

Role of Higher Education in Civic Learning: Perception of University Students

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ABSTRACT

Citizenship is a vital aspect of higher education around the World. Universities are expected to cater the need of citizenship education to provide skilled and responsible management for the development of nation. However, there is too scarce research to make any claim about the views of university graduates concerning citizenship. Consequently, it was considered quite imperative to conduct a study to examine knowledge and practices of citizenship among university students. This study used a questionnaire and a sample of 1500 BS students from 15 private and public institutions in Pakistan to investigate the features of good social responsibility among university students. The results of the study (i.e. mean, percentage, and chi-square) revealed that students were strongly in favour to build up courtesy/morality, social responsibility, accountability/critical thinking and patriotism. They have urged to contribute to society and provide services for human well beings; they were moderate, trustworthy and avoid discrimination. Majority of students honor property rights' and race; have firm faith in welfare of their motherland; possess good moral conduct and respect authority of rules. The development of citizenship as a crucial subject may be mandated by higher education institutions, and they may make every effort to support it using all resources available.

Keywords: Civic Education, Citizenship, Civic Perception, University Students.

Introduction

The role of higher education to the civic learning is greatly wider in comparison to the building of general public. Institutions of higher learning participate in the maintenance as well as improvement of crucial civic customs. These institutions supply the assets which facilitate to theorize the idea of nationality and carry about its prosperous in every known civilization with a direct approach (Graham, 2005). Moreover Macalester College (2006) teaches its students that the functions like political affairs, closed ideas and sociology of these universities play an obligatory role for citizenship through maintaining the civic customs of important investigation.

Higher education makes a far greater contribution to civic citizenship than it does to the creation of the general public. Higher education supports the maintenance and expansion of a caring society, which increases capital and helps us to comprehend citizenship consciousness and get its advantage in every progressive society with right manner (Pring, 2016).

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Institutions also contribute to patriotism done their effort in the training and education of professionals with citizenship-related tasks, particularly teachers (Davies, 2006). Furthermore, universities are huge corporate actors inside public own local communities, which creates expectations and responsibilities in terms of good citizenship behaviour (Delanty, 2001). According to Delanty, a university degree plays a significant role in "educated citizenship" and "technical citizenship." He defines "educated citizenship" as a civic duty in support of the university level within the significant and significant frame of reference of civilised forms (Delanty, 2001). He observed the universities in the best place to associate the worry of company, equipment, and marketed powers through technical citizenship related to citizenship as these are customarily cleared (Delanty, 2000). Institutions of higher education consequently make an expense with equally direct and indirect means towards the building of societal, opinionated and civilized thoughts.

Civic responsibility is what is meant by the term "duty of a citizen" (Dictionary.com). It consists of actions and attitudes that support social engagement and democratic governance. Civic responsibility can be exemplified by participating in government, visiting places of worship, volunteering, and belonging to nonprofit organisations (Popkin & Dimock, 2000). While civic professionalism is the subject of law that involves attorneys' obligations to act professionally, observe the legislation, avoid conflicts of interest, and prioritise the interests of their clients over their own (Sullivan, 2003).

Morality, on the other hand, is a set of views about what constitutes acceptable and unacceptable behaviour. The ethical excellence or awfulness of something, or the extent to which it is right and good. Being a decent citizen requires a high level of honesty. Honesty and trust are tightly related in a community, and both are required to live peacefully with people around you. Courtesy is a polite behavior that shows respect for other people or something that you do because it is polite, kind etc(United Nations Information Service, 2004). A social ethics provides clarity of action in the hopes of building a better community (Vernon & Tomas, 2010); it means that we consider ourselves as morally obligated to assist the society by disseminating our knowledge with and among the community. He encourages us to keep in mind the greater influence we want to have with our efforts.

Making sure leaders in the public, private, and nonprofit sectors are accountable for their activities and that there is recourse when obligations and pledges are not honoured is part of the civic accountability/critical thinking (Moore & Teskey, 2006). In accordance with a recent study, accountability is the requirement that authorities answer to stakeholders for how they utilise their authority and responsibilities, reply to complaints or demands made of them, and accept (some) responsibility for their deeds, ineptitude, or dishonesty. There must be accountability, also known as answerability, enforceability, controllability, and sanctionability for there to be major responsibility (Goetz & Jenkins, 2005). Similarly, "key missing aspects in our understanding of the connection between the powerful elites and the disempowered poor who are exercising their rights" are receptivity and responsibility (Gloppen, 2003).

Patriotism is when people show allegiance to their nation, especially allegiance to the core ideals and concepts that underpin it (Michigan Department of Education, 1998). Individual Rights refers to the idea that people have some fundamental rights that were not established by state but that it should uphold. It is a cornerstone of constitutional democracy. The happiness is one of these rights, along with the rights to life, liberty, and economic freedom. Government must not impose unjust or arbitrary restrictions on the exercise of fundamental rights because it serves to protect them (O'Connell, 1999).

According to Smith (2002) "Patriotism includes the show of affection, such as reaching out to embrace others in times of need. These acts of kindness were especially seen on September 11, 2001. A true patriot is someone who is willing to show love toward people, even at times when nobody is watching". Similar to this, Popkin and Dimock (2000) defined the importance of nationalism as an emotional connection with a country that a person recognises as his or her homeland. Through the prism of this attachment, also known as nationalistic identity or national pride, one can perceive the possibilities of one's own nation, including its racial, cultural, economic, and historical aspects.

Keeping in view the entire former discussions it may be settled that nationality and community characteristics are the primary apparatuses of a higher human life. According to Ornstein (2016) citizenship is like specification of becoming functional by ways of the human rights, tasks as well as specialized errands as a subordinate of a public or a country. It relates to asking questions about who we are as individuals and how we spend our time together, as well as the types of people that we hope to instil in our children and grandchildren.

The training that students receive to share a comparable enthusiastic and thorough public within society, as per Barnett and Standish (2016), is one of citizenship's positive qualities. It is necessary to emphasise citizenship education as a vital focus on education in the complete courses at all educational levels, rather than incorporating it into various courses/subjects/syllabi where nation is proven fixed into an explicit topic for the pre-planned ranking stages.

Civic education is an important aspect of education around the World. Many institutes as well as the schools around the World are offering citizenship education. Numerous studies have been conducted on citizenship education in the international context. In Pakistan, there is a dearth of study on civic virtues and citizenship education at the university level. There is, however, a change in perspective in this regard and the Pakistan HEC vision 2025 focuses on seven pillars among which development of human and social capital is one of the main areas of focus.

“Citizenship education is a vital tool for developing human and social capital. Still, citizenship education in higher education of Pakistan has been least researched area, and hence it has been unexplored how do the university students rate themselves about awareness and practice of citizenship”; and how do the institutions lay forth their plans for instilling in graduates the virtues of good citizenship. Consequently, to explore this problem the recent study titled “Citizenship among university students: Perceptions of BS students” was carried out.

Objective and Question

The present research intended at finding the citizenship among university students: perceptions of BS students; with the aim of I learning what qualities make for excellent citizenship among college students. In keeping with the study's goal, the following question was developed: What qualities of good citizenship do university students possess?

Due to time constraints, economic conditions, and other limitations, the research was limited to I 2 provinces of Pakistan (i.e., the universities in Khyber Pakhtunkhwa and Punjab; which comprise Federal as well as Northern Areas) and (ii) only BS level university graduates were selected as sample.

This research emphasizes merits and shortcomings among graduates about the attributes of good nationality, and also indicates the progress of universities that how these promote civic education in youth. The findings of this study will be advantageous for university faculties, administrators and planners of advanced edification. Based on these findings, university professors and administration may try to design civic programmes and address citizenship attribute inadequacies (Gearon, 2015). Moreover, this study may open latest opportunity for investigators operating in the field of civic programs and human resources.

Methodology

This research was done to explore citizenship among university students: perception of university students. The below given steps were followed to complete this purpose;

Population

The population of this study was made up of all of the BS students who attended the institutions in the Pakistani provinces of Punjab and Khyber Pakhtunkhwa. In Punjab and Khyber Pakhtunkhwa, comprising the Federal and Northern parts of Pakistan, there were 44250 BS students enrolled in 103 Universities (public/private), from which a sample was taken.

Sample

To obtain an appropriate sample from the population, researchers used multistage stratified random sampling procedure to collect the data. The total population was divided into two regions: Khyber Pakhtunkhwa, which includes the northern regions, and the Punjab province, which includes the Federal Capital Area (Islamabad) (Gilgit Baltistan). 100 students from each of the 15 approved universities' 1500 BS students, or 1500 total, were chosen to study.

Instrument

A questionnaire is the thoughtfully constructed core of a survey study (Saravanavel, 2011). A questionnaire with a 5-point Likert scale was developed by the researchers to collect the data from the target public in order to gather research data on the characteristics of excellent citizenship among university graduates. The full required adjustments were worked out in support of this instrument, which then passed via judgmental validation and was used for further advancement after passing through pilot testing and expert opinions.

Data Collection

By visiting the sampled departments and institutions, data was gathered and respondents were given the questionnaire. The responders were instructed to carefully consider each statement and mark their response sheets using the proper procedure. The respondents' cooperation and honesty made it possible to have a 100% instrument return rate.

Analysis

The acquired data was organized and tabulated, and SPSS (Statistical Package for Social Sciences) was used to perform a numerical analysis of the data using arithmetic mean, percentage, frequency, and chi-square. Complete research results were derived via data analysis. These results were examined along with the research's findings and conclusions.

Results

A questionnaire using a five-point Likert scale (i.e., A=Always, M=Mostly, S=Sometimes, R=Rarely, N=Never), the respondents were asked to respond in accordance with their personal habits. The values of all participants with their percentages were used in this study along with the chi-square test (goodness of fit), and the mean values are shown in the following tables.

Table 1: *Social Responsibility as an Aspect of Citizenship among University Students*

| S.No | Statements | Response | | | | | Mean | χ^2 |
|------|--|--------------|--------------|--------------|--------------|------------|------|----------|
| | | A | M | S | R | N | | |
| 1 | I have an utmost urge to contribute to society and human well-being. | 508 (34%) | 485 (32%) | 355 (24%) | 124 (8%) | 28 (2%) | 3.89 | 618.2* |
| 2 | Being a student I avoid harm to others. | 499 (33%) | 581 (39%) | 292 (20%) | 109 (7%) | 19 (1%) | 3.95 | 780.2* |
| 3 | I am an honest and trustworthy. | 534 (36%) | 487 (33%) | 343 (23%) | 129 (9%) | 07 (1%) | 3.94 | 688.9* |
| 4 | As a student I am fair and do not like discrimination. | 480 (32%) | 561 (37%) | 294 (20%) | 150 (10%) | 15 (1%) | 3.89 | 680.9* |
| 5 | I try to honor property right including copyrights and patent. | 434 (29%) | 581 (38%) | 355 (24%) | 107 (7%) | 23 (2%) | 3.86 | 713.1* |

| | | | | | | | | |
|-------------------------------|---|----------------|--------------|-----------------------------|--------------|------------|------|--------|
| 6 | I give proper credit for intellectual property. | 450 (30%) | 576 (38%) | 317 (21%) | 142 (10%) | 15 (1%) | 3.87 | 683.8* |
| 7 | As a member of society I respect the privacy of others. | 465 (31%) | 605 (40%) | 314 (21%) | 94 (6%) | 22 (2%) | 3.93 | 800.6* |
| 8 | I try to honor confidentiality. | 463 (31%) | 570 (38%) | 329 (22%) | 116 (8%) | 22 (1%) | 3.89 | 704.8* |
| 9 | I consider that most important duty is the right to vote. Because by voting I have a voice in the government. | 504 (34%) | 543 (36%) | 315 (21%) | 126 (8%) | 12 (1%) | 3.93 | 713.7* |
| 10 | I acknowledge the importance of vote. | 482 (32%) | 581 (39%) | 327 (21%) | 100 (7%) | 10 (1%) | 3.95 | 789.7* |
| <i>Expected Frequency=300</i> | | <i>p≤0.001</i> | | <i>*Significant at 0.05</i> | | | | |

The students' social duty as a component of citizenship is displayed in Table 1. The majority of students (Always=34 percent, Mostly=32 percent, and mean=3.89) responded significantly ($X^2=618.2$, $p0.05$) to statement No. 1 regarding their desire to help people to society and human welfare. The majority of students responded that they always try to prevent hurting other people (Always=33 percent, Mostly=39 percent, and mean=3.95) in the analysis of statement No. 2 ($X^2=780.2$, $p0.05$). The proportion of students (Always=36 percent, Mostly=33 percent, and mean=3.94) gave a significant answer to statement No. 3's analysis ($2=688.9$, $p0.05$) regarding being honest and trustworthy. The study of statement No. 4 reveals that the majority of students (Always=32 percent, Mostly=37 percent, and mean=3.89) have a substantial opinion on fairness and dislike discrimination ($X^2=680.9$, $p0.05$). The majority of pupils (Always=29 percent, Mostly=38 percent, and mean=3.86) significantly responded to statement No. 5 regarding their honour property rights, including copyrights and patents ($X^2=713.1$, $p0.05$). Analysis of statement No. 6 reveals a substantial reaction from the number of students (Always=30%, Mostly=38%, and mean=3.87) regarding giving adequate credit for intellectual property ($X^2=683.8$, $p0.05$). According to the analysis of statement No. 7, the majority of students (Always=31 percent, Mostly=40 percent, and mean=3.93) strongly agree that it is important to respect other people's privacy ($X^2=800.6$, $p0.05$). The number of learners (Always=31 percent, Mostly=38 percent, and mean=3.89) responded significantly ($X^2=704.8$, $p0.05$) to statement number 8 about trying to uphold secrecy. The examination of statement No. 9 showed that the majority of students (Always=34 percent, Mostly=36 percent, and mean=3.93) believe that the right to vote is the most essential obligation because it gives them a voice in the government. According to the examination of statement No. 10, the number of learners (Always=32 percent, Mostly=39 percent, and mean=3.95) acknowledge the significance of voting ($X^2=789.7$, $p0.05$).

Table 2: *Morality and Honesty as Aspects of Citizenship among University Students*

| Sr. No | Statements | Response | | | | | Mean | χ^2 |
|-----------|---|--------------|--------------|--------------|--------------|------------|------|----------|
| | | A | M | S | R | N | | |
| 1 | I consider that it is my utmost obligation to tell the truth and nothing but the truth. | 456 (30%) | 607 (40%) | 278 (19%) | 136 (9%) | 23 (2%) | 3.89 | 742.3* |
| 2 | As a student I am sincere to my studies. | 520 (35%) | 493 (33%) | 334 (22%) | 126 (8%) | 27 (2%) | 3.90 | 638.7* |
| 3 | I am forthright and candid member of | 485 (32%) | 555 (37%) | 245 (16%) | 192 (13%) | 23 (2%) | 3.86 | 635.6* |

| | | | | | | | | |
|---|--|--------------|--------------|--------------|--------------|------------|------|--------|
| | society. | | | | | | | |
| 4 | As a student I adopt good manners. | 462 (31%) | 546 (36%) | 326 (22%) | 132 (9%) | 34 (2%) | 3.85 | 621.4* |
| 5 | I try my best to be a courteous, polite and civil to everyone. | 444 (30%) | 629 (42%) | 277 (18%) | 128 (8%) | 22 (2%) | 3.90 | 787.9* |
| 6 | Being a student I avoid to tell a lie, cheat and steal. | 516 (34%) | 551 (37%) | 274 (18%) | 131 (9%) | 28 (2%) | 3.93 | 709.6* |
| 7 | As a student I am not sneaky, tricky or deceptive. | 538 (36%) | 553 (37%) | 228 (15%) | 164 (11%) | 17 (1%) | 3.95 | 748.1* |
| 8 | I avoid using put-downs, insults, yelling or ridiculing to embarrass others. | 494 (33%) | 596 (40%) | 292 (19%) | 101 (7%) | 17 (1%) | 3.97 | 816.7* |
| 9 | Being a student I act according to my beliefs, not according to expediency. | 468 (31%) | 585 (39%) | 292 (20%) | 125 (8%) | 30 (2%) | 3.89 | 710.1* |

Expected Frequency=300 p≤001 *Significant at 0.05

The pupils' moral character and honesty are displayed in Table 2 as qualities of citizenship. The number of learners (Always=30%, Mostly=40%, and mean=3.89) believe that it is their highest duty to disclose the truth and nothing but the truth, according to the analysis of statement No. 1 ($X^2=742.3$, p0.05). The study of statement No. 2 reveals that the majority of students (Always=35 percent, Mostly=33 percent, and mean=3.90) are sincere about their commitment to their academics ($X^2=638.7$, p0.05). The proportion of students (Always=32 percent, Mostly=37 percent, and mean=3.86) responded significantly ($X^2=635.6$, p0.05) to statement number 3 regarding being an honest and straightforward member of society. The majority of students (Always=31 percent, Mostly=36 percent, and mean=3.85) responded significantly ($X^2=621.4$, p0.05) to statement No. 4 about using good manners. The majority of students responded significantly to statement No. 5's analysis ($X^2=787.9$, p0.05) about trying their best to be kind, polite, and civil to everyone (Always=30 percent, Mostly=42 percent, and mean=3.90). According to the analysis of statement No. 6, the majority of students (Always=34 percent, Mostly=37 percent, and mean=3.93) strongly agree that it is best to avoid lying, cheating, and stealing ($X^2=709.6$, p0.05). According to the analysis of statement No. 7, the majority of students (Always=36 percent, Mostly=37 percent, and mean=3.95) agreed that they were neither sly, cunning or dishonest ($X^2=748.1$, p0.05). The majority of students responded that they should avoid using putdowns, insults, screaming, or ridiculing people to shame them (Always=33 percent, Mostly=40 percent, and mean=3.97) in the analysis of statement No. 8. The majority of students responded significantly to statement No. 9's analysis ($X^2=710.1$, p0.05) regarding acting in accordance with their views rather than out of necessity (Always=31%, Mostly=39%, and mean=3.89).

Table 3: Accountability as an Aspect of Citizenship among University Students

| S.N | Statements | Response | | | | | Mean | χ^2 |
|-----|--|--------------|--------------|--------------|--------------|------------|------|----------|
| | | A | M | S | R | N | | |
| 1 | As a student I must respect the race which has given me birth. | 494 (33%) | 549 (37%) | 255 (17%) | 167 (11%) | 35 (2%) | 3.87 | 631.9* |

| | | | | | | | | |
|---|---|--------------|--------------|--------------|--------------|------------|------|--------|
| 2 | I must always keep in mind the future of my country i.e. I must raise the standard of living of my country by working honestly. | 478 (32%) | 597 (40%) | 277 (18%) | 118 (8%) | 30 (2%) | 3.92 | 754.8* |
| 3 | I accept responsibility for the consequences of my choices, not only for what I do but what do not do. | 472 (31%) | 556 (37%) | 330 (22%) | 120 (8%) | 22 (2%) | 3.89 | 685.7* |
| 4 | As a student I think about consequences on myself and others before I act. | 448 (30%) | 647 (43%) | 286 (19%) | 106 (7%) | 13 (1%) | 3.94 | 875.0* |
| 5 | Being a good student I think long-term. | 463 (31%) | 592 (39%) | 303 (20%) | 114 (8%) | 24 (2%) | 3.91 | 118.1* |
| 6 | I do what I can do to make things better. | 468 (31%) | 562 (37%) | 319 (21%) | 145 (10%) | 06 (1%) | 3.89 | 692.3* |
| 7 | As a student I set a good example. | 530 (35%) | 537 (36%) | 294 (20%) | 120 (8%) | 19 (1%) | 3.96 | 734.9* |
| 8 | I do not look the other way when I can make a difference. | 471 (31%) | 574 (38%) | 284 (19%) | 145 (10%) | 26 (2%) | 3.88 | 678.9* |
| 9 | I do not make excuses or blame others. | 532 (36%) | 529 (35%) | 272 (18%) | 134 (9%) | 33 (2%) | 3.93 | 686.3* |

Expected Frequency=300p≤001

**Significant at 0.05*

The pupils' accountability is shown in Table 3 as a component of citizenship. The majority of students responded significantly to statement No. 1's analysis ($X^2=631.9$, $p0.05$) regarding respecting the race that gave them life (Always=33 percent, Mostly=37 percent, and mean=3.87). The majority of students responded that they must always take in mind the future of their country, that is, that they must enhance the level of living of their country by working honestly, in the analysis of statement No. 2 ($X^2=754.8$, $p0.05$). According to the analysis of statement number 3, the majority of students (Always=31 percent, Mostly=37 percent, and mean=3.89) accept responsibility for the results of their decisions, including both what they do and do not do. The majority of students responded that they always consider the effects their actions will have on themselves and others before acting (Always=30%, Mostly=43%, and mean=3.94) in the examination of statement number 4. The majority of students (Always=31%, Mostly=39%, and mean=3.91) responded significantly ($X^2=118.1$, $p0.05$) to statement No. 5 about thinking long term. The majority of students (Always=31 percent, Mostly=37 percent, and mean=3.89) responded significantly ($X^2=692.3$, $p0.05$) to statement number 6 about doing what they can to improve the situation. The majority of pupils (Always=35 percent, Mostly=36 percent, and mean=3.96) responded significantly ($X^2=734.9$, $p0.05$) to statement No. 7 regarding setting an example. Analysis of statement No. 8 reveals that the majority of students (Always=31%, Mostly=38%, and mean=3.88) significantly agree that they should not turn a blind eye when they have the power to change things ($X^2=678.9$, $p0.05$). The majority of students (Always=36 percent, Mostly=35 percent, and mean=3.93) responded significantly to statement No. 9's analysis ($X^2=686.3$, $p0.05$) regarding not blaming others or offering justifications.

Table 4: *Patriotism and Obedience as Aspects of Citizenship among University Students*

| S. No | Statements | Response | | | | | Mean | χ^2 |
|----------|--|--------------|--------------|--------------|--------------|------------|------|----------|
| | | A | M | S | R | N | | |
| 1 | I should have firm and deep faith in the welfare of my motherland. | 480 (32%) | 577 (39%) | 306 (20%) | 119 (8%) | 18 (1%) | 3.92 | 738.2* |
| 2 | I have also to keep in my heart the betterment of the country, the welfare of the State and the good of society. | 496 (33%) | 550 (36%) | 298 (20%) | 150 (10%) | 06 (1%) | 3.92 | 699.5* |
| 3 | I also consider the interest of the nation and possess a good moral conduct. | 491 (33%) | 606 (40%) | 270 (18%) | 115 (8%) | 18 (1%) | 3.96 | 815.9* |
| 4 | I have to know that the important quality of a good student is patriotism. | 508 (34%) | 556 (37%) | 285 (19%) | 129 (8%) | 22 (2%) | 3.93 | 718.5* |
| 5 | I should have a genuine love for my country and should have a sense of involvement in its day to day affairs (e.g. its economic policies and its international relationships). | 474 (32%) | 569 (38%) | 303 (20%) | 135 (9%) | 19 (1%) | 3.90 | 696.1* |
| 6 | I know that law is a rule set by a community that tells how to behave or act. | 472 (32%) | 604 (40%) | 282 (19%) | 125 (8%) | 17 (1%) | 3.93 | 776.8* |
| 7 | It is my extreme desire to respect authority of the rules. | 459 (31%) | 571 (38%) | 323 (21%) | 131 (9%) | 16 (1%) | 3.88 | 694.9* |
| 8 | I obey my parents, teachers, coaches and others who have been given authority. | 485 (32%) | 577 (39%) | 310 (21%) | 108 (7%) | 20 (1%) | 3.93 | 754.4* |
| 9 | I try my best to observe just laws and honor the principles of democracy. | 452 (30%) | 599 (40%) | 331 (22%) | 106 (7%) | 12 (1%) | 3.92 | 780.2* |
| 10 | I know that obedience to laws is the important public duty of a student. | 443 (30%) | 618 (41%) | 281 (19%) | 141 (9%) | 17 (1%) | 3.89 | 757.7* |
| 11 | As a student I also know that society can make no progress if the people have no respect of laws. | 471 (31%) | 541 (36%) | 327 (22%) | 139 (9%) | 22 (2%) | 3.87 | 637.5* |
| 12 | I believe in changing unjustified law by constitutional means. | 492 (33%) | 581 (38%) | 281 (19%) | 119 (8%) | 27 (2%) | 3.93 | 744.9* |
| 13 | As a citizen I should not unnecessarily resist a law. | 490 (33%) | 562 (37%) | 273 (18%) | 152 (10%) | 23 (2%) | 3.90 | 680.4* |

*Expected Frequency=300 p≤001***Significant at 0.05*

Table 4 displays the kids' loyalty to their country and composure under authority. The majority of students (Always=32 percent, Mostly=39 percent, and mean=3.92) indicated in the analysis of statement No. 1 that they have a strong and abiding faith in the wellbeing of their motherland, which is significant ($X^2=738.2$, $p0.05$). The majority of students responded significantly to statement No. 2's analysis ($X^2=699.5$, $p0.05$) on the need to keep the welfare of the nation, the state, and society in mind (Always=33 percent, Mostly=36 percent, and mean=3.92). Analysis of statement No. 3 reveals that the majority of students (Always=33 percent, Mostly=40 percent, and mean=3.96) significantly agree that it is important to consider national interests and uphold moral principles. The majority of students responded that they always or usually know that patriotism is an important attribute of a successful

student (Always=34 percent, Mostly=37 percent, and mean=3.93) in the analysis of statement No. 4. The majority of students (Always=32 percent, Mostly=38 percent, and mean=3.90) responded favourably to statement No. 5 regarding the need to have a sincere love for one's country and a sense of involvement in its daily affairs ($X^2=696.1$, $p<0.05$) (e.g. its economic policies and its international relationships). The majority of students know that law is a regulation made by a community that instructs how to conduct or act, according to the analysis of statement No. 6 (Always=32 percent, Mostly=40 percent, and mean=3.93). The majority of students (Always=31 percent, Mostly=38 percent, and mean=3.88) indicate in the analysis of statement No. 7 that they strongly desire to follow the rules. This response is significant ($X^2=694.9$, $p<0.05$). The majority of students responded that they always obey their parents, teachers, coaches, and other people in positions of authority (Always=32 percent, Mostly=39 percent, and mean=3.93) in the analysis of statement No. 8. The majority of students (Always=30%, Mostly=40%, and mean=3.92) responded significantly ($X^2=780.2$, $p<0.05$) to statement No. 9 about doing their utmost to uphold just laws and uphold democratic norms. According to the study of statement No. 10, the majority of students (Always=30%, Mostly=41%, and mean=3.89) realise that obeying the law is a student's most essential civic obligation ($X^2=757.7$, $p<0.05$). The majority of students (Always=31 percent, Mostly=36 percent, and mean=3.87) responded significantly to the analysis of statement No. 11 ($X^2=637.5$, $p<0.05$) on their knowledge that society cannot advance if its members do not respect the law. According to the analysis of statement No. 12, the majority of students (Always=33 percent, Mostly=38 percent, and mean=3.93) feel that unjust laws can be changed by constitutional means. The analysis of item No. 13 reveals that the majority of students (Always=33 percent, Mostly=37 percent, and mean=3.90) responded in a significant way ($X^2=680.4$, $p<0.05$) around should not needlessly resist a law.

Discussion

The goal of the current study was to investigate how university students perceived their fellow citizens' citizenship. Below are some findings related to the study's goal, which was to investigate the qualities of good citizenship among university students:

University students' perceptions of social responsibility as a component of citizenship revealed that,

The comments from university students strongly supported their sense of social obligation. Their reactions demonstrated a strong desire in them to contribute to society and provide services for human well beings ($\chi^2=618.2$, $p<0.05$), they had significant character of being gentle and avoid to harm others ($\chi^2=780.2$, $p<0.05$), and were significantly honest and trustworthy ($\chi^2=688.9$, $p<0.05$). Similarly at significant level they were fair and did not like discrimination ($\chi^2=680.9$, $p<0.05$), had honor for property rights including copyrights and patent ($\chi^2=713.1$, $p<0.05$), award proper credit to intellectual property ($\chi^2=683.8$, $p<0.05$), give respect the privacy of others ($\chi^2=800.6$, $p<0.05$), and try to honor confidentiality ($\chi^2=704.8$, $p<0.05$). Likewise they consider that most important duty is the right to vote because by voting they have a voice in the government ($\chi^2=713.7$, $p<0.05$) and acknowledge the importance of vote with a ($\chi^2=789.7$, $p<0.05$).

These results were consistent with those of studies by Kahne, Westheimer, and Rogers (2000), Saltmarsh (1999), and others (1996).

Morality and honesty as aspects of citizenship among university students indicated that,

The university students' replies meaningfully privileged their morality and honesty. Their answers showed that they significantly considered that it is their utmost obligation to tell the truth and nothing but the truth ($\chi^2=742.3$, $p<0.05$), they significantly sincere to their studies ($\chi^2=638.7$, $p<0.05$), and were significantly forthright and candid member of society ($\chi^2=635.6$, $p<0.05$). Correspondingly at significant level university students adopted good manners ($\chi^2=621.4$, $p<0.05$), had tried their best to be courteous, polite and civil to everyone ($\chi^2=787.9$, $p<0.05$), avoided telling a lie, cheat and steal ($\chi^2=709.6$, $p<0.05$). They were not sneaky, tricky or deceptive ($\chi^2=748.1$, $p<0.05$), significantly avoided using putdowns,

insults, yelling or ridiculing to embarrass others ($\chi^2=816.7$, $p<0.05$) and did act according to their beliefs, not according to expediency ($\chi^2=710.1$, $p<0.05$).

These results were consistent with those of Callan's research (1997), Saltmarsh (1996) and Heater (2004).

Accountability as an aspect of citizenship among university students showed that,

The university students' responses significantly honored their accountability. Their responses showed that they significantly respect the race which has given them birth ($\chi^2=631.9$, $p<0.05$). They were significantly keep in mind the future of their country i.e. they must raise the standard of living of their country by working honestly ($\chi^2=754.8$, $p<0.05$), and accepted responsibility for the consequences of their choices, not only for what they do but what do not do ($\chi^2=685.7$, $p<0.05$). Similarly, at significant level, the university students think about consequences on their self and others before they act ($\chi^2=875.0$, $p<0.05$), think long term ($\chi^2=118.1$, $p<0.05$), and do what they can do to make things better ($\chi^2=692.3$, $p<0.05$). They significantly set a good example ($\chi^2=734.9$, $p<0.05$), do not look the other way when they can make a difference ($\chi^2=678.9$, $p<0.05$), and do not make excuses or blame others ($\chi^2=686.3$, $p<0.05$).

These results were consistent with those of Callan's research (1997), Saltmarsh (1996) and Heater (2004).

Patriotism and obedience as aspects of citizenship among university students indicated that,

The comments from university students overwhelmingly backed loyalty and patriotism. They considerably have a strong and profound faith in the wellbeing of their motherland, as evidenced by their responses ($X^2=738.1$, $p<0.05$). They must take seriously the welfare of the nation, the welfare of the state, and the good of society ($X^2=699.5$, $p<0.05$), as well as take into account the interests of the country and act morally ($X^2=815.9$, $p<0.05$). In accordance with this, university students must understand that patriotism is a crucial quality of a good student ($X^2=718.5$, $p<0.05$); they must have a sincere love for their nation and a sense of involvement in its daily affairs (such as its economic policies and its international relations); ($X^2=696.1$, $p<0.05$); At significant level the university students consider that it is their extreme desire to respect authority of the rules ($\chi^2=694.9$, $p<0.05$), they did obey their parents, teachers, coaches and others who have been given authority ($\chi^2=754.4$, $p<0.05$), tried their best to observe just laws and honor the principles of democracy ($\chi^2=780.2$, $p<0.05$), know that obedience to laws is the important public duty of a student ($\chi^2=757.7$, $p<0.05$), also know that society can make no progress if the people have no respect of laws ($\chi^2=637.5$, $p<0.05$), had a strong believe in changing unjustified law by constitutional means ($\chi^2=744.9$, $p<0.05$), and should not resist a law ($\chi^2=680.4$, $p<0.05$).

These results were consistent with those of Callan's research (1997) and Harwood (1992).

Conclusions

The analysis, findings, and debate lead to the conclusion that university students exhibit citizenship traits. They encouraged others to give back to the community and provide services that benefited people; they were reasonable, trustworthy, and honest; they shied away from doing harm to others and disliked prejudice. The majority of them appreciate the value of voting and believe that the most important function is the right to vote because doing so gives them a voice in the government. They also respect others' privacy and endeavour to uphold confidentiality. University students consider that it is their utmost obligation to tell the truth and nothing but the truth. They are honest to their studies, tried their best to become forthright as well as candid member of the society and adopted good etiquette as to be courteous, polite, and social to everyone; also evade telling a lie, deceive and steal. They are not devious, tricky or deceptive, avoid using putdowns, profanities, yelling or ridiculing to embarrass others, act according to their beliefs, not according to expediency.

Majority of students give respect to the race which has given them birth and kept in mind the future of their country i.e. they must raise the standard of living of their country by working honestly. They have long term thinking and accepted responsibility for the consequences of their choices; try their best to make things better and endeavored to set a good example. It is further concluded that students do not

make excuses or blame others; have firm faith in the welfare of the country and the good of society, and also consider the interest of the nation and possessed a good moral conduct. They are aware that patriotism is a crucial characteristic of a good student; he or she must have a sincere love for the nation and a sense of involvement in its daily affairs (e.g. its economic policies and its international relationships). University students respect the authority of the rules and understand that a law is a rule established by a community that specifies how to behave or act. They do their best to respect democratic values, uphold just laws, and submit to their parents, teachers, coaches, and other adults in positions of power. The majority of the students are familiar with critical thinking, information analysis, and opinion expression. They also enjoy participating in conversations, debates, resolving conflicts, and community activities. They have utmost urge to admiration for justice, equality and the rule of law; had courage to defend a point of view, to work with and standup for others.

In the light of research findings and conclusions it has been found that university students had the standardized levels of citizenship attributes. Therefore, it is necessary to spread and promote the civic consciousness within the society and the state. All higher education institutions may view it as obligatory to develop citizenship education as a key discipline and make every effort to support it by running all the reliable resources. From the primary grades up to the higher levels of education, it would be possible to incorporate citizenship education as a necessary component of the curriculum. However, there is a critical need for increased citizenship awareness. The provision of civic services up to higher educational institutions and a widespread push for citizenship education might then be carried out throughout Pakistan.

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Conflict of Interest

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