

Perceptions of Undergraduate Students toward Civic and Ethical Education: A Case Study of Public and Private Universities

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Abstract

Civic education is a course of study that shapes students' personalities, conscious national endeavor and character development. Civic education attempts to increase student awareness of the country and build a feeling of patriotism. The study's primary concern is how civic and ethical values influence the student's character and moral values development. Therefore, this study analyses students' perceptions of ethical values in the civic education of Pakistan. This study is quantitative. The descriptive research method was used to gather information from undergraduate students of higher education institutions in southern Punjab. The target population of the study was all universities of Southern Punjab. A sample of 1080 students was selected randomly to collect data from public and private universities of Multan, Bahawalpur, and D.G Khan with the help of a self-developed questionnaire. On the basis of the analysis of the study, empirically, it can be said that tolerance, truthfulness and honesty, respect, patience, discipline, generosity, family ethics, and discipline are essential ethical values and should be taught at the undergraduate level.

Keywords: Undergraduate Students, Civic and Ethical Education, Public and Private Universities

Introduction

Civics education has emerged as a crucial part of public education in the twenty-first century. Researchers and educators contend that preparing children for the social, political, and economic opportunities that exist on domestic, national, and worldwide levels is one of the fundamental duties of public education. However, the conventional understanding of citizenship as a legal status granted by different countries to those who live inside their boundaries has given way to notions of citizenship as being dynamic and changing in reaction to events occurring globally, frequently outside national borders. In the twenty-first century, civics education has become a key component of public education (Held & McGrew, 2003; Banks et al., 2005).

The definition of civic education took into account the interest in 21st-century education on a national and worldwide level (Schulz et al., 2010). Teachers throughout the globe combine the idea of a 21st-century education with chances for students to acquire the abilities, understanding, and frame of mind (Davies, 2006) necessary to comprehend global interdependence, cultural diversity, diverse viewpoints, and resource accessibility (Bruce & FitzPatrick, 2019). At the school level, science, math, and language arts courses are frequently arranged into main topics with set instructional units. Subjects, including geography, physical education, history, arts, social duties, and health education, frequently vary. The social studies curriculum in many school systems includes civic education, which covers subjects like citizenship, law, and government. Separate civics and government courses are frequently needed for graduation at the secondary level. Therefore, including civic education in undergraduate programs as stand-alone courses or as strands interwoven throughout encourages global views (Held & McGrew, 2003) and gives circumstances for the investigations of global concerns and challenges (Banks et al., 2005).

Civics can refer to government policy, a school program, a teacher-taught course, or pupil initiatives. All the examples have one thing in common: they all aim to formulate pupils to be active inhabitants in a very different society in which they grew up. Because of this, civic and citizenship education is interconnected and imparts to pupils basic information, attitudes, values, experiences, and skills based on society's ideals (Banks, 2007).

Considering its pre- and post-independence past, Pakistani society exhibits diversity in all areas of social life. However, there is a lack of harmony, intolerance, respect, and cohabitation. This demonstrates how social institutions like families, schools, and society have failed to help their people cultivate these abilities. Numerous studies indicate that a school is a primary institution where kids learn civic virtues after their families. The right civic education approach gives enough consideration to civic knowledge and disposition in addition to its primary focus on civic skills.

Current Research

The current study explored undergraduate students' perceptions of civic and ethical education. This endeavor's primary purpose was to trace undergraduate students' perceptions toward civic and ethical education of public and private higher education institutions in southern Punjab. The study also investigated factors like tolerance, obedience, trust, patience, and discipline as supplementary objectives. The researchers attempted to answer the following research questions to achieve the research objectives.

1. What are the perceptions of students about tolerance?
2. What are the perceptions of students about truthfulness and honesty?
3. What are the perceptions of students about patience?
4. What are the perceptions of students about generosity?
5. What are the perceptions of students about family ethics?
6. What are the perceptions of students about discipline?
7. What are the perceptions of students about respect?

Review of Related Literature

Civic Education

Civic education refers to all activities that influence people's views, commitments, capacities, and behaviors as members or potential members of communities. Institutions and communities transmit values and norms without meaning; civic education does not have to be purposeful or deliberate. It may not be beneficial: civic education can occasionally disempower individuals or instill negative beliefs and ambitions. It is not just about schooling and the education of children and teenagers. Families, governments, churches, and the media are just a few entities contributing to civic education, which is viewed as a lifetime process (Finkel., 2002).

Civic education is a powerful tool for instilling character qualities (Retnawati et al., 2018). As a result, civic education is a course of study to shape people's personalities, conscious national endeavors, and character development (Roldão., 2003). Civic education attempts to increase student awareness of the country and build a feeling of patriotism (Yuen, 2016). The advancement of civic education is required for a solid state to serve as a source of democracy and prepare citizens for the future (Tolstenko et al., 2019). Civic education also provides pupils with the necessary information to maintain unity and integrity (Isin & Turner, 2002).

According to Turner (1990), civic education consists of three essential components: civic knowledge, civic skills, and civic disposition. The primary goal of civic disposition is to develop people's personalities, both personal and public (Wheeler-Bell, 2014). It is usual for students to demonstrate an attitude of moral responsibility, self-discipline, and respect for the dignity and human dignity of each individual and the public character during the civic education learning process.

Another factor to consider in teaching environments is the function of the environment in which activities create favorable conditions, i.e., a constantly moving time and space in which participants gain skills, competencies, abilities, and values. The environment encompasses the dynamics that make up educational processes and the actions, experiences, and life lessons its participants bring to the table (Fuentes-Moreno et al., 2020).

In contrast to *paideia* and other types of citizen preparation that incorporate an entire culture and span a lifetime, most study that uses the term civic education study purposeful programs of teaching inside schools or colleges. The focus on schools is justified for various reasons. First, empirical data reveals that civic habits and ideas are relatively easy to influence and modify when individuals are young, indicating that schooling may be helpful when other methods of citizen education fail (Sherrod et al., 2002).

According to Branson (1998), civic education empowers individuals to make informed decisions that allow for the existence of a free society. Learning activities such as the ones below tend to foster character attributes that are necessary for effective participation, e.g. Civility, courage, self-discipline, perseverance, concern for social welfare, recognition of shared values, moral responsibility, attentiveness to public affairs, and so on are some of our responsibilities as natives to the state. In contrast, freedom of speech, employment opportunities, freedom to elect, and the right to use or own property are some fundamental rights of a native to the state. Civic education facilitates the harmony between a citizen's consciousness and comprehension of his or her rights and responsibilities to the nation-state, so making the state a better place to live in the long run. Individual rights and liberties are ultimately built on the social foundations of personal and civic responsibilities. Citizens with good civic education are more likely to participate in their democratic government rather than passively accept commands or satisfy the demands of others. Citizenship in a democratic society must be founded on intellectual, critical inquiry and awareness and embrace of the rights and duties that come with it. As a result, civic education should be a top priority.

Branson (1998) divided civic competence into three categories:

1. Civic knowledge, which refers to what citizens should know.
2. Civic skill, which refers to citizens' relevant intellectual and participatory abilities
3. Civic disposition, which denotes the importance of both public and private characters in maintaining and developing constitutional democracy

Experts in civic education were unified in their belief that civic education is critical to Pakistan's progress as a democratic society. They proposed that civic education be taught as a separate topic in schools. Less idealistic participants emphasized the difficulty of implementing this curriculum change and suggested that civic education be incorporated into the curriculum as a co-curricular activity. They believed we needed to develop new strategies to prepare adults and out-of-school youth for citizenship. Professors at colleges have

proposed creating departments of civic education to expand the knowledge base and provide the competence needed in both formal and informal education (Dean, 2007).

In Pakistani education, students are receiving education to gain degrees. Both educational authorities and media publications have highlighted Pakistan's poor educational quality, particularly a lack of information in the context of growing civic consciousness. Quality education consists of several components that, when combined, produce a person who will be a responsible citizen and play a significant part in the development of society. The existing condition of education in the country does not allow for good citizenship conduct to be claimed. It was also noted that our educational system does not produce adequately prepared pupils to contribute to society's progress (Dean, 2005). Civic education depends on various possibilities, namely the quality and diversity of opportunities supplied by society to pupils. Discrimination across socioeconomic classes, ethnic groups, and races are a significant barrier to equal opportunities for civic participation for pupils. Some pupils are excluded from the social connection due to this discriminatory and ethnic conduct (Rubin & Hayes, 2010; Kahne & Sporte, 2008).

Two significant variables contribute to poor and minority students having fewer opportunities for civic engagement. One of the critical reasons is parents' lack of education, while another is the lack of material and activities connected to civic education in school curricula (Biesta & Lawy, 2006). In Pakistan, there is no dedicated civic education textbook. It is included in the social studies textbook. Civic education is provided to students in primary school, particularly in the fourth and fifth grades. In Pakistani schools, science and technology receive much attention, whereas social studies, and civic education, a component of social studies, receive minimal attention.

Social studies/civic education receive less time on schedule than science and math. Furthermore, teachers generally believe that because social studies do not need intellectual understanding, it can be acquired by rote and taught by anybody (Dean, 2005). Pakistani society has been dealing with several issues for many years due to social and political instability, resulting in the country's prevalence of terrorism and violence. These are significant dangers to the social, economic, and political order (Pasha, 2015). These factors are connected to people's lack of civic awareness. How can one feel safe, peaceful, and relaxed if individuals are insecure and the country is unstable? This affects people's lives, and a loss of civic sense can be pretty apparent (Ullah & Mashadi, 2018).

Civic Knowledge

Civic knowledge refers to content that every citizen should know to understand their rights and responsibilities. This information explains the political system and structure and the ideal social system and government that should be effectively implemented in people's lives. It also includes universal principles found in democratic societies, endeavors to foster mutual progress and a peaceful connection with the rest of the world (Lonto, 2019).

Civic Skills

Civic skill is derived from civic knowledge, which attempts to acquire valuable and relevant information to solve issues in society and the nation. Civil abilities are divided into intellectual and participation skills (Lonto, 2019).

Civic Disposition

The civic disposition argues that preserving and strengthening constitutional democracy requires both public and private personalities. Civic disposition develops throughout time due to what a person learns and experiences at home, school, community, and civil society organizations. These encounters are supposed to heighten awareness that democracy necessitates an independent government accountable to all citizens. Moral responsibility, self-discipline, and regard for human dignity are personal characteristics that must be acquired. It is also crucial to have a public persona. Citizenship awareness, hospitality, adherence to the rule of law, critical thinking, and a readiness to listen, negotiate, and compromise are all necessary characteristics for achieving an ideal democracy (Branson, 1998).

Different studies examined the perceptions of civic education, such as Mufalo et al., (2022) investigated how civic education is taught in social studies classes to help a range of skills and knowledge. It was found the scarcity of certified civic education teachers in schools. In this regard, the research found that these instructors' pedagogical knowledge was limited. As a result, the study recommends that civic education teachers use 21st-century teaching methods while delivering their lessons. Yusuf et al., (2021) looked at civic knowledge, abilities, and values as predictors of undergraduate civic engagement in Kwara State. The study's findings indicated that undergraduates' civic knowledge and ideals were average, but their civic ability was poor. It was suggested that curriculum experts update the civic education curricula to target the three areas of learning to promote constructive nation-building.

Saleem et al., (2021) explored the link between service learning and civic duty as a four-dimensional construct: civic skills, civic knowledge, civic values, and civic commitment. The findings revealed a strong association between service learning and student civic duty in all four dimensions. According to the findings, service learning has promoted civic duty among students at Pakistani vocational training colleges. Khalid & Javaid (2020) explored students' perceptions of civic values and how they implement them in society. The study's findings revealed no association between students' conceptions of civic values and societal actions. The research also revealed that pupils had an unclear understanding of civic education.

Abdu-Raheem & Olorunda (2020) analyzed civic knowledge and attitudes as predictors of civic participation among secondary students in Oyo State, Nigeria. The outcomes showed no significant association between civic knowledge and civic involvement among secondary school pupils. Furthermore, there was little evidence of a positive and substantial association between secondary school students' civic engagement attitudes. Olayinka & Elijah (2019) studied the degree of civic knowledge and attitude among secondary school students in Oyo

State as antidotes to civic involvement. According to the findings, students should be educated about civic responsibilities to build favorable attitudes about civic participation. Additionally, non-governmental groups should enhance their efforts in campaigning and advocating civic responsibilities to raise citizen awareness.

Research Method

This research is quantitative in nature, and the data was collected using a questionnaire. The population of this study consisted of all the students at the undergraduate level of public and private universities in Southern Punjab. The data of 1080 students are collected from Multan, Bahawalpur, and Dear Ghazi Khan. Six universities (Bahauddin Zakariya University, the Institute of Southern Punjab from Multan, the Islamia University Bahawalpur and NCBA & E from Bahawalpur district, and Ghazi University and South Punjab Institute of Science and Technology from D.G. Khan) were selected from three divisions of southern Punjab. The data from 180 students were collected from each higher education institutions. The data is collected through using surveys. A questionnaire was developed to collect the data from respondents. To study the perception of students about ethical values in civic education, different terms of ethical values are selected, such as tolerance, truthfulness and honesty, respect, patience, Discipline, generosity, family ethics, and discipline. This study developed a 5-point Likert scale for all variables.

Data analysis and Results

This section is designed to present the analysis. The data is analyzed using frequencies, percentages, mean scores, and standard deviation.

Table 1
 Perception of Students about Tolerance

Statements		Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Tolerance								
Tolerance enables people to live peacefully.	<i>f</i>	106	238	96	275	365	3.514	1.399
	<i>%</i>	9.8	22	8.9	26	33.8		
Tolerance is the basis for a fair society where everyone can lead their lives as they wish.	<i>f</i>	68	196	171	299	346	3.610	1.273
	<i>%</i>	6.3	18.1	15.8	28	32		
A tolerant person listens to the opinions of others patiently and tries to understand their perspective.	<i>f</i>	5	149	268	431	227	3.672	0.972
	<i>%</i>	0.5	13.8	24.8	40	21		
Tolerance should be placed within the moral domain and must be recognized as a moral virtue.	<i>f</i>	18	77	138	409	438	4.085	0.981
	<i>%</i>	1.7	7.1	12.8	38	40.6		

Tolerant behavior entails respecting the beliefs and lifestyle choices of others, even when you do not share their views. The best gift you can give children is a lesson in tolerance. Table 1 demonstrates that most of the students, 640 (59.3%), claimed that tolerance enables people to live peacefully. Most students, 645 (59.7%), claimed that tolerance is the basis for a fair society where everyone can lead their lives as they wish. Most of the students, 658 (60.9%), claimed that a tolerant person listens to the opinions of others patiently and tries to understand their perspective. Most of the students 846 (78.5%) claimed that tolerance should

be placed within the moral domain and must be recognized as a moral virtue. Results suggest that fostering tolerance encourages peace and a civic society while allowing for individuality and diversity.

Table 2
 Perception of Students about Truthfulness and Honesty

Statements		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Truthfulness and Honesty								
Truth is the foundation for a fair and just society.	<i>f</i>	11	104	188	353	424	3.995	1.022
	<i>%</i>	1	9.6	17.4	33	39.3		
Truthfulness makes social bonds.	<i>f</i>	38	129	77	447	389	3.944	1.106
	<i>%</i>	3.5	11.9	7.1	41	36		
Honesty helps develop good attributes like kindness, discipline, truthfulness, moral integrity, and more.	<i>f</i>	59	231	126	483	181	3.459	1.158
	<i>%</i>	5.5	21.4	11.7	45	16.8		
Honesty is valuable, and it is a habit of utmost importance.	<i>f</i>	37	72	84	430	457	4.109	1.032
	<i>%</i>	3.4	6.7	7.8	40	42.3		

People must understand the importance of honesty and truthfulness from an early age and throughout life. When people grasp the relevance and meaning of these characteristics, they must ensure that they apply them to their daily lives. Table 2 demonstrates that most of the students, 777 (72.0%), agreed that truth is the foundation for a fair and just society, most of the students 836 (77.4%) agreed that truthfulness makes social bonds, most of the students, 664 (61.5%) agreed that honesty helps to develop good attributes like kindness, discipline, truthfulness, moral integrity and more. Most of the students, 887 (81.1%), agreed that honesty is valuable and a habit of utmost importance. These results suggest that truthfulness and honesty are imperative in building a fair society, making healthier social bonds, and developing kindness and integrity.

Table 3
 Perception of Students about Patience

Statements		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Patience								
Patience helps you to develop a healthy attitude.	<i>f</i>	35	166	119	452	308	3.770	1.118
	<i>%</i>	3.2	15.4	11	42	28.5		
Patience will make you a physically healthier person.	<i>f</i>	116	403	79	261	221	3.063	1.364
	<i>%</i>	10.7	37.3	7.3	24	20.5		
Patient people have a greater sense of gratitude.	<i>f</i>	38	202	121	383	336	3.719	1.188
	<i>%</i>	3.5	18.7	11.2	36	31.1		
Patience helps in developing the crucial relationship skill of empathy.	<i>f</i>	12	122	176	388	382	3.931	1.032
	<i>%</i>	1.1	11.3	16.3	36	35.4		

Patience encourages goal-setting and resilience development for students. Patience also promotes self-belief by lowering doubts, concerns, and fears. Table 3 demonstrates that most of the students 760 (70.4%) agreed that patience helps to develop a healthy attitude, most of the students 482 (48.0%) disagreed that patience will make you a physically healthier person, most of the students, 719 (66.6%) agreed that patient people have a greater sense of gratitude. Most of the students, 770 (71.3%), agreed that patience helps develop the crucial relationship skill of empathy. It is concluded that patience enables students to understand things and circumstances more deeply. With the help of patience, students can gain inner peace when facing challenges.

Table 4
 Perception of Students about Discipline

Statements Discipline		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
A disciplined person always has the time to complete all the tasks within deadlines.	<i>f</i>	25	104	77	573	301	3.945	0.970
	<i>%</i>	2.3	9.6	7.1	53	27.9		
Good discipline generates a positive attitude towards society.	<i>f</i>	11	92	95	460	422	4.102	0.950
	<i>%</i>	1	8.5	8.8	43	39.1		
Disciplined people are more focused both mentally and physically.	<i>f</i>	15	101	49	547	368	4.067	0.939
	<i>%</i>	1.4	9.4	4.5	51	34.1		
Disciplined people are more motivated and concentrated.	<i>f</i>	19	131	64	496	370	3.988	1.023
	<i>%</i>	1.8	12.1	5.9	46	34.3		

One of the most crucial personality traits in everyone's life is discipline. It alludes to guidelines that must be followed when engaging in any task or activity. It is a strategy for being sincere, diligent, inspired, and motivated throughout any endeavor. Table 4 demonstrates that most of the students 874 (81.0%) agreed that a disciplined person always has the time to complete all the tasks within deadlines, most of the students 882 (81.7%) agreed that good discipline generates a positive attitude towards society, most of the students 915 (84.7%) agreed that disciplined people are more focused both mentally and physically. Most of the students, 866 (80.2%), agreed that disciplined people are more motivated and concentrated. It is concluded that discipline plays a crucial part in our lives by establishing order, effectiveness, punctuality, organization, and attention to our duties. Discipline creates a solid foundation for being picky, self-reliant, on time, focused, encouraged, and remaining structured in life.

Table 5
 Perception of Students about Generosity

Statements Generosity		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Generosity makes us feel better about ourselves.	<i>f</i>	29	180	94	447	330	3.805	1.124
	<i>%</i>	2.7	16.7	8.7	41	30.6		
Generosity brings happiness to not only those around you but also yourself.	<i>f</i>	21	137	56	499	367	3.976	1.037
	<i>%</i>	1.9	12.7	5.2	46	34		
Being generous can make people feel great because they feel like they made someone happy.	<i>f</i>	50	181	75	487	287	3.722	1.160
	<i>%</i>	4.6	16.8	6.9	45	26.6		
Generosity increases the satisfaction level in life.	<i>f</i>	51	230	187	312	300	3.537	1.231
	<i>%</i>	4.7	21.3	17.3	29	27.8		

It has been established that generosity, such as donating without expecting anything in return, benefits our health. Generous people are more content, serene, and happy personality. Table 5 demonstrates that most of the respondents 777 (72.0%) agreed that generosity makes us feel better about ourselves, most of the respondents 866 (80.2%) agreed generous brings happiness to not only those around you but also yourself, most of the respondents 774 (71.7%) agreed that being generous can make people feel great because they feel like they made someone happy. Most of the respondents, 612 (56.7%), agreed that generosity increases the satisfaction level in life. It is concluded that both the donor's and the receiver's personal and social lives are significantly improved by generosity. Therefore, the more we comprehend it, the more effectively we can think about and put it into practice to promote greater humankind.

Table 6
 Perception of Students about Respect

Statements Respect		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Respect shows a sense of morality.	<i>f</i>	29	144	78	409	420	3.969	1.112
	<i>%</i>	2.7	13.3	7.2	38	38.9		
Respect teaches people to cope with problems.	<i>f</i>	60	179	193	508	140	3.453	1.083
	<i>%</i>	5.6	16.6	17.9	47	13		
Respect helps people build better relationships with others.	<i>f</i>	36	94	73	331	546	4.164	1.093
	<i>%</i>	3.3	8.7	6.8	31	50.6		
Respect helps reduce stress and anxiety in life.	<i>f</i>	40	85	62	592	301	3.953	0.991
	<i>%</i>	3.7	7.9	5.7	55	27.9		

Respect can have diverse meanings for many people and civilizations. For instance, many cultures have a tradition of honoring their elders, yet they could have various ideas about

morality and values. However, respect of some kind is present in every community. It is constructed around values based on what you or your society values highly and how significant you believe it to be. Table 6 demonstrates that most of the students 829 (76.8%), agreed that respect shows a sense of morality, most of the students 648 (60.0%) students agreed that reference teaches people to cope with problems, most of the students, 877 (81.2%) students agreed that respect helps people build better relationships with others, and most of the students 893 (82.7%) students agreed that care helps reduce stress and anxiety in life. It is concluded that respect implies accepting someone for who they are, even if they are different from you or have different opinions than you. Care strengthens feelings of safety, security, and well-being in relationships.

Table 7
 Perception of Students about Family Ethics

Statements		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	S.D
Family Ethics								
Family is the foundation on which values are built.	<i>f</i>	74	100	63	444	399	3.920	1.187
	<i>%</i>	6.9	9.3	5.8	41	36.9		
Social standards and customs defined by a family provide a child's emotional and physical basis.	<i>f</i>	58	209	57	387	369	3.741	1.259
	<i>%</i>	5.4	19.4	5.3	36	34.2		
Family values and morals guide the individual every time in his actions.	<i>f</i>	45	182	144	481	228	3.616	1.117
	<i>%</i>	4.2	16.9	13.3	45	21.1		
Family values help the child to stand firm on his views despite other efforts to break through with opposing beliefs.	<i>f</i>	117	111	109	390	353	3.695	1.313
	<i>%</i>	10.8	10.3	10.1	36	32.7		

Family ethics are essential in children's development as families are considered a foundation for different moral and social values. Table 7 demonstrates that most of the students 843 (78.0%) agreed that family is the foundation on which discounts are built, most of the students 756 (70.0) agreed that social standards and customs defined by a family provide a child's emotional and physical basis, most of the students 709 (65.6%) agreed that family values and morals guide the individual every time in his actions. Most of the students, 743 (68.8%), agreed that family values help the child to stand firm on his views despite others' efforts to break through with opposing beliefs. It is concluded that family values are imperative in defining children's social standards, cultures, and moral values.

Conclusion and Discussion

Civic education is crucial to forming students' morals in the classroom to have a qualified life plan, a strong sense of nationalism, and a self- defense mechanism to prevent bad things from happening in their life journey. Since civic education is the sole topic that develops students' moral growth and bears significant responsibility, implementing moral development in students faces numerous challenges. This study concluded that ethical values in civic education are essential in developing moral and ethical values among students. Civic

education impacts students by establishing morally sound habits like tolerance, patience, discipline, generosity, respect, and family values. The study by Hussain & Akram (2020) also found that tolerance is essential in relation to the social and cultural norms of the nation. Their study found interpersonal tolerance in school in a variety of contexts. According to the study by Nawawi and Din (2022), truthfulness and honesty are both essential components of today's modern education. Not only is this precious virtue necessary for our interactions with the clouds, but it also serves as a defense against deception and lies and a spiritual cure for the disease of lying. It is also a crucial component of both general and personalized learning, where passionate teachers can pique students' interests throughout lessons. Peterson & Seligman (2004) demonstrate that patience is linked to virtues and positive social traits, and patient people have more gratitude and empathy. Strong qualities like justice and equality are also a part of patience. Patience helps people deal with their frustrations more harmoniously, promotes healthy interpersonal interactions, and shields hedonic well-being from emotions under challenging situations. Ukala (2018) study shows that discipline follows the laws of natural justice. This suggests that in a community where people are disciplined, they live in harmony with one another and accomplish their life goals peacefully. Discipline must also be one of the requirements for human satisfaction and self-fulfillment.

Additionally, Sekerci et al. (2021) demonstrate that family ethics is a visual illustration that integrates the tenets and fundamental principles of the education model to be applied with modifications in time to culture, context, content, practice, and family well-being. Based on the study's analysis, fostering tolerance encourages peace and a civic society while allowing for individuality and diversity. It is further concluded that both the donor's and the receiver's personal and social lives are significantly improved by generosity. Therefore, the more we comprehend it, the more effectively we can think about and put it into practice to promote greater humankind; both the donor's and the receiver's personal and social lives are significantly improved by generosity (Khalid & Javaid, 2020). It is concluded that respect implies accepting someone for who they are, even if they are different from you or have different opinions than you. Care strengthens feelings of safety, security, and well-being in relationships.

Recommendations

By keeping in view the study's outcomes, it is recommended that government and policymakers emphasize civic education in schools, colleges, and universities so that students can learn about ethical and moral values. The development of the students' morals must be supported in the school environment and community to create good morals for students. The government should also conduct seminars for the teachers to learn different concepts of civic and ethical education and how these concepts are delivered to the students.

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