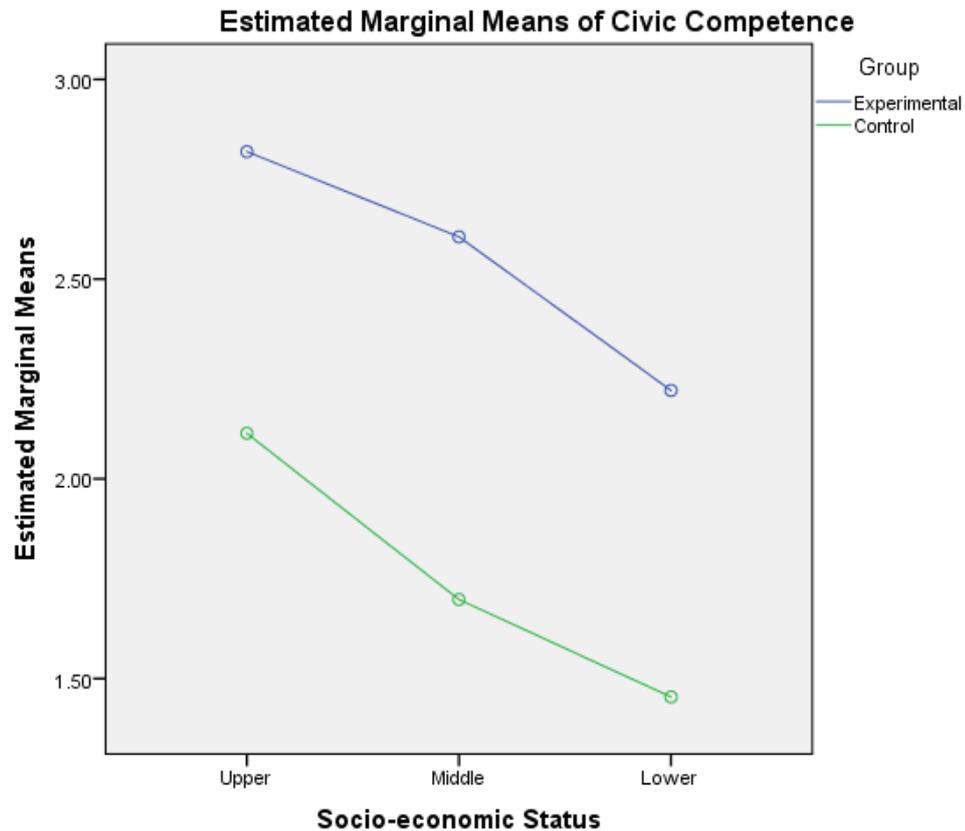
### **Coping with the 3<sup>rd</sup> Hypothesis**

The third hypothesis of this study is H<sub>03</sub>: There is no interaction effects of case method teaching with socio-economic status of students as a moderating variable on development of civic competence. Two-way analysis of variance, Post hoc and Tukey test was applied to locate the difference. Tukey HSD (Honestly Significant Difference) has been given in the table 5 below.

**Table-5**  
**Means of Civic Competence for SES Groups in Homogeneous Subsets**

<b>Socio-economic Status</b>	<b>N</b>	<b>Subsets</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
Lower	27	1.88		
Middle	24		2.08	
Upper	9			2.51
Sig.		1.000	1.000	1.000

Table 5: gives that there is significant difference of socioeconomic status levels of the development of civic competence among students. Therefore, the null hypothesis there is no interaction effects of case method teaching with socio-economic status of students as a moderating variable on development of civic competence was rejected. It is therefore clear that students having upper SES scored mean = 2.51, greater than the middle SES students mean = 2.08, while students having lower SES gained mean = 1.88. Figure 2 gives the estimated marginal means of civic competence.



### Estimated Marginal Means of Civic Competence

Figure-2: shows that marginal means of socio-economic status have significant difference from lower to upper levels from experimental and control groups.

### Discussion

Kevin, (2015) tested that case method teaching is more effective than mere classroom discussion and textbook reading for communication skills and comprehension of concepts to everyday life. His results reported that case method teaching is significantly more effective than other methods of content delivery. This finding was positively correlated to increased student perception of learning gains associated with oral and written communication skills and the ability to recognize connections between biological concepts and other aspects of life. Based on these findings, case method should be considered as a preferred method for teaching about a variety of concepts in science courses (Kevin, 2015).

It was discovered that there were significant differences supporting the case study approach on students' success and attitudes concerning science subject (Olgun & Adali, 2008).

To foster civic abilities, acquiring information, exciting mentalities that favor activity and the presence of skills that grant their productive use are required. Service-learning is introduced as an especially suitable philosophy for the obtaining

of the information, perspectives and abilities which are trademark to this skill (Print & Lange, 2012).

## **Conclusions**

Considering the results of hypothesis testing, the following conclusions were drawn:

1. The students of experimental group taught with case method teaching performed better in the civic competence indicator test (CCIT). Therefore, it was concluded that case method teaching had developed civic competence of the students. Study rejected the null hypothesis. (Table 3)
2. It was evidenced that case method teaching is more effective in developing students' civic competence for those particularly enjoying upper socio-economic status as compared to those having middle or lower socio-economic status. The study concluded that students from upper socioeconomic status did better performance in civic competence than students from middle and lower socioeconomic status. The study concluded that students from middle socioeconomic status did better performance in civic competence than students from lower socioeconomic status. (Table 4)
3. The study concluded that socioeconomic status had interaction effects on developing civic competence among students. (Table 5)

## **Recommendations**

In accordance with the findings and conclusions of the study, following recommendations were made:

1. As supported by the evidence, the study deducted that case method teaching was more effective in developing civic competence as compared to traditional teaching. It is therefore, recommended that curriculum developers may integrate the case method teaching in 8<sup>th</sup> grade curriculum at elementary level.
2. Case method teaching attested effective in the development civic competence. Using this approach, students can obtain better scores and life skills. So, to make it the part of teaching learning practices, in-service teachers training may be conducted especially for social study teachers.
3. Pre-service teacher training institutions should integrate case method teaching as part of the training workshops. So, they may train the teachers in using case method teaching highlighting development of civic knowledge, analytical skills and participatory skills.
4. Social study teachers must improve lesson plans according to case method teaching keeping in view the development of civic knowledge, analytical skills and participatory skills for civic competence.
5. Textbook writers may include case method teaching techniques in textbooks to assist the teaching learning process.

**References**

- Ahmed, Z. (2019, September 23). Analyzing Teaching Methodologies in Pakistan. *Dailly Dawn* Lahore, Punjab, Pakistan.
- Akessa, G. M., & Dhufera, A. G. (2015). Factors that Influence Students Academic Performance: A Case of Rift Valley University, Jimma, Ethiopia. *Journal of Education and Practice*, 6(22), 55-63.
- Akhtar, M. (2013, April 19). *Methods of Teaching in Pakistan*. ilm.com.pk
- Amna, E. (2012). How is civic engagement developed over time? Emerging answers from a multidisciplinary field. *Journal of Adolescence*, 35, 611-627.
- Anonymous. (2011, August 20). Teaching Methods: Teaching Teachers to Teach. *Daily Dawn News*.
- Asia Society. (2015). *Global leadership rubric: Grade 12 (Global Performance System)*. Center for Global Education.
- Asikhia, O. A. (2010). Students and Teachers' Perception of the Causes of Poor Academic Performance in Ogun State Secondary Schools Nigeria: Implications for Counselling for National Development. *European Journal of Social Sciences*, 13(2), 229-249.
- Aulia, I. F., Sukirlan, M., & Sudirman. (2014). Analysis of the Quality of Teacher-Made Reading Comprehension Test Items Using IteMan. *Unila Journal of English Teaching*, 3(4), 1-15.
- Borgonovi, F., d'Hombres, B., & Hoskins, B. (2010). Voter Turnout, Information Acquisition and Education: Evidence from 15 European Countries. *The B.E. Journal of Economic Analysis and Policy*, 10(1), 1-34. doi:10.2202/1935-1682.2463
- Brammer, L., Dumlao, R., Falk, A., Hollander, E., Knutson, E., Pochner, J., . . . Werner, V. (2013). *Core Competencies in Civic Engagement*. Center for Engaged Democracy, Merrimack College USA.
- Browne, E. (2013). *Civic Education: Approaches and Efficacy*. GSDRC Applied Knowledge Services, 2.
- Burgoyne, J., & Mumford, A. (2001). *Learning from the Case Method*. A report to the European Case Clearing House, Lancaster University Management School. Lancaster.
- Carretero, M., Haste, H., & Bermudez, A. (2016). Civic Education. In C. L., & M. A. E, *Handbook of Educational Psychology* (3rd ed., pp. 295-308). London: Poutledge Publishers.
- Cheema, A. B., & Mirza. (2013). Effect of Concept Mapping on Students' Academic Achievement. *Journal of Research and Reflections in Education (JRRE)*, 7(2), 1-10.

- Cooper, K., & Stewart, K. (2013). Does money affect children's outcomes? Joseph Rowntree Foundation. Curriculum Supplement on Values Education. (2017, June). *Integrating Cross Cutting Themes in the Curriculum*. Islamabad: Ministry of Federal Education and Professional Training, Islamabad Government of Pakistan.
- Daily Dawn News. (2011, August 20). Teaching Methods: Teaching Teachers to Teach. *Dawn News Daily*.
- Evans , G. W., & Kim, P. (2010). Multiple risk exposure as a potential explanatory mechanism for the socioeconomic status-health gradient. *Annals of the New York Academy of Sciences*, 1186(1), 174-189.
- Evans, G. W., & Fuller-Rowell, T. E. (2013). Childhood poverty, chronic stress, and young adult working memory: The protective role of self-regulatory capacity. *Developmental Science*, 16(5), 688-696. doi:10.1111/desc.12082
- Forehand, M. (2017). *Blooms Taxonomy - Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners* . Georgia: The University of Georgia.
- Gravetter, F. J. (2013). *Statistics for the Behavioral Sciences*. New Dehli: Cengage Learning
- Gul, S., Parveen, Q., & Yousaf, M. (2018). Ethics of Conducting Research in Social Sciences at the University Level in Pakistan. *Global Social Sciences Review*, 3(4), 486-497.
- Hatcher, S. (2011). Assessing civic knowledge and engagement. *New Directions for Institutional Research*, 149, 81-92.
- Hess, D. (2009). *Controversy in the classroom: the democratic power of discussion* . New York: Routledge.
- Himmelmann, D. (2013). *Competences for teaching, learning and living democratic citizenship in Civic Education and Competences for Engaging Citizens in Democracies*. The Netherlands: Sense Publishers.
- Hof, M. (2012). *Questionnaire Evaluation with Factor Analysis and Cronbach's Alpha: an example*. In seminar in Methodology and Statistics.
- Hoskins, B. (2011). *Exploring the relationship between the IEA International Citizenship and Civic Education Study (ICCS) 2009 and the OECD programme for International Student Assessment (PISA) 2009*. Strasbourg: Council for Europe.
- Hoskins, B., Saisana, M., & Villalba, C. H. (2014). *Measuring Youth Civic Competence across Europe in 1999 & 2009*. Ispra (VA) Italy: European Commission Joint Research Center Institute for the Protection and Security of the Citizen.
- Hoskins, B., Villalba, C. M., & Saisana, M. (2012). *The 2011 Civic Competence Composite Indicator*. Ispra Italy: European Commission Joint Research Center Institute for the Protection and Security of the Citizen.

- Hoskins, B., Villalba, E., Nijlen, D. V., & Barber, C. (2008). *Measuring Civic Competence in Europe*. Ispra (VA) Italy: European Commission Joint Research Center .
- Hui Zhang, C. Z. (2016). A Study of Digital Media Literacy of the 5th and 6th Grade Primary Students in Beijing. *Asia Pacific Edu Res*, 4(25), 579-592. doi:10.1007/s40299-016-0285-2
- Hussain, A. (2018, August 27). Lack of Civic Sense in Our Country. *Daily Times*.
- Hussain, Q. (2017). *Relationship Between Students' Care at School and Their Civic Behaviours at Secondary Level*. Gujrat: M.Phil Thesis from University of Gujrat, Unpublished.
- Izquierdo, I., Olea, J., & Abad, F. J. (2014). Exploratory Factor Analysis in Validation Studies: Uses and Recommendations. *Psicothema*, 26(3), 395-400.
- Johnson, E. (2013). Face Validity. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Newyork: Springer.
- Kang, S. S. (2010). Limitations of True Score Variance to Measure Discriminating Power: Psychometric Simulation Study. *Journal of Abnormal Psychology*, 119(2), 300-306.
- Kaur, G. (2011). Study and Analysis of Lecture Model of Teaching. *International Journal of Educational Planning and Administration*, 1(1), 9-13.
- Kevin, M. B. (2015). Case Study Teaching Method Improves Students Performance and Perceptions of Learning Gains. *Journal of Microbiology & Biology Education*, 16(1), 21-28.
- Khan, A. (2017, November 9). A Case for Promulgating Ethics Education in Pakistani Schools. *Daily Dawn*
- Kong, K. (2020). Academic Resilience of Pupils from Low Socioeconomic Backgrounds. *The Journal of Behavioral Science*, 15(2), 70-89.
- Lundgren, K. (2012). The Case Method: Art and Skill. *Master's Development Practice (MDP) Summit Bangladesh*.
- Mahesar, A. M. (2013, August 23). Civic Sense in Our Country. Lahore, Punjab, *Dawn*
- Mahjabeen, W., Aslam, S., Hassan, U., Zafar, T., Butt, R., Konain, S., & Rizvi, M. (2018). Difficulty Index, Discrimination Index and Distractor Efficiency in Multiple Choice Questions. *Annals of Pakistan Institute of Medical Sciences*, 4, 1815-2287.
- Makulova, A. T., Alimzhanova, G. M., Bekturganova, Z. M., Umirzakova, Z. A., Makulova, L. T., & Karymbayeva, K. M. (2015). Theory and Parctice of Competency-Based Approach in Education. *International Education Studies*, 8(8), 183-192.

- Mayo, J. A. (2004). Using Case-based Instruction to Bridge the Gap between Theory and Practice in Psychology of Adjustment. *Journal of Constructivist Psychology, 17*, 137-146.
- National Task Force on Civic Learning and Democratic Engagement . (2012). *A crucible moment: College learning and democracy's future*. Washington, DC: Association of American Colleges and Universities .
- Neundroff, A., Niemi, R. G., & Smets, K. (2016). The Compensation Effect of Civic Education on Political Engagement: How Civics Classes Make Up for Missing Parental Socialization. *Political Behaviour, 38*(4), 921-949.
- Nussbaum, M. (2006). Education and democratic citizenship: capabilities and quality education. *Journal of Human Development, 3*(7), 385-395.
- Olgun, S. O., & Adali, B. (2008). Teaching Grade 5 Life Science with a Case Study Approach. *Journal of Elementary Science Education, 20*(1), 29-44.
- Organization for Economic Cooperation and Development (OECD). (2016). *Excellence and Equity in Education . PISA 2015 Results*.
- Pavels, J. (2014). Forming Components of Civic Competence. *Journal of Teaching and Education, 3*, 265-277.
- Perry, L. B., & McConney, A. (2010). Does the SES of the School Matter? An Examination of Socioeconomic Status and Student Achievement Using PISA 2003. *Teachers College Record, 112*, 1137-1162.
- Print, M., & Lange, D. (2012). *Schools, Curriculum and Civic Education for Building Democratic Citizens*. Sense Publishers.
- Saifi, S., & Mehmood, T. (2011). Effects of Socio-economic Status on Students' Achievement. *International Journal of Social Sciences and Education, 1*(2), 119-128.
- Samad, S. (2013, April 2). Lack of Civic Sense. *Daily Dawn*
- Smith-Woolley, E., Pingault, J. B., Selzam, S., Rimfeld, K., Krapohl, E., Stumm, S. V., & Asbury, K. (2018). Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them. *npj Science Learn, 3*(1), 1-7. doi:10.1038/s41539-018-0019-8
- Soland, J., Hamilton, L. S., & Stecher, B. M. (2013). *Measuring 21st century competencies: Guidance for educators*. Santa Monica, CA: Rand Corporation.
- Stitzlein, S. M. (2012). *Teaching for dissent: Citizenship education and political activism*. Boulder Paradigm Publishers.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire / Survey in a Research. *International Journal of Academic Research in Management (IJARM), 5*(3), 28-36.

- Tavakol, M., & Dennick, R. (2011). Making Sense of Chronbach's Alpha. *International Journal of Medical Education*, 2, 53-55.
- Thomson, S. (2018). Achievement at school and socioeconomic background - an educational perspective. *npj Science of Learning* , 3(1), 1-2.
- Thomson, S., De Bortoli, L., & Underwood, C. (2017). *PISA 2015: Reporting Australia's Results* . Australian Council for Educational Research .
- Torney-Purta, J., Cabrera, J. C., Roohr, K. C., Liu, O. L., & Rios, J. A. (2015). *Assessing civic competency and engagement in higher education: Research background, frameworks, and directions for next-generation assessment*. *ETS Research Report Series*, 2015(2), 1-48.
- Wheelan, C. (2014). *Naked Statistics: Stripping the Dread from the Data*. Newyork: W.W. Norton and Company.