



Citizenship among University Students: Perceptions of BS Students

Zia Ur Rehman Department of Education, Hazara University, Mansehra, KP, Pakistan.
Email: zurkhan96@gmail.com (Corresponding Author)

Sadia Naz Department of Islamic & Religious Studies, Hazara University,
Mansehra, KP, Pakistan.

Abstract: *Citizenship is a vital aspect of higher education around the World. Universities are expected to cater to the need for citizenship education to provide skilled and responsible management for the development of a 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 was carried out with an objective; to explore the attributes of good citizenship among university students; a questionnaire and a sample of 1500 BS students from 15 private/public universities in Pakistan. The analysis (i.e. mean, percentage & chi-square) exposed the findings that students were significantly in support of building 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 avoided discrimination. The majority of students honor property rights' and race, have firm faith in the welfare of their motherland, possess good moral conduct and respect the authority of rules. Institutions of higher education may consider it mandatory to establish citizenship as a crucial discipline and try to facilitate it by operating entire consistent resources*

Key Words: Citizenship, Civic Attributes, Civic Education, Civic Perception, University, Students

Introduction

The role of higher education in civic learning is greatly wider in comparison to the building of the general public. Institutions of higher learning participating in the maintenance as well as improvement of crucial civic customs. These institutions supply the assets which facilitate theorizing the idea of nationality and carry about its prosperity in every known civilization with a direct approach (Graham, 2011). Moreover, Macalester College (2010) teaches its students that the functions like political affairs, closed ideas and sociology of these universities play an obligatory role in citizenship through maintaining the civic customs of important investigation.

The contribution of higher education to citizenship with civic attributes is notably enormous than that to the fabrication of the common public. The foundation of higher education improves the maintenance and expansion of society of care that increases the capital which assists us in conceptualizing the awareness of citizenship and getting its advantage in every progressive society in the right manner (Pring, 2016).

Universities also make a contribution to citizenship through their work in the education and training of professionals whose responsibilities are citizenship advancement, most notably teachers (Davies, 2013). In addition, it should be remembered that universities are also large corporate actors

within public own local communities and this generates expectations and duties with respect to good citizenship behavior ([Delanty, 2009](#)). Delanty commented that university education has an important function in connection to the 'educated citizenship' and 'technical citizenship'. By means of 'educated citizenship', he defines a civic responsibility in favor of the higher institution within the crucial and influential point of reference of civilized forms ([Delanty, 2009](#)). Through technical citizenship, he observed the universities within the finest location to associate the concern of business, equipment and advertised powers related to citizenship as these are customarily cleared ([Delanty, 2012](#)). 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 defined as the "responsibility of a citizen" (Dictionary.com). It is comprised of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, place of worship, volunteers and memberships in voluntary associations ([Popkin & Dimock, 2012](#)). While civic professionalism is the area of legal practice that encompasses the duties of attorneys to act in a professional manner, obey the law, avoid conflicts of interest and put the interests of clients ahead of their own interests ([Sullivan, 2015](#)).

Similarly, morality is beliefs about what right and wrong behavior is. Or the degree to which something is right and good: the moral goodness or badness of something. Honesty is a key component of being a good citizen. Honesty can be linked closely with trust and in a community, we need to have both in order to live smoothly with those around us. 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 civic morality gives clarity of action that one can hope to build a better community ([Vernon L. & Tomas R. 2014](#)); it means that we see ourselves as morally bound

to serve the community by sharing our knowledge with and among the community. He asks us to remain ever mindful of the larger impact we wish to make with our work.

Citizenship accountability/critical thinking means ensuring that officials in public, private and voluntary sector organizations are answerable for their actions and that there is redress when duties and commitments are not met ([Moore & Teskey, 2013](#)). One recent study defined the accountability as the requirement that officials answer to stakeholders on the disposal of their powers and duties, act on criticisms or requirements made of them and accept (some) responsibility for failure, incompetence or deceit; that also called answerability, enforceability and controllability or sanction which must exist for there to be real accountability ([Goetz & Jenkins, 2015](#)). Similarly, receptiveness and accountability are the "critical missing elements in our understanding of the relationship between the powerful elites and the disempowered poor who are asserting their rights" ([Gloppen, 2014](#)).

Patriotism involves citizens displaying devotion to their country, including devotion to the fundamental values and principles upon which it depends ([Michigan Department of Education, 2011](#)). Individual Rights are fundamental to constitutional democracy and refer to the belief that individuals have certain basic rights that are not created by government but which government should protect. These rights include right to life, liberty, economic freedom, and the pursuit of happiness. It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise ([O'Connell, 2011](#)).

According to [Smith \(2017\)](#) "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". Similarly, [Popkin and Dimock \(2012\)](#) described the value of patriotism as an emotional attachment to a nation which an individual

recognizes as his/her homeland. This attachment also known as national feeling or national pride can be viewed in terms of different futures relating to one's own nation including ethnic, cultural, political or historical aspects.

Keeping in view the entire former discussions it may be settled that citizenship and civic attributes are the foremost components of a superior human life. According to [Ornstein \(2016\)](#) citizenship is like specification of becoming functional by ways of the human rights, tasks as well as professional errands as an associate of a community or a country. It is relating to solicit about ourselves that what is our individuality and how we use up our time jointly; along with the categories of citizens that we like to build up as our forthcoming youth.

According to [Barnett and Standish \(2016\)](#) the good attributes of citizenship are the trainings of the students that have to share similar to energetic and meticulous public within society. Instead of inserting citizenship learning into different courses/subjects/syllabus in which citizenship is shown to be fixed into an explicit subject matter for the prearranged ranking stages, it needs to be highlighted like an essential foundation of education in the entire courses at all educational altitudes.

Citizenship 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. There is a lack of research regarding citizenship education and civic attributes at university level in Pakistan. 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 universities present plans to indoctrinate the characteristics of good citizenship among graduates. 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 an objective as (i) to explore the attributes of good citizenship among university students. In connection to the objective of research, resulting question was devised as (i) what attributes of good citizenship exist among university students?

Due to limited time frame and economic conditions and linked restrictions, the research was delimited to (i) 2 provinces of Pakistan (i.e. the universities situated in Khyber Pakhtunkhwa and Punjab; including Federal as well as Northern Areas (ii) only BS level university students of 7th/8th semesters.

This research emphasizes merits and demerits among graduates concerning the attributes of good citizenship, 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. By these findings university faculty and administration may attempt to remove deficiencies related to citizenship attributes, and develop civic programs ([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

Population of this research was consisted of all the BS students of the universities of Punjab and Khyber Pakhtunkhwa province of Pakistan. There were 44250 BS students within 103 Universities (public/private) in Punjab and Khyber Pakhtunkhwa including Federal and Northern areas of Pakistan, from which sample was selected.

Sample

A multistage stratified random sampling technique was adopted to get a suitable sample from population. Total population was separated into 2 parts as: the province of the Punjab with Federal Capital Area (Islamabad) and the province of Khyber Pakhtunkhwa with Northern Areas (Gilgit Baltistan). 1500 BS students of the 15 selected universities i.e. 100 students from each university were selected for study.

Instrument

[Saravanel \(2011\)](#) explained the significance of questionnaire as, a questionnaire is well thought-out the heart of survey study. For the collection of research data regarding exploration of the attributes of good citizenship among university graduates, a questionnaire having like 5 point Likert scale (citizenship attribute scale) was developed for BS level students. In support of this instrument, after passing through pilot testing and experts' opinions, the entire necessary modifications were worked out and then finally passed

through judgmental validation and were used for more progression.

Data Collection

Data was collected by visiting the sampled universities/departments and administering the questionnaire to the respondents. The respondents were asked to go through the suitable technique to carefully think each statement and cautiously mark the answer sheets. The cooperation and sincerity of the respondents made it possible to get a 100 % return rate on the instrument.

Analysis

The collected data was set and tabularized i.e. for the numerical analysis of data; SPSS (Statistical Package for Social Sciences) was used; as an arithmetic mean, percentage, frequency and chi-square were used. Analyses of data extracted complete results of the research. These outcomes were used to explore the findings as well as the conclusions of the research.

Results

The characteristics of good citizenship have been analyzed as the respondents were given a questionnaire like five point Likert scale (i.e. Always, Mostly, Sometimes, Rarely, Never) to respond according to their practices. For this analysis chi-square test (goodness of fit) has been applied and the scores of all respondents with their percentages; mean values are given in the subsequent 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 the 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 a honest and trustworthy.	534 (36%)	487 (33%)	343 (23%)	129 (9%)	07 (1%)	3.94	688.9*

S. No	Statements	Response					Mean	χ ²
		A	M	S	R	N		
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 rights including copyrights and patents.	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 the 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 the vote.	482 (32%)	581 (39%)	327 (21%)	100 (7%)	10 (1%)	3.95	789.7*

Expected Frequency=300 p≤0.001 *Significant at 0.05

Table 1 shows the students' social responsibility as an aspect of citizenship. The analysis of statement No.1 shows a significant response (χ²=618.2, p<0.05) of the majority of students (Always=34%, Mostly=32%, and mean=3.89) about their urge to contribute to society and human wellbeing. The analysis of statement No.2 shows a significant response (χ²=780.2, p<0.05) of the majority of students (Always=33%, Mostly=39%, and mean=3.95) about avoiding harming others. The analysis of statement No.3 shows a significant response (χ²=688.9, p<0.05) from the majority of students (Always=36%, Mostly=33%, and mean=3.94) about honesty and trustworthiness. The analysis of statement No.4 shows a significant response (χ²=680.9, p<0.05) of the majority of students (Always=32%, Mostly=37%, and mean=3.89) about fair and do not like discrimination. The analysis of statement No.5 shows a significant response (χ²=713.1, p<0.05) of the majority

of students (Always=29%, Mostly=38%, and mean=3.86) about their honor property rights, including copyrights and patents. The analysis of statement No. 6 shows a significant response (χ²=683.8, p<0.05) of the majority of students (Always=30%, Mostly=38%, and mean=3.87) about giving proper credit for intellectual property. The analysis of statement No.7 shows a significant response (χ²=800.6, p<0.05) of the majority of students (Always=31%, Mostly=40%, and mean=3.93) about respecting privacy of others. The analysis of statement No. 8 shows a significant response (χ²=704.8, p<0.05) of the majority of students (Always=31%, Mostly=38%, and mean=3.89) about trying to honor confidentiality. The analysis of statement No.9 shows a significant response (χ²=713.7, p<0.05) of the majority of students (Always=34%, Mostly=36%, and mean=3.93) about considering that the most important duty is the right to vote because by voting they have

a voice in the government. The analysis of statement No. 10 shows a significant response ($\chi^2=789.7$, $p<0.05$) of the majority of students (Always=32%, Mostly=39%, and mean=3.95) about acknowledging the importance of the vote.

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

S. 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 in my studies.	520 (35%)	493 (33%)	334 (22%)	126 (8%)	27 (2%)	3.90	638.7 *
3	I am forthright and candid member of society.	485 (32%)	555 (37%)	245 (16%)	192 (13%)	23 (2%)	3.86	635.6 *
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 putdowns, 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 $p\leq 001$ *Significant at 0.05

Table 2 shows the students' morality and honesty as aspects of citizenship. The analysis of statement No.1 shows a significant response ($\chi^2=742.3$, $p<0.05$) of the majority of students (Always=30%, Mostly=40%, and mean=3.89) about considering that it is their utmost obligation, to tell the truth and nothing but the truth. The analysis of statement No.2 shows a significant response ($\chi^2=638.7$, $p<0.05$) of the majority of students (Always=35%, Mostly=33%, and mean=3.90) about sincere in their studies. The analysis of statement No. 3 shows a significant response ($\chi^2=635.6$, $p<0.05$) of the majority of students (Always=32%, Mostly=37%, and mean=3.86) about a forthright and candid member of society. The analysis of statement No. 4 shows a significant response ($\chi^2=621.4$, $p<0.05$) of the majority of students

(Always=31%, Mostly=36%, and mean=3.85) about adopting good manners. The analysis of statement No.5 shows a significant response ($\chi^2=787.9$, $p<0.05$) of the majority of students (Always=30%, Mostly=42%, and mean=3.90) about trying their best to be courteous, polite and civil to everyone. The analysis of statement No.6 shows a significant response ($\chi^2=709.6$, $p<0.05$) of the majority of students (Always=34%, Mostly=37%, and mean=3.93) about avoiding telling a lie, cheat and steal. The analysis of statement No. 7 shows a significant response ($\chi^2=748.1$, $p<0.05$) of the majority of students (Always=36%, Mostly=37%, and mean=3.95) about not sneaky, tricky or deceptive. The analysis of statement No. 8 shows a significant response ($\chi^2=816.7$, $p<0.05$) of the majority of students

(Always=33%, Mostly=40%, and mean=3.97) about avoiding using putdowns, insults, yelling or ridiculing to embarrass others. The analysis of statement No. 9 shows a significant response

($\chi^2=710.1$, $p<0.05$) of the majority of students (Always=31%, Mostly=39%, and mean=3.89) about acting according to their beliefs, not according to expediency.

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

S.No	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 for what I do not do.	472 (31%)	556 (37%)	330 (22%)	120 (8%)	22 (2%)	3.89	685.7 *
4	As a student, I think about the consequences for 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 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=300 $p \leq 0.01$ *Significant at 0.05

Table 3 shows the students' accountability as an aspect of citizenship. The analysis of statement No. 1 shows a significant response ($\chi^2=631.9$, $p<0.05$) of the majority of students (Always=33%, Mostly=37%, and mean=3.87) about respect for the race which has given them birth. The analysis of statement No. 2 shows a significant response ($\chi^2=754.8$, $p<0.05$) of the majority of students (Always=32%, Mostly=40%, and mean=3.92) about must always keep in mind the future of their country i.e. they must raise the standard of living of their country by working honestly. The analysis of statement No. 3 shows a significant response ($\chi^2=685.7$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.89) about accepting responsibility for the consequences of their choices, not only for

what they do but what do not do. The analysis of statement No. 4 shows a significant response ($\chi^2=875.0$, $p<0.05$) of the majority of students (Always=30%, Mostly=43%, and mean=3.94) about thinking about consequences on themselves and others before they act. The analysis of statement No.5 shows a significant response ($\chi^2=118.1$, $p<0.05$) of the majority of students (Always=31%, Mostly=39%, and mean=3.91) about thinking long term. The analysis of statement No. 6 shows a significant response ($\chi^2=692.3$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.89) about doing what they can do to make things better. The analysis of statement No. 7 shows a significant response ($\chi^2=734.9$, $p<0.05$) from the majority of students (Always=35%,

Mostly=36%, and mean=3.96) about setting a good example. The analysis of statement No. 8 shows a significant response ($\chi^2=678.9$, $p<0.05$) of the majority of students (Always=31%, Mostly=38%, and mean=3.88) about do not look the other way when they can

make a difference. The analysis of statement No. 9 shows a significant response ($\chi^2=686.3$, $p<0.05$) of the majority of students (Always=36%, Mostly=35%, and mean=3.93) about do not make excuses or blame others.

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

S. No	Statements	Response					Mean	X 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 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 the 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 an 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 $p\leq 001$ *Significant at 0.05

Table 4 shows the students' patriotism and obedience as aspects of citizenship. The analysis of statement No. 1 shows a significant response ($\chi^2=738.2$, $p<0.05$) of the majority of students (Always=32%, Mostly=39%, and mean=3.92) about have firm and deep faith in the welfare of their motherland. The analysis of statement No.2 shows a significant response ($\chi^2=699.5$, $p<0.05$) of the majority of students (Always=33%, Mostly=36%, and mean=3.92) about have to keep in their heart the betterment of the country, the welfare of the state and the good of society. The analysis of statement No. 3 shows a significant response ($\chi^2=815.9$, $p<0.05$) of the majority of students (Always=33%, Mostly=40%, and mean=3.96) about consider the interest of the nation and possess good moral conduct. The analysis of statement No. 4 shows a significant response ($\chi^2=718.5$, $p<0.05$) of the majority of students (Always=34%, Mostly=37%, and mean=3.93) about have to know that the important quality of a good student is patriotism. The analysis of statement No. 5 shows a significant response ($\chi^2=696.1$, $p<0.05$) of the majority of students (Always=32%, Mostly=38%, and mean=3.90) about should have a genuine love for their country and should have a sense of involvement in its day to day affairs (e.g. its economic policies and its international relationships). The analysis of statement No.6 shows a significant response ($\chi^2=776.8$, $p<0.05$) of the majority of students (Always=32%, Mostly=40%, and mean=3.93) about know that law is a rule set by a community that tells how to behave or act. The analysis of statement No. 7 shows a significant response ($\chi^2=694.9$, $p<0.05$) of the majority of students (Always=31%, Mostly=38%, and mean=3.88) about consider that it is their extreme desire to respect authority of the rules. The analysis of statement No. 8 shows a significant response ($\chi^2=754.4$, $p<0.05$) of the majority of students (Always=32%, Mostly=39%, and mean=3.93) about obey their parents, teachers, coaches and others who have been given authority. The analysis of statement No. 9 shows a significant response ($\chi^2=780.2$, $p<0.05$) of the majority of

students (Always=30%, Mostly=40%, and mean=3.92) about try their best to observe just laws and honor the principles of democracy. The analysis of statement No. 10 shows a significant response ($\chi^2=757.7$, $p<0.05$) of the majority of students (Always=30%, Mostly=41%, and mean=3.89) about know that obedience to laws is the important public duty of a student. The analysis of statement No. 11 shows a significant response ($\chi^2=637.5$, $p<0.05$) of the majority of students (Always=31%, Mostly=36%, and mean=3.87) about know that society can make no progress if the people have no respect of laws. The analysis of statement No. 12 shows a significant response ($\chi^2=744.9$, $p<0.05$) of the majority of students (Always=33%, Mostly=38%, and mean=3.93) about believe in changing unjustified law by constitutional means. The analysis of statement No. 13 shows a significant response ($\chi^2=680.4$, $p<0.05$) of the majority of students (Always=33%, Mostly=37%, and mean=3.90) about should not unnecessarily resist a law.

Discussion

The present research was carried out to explore the citizenship among university students: perception of BS students. Results concerning the objective of the research i.e. to explore the attributes of good citizenship among university students were discussed below:

Social Responsibility as an Aspect of Citizenship among University Students Indicated That

The university students' responses significantly favored their sense of social responsibility. Their responses showed that they had a significant urge 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 ($\chi^2=789.7$, $p<0.05$).

Morality and Honesty as Aspects of Citizenship among University Students Indicated That

The university students' responses significantly privileged their morality and honesty. Their responses 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 ($\chi^2=710.1$, $p<0.05$).

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 have significantly kept 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 accepting 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 a 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 ($\chi^2=686.3$, $p<0.05$).

Patriotism and Obedience as Aspects of Citizenship among University Students Indicated That

The university students' responses significantly favored patriotism and obedience. Their responses showed that they significantly have firm and deep faith in the welfare of their motherland ($\chi^2=738.2$, $p<0.05$). They significantly have to keep in their heart the betterment of the country, the welfare of the state and the good of society ($\chi^2=699.5$, $p<0.05$), and consider the interest of the nation and possess good moral conduct ($\chi^2=815.9$, $p<0.05$). Correspondingly, the university students have to know that the important quality of a good student is patriotism ($\chi^2=718.5$, $p<0.05$), they should have a genuine love for their country and should have a sense of involvement in its day to day affairs (e.g. its economic policies and its international relationships), ($\chi^2=696.1$, $p<0.05$), and know that law is a rule set by a community that tells how to behave or act ($\chi^2=776.8$, $p<0.05$). At a significant level, the university students consider that it is their extreme desire to respect the 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 belief in changing unjustified law by constitutional

means ($\chi^2=744.9$, $p<0.05$), and should not resist a law ($\chi^2=680.4$, $p<0.05$).

Conclusions and Recommendations

It is concluded from the results, findings and discussion that university students possess the characteristics of citizenship. They have urged to contribute to society and provide services for human well beings; they were moderate, honest and trustworthy; they avoided harming others and did not like discrimination. Most of them have proper credit for intellectual property, respect the privacy of others and try to honor confidentiality; they acknowledge the importance of vote and consider that the most imperative duty is the right to vote because by voting, they have a voice in the government. University students consider that it is their utmost obligation to tell the truth and nothing but the truth. They are honest in their studies, try their best to become forthright as well as a candid member of the society and adopt good etiquette to be courteous, polite, and social with everyone; they 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, and act according to their beliefs, not according to expediency.

The majority of students give respect to the race which has given them birth and keep in mind the future of their country i.e. they must raise the standard of living of their country by working honestly. They have a long term thinking and accept the 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 know that the important quality of a good student is patriotism; he/she has a genuine love for the country and has a sense of involvement in its day to day affairs (e.g. its economic policies and its international relationships). University students recognize that law is a rule set by a community that tells how to behave or act and respects the authority of the rules. They try their best to obey their parents, teachers, coaches and others who have been given authority, try to observe just laws and honor the principles of democracy. Most of the students acquainted with critical thinking, analyzing information, expressing opinions and like to take part in discussions, debates, conflict resolution, and participating in the community. They have the utmost urge to respect justice, democracy and the rule of law; had the courage to defend a point of view, to work with and stand up for others.

In the light of research findings and conclusions, it has been found that university students had standardized levels of citizenship attributes. Therefore, it is necessary to spread and promote civic consciousness within the society and the state. All the institutions of higher education may consider it mandatory to establish citizenship education as a crucial discipline and try their best to facilitate it by operating all the consistent resources. It may be feasible to integrate citizenship education as a requisite portion of the syllabus from the basics to the higher levels of the educational system. Still, there is a strong need for awareness about citizenship. Subsequently, a general campaign for the understanding of citizenship along with the provision of civic services up to higher institutes may be processed right through Pakistan.

References

- Barnett, R. (2016). *Beyond All Reason: Living with Ideology in the University*, Buckingham: UK.SRHE/Open University Press.
- Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, 58(1), 5–25. <https://doi.org/10.1080/00131910500352523>
- Delanty, G. (2012). *Citizenship in a Global Age: Society, Culture, Politics*, Buckingham: Open University Press, UK.
- Delanty, G. (2009). *Challenging Knowledge: The University in the Knowledge Society*, Buckingham: The Society for Research into Higher Education and Open University Press, UK.
- Gearon, L. (2015). *Learning to teach citizenship in the secondary school: A companion to school experience: Second edition*.
- Gloppen, S., Rakner., & Tostensen, A. (2014). *Responsiveness to the Concerns of the Poor and Accountability to the Commitment to Poverty Reduction*, Michelson Institute.
- Goetz, A. M., & Jenkins. (2015). 'Introduction', Re-inventing Accountability: *Making Democracy Work for Human Development*, *International Political Economy Series*, Basingstoke: Palgrave Macmillan.
- Graham. (2011). Citizenship and Higher Education. *The role of universities in communities and societies*.
- Macalester. (2010). *Macalester College*, *Macalester Today*. (<http://digitalcommons.macalester.edu/macalestertoday/77>).
- Michigan Department of Education. (2011). About State Government. Public Sector Consultants.
- Moore, M., & Teskey, G. (2013). The CAR Framework: Capability, Accountability, Responsiveness: What Do These Terms Mean, Individually and Collectively? A Discussion Note for DFID Governance and Conflict Advisers, *DFID Governance Retreat*, 14-17, November.
- O'Connell, B. (2011). *Civil Society; the Underpinning of American Democracy*. University Press of New England. Hanover.
- Ornstein, A., & Hunskins, F. (2016). *Curriculum: Foundations, Principles and Issues*. New York: Pearson.
- Popkin, S., & Dimock, M. (2012). Knowledge, trust, and international reasoning. In *Elements of Reason: Cognition, Choice and the Bounds of Rationality*. New York: Cambridge Univ. Press, 330.
- Pring, R. (2016). Political education: relevance of the humanities. *Oxford Review of Education*, 25, 1/2, 71–87.
- Saravanavel, J., & Ramasamy, S. (2011). Geospatial Mapping and Visualization of Subsurface Structures, *International Geo informatics Research & Development Journal*, 2, 1-8.
- Smith, G. (2017). *The Importance of Patriotism*. Omnibus online.
- Sullivan, W. T., & Anderson. (2015). *Greening the campus research farm: Reactions from three stakeholder groups*. Ball State University: Muncie, Indiana.
- UNIS. (2004). *Throughout History Anti-Semitism Unique Manifestation of Hatred, Intolerance, and Persecution*. Says Secretary-General in Remarks to Headquarters Seminar. <http://www.unis.unvienna.org/unis/pres/srels/2004/sghsm9375.html>.
- Vernon, L., & Tomas, R. (2014). *The Man and His Work*; Bilingual Review Press.