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Muhammad Younas & Muhammad Imran

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Multiple modalities of teaching civic education awareness among students: a pragmatic approach-based case study

Muhammad Younas^a and Muhammad Imran^{a,b,c} 

^aCollege of Humanities and Sciences, Prince Sultan University, Riyadh, Saudi Arabia; ^bEnglish Language and Literature Department, Khazar University, Baku, Azerbaijan; ^cDepartment of English, University of Sahiwal, Sahiwal, Pakistan

ABSTRACT

This study aims to highlight the positive impact of civic education on young minds and addresses the challenges of liberal assurance and inefficacy in civic education as practiced in many societies. It seeks to determine the necessity of promoting civic education at a higher level to comprehend the beliefs and perspectives of young individuals. The research involved 25 undergraduate students from diverse academic backgrounds. Data was gathered through semi-structured interviews using multi-stage sampling techniques. Thematic analysis was employed to interpret the data, providing a comprehensive understanding of the participants' views on civic education. The analysis revealed a spectrum of perspectives on civic education among the students. A significant positive relationship was identified between civic education awareness and its prevalence. The findings highlight that enhancing civic education awareness requires a collaborative effort involving not only the educational system but also the state and communities. This case study contributes to the discourse on civic education by demonstrating its critical role in shaping young minds. It underscores the collective responsibility of educational institutions, state authorities, and communities in fostering civic awareness. The study's pragmatic approach provides valuable insights for policymakers and educators seeking to enhance civic education and engagement among youth.

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SUBJECTS

Social Psychology; Adult Education and Lifelong Learning; Sociology of Education

Introduction

With the passage of time, in any nation's social and political structure and history, the need for civic awareness arises and demands more emphasis (Abowardah et al., 2024; Imran et al., 2024; Younis, 2011). It is observed that the behavior of the youth shows aggression, short-temperedness, disrespect to others as well as towards themselves, carelessness, and an inclination toward shortcuts (Ahmad et al., 2019; Komara, 2017). Some attitudes are perilous for physical, emotional, spiritual, and financial reasons. In this context, Estellés and Fischman (2020) study examines the discourses that tacitly introduce global civic education (GCE). It also emphasizes the crucial need for structured curricula that teach students to be active members of civil society and work for social justice; the idea of civic education is often discussed in policy, academia, culture, general viewpoint, and popular discourse (Hayati et al., 2024; Ho & Barton, 2020; Noor et al., 2022). The concept of civic education is constantly broadened and deepened. Some studies conducted an in-depth inquiry of different learners to recognize knowledge arguments and possible solutions; it has elaborated that the sense of civic education no longer refers solely to a nation but instead to continents and even the whole world (Rowan et al., 2021; Veugelers (2010). Over the last two decades, global efforts by government agencies, social reformers, and educational institutes have worked hard to address civic education issues, increased mobility, and emerging knowledge among citizens (Isac et al., 2011; Wang, 2022).

CONTACT Muhammad Imran  mimran@psu.edu.sa  Prince Sultan University, Rafa Street, Riyadh, Saudi Arabia

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Global civic education

Education plays a crucial and significant role in reinforcing and shaping the personality and character of individuals in a social setup. Therefore, to promote civic education, many countries have introduced various programs and intensified existing ones to address the decline in participation and engagement in civic awareness promotion affairs. However, the role of educators is always considered central in promoting civic sense and social awareness along with the designed curriculum (Banks, 2024; Birzea, 2003; Isac et al., 2011). To compare pre-service social studies teachers' reasons in other credential fields to bring them into perspective, developed a theoretical approach to civic literacy study and implementation that prioritizes young people's voices and issues, respects diversity in identification and language, and demonstrates ideological commitments to justice, empathy, and a mutual struggle to prevent civic disintegration (Mirra & Garcia, 2020; Patterson & Torsney, 2021).

Previous research aimed to determine how teachers in the Bahamas internalized their civic awareness practices and how the curriculum they teach affected them by practicing and spending their lives on this term; calamities in society occur rapidly (Shaw, 2020). The example of hubris portrays a worldwide confidence that blinds people to other ways of interpreting the difficulties and possibilities offered by modern immigration (Nyers, 2019). Discuss realistic and constructive solutions to encourage active civic education in science education and propose an educational approach incorporating inquiry-based learning (IBL) (Alkhayyal et al., 2019; Cohen et al., 2020; Younas & Noor, 2020). To explain immigration and the definition of 'legitimate' citizens, it offers a method of teaching race that enriches the education program's race curriculum while also equipping prospective educators with opportunities to assist students and deepen the dialogue about race and bigotry in a period where the 'economic war on terror' and Islamophobia are on the rise (Määttä et al., 2021; Thangaraj, 2021).

GCE is quickly gaining attention since it satisfies many people's desires to contribute to creating a planet of stability, mutual benevolence, and human rights in the middle of globalization's various change processes (Dill, 2013). While civic education may be traced back to Ancient Greece, the term remains elusive since 'civic education' means different things to different people; civic education can be described as 'the collection of social activities that determine the essence of public membership' at its most basic level (Heater, 2004). A study explained how dual-minority youth's lives are in flux, with diverse interrelationships of ethnicity and religious beliefs filtered by family and educational interactions (Yuen, 2013). It examines national-level policies for internationalizing schooling and the degree to which global civic education is incorporated into their rhetoric (Engel & Siczek, 2018).

Concepts of civic education in Pakistan

Civic education is in its developing phase in Pakistan because Pakistan is among the youngest nations in the world and is making its way to progress in social, political, and educational spheres (Soomro, 2020). Most of the Pakistani population, 181 million, is based on young people and is considered one of the youngest populations in the world, with over 64% of people under 30 years of age (Munir & Zaidi, 2023; Shahzad & Omar, 2021). The status of civic education in Pakistani schools has been discussed in previous studies, such as Dean's (2005) study of classroom teaching and learning methods and an overview of the social studies program and textbooks. Later, Dean's (2007) study about citizenship education in Pakistani schools: Problems and possibilities. These two studies are considered groundbreaking developments in promoting civic education in Pakistan. Through such studies, the schools and their administration play a significant role in educating kids and young people to grow into citizens, and education has been at the heart of this response (Keating, 2013). Political and social realities inside and between states have made people pay more attention to civic education (CE) to build a sustainable society.

Many civil society organizations (CSOs) work to promote civic education awareness among youth at various levels. These CSOs have covered various areas of interest, such as human rights, education and literacy, legal services, peacebuilding, intercultural and interreligious harmony, and working relationships with government institutions to promote democratic and civic awareness through media, workshops, and field activities (Sujaya et al., 2023). Among these CSOs are Idara-e-Taleem-o-Aagahi, Akhuwat Foundation, Center for Peace and Civil Society, Center for Civic Education Pakistan (CCEP), and

Community Development Foundation (CDF), to name a few. According to the findings of the precious studies (Iqbal et al., 2023; Munir & Zaidi, 2023; Naseer et al., 2023), the civic education goals set by the government and other organizations have not been achieved yet because of certain social, religious, and political challenges in the country. These studies also focus on the recommitment to civic education in Pakistan as well as rethinking to adhere to the recent developments made by different countries like Canada, Australia, and England in civic education development. Furthermore, the experts in civic education have observed that the significance and need for civic education awareness in the Pakistani community has been arising since last decade, particularly from the recent political and economic developments. The local Pakistani context is very crucial in this regard, particularly the changes in political movements, growing comments on democracy, and constitutional changes in the number of seats at national and provisional assemblies. In the meantime, local government institutions, such as education and social welfare departments.

This research aimed to investigate the notions of civic education in the development of young minds' behavior toward a positive image of responsible citizens. Because Pakistan is a diverse culture with a combination of very cosmopolitan, liberal, and religious ideals, the instance of Pakistan is particularly intriguing from a civic education awareness perspective (Younas et al., 2020). This complicated scenario and the lack of studies on components of civic education in Pakistan, particularly concerning educators' perceptions, highlight the necessity of this research and support the use of qualitative methodologies to collect and analyze students' opinions.

Statement of problem

To perceive the meaning of GCE and its features as an absence of civic education that creates disorder in society, it is only due to the lack of organized civic education (ICE). The citizens of Pakistan are not aware of their civic responsibilities, thereby living their lives on the theory of survival of the fittest (Ashraf et al., 2021). Therefore, civic education is characterized as the process of critical thinkers and informed citizens who engage in societal decisions. Society is interpreted in the specific context of a country, and training includes familiarizing students with the skills required to assess the activities of those organizations and providing students with practice in the types of collective deliberation (Elisabeth, 2021). A Study explains that civic education bridges citizens and their faith, to which they belong, claim, or occupy (Isin, 2019). In this context, the aim of the present study is to determine the need to promote civic education at a higher level and to learn more about the students' perspectives and their roles in the civic sense in a multicultural society. This study discusses the immediate and coordinated solution to the issue of the need for civic education awareness in society.

Research methodology

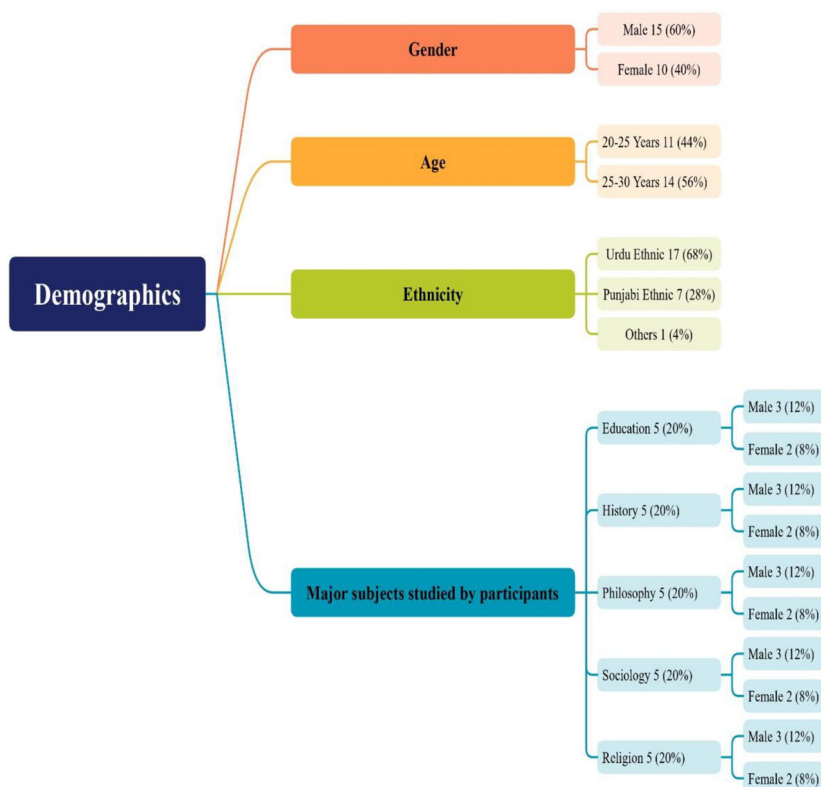
This study employs a case study methodology, a qualitative research approach that allows for an in-depth exploration of participants' opinions and experiences within their natural settings (Frank et al., 2024; Imran & Almusharraf, 2023). For this current civic education awareness data collection, Patton's (2015) guidelines for semi-structured interviews were followed to probe into the students' perceptions of civic education in Pakistan. Furthermore, open-ended questions were opted to encourage the participants to participate and share detailed responses. Following Braun and Clarke (2012) six-step framework, thematic analysis was used to analyze the data. This process ensured a systematic examination of the data, from familiarization and initial coding to identifying, defining, and reporting themes.

Demographics information of participants

This study included 25 undergraduate students of different age groups (between 18 and 30), social, religious, and academic backgrounds, including 15 (60%) male and 10 (40%) female students. The researchers obtained students' consent to participate in this study via phone calls and were included in this study after their approval and agreement. Due to limited resources and time, this is limited to only one

Table 1. Targeted population.

Sr. no	City	University Name	Gender-wise Sample Size of Undergraduate Students (20–30 years old)	Visited Campus
1	Lahore/Public Sector Universities	University of Punjab	$N = 5$	One campus
		University of Education	$N = 5$	One campus
2	Lahore/Private Sector Universities	Govt. College University	$N = 5$	One campus
		University of Lahore	$N = 5$	One campus
		UCP Lahore	$N = 5$	One campus

**Figure 1.** Demographics of the study participants' details.

city, Lahore. The data was gathered from the students and thoroughly analyzed to investigate successful civic education learning. Further information is mentioned in Table 1 and Figure 1.

Participants criteria

In the qualitative study, multi-stage sampling was used, and only candidates with enough knowledge about the study were selected. The study interview criteria were:

- To know the status of civic education awareness in a society
- To know the role of education beliefs in society
- To know the part of the education system in shaping a balanced society

Interview design

Patton's (2015) interview guide was used for data collection. The data was gathered via semi-structured interviews and questions about the civic and social attitudes shaping the best ethical and cultural atmosphere were included. The questions used in this study were designed to investigate students'

perceptions of civic education and their awareness of the developing multicultural society. Furthermore, preference was given to their role as observers in educational institutions and investigating possible indicators beneficial to society's development. Open-ended questions were used according to the study's objectives. Participants responded and answered the questions based on their knowledge and perceptions of social and civic education's role in shaping a good sense of the diverse society in Lahore.

Informed consent

Furthermore, all students were told about the scope of the study before the interview. They were briefed about data privacy and their responses and discussions would be kept private and solely used for this current research project. This study has received institutional review board approval, and the study's compliance with ethical standards, ensuring the protection of participants' rights, confidentiality, and adherence to relevant regulations and guidelines, was assessed. All interviews were done in Urdu and English. The Urdu responses were later translated into English by the researchers. Despite adhering to stringent scientific and ethical guidelines, this research has limitations, and the study's participants were chosen from the same city. Their perspectives may differ from those of other Pakistani ethnic, social, or political groups.

Quality check of data

To ensure the quality and validity of data, the 'respondent validation' method is adopted, which refers to checking in with study participants to determine whether the findings support their viewpoints. The idea of qualitative research interviews offers 12 recommendations for conducting qualitative research interviews (McGrath et al., 2019). A book is a valuable practice guide for beginning researchers in any subject, beginning undergraduate or post-graduate studies, and professionals in social science, education, and health (Bell & Waters, 2018). It might occur after data collection or processing or after the preliminary findings are released. For example, respondents may be given data summaries and asked if they think the summaries accurately represent their opinions or if they would like to add to or clarify their answers.

Using these techniques was to accomplish abstraction by considering the environment in which the various examples were situated and undertaking thorough comparative research focused on GCE in multicultural societies. This relative technique aimed to distinguish between the meanings, intents, and interpretations of participants' comments from various educational institutes. The comparison method raised awareness of the categories from each group's data. As a result, each group's views and understandings of GCE are given independently for transparent and impartial research results.

Data analysis

Detailed notes were made throughout each interview, and data acquired via interviews were analyzed using the thematic analysis method. Thematic analysis is a commonly used but sometimes misunderstood qualitative data analysis technique. It is a helpful and accessible tool for qualitative researchers, but ambiguity over the method's philosophical roots and imprecision in its definition have hampered its usage and adoption (Kiger & Varpio, 2020). Several scholars have written instructions and explanations for performing various theme analysis types; thematic analysis (TA) is a simple, adaptable, and prevalent approach for analyzing qualitative data and consists of six steps such as familiarizing with the data, generating initial codes such as feelings, responsibility, etc., searching and reviewing themes, defining them, and producing a report (Braun & Clarke, 2012).

Conceptualization of the study variables

Student's perceptions of civic education

Various narratives could see modernity; it does not have to be a revolt against all traditions; if history is viewed as complex and changing, it may be a source of power rather than a barrier to change (Naseer, 2012). The study determines to create a rudimentary appreciation of the meaning of teaching Islamically or, more precisely, using Islamic pedagogy (Memon, 2011). The focus of the study is to provide data from a series of groups with Islamic school mentors for teacher training requirements, all of which are based on this framework (Muhammad & Brett, 2017). A researcher interviewed 27 Pakistan Studies instructors from Pakistan's Punjab province and examined the disputes in Pakistan about madrasa reform; most Pakistani servants and the Pakistani government see the madrasa as a mass education institution (Masud, 2021). A growing body of evidence demonstrates that a school-based social-emotional learning (SEL) curriculum influences children's emotional and intellectual development, also examined programs in Pakistani schools based on their simplicity of adaptation and execution and cost-effectiveness (Barlas et al., 2022; Qadir, 2009).

Awareness for developing a balanced society

Due to the lack of organized civic education awareness, combating the younger generations, schools, with the help of teachers and curriculum and public institutions are discussing social improvement, which can provide the basis to educate the younger generation in civic education training. A study by Moon (2015) demonstrates that education instills a deep awareness of our interconnectedness as global people and challenges. Young people's training as citizens is one of the most critical education priorities (Dean, 2007). The study contributes to understanding work-life balance by studying female workers' experiences with a newly created intervention program (Agosti et al., 2019). The issue is that many countries, like Pakistan, do not offer civic education the attention it deserves, nor do they use methods that promote academic and participatory civic education growth.

Role of educational institutes

Educational institutes' role is very positive in educating society's issues (Imran & Almusharraf, 2024), specifically in Pakistan's multilingual and multicultural social setup, and researchers opted to choose this topic for the research study. Qualitative methodologies investigate the feasibility of participating in religious literacy and education to explain religious education's goal, substance, and practical application and ease current social issues in Pakistan (Ashraf, 2019). It discusses an area that has to be expanded further since an inclusive curriculum may aid in developing tolerance and a better awareness of the distinctions between each denomination (Hamid & Nadeem, 2020; Qureshi and Razzaq (2019). This study identifies the reasons for these positive behaviors that would help and suggest plans to address and explore possible indicators and trends. Since the youth of a society are its pillars, this study inspects civic education knowledge among undergraduate students. The role of teachers and curriculum in providing formal civic education is to improve civic knowledge and responsibilities to improve moral values for individuals' holistic development and the nation's positive image building.

Results

Thematic analysis

This section presents disparities in social and civic education perceptions and observations. There is a common agreement that what instructors do in the classroom influences students' learning (Finkelstein et al., 2021). Therefore, the results of this study showed that different schools understand, learn, and teach about global civic education differently. The common purpose of civic education is to educate and prepare responsible citizens with critical and logical thinking skills, moral and ethical responsibility, and the ability to understand their civic, social, and political rights.

Section A

(Student-A & B) said that they enjoy the course's pedagogical style, which he believes will aid their professional growth. The most astonishing process is the widespread recognition of the necessity and complexities of teaching contentious themes.

(Student-C) Students were inspired by their teachers' expertise in civic education to enhance Islamic civic consciousness. Initially, I was unsure about this elective, but it was incredibly fascinating and beneficial, personally and professionally.

(Student-D & E) Discussions are fascinating because there are so many different ideas and perspectives. They make them believe that civic education problems are complicated and contentious. They should be further discussed and argued outside the classroom, with other speakers and experts present and their teaching methods promoting Islamic (CE).

Students' opinions show that the training program increases students' attention to the topic while educating them about its complexity and context. Although the students recognized the value of a professional training program, they also acknowledged the challenges of studying and instruction in schools. The present university-based teaching civic education program needs to be upgraded further. However, it may be hard to understand how university-based programs for learning subjects acknowledge and work around their limits.

Section B

In this section, interviewed students regarded themselves primarily through national ideals based on Islamic ideals. Rather than focusing solely on global civic education, all students at (B) institution articulated national civic education through the lens of Islam and Pakistan. Discrimination, intolerance, and dangers to Islamic ideology in Pakistan from the perspective of global civic education

History significant section students B expressed:

We believe that Pakistan established (GCE) and (religious education) for the subcontinent's Muslims because they denied their rights. Students' perceptions of effective teaching and establishing a sense of civic education include that officials considered creating a particular country because it was the only way to safeguard civic education on the subcontinent, which was a wise move. Civic involvement is critical since we

all live together and must watch out for one another. The training was fascinating, and we learned a lot. The group talks were quite beneficial. We were engaged in active learning rather than passively listening to lectures. We had a great time attending this course.

Because they cite the basis of civic education in Pakistan, the quotation suggests that most students in section A believe in civic education. It plays a significant role in establishing and molding national ideologies and personal feelings of belonging within this realm.

Participants in the third segment agreed that civic education is a broad study topic that aims to provide students with the necessary skills to be well-intentioned and active citizens of civilization and live together locally and worldwide. They provide contextual information about Pakistani civic education and the training system. The research examines three basic, specialized, and practical civic education programs. The bulk of the study data consisted of various papers, such as National Curriculum rules, university program handbooks with instructor guides, participant evaluation questionnaires, and academic publications.

Philosophy significant section students C pointed out:

Civic education instills in young people the civic qualities and decency that adults want. Political indifference breeds moral indifference; moral sensitivity is partly derived from political comprehension, and political apathy breeds moral indifference. Civic education equips students with the information, skills, and understanding they need to contribute effectively to society locally, nationally, and worldwide. It assists kids in becoming well-informed, intelligent, and responsible citizens who understand their responsibilities and rights. It helps students grow spiritually, morally, socially, and culturally, making them self-assured and liable in and out of the classroom.

Successful civic education includes the students' development, social responsibility, civic engagement, and political knowledge. It began in school to provide children with the information, assistance, and standards to help them become educated, answerable and engaged citizens who would contribute to and improve an independent society. Such an introductory curricular structure has inferred the many duties undertaken by civic education. The activities are separated into three educational dimensions: awareness of educated citizens, inquiry and communication skills, and participation and responsible action abilities. These responsibilities must be included in a teacher's course outline and teaching practice.

Primary Sociology Students of Section D elaborated:

Civic education and participation are essential for developing moral and responsible citizens. Youth are motivated to be responsible citizens through a mix of civic learning in the curriculum and chances to volunteer with civil society organizations. Lack of civic involvement and inability to preserve the public welfare is primarily the result of a lack of civic education in Pakistan. This will change with the return of civic education and involvement in Pakistan.

The researchers interviewed young undergraduates to assess the quality of civic education in Pakistan, concentrating on academics just obtaining it. Even among the students, the author's results reveal a considerable insufficiency in civic education in Pakistan.

The religiously significant students focus on Muslim thinking, the growth, production, and dissemination of religious information, and the patterns, colleges, and movements contributing to this knowledge's output. Citizens' beliefs, perceptions, and habits are taught rather than inborn, and institutes play an essential role in educating teenagers about their nationality's formal and informal laws and training them for their role as citizens.

Religion significant section students E enlightened:

Most of the obstacles we have discovered stem from the stigma of addressing religion in the classroom rather than from legal constraints. Just because it is legal to study religion does not imply teaching. It will not be challenging at times. Political studies, education, discrimination, and conflict resolution are critical issues. Most students believe we are not meant to speak about religion, so they may respond emotionally and hastily if we do not prepare them. Having a pre-discussion and knowing what limits do and do not exist might help avoid unneeded flames and reactions when discussing religious issues in society.

The following [Figure 2](#) further describes the details of civic education awareness at various levels.

Discussion

Classroom-based civic education

It is an art of teaching that molds students' behavior to be positive and helps them understand citizens' interests, and (Kousar & Brett, 2020) goal is to investigate how the Pakistani curriculum attempts to accommodate progressive objectives within the framework of a specific national, cultural, and religious set of gender viewpoints. A teacher plays an integral role in students' understanding (CE). Skilled teachers who understand educational sociology, educational psychology, and modern information technology content can encourage students to learn and practice (CE)

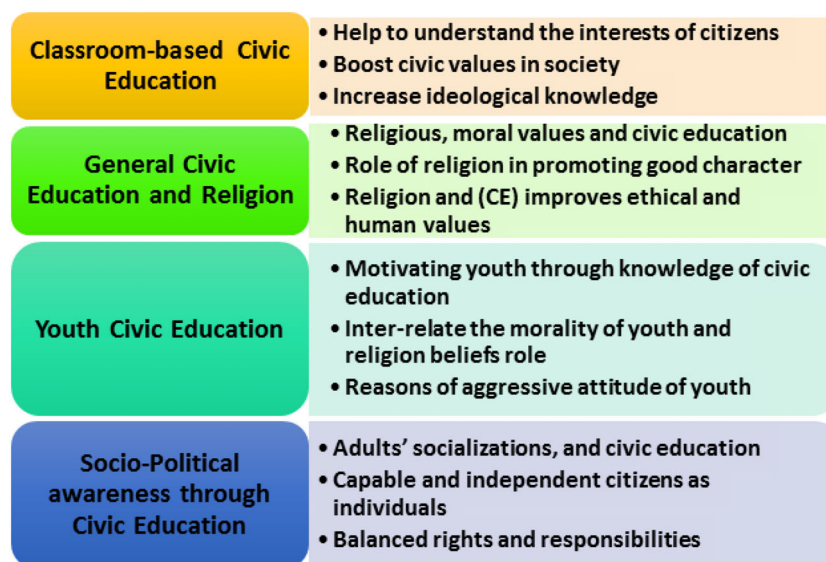


Figure 2. Main themes of table extracted from TA.

standards. Experimental manipulation convincingly locates the source of some engagement variance in the classroom, and the research shows evidence of persistent civic education impacts (Claassen & Monson, 2015). The evidence suggests that political engagement is affected by both relative and absolute levels of educational achievement and is, in part, a positional good (Siddiqui, 2016).

The curriculum of religion and civic education must be developed by incorporating the modern-day definition, which should gradually encompass the elements of civic sense as political and civil rights, culture and cultural rights, and ideological knowledge. The teachers were trained to ensure the uniformity of teaching religion and CE, benefiting the students. The outcome would be a responsible citizen who can augment the nation's productivity and image. The frequency of organizing a workshop to refresh teachers about civic education and organizing *Civic Sense Week* in the community helps emphasize and understand civic values in society and the importance of religion and civic education learned by the students. It is not only the duty of students to become responsible citizens. Instead, it is the joint responsibility of all stakeholders, including parents, families, communities, mosque imams, society, nation, global media, and so on. The improvement plan will only work if everyone uses the same civic education platform.

General civic education and religion

Overall, this research showed that religion and Islam influence teachers' opinions on the notion of GCE in Pakistan. However, the study found that instructors from various curricular sectors had diverse perspectives on creating a curriculum (CE) in religious, moral, and civic education. Islamic and civic education studies aim to develop students' religion and character building (Halimi, 2020). It suggests that successful participation in a community closely related to values of equality, social justice, power relations, and the common good poses a fundamental political problem (Bekerman & Zembylas, 2017; Younas et al., 2022). Nationalism and religion were seen as crucial components of civic education in the national curriculum sector, while civic education was seen as an opportunity for pupils. Teachers in this field were critical of Pakistan's present educational system, believing it promoted more Western ideals than Islamic principles. On the other hand, teachers in the international curriculum area liked the idea of civic education and said that how Pakistani society is seen worldwide is very important.

Furthermore, they connected civic education to job prospects to aid the country and its economic growth. This research contributes to the growing evidence that religious and civic education improves ethical and human values. Education settings can make people more sectarian and less accepting of other religions, and teachers in this field see Islam as the only way to teach civics.

Youth civic education

One of the essential jobs that society must do to generate excellent citizens is the creation of good citizens. One of the most important functions of education is to instill these values in pupils who better understand political engagement in Pakistan (Shahzad & Omar, 2021). Researchers looked at the impact of social capital on communication mediation processes and students' perspectives on civic principles. One of the essential responsibilities that a community must fulfill is forming decent people, and it recognizes the same problems (Abbas et al., 2019; Saunders,

2009). Inhabitants who possess the necessary knowledge and skills support countries. Good civic education fosters an awareness of how and why one's security, quality of life, and economic position are intertwined with neighboring nations and important regional and international institutions; it discusses educational environments (schools, community groups) that promote political involvement and learning to educate engaged and critical young citizens dedicated to social justice (Ferreira & Menezes, 2021).

Citizens who are responsible and civilized have robust political procedures and fundamental rights articulated in such societies and study phenomena based on Pakistan's current political situation and young engagement in developing the political system (Saud et al., 2020). Since the early 1900s, civic education has been a required part of citizenship education in most developed countries. Compared to these civilized nations, Pakistan's civic education system is abysmal. Only a few themes with basic comprehension have been incorporated into the social studies curriculum. As a result, only a few civic education themes have contributed to building and promoting democratic ideals and principles in Pakistan.

Socio-political awareness through civic education

Due to social, political, and pedagogical developments, the national curriculum for civic education has gone through multiple revisions. However, an example of university-based teaching remains devoted to developing the topic, and research seeks to identify effective methods involving students in volunteer activities to prevent child abuse (Naeem et al., 2021). According to the study, political knowledge impacts democratic principles' acceptance, views toward particular problems, and political engagement (Galston, 2001). The author's capability as a contributor researcher with balanced rights and responsibilities encourages practice-driven tutoring and collaboration with institutes and societal groups.

The findings further explored the influence of digital education and curriculum shaping sustainable development among students in rural and urban localities, which are very much necessary in Pakistan (Ahmed, 2017; Ahmed & Brasted, 2021; Imran & Almusharraf, 2024). As an independent citizen and individual, it is believed that high-quality civic education teaching should assist pre-service and in-service teachers in developing subject-based instructive and transferrable capabilities. Socialization and civic education's role in developing society, religion, and civic sense must enlist a broader spectrum of support and collaboration to encourage teachers' agency and engagement. There is a role for an integrated curriculum in instilling civic education subjects like contemporary trends and societal issues. The institutes have their vocational and practical worth.

Conclusion

This study was conducted to understand students' perspectives of civic education, its awareness, and its role in shaping responsible citizenship in a multicultural Pakistani context. The findings highlighted that to have a knowledge-based learning situation, it is important to acquire civic education resources to help comprehend modern curricula and methods, enabling Pakistanis to adopt global parameters for developing societies. This study further explored that despite the positive potential of civic education, its current implementation is hindered by gaps in the educational policies for curriculum development, insufficient teachers' training, and a lack of collaborative effort between educational institutions and policymakers. Civic education is necessary in Pakistan because most people stick to their philosophy based on their social and cultural beliefs and do not consider other philosophies with varying worldviews, as it could split the culture. In today's world, mass education plays a significant role in altering the meaning of religion and transmitting religious information. Religion instruction and civic education must be evaluated to clarify misconceptions about the practical applications of religion education and engage a diverse student body. Therefore, civic education in the Pakistani context must be addressed not only in academic institutions but also in social and ethical spheres for the students' development to prepare them as responsible citizens and active social participants.

This current research further emphasizes on the necessity of integration of a more comprehensive civic education-based curriculum that aligns with Pakistani religious, social, and cultural values while promoting cultural inclusivity as well as tolerance. To promote this civic education, fostering critical thinking, civic engagement, and awareness about democratic principles, along with collaborative efforts by all stakeholders, such as educators, students, institutions, and policymakers, can contribute to a stronger sense of national unity and societal progress.

Limitations

This study has a few limitations that may affect its scope and applicability. First, due to time and financial constraints, it was only limited to five selected institutions and twenty-five undergraduate participants which restricts the findings to a narrow geographic and demographic context. Pakistan's cultural, language, and socioeconomic background diversity makes it difficult to generalize these results to the broader population. Secondly, the case study methodology and semi-structured interviews, while valuable for in-depth insights, limit the conclusions' generalizability. A larger-scale, quantitative approach could complement these findings and provide broader applicability. Lastly, the study focused exclusively on students, overlooking the perspectives of other key stakeholders such as educators, parents, and policymakers.

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Disclosure statement

No potential conflict of interest was reported by the author(s).

About the authors

Dr. Muhammad Younas received his Ph.D. Degree in higher education from Soochow University, China. He is a Researcher in the Applied Linguistics Research Lab at Prince Sultan University, Saudi Arabia. He has published academic articles in various SSCI and Scopus-indexed journals related to language teacher education and technological teaching/learning. His research interests include artificial intelligence in education, language teacher education, CALL, e-learning in higher education, technology-enhanced learning, MALL, and virtual learning environment (VLE).

Dr. Muhammad Imran received his PhD from the School of Foreign Languages, Shanghai Jiao Tong University, China. He is a researcher in the Educational Research Lab at the College of Humanities and Sciences at Prince Sultan University and an adjunct faculty member in the Department of English Language and Literature at Khazar University, Azerbaijan. He also worked as a lecturer at the University of Sahiwal Pakistan for 3 years. His research interests include digital literacy, language education technologies, AI and English language teaching and learning, and machine translation.

ORCID

Muhammad Imran  <http://orcid.org/0000-0002-8754-2157>

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