

Role of Modern Teaching Approaches in Drought and Water Distribution on Earth in Students' Learning in Social Studies at Grade-VIII: An Analysis


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ARTICLE INFO			ABSTRACT
Article History:			<i>The study aimed to analyze the, “Role of Modern Teaching Approaches in Drought and Water Distribution on Earth on Students’ Learning in Social Studies at Grade-VIII: An Analysis”. Objectives of the study were to analyze the role of modern teaching approaches in Social Studies on students’ learning at Grade-VIII. This survey-based study utilized both quantitative and qualitative methods (QUAN-qual.), with a sample consisting of 20 Head Master, 60 Junior Elementary School Teachers, and 320 Elementary school children - for a total sample size of 400 individuals. The researchers followed L.R.GAY's sampling chart when selecting participants. Research tools included questionnaires based on three parts: Part-I Demographic; Part-2 Closed-ended; and part-three Open-ended questions from sampled Head Master & JESTs. Additionally an observation sheet was used for data collection specific to Elementary class children. To ensure validity & reliability all research tools underwent pilot testing as well ensuring their accuracy through expert opinion while also having using Cronbach Alpha calculations to test questionnaire reliability. SPSS-24 statistical software was employed during analysis which involved utilizing relevant formulas such frequency measurement percentage measures standard deviation etc.</i>
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Introduction

The 21st century has seen significant changes in the field of social studies, mostly as a result of improvements in instructional techniques and technology. Exploratory learning, technology integration, group projects, and project-based activities are some of the tactics that have gained favor as ways to increase pupil interest and academic accomplishment. The article examines

whether such modern methods of teaching impact the academic outcomes of the social studies students in grade VIII, using recent educational research and theory as an index. Conversely, traditional methods of teaching social studies emphasized retention, directed by teachers learning, and heavy material use, which frequently hindered pupils' capacity for critical thought and active participation in class (Akram et al., 2022; Fatima et al., 2024; Ahmad et al., 2025); Afaq et al., 2022).

According to research, teacher focus improves pupil achievement and drive in social studies (Shakir et al., 2011; Hassan et al., 2024). In contrast with standard techniques recent classroom practices emphasize engaged pupil participation, techniques that focus on learners, and putting on expertise to current events, which results in deeper understanding and longer retention of ideas (Ahmad et al., 2024; Mumtaz et al., 2024).

Social studies instruction has altered considerably as the outcome of technological advancements such as social networks, virtual field excursions, and electronic simulations. Study indicates that incorporating technology into the classroom boosts pupil engagement and information acquisition. Such as in histories, pupils can use augmented reality (AR) apparatus for experiencing actual events in person, resulting in a more comprehensive grasp of concepts (Zafar et al., 2023; Anjum & Zafar, 2022; Naz et al., 2024). Likewise, interactive tools allow students to create individual accounts of important events, thereby improving their research and communication skills (Lone et al., 2011; Shakir et al., 2012; Yousaf et al., 2021; Bhutto et al., 2023; Arshad et al., 2024; Rasheed et al., 2024; Murtaza et al., 2025; Shaheen et al., 2025).

This perspective is confirmed by current research showing how interactive instruction increases pupils' understanding of complex topics in society. For example, Ramzan et al. (2023) and Shahbaz et al. (2025) revealed that Elementary school pupils' academic performance was significantly improved by supervised group projects in social studies. Project-based learning, also called PBL, requires pupils to complete extensive, actual activities that emphasize research, problem-solving, and presentation skills. According to studies, PBL improves pupils' understanding of historical events and community ideals. According to Mohiman et al. (2024), PBL improved eighth-grade pupil's recall of the subject matter compared to typical classroom teaching. Furthermore, PBL fosters critical thinking, creativity, and cooperation, all of those that are necessary for modern society (Bell, 2020).

Inquiry-based learning (IBL), which combines asking, study, and resolution of issues, enables pupils to delve deeper into political and social concerns. According to Zafar and Akhtar, (2023), IBL improves capacity for analysis and understanding of history. For example, Lee and Ashby's (2021) research found that pupils in eighth grade instructed via inquiry-based methods outperformed their colleagues who learnt using standard methods. Similarly, Naz and Zafar, (2023) and Saleem et al. (2024) stated that IBL promotes critical thinking by immersing pupils in significant, real-world historical research. Group discussions, peer teaching, and team projects are examples of cooperative educational methods that promote relationships and information sharing in social studies classes. Vygotsky's (1978) sociocultural theory states that cognitive growth is supported by meaningful social contact.

Divided schooling is critical for serving the various needs of kids, according to modern teaching methods. According to Zafar and Ullah, (2020), responding to the needs of pupils, approaches to learning, and skills improves engagement & achievement among pupils. Scaled assignments, flexible grouping, and multimedia insertion are effective curricular lessons for students of all

abilities (Rao et al., 2023; Sadaf et al., 2024; Saleem et al., 2025). Subban (2020) found that in mixed-ability elementary schools, customized teaching practices boost pupil achievement.

Research Objective

Following was the research objective;

- To analyze the role of modern teaching approaches (MTA) in Social Studies in students' learning at Grade-VIII.

Research Methodology

“The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation” (Ahmad et al., 2022, p.524). Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research (Ahmad et al., 2021; Cheema et al., 2023; Ahmad et al., 2023; Rasheed et al., 2024; Soomro et al., 2025). The research utilized surveys as its methodology, with a focus on description. Both quantitative and qualitative (QUAN-qual.) approaches were employed, in conjunction with the explanatory sequential technique.

Data Analysis

The collected data was properly arranged and feed into data sheet. Finally it was analyzed through SPSS-24 applying relevant formulas as frequency, percentage, mean score and standard deviation etc.

Table 1: Indicator: Drought and Water Distribution on the Earth

RPS	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Item.1	F	2	14	20	28	16	80	1.0857	3.5250
	%	2.5	18	25.0	35.0	20.0	100		
Item.2	F	2	14	10	42	12	80	1.0328	3.6000
	%	2.5	18	12.5	50.5	12.0	100		
Item.3	F	4	16	18	20	22	80	1.2403	3.5000
	%	5.5	21.0	22.5	25.0	26	100		
Item.4	F	4	14	12	12	38	80	1.3375	3.8250
	%	4	18	15.0	15.0	48	100		
Item.5	F	6	6	18	24	26	80	1.2192	3.7250
	%	2	15.0	15.0	25.0	43	100		
Item.6	F	2	14	10	42	12	80	1.0328	3.6000
	%	7.5	18	12.5	50	12.0	100		
Total	F	8	12	24	16	20	80	1.1190	3.7093
	%	4	15	19	35	27	100		

Table.1 presents that teacher teaches about Drought and Water Distribution on the Earth in Social Study Grade-VIII through the reading. According to data analysis 35% Head Master & JESTs favor and 20% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 25% Head Master & JESTs were

undecided about the statement. Collectively, 52.5% (42.5%+10%) Head Master & JESTs were favor with the statement. Mean score 3.5250 and SD 1.0857 Supported.

Item.2 presents that teacher teaches about Drought and Water Distribution **on** the Earth in Social Study Grade-VIII through the reading. According to data analysis 50.5% Head Master & JESTs favor and 12% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 62.5% (50.5%+12%) Head Master & JESTs were favor with the statement. Mean score 3.3600 and SD 1.028 supported.

Item.3 presents that teacher teaches about Drought and Water Distribution **on** the Earth in Social Study Grade-VIII through the reading. According to data analysis 26% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 21% Head Master & JESTs not favor and 5.5% Head Master & JESTs strongly not favor whereas 22.5% Head Master & JESTs were undecided about the statement. Collectively, 51% (26%+25%) Head Master & JESTs were favor with the statement. Mean score 3.3500 and SD 1.02403 supported.

Item.4 presents that teacher teaches about Drought and Water Distribution **on** the Earth in Social Study Grade-VIII through the reading. According to data analysis 48% Head Master & JESTs strongly favor and 15% Head Master & JESTs favor while 18% Head Master & JESTs not favor and 4% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 63% (48%+15%) Head Master & JESTs were favor with the statement. Mean score 1.3375 and SD 3.8250 supported.

Item.5 presents that teacher teaches about Drought and Water Distribution **on** the Earth in Social Study Grade-VIII through the reading. According to data analysis 43% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 15% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 68% (43%+25%) Head Master & JESTs were favor with the statement. Mean score 3.7250 and SD 1.7250 supported.

Item.6 presents that teacher teaches about Drought and Water Distribution **on** the Earth in Social Study Grade-VIII through the reading. According to data analysis 50.5% Head Master & JESTs favor and 12% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 7.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 62.5% (50.5%+12%) Head Master & JESTs were favor with the statement. Mean score 3.3600 and SD 1.0328 supported.

Table 2: Indicator-3: Major Climate Divisions of the World

RPS	Stat.	Responses						SD	Mean
		1	2	3	4	5	Total		
Item.1	F	0	14	12	32	22	80	1.04973	3.7750
	%	0	17.5	15.0	40.0	27.5	100		
Item.2	F	0	6	20	20	34	80	.99968	4.0250
	%	0	7.5	25.0	25.0	42.5	100		
Item.3	F	0	12	14	34	20	80	.99968	3.7750
	%	0	15.0	17.5	42.5	25.0	100		
Item.4	F	4	22	6	24	24	80	1.32021	3.5250
	%	5.0	27.5	7.5	30.0	30.0	100		
Item.5	F	2	8	22	26	22	80	1.06187	3.7250

	%	2.5	7.5	12.5	42.5	35.0	100		
Item.6	F	0	6	20	20	34	80	.99968	4.0250
	%	0	7.5	25.0	25.0	42.5	100		
Total	F	4	16	22	19	19	80	1.11952	3.75
	%	2.8	14	19.0	33	31.2	100		

Table 2 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis the 40% Head Master & JESTs favor and 27.5% Head Master & JESTs strongly favor while 17.5% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (40.5%+27.5%) Head Master & JESTs were favor with the statement. Mean score 3.7750 and SD 1.0973 Supported

Item 2 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis 42.5% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 7.5% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 25% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.0250 and SD 0.99968 Supported.

Item 3 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis 42.5% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 15% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 17.5% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.7750 and SD 0.99968 Supported.

Item 4 the 15 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis 30% Head Master & JESTs strongly favor and 30% Head Master & JESTs favor while 27.5% Head Master & JESTs not favor and 5% Head Master & JESTs strongly not favor whereas 7.5% Head Master & JESTs were undecided about the statement. Collectively, 60% (30%+30%) Head Master & JESTs were favor with the statement. Mean score 3.5250 and SD 1.32021 Supported.

Item 5 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis 42% Head Master & JESTs favor and 35% Head Master & JESTs strongly favor while 7.5% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 77.5% (42.5%+35%) Head Master & JESTs were favor with the statement. Mean score 3.7250 and SD 1.06187 Supported.

Item 6 presents that teacher teaches about Major Climate Divisions of the World in Social Study Grade-VIII through the reading. According to data analysis 42% Head Master & JESTs strongly favor and 25% Head Master & JESTs strongly favor while 7.5% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.0250 and SD 0.99968 Supported.

Findings

Findings of the study showed that;

- 35% Head Master & JESTs favor and 20% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 25% Head Master & JESTs were undecided about the statement. Collectively, 52.5% (42.5%+10%) Head Master & JESTs were favor with the statement. Mean score 3.5250 and SD 1.0857 supported.
- 50.5% Head Master & JESTs favor and 12% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 62.5% (50.5%+12%) Head Master & JESTs were favor with the statement. Mean score 3.3600 and SD 1.0.28 supported.
- 26% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 21% Head Master & JESTs not favor and 5.5% Head Master & JESTs strongly not favor whereas 22.5% Head Master & JESTs were undecided about the statement. Collectively, 51% (26%+25%) Head Master & JESTs were favor with the statement. Mean score 3.3500 and SD 1.0.2403 supported.
- 48% Head Master & JESTs strongly favor and 15% Head Master & JESTs favor while 18% Head Master & JESTs not favor and 4% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 63% (48%+15%) Head Master & JESTs were favor with the statement. Mean score 1.3375 and SD 3.8250 supported.
- 43% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 15% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 68% (43%+25%) Head Master & JESTs were favor with the statement. Mean score 3.7250 and SD 1.7250 supported.
- 50.5% Head Master & JESTs favor and 12% Head Master & JESTs strongly favor while 18% Head Master & JESTs not favor and 7.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 62.5% (50.5%+12%) Head Master & JESTs were favor with the statement. Mean score 3.3600 and SD 1.0328 supported.

Factor-3: Major Climate Divisions of the World

- 40% Head Master & JESTs favor and 27.5% Head Master & JESTs strongly favor while 17.5% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 15% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (40.5%+27.5%) Head Master & JESTs were favor with the statement. Mean score 3.7750 and SD 1.0973 Supported
- 42.5% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 7.5% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 25% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.0250 and SD 0.99968 Supported
- 42.5% Head Master & JESTs strongly favor and 25% Head Master & JESTs favor while 15% Head Master & JESTs not favor and 0% Head Master & JESTs strongly not favor whereas 17.5% Head Master & JESTs were undecided about the statement. Collectively,

67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.7750 and SD 0.99968 Supported

- 30% Head Master & JESTs strongly favor and 30% Head Master & JESTs favor while 27.5% Head Master & JESTs not favor and 5% Head Master & JESTs strongly not favor whereas 7.5% Head Master & JESTs were undecided about the statement. Collectively, 60% (30%+30%) Head Master & JESTs were favor with the statement. Mean score 3.5250 and SD 1.32021 Supported
- 42% Head Master & JESTs favor and 35% Head Master & JESTs strongly favor while 7.5% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 77.5% (42.5%+35%) Head Master & JESTs were favor with the statement. Mean score 3.7250 and SD 1.06187 Supported
- 42% Head Master & JESTs strongly favor and 25% Head Master & JESTs strongly favor while 7.5% Head Master & JESTs not favor and 2.5% Head Master & JESTs strongly not favor whereas 12.5% Head Master & JESTs were undecided about the statement. Collectively, 67.5% (42.5%+25%) Head Master & JESTs were favor with the statement. Mean score 3.0250 and SD 0.99968 Supported.

Discussion

Findings of the study showed that headmaster, JESTs and students viewed that they teach sub-continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study described that headmaster, JESTs and students opined that they teach about Europe continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study illustrated that headmaster, JESTs and students opined that they teach about African Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study affirmed that headmaster, JESTs and students viewed that they teach about America Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study illustrated headmaster, JESTs and students were favor with the statement they teach about South America Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study showed that headmaster, JESTs and Students were favor with the statement they teach about Australia continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided.

Conclusions

The research found that most of Head Master, JESTs and Pupils were favor with the statement that they teach Sub Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The research found that most of Head Master, JESTs and Pupils were favor with the statement that they teach about Europe Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The research illustrated that most of Head Master, JESTs and Pupils were favor with the statement that they teach about African Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The research affirmed that most of Head Master, JESTs and Pupils were favor with the statement that they teach about America Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were

undecided. The research illustrated that most of Head Master, JESTs and Pupils were favor with the statement they teach about South America Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The research concluded that most of Head Master, JESTs and Pupils were favor with the statement they teach about Australia Continent through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided.

Third indicator of the study was Major Climate Divisions of the World the study concluded that majority of Head Master, JESTs and Pupils were favor with the statement that they teach about Equatorial Division through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study described that majority of Head Master, JESTs and Pupils were favor with the statement that they teach about Monsoon Segment through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study affirmed that majority of Head Master, JESTs and Pupils were favor with the statement that they teach about Bhounoch Sea Section through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study illustrated that majority of Head Master, JESTs and Pupils were favor with the statement they teach about Puri Panay Kamar Bandh Gah Wari Plain through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study concluded that majority of Head Master, JESTs and Pupils were favor with the statement they teach about Warm wilderness Segment through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided. The study affirmed that majority of Head Master, JESTs and Pupils were favor with the statement that they teach about Tundra Part through reading teachers have expertise in the subject matter they instruct while some of were not favor whereas few were undecided.

Recommendations

- The modern teaching approaches are necessary for pupils learning during unit.2 Drought and Water Distribution on the Earth in Social Studies at Grade-VIII. The modern teaching approaches may be adopted and preferred in teaching of Social Studies at elementary level.
- The modern teaching approaches are necessary for pupils learning during unit.3 Major Climate Divisions of the World in Social Studies at Grade-VIII. The modern teaching approaches may be adopted and preferred in teaching of Social Studies at elementary level

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