



Impact of Civic Knowledge on Citizenship Practices at Higher Education Level in Punjab

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Abstract

This study examines the influence of civic knowledge on citizenship practices among higher education students in Punjab, Pakistan. Civic knowledge plays a pivotal role in shaping democratic values, responsibility, and engagement. The research adopted a quantitative approach, surveying students from various universities through a multi-stage sampling method. Data was gathered using the Civic Knowledge Scale (CKS) and Citizenship Practices Scale (CPO), followed by statistical analysis using SPSS. The findings reveal no significant gender differences in either civic knowledge or citizenship practices. A moderate positive correlation ($r = 0.531$) was found between civic knowledge and citizenship practices, with civic knowledge explaining 28.2% of the variance in citizenship behavior. Based on these results, the study recommends integrating classroom learning with community-based projects, emphasizing interactive civic pedagogy, and designing multi-component civic programs that incorporate knowledge, skills, and participation pathways. Additionally, future research should explore the evolution of civic knowledge and its impact on active citizenship through longitudinal studies.

Keywords: Civic Knowledge, Civic Practices, Religious Prejudice, Social Justice



Introduction

Institutions of higher learning have been keen on producing not only academically competent students but also those who are well prepared to participate in civic life. This emphasis is based on civic knowledge. Higher education is regarded as essential to develop civic knowledge and promote the types of civic practices that can be effective in democratic societies and well-being (Bernate et al., 2024; Albulescu, 2024). This mission is not limited to a conventional academic and research but it is civic and social as well (Owusu-Agyeman & Fourie-Malherbe, 2021). The thorough learning and mastery of the knowledge and skills of students is deemed to be incomplete without incorporating the ideals of civic engagement, which allows students to adequately meet the needs of society. The Civic knowledge and citizenship practices refer to a vast number of activities, such as active civic life, community engagement, advocacy and public discussion. These factors play a crucial role in influencing the way people receive political information and with it, how they become civically engaged. It has been shown that civic education plays a significant role in the ability of an individual to be responsible citizen (Levine, 2014).

By performing their civic duties, higher education institutions utilize different processes, including teaching, learning, research, and community development programs (Bernate et al., 2024). The adaptation is essential in the process of overcoming modern global issues in the political, economic and social arena. Tension is however also present because institutions are also concerned with ensuring their students are trained about the labour market and this can come at the cost of civic engagement (Evans et al., 2020). Nevertheless, civic engagement is increasingly becoming part of the mission statements of many universities, and they are proactively engaging both professors and students in civic engagement both on and off campus (Bobick & DiCindio, 2020). The analysis of Malaysian undergraduates showed that the relationship between civic engagement and the ability to think critically is positive, which highlights the necessity of this objective in higher education (Prasetyo et al., 2024). By making people more aware of political ideologies, improving civic engagement, and teaching them to think critically and cultivate inclusive and tolerant attitudes, ideological and political education in universities can achieve this (Bernate et al. 2024).

Higher education civic education is also an important contributor to the development of critical thinking skills (Prasetyo et al., 2024). Providing civic knowledge, skills, and values in academic curricula is a significant element of the inclusive higher education (Bernate et al., 2024). The strategy encourages inclusion and engagement of all learners and assists them to build civic skills and focus on democratic principles, equality, and social justice as crucial components of larger learning objectives. The education level especially university education is commonly associated with the increase in political involvement due to the abilities to acquire civic skills and intellectual abilities. Nevertheless, there are studies that indicate that the relationship between educational attainment and political participation is not always direct (Yang & Hoskins, 2023).



Colleges and universities are trying to incorporate these elements in their programs so that students can not only graduate with the level of academic knowledge and skills, but also be prepared to become active and informed members of society that are able to tackle complex problems in society and contribute positively to the communities they are part of (Mac Labhrainn, & McIlrath, 2016; Stamm, 2009). Online student behaviours are potentially managed via the practices of digital citizenship, such as the use of technology and its engagement (Prasetyo et al., 2024). It has been shown that civic skills and knowledge is also the main attributes of the way in which people perceive political information and decide whether they are going to engage in civic activities or not (Maiello, Oser, & Biedermann, 2003). Increased internet skills are also strongly related to increase digital citizenship. These relationships are described in a structural equation model and illustrated by the fact that Internet Attitudes, Computer Self-Efficacy, and Internet Skills interact with each other to result in Digital Citizenship, which in turn leads to Respect, Education, and Protection.

Recent scholarship in the world community indicates that civic knowledge and skills are basic assumptions of citizenship education (Borhan, 2025; Chen 2025). According to the OECD (2025), civic competencies (including knowledge, skills, and values) together improve the process of enabling the students to engage in civic life in a meaningful way. Institutions of higher learning that incorporate civic learning in their curriculums have a greater number of students participating in social and political processes (Medne, Lastovska, Lāma, & Grava, 2024). In Pakistan, it was identified by Bukhari et al. (2024) & Anjum and Yusof, (2025) that civic participation is underdeveloped because the institutions do not focus on civic participation. Nonetheless, Munir and Zaidi, (2023) & Ihsan, Sherazi, and Hayat, (2023) have found that social responsibility and political awareness were significantly increased in the students of universities that had some civic engagement programs. On the same note, the International Foundation of Electoral System stated that experiential learning, volunteerism, and service-learning experiences are associated with civic engagement and a sense of community belonging in students. Empirical research underlines that civic knowledge is not enough, but the latter needs to be accompanied by civic skills, critical thinking, communication, and collective problem-solving. The students, who are more civically skilled, have a tendency of taking part in programs of community development, activities of leadership and democracy (Halverson, Tucker & Smith, 2025).

Universities are becoming aware and adopting multipronged approaches to develop civic skills and practice citizenship. Such approaches are such as the incorporation of civic education in curriculum, facilitating service learning and experiential learning, and encouraging tools of critical thinking and social responsibility among students (Bernate et al., 2024; Mabrey et al., 2021). The final objective is to equip students to become active, engaged, and responsible citizens that are able to support a democratic society and overcome intricate problems of society (Owusu-Agyeman and Fourie-Malherbe, 2021). Although the role of civic engagement is increasingly being considered important, there is still a serious gap in the civic knowledge of the students. Lots of learners cannot comprehend the civic obligations and democratic frameworks,



which restrict their civic agency. The cognitive deficiency compromises their power to cope with socio-political and community-related matters. This competency gap is aggravated by the existence of traditional pedagogical strategies and the lack of experiential learning. Consequently, there is a specific distinct between official civic education and the real citizenship behaviour of students. This disintegration makes civic knowledge not be translated into a significant engagement in the political process. Thus, the scope of civic knowledge as a determinant and predictor of citizenship practices among higher education students is urgently in need of study.

Objectives

There were three objectives of the study

1. To find out the difference among the civic knowledge of students at higher education level on a gender basis.
2. To determine the difference of citizenship practices among students at higher education level.
3. To explore the relationship between civic knowledge and citizenship practices at higher education level.

Hypotheses

1. There is no difference of civic knowledge among students at higher education level.
2. There is no significant difference in citizenship practices among students at higher education level.
3. There is no significant relationship between civic knowledge and citizenship practices at higher education level.
4. There is no significant influence of civic knowledge on citizenship practices of students at higher education level.

Literature Review

The cultivation of civic knowledge in higher education is a complex practice, affecting the diverse areas of individual interaction in society, such as their social practices, perception of bias, and knowledge of the rights and duties of being a citizen. Civic awareness, which is founded on civic knowledge, is generally interchangeable with traditional civics education. It encompasses understanding government structures, historical events, and community dynamics (Niemi, & Finkel, 2012). However, contemporary civic knowledge extends beyond these basics. 21st-century citizens should possess a broader understanding of cultural contexts, historical and sociological movements, political system and, diverse religious and cultural traditions. In higher education, civic knowledge is often discipline specific. For example, humanitarian studies may put emphasis on knowledge of nonprofit organizations, while social work focuses on advocacy and social justice. For education students, civic knowledge might include intercultural awareness and teaching children about civic issues (Segall, 2020). Citizenship can be defined as a legal status.



Citizenship grants specific rights and privileges upon individuals, for example the right to vote, hold public office, and receive government services (Moller & Solum, 2020). According to Yigit, (2021) social relationship as citizenship involves participation in a political community and a sense of belonging to a nation. Citizenship provides individuals with essential knowledge and competencies to understand democratic society features like politics, media, civil society, economy and legal system while also allowing them to critique and actively participate in democratic operations (Siddiqi, 2020). These areas are interconnected, forming the bedrock of responsible and active citizenship (Levine, 2014; Geske & Cekse, 2013).

Civic Knowledge and Social Networks

Civic skills play a vital role in the democratic life and community building that consequently spread to the social networks to an individual. Higher education is meant to empower the students with the knowledge, skills, and attitudes to become responsible, productive, and active citizens (Owen & Irion-Groth, 2022). Whenever people gain effective civic skills, including critical thinking, communication, and collaboration, they will be more ready to communicate with their friends and family members on civic issues effectively (Ahrari et al., 2016). Such participation is capable of nurturing a better informed and active citizenry in their immediate social groupings. These conversations might lead to the development of group identities, which, in their turn, are likely to affect civic engagement and even, further, activism or radicalism intentions and effective instructional leadership (Khatani et al., 2023; Ahmad, Sewani, & Fatima, 2025).

Civic knowledge and Racial and Religious Prejudice

Higher education civic education is also critical in dealing and counteracting racial and religious bias. Higher education can make people less prejudiced by promoting civic attitudes, including openness, respect, civic-mindedness, responsibility, and tolerance of ambiguity (Geske & Cekse, 2013). Having acquired the skills of critical thinking, which is one of the most important outcomes of civic engagement programs, students gain the ability to interpret information, break stereotypes, and gain subtle attitudes to various groups (Ahrari et al., 2016). The research has revealed that civic education may play a role in the formation of the attitude of citizenship, which is critical in multicultural societies in facilitating the understanding and inter-group tensions.

Civic Knowledge and Rights and Responsibilities of Citizenship

One of the core results of civic education in college is the realization and appreciation of the rights and duties of citizenship (Levine, 2014; Geske and Cekse, 2013). This is not merely being aware of what it means to have rights but also being familiar with mutual obligations involved in the belonging to a democratic society. As a form of higher education, liberal arts are intended to make a person responsible as a citizen, and the participation in civic life is perceived as intellectually demanding, known as liberal arts in action.



The key elements that make up the citizenship concept are civic skills, knowledge and attitudes (Geske and Cekse, 2013). Politics, law, human rights, culture, and social structures comprise civic knowledge that brings the structure of understanding the rights and the ways to exercise them in a responsible manner. Civic skills include critical thinking skills, communication skills, and conflict resolution skills, which enable individuals to obtain their rights and to perform their duties efficiently (Ahrari et al., 2016). Moreover, civic attitudes such as responsibility and self-efficacy are what drive citizens to become active members of the civic life, i.e. vote or serve the community, thus supporting the democratic process and therefore, common good (Owen & Irion-Groth, 2022).

Importance of Citizenship

Education is not merely learning and attaining skills. It is an effective instrument of making people responsible, engaged and informed citizens. The comprehensive educational approach based on a sound academic knowledge and critical thinking combined with ethical principles enables people to be engaged in the society and make a difference in the improvement of their communities (El Massoudi, 2024). The schools impart two types of essential knowledge to the students when the schools deal with formal classroom topics and practical life skills.

The main responsibility of educational institutions exists in teaching youth how to become active democratic members of society (Franch, 2020). Education should maintain its function of developing students into literate participants of democracy without neglecting basic subject matter or career training. The institutional nature of education serves to create informed voters through a full and broad learning strategy which brings together multiple educational disciplines. The educational approach strives to include every field of knowledge by uniting numerous potential abilities that improve student development from personal to community membership to citizenship practice to professional excellence (Timidi & Okuro, 2024). The transformation of society happens through citizenship education since active and reflective citizens create stronger communities that deliver more equity. The practice of civic engagement along with compassion has always demonstrated value throughout history. Society needs successful citizenship because modern global conditions present difficult complex international issues (El Massoudi, 2024). Upcoming generations require preparation to handle composite issues which will affect them personally and within their communities and worldwide spheres. Students should process their environmental surroundings through critical thinking then make enlightened choices based on empowerment.

The development of citizenship strength and independence helps people handle personal change and deal with bullying and prejudice. Students obtain the capability to express their ideas within their educational settings as well as local communities and broader social circles through this initiative, motivation (Rautiainen et al., 2023; Akram, Fatima, & Ahmad, 2024). Citizenship confers advantages for schools, universities, educational institutions, and society. Such readiness leads to vibrant citizenry who actively participate in both domestic and international matters and work toward improving democracy. Every government maintains full regulatory power to



determine both rules for citizen admission and procedures for citizenship removal. The act of country recognition provides individuals with rights that stem from civil and social and political realms but do not extend to non-citizens. Basic citizenship privileges consist of holding a passport while allowing unrestricted movement in and out from home territory and providing access to live and labor within the homeland (Macklin, 2014). Several nations allow their residents to carry multiple national identities but others establish the requirement of exclusive citizenship choices. A border-lander belongs to the peripheral areas of a state where territorial status remains unclear and stateless individuals exist without citizenship ties to any nation (Sharma & Kaur, 2024; Schippling, 2020).

Rights and Responsibilities of Citizenship

Research studies have empirically shown that study of global citizenship education models is vital in enhancing local civic activities internationally. Global perspectives be considered in higher education curriculum in order to create civic accountability, sustainability, and intercultural awareness. These frameworks will be useful when used in a more contextually-appropriate manner, and they will foster national identity and encourage Pakistani students to develop global competence. According to Ahmed (2025), this dual focus contributes to enhancing the civic responsibility as it places the local participation in the global ethical and democratic standards. Active, responsible citizenship has its basis on civic knowledge and skills. Over the past few years, researchers have taken a growing interest in investigating the extent to which high school civic learning affects the practice of citizenship among higher education students. Universities have taken the center stage in terms of ensuring civic competence, especially in the developing world like Punjab in Pakistan where democracy and social cohesion rely on a knowledgeable and participatory young population through effective guidance and counseling (Rehman, Majoka, & Naz, 2018; Ahmad, Sewani, & Khoso, 2024). This is a review paper that synthesizes the latest empirical studies and theoretical viewpoints (2020-2025) on the connection between civic knowledge, civic skills, and citizenship practices among students of higher education institutions.

Civic knowledge can be defined as the awareness of the students about civic institutions, democratic ideals, laws, and rights and duties. It becomes the cognitive basis of the citizenship education allowing students to perceive political and social structures with a critical vision. In turn, civic skills represent a set of competencies, including communication, cooperation, critical thinking, and problem-solving, which allow individuals to be effective members of civic and community life (Gul, Ahmad, & Tufail, 2022). Studies in various settings indicate that civic knowledge and civic skills are both interconnected in the sense that civic knowledge offers an intellectual framework and civic skills works out this work in a more practical way. Pakistan In Pakistan, institutions of higher learning are becoming considered as the cause of civic interaction. Bringle and Clayton (2012) report that universities incorporating civic learning in the form of service-learning ventures, community-based research and policy discussion are associated with the production of students who demonstrate greater citizenship behaviours



including volunteering, environmentalism, and political engagement. Civic-oriented curricular and co-curricular activities also increase the self-efficacy, empathy, and responsibility of students towards national development (Headrick, 2024).

Civic education is a problem of the South Asian context as it is associated with the design of the curriculum and instructing methods. Habib et al., (2024) uncovered that in Pakistan, a good number of universities continue to be dependent on rote learning at the expense of gaining an experience of civic engagement. Nevertheless, the methods with a focus on project-based learning and online tools have proven to be effective when it comes to improving civic literacy and active engagement (Parveen et al., 2025). These approaches are not only able to champion civic reasoning but also help to develop collaborative problem-solving, the key to successful citizenship.

The current literature reveals a steady trend: civic knowledge and skills are important determinants of citizen practices among students, although the educational conditions of higher education institutions must be predisposed to experiential, inclusive, and reflective learning. The Universities of Punjab have taken a step forward in the field of enhancing civic engagement; the obstacles continue to exist in terms of scaling participatory learning methods and the ability to embed digital civic skills. Research on the effects of long-term interventions of civic education on long-term citizen outcomes on graduates should also be conducted in form of longitudinal research and cross-institutional studies in the future. Overall, the current research demonstrates that civic learning and practice could be significantly improved by means of transformative pedagogy and institutional-level policies that would provide citizens with the necessary knowledge and abilities to increase citizenship activities. This highlights the high importance of institutions of higher learning in Punjab where in addition to the content being taught, it is the responsibility of the institution to ensure that the educated individual is created to be active, informed and responsible so that they can be able to contribute not only to the democratic but also the sustainable growth of the society.

Research Methodology

The key objective of this quantitative research was to establish the correlation between civic knowledge and citizenship practice. Students that are pursuing a BS (Hons.) level in higher education institutions formed the study population. The multi-stage sampling method was used to select a sample. The institutions were first selected purposely and the selection of departments was also random in the second step. Then, simple random sampling was used to select the students so as to reduce sampling bias. The sample size was calculated based on available statistical formulae put forward by Morgan (1970), Cochran (1977), Green (1991), and Yamane (1967). These equations provided sufficient statistical power and accuracy to make a sound generalization. Therefore, the sampling process offered a scientifically sound methodology of choosing a suitable and representative sample of BS (Hons) learners in Malaysia. Data were collected using two questionnaires, which included Civic Knowledge Scale (CKS) and Citizenship Practices Scale (CPO), which consisted of 25 Likert-scale items altogether, and the



data collection process was conducted after pilot testing. The Civic Knowledge Scale (CKS=.76) and the Citizenship Practices Scale (CPO=.91) were the instruments that measured the reliability of the instrument. The responses were gathered through personal visits and Google Forms. The figures of percentages, means, standard deviations, independent-samples t-tests, correlation coefficients, and regression were calculated using Statistical Package of the Social Sciences (SPSS) version 26.

Table 1
Details of Respondents

	Factors	Frequency	Percent
Gender	Male	520	49.52
	Female	530	50.48
	Total	1050	100%
Discipline	Arts	550	52.38
	Science/Computer Science	500	47.62
	Total	1050	100%
Residential Area	Rural	250	23.80
	Urban	800	76.20
	Total	1050	100%
Participation in Co-curricular Activities	Yes	100	9.52
	No	950	90.48
	Total	1050	100%

The sample has an almost equal representation of males and females, with females slightly higher by less than 1%. This indicates a balanced gender distribution. A little over half of the students belong to Arts disciplines, while slightly fewer are enrolled in Science/Computer Science. The difference is small, showing a fairly even academic distribution. A large majority of students come from urban areas. Rural students make up less than one-fourth of the sample, indicating a strong urban dominance in the population. Only a small fraction of students participates in co-curricular activities. Most students (over 90%) reported no involvement, suggesting limited engagement beyond academics.

Data Analysis and Interpretation

Data were analyzed using SPSS 26 version. A T-test was applied to compare civic knowledge and citizenship practices on gender basis. The relationship between civic knowledge and citizenship practices was determined by applying the Pearson correlation coefficient r . The impact of civic knowledge (IV) on citizenship practices (DV) of students was determined using regression analysis.



T-Test

T-test was conducted to determine the difference of variables on gender basis. Civic knowledge and citizenship practices of respondents were compared on gender basis. For this purpose, significance (2 tailed) considered to accept or reject hypotheses.

H0₁: There is no difference of civic knowledge among students at higher education level.

Table 2
Difference in Civic Knowledge of student on a gender basis

Gender	N	Mean	SD	t-value	Sig. (2tailed)
Male	520	4.08	.850	.958	.338
Female	530	4.03	.682		

The results show that male students ($M = 4.08$, $SD = .850$) and female students ($M = 4.03$, $SD = .682$) have very close mean scores in civic knowledge. The t-value (.958) with a significance level of .338 indicates no statistically significant difference between the two groups ($p > .05$). The null hypothesis is accepted.

H0₂: There is no significant difference in citizenship practices among students at higher education level.

Table 3
Difference in Citizenship practices of student on a gender basis

Gender	N	Mean	SD	t-value	Sig. (2tailed)
Male	520	3.96	.587	.643	.520
Female	530	3.94	.584		

Table 3 shows that male students ($M = 3.96$, $SD = .587$) and female students ($M = 3.94$, $SD = .584$) show almost identical mean scores in citizenship practices. The t-value (.643) with a significance level of .520 indicates no statistically significant difference between the two groups ($p > .05$). The null hypothesis that there is no significant difference between citizenship practice of male and female is accepted.

Correlation

H0₃: There is no significant relationship between civic knowledge and citizenship practices at higher education level.



Table 4

Relationship between civic knowledge and citizenship practices

Variable	Mean	SD	Pearson r	p-value
Civic Knowledge	4.05	.769	.531	.000
Citizenship practices	3.95	.586		

The correlation analysis reveals a moderate positive relationship between civic knowledge and citizenship practices ($r = .531$). The p-value (.000) indicates that this relationship is highly statistically significant ($p < .001$). So, the null hypothesis that there is no significant relationship between civic knowledge and citizenship practices of student is rejected. It appears that civic knowledge and citizenship practices are associated.

Regression

H04: *There is no significant influence of civic knowledge on citizenship practices of students at higher education level.*

Regression Model: $Y_i = \beta_0 + \beta_1 X_i + \mu_i$

Estimated Model: $Y_i = 2.313 + 0.404 X_i$

Table 6

Influence of civic knowledge on citizenship practices of students

Model	Parameter	S. Error	t-ratio	R ²	Sig.
Constant	2.313	.079	29.21	.282	.000
Civic Knowledge	.404	.019	21.07		.000

DV= Citizenship practices

It appears from the regression model that civic knowledge influences citizenship practices of the students at higher education level. The regression results show that civic knowledge has a significant positive influence on students' citizenship practices. The model explains 28.2% of the variance in citizenship practices ($R^2 = .282$), indicating a moderate predictive power. The coefficient for civic knowledge ($\beta = .404$, $t = 21.07$, $p = .000$) shows that for every one-unit increase in civic knowledge, citizenship practices increase by .404 units. The constant value (2.313) represents the baseline level of citizenship practices when civic knowledge is zero. Civic knowledge is a strong and statistically significant predictor of citizenship practices. Students with higher civic knowledge are more likely to demonstrate better citizenship behavior. Hence, the null hypothesis that there is no influence of civic knowledge on citizenship practices of student at higher education level is rejected.



Discussion and Conclusion

Discussion

The present analyses show no statistically significant gender differences in either civic knowledge (Male $M = 4.08$, Female $M = 4.03$; $t = .958$, $p = .338$) or citizenship practices (Male $M = 3.96$, Female $M = 3.94$; $t = .643$, $p = .520$). In other words, male and female students in this sample report essentially equivalent levels of civic knowledge and civic behavior. This null finding aligns with literature that stresses variation across contexts: some large-scale assessments report small gender gaps (often with girls scoring equal to or slightly higher in civic knowledge), while other studies find minimal or mixed gender differences in civic participation depending on the type of participation measured and cultural context.

The correlation analysis ($r = .531$, $p < .001$) indicates a moderate, positive association between civic knowledge and citizenship practices. This magnitude suggests that students who know more about civic institutions, rights, and responsibilities tend to report higher levels of civic action and responsible behavior. Prior research and recent reviews similarly identify civic knowledge as an important, but not sole, correlate of civic engagement: knowledge consistently shows moderate associations with various civic behaviors and dispositions (Borhan, 2025).

Regression results confirm the predictive role of civic knowledge: a one-unit increase in civic knowledge is associated with a .404 unit increase in citizenship practices, and the model explains 28.2% of the variance ($R^2 = .282$, $p < .001$). An R^2 of .282 is meaningful in social-behavioral research — it indicates civic knowledge is a substantive predictor but also that over 70% of variation in citizenship practices remains attributable to other factors (e.g., civic attitudes, family and school socialization, opportunities for participation, socioeconomic status, and political context). This pattern is consistent with contemporary work arguing that civic knowledge is a key, but partial, pathway to fostering civic behavior (Park & Hong, 2025).

Practical and theoretical implications follow. First, because knowledge relates robustly to practices but does not fully determine them, interventions that combine knowledge-building with opportunities for active participation, skills training (e.g., deliberation, media literacy), and supportive school climates are most likely to increase civic behavior. Recent programmatic reviews and scale-development work emphasize multi-modal approaches (instruction + practice + organizational supports) to translate knowledge into action through well-being (Oubiña López, & Gómez Baya, 2025; Akram, Sewani, & Ahmad, 2024).

Second, the absence of a gender gap in this sample suggests equity in access to civic learning and opportunities within the study population; nonetheless, cross-national and recent large-scale data show gender patterns that vary by country and by indicator (knowledge vs. political ambition vs. forms of participation). Researchers and practitioners should therefore monitor multiple civic outcomes by gender and by subgroups rather than assuming uniform effects (Fenn et al., 2024).

Limitations and suggestions for future research: (1) the cross-sectional design limits causal claims longitudinal or experimental designs are needed to more confidently establish that



increases in knowledge produce sustained increases in civic practice; (2) measurement nuance matters — disaggregating types of citizenship practices (school-based, community volunteering, digital civic acts, political voice) may reveal different strengths of association with knowledge; and (3) contextual moderators (school climate, civic curriculum quality, family political talk) should be tested as mediators or moderators. Recent OECD and empirical studies likewise call for mixed-method and longitudinal work to unpack how education systems convert civic knowledge into participation in professional development (Borhan, 2025; Kolachi et al., 2024; Ahmad, Sewani, & Channa, 2025).

Findings comparable civic knowledge/practices across genders, a moderate positive correlation between knowledge and practice, and a substantial predictive effect of knowledge explaining about 28% of variance, are consistent with contemporary evidence that civic knowledge matters for civic behavior but must be embedded within broader educational and social supports to produce stronger, equitable gains in civic participation through effective use of technology (Korich, & Fields, 2023; Oad et al., 2024).

Conclusion

The results showed that there was no significant gender difference on civic knowledge and citizenship practices among different male and female students represented in the sample. The fact that civic knowledge and citizenship practices are significantly and positively correlated and regression outcomes reveal that civic knowledge explains 28.2 percent of the variance is a positive sign that knowledge does significantly influence the civic behaviour of students. Nevertheless, other social, educational and contextual factors play the greatest role in determining the variation. All in all, the research comes to the conclusion that as much as civic knowledge has a significant role to play, it has to be complemented with more developmental circumstances in order to make students become active citizens.

Recommendations

Following are the recommendations based on the study's findings:

- Learning institutions must combine classroom lessons with community work, student-based work and civic problem solving in order to put the learning into practice. This strategy ought to provide space in dialogues, democratic decision making and student voice in order to promote participation.
- Education of teachers should be centered on interactive civic pedagogy, media literacy, and practicability and not just on rote presentation.
- Civic programs must be designed in multi-component to encompass the variance that is left by knowledge to involve knowledge, skills, attitudes and paths to participation.
- A comparative study ought to be done to determine the evolution of civic knowledge and the possible factors that reinforce the process of knowing to being an active citizen.



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