



Sense of Good Citizenship among University Graduates: Pakistani Perspective

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ABSTRACT

Institutions of higher education are offering citizenship education around the World. But still, civic education has been least researched area in Pakistan. Therefore to look into this problem the present study was conducted with an objective; to explore the characteristics of good citizenship among university graduates. For the collection of research data, survey research method was adopted, with a questionnaire and 1500 Master level graduates were chosen as sample of the study from 15 public/private universities of Pakistan. Data analysis (i.e. percentage, mean & chi-square) reflected the findings i.e. university students were significantly in support to develop civic professionalism, tolerance/acceptance, patriotism, civic knowledge and understanding. They like to acquire and maintain professional competence; they want to know and respect existing laws pertaining to country and professional work. Majority of graduates were compassionate/kind with other society members; they liked to take part in discussions and debates, conflict resolution and participating in community. A substantial number of graduates respect others' dignity and property; acknowledge the importance of vote and have firm faith in welfare of their country. It may feasible to integrate the citizenship education like a requisite segment of the curriculum from basics to the higher levels of educational system.

KEY WORDS: Citizenship, Sense of Citizenship, Civic Characteristics, Civic Education, University Graduates.

INTRODUCTION

Citizenship and civic attributes are the foremost components of a superior human life. Citizenship is like specification of becoming functional through human rights, tasks and professional errands like 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 (Gearon, 2015).

The good attributes of the citizenship are the trainings of the students which they have to share within the public and society. Instead of inserting citizenship education into different courses /subjects/syllabus in which citizenship is shown as fixed and explicit subject matter, it needs to be highlighted like an essential foundation of education in the entire courses at all educational stages (Elms, 2011).

Further, Johnson (2016) has described different regions of citizenship and civic attributes as: civic education, civic learning, civic responsibility for the students to become conscious of their duties and privileges; encourage and grow students; support students to play an effectual function in the public by ensuring that they can contribute in energetic civic actions, in addition to be careful about their life, neighborhood, culture and the wide globe.

Similarly, Pring (2016) indicated that contribution of universities to citizenship with civic characteristics is particularly enormous than that to the production of common public. Foundation of higher education develops the maintenance and growth of society that raise the capital which assist us to conceptualize the awareness of citizenship. Institutions of higher education also make input to citizenship through their work in the education and training of professionals whose responsibilities is citizenship advancement, most notably faculties (Davies, 2006). These institutions of higher education are also large corporate actors within public own local communities and this generates expectations and duties with respect to good citizenship behavior (Delanty, 2001). Additionally Fowler and Blohm (2011) added that the university education have a vital function in association to the educated as well as technical citizenship. Educated citizenship reflects social responsibility for higher institutions and technical

citizenship equip the institutions with civic business, civic equipments and advertised powers related to citizenship (Delanty, 2000).

Civic responsibility is the responsibility of a citizen. It includes participation in government, place of worship, volunteers and memberships of voluntary associations (Gabelnick, 2011). By engaging in civic responsibility, citizens ensure and uphold certain democratic values written in the country's constitution and the Bill of Rights. Those values or duties include justice, freedom, equality, diversity, authority, privacy, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self-restraint and self-respect (Vernon, 2010); and according to Sullivan (2003) to practice one's profession in a public with full and direct sense, professionals must view themselves as active participants in civic life. They must cast their identities, roles, and expertise around a democratic public mission, suffusing their technical competence with civic awareness and purpose.

Every person of every religion has an obligation to uphold the meaning of tolerance. In fact, tolerance is a major belief within religion; however, it is not always practiced. Many people within many religions have, throughout history, and continue to this day, practiced intolerance in order to gain personal or secular power. No Muslim, no Jew, no Christian, no Hindu, no Buddhist, no one who is true to the principles of any of the world's faiths, no one who claims a cultural, national or religious identity based on values such as truth, decency and justice can be neutral in the fight against intolerance (United Nations Information Service, 2004).

Similarly, Neufeldt (2012) signified tolerance as "identifying and regarding other's beliefs and practices without giving out in them. Being tolerant of each other and caring for each other is what makes us human. By teaching tolerance, we allow individuality and diversity while promoting peace and a civil society. Our success in the struggle of intolerance depends on the effort we make to educate ourselves and our children. Intolerance can be unlearned. Tolerance and mutual respect have to be learnt"

Acceptance goes a step beyond tolerance. For example, Green (2010) indicated that when a son or daughter tells a parent about an unwelcome career choice or marital partner etc, he or she wants that information not just to be tolerated but to be accepted. There is a third concept: understanding that is a psychological process related to an abstract or physical object such as a person, situation or message whereby one is able to think about it and use concepts to deal adequately with that object.

Civic knowledge helps citizens understand their interests as individuals and as members of groups. The more knowledge we have, the better we can understand the impact of public policies on our interests, and the more effectively we can promote our interests in the political process (Lisman, 2012). Political knowledge fosters citizens' "enlightened self-interest" the ability to connect personal/group interests with specific public issues and to connect those issues with candidates who are more likely to share their views and promote their interests. Political knowledge, then, is key determinant of instrumental rationality (Shils, 2013).

In the same way Fuller (2008) explained that citizenship knowledge and understanding increases the consistency of views across issues and across time. General civic knowledge can alter our views on specific public issues. For example, the more knowledge citizens have about civic matters, the less likely they are to fear new immigrants and their impact on our country. Civic education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions (Ornstein, 2016).

Citizenship morality/honesty/courtesy is about what the right and wrong behavior; closely linked with trust; and a polite behavior that shows respect for other people, respectively. A civic morality gives clarity of action that one can hope to build a better society (Vernon & Tomas, 2010). By civic morality means that our education about the patterns of history, systems of power and agency gained through research or creative activity should morally bound to serve the community (Morse, 2007). Another important factor is that both academia and community should develop a citizenship morality because in helping the society, academics develop an understanding within the society i.e. university and its academics as accountable to the community. The affiliation as well as the effort must be jointly edifying (Dean, 2011).

One of the most important civic attribute is patriotism and according to Smith (2002) "it is a special affection for one's own country or a special concern for the wellbeing of the country including a sense of personal identification with the country. Patriotism is the awareness of our moral duties to the political community while nationality is our connection with the race that is merely natural or physical. It is an emotional attachment to a nation which an individual recognizes as their 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."

“Citizenship accountability/critical thinking mean ensuring that officials in public, private and voluntary sector organizations are answerable for their actions. In ethics and governance, accountability is answerability, blameworthiness, liability and the expectation of account giving” (Goetz & Jenkins, 2005); while “civic participation in social science refers to different mechanisms for the public to express opinions and ideally exert influence regarding political, economic management or other social decisions. Youth participation in civic activities has been found to be linked to students’ race, academic track and their institutions socioeconomic status” (Gearon, 2015).

For the purpose of improving the most notably neglected areas of citizenship education Fowler and Blohm (2011) specified that a systematic and complete adult civic learning strategy would follow among others, the subsequent foremost objectives as: provision of incentives in favor of grown-up contribution; comprehensiveness of contributions; individual advancement and family management; citizenship and peace learning; entrepreneurship education; civic literacy; content and pedagogy quality and appraisals.

In the light of above statements it is clear that citizenship and civic characteristics are the leading components of an advanced human life. Most of the universities and institutions have citizenship education and a lot of researches have also been conducted worldwide. But in our country Pakistan, still there is a lack of study/research about civic education and its characteristics at university level. Also it has been unexplored how do the university graduates rate themselves about consciousness and practice of citizenship; and how do the universities offer plans to indoctrinate the characteristics of good citizenship among graduates.

Therefore, it was very important to carry out a research regarding civic knowledge and understanding with practices of sense of good citizenship among university graduates in Pakistan.

Objective and Question

This study was conducted to measure the sense of good citizenship among university graduates: Pakistani perspective with an objective as (i) to explore the characteristics of good citizenship among university graduates. A resulting question was also formulated as (i) what characteristics of good citizenship exist among university graduates?

Due to limited time frame and economic conditions and linked restrictions, the research was delimited to (i) two provinces of Pakistan (i.e. the universities situated in Khyber Pakhtunkhwa and Punjab; including Federal as well as Northern Areas (ii) only Master level university students of 3rd/4th semester.

The present research highlights merits and demerits among graduates concerning the characteristics of good citizenship, and also specifies the development of universities about the promotion of civic education in graduates. According to Gearon (2015) the research findings will be beneficial for universities’ administrators, faculties and planners of higher education. By these findings university faculty and administration may attempt to remove deficiencies related to citizenship characteristics, and extend citizenship programs. Furthermore, this research may release newest prospects for researchers working in the area of citizenship programs as well as human capitals.

METHODOLOGY

The present research was carried out to explore sense of good citizenship among university graduates: Pakistani perspective. Following steps were followed to accomplish this purpose;

Population

Population of this study was consisted of all the Master level graduates of the universities of Punjab and Khyber Pakhtunkhwa province of Pakistan. There were 44250 Master level graduates within 103 Universities (public/private) in Punjab and Khyber Pakhtunkhwa together with Federal and Northern areas of Pakistan, from which sample of the study was chosen.

Sample

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

Instrument

A questionnaire is well thought-out the heart of survey study (Saravanel, 2011). For the collection of research data concerning the exploration of the characteristics of good citizenship among university graduates, a

questionnaire having like 5 point Likert scale (citizenship attribute scale) was developed for Master level graduates. 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 was used for more succession.

Data Collection

"Research data was collected by visiting the sampled institutions/departments and administered the questionnaire to the respondents. The respondents were asked to go through the suitable technique as to carefully think each statement and cautiously mark the answer sheets. The cooperation and sincerity of the respondents made it possible to get a hundred percent return rate of the instrument."

Analysis

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

RESULTS

"The attributes 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/Professional Responsibility as an Aspect of Citizenship among University Graduates

St.No	Statements	Response					Mean	χ^2
		A	M	S	R	N		
1	As a student I strive to achieve the highest quality, effectiveness and dignity in both the process and products of professional work.	525 (35%)	573 (38%)	271 (18%)	120 (8%)	11 (1%)	3.99	806.4*
2	Being a student I like to acquire and maintain professional competence.	481 (32%)	560 (37%)	321 (21%)	116 (8%)	22 (2%)	3.90	706.5*
3	As a student I want to know and respect existing laws pertaining to professional work.	451 (30%)	588 (39%)	316 (21%)	129 (9%)	16 (1%)	3.89	719.7*
4	Being a student I accept and try my best to provide appropriate professional review.	445 (30%)	599 (40%)	317 (21%)	122 (8%)	17 (1%)	3.89	741.6*
5	As a student I give importance to computer literacy and related skills.	458 (30%)	573 (38%)	307 (21%)	148 (10%)	14 (1%)	3.88	681.5*
6	I wish to honor contracts, agreements and assigned responsibilities.	457 (31%)	556 (37%)	320 (21%)	152 (10%)	15 (1%)	3.86	645.7*
7	Being a student I try to improve public understanding of information and communication technologies (ICTs).	463 (31%)	577 (38%)	310 (21%)	134 (9%)	16 (1%)	3.89	705.4*

Expected Frequency=300

$p=0.000$,

*Significant at 0.05

Table 1 shows the students' social and professional responsibilities as aspects of citizenship. The analysis of statement No.1 shows a significant response ($\chi^2=806.4$, $p<0.05$) of the majority of students (Always=35%, Mostly=38%, and mean=3.99) about strive to achieve the highest quality, effectiveness and dignity in both the process and products of professional work. The analysis of statement No. 2 shows a significant response ($\chi^2=706.5$, $p<0.05$) of the majority of students (Always=32%, Mostly=37%, and mean=3.90) about like to acquire and maintain professional competence. The analysis of statement No.3 shows a significant response ($\chi^2=719.7$, $p<0.05$) of the majority of students (Always=30%, Mostly=39%, and mean=3.89) about want to know and respect existing laws pertaining to professional work. The analysis of statement No.4 shows a significant response ($\chi^2=741.6$, $p<0.05$) of the majority of students (Always=30%, Mostly=40%, and mean=3.89) about accept and try their best to provide appropriate professional review. The analysis of statement No.5 shows a significant response ($\chi^2=681.5$, $p<0.05$) of the majority of students (Always=30%, Mostly=38%, and mean=3.88) about give importance to computer literacy and related skills. The analysis of statement No.6 shows a significant response ($\chi^2=645.7$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.86) about wish to honor contracts, agreements and assigned responsibilities. The analysis of statement No.7 shows a significant response ($\chi^2=705.4$, $p<0.05$) of the majority of

students (Always=31%, Mostly=38%, and mean=3.89) about try to improve public understanding of information and communication technologies (ICTs).

Table 2 Tolerance and Acceptance as Aspects of Citizenship among University Graduates

St.No	Statements	Response					Mean	χ^2
		A	M	S	R	N		
1	I am trusted because others know who I am: what other see is what they get.	459 (31%)	555 (37%)	332 (22%)	126 (8%)	28 (2%)	3.86	652.0*
2	I try my best to judge others on their character, abilities and conduct without regard to race, religion, gender and livings.	431 (29%)	588 (39%)	275 (18%)	181 (12%)	25 (2%)	3.81	635.1*
3	I am tolerant, respectful and accepting of those who are different from me.	433 (29%)	554 (37%)	339 (23%)	138 (9%)	36 (2%)	3.81	598.9*
4	Being a good student I listen to others and try to understand their points of view.	419 (28%)	654 (43%)	268 (18%)	145 (10%)	14 (1%)	3.88	821.1*
5	As a student I am compassionate, kind, loving and empathetic with other society members.	465 (31%)	566 (37%)	328 (22%)	115 (8%)	26 (2%)	3.89	693.6*
6	I try my best to forgive others for their shortcomings.	435 (29%)	580 (39%)	323 (21%)	144 (10%)	18 (1%)	3.85	670.0*
7	Being a student I resolve disagreements and deal with anger peacefully without violence.	483 (32%)	508 (34%)	351 (23%)	150 (10%)	08 (1%)	3.87	623.7*

Expected Frequency=300

p=0.000,

*Significant at 0.05

Table 2 shows the tolerance as an aspect of citizenship. The analysis of statement No. 1 shows a significant response ($\chi^2=652.0$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.86) about trusted. The analysis of statement No. 2 shows a significant response ($\chi^2=635.1$, $p<0.05$) of the majority of students (Always=29%, Mostly=39%, and mean=3.81) about try their best to judge others on their character, abilities and conduct without regard to race, religion, gender and livings. The analysis of statement No. 3 shows a significant response ($\chi^2=598.9$, $p<0.05$) of the majority of students (Always=29%, Mostly=37%, and mean=3.81) about tolerant, respectful and accepting of those who are different from them. The analysis of statement No. 4 shows a significant response ($\chi^2=821.1$, $p<0.05$) of the majority of students (Always=28%, Mostly=43%, and mean=3.88) about listen to others and try to understand their points of view. The analysis of statement No. 5 shows a significant response ($\chi^2=693.6$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.89) about compassionate, kind, loving and empathetic with other society members. The analysis of statement No. 6 shows a significant response ($\chi^2=670.0$, $p<0.05$) of the majority of students (Always=29%, Mostly=39%, and mean=3.85) about try their best to forgive others for their short coming. The analysis of statement No. 7 shows a significant response ($\chi^2=623.7$, $p<0.05$) of the majority of students (Always=32%, Mostly=34%, and mean=3.87) about resolve disagreements and deal with anger peacefully without violence.

Table 3 Knowledge/Understanding /Civic Management as Aspects of Citizenship among University Graduates

St.No	Statements	Response					Mean	χ^2
		A	M	S	R	N		
1	As a student I am acquainted with critical thinking, analyzing information, expressing opinions.	471 (31%)	557 (37%)	345 (23%)	116 (8%)	11 (1%)	3.90	715.6*
2	I like to take part in discussions and debates, negotiating, conflict resolution, and participating in community.	548 (37%)	528 (35%)	285 (19%)	123 (8%)	16 (1%)	3.98	752.3*
3	It is my utmost urge to respect for justice, democracy and the rule of law, openness and tolerance.	400 (27%)	587 (39%)	374 (25%)	107 (7%)	32 (2%)	3.81	689.7*
4	As a student I have courage to defend a point of view.	505 (33%)	553 (37%)	290 (19%)	128 (9%)	24 (2%)	3.92	706.3*
5	I also have willingness to listen, to work with and stand up for others	443 (30%)	593 (39%)	338 (23%)	108 (7%)	18 (1%)	3.89	747.1*
6	I strive to treat others the way they want to be treated.	486 (32%)	547 (37%)	303 (20%)	147 (10%)	17 (1%)	3.89	663.7*
7	As a community member I respect the dignity, privacy and freedom of all individuals.	475 (32%)	526 (35%)	345 (23%)	131 (9%)	23 (1%)	3.87	630.1*
8	I try my best to give value and honor to all people, no matter what they can do for me.	500 (33%)	544 (36%)	300 (20%)	140 (10%)	14 (1%)	3.96	112.3*

9	Being a community member I respect others' property; take good care of property as I am allowed to use and do not take or use property without permission.	472 (31%)	568 (38%)	298 (20%)	151 (10%)	11 (1%)	3.89	690.4*
10	As a community member I respect the autonomy of others.	441 (29%)	607 (40%)	302 (20%)	139 (10%)	11 (1%)	3.90	745.3*
11	I try my best to tell others what they should know to make good choices about their own lives.	492 (33%)	565 (38%)	317 (21%)	113 (7%)	13 (1%)	3.94	749.1*
12	I never think to use or manipulate others.	470 (31%)	568 (38%)	285 (19%)	152 (10%)	25 (2%)	3.87	661.6*
13	I consider it very bad to abuse, demean or mistreat anyone.	492 (33%)	560 (37%)	299 (20%)	124 (8%)	25 (2%)	3.91	703.6*

Expected Frequency=300 p=0.000, *Significant at 0.05

Table 3 shows the students' knowledge and understanding as an aspect of citizenship. The analysis of statement No.1 shows a significant response ($\chi^2=715.6$, $p<0.05$) of the majority of students (Always=31%, Mostly=37%, and mean=3.90) about acquainted with critical thinking, analyzing information and expressing opinions. The analysis of statement No.2 shows a significant response ($\chi^2=752.3$, $p<0.05$) of the majority of students (Always=37%, Mostly=35%, and mean=3.98) about like to take part in discussions and debates, negotiating, conflict resolution, and participating in community. The analysis of statement No. 3 shows a significant response ($\chi^2=689.7$, $p<0.05$) of the majority of students (Always=27%, Mostly=39%, and mean=3.81) about have utmost urge to respect for justice, democracy and the rule of law, openness and tolerance. The analysis of statement No. 4 shows a significant response ($\chi^2=706.3$, $p<0.05$) of the majority of students (Always=33%, Mostly=37%, and mean=3.92) about have courage to defend a point of view. The analysis of statement No. 5 shows a significant response ($\chi^2=747.1$, $p<0.05$) of the majority of students (Always=30%, Mostly=39%, and mean=3.89) about have willingness to listen, to work with and standup for others. The analysis of statement No. 6 shows a significant response ($\chi^2=663.7$, $p<0.05$) of the majority of students (Always=32%, Mostly=37%, and mean=3.89) about strive to treat others the way they want to be treated. The analysis of statement No.7 shows a significant response ($\chi^2=630.1$, $p<0.05$) of the majority of students (Always=32%, Mostly=35%, and mean=3.87) about respect the dignity, privacy and freedom of all individuals. The analysis of statement No. 8 shows a significant response ($\chi^2=112.3$, $p<0.05$) of the majority of students (Always=33%, Mostly=36%, and mean=3.96) about try their best to give value and honor to all people, no matter what they can do for them. The analysis of statement No.9 shows a significant response ($\chi^2=690.4$, $p<0.05$) of the majority of students (Always=31%, Mostly=38%, and mean=3.89) about respect others property; take good care of property as they are allowed to use and do not take or use property without permission. The analysis of statement No. 10 shows a significant response ($\chi^2=745.3$, $p<0.05$) of the majority of students (Always=29%, Mostly=40%, and mean=3.90) about respect the autonomy of others. The analysis of statement No. 11 shows a significant response ($\chi^2=749.1$, $p<0.05$) of the majority of students (Always=33%, Mostly=38%, and mean=3.94) about try their best to tell others what they should know to make good choices about their own lives. The analysis of statement No. 12 shows a significant response ($\chi^2=661.6$, $p<0.05$) of the majority of students (Always=31%, Mostly=38%, and mean=3.87) about never think to use or manipulate others. The analysis of statement No. 13 shows a significant response ($\chi^2=703.6$, $p<0.05$) of the majority of students (Always=33%, Mostly=37%, and mean=3.91) about consider it very bad to abuse, demean or mistreat anyone.

DISCUSSION

This study was conducted to explore the sense of good citizenship among university graduates: Pakistani perspective. Outcomes regarding the objective of the research i.e. to explore the characteristics of good citizenship among university graduates were discussed below:

Social/Professional responsibility as an aspect of citizenship among university graduates indicated that,

The university graduates' responses significantly favored their sense of professional responsibility. Their responses showed that they had significant strive to achieve the highest quality, effectiveness and dignity in both the process and products of professional work ($\chi^2=806.4$, $p<0.05$); they significantly liked to acquire and maintain professional competence ($\chi^2=706.5$, $p<0.05$), and significantly want to know and respect existing laws pertaining to professional work ($\chi^2=719.7$, $p<0.05$). Similarly at significant level they accept and try their best to provide appropriate professional review ($\chi^2=741.6$, $p<0.05$); had given importance to computer literacy and related skills ($\chi^2=681.5$, $p<0.05$); wished to honor contracts, agreements and assigned responsibilities ($\chi^2=645.7$, $p<0.05$), and tried to improve public understanding of information and communication technologies ($\chi^2=705.4$, $p<0.05$). These

findings were in line with the findings of research conducted by Kahne, Westheimer and Rogers (2000), Saltmarsh (1996).

Tolerance and Acceptance as aspects of citizenship among university graduates showed that,

The university graduates' responses significantly favored their tolerance. Their responses showed that they significantly trusted because others know who they are: what other see is what they get ($\chi^2=652.0$, $p<0.05$); they had significantly tried their best to judge others on their character, abilities and conduct without regard to race, religion, gender and livings ($\chi^2=635.1$, $p<0.05$), and were significantly tolerant, respectful and accepting of those who are different from them ($\chi^2=598.9$, $p<0.05$). In the same way, at significant level they listened to others and tried to understand their points of view ($\chi^2=821.1$, $p<0.05$); were compassionate, kind, loving and empathetic with other society members ($\chi^2=693.6$, $p<0.05$); tried their best to forgive others for their short coming ($\chi^2=670.0$, $p<0.05$), and resolved disagreements and deal with anger peacefully without violence ($\chi^2=623.7$, $p<0.05$). These findings were in line with the findings of research conducted by Kahne, Westheimer and Rogers (2000), Saltmarsh (1996).

Knowledge/ Understanding/Civic Management as aspects of citizenship among university graduates showed that,

The university graduates' responses significantly privileged their knowledge and understanding. Their responses showed that they were significantly acquainted with critical thinking, analyzing information and expressing opinions ($\chi^2=715.6$, $p<0.05$). They significantly like to take part in discussions and debates, negotiating, conflict resolution, and participating in community ($\chi^2=752.3$, $p<0.05$); had utmost urge to respect for justice, democracy and the rule of law, openness and tolerance ($\chi^2=689.7$, $p<0.05$). Similarly, the university students had significant courage to defend a point of view ($\chi^2=706.3$, $p<0.05$); had willingness to listen, to work with and standup for others ($\chi^2=747.1$, $p<0.05$), and strive to treat others the way they want to be treated ($\chi^2=663.7$, $p<0.05$). They respect the dignity, privacy and freedom of all individuals ($\chi^2=630.1$, $p<0.05$); tried their best to give value and honor to all people, no matter what they can do for them ($\chi^2=112.3$, $p<0.05$), and had significant respect for others property; take good care of property as they are allowed to use and do not take or use property without permission ($\chi^2=690.4$, $p<0.05$). At significant level, the university students respect the autonomy of others ($\chi^2=745.3$, $p<0.05$); they had tried their best to tell others what they should know to make good choices about their own lives ($\chi^2=749.1$, $p<0.05$); never think to use or manipulate others ($\chi^2=661.6$, $p<0.05$), and considered it very bad to abuse, demean or mistreat anyone ($\chi^2=703.6$, $p<0.05$). These findings were in line with the findings of research conducted by Boyer (1990) and Mullins (1990).

Conclusions and Recommendations

It has been extracted from the results, findings and discussion that university graduates possess the characteristics of good citizenship. University graduates have proper credit for intellectual property, respect the privacy of others and try to honor confidentiality. They acknowledge the importance of vote and strive to achieve the highest excellence, effectiveness and dignity in both the process and products of professional work. They like to acquire and maintain professional competence, desired to know and respect existing laws pertaining to professional work, acknowledged and try their best to provide appropriate professional review. Graduates give importance to computer literacy and associated skills and have endeavored to improve public understanding of information and communication technologies. They try their best to judge others on their temperament without regard to race, religion, gender and livings. They are broadminded, compassionate and devoted with other society members. They try their best to vindicate others for their shortcoming and deal with anger peacefully without aggression.

University graduates have firm faith in the welfare of the country and know that the important quality of a good student is patriotism; have genuine love for motherland and had a sense of involvement in its day to day affairs. They know that compliance to laws is the important public duty so they never try to resist a law and have believed in changing unjustified law by constitutional means, and liked to take part in discussions, conflict resolution, and participating in community. University graduates strive to treat others the way they want to be treated and tried their best to give honor to all people, no matter what they could do for them. They take good care of others property as they were allowed to use and did not take or use property without permission.

Hence considering the outcomes it is indispensable to propose certain suggestions for the advancement as well as the perfection of citizenship in the country. All the institutions of higher education may considered mandatory to pass on guidance in citizenship proficiencies and learning. These instructions may furnish the learner through the comprehension, skillfulness as well as stance for civic edification. The Curriculum Planners with Policy Makers and Higher Education Commission may initiate a mega project for generalizing citizenship throughout the country. For dispersion of consciousness concerning citizenship education, Institutes of Civic Learning, Civic

Education Departments or Civic Centers may establish throughout the country. The concerned authorities may set a plan for operating the skills of committed and contented civic intellectuals to enhance the citizenship by means of sermons, workshops and seminars within the universities.

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