

## Role of Higher Education in Shaping Global Civic Consciousness: Perceptions of Rights and Duties Among University Students

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**ABSTRACT:** The current study intends to analyse the global perceptions of civic consciousness regarding duties and rights among university students. All the undergraduate students of higher education were the overall population of the study. Research design employed a descriptive approach, and a survey was conducted to collect data. By using a multistage sampling technique, a sample of 350 students was selected. Self-developed questionnaire was validated through expert opinion. Reliability of the tool was ensured by having Cronbach's Alpha value 0.851. The findings of the study reveal a weak positive correlation between civil duties and civil rights and a moderate correlation between political duties and political rights, social duties and social rights. There was a statistically significant difference between perception of both groups (1st and 8th semester students) regarding their duties and rights. It was recommended that universities implement education programs that focus on global citizenship, providing experimental learning through internship opportunities that explore the balance between rights and responsibilities.

**KEYWORDS:** Higher Education, Shaping Global Civic Consciousness, Rights and Duties

### Introduction

As the world grows smaller and smaller, international forums are searching for fresh approaches to preparing the next generation of leaders and citizens for the problems that lie ahead. Globalization of the modern era necessitates international cooperation and global civic consciousness that goes beyond nationality to address contemporary global phenomena like refugees, environmental issues, global poverty, and human rights challenges (UNESCO, 2014). The idea of global civic consciousness has changed over time, with many countries and cultures having their customs and ideas about what it means to be an excellent citizen (Hadijah, 2025).

Education generates responsible citizens, and education is the cornerstone of a thriving society (Jan et al., 2023). Goal 4 of the Education Agenda 2030 is important because it aims to educate people for the benefit of future generations and to make them prosperous, because when people have access to the necessities of life, they are more

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cooperative and peaceful (UNESCO, UNPFA, UNICEF, & UN, 2016). According to this agenda, people should keep learning about their rights, throughout their lives, from childhood to adulthood. But Pakistan's lack of emphasis on civic education has impeded the country's efforts to produce informed and involved citizens (Khizar et al., 2025; Munir & Zaidi, 2023).

Civic education is unquestionably important; it has faced many challenges in Pakistan. One of the main challenges has been the lack of emphasis on promoting students' political engagement, critical thinking and global awareness. Civic education is typically thought of as a means of instructing pupils on how to live in a specific setting (Sherazi et al., 2025; Veugelers & de Groot, 2019).

Higher education has a significantly stronger impact on global civic education. Around the world, civic education is a significant component of education. Global civic education is provided by numerous organizations and educational institutions worldwide. University-level research on civic virtues and citizenship education is lacking in Pakistan. However, there has been a shift in viewpoint in this area, and the development of human and social capital is one of the seven pillars of the Pakistan HEC Vision 2025 (Rehman & Naz, 2022).

Civic consciousness is becoming more and more important in tackling global issues. Global civic education equips students with the information, abilities, and comprehension necessary to perform a function in society on a local, national, and worldwide scale. It assists children in becoming knowledgeable, considerate, and conscientious individuals who understand their responsibilities and rights (Zia-ur-Rehman & Naz, 2022). The role of individuals is included in the definitions of citizenship, which address duties and rights. Rights refer to the freedoms related to equality, political participation, and access to the essential services of the community that are granted to individuals of a member of any state. The duties refer to the obligations for people to maintain social cohesion and develop sustainable development of just societies, which rely on following laws and regulations and promoting political literacy and voting alongside community service activities (Zainab et al., 2022; Peterson & Civil, 2023).

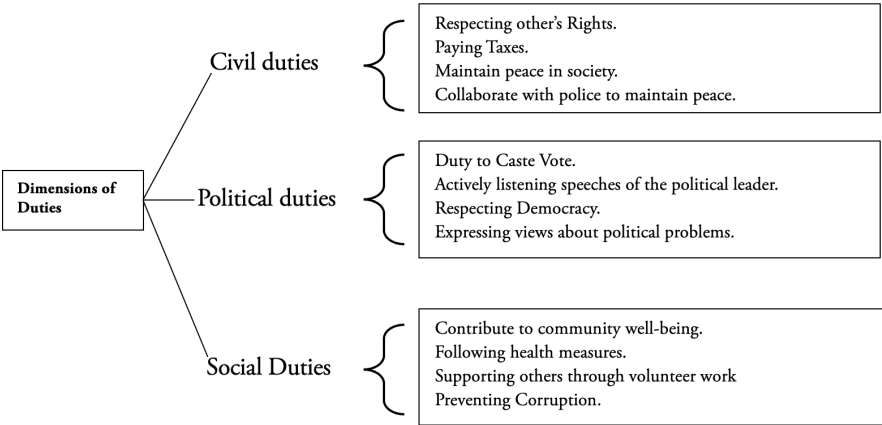
Literature Review

The responsibilities and rights of citizens support one another. Subject-subordinate relationships consist of rights and obligations, with obligations ensuring the achievement of rights. The only way to realize rights more easily is to fulfil obligations. The unification of opposites is what rights and duties are. Although the responsibility must be paid and the right is a form of gain, they are closely tied (Lv, 2022).

Duties of Global Citizen

Figure

Dimensions of Global Citizenship Duties



**Civil Duties:** A sense of obligation to participate actively in public affairs and bring general well-being of society is known as civil duty. Civic ideals are always linked to a sense of genuine obligation and responsibility. It will improve societal and individual relationships. According to Callaway (2017), civic awareness is the real driver of a successful life and improves people’s social abilities for a better world.

**Respecting Others’ Rights:** An individual is allowed to carry out an action when they are legally and morally privileged to do so. Within Pakistan’s rich and diverse sociocultural fabric, upholding legal and social order depends heavily on the obligation to respect others’ rights. They point out that social unrest and the erosion of democratic principles can result from an inability to strike a balance between one’s own Rights and Duties to others (Sherazi et al., 2023). Article 19 guarantees “freedom of speech” and expression but with restrictions, stressing that they must not be used in a way that violates the rights of others (Ahmed, 2021; Government of Pakistan, 1973).

**Duty to Pay Taxes:** One prerequisite for progress is taxation. When a taxable event takes place, tax liability develops, requiring taxpayers to swiftly meet their duties. Just 1% of Pakistan’s population pays taxes despite the country’s 70% informal economy. Article 73 emphasizes the citizen’s duty to contribute to the state and ensures that financial laws are properly implemented to promote tax collection. Meanwhile, Article 77: According to this article, no tax can be imposed without the consent of parliament. This suggests that people are legally required to abide by the tax rules that the government has passed (e Hassan et al., 2021; Government of Pakistan, 1973).

**Duty to Maintain Order and Peace in Society:** Everyone has a responsibility to the community to keep both public order & the welfare of others. The significance of preserving peace and stability is shown in the article’s emphasis on the possibility of restricting individual liberties to ascertain the benefit of society. (Carlan, Nored, & Downey, 2011). Article 33: aims to foster unity and peace in society by calling for residents to refrain from harbouring provincial, racial, or tribal. Sectarian, and provincial prejudices (Government of Pakistan, 1973, Art.33).

**Political Duties:** Political responsibility refers to the moral obligations, individual hold to uphold and protect democratic institutions, such as voting and obeying the law, which are referred to as political responsibility (Bertsou & Caramani, 2022; Ihsan et al., 2023).

**Duty to Vote:** Several academics have attempted to explain the widespread belief that voting is a duty. According to Maskivker (2019), we have an obligation to vote since it is a simple and affordable approach to help millions of other citizens in frequently significant ways.

**Respect Democracy:** Democracy stands as an ideal of popular rule and public respect. Glocal citizens must prioritize popular rule in their real-life decision-making processes. However, political trends in Pakistan reveal weak democratic commitment among politicians and a poor democratic spirit within institutions (Nur, 2020).

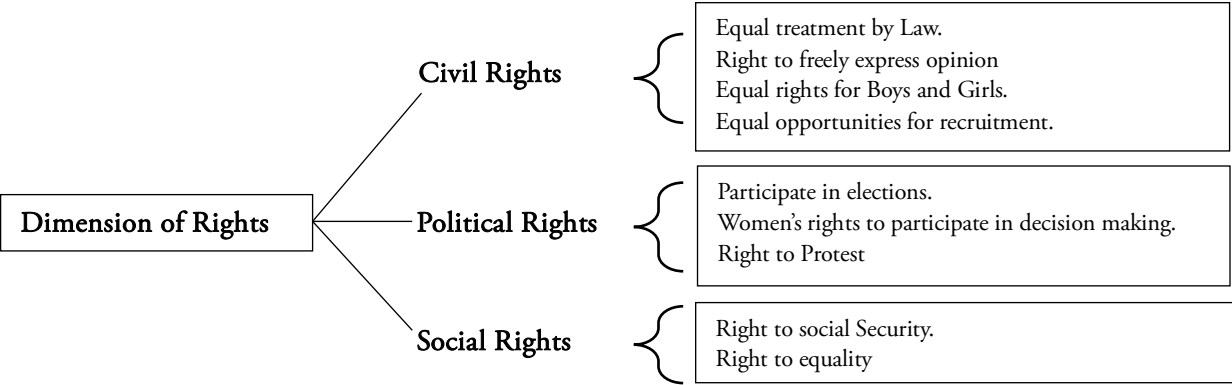
**Social Duties:** Social responsibility refers to the obligations that people have to society, which may result in a rise in civic participation. Adopting social responsibility guarantees that moral principles and ethical conduct are maintained. To attain the SDGs, society must act responsibly in all spheres- environmental, political, socioeconomic, and so on demonstrating that people understand how important it is to have responsible attitudes towards both them and the environment (Nawn, 2015; Braskamp & Chickering, 2009).

**Participating in Community Well-being:** According to several researchers, social well-being is strongly correlated with social support, social participation, and a sense of community. Article 38(Promotion of Social and Economic Well-Being of people), the state oversees giving its population access to essential services such as food, medical care, and education. In response, the public is urged to assist these initiatives voluntarily (Ciziceno, 2023; Government of Pakistan, 1973).

**Duty to Prevent Corruption:** One of the most studied issues of our time is the issue of corruption and the battle against it. Among the problems facing the international community, fighting corruption continues to be a major one. In Pakistan, corruption is a problem at all governmental levels, including the local, provincial, and federal ones. Pakistan is rated 120<sup>th</sup> out of 180 nations in “Transparency International (TI)” 2019 “Corruption Perception Index (CPI)”. According to the “World Economic Forum’s Global Competitiveness Report (2016, 2017; 2018)”, corruption is the main issue when conducting business in Pakistan. National advancement remains hindered by corruption, so the government along with the citizens need to collaborate toward creating a corruption-free society (Sakban et al., 2025; Shaikh & Khan, 2023).

**Rights of Global Citizen:** Rights can be exercised through enhancing citizenship (Sherazi et al., 2025). Pakistan has ratified numerous international treaties and conventions that uphold and defend rights of citizens, including the “International Covenant on Civil and Political Rights”, “The International Covenant on Economic, Social, and Cultural Rights” and the “Convention on the Rights of Person with Disabilities”. The main piece of legislation addressing citizenship is the Pakistan Citizenship Act,1951 also known as PCA 1951. The Naturalization Act, 1926 also known as NA 1926, and the National Database and Registration Authority (NADRA) Ordinance,2000 are other pertinent statutes.

**Figure 2**  
*Dimensions of Global Citizenship Rights*



**Civil Rights:** Marshall defines the “civil element” as those rights that protect individual liberties, including the freedom of expression, of thinking and of religion as well as the ability to own property and enter into contracts. The courts of justice, which enable an individual to defend his own rights in a state of equality with respect to all other citizens, are, in his view, the institutions directly related to this family rights (Rees, 2016).

**Right to Freedom of Speech:** In general, “freedom of speech and expression” refers to the notion that everyone has the inalienable right to express themselves freely through any media and across any border, free from external interference like threats and precaution (UNESCO, 2013). Freedom of speech and expression shall be guaranteed

to all citizens, and freedom of the press shall also be guaranteed. It goes on to say that laws may legitimately restrict this right to safeguard morality, decency, public order, Pakistan’s integrity, security, or defence (Government of Pakistan, 1973).

As per, the Universal Declaration of Human Right, everybody is entitled to freedom of opinion and expression, which includes the freedom to hold opinions without interference and the freedom to seek, receive and impart information and ideas by any means & regardless of boundaries (Government of Pakistan, 1973, Article 19).

**Right to freedom of Assembly:** It provides freedom to gather in peace and without using force. The “right to peaceful assembly,” without the use of weapons, is guaranteed to all citizens, “subject to any reasonable restrictions imposed by law in the interest of public order or security of the country” (Art 16), (Constitution of Pakistan 1973). As per, Universal Declaration of Human Rights “Everyone is entitled to the freedom of peaceful assembly & association” (Art 20).

**Right to Equal Protection Under Law:** According Constitution of Pakistan (1973), “Ensures that everyone has the right to legal protection and equal legal treatment (Art 4)” meanwhile, Each citizen is entitled to equal legal protection (Art 25). According to Article 7, everyone has the right to equal protection under the law, equality before the law and non-discrimination (Universal Declaration of Human Rights), (Ahmed et al., 2021).

**Right to Privacy:** The value of privacy must be determined based on its importance to society, not in terms of individual rights (Solove, 2010). Furthermore, privacy does not always have the same value in every situation. The socially significant activities that privacy promotes determine its worth in each setting. Since the dawn of civilization, the idea of individual privacy has been mentioned frequently. The code of “Hammurabi”, “The Bible”, “The Qur'an”, “Jewish law”, and classical Greece and ancient China all refer to privacy. The understanding that privacy ought to be legally safeguarded is known as the right to privacy. Constitution of Pakistan (1973), Article 14 guarantees both human dignity and home privacy, declaring that “the dignity of man and subject to law, the privacy of home shall be inviolable” (Rengel, 2014; Government of Pakistan, 1973).

**Political Rights:** Political rights are those that enable people to take part in the use of political power, either as electors of members of a body endowed with political control or as members of that body themselves. The ability to vote and to engage in political activities and services without facing discrimination is referred to as political rights (Hunt, 2006).

**Women Right to Participate in Politics:** Every culture views female leadership in politics as socially beneficial since it is linked to providing women with equal access to resources, opportunities, and decision-making input (World Economic Forum, 2022; UN Women, 2023). All citizens are guaranteed equality before the law under Article 25, which also forbids sex-based discrimination. Article 34, expressly demands that women be fully involved in all aspects of national life, including politics (Constitution of Pakistan, 1973), (Ram et al., 2018).

**Right to Protest:** Article 16 addressed the “right to peaceful assembly” and the “freedom to protest”. Everyone is entitled to peaceful assembly without the use of firearms, subject to any restrictions imposed by the law in the interest of maintaining public order (Govt. of Pakistan, 1973).



**Right to Participate in Elections:** Everyone is entitled to the right and opportunity to vote in legitimate periodic elections, which will be held by universal and equal suffrage, free from any limitations mentioned in Article 2 (distinction based on race, color, sex, spoken language, religion, political or other opinion, national or social origin, property, birth, or other status), according to Article 25 of the 1966 established International “Covenant on Civil and Political Rights” (Government of Pakistan, 1973).

**Social Rights:** Social rights are a collection of liberties that ensure people have access to basic services like healthcare, education and social security benefits that are essential to their participation in society and general well-being (Zainab et al., 2022; Dean, 2015).

**Right to Education:** Education is essential to a community’s growth. One essential human right that is inclusive is the right to education. Since the “Universal Declaration of Human Rights” was adopted in 1948, it has been acknowledged globally as a universal right and is legally guaranteed to everyone without exception (United Nations, 1948). As per Constitution of Pakistan 1973, The right to education for the citizens of the state is explained in Article 25A, 37 b, 37 f and 38d of the “1973 Constitution of Pakistan”. Every kid in the country has the right to free education up to the secondary level under Article 25A (Hassan et al., 2024).

**Right to Health Facilities:** The United Nations set UHC as a goal, which appears in the 2030 agenda for Sustainable Development Goals under Goal 3 that focuses on health (target 3.8). UHC represents the foundation through which citizens gain their health rights as fundamental rights. Article 38 states that “The state shall: Secure the well-being of the people, regardless of gender, caste, creed or race by increasing their standard of living and ensuring that the facilities for education, health and social welfare are available to them” (Government of Pakistan, 1973).

**Right to Social Security:** As per the Constitution of Pakistan 1973 (Article 38), guarantees the right to social security. State shall secure the well-being of the people, regardless of gender, caste, creed or race & shall provide the right to education, health, and social security of the people”.

**Right to Equality:** The "Right to Equality" stands as one of the fundamental human rights that Islam established more than seven centuries ago. The basic human rights exist in both the Qur'an and the Sunnah as they did hundreds of years ago. Allah (SWT), As the original creator of humanity, Allah follows an absolute standard of justice toward every human being (Osmani & Uddin, 2022). The Qur'an specifies that “We will bless righteous lives with good reward for both male and female believers” [Surah an-Nahl 16:97]. Meanwhile, Constitution of Pakistan (1973), This citizen right was upheld by Article 25 of the 1973 Pakistani Constitution, which declares that “All citizens are equal before law and are entitled to equal protection of law”.

**Civic Education at Higher Learning Institutions:** Pakistan is among those nations where the active upholding of human rights is validated by policies that emphasize how important it is for society and all individuals to grant everyone their full range of rights, including social and educational rights.

Pakistan’s 2017 education policy carefully outlines the goal of education, giving special weight to the development of people committed to preserving moral values and democratic ideals. These principles include a deep understanding of fundamental rights, a sincere closeness to accepting new views, a strong regard for others, and unflinching support for freedom of expression. In Undergraduate Education Policy (version 1.1) for fall 2023, a course list was provided in this policy. In the course list of the General Education Cluster, a course of Civics and

community engagement is introduced by HEC. The purpose of this course is to promote responsible citizenship and active interaction between local communities and universities/HEIs. Students will graduate from the course with a fundamental understanding of the structures, procedures, and tenets of civic involvement in a democracy. Additionally, by acquiring a basic grasp of leadership, citizenship, communication, advocacy, and network building as well as first-hand experience of community development through volunteer work, the course will increase students’ capacity as leaders and influencers (Ahmed, 2021; Khushik & Diemer, 2018).

### Objectives

1. To assess the student’s global perception regarding their civic duties.
2. To examine the awareness level of students regarding their rights as a citizen.
3. To find out relationship between duties and rights among students of higher education.
4. To compare perceptions of 1<sup>st</sup> & 8<sup>th</sup>-semester students of undergraduate level regarding their duties and rights as citizen.

### Research Design

The current study used a quantitative survey research design. The nature of the current study was descriptive. When using a descriptive research design, the researcher’s main goal was to provide a detailed description of situation under study.

### Population

The population is a sizeable group about whom some data is needed to generalize (Mills & Gay, 2015). The population of the study comprised all undergraduate students of higher education institutions.

### Sample and Sampling Technique

Target population of the study was undergraduate students. Sample size for the current study was 350. A suitable sample from the population was taken by a multistage sampling technique, which involves several steps of sampling. Following were the steps that were carried out for multistage sampling technique.

#### First Stage

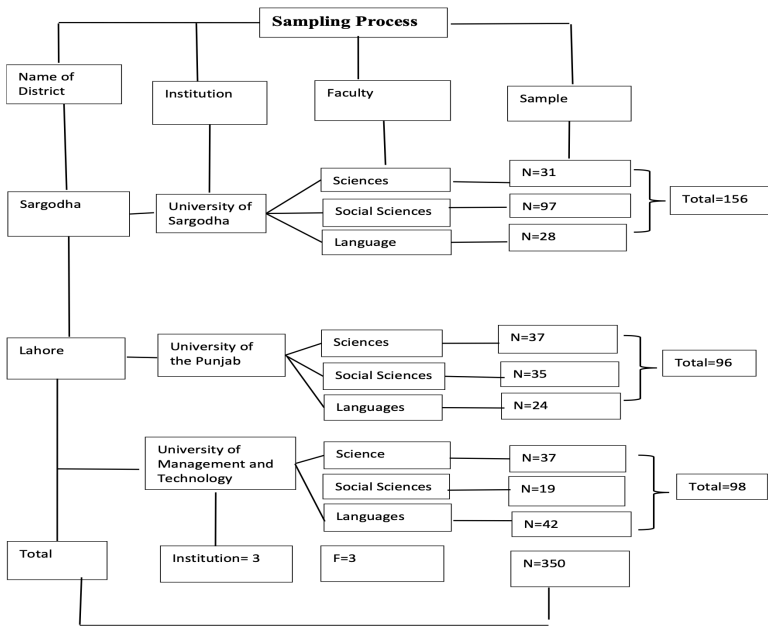
At the first stage, 3 universities were selected using a random sampling technique. According to the HEC web page (link is given below), 142 universities were recognized by HEC, out of which 91 were public, and 51 were private universities. From these recognized universities, 3 universities were selected by using a random sampling technique.

#### Second Stage

In the second stage, faculties of sciences, social sciences and languages from each selected university were selected by using a purposive sampling technique.

#### Third Stage

In the third stage, 1<sup>st</sup> and 8<sup>th</sup> semester students were selected from each selected faculty by using purposive sampling.



Instrument

This study used a questionnaire for data collection procedure. Questionnaires are useful for a variety of purposes but one of the main uses is to find out what the public is thinking and perceiving (O’Leary, 2014). Questionnaire of the current study was self-developed and based on 5 points Likert scale (SD=1, D=2, N=3, A=4, SA=5) for undergraduate students regarding civic consciousness duties and rights.

Table 1  
Details of no of Items Under each Indicator are Display in the Following Table

Sr no	Indicators	No of items
01:	Civil Duties	08(1-8)
02:	Political Duties	06(9-14)
03:	Social Duties	07(15-22)
04:	Civil Rights	07(23-29)
05:	Political Rights	07(30-36)
06:	Social Rights	07(37-43)

Validity & Reliability of Instrument

The instrument questionnaire was validated through expert opinion. Seven Experts from the Institute of Education were asked to check the content and language of the items of the scale communicates true meaning. After expert opinions were irrelevant, unclear statements were removed from the questionnaire. After expert opinion, 10 statements were considered unnecessary and were removed from the tool. Questionnaire was administrated on 30 students for pilot testing.

Table 2

Cronbach Alpha	No of items
0.851	43



## Results

**Table 3**

*Descriptive Analysis of Duties*

Sr no.	Indicators	N	Mean	S. D
01:	Civil Duties	350	3.26	0.53
02:	Political Duties	350	3.27	0.70
03:	Social Duties	350	3.34	0.55

The mean score for civil duties (3.26), political duties (3.27) and social duties (3.34) indicates that students have moderately positive perceptions of responsibilities in all three areas. Since the scores are slightly above neutral mid-point (3), it suggests that students recognize the importance of their responsibilities, but they don't express strong agreement. The slightly higher mean for social duties (3.34) suggests that students may feel a greater sense of responsibility towards societal obligations. The Standard deviation for civil duties and social duties is 0.53 and 0.55, respectively, suggesting lower variability, meaning students have consistent opinions about their civil duties. For political duties S. D=0.70 suggesting higher variability, means some students feel strongly aware of their political duties, while others may have differing perspectives.

**Table 4**

*Descriptive Analysis of Rights*

Sr no	Indicators	N	Mean	S. D
01:	Civil Rights	350	3.40	0.69
02:	Political Rights	350	3.57	0.63
03:	Social Rights	350	3.42	0.63

Table 4 displays the overall descriptive analysis of three indicators of citizenship rights. The mean score of 3.40 for civil rights suggests that students show positive understanding of their civil rights. The M=3.57 for political rights suggests that students have a high level of awareness regarding their political rights as compared to civil or social rights. The M=3.42 for social rights suggests a slightly positive understanding of their social rights. Since the standard deviation is low (below 1), most students share similar views on their rights without extreme differences in opinions. The slightly higher S.D for civil rights (0.69) indicates more variations in how students perceive their civil rights as compared to political rights and social rights.

**Table 5**

*Correlation between Duties and Rights*

	Correlation Coefficient	Sig (2 tailed)
Citizenship Duties	0.700	0.00
Citizenship Rights	0.700	0.00

Table 5 displays the results of Pearson correlation. The value of Pearson correlation coefficient is 0.700. It means that there is a strong positive correlation between Citizenship Duties and Citizenship Rights.

**Table 6***Correlation Analysis between Indicators*

Categories	Correlation Coefficient	Sig (2 tailed)
Civil duties-rights	0.281	0.000
Political duties-rights	0.570	0.000
Social duties-rights	0.492	0.000

Table 6 displays the results of Pearson correlation. The correlation is applied to see relation between rights and duties. The r value for civil duties and civil rights is 0.281 suggesting a weak positive correlation between civil duties and civil rights (weak relation exists because there is a negative r value between the civil duty of paying taxes and civil right of law's roles of ensuring equality. The reason is that some respondents believe tax system and equal treatment for all are not applied fairly. The r value for political duties and political rights is 0.388, suggesting a moderate positive correlation exists between political duties and political rights. The r value for social duties and social rights is 0.492, indicating that there is also a moderate positive correlation between social duties and social rights.

**Table 7***T-test: Comparison between Perceptions of 1<sup>st</sup> and 8<sup>th</sup> Semester Based on Citizenship Duties*

	F	Sig	T	df	Sig (2 tailed)
Civil Duties	6.57	0.01	-7.05 -7.16	348 347.6	0.000
Political Duties	10.6	0.001	-2.14 -2.09	348 301.1	0.033
Social Duties	0.008	.931	-4.26	348 334.7	0.00

Table 7 displays the results of an independent sample t-test. The (Sig 2 tailed) value for civil duties is 0.000, which is less than 0.05, indicating that there is a statistically significant difference between both groups. This difference between the perceptions of 8<sup>th</sup> and 1<sup>st</sup> semester students exists due to the statements "Recognizing and respecting the rights of other's is the essential obligation of every individual in a society; Frequent leniency weakens authority and crime prevention; When I see public disorder I immediately report to the police; It is the civic obligation to assist and collaborate with police to maintain national peace and order". Sig (2 tailed) value is 0.03. which is less than 0.05. indicating a significant difference between both groups. The t value for social duties is also negative, and sig (2 tailed) value for social duties is 0.00, less than 0.05, indicating a significant difference.

**Table 8***Comparison between Perceptions of 1<sup>st</sup> and 8<sup>th</sup> Semester Students Regarding their citizenship Rights*

	F	Sig	T	df	Sig (2 tailed)
Civil Rights	1.149	.285	-2.230 -2.218	348 327.8	.026
Political Rights	.131	.718	-3.83	348 324.2	.000
Social Rights	4.16	.042	-4.16	348 347.6	.000

Table 8 displays the results of independent sample t-test. The p-value (Sig 2 tailed) for civil rights is 0.02, which is less than 0.05. It means that there is a significant difference between perceptions of 1<sup>st</sup> and 8<sup>th</sup> semester students. The Sig (2 tailed) value for political rights is 0.00. It means there is statistically significant difference between perceptions of both semesters’ students. The Sig (2 tailed) value for social rights is 0.00, indicating that there is a statistically significant difference between both groups’ perspectives regarding social rights.

## Discussion and Conclusion

Keeping in view the growth of globalization and accomplishment of sustainable development, the study was designed and conducted to analyze the perceptions of students regarding civic consciousness with special reference to their duties and rights among university students.

Results of the study show that there exists a weak positive relation between civil duties and civil rights. Weak relations exist due to civil duty of not paying taxes is considered a crime against society”, “Law ensures equality”. Reason is that respondents believe that tax system or equal treatment for all is not applied fairly. As concluded by the study of (Castaneda, 2024). This research data indicates that people who feel the taxation system advantages wealthy groups display less civic duty regarding tax compliance, while being more supportive of tax evasion activities. When individuals view the tax system as unfairly biased, they become less inclined to obey its rules, which strengthens their belief that the system lacks uniformity.

Moderate correlation exists between political duties and political rights. The reason behind the moderate relation is the strong relation exists between duty of respecting democracy and right of fair representation in parliament. The reason is that people who respect democracy believe in fair political representation. This is supported by the study of (Dalton, 2008). In this study, Dalton discusses that as traditional voting habits decline, civic engagement is taking new forms—more direct, more personal. Instead of stepping back, people are finding meaningful ways to get involved, making democracy stronger in the process. This change shows a clear desire for fairness and inclusivity, where everyone’s voice matters and is given a place in the system.

There is also a moderate positive correlation between social duties and social rights. There is a strong relation between social duty of community involvement for well-being and social right of access to health facilities. This finding is supported by the study of (Perry et al., 2021). According to Perry et al. (2021), the involvement of communities proves essential for Health for All because community participation leads to better health service use and improved results.

The results demonstrate that final-year students exhibit superior awareness of civic responsibilities in comparison to 1<sup>st</sup> semester students, as established in this research. This outcome aligns with the study, “How College Makes Citizens: Higher Education Experiences and Political Engagement”, conducted by Perrin and Gillis in 2019. The research indicates that social sciences together with humanities play an essential role in civic engagement, so students who become part of meaningful experiences like volunteer work, community projects and mentoring demonstrate stronger civic duty involvement. The number of political awareness experiences during the 8th semester exceeds those in the 1st semester, resulting in higher political awareness levels for 8th-semester students. The data support the essential function of higher education for student global citizenship development since it stresses the requirement to maintain and foster civic education throughout universities.

## Recommendations

Major recommendations of the study are as under.

1. University administrations may initiate educational programs to teach their students about duties such as paying taxes, assessing political information, and helping the community by volunteering.
2. Educational institutions may promote awareness of rights through seminars and workshops to teach people about the proper boundaries for using their right of freedom of speech, practical ways to get involved in politics, and why equality between genders is important.
3. Universities may offer experiential learning opportunities through internships with local NGOs in their area. So that students experience the practical interplay between their rights and responsibilities.
4. Universities may offer a civic education course in the first semester, regardless of discipline. These courses should go over the main ideas of being a citizen, talking about rights and duties.
5. Students may participate in awareness campaigns, discussion groups, active use of the internet to combat social issues, and volunteering to educate each other related to citizenship responsibilities and rights.

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