



Civic Responsibility among Young Generation: A Case Study of Universities in Southern Punjab, Pakistan

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ABSTRACT

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The objectives of the study was to explore the levels of the civic participation, civic characteristics of the university students and efforts made by the universities to develop a good sense of civic responsibility in the students. Present study was a quantitative descriptive research based on survey questions asked from the students belonged to four out of nine large universities from Southern Punjab. A Stratified random sampling (SRS) technique was used to select a suitable size of sample. After data collection SPSS V.29.0.1 (Statistical Package for Social Sciences) was used to analyse the descriptive statistics using percentage frequencies, mean values, multiple regression analysis and correlation coefficient. Among respondents 70% had an average level of sense of civic responsibility and 30% had low level of sense of civic responsibility in terms of civic participation (Table 1). Results of civic responsibility in terms of civic characteristics explored that 42% of the respondents have high level of civic characteristics, 30% of the respondents have average level of civic responsibility and 28% of the respondents have low level of civic characteristics (Table 2). Results of regression analysis had also predicted that civic characteristics of the students and civic participation both variables have significant impact on student's sense of civic responsibility (Table 3) and that there is positive correlation between perceptions about civic participation and services provided by the university (Table 4). Overall conclusion of the study was that the students have an average level of civic responsibility and universities should take necessary initiatives to make students responsible citizens.

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1. Introduction

Several studies have been done on civic awareness in a global setting. Consequently, more data or resources were needed to support the implementation of civic education at Pakistan's higher education institutions. A study titled "Sense of Civic Responsibility among University Students in Southern Punjab, Pakistan" was carried out in an attempt to bridge this knowledge gap. Every organization may have a purpose and vision statement that specifically addresses encouraging civic engagement. There may be variations in the curricula and teaching methods on college campuses as a result. As institutions of higher education, universities are expected to provide the fundamental citizenship education needed to produce capable and accountable leaders who will advance the country. More data is required before any conclusions can be drawn on how Pakistani universities fulfill their obligation to provide civic education to their students. As a result, it was thought to be imperative to carry out research to look at how university students understand and carry out civic obligation as well as the role that universities play in helping students develop a sense of civic responsibility (Rehman, Majoka, &

Naz, 2018). Additionally, Owusu-Agyeman and Fourie-Malherbe (2019) examined the involvement of students as partners in the advancement of civic engagement within higher education. LeCompte, Blevins, and Riggers-Piehl (2020) explored innovations in civic education, specifically the development of civic agency through action civics. Subramaniam (2019) investigated the sense of civic responsibility among university students. (Bird, Bowling, & Ball, 2020) explored the factors that influence youth's self-perceived civic responsibility, including civic engagement, autonomy, and reflection. The function and purpose of the university in relation to the civic preparation of young individuals were explored in a study conducted by (Lutaj, 2021). Additionally, Saud (2020) conducted a doctoral study that focused on democratic practices and the involvement of youth in political participation. Knoll, Matthes, and Heiss (2020) called for more evidence regarding the utilization of citizen science in the social sciences. Kaasa and Andriani (2022) examined the determinants of institutional trust, specifically emphasizing the role of cultural context. Lastly, Binder et al., (2021) presented insights from a citizen science study that focused on youth political engagement. The main objective of this study was to uncover various aspects of the students' civic characteristics, particularly in relation to their sense of civic responsibility and civic participation of youth.

1.1. Statement of the Problem

The topic of civic education in an international setting has been the subject of numerous researches. As recognized in recent higher education programmes namely 'Guiding Principles of Road to Progress' for systematic reforms as mentioned in Pakistan HEC Vision (2017-2025), P.14, the Pakistani government has also placed a strong emphasis on civic education and human growth and development. So, there was a need for more data or literature to support in establishing civic education in Pakistan's higher educational institutions. Therefore a study titled "Sense of Civic Responsibility among University Students in Southern Punjab, Pakistan" was carried out in an attempt to fill this knowledge gap.

1.2. Significance of the Study

The following were the significant features of the study;

1. This study may help to provide a clear picture of the civic characteristics of the university students.
2. It may help the parents, teachers and the institutional management to produce sovereignty, social, moral, political and economic advancement in the society.
3. It may provide guidelines for educational institutions to provide a conducive environment to produce a good sense of civic responsibility among students.
4. It may help to improve the social concepts, rules of behaviours, social values, norms, and rituals of our society.
5. It may help educationists, curricular experts and policymakers to understand the social needs and responsibilities in connection with the national and political advancement of the society

1.3. Objectives of the Study

The study was conducted to achieve the following objectives to

1. Investigate the perceptions of university students regarding civic participation.
2. Determine the civic attributes of students who are enrolled in universities.
3. Examine the various services offered by universities that are essential for fostering a good sense of civic responsibility in students.

1.4. Research Questions

1. What are the levels of perceptions of the university students about civic participation?
2. What are the levels of civic characteristics that university students have?
3. What types of efforts have been made by the university to develop a good sense of civic responsibility in the students?

1.5. Research Methodology

1.5.1. Study Population

The study population consisted of a comprehensive total of 84917 students derived from four prominent universities, namely The Islamia University of Bahawalpur, The Govt. Sadiq

College Women University Bahawalpur, The Women University Multan, and Bahauddin Zakariya University Multan. These universities are situated in southern Punjab region.

1.5.2. Sampling Technique

To ensure an appropriate sample for the study, a stratified random sampling technique was employed. Consequently, 400 students were selected from the aforementioned population. Specifically, 100 respondents were chosen from each university, with 25 students being selected from each department within the faculty. It is worth noticing that this selection process took place during the data collection phase.

1.5.3. Variables

1.5.4. Quantitative Variables

Three quantitative variables used in the study;

- i. Perception about civic characteristics of the university students
- ii. Levels of civic participation of students
- iii. Services provided by the university to develop a good sense of civic responsibility in students

1.5.5. The sample size

The sample size which accurately represents the population was determined using Taro Yamane's widely utilized formula in educational research. This formula yields a simplified sample size of 400.

1.5.6. Instruments' Validity

The research tool developed for the study was devised by the researcher; it underwent validation by five experts who serve as faculty members at the university level on a regular basis. These experts were specifically requested to scrutinize the content, in addition to assessing the construct validity of the instruments.

1.5.7. Reliability

In order to ascertain the reliability of the aforementioned tool, a Cronbach's alpha reliability test was carried out. The resulting value of 0.087 indicated that the questions in the tool were deemed to be satisfactory and acceptable.

1.5.8. Pilot Testing

The researcher conducted a preliminary investigation by means of a sample comprising 50 students taken from four departments belonging to the four selected faculties of the Universities. During pilot study, the researcher encountered challenges pertaining to the difficulty levels and issues associated with the phrasing of questions/statements, as well as the reading and understanding of terms employed in the question statements. The feedback obtained from the pilot test allowed the researcher to make appropriate adjustments to the research instrument.

1.6. Data Collection

In order to collect data, the researcher personally visited the selected universities and distributed questionnaire forms to randomly chosen groups of students. This allowed for the gathering of information from the sampled population. The collaboration and active participation of the respondents resulted in a 100% response rate for the administered instrument.

1.7. Source of the Data

Researcher used primary data source by selecting groups of university students at random to collect responses, as the researcher personally visited sampled universities to gather data informations.

1.8. Analysis and Interpretation of Data

The researcher organized the collected informations into data sets and presented it in tabular form. To perform numerical analysis on the data, SPSS 29.0.1.0 (Statistical Package for Social Sciences) was employed. Statistical tools such as frequencies, percentages, mean

comparison of different levels of civic sense, multiple regression test, ANOVA, and correlation coefficient were utilized for data analysis.

1.9. Limitations of the study

Present research was limited to the universities in Southern Punjab, Pakistan. So, the results of the study cannot be generalized countrywide or globally.

1.10. Delimitations of the Study

Due to large size of the population four departments from following four faculties out of a total of 13-15 functioning faculties of the selected universities in Southern Punjab, Pakistan were selected for study;

1. Faculty of Social Sciences
2. Faculty of Natural Sciences
3. Faculty of Arts and Humanities
4. Faculty of Management Science

2. Literature Review

2.1 Civic Responsibility

The term "civic responsibility" describes the obligation that individuals have to actively participate in endeavors that improve the well-being of their local communities, societies, and the world community. The study recommendations should be integrated with real-world experience, academic research, and mechanism assurance to meet the purpose of social responsibility. The study explores the process of identifying and fostering college students' sense of social responsibility and suggests engaging in theoretical research, hands-on learning, and mechanism assurance in order to fulfill the purpose of social responsibility in education. It draws attention to how college students recognize and grow their sense of social responsibility. It suggests a comprehensive approach to social responsibility in education that combines system assurance, practical instruction, and theoretical study (Chong, Pao, Ho, & Ng, 2021).

2.2. Norms and practices at University level

Participation in university social responsibility (USR) programs by students may help them advance in their academic, personal, and civic life. It may also act as a catalyst for change inside institutions. By better understanding the potential uses of student involvement in ongoing USR activities as a tool to enhance students' personal, intellectual, and civic growth, higher education institutions may provide students with opportunities to develop cross-disciplinary abilities that align with the University's three pillars of teaching, research, and purpose (Coelho & Menezes, 2022).

2.3. Importance of Civic Responsibility

According to Shapira, Shonfeld, Friedman, and Falah (2023) Change in society is facilitated by people, who also contribute to address social problems, inform policy decisions, and give social change a feeling of direction and unity. The study examines how crucial it is to support minority college students' sense of civic social obligation in the setting of circumstance and policy. The significance of cultivating civic membership, civic knowledge, and civic virtue among minority college students is emphasized. Students' perceptions of their own social responsibility are significantly influenced by college and university norms and practices, according to the study's findings. Changes to the mechanisms of elimination and racialism within the school system are primarily the responsibility of adults, and teachers in particular. The proper operation of a happy and healthy society depends on civic involvement.

2.4. Types of Civic Responsibilities

2.4.1. Compulsory Civic Responsibilities

The frameworks, findings, and methods of assessment for civic learning among students were examined in this study in relation to university civic engagement, renewal, and cooperation. It emphasizes how important it is to assess the results of this kind of training and how important real community partnerships are to civic education. The article examines a partnership-focused approach to civic regeneration and provides a case study of Washington University in St. Louis (Bakko, 2023).

2.4.2. Volunteer Civic Responsibilities

The community is stronger when volunteers provide their services. a gift to worthy charities. Give the neighborhood your abilities. Students are being prepared for civic engagement or knowledge transmission. Everybody's legal rights are being upheld. The study clarifies the tenets that underpin Dewey's conception of democratic life and shows how they might encourage students' subsequent civic involvement. The study highlights the value of organic labor, appreciating students' initiative and diversity of opinion, fostering relationships among coworkers in diverse contexts, and civics facilitator training programs for social integrity in action (Cohen, Fitzgerald, Ridley-Kerr, Maker Castro, & Ballard, 2021).

2.5. Purposes of Civic Responsibilities

Numerous socialization agents, including family, friends, instructors, and the local community, are shown to have a role in helping Indonesian adolescents develop into civically engaged adults. It highlights the necessity of comprehending the factors that influence youth socialization and civic behavior in order to effectively promote civic engagement activities in Indonesia. The study's research technique offers a systematic and data-driven analysis of the problem since it made use of an online research tool and a quantitative methodology (Saud, 2020). Afza and Shakir (2022) examined how Pakistani students perceive ethical concepts taught in civic education, with a particular emphasis on southern Punjabi institutions. Undergraduate students at public and private universities in Multan, Bahawalpur, and D.G. Khan are the subjects of data collection using the quantitative technique and descriptive research method. All Southern Punjabi universities are among the study's target participants, and data was gathered from a random sample of 1080 students. The study identifies key ethical qualities that ought to be taught at the college level, including discipline, generosity, honesty, respect, tolerance, discipline, and family ethics.

2.6. Civic characteristics of students

The study's findings (mean, percentage, and chi-square) showed that students were overwhelmingly in favor of developing their sense of civic duty, social responsibility, accountability, and patriotism. They challenged people to make a positive impact on society and offer services that promote human welfare; they were impartial, reliable, and did not practice prejudice. The majority of pupils accepted the authority of regulations, uphold property rights and race, and have strong beliefs in the wellbeing of their country. Civic behaviors at the university level often demonstrate how involved, accountable, and committed students are to their local communities and society. These qualities aid in the formation of responsible citizens who work to further the development of their communities (Naz, 2022).

2.7. Types of civic participation

2.7.2. Social Participation

There are many different environmental, cultural, and personal aspects that impact the intricate and varied idea of civic duty. When taken as a whole, these elements support a person's attitude, drive, and preparedness to actively contribute to improving their neighborhood and society as large. Sustainability and environmental circumstances may also have an impact on civic duty because individuals see the necessity for community collaboration in addressing environmental issues (Greenhow & Chapman, 2020).

2.7.3. Political Participation

Citizenship that is socially involved Competence is linked to approaches that address the idea of the fundamental nature of a citizen, active citizenship, individualized education, active participation in national politics, the desire to take an active civic stance, the various ways that the state and society function in an individual's life, awareness of one's civic duties, responsibilities, and rights and adherence to them, engagement in legal relationships, and the acquisition of legal culture. These concepts are emphasized as a person grows into a professional through the use of pedagogical and psychological influence (Tursunboyevich, 2022). Through partnerships and collaborations, students can take part in initiatives that address topics such as international development, human rights, and poverty (Levy et al., 2023).

2.7.4. Economic Participation

Local performers appeared to create projects with bold concepts for long-term change, demonstrating the revolutionary potential that exists in a community. Additionally, it highlights

the ways in which local players resist change when a government takes a stand that they believe ignores their concerns. This thesis demonstrated that while region-focused sustainability programs are helpful in bolstering local endeavors, the experimental character of these programs prevents policy actors from fundamentally integrating change (Brouwers, 2024).

2.7.5. Cultural Participation

By actively participating in and supporting cultural events and projects, civic students have a special chance to significantly impact the degree of cultural involvement in their communities. In addition to protecting and celebrating cultural variety, their involvement could help residents feel more a part of the area. Like everyone else, civic education students have a big impact on cultural involvement in their communities. The study also investigated how different institutions may be impacted differently by cultural context, finding a link between lower trust in political parties and a greater tendency to avoid uncertainty (Kaasa & Andriani, 2022).

2.8. Civic Services Provided by the University

Students' academic, professional, and personal development can be positively impacted by service-learning and university social responsibility. Students that participated gained practical information and real-world experience that aided in the development of their cross-disciplinary abilities and skills, which may be useful in their future careers. The paper also highlights universities' goals, which center on addressing and resolving societal issues and producing graduates with a socially responsible mindset. The findings of the study can aid in the success of universities by guaranteeing that every decision they make is morally righteous and intended to provide them an advantage over rivals. In the fields of research, teaching, management, and social projection, the study emphasizes how important it is for colleges to try to take into account the interests of many stakeholders, especially students (Coelho & Menezes, 2022). The study's practical implications imply that teaching civics and ethics to college students might improve their comprehension and perhaps help them develop civic virtues. But the poll also draws attention to problems like disruptive pupils and missing assignments (Gallardo-Vázquez, Folgado-Fernández, Hipólito-Ojalvo, & Valdez-Juárez, 2020). The report offers many solutions to these issues, such as changing the civics and ethics curriculum, offering student counseling and guidance services, and filing legal action. In order to prevent negative outcomes like ethnic conflicts, the research emphasizes the need of creating national, regional, and local democratic institutions as well as students' democratic and ethical behavior (Wudu, 2020).

2.8.1. University Climate

Universities undoubtedly provide their students the additional services related to social responsibility that are outlined below. In order to assist their students in developing into responsible and involved citizens, universities frequently provide a variety of civic services and activities. These initiatives aim to increase students' civic literacy, encourage community involvement, and provide them with tools for social responsibility and personal growth. Teachers play a confounding role in the lives of their pupils, who carry the torch in fostering civic virtue and ethics among the general populace. This action combines with information transfer, cultural orientation, attitude development, and the generational learning of society values and beliefs to modify behavior. The transition and transmission of curriculum dictate the actions of teachers, as desired by society (Bashir, Rashid, & Jabeen, 2023).

2.9. Research Gap

Firstly, previous studies about sense of civic responsibility among university students has discussed about norms, values and curriculum taught but services provided by the university in the shape of students societies, directorate of students affairs, seminars and scholarships based projects and arrangement of civic programs were the areas which were neglected. Secondly there was no sufficient latest research data on the subject titled sense of civic responsibility among university students in Punjab. To fill this knowledge gap present study was conducted in universities of Southern Punjab, Pakistan region.

3. Research Methodology

A Quantitative research method was used for research to collect data informations from different groups of university students belonged to the universities in Southern Punjab Pakistan. The Population of the present study comprised of BS and MPhil level students of the universities. Four Faculties from each university i.e. social sciences, Natural sciences, Arts and Humanities and Management sciences were selected for study. From each faculty, one department was selected for a suitable representative sample of study, which has been taken from these departments for the purpose of gathering data. For this purpose, a self-developed questionnaire was the tool which was used to collect the data information with suitable variables of interest. All the instructed improvements and amendments were worked out after passing through experts' opinions and pilot testing for this tool. Then, finally, it was passed through judgmental validation and used for data collection and further data processing purposes. The present research is meant to explain and analyze the concept of civic participation, civic characteristics among university students and services provided by the Universities to develop a sense of civic responsibility in students of Southern Punjab, Pakistan. For this purpose a research instrument was developed according to the objectives of the study. Then, this research instrument was used to identify civic characteristics, levels of sense of civic responsibility attributes among university students and gain insight into the services provided in universities to develop a good sense of civic responsibility in students in order to explore levels of civic characteristics, students civic participation and services provided by the university to develop good sense of civic responsibility among university students as the method of exploration previously used by Rehman, Majoka, and Naz (2018).

3.1. Population of the Study

A total of 84917 students from four large, i.e. universities, The Islamia University of Bahawalpur, The Govt. Sadiq College Women University Bahawalpur, The Women University Multan and Bahauddin Zakariya University Multan from southern Punjab, Pakistan comprised the population of the study.

3.2. Sampling Technique

Stratified random sampling (SRS) technique was used to draw an appropriate sample of 400 students from the Population under study.

3.3. Sample Size

A sample size of representative of the Population was calculated by using Taro Yamane's Formula, widely used in educational research, which provides a simplified sample size of when the population size is known as

$$n = \frac{N}{1 + N e^2}$$
$$n = \frac{82659}{1 + 82659 * 0.05^2}; \quad n = 398.13 = 400$$

Where n = Size of the sample, N = Total Population, e = Error term or margin of error, or we can say the level of tolerance, which was 0.05% at a 95% significance level.

3.4. Research Tool

A Survey questionnaire was used to collect data from a sample of the Population under study. The main objective of the questionnaire in this research study was to obtain relevant information from the respondents most reliably and validly. Thus, the accuracy and consistency of the survey/questionnaire form are significant aspects of the research methodology, known as validity and reliability. To identify and explore the sense of civic responsibility among university students and determine the types of civic services at the university level, the researcher developed a questionnaire having four parts. The first part was about demographic data information, and the second part was about students' perceptions of civic participation. The third section was about civic characteristics and the fourth part identifies the services University provides to develop a civic sense in the students.

3.4.1. Quantitative Instrument

Quantitative instruments with different parts using a five-point rating scale can be used as suggested by Likert (1932). The question statements had five point scoring options: "Always," "Mostly," "Sometimes," "Rarely," and "Never," with scores ranging from 1 to 5 respectively (Tanujaya, Prahmana, & Mumu, 2022).

3.5. Pilot Testing

The researcher conducted a pilot study through a sample size of 50 students from four departments of selected faculties. Selected students were Part of the Population but not the sample. The instrument was administered physically to collect data from the students. The respondents were instructed to fill out the questionnaire forms keenly and point out difficulties they would face while answering question statements. Every respondent followed the given instructions and returned the questionnaires in time. The researcher found difficulty levels and problems related with the wording of questions/statements, reading and comprehension of terms used in the question statements. Feedback from the pilot test enabled the researcher to adjust the instrument accordingly.

3.6. Instruments' Validity

As the researcher self-developed the research tool, it was validated by five experts who were regular university faculty members. For the judgmental validation of the quantitative research instrument, opinions from experts in explanatory research methods were sought.

3.7. Reliability

To check the reliability of the tool, Cronbach's alpha reliability test was performed. The technique mostly used to check instrument reliability is Cronbach's Alpha coefficient, which was determined by the researcher using SPSS V.29.0.1.0 statistical software. Applying the Cronbach's Alpha reliability test to check that firstly reflected items with low level of accurateness. Later on by using absolute feedback from the experts researcher eliminated five (05) items from the questionnaire those were not related with the factors, the new value of Cronbach's Alpha was secured through a comparatively higher level of reliability, i.e. 0.809 which meant for items are accurate and are in acceptable range.

3.8. Data Collection

For data collection purposes, the researcher personally visited the sampled universities and distributed questionnaire forms to gather data informations from the sampled groups of students randomly.

3.9. Analysis and Interpretation of Data

The researcher analyzed data by categorizing respondents' answers to each question, developed data by labeling each group of answers, and arranged the information according to the research objectives. The researcher prepared data sets (groups) and tabularized the collected information. SPSS 29.0.1.0 (Statistical Package for Social Sciences) was utilized for the numerical analysis of the data. Frequencies, percentages, mean comparison of different levels of civic sense, multiple regression test, ANOVA and Correlation coefficient were applied as statistical measurement tools for data analysis

4. Data Analysis and Interpretation

The researcher used a questionnaire, which has four sections, as a tool for data collection. The first section was about demographic data. The second section was to explore the perception of students about civic participation. The third section was about the civic characteristics of students. The fourth section was about services the University offers to develop a sense of civic responsibility in university students. To measure these variables five-point Likert scale (1 Always, 2 Mostly, 3 sometimes, 4 Rarely & 5 Never) consisted of 44 question statements were developed; after certain amendments, finally thirty-nine statements were used; seven question statements were about demographic data, fifteen question statements were for perceptions about civic participation, six question statements were used for civic characteristics of students, nine statements were about services offered by the University to develop a sense of civic responsibility in university students and there were two open-ended questions where suggestions were asked for the development of a sense of civic responsibility in students and about the social impact of civic education respectively were included. After collecting the responses from the study sample, scoring, and coding the data in an MS Excel sheet, data was imported to SPSS. The data was analyzed using mean, percentages, frequencies, cross tabulation and by applying tests for multiple regressions and correlation to analyze the significant factors causing a change in the civic sense in the students and Pearson's correlation coefficient to check the relationship between variables by using SPSS 29.0.1.0 version. The sense of civic responsibility has been categorized into three levels,

namely low , average and high, as shown in Table 1 where the summated scale scores are provided. The mean score was calculated by summing the scores of each item and dividing the total by the number of items. Descriptive statistics were employed to assess the level of sense of civic responsibility, categorizing it <25 as low level, 25-50 as average level and score >50 as high level, among the respondents. This measure was used to determine the level of sense of civic responsibility by Rehman, Majoka, & Naz (2020).

Table 1: Levels of civic responsibility in terms of civic participation of the students

Levels of sense of civic responsibility	Frequency	%age
Low	120	30
Average	164	41
High	116	29

Table 1 displays the levels of civic responsibility among male and female students from the sampled universities. The respondents from all four institutions, on average, exhibited a moderate level of civic responsibility. The majority of the respondents, 164 (41.0%) demonstrated an average level of civic responsibility, while 116 (29.0%) displayed a similar average level. Additionally, 120 (30.0%) respondents exhibited a low level of civic responsibility

Table 2: Sense of civic responsibility in terms of civic characteristics

Sr. No	Level	Frequency	Percentage
1	Low	112	28.0%
2	Average	120	30.0%
3	High	168	42.0%

Table 4.11 shows that 28.0 % of university students have a low level of civic characteristics, 30.0% have an average level of civic characteristics, and 42.0% have a high level of civic characteristics as an aspect of sense of civic responsibility.

Table 3: Analysis of Multiple Regression for factors affecting sense of civic Responsibility among University students

Variables	B	β	t	sig. value
Perception about Civic Participation	.196	.204	3.598	0.000
Civic Characteristics of Students	.394	.166	2.924	0.000
Constant	9.146		5.905	0.000

Predictors: (Constant), The perception of civic participation with an R2 value of 0.087 and an adjusted R2 value of 0.087. Predictors: (Constant), The perception of civic participation, and the civic characteristics of students with an R2 value of 0.106 and an adjusted R2 value of 0.019. The dependent variable is the services provided by the university. According to Table 2, the multiple regression test in model 1, which focuses on the perception of civic participation, has significantly contributed to an 8.7% increase in variance (R2 = 0.087, p < 0.05%) in relation to the sense of civic responsibility among university students. This implies that civic participation (β=0.204, p < 0.05) has a significant impact on the development of a sense of civic responsibility. Model 2 shows that the civic characteristics of students significantly contribute to a 10.6% increase in variance (R2 = 0.102, p < 0.05) in relation to the sense of civic responsibility. This indicates that civic characteristics (β=0.166, p < 0.05) have a significant impact on the development of civic responsibility among university students. Therefore, both civic participation and the civic characteristics of the students have a significant effect on students' sense of civic responsibility.

Table 4: Analysis of variances of variables (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig. Value
1	Regression	1856.605	1	1856.605	38.028	0.000 ^b
	Residual	19431.373	398	48.823		
	Total	21287.977	399			
2	Regression	2266.140	2	1133.070	23.648	0.000 ^c
	Residual	19021.838	397	47.914		
	Total	21287.977	399			

- a. Dependent Variable: Services Provided By the University to Develop Sense of Civic Responsibility in University Students
- b. Predictors: (Constant), Perception about Civic Participation
- c. Predictors: (Constant), Perception about Civic Participation, Civic Characteristics of Students

In Table 3 findings presented in indicate that there is a significant correlation between the development of a sense of civic responsibility in university students and perceptions about civic participation in Model 1 ($F=38.028$, $p<0.05$) and civic characteristics of students in Model 2 ($F=23.648$, $p<0.05$).

Table 5: Correlation analysis for services provided by the University and perceptions about civic participation

Variables	r	p-value
Perceptions about Civic Participation	0.499	0.000
Services provided by the University 0.895	0.000	

Table 5 demonstrates a strong relationship between university services aimed at instilling a feeling of civic duty in students and their perceptions of civic involvement. The positive r-value, which ranges from 0 to 1, shows that there is a positive correlation between the two variables civic involvement and university services that help students feel more responsible for their community.

5. Findings and Conclusions

5.1. Descriptive Findings

The purpose of the descriptive analysis was to ascertain the frequency, percentage, and mean values of the variables. This analysis facilitated the researcher in identifying the various levels of civic responsibility. Finding the variables' frequency, proportion, regression, and correlation analysis is done by descriptive analysis. Analyzing the information received from the respondents was aided by it. According to the study's findings, most students have an average sense of civic duty when it comes to their civic engagement, their personal civic traits, and the resources the institution offers to help them grow in this area.

5.2. Overview civic Characteristics and levels of civic participation of the Students

A total of 400 students actively participated in the study. A quarter of the respondents were selected from each university that was included in the study. The study consisted of 63% female participants and 37% male participants. The majority of the respondents, account for 89%, belonged to the age group of 20-30. Additionally, 8.5% of the respondents fell within the age range of 30-40, while 2.5% were part of the age group of 40-50. Furthermore, 25% of the respondents were chosen from each department within the selected faculties. A significant proportion of the participants, specifically 34.8%, were from the 2nd semester. The remaining participants were distributed as follows: 19% from the 3rd semester, 18% from the 5th semester, 16% from the 4th semester, and 10% from the 1st semester. In terms of academic programs, 93% of the respondents were enrolled in the BS program, while the remaining 7% were pursuing an MPhil degree.

6. Conclusion

The findings of this study are reflected by three variables, i.e., perceptions about civic participation, the students' civic characteristics, and the services provided by the University to develop a sense of civic responsibility among university students. On the basis of findings following important conclusions are drawn;

6.1. Conclusions related to students' levels of civic participation

1. It is concluded that university students have an average level of civic participation in 'tolerance, fraud& cheating, the responsibility of results in terms of social participation, awareness about current political situation, active to raise political issues, awareness about political issues in terms of political participation, economic participation is essential, tour programs, part-time job, motivate to earn money in terms of economic participation, like culture, culture is essential for any society, participate in cultural

festivals, promote local culture, care about social set of rules in terms of cultural participation of students.

2. It is concluded that university students have a moderate level of civic characteristics of team cooperation, dialogue with people, participation in overall activities of the University, freedom of speech, caring about the needs of others, and resolving conflicts in terms of civic and moral characteristics of the students, respectively.
3. It is also concluded that Universities provided average services to develop a sense of civic responsibility among students like opportunities to make student associations, scholarships, the best climate in terms of student welfare services, healthcare services, library, skills development programs in terms of public services, Curriculum taught, celebration of National days, public awareness seminars in terms of National services provided by the University.

6.2. Conclusion related to Students civic characteristics

It is concluded that university students have an average level of civic characteristics of team cooperation, dialogue with people, participation in overall activities of the University, freedom of speech, caring about the needs of others, and resolving conflicts in terms of civic and moral characteristics of the students, respectively.

6.3. Conclusion related to services provided by the university to develop good sense of civic responsibility.

It is concluded that, on average, students perceived the best climate and other welfare services by the University, which helps to improve their sense of civic responsibility. It is concluded that, on average, universities provide skills-based programs related to student's health and literacy. It is also concluded that universities conduct public seminars on public and National-level issues and celebrate National days on an average level to produce patriotism among university students.

6.4. Conclusion related to Pearson's correlation coefficients of variables

Based on the findings of Pearson's correlation coefficient, it is concluded that there was a positive correlation between both variables, i.e., services provided by the University to develop a sense of civic responsibility and the students' civic participation. Providing the best climate, Curriculum taught in the universities and public awareness seminars are crucial elements under services provided by the University, which significantly impact the sense of civic development in the university students.

6.5. Discussion

The collected data was organized, tabulated and analyzed using SPSS version 29.0.1.0. The results and various themes have been identified, analyzed, interpreted, and tabulated in APA style. The study's results have been interpreted and discussed with respect to the study's objectives as;

Objective 1: Discussion regarding the identification of perceptions of students about civic participation

Among the four selected focus groups about university students' perceptions of civic participation, the first group was about the social participation of students. Students have consigned first priority to 'avoid fraud & cheating anybody'. The second priority was consigned to 'show the best level of tolerance in daily life', and the third priority has been consigned to 'Accept the responsibility for results'. The study's results are in line with the previously conducted study by Bettencourt (2015); Saud (2020), who found a favorable correlation between the Indonesian youth and their active involvement in societal affairs. The crucial role played by family, educators, and peers in fostering civic conduct and engagement cannot be overlooked. Among the four selected focus groups about university students' perceptions of civic participation, the second group was about students' political participation. Students have consigned first priority to 'Active to raise political issues', the second priority was consigned to 'awareness of the current political situation in the country', and the third priority has been consigned to 'Provide awareness about political issues'.

The study results are in line with previous studies conducted by , Binder, Heiss, Matthes, and Sander (2021) Binder et al. (2021); Saud (2020), who found that the idea of a

"youth Parliament" promotes the involvement of young people in local politics. Studying the political engagement of young people in Pakistan should consider both public and private conversations. Among the four selected focus groups about university students' perceptions of civic participation, the third group was about the economic participation of students. Students have consigned their first priority to 'plan tour programs of national and historical places to promote tourism' and their second priority to 'participate in some part-time job along with studies' while their third priority has been consigned to 'motivate my fellows to earn money' and fourth priority have been consigned to 'Economic participation is important'. The study's results are in line with a previous study conducted by Owusu-Agyeman and Fourie-Malherbe (2019), who found that students' motivation to engage in civic activities is strongly influenced by the cultural diversity of experiences, social responsibility and the recognition of the civic activities including economic participation of the people. Among the four selected focus groups about university students' perceptions of civic participation, the fourth group was about the cultural participation of students. Students have consigned first priority to 'make efforts to promote local culture'. The second priority has been consigned to 'like to participate in cultural festivals', the third priority has been consigned to 'care about social set of rules', the fourth priority has been consigned to 'culture is essential for any society', and the fifth priority has been consigned to 'I like my culture'. These results are in line with the studies conducted by Martínez-Martínez, Reyes-Martínez, and Lombe (2021) who found that Cultural engagement is influenced by a variety of factors, including individual factors such as financial means, time, and taste, social factors such as family and friendship, and background factor such as location, public safety, and public transportation.

Objective2: Discussion about Civic characteristics of University students

Among two selected focus groups about civic characteristics of students. From the first group, which was about civic characteristics, students consigned their first priority to 'feel free to engage in dialogue with people of diverse cultural backgrounds' and their second priority to 'actively participate in overall activities to be done at the university level for student's welfare' likewise third priority to 'like to work with team cooperation'. The study's results are in line with the previous study conducted by Mitchell, Gillon, Reason, and Ryder (2016), who found that civic outcomes of higher education such as active citizenship, civic engagement, and social responsibility. Integrating a critical understanding of social issues into community-based experiences should allow students to engage in more meaningful reflection.

Objective 3: Services provided by the University which are necessary to develop a good sense of civic responsibility in students

Three focus groups were about services provided by the University that are necessary to develop a good sense of student civic responsibility. From the first group, which was about student welfare services provided by the university, students have consigned priority to 'University offers best climate that makes students socially active', second priority to 'University provides scholarships to the needy students' and third priority to 'University provides Opportunity for the students in making associations or students welfare societies'. These results are in line with the previous studies by Halyna (2023); Subramaniam (2019) who found that University students have a strong sense of civic responsibility. Three focus groups were about services provided by the University that are necessary to develop a good sense of student civic responsibility. From the second group, which was about students' public services provided by the university, students have consigned first priority to 'University provides health care services', second priority to 'University provides skills development programs', while the third priority consigned to 'University have a library for academic progression'. These results are in line with the previous studies by Rehman, Majoka, and Naz (2018), who found that Students at most of the universities acquire a moderate degree of citizenship. Universities offer chances for monument visits and celebrate national holidays. Universities provide support for leadership and problem-solving courses. Three focus groups were about services provided by the University that are necessary to develop a good sense of student civic responsibility. From the third group, which was about students' National services provided by the university, students have consigned their first priority to 'University conducts public awareness seminars on National issues' and second priority to 'Curriculum taught in the University focused on producing skilled graduates who serve the Nation in different professions' and third priority

consigned to 'For the development of patriotism university celebrates National days '.The study's results are in line with previous researches conducted by Heiss (2021) who found that providing proper funding and establishing university programs and seminars play a pivotal role in promoting the field of civic responsibility.

6.6. Practical Implications and Recommendations

In the light of the present research data analysis of different aspects of civic attributes of sense of civic responsibility, findings and conclusions, it has been found that University students have an average level of sense of civic responsibility. Therefore, awareness about civic responsibility should be extended throughout the community and up to the country's level. Likewise, outcomes related to the services provided by the University to develop a good sense of civic responsibility among students have a crucial role in civic sense proliferation, management and sustainability of a better environment for performing civic roles by the teaching staff and students. Hence, based on the outcomes of this research, it is essential to draw some recommendations for the development of a sense of civic responsibility in university students, which are as follows;

1. Some necessary steps may be taken to improve the institutional environment for all educational institutions.
2. Civic education may be given vital importance in the syllabus of programmes offered at higher education institutions as awareness about civic characteristics of the students plays a pivotal role in making them responsible citizens
3. Universities may set civic rules and guidance principles for the students to abide by during the learning process and for their academic careers.
4. HEC may establish civic centers to promote a sense of civic education and research projects for university scholars.
5. Universities, young professionals, teachers, semi-government and Government NGOs, Media persons and press club members may start campaigns to spread awareness about the need for civic responsibility in the general public.
6. Some schemes, policies and arrangements may be developed by HEC, which might be productive for university students to become civically more powerful and responsible citizens.
7. This research has been carried out to identify civic responsibility attributes at the university level. It is recommended that future researchers may carry it out at primary and higher levels of educational institutions including schools and colleges level.

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