



Perceived Role of Institutional Support in Developing Civic Sense Among University Students

Muhammad Saleem Haider	MPhil (ELM) Scholar, The Superior College Lahore, Punjab, Pakistan. Email: saleemhaider54@gmail.com <i>(Corresponding Author)</i>
Muhammad Mukhtyar	Lecturer Physics, Divisional Public School & College, Dera Ghazi Khan, Punjab, Pakistan.
Muhammad Aamir Hashmi	Associate Professor, Department of Elementary Education, Punjab University, Lahore, Punjab, Pakistan.

Abstract: *The purpose of this qualitative research work was to investigate the impact of institutional support in cultivating civic awareness among university students. Twenty students from the University of Okara were selected and interviewed through semi-structured interviews. The obtained data were analysed through thematic analysis to reach the findings of the research. Results showed that university students are somehow lacking civic education or training by the institution. It is all due to the minimal provision of awareness to students about the civic sense and makes them understand their role as productive members of a society, which is provided by the family, instructors, and institutes. In light of the findings of this study, this study suggested that there is a dire need for awareness about civic sense and social morals among university students, along with setting up incentives to make students law-abiding citizens.*

Key Words: Institutional Support, Cultivation, Civic Awareness, Civic Sense, Social Morals, Law-abiding Citizens

Introduction

Civic sense has been defined by many authors, however, Narayan (2021) linked civic sense to the notion of 'understanding the social ethics. Narayan (2021) further described that civic sense is a way of demonstrating moral behaviour at the personal and social level to make the surrounding society peaceful and keep the smooth social functioning. Malik (2015) identified that civic sense is a combination of some beliefs, social manners, personal etiquette, effective communication skills, and productive social or personal habits that portrays a civilized being, for example, being respectful to others and the laws, being polite, loyal, dedicated, selfless, patriotic,

democratic, obedient, and honest, not only with people but to the nation. Malik (2015) further described that a responsible citizen is one who understands civics. Respecting the law, following proper etiquette, paying taxes, and keeping our surroundings clean are all examples of appropriate civic behaviour. The above description implies that every civilization has some unwritten standards of conduct and regulations that must be observed in any civic society.

Role of Teachers in Developing Civic Awareness among Students

Civic sense is one of the key abilities which instructors need to improve within their

students for a better understanding of society. However, if the instructor somehow fails to create such aptitudes among their students, their chances of being active citizens would be less (Khalid & Javaid, 2020). Dean (2005) suggested that in addition to textbook content, teachers should teach students religious, civic and moral values through informal discussions and activities. Teachers should teach their students about the importance of private and environmental hygiene. Teachers should encourage their students to help those who are less privileged in society, respect the elders and decide between moral and immoral acts. The role of the teacher as a moral agent has always been considered vital in remodelling society with a sustainable manner of living. In this case, the growth of deeper consciousness and analytical abilities has been crucial to making moral choices with everyday hard work. The teacher plays an important role in establishing students' personal and social values. The instructor's styles of evaluation, suggestions, choices and methodological decisions are all influenced by his values, whether directly or indirectly (Asif et al. 2020). Seghedin (2014) claimed that teachers should also regard professional ethics to be cared for as a symbol of civic awareness. Profession and morality are important components in the workplace. These two features go hand in hand, as well as new technology has no exception to this. The concepts of ethics attempt to encircle social as well as personal concepts and issues. Although, it is also identified that teachers should carry out certain moral activities in the workplace as being the role model to their students. Random acts of kindness, a code of behaviour, moral worth, principles, and qualities are all included in their professional environment.

Institutional Contribution to Develop Civic Sense among Students

School is a small society with a formal social environment. At the same time, as students spend more and more time in their institutions, the interaction between teachers and students is evident during school hours. Interaction with friends theoretically plays an important role in

the moral training of students. As a result, it is easier and more important to monitor peer interactions in a classroom setting to encourage and facilitate children's moral education (Isac et al. 2014). Schools have a crucial role in educating their students on the social adjustment skills needed to foster a collaborative school environment by actively providing an environment for open discussion in the classroom, as well as highlighting the importance of the democratic process. As a result, students have a good chance to engage in healthy social activities. This is a unique problem for schools whose children do not intend to go to college and that have limited educational resources. Therefore, schools should start basic social training for these students with additional care and resources. Kahne and Sporte (2008) confirmed that in recent days, schools are less likely to promote civic and political development. At the same time, it has been pointed out that schools are doing little to advance the democratic goals of education. As a result, interest in political education has waned. Butt et al. (2019) declared that in the context of developing and maintaining democratic ethics, more attention has been paid to the correct understanding of societies. The requirements for equipping children with some basic information, skills and qualities to live in civil society are still prevalent. Civic knowledge and civic skills in children, which provide a deep understanding of civic values and wide possibilities for action, is one of the major responsibilities of schools to inculcate civic values in students.

Universities are appeared to be part of a plan to actively encourage college students to participate in formal activities that guide long-term civic commitments. Dean (2005) discovered that extracurricular activities may create potential avenues to promote civic education through emphasizing involvement and social responsibility those options are unusual in most schools.

According to Ehrlich et al. (2002), one of the responsibilities of higher education is to prepare students for their country by encouraging teachers to consider ways to

strengthen public education. College composition classrooms are a high-quality place to educate college students to interact with modern-day events (Burns, 2016). There is much research available stressing the role of schools and curricula in moulding students to be active citizens (Piršl et. al, 2007). Very few researches have drawn the focus on the contribution of higher educational institutions in making students active and productive members of an effective civic society. As Gottlieb and Robinson (2002) enunciated that the purpose of higher educational institutes is not just to teach civic values and norms, rather, they must make arrangements for the students to exhibit and practice them to shape a civic society (Robinson & Gottlieb, 2002).

Objectives of the Study

- To identify the teachers' role in the development of civic sense among university students, as perceived by students.
- To determine the initiatives taken by the university to develop and promote civic sense among university students as perceived by students.

Research Questions

Following were the research questions to carry out this study:

1. What are university students' perceptions about teachers' role in developing civic sense among university students along with institutional support?
2. How institution/university plays a supportive role in developing civic sense among university students?

Significance of the Study

For young researchers interested in civic consciousness, this inquiry does have theoretical and practical relevance. This study is intended to secure a plentiful significance in social and educational viewpoints which are elaborated on in this section.

Firstly, this study would highlight the importance of civic sense, especially for students by reviewing the literature. On the other hand, this study would specifically focus on the initiatives and facilities provided by the university to develop and promote civic sense among university students, as perceived by students. Secondly, this study would be helpful to supplement the awareness by exploring the moral aspects of civic sense. Thirdly, this study will be helpful to initiate further scholarly debate on the topic of civic sense and it might provide some new standpoints for further discussions and investigations in this area for readers and young researchers. Lastly, this study would be helpful to determine the Importance of providing individuals with healthy social interaction by practising and appreciating civic sense in a social setup, especially within institutes, which is found to be a neglected area.

Limitations of the Study

Due to practical limitations, this study may not be considered to provide a comprehensive review of the theme of civic sense, throughout Pakistani society. Limited time was a big limitation of the study caused by the covid-19 pandemic. The findings of the study may not be generalized because the findings were based on the responses of the students and teachers of the University of Okara only. Financial and other material resources were also not enough to conduct the study at a broader level having larger sample sizes. Due to the pandemic, the data collection procedure was also interrupted which was addressed by using the best possible solution.

Methodology

The section below provides detail of the methods used in carrying out the research process.

Population

To investigate the institutional support for developing civic sense among university students, the population consisted of all university students of Punjab province.

However, due to certain study limitations, the targeted population was comprised of students of the University of Okara.

Sample

A sample is a small portion of the population for data collection. A sample of 20 students was used to collect data for this study. The sample of this study was recruited by using the convenience sampling technique. The sample size was kept limited as per the requirement of the study.

Research Tool

A semi-structured interview was used as a research instrument for this study. The instrument consisted of 4 or 5 main questions having sub-questions justifying the main research objectives. The questions were designed on the pre-selected themes about the research problem. Some interviews were conducted face to face by following the SOPs and some were conducted online. The trustworthiness of the qualitative research tool was established through the pilot testing and minimizing the biasedness throughout the data collection and interpretation process.

Data Collection Procedures

Interviews were held as one-to-one conversations and were taken online from respondents, due to the pandemic and closer to university. However, more emphasis was placed on face-to-face interviews to observe the natural behaviour of respondents during interviews. I also emphasized the face-to-face interviews, as it was difficult for me to record the interview during the on-call conversation.

Data Analysis Method

The thematic analysis method was adopted for qualitative data analysis to draw the patterns from the obtained information. The transcribed responses were in the form of raw information that was organized at the first and I read the organized data, again and again, to get familiar with the information. The data was coded to identify and categorize the sub-themes, as the

main themes were pre-determined. Themes were reviewed to ensure the best possible outcomes. Coding was done manually, depending on the type of data and then reported right after the data explanation to reach the conclusion of the study.

Ethical Considerations

Following are the ethical considerations of the study:

- i. Written informed consent of participants was taken before initiating the process of data collection.
- ii. The objectives of the study were explained before the participants.
- iii. Before the recording of the interview, participants were asked again about their consent.
- iv. It was ensured that the privacy of the data of the participants would be maintained.

Results

The following themes emerged from interviewing the students.

Role of University Teachers to Create a Sense of Responsible Citizen

To explore the answer to the second research question of how university teachers can help to instil a sense of responsible citizenship among students, the respondents provided both positive and confrontational answers. Respondents also described the characteristics of the teachers that they hoped teachers should improve. The majority of respondents talked about teacher behaviour and ways in which civic values and principles can be applied, which can affect students' moral development, as well as encourage students to be socially active and obliging. In response to the question, the following sub-themes emerged as follows:

Influencing the behaviour of Teachers to Develop Civic Sense

Teachers are considered role models for their students. Students viewed them as influential

figures as teachers guided and instruct students to improve their academic understanding as well as their personal attitudes. One respondent, R-1, expressed, *"The civic behaviour of our teachers motivated us to behave civically in my society. I got inspiration from them as they practice their social and personal norm in university. They also guide us to attain civic behaviour and public manners"*.

Similarly, respondent R-8 pointed out, *"Yes! Our teachers are providing us with information and instructions on how to follow and adhere to institutional and social principles. They taught us some social and personal values by moving beyond regular content through casual conversation in the classroom"*.

Respondent R-6 provides his views, *"In our classrooms, the lecture method is generally applied, in which the teachers simply inspect and explain the documentary material in detail. Students are just passive listeners. It is my observation that the classroom culture of dialogue of individual perspectives and beliefs is disappearing in our institution. Even when I tried to express my views on politics or social attitudes, not only my friends but also my teachers discouraged me. Teachers should emphasize classroom standards to communicate their point of view and get the views of others"*.

In conclusion to the above-mentioned sub-theme about the role of teachers in developing civic sense among university students, it was declared that teachers are students' role models as they guide and help them to improve not only academic excellence but they are developing their students' social productivity and positive personality.

Provision of Classroom Environment to Improve Civic Awareness

Respondents further added that their teachers are managing to improve the classroom culture to improve students' civic awareness and democratic values. R-10 effectively answered the interview question which provided me with information on how teachers create a democratic classroom environment. *"Our teachers have set up a respectable and respectable classroom for teachers and students. This type of*

classroom helps us to maintain a respectful and balanced relationship not only among students but also between teachers and students".

R-13 added, *"The teachers have established a democratic classroom environment to encourage casual healthy conversations and discussions among students. It helps us to attain a sense of responsibility, respect, harmony and acceptance of others' perspectives"*.

Concluding Remarks of the Main Theme

According to the responses in the third theme, it was declared that respondents appreciate their teachers as their role models, who teach their students to be responsible citizens. It also appeared that teachers' professional and personal attitudes have a significant impact on students' behaviour and civic knowledge, along with their educational competency. Respondents believe that their teachers' attitudes, civic principles and values helped to improve their morals.

University Arrangements and Incentives to Develop Civic Sense

Respondents provided significant answers to the third research question about the arrangements and incentives provided by universities to promote a sense of citizenship among university students. The students revealed that the institute maintains a combination of standards, practices, ideas, structure and external influences that shape their engagement and foster a strong sense of civic and social responsibility. The institute is not the only force behind social reform, but the staff, students and faculty are all considered essential for building a healthy civic society through their practices, affairs and management.

Law Enforcement to Ensure Discipline in University

Responding to the question of how universities can play their part in inculcating civic sense among the students, the respondents responded with their unique approach stressing the need to ensure institutional law

enforcement practices to maintain and enhance discipline within institutes. A respondent R-8 indicated, *“Universities have in fact established institutional and civic principles within institutions, however, minimal accountability is observed for the responsibility and maintenance of rules and regulations. It is clear that the students are not following the rules as they should be and the university administration is not enforcing the rules properly within the institution”*.

Motivational Incentives to Promote Civic Sense among Students

In response to the question about the role of universities to develop civic sense among students,

respondents mentioned the aspect of motivational incentives that help students to improve their

social sensibility and responsibility. A respondent R-2 identified, *“Along with the effective rule enforcement, the instructors and the head of my department are in work to instil civic sense amongst students. They are somehow managing to do a lot of reforms in our institute by doing casual conversations and group discussions to aware of and encourage students for healthy social interactions and concerns. However, they have not yet worked on proper awareness programs like seminars, lectures and specific activities to develop civic sense”*.

Concluding Remarks of the Main Theme

The above-indicated theme appeared in response to the third research question. Participants appreciated the fact that the University has established a set of institutional rules and civic policies which have seemed helpful to motivate students' civic sense. Although this is true, a little accountability is evident when it comes to the requirement and maintenance of rules and regulations.

Reasons for Lack of Civic Sense among University Students

Respondents were asked to provide their perspectives on why citizens lack civic sense after a brief discussion about civic sense and indications that respondents were aware of the term. Respondents shared their informal observations about how they perceived their surroundings regarding the civic sense. A responded R-12 stated that,

“People, including me, are becoming careless and lazy. We are accustomed to being dependent on technology. On the other hand, we go for rewards without doing anything or trying. This notion and laziness have prevailed in our society”. Correspondingly, respondent R-16 uncovered some general facts about the uncivil and immoral behaviours of people, such as, *“We crave shortcuts and easiness. This resulted in a lack of social benefit and deprived sense of the common good. In our institutional setup, taking advantage of the situation and liking the boots kind of behaviour is present, which influences the students' attitudes and lifestyle. It is a concern that what are we learning from this comportment of non-teaching staff of the university”*.

Respondent R-17 also declared that *“If everyone would fulfil their societal obligations and would respect the rights of others, our society will be turned out as peaceful. The problem began when we failed to respect the rights of others. We must execute our obligations properly in order to live in a healthy and happy society”*.

A respondent R-11 also highlighted the reasons mentioned below, *“The foremost cause of deprived civic sense is irresponsible behaviour and attitude of students towards institute and society. I observed university students leaving food leftovers all over campus despite the presence of dustbins. In addition, there is a lack of unaccountability in university. There are signboards lodged everywhere on the campus, mentioning the campus rules like 'do not make noise, 'keep the campus clean etc. However, no one cares about the obligation of these rules”*.

Concluding Remarks of this Theme

As respondents were asked about the reasons for lack of civic sense, it was revealed that people in their surrounding especially university students are lacking civic sense due

to their unawareness and careless behaviours toward social etiquette. As well as, the inconsiderate attitude of parents toward the civic and moral development of their children is counted as the main reason for the lack of civic sense. Furthermore, it was found that it is the lack of judicious accountability between students and institute that causes students to have irresponsible behaviour and attitude towards their institute and people.

Suggestions from Respondents to Develop and Promote Civic Sense

While seeking information from the respondents about their civic awareness and teachers' roles as well as university support, I asked them to provide their suggestions for enhancing the current civic status of their society and institute. After conducting an affirmative dialogue with most respondents, I received the following helpful suggestions. The respondents stated that the state has a wide range of rights which are crucial for the development and expansion of individuals. As scholars, instructors and citizens, we are all expected to play our roles as responsible members of society. It is the obligation of citizens to fulfil their duties and responsibilities towards the nation. If we want to do something for our country, we must first become decent citizens.

Suggestions for Students

Subsequently, during an affirmative dialogue majority of respondents provide me with their considerate suggestions as stated below. For example, respondent R-1 replied to the answer in these words, *Students should be aware of their conduct and act civically. This is because they are responsible for their actions, behaviour, and participation in social activities. Therefore, civil behaviour and conduct should be evident. Students' responsibilities towards their institute include attending class on a regular basis and keeping the school's property in excellent condition. Students must also maintain their physical health by exercising, healthy eating and taking enough sleep". So, it was perceived from the responses that university students must be*

whiling to seek personal and civic competency, as well as should develop the characteristics of good social beings.

Suggestions for Teachers

Respondents' responses to the interview question, lead the study to some in-depth suggestions for their teachers. For example, respondent R- 4 suggested that *"Teachers should motivate their students to interact with reasonable and civilised manners within society because educators play a vital role in re-shaping and developing their students' moral attitudes. That is why; teachers should encourage and guide their students to learn and to practice the relevant, civic and personal values"*.

Similarly, R-6 proposed that *"Teachers should be equipped with existing methods and models for teaching moral education in the classroom according to their social and cultural requirements. The use of such methods and programs will improve the social and critical moral reflection of the learners"*.

The respondents suggested that teachers should be not only professionally competent but also they should be personally and civically developed so that their civically concerning attitudes and instructions would help the students and institutes in developing civic awareness.

Suggestions for University Management to Promote Civic Sense within Institute

Plenty of respondents suggested that university administration and management authorities should take some initiatives to advance the institutional social set up in order to promote civic sense among students. For example, respondent R-3 expressed, *"Political education is the need of the day. These topics include all economic, religious, and political problems of the community, for example, the gap between rich and poor, discrimination, reserve quotas, exploitation, corruption, environmental problems and political promotion. Students in educational institutions should be aware of these issues, so that weekly or monthly conferences can also be organized in order to spread civic awareness among students. Suggestions should*

be taken from the students on a specific problem should be encouraged. Brainstorming should be encouraged. Awareness camps should be organized in schools and universities. Students should organize demonstrations to raise awareness”.

Respondent R-17 expressed that, “Universities should arrange specific seminars, orientation sittings or recognition campaigns to furnish focus about civic experience, social and personal manners”.

Respondent R-19 stated, “The years spent at university are critical for students to the growth of our society and their dedication towards democratic citizen participation. Universities are being considered breeding grounds for developing leaders. On the contrary, civic participation within local society is somehow less promoted during this stage, however, these undeveloped social participation skills might be eroded when graduates join the job and daily life”.

Concluding Remarks of this Theme

Based on the responses to this theme, it is evident that it is the responsibility of an honourable citizen to fulfil his or her duties and responsibilities to the nation. The majority of respondents stressed the importance of applying the learned principles in practice. The responses indicated that Universities should devise and implement strategies that ensure students have access to the knowledge and facilities necessary to identify and address civic issues.

Findings

This section presents a summary of the findings after data analysis.

Theme 1: Role of University Teachers to Create a Sense of Responsible Citizen

As a result of answering the research question, a theme emerged regarding the role of teachers in developing civic awareness among university students. Based on respondents' interpretations

of Theme 3, teachers were found to be the role models for their students, as well as the influencing figures in altering both the behaviour and educational knowledge of their students. The majority of respondents shared their positive remarks with me. According to respondents, the teacher's behaviour, civic norms and values aided them in reforming their morals. Additionally, several respondents commented on the effective and productive ways of teachers to create a class environment that promotes civic spirit and harmony among students, as well as, promotes respectful relationships among students.

Theme 2: University Arrangements and Incentives to Promote Civic Sense:

The findings of Theme 4 revealed the shared views of respondents on the institute's environment, which encompasses standards, practices, ideas, composition and external influences that shape student engagement. It was found that it is not just the Institute's responsibility to enact social reform but the behaviour, affairs and management of the people working and studying within the institute that result in a healthy civic society. Participants also appreciated the fact that the University has established a set of institutional rules and civic policies to create a sense of civic responsibility among students. It was also found that very few incentives are being provided by the universities in the context of motivating and encouraging students to be aware of civic responsibility and development.

Theme 3: Reasons for Lack of Civic Sense among University Students

It was revealed that people of their surroundings are lacking civic sense due to their unawareness and careless behaviours toward social etiquette. It was found that children are implanted with conservative mindsets instead of moral and civic values by their society. Parents themselves discriminate the society according to their perspectives and as a result, their children imitate them. Another major problem that the country is currently

going through is 'social intolerance'. The less accountability was an important indicator as the main cause of the lack of civic consciousness specifically within the institute. It was found that it is the irresponsible behaviour and attitude of the students toward the cleanliness of their institute and the society. The eating habits of the university students and the extravagance in the institution were shown to be extremely careless, which is a terrible demonstration of the lack of civic sense among university students.

Theme 4: Suggestions from Respondents to Develop and Promote Civic Sense

In the answer to the question regarding the respondents' suggestions for enhancing the current civic status of their society and institute, the majority of the respondents made the following suggestions. It was found that it is the obligation of respectable citizens to fulfil their duties and responsibilities towards the society and institute. Students' participation in classrooms on time and on a regular basis, as well as appropriate care of school property is an instance of responsibility. Respondents further provide advice for students to maintain excellent physical health by exercising, eating a balanced diet and obtaining adequate sleep. Respondents advised that students should assist and inspire their classmates. Students must be able to apply what they have learnt in terms of concepts and norms in their daily life. Respondents expressed that University teachers should be skilled and equipped with modern methods and models for teaching morality in the classroom that satisfy the sociocultural demands of their pupils. The application of such ideas and activities would improve students' socialization and critical moral thought. The majority of respondents stressed the pragmatic application of the learned principles teachers should not only teach the notions of citizenship or the norms of civic education, but, they should also encourage the students for exhibiting active civic values within society.

The respondents advised the university administration that political education is obviously necessary. Summer programs should be organized in schools, colleges and universities. Educational social campaigns should be organized by the institutions to raise awareness about civic sense and mutual social benefits. Students should have the opportunity to participate in social activities such as performing democratic events and acts. Universities need to design and implement strategies to ensure that students have access to the knowledge and facilities they need to identify and address civic concerns. The majority of respondents urged that seminars, orientations, or recognition campaigns should be organized focusing on related social or moral issues.

Conclusion

Conclusions were drawn from the findings from the obtained data, by examining students' perceptions of institutional support in developing civic sense among university students. These findings were acquired by analyzing the data obtained in the form of themes. The conclusions of this study are stated below:

The findings of this study show that there is a lack of contextual elements indicating civic awareness in the university curriculum as respondents did not witness any specific contextual element to develop civic awareness among students. It was further found that the curriculum aspects are not obvious or planned as a rigorous curriculum. However, it was identified that some elements are witnessed to provoke civic sense as a hidden curriculum. This study concludes that teachers are considered role models by their students and have an influence on their behaviour. The study found that university teachers' attitudes, as well as their civic principles and ideas, help students to make moral development. This study further concluded that teachers are encouraging their students to be charitable and socially engaged. Teachers are using field trips and other educational pieces of training to boost self-confidence and tolerance for others.

Furthermore, the findings reflect that teacher which are more concerned with developing civic values are turned out to helping figures to their students to develop civic awareness.

The conclusions of this study were further drawn from the findings of students' responses to the question about how universities could help students to develop a sense of civic responsibility. Respondents were asked about their perspectives on the creation and implementation of institutional rules and regulations for students at the University of Okara and their impact on students' participation in society. It was concluded that students at the University of Okara do not give the impression to follow the rules as they should, as well as the university administration does not appear to properly implement the rules within the institution. Although the other side of the coin shows that the university is now tightening its laws and regulations to create a quality enlightened social environment, there are no significant motivational incentives for students to develop civic consciousness. Based on the findings of the fifth theme, it was concluded that students are addicted to technology and seek rewards and benefits without devoting any effort to their studies. As a result, students are appeared to be self-centred and there is a lack of community benefit and a sense of the common good. Students are not specifically imparted with adequate knowledge about the civic sense in university. Stereotyping, a self-centred attitude and everything else are instilled in children by their parents, teachers and society.

This study's results show that regardless of whether respondents have a firm understanding of civic sense or not, they have provided some strategic suggestions to improve civic sense among students and in society. According to the respondents' ideas on how to develop and improve their civic awareness, it was emphasized that students needed to apply what they had learned. The notion of civic sense and civic education should not be limited to the notion of coaching, however, include the dynamics of civic values as a dynamic in society. Students need access to the

information and tools they need to understand and address civic issues. The university must take action to provide them with these tools.

Discussion

The present study found a lesser awareness and understanding of civic sense among students, which is in line with the findings of Ullah and Mashadi (2018), as mentioned in the literature review of this study, that the current situation of the education system in Pakistan is less concerned with producing well-prepared students who can contribute to social development. Students receive education only for the sake of acquiring degrees rather than preparing them to contribute to society through learning and employability. In line with Dean's (2005) ideas of the Common Core Curriculum which has been met with resistance in many states, is a return to the discussion of national standards. As indicated in the second chapter of this study, Dean (2005) stated that there should be some curriculum activities that provide opportunities for college students to have their first experience with citizenship in a democratic society. It can be concluded that certain elements must be present in the curriculum in order to develop a clear understanding of citizenship. In the reported studies by Khalid & Javaid (2020) and Asif & Haider et al. (2020), they stated that teachers play an important role in establishing pupils' values. However, their viewpoints and method of teaching have a significant impact on the students' development. The obtained results of this study suggested that teachers are role models for their students. Teachers boost their students' self-esteem and tolerance for others by engaging them in healthy social activities.

A contradictory conclusion reached by Egerton (2002) as reviewed in the literature section, is that the social and boon involvement of young people, who have gained higher education, is developed in students as compared to their peers who are not highly educated. However, according to the findings of the present study, it is concluded that the ethical and social involvement of students even after acquiring higher education seems

undeveloped. The findings about the role of universities in developing civic sense among students are further supported by the idea of Ehrlich et al. (2002), cited by Nishishiba et al. (2005) that the duty of higher educational institutes is to prepare students for nationality and instructors urged examining methods to enhance public education. Overall, these findings are somehow subsequent to the findings reported by Ehrlich (2001) which determined that University cultures and institutional structures are important to improve social and moral participation. As well as, effective applications for ethical and civic learning need strong administration and academic support, which is considered in university grounds lifestyle and identification within institutional systems. However, the results of this study show that the institutional environment is deficient in promoting and maintaining the civic sense among university students.

It was concluded from the present study, as well as the findings of Isac et al. (2014) and Dean (2005) that students' civic skills cannot be enhanced by objective and passive analysis of social norms or the mere knowledge of rights and duties. A review of literature related to civic education revealed that students' classroom experiences are not tied to the curriculum. A lack of proper implementation of an effective curriculum and a preference for memorization of educational content is observed, which leads to less emphasis on the practice of the social norms designed as a hidden curriculum. It appears from the previous study that is pointed out in the literature review section, presented by Branson & Quigley (1998), cited by Komalasari (2009) that social skills are a vital component of civic education in a self-governing community. Students must be aware of and exercise their rights and perform their duties as citizens of sovereign communities. Students must also acquire the intellectual and interpersonal skills necessary to influence the course of political life. However, the present study shows that students are lacking these social and personal skills within the university. According to

Komalasari (2016), both collaborative relationships and self-regulation skills are critical components of civic competence since they correspond to socio-cultural norms. As Kura (2017) ascertained that unspoken norms are largely learnt through moral teachings imparted the understanding of the ritual background, as well as by the family traditions and the school environment. Teaching morality should be part of forming habits and developing character among youth. These above-discussed findings or former researches in relation to the findings of the current study provided the base for the need for civic awareness through rigid or flexible institutional curriculum, as well as the collaboration of social entities.

Recommendations

This study aimed to investigate the perceived role of institutional support to develop civic sense among university students. After a thorough analysis of data and concluding the study, it peruses the following recommendations for the readers, who might be scholars and researchers.

- According to the findings of the first theme of this study, it is further suggested that universities should emphasise making students aware of civic sense, as well as provide the basic training for teachers to engage students in healthy social activities to promote civic sense. Effective civic and moral activities should be introduced to students and their effect should be tracked.
- The conclusion of the second theme of this study sheds the light on the instigation of encouraging and developing healthful habits of cleanliness, truthfulness, cooperation, sacrifice, tolerance, unfastened expression of opinion and crucial questioning via suitable activities, designed within the curriculum and carried out by the guidance of teachers.
- The finding of this study further recommended that Institutes should

facilitate effective classroom discussion following the prevailing, national and worldwide topics and events, which are regarded as significant in their students' life. Institutes should create and execute certain awareness programs that enable students to show what they have gained through volunteer activities while adhering to the official curriculum and pedagogical guidelines.

- Another significant suggestion was proposed in the light of the findings of this study that universities should organize afterschool programmes that encourage young people to take part in their schools or communities. Universities should facilitate student engagement in university administration, as well as involvement in reconstructions of democratic processes and practices, within institutes.

References

- Asif, T., Guangming, O., Haider, M. A., Colomer, J., Kayani, S., & Amin, N. U. (2020, April 9). Moral Education for Sustainable Development: Comparison of University Teachers Perceptions in China and Pakistan. *Sustainability*, 12(7), 3014. <https://doi.org/10.3390/su12073014>
- Bhaktawar, F. (2019). *Making civic sense*. The News.
- Bhatia, N. (2016). *Towards better tomorrow civic sense and its importance in society*. *Edutracks*, 13(4), 42-44.
- Bian, W., Zhao, W., & Jiang, T. (2020). Psychology and causes of the lack of civil obligations: an analysis based on personal sense of social responsibility. *Revista Argentina de Clínica Psicológica*, 29, 821-827. <https://doi.org/10.24205/03276716.2020.316>
- Burns, A. (2016). *Research and the teaching of speaking in the second language classroom*. *Handbook of research in second language teaching and learning*, 242-256.
- Butt, M., Abid, M. A., Iqbal, M., & Arooj, T. (2019). The role of Urdu curriculum in the promotion of civic values among students (With the special reference of 7th grade Urdu Textbook). *Al-Qalam*, 2(2), 830-844.
- Dean, B. L. (2005). Citizenship education in Pakistani schools: Problems and possibilities. *International Journal of citizenship and Teacher education*, 1(2), 1-35.
- Duke, N. N., Skay, C. L., Pettingell, S. L., & Borowsky, I. W. (2009). From adolescent connections to social capital: Predictors of civic engagement in young adulthood. *Journal of adolescent health*, 44(2), 161-168.
- Egerton, M. (2002). Higher education and civic engagement. *The British journal of sociology*, 53(4), 603-620.
- Ehrlich, T. (2001, January 1). Moral and Civic Learning. *Journal of College and Character*, 2(4). <https://doi.org/10.2202/1940-1639.1293>
- Gupta. S. (2018). *Why teaching civic sense to children is important*. the website momspresso.com
- Isac, M. M., Maslowski, R., Creemers, B., & van der Werf, G. (2013, January 21). The contribution of schooling to secondary-school students citizenship outcomes across countries. *School Effectiveness and School Improvement*, 25(1), 29–63. <https://doi.org/10.1080/09243453.2012.751035>
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative research reports in communication*, 8(1), 21-28.
- Kahne, J., & Sporte, S. (2009). Developing citizens: The impact of civic learning opportunities on students commitment to civic participation. In *Civic education and youth political participation* (pp. 159-186). Brill Sense.
- Ullah, S. (2020, June 30). Perceptions and Practices of Civic Values in Pakistani Society: Secondary School Students Perspective. *Pakistan Social Sciences Review*, 4(II), 359–370. [https://doi.org/10.35484/pssr.2020\(4-ii\)29](https://doi.org/10.35484/pssr.2020(4-ii)29)
- Komalasari, K. (2009, April 1). The Effect of Contextual Learning in Civic Education on Students Civic Competence. *Journal of Social Sciences*, 5(4), 261–270. <https://doi.org/10.3844/jssp.2009.261.270>
- Komalasari, K., & Sapriya, S. (2016, June 30). Living Values education in teaching Materials to Develop students Civic Disposition. *The New Educational Review*, 44(2), 107–121. <https://doi.org/10.15804/tner.2016.44.2.09>
- Mahesar, A. M. (2013). *Civic sense in our country*. Today paper Dawn
- Narayan, V. (2021). *Importance of civic sense*. Readers blog by Time of India
- Piršl, E., Marušić-Štimac, O., & Pokrajac-Bulian, A. (2007). The attitudes of

- students and teachers towards civic education and human rights. *Metodi kiobzori*, 2(2), 19-34.
- Seghedin, E. (2014). From the Teachers Professional Ethics to the Personal Professional Responsibility. *Acta Didactica Napocensia*, 7(4), 13-22.
- Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied developmental science*, 6(4), 203-212. https://doi.org/10.1207/S1532480XADS0604_7
- Ullah, S., & Mashadi, A. F. (2018). Relationship between Qualification of University Employees and their Children's Civic Sense in Pakistan. *Pakistan Journal of Social Sciences* 38(2), 525 – 535.