

Teachers Role to Cultivate Adherence to law among Students at Graduate Level

Amna kousa¹Ayesha Saddiq²Iram Shahzadi³amnakouusar@gmail.comayesha263.umer@gmail.com¹ Teaching Assistant, International Management, Teesside University London² MS, Education Univeristy of Sialkot, Pakistan³ MS, Education Scholar, University of Sialkot, Pakistan

Abstract

Education plays a crucial role in fostering legal awareness, respect for justice, and responsible citizenship among individuals. Teachers play a crucial role in helping students adhere to the law at the graduate level, where they are preparing for professional and civic roles. This study employed an explanatory sequential mixed-method research design. The research focused on all Government Graduate Colleges for Women and the working teachers within these institutions located in District Sialkot. The sample comprised 204 students and 50 teachers, specifically drawn from Tehsil Sambrial and Sialkot in District Sialkot. Data for the study was collected using two questionnaires. The first was a self-developed questionnaire administered to students, while the second included an open-ended question designed to gather insights from teachers. A stratified random sampling technique was employed to select participants from various departments of the BS-level program. The responses were recorded in Excel and later analyzed using SPSS. Statistical techniques such as frequency, percentage, mean scores, standard deviation, and t-test were applied, while thematic analysis was conducted for the qualitative data obtained from teachers. The study underscores the significant role teachers play in fostering students' adherence to the law as responsible citizens. Findings reveal that teachers positively influence students by imparting knowledge about legal rights, responsibilities, and the broader importance of laws in ensuring peace, harmony, and equality in society. Moreover, teachers contribute to raise awareness of traffic regulations, thereby emphasizing the relevance of lawful behavior in daily routine. While teachers effectively provide theoretical knowledge about laws and their societal impact, the study suggests a need for more interactive and experiential teaching strategies to deepen students' understanding and strengthen their commitment to legal obedience.

Keywords: Teachers Role, Cultivate, Education, Awareness,

Introduction

In contemporary societies, adherence to the rule of law is considered a fundamental element of good governance and democratic stability. Adhering to laws ensures a stable environment where individuals and businesses can operate without fear of haphazard actions or chaos. For example, traffic laws prevent accidents and ensure smooth working of transport systems,

demonstrate the broader societal benefits of law compliance. Stability is also crucial for attracting investments and encourage economic development, as businesses seek environments governed by predictable legal frameworks (World Justice Project, 2024).

Adherence to law refers to the degree to which individuals or groups comply with established legal norms, rules, and

regulations within a society. It involves not only obedience to laws due to external enforcement but also voluntary respect for legal principles as a reflection of civic responsibility and moral obligation (Tyler, 2006). Adherence goes beyond mere compliance; it reflects trust in the legal system and recognition of the law as a framework for protecting rights, ensuring justice, and promoting collective welfare (Raz, 2009). In the context of higher education, adherence to law includes respecting institutional policies, academic integrity codes, and civic responsibilities that prepare students for active participation in democratic society (Osler & Starkey, 2018).

Obedience to laws often stems from the perception of their legitimacy. When people view laws as just and fair, they are reasonably to comply voluntarily. This is especially observed in democracies where the rule of law reflects societal values and aspirations. Trust in institutions increases when laws are perceived as protecting individual rights and promoting collective welfare. Studies indicate that while the severity of punishment has limited impact on compliance, the certainty of detection significantly reduces lawbreaking tendencies. Obedience also minimizes conflicts, as laws serve as a neutral framework for resolving disputes. Laws help coordinate societal behaviors and enable individuals to work collectively for common goals.

According to Osler & Starkey (2018), education plays a crucial role in fostering legal awareness, respect for justice, and responsible citizenship among individuals. Teachers play a crucial role in helping students adhere to the law at the graduate

level, where they are preparing for professional and civic roles. Their role encompasses the development of ethical reasoning, critical thinking, and civic responsibility despite transmission of knowledge (Banks, 2020). Teachers facilitate legal literacy through incorporating discussions about constitutional rights, civic duties, and the implications of legal frameworks into classroom practices. Research emphasizes that higher education is not only a means of professional advancement but also a platform to nurture democratic values, respect for law, and civic engagement (Kerr, 2021). Teachers can encourage students to internalize legal principles and apply them in everyday life through role modeling, classroom dialogue, and participatory learning strategies (Arthur, 2019).

In addition, graduate students should encourage to follow the law which builds social cohesion and enables future leaders to make positive contributions to society. The teacher's role in shaping responsible graduates who value legality and justice becomes even more important in contexts where issues like corruption, injustice, and disregard for the law are prevalent (Davies, 2022). Therefore, examining the teacher's role in encouraging law-abiding behavior at the graduate level is essential for improving democratic culture and educational outcomes.

A foundation of democratic societies is the rule of law, which ensures fairness, equality, and civic accountability. In addition to being a matter of legal obligation, adhering to the law reflects civic responsibility and ethical awareness. In order

to prepare graduates to function as law-abiding citizens who can contribute to the development of society, universities and higher education institutions play a crucial role. According to Arthur (2019), teachers play a central role in fostering students' awareness of and respect for legal norms in this setting. Students are in a transitional stage at the graduate level, where they are preparing for professional and leadership roles. This phase necessitates the development of civic values, including respect for the law, in addition to the acquisition of advanced knowledge and technical skills. According to Banks (2020), academics, education should aim to produce graduates who are knowledgeable as well as socially responsible. Students can be taught legal literacy, civic awareness, and a culture of lawfulness by teachers through pedagogy, mentorship, and role modeling (Davies, 2022). Students are in a transitional stage at the graduate level, where they are preparing for professional and leadership roles. This phase necessitates the development of civic values, including respect for the law, in addition to the acquisition of advanced knowledge and technical skills. According to Banks (2020), academics, education should aim to produce graduates who are knowledgeable as well as socially responsible. Students can be taught legal literacy, civic awareness, and a culture of lawfulness by teachers through pedagogy, mentorship, and role modeling (Davies, 2022). As a result, the context of this study emphasizes that educators not only impart knowledge but also form moral and civic character. Teachers contribute to the development of responsible citizens, the

development of democratic institutions, and the promotion of social cohesion by encouraging graduate students to adhere to the law. This study thus situates itself at the intersection of education, law, and citizenship, underscoring the vital role of teachers in higher education.

It is essential that higher education adheres to the law because it is necessary for students to become ethical professionals and responsible citizens. In addition to serve as centers for academic excellence, universities also serve as institutions for character development and civic education. Democratic values like justice, equality, and accountability should be developed in graduate students which prepares them to become law-abiding members of society (Osler & Starkey, 2018). The rule of law ensures that democratic principles are protected. Adherence to the law fosters academic integrity, strengthens institutional governance, and fosters a culture of respect for rights and responsibilities in higher education. Students' comprehension of the significance of constitutional provisions, civic duties, and legal obligations is greatly aided by teachers. Teachers encourage students to critically reflect on ethical dilemmas and develop civic responsibility by integrating law-related discussions into the curriculum (Arthur, 2019).

Furthermore, adherence to law is significant for nurturing leadership qualities among graduates. Students acquire the skills necessary to contribute in national development and social cohesion by respecting legal frameworks (Banks, 2020). By preparing students who respect fairness and accountability, higher education

institutions that emphasize the importance of the law also play a preventative role against corruption, discrimination, and injustice (Davies, 2022).

In higher education, adhering to the law is essential for both forming graduates into responsible, ethical leaders and maintaining the integrity of the institution. Students acquire the moral, civic, and analytical skills necessary for adhering to legal norms and making constructive contributions to society at universities, which serve as forming environments. According to research (Naftali, 2022; Ulfah et al., 2021), higher education institutions have a significant impact on students' legal socialization by shaping the legal values, attitudes, and reasoning skills necessary for constructing a society based on the rule of law.

The university phase is a pivotal turning point, where without proper guidance, students risk developing deviant behavior and weakened legal compliance (Dong & Zeb, 2022)

In addition, legal education enables students to voluntarily comply with laws—not out of fear but rather out of a sense of civic duty and ethical self-regulation (Haider et al., 2022; Tyler & Darley, 1999). This is made possible by helping students develop moral reasoning and internalize social norms. Additionally, it instills a respect for the rule of law, fairness, accountability, and equality in academic culture (Li & Sun, 2022; Jiyan, 2020). Lastly, recent discourse highlights how initiatives centered on community involvement and civic reflection help cultivate graduates who are informed, ethically grounded, and capable of contributing to a functioning democratic

society (Wendler, 2025). This reinforces the significance of civic engagement.

1.2 The Role of Teachers in Higher Education

Teachers in higher education occupy a central position in shaping the character, values, and civic orientation of graduate students. Beyond imparting academic knowledge, they serve as facilitators of ethical reasoning, legal awareness, and civic responsibility (Arthur, 2019). They play a variety of roles in encouraging law-abiding behavior, including curriculum design, teaching, role modeling, and mentoring.

Teachers as facilitators of legal literacy: One of the primary responsibilities of teachers is to enhance students' understanding of constitutional rights, civic duties, and the principles of the rule of law. Teachers can assist students in connecting theoretical learning with practical civic responsibilities by incorporating law-related content into their classes (Osler & Starkey, 2018). Case studies, debates, and simulations provide experiential learning opportunities that enable students to appreciate the importance of legality in real-world scenarios (Kerr, 2021).

Teachers are Role models: Teachers act as role models and influence students' attitudes toward law and justice. Students learn how to respect rules from teachers who demonstrate fairness, accountability, and respect for institutional policies indirectly. According to Bandura (1997), social learning theory emphasizes that students frequently internalize values by observing the actions of authoritative figures, making teachers powerful role models for lawful behavior.

Value Formation and Mentoring: Teachers serve as mentors at the graduate level to help students embrace responsibility and legality as they prepare for professional and leadership roles. Teachers empower students to make sound ethical decisions and internalize adherence to the law as a core professional value by encouraging critical thinking and moral reasoning (Banks, 2020).

Supporters of Civic Participation: Students are also encouraged to actively participate in civic life by teachers, whether through participation in legal debates, community service, or social justice-related collaborative projects. Students' commitment to uphold the law is bolstered by this type of engagement, which helps them see how important the law is in real life (Davies, 2022).

The conduct of higher education teachers has a significant impact on students' perceptions of lawful behavior. People learn values, attitudes, and behaviors by observing others, especially those in authority positions, according to social learning theory (Bandura, 1997). Thus, when teachers demonstrate fairness, respect for institutional rules, and integrity in their professional practices, students are more likely to internalize these behaviors and extend them to their own civic and professional lives.

At the graduate level, where students are preparing for leadership and professional responsibilities, role models are especially important. A learning environment that reinforces accountability and civic responsibility is created by educators who embody respect for the law, academic integrity, and ethical standards (Arthur, 2019). The practical application of legality

and justice, for instance, can be demonstrated by teachers adhering to academic honesty policies, respecting different points of view, and making decisions openly (Banks, 2020). According to Osler & Starkey (2018), researchers also contend that students' value formation is often influenced more strongly by the hidden curriculum—the implicit messages conveyed by teachers' actions. This suggests that students' adherence to lawful behavior is significantly influenced by teachers' everyday practices, even in subtle ways, like being on time, respecting institutional regulations, and treating students fairly. As a result, teachers who serve as role models are not just impartors of legal knowledge but also actual examples of lawfulness and ethical responsibility. Their influence extends beyond the classroom, shaping students into responsible graduates who value the rule of law in personal, professional, and civic life.

In conclusion, teaching methods like case studies, debates, simulations, service-learning, curriculum integration, role modeling, and case studies are important tools that teachers can use to encourage graduate students to follow the law. In addition to improve legal literacy, these strategies promote democratic values, ethical awareness, and responsible citizenship.

Objective of the Study

To evaluate teachers' role to educate students obey Laws as citizens.

Research Question

What are the legal and ethical responsibilities of teachers as citizens?

In the context of higher education, civic development, and democratic consolidation, the study on the role of teachers to cultivate

law adherence among graduate students is extremely significant. Teachers serve not only as knowledge transmitters but also as role models who shape students' values and behaviors toward lawful conduct (Littleton, 2008). Graduate level is a stage where Instilling respect for the law in students is essential for the development of responsible and law-abiding citizens because graduate students are the future leaders, professionals, and policymakers. This research also contributes to the academic discourse on civic and legal education, showing how higher education can encourage law-abiding behavior and strengthen social order. For instance, Ma and Liu (2022) emphasize that by integrating legal education into teaching and campus culture, university systems can significantly influence students' compliance with the law. For instance, Sustainable Development Goal (SDG) 16 is centered on education's role in fostering peace, justice, and strong institutions, as emphasized by UNESCO and the United Nations. According to de Freitas Miranda de Mendonca & Gomez-Galan (2018), teachers help universities play a transformative role in achieving these global goals by encouraging lawful behavior.

According to the reviewed literature, teachers play a crucial role in shaping students' respect for and observance of the law, particularly at the graduate level, where students are preparing for leadership positions in society. Studies consistently emphasize that teachers' knowledge of legal principles, their role-modeling of lawful behavior, and the integration of law-related education into pedagogy significantly influence students' civic attitudes and legal

socialization. While international scholarship points to the effectiveness of higher education in fostering law-abiding citizens, there remains a need for more context-specific research in developing countries, such as Pakistan, to understand how teachers can address challenges of lawlessness and promote a culture of legality within higher education institutions.

Research Methodology

In order to assess the role of teachers to cultivate adherence to law among college students' researcher use explanatory sequential mixed-method research design. It helps researcher to assess areas quantitatively in which teachers contribute to cultivate citizenship among students (Shields, P. M., & Whetsell, T. A. 2014). The study was conducted in two phases. In the first phase, quantitative data regarding the phenomenon was collected through a structured survey, while in the second phase, qualitative data was obtained using an open-ended questionnaire. The population of the study consisted of all students (N = 740) and teachers (N = 153) from Government Graduate Colleges (W) in District Sialkot. Information about the population was gathered from the administration of the respective colleges.

A stratified random sampling technique was employed to select the sample from different departments of the BS-level program. Stratification was based on gender, with female participants being selected for the study. Further stratification was carried out across all eight semesters, from which students of semesters 1, 3, 5, and 7 were chosen as the sample. Ultimately, the study sample comprised 204 female graduate

students and 50 female teachers from Government Graduate Colleges located in Tehsil Sialkot and Tehsil Sambrial of District Sialkot.

Data Analysis

The raw data was first entered into Microsoft Excel and subsequently imported into the Statistical Package for the Social Sciences (SPSS, version 25) for analysis. Quantitative data were analyzed using descriptive statistics to summarize the prevalence of specific teaching practices and institutional supports. To address the research questions, statistical techniques such as mean, standard deviation, frequency, and t-test were applied. In addition, qualitative data were analyzed through thematic analysis, whereby key themes were identified to capture a deeper understanding of the practices, challenges, and contextual factors influencing students' attitudes in District Sialkot.

Data were collected from 204 students using a questionnaire based on a five-point Likert scale, ranging from Strongly Disagree (SD) to Strongly Agree (SA), with Disagree (D), Undecided (U), and Agree (A) as intermediate options. In addition, data were obtained from 50 teachers through open-ended questions, and thematic analysis was conducted to extract key themes. This mixed approach was designed to provide an in-depth understanding of teachers' influence and the strategies they employ in fostering responsible and informed graduates.

Table 1

Teachers taught about legal rights and responsibilities as citizen.

Scale	F	%	Mean	SD	T.test
SD	47	23.0%	2.91	1.397	29.761
D	42	20.6%			
U	22	10.8%			
A	68	33.3%			
SA	25	12.3%			
	204	100.0%			

Table 1 indicates that majority of respondents (33.3%) agreed and (12.3%) strongly agreed that teachers taught about legal rights and responsibilities as citizen, which suggests positive response towards the statement. A notable portion of respondents strongly disagree (23.0%) and disagree (20.6%), shows a polarized view and (10.8%) respondents gave undecided response. The mean score (2.91), indicates that the average response tends to lean slightly towards agreement and Standard Deviation (1.397), suggests considerable variability in responses across the scale. T-test value of (29.761), indicates a significant result regarding teachers taught about legal rights and responsibilities as citizen. The overall respondents have positive view towards the statement "Teachers taught about legal rights and responsibilities as citizen."

Table 2

Teachers organize campaigns on legal awareness.

Scale	F	%	Mean	SD	T.test
SD	59	28.9%	2.67	1.363	28.000
D	40	19.6%			
U	30	14.7%			
A	59	28.9%			
SA	16	7.8%			
	204	100.0%			

Table 2 indicates that most respondents (28.9%) strongly disagreed and (19.6%) disagreed that teachers organize campaigns on legal awareness, which suggests negative response towards the statement. A notable portion of respondents strongly agree (7.8%) and agree (28.9%) shows different opinion and (14.7%) respondents gave undecided response. The mean score (2.67), indicates that the average response tends to lean slightly towards disagreement and Standard Deviation (1.363), suggests considerable variability in responses across the scale. T-test value of (28.000), indicates a significant result regarding teachers organize campaigns on legal awareness. The 36% respondents have positive and 48% respondents also recorded negative view towards the statement “Teachers organize campaigns on legal awareness.” whereas (14.7%) respondents’ response undecided.

Table 3

Teachers encourage students to follow legal laws in their daily lives.

Scale	F	%	Mean	SD	T.test
SD	47	23.0%	2.85	1.397	29.114
D	49	24.0%			
U	22	10.8%			
A	60	29.4%			
SA	26	12.7%			
	204	100.0%			

Table 3 indicates that majority of respondents (23.0%) strongly disagreed and (24.0%) disagreed that teachers encourage students to follow legal laws in their daily lives, which suggests negative response towards the statement. A notable portion of respondents strongly agree (12.7%) and agree (29.4%), shows different opinion and (10.8%) respondents gave undecided response. The mean score (2.85), indicates that the average response tends to lean slightly towards disagreement and Standard Deviation (1.397), suggests considerable variability in responses across the scale. T-test value of (29.114), indicates a significant result regarding teachers encourage students to follow legal laws in their daily lives. The 42% respondents have positive and 47% respondents also recorded negative view towards the statement “Teachers encourage students to follow legal laws in their daily lives.” whereas (10.8%) respondents’ response undecided.

Table 4

Teachers acknowledge students’ laws create peace in society.

Scale	F	%	Mean	SD	T.test
SD	46	22.5%	3.05	1.446	30.167
D	34	16.7%			
U	22	10.8%			
A	67	32.8%			
SA	35	17.2%			
	204	100.0%			

Table 3.1.4 indicates that majority of respondents (32.8%) agreed and (17.2%) strongly agreed that teachers acknowledge students’ laws create peace in society, which suggests positive response towards the statement. A notable portion of respondents

strongly disagree (22.5%) and disagree (16.7%), shows a polarized view and (10.8%) respondents gave undecided response. The mean score (3.05), indicates that the average response tends to lean slightly towards agreement and Standard Deviation (1.446), suggests considerable variability in responses across the scale. T-test value of (30.167), indicates a significant result regarding teachers acknowledge students' laws create peace in society. The overall respondents have positive view towards the statement "Teachers acknowledge students' laws create peace in society."

Table 5

Teachers taught students laws promote harmony in society.

Scale	F	%	Mean	SD	T.test
SD	55	27.0%	2.99	1.531	27.891
D	32	15.7%			
U	19	9.3%			
A	56	27.5%			
SA	42	20.6%			
	204	100.0%			

Table 5 indicates that majority of respondents (27.5%) agreed and (20.6%) strongly agreed that teachers taught students laws promote harmony in society, which suggests positive response towards the statement. A notable portion of respondents strongly disagree (27.0%) and disagree (15.7%), shows a polarized view and (9.3%) respondents gave undecided response. The mean score (2.99), indicates that the average response tends to lean slightly towards agreement and Standard Deviation (1.531), suggests considerable variability in responses across the scale. T-test value of (27.891), indicates a significant result regarding

teachers taught students laws promote harmony in society. The overall respondents have positive view towards the statement "Teachers taught students laws promote harmony in society."

Table 6

Teachers aware students' laws promote equality in society.

Scale	F	%	Mean	SD	T.test
SD	46	22.5%	3.08	1.448	30.415
D	30	14.7%			
U	26	12.7%			
A	65	31.9%			
SA	37	18.1%			
	204	100.0%			

Table 6 indicates that majority of respondents (31.9%) agreed and (18.1%) strongly agreed that teachers' aware students' laws promote equality in society, which suggests positive response towards the statement. A notable portion of respondents strongly disagree (22.5%) and disagree (14.7%), shows a polarized view and (12.7%) respondents gave undecided response. The mean score (3.08), indicates that the average response tends to lean slightly towards agreement and Standard Deviation (1.448), suggests considerable variability in responses across the scale. T-test value of (30.415), indicates a significant result regarding teachers' aware students' law promote equality in society. The overall respondents have positive view towards the statement "Teachers aware students' laws promote equality in society."

Table 7

Teachers organize debates to promote obedience of legal laws in students.

Scale	F	%	Mean	SD	T.test
SD	65	31.9%	2.65	1.433	26.392
D	37	18.1%			
U	32	15.7%			
A	45	22.1%			
SA	25	12.3%			
	204	100.0%			

Table 7 indicates that majority of respondents (49.9%) strongly disagree that teachers organize debates to promote obedience of legal laws in students, which suggests negative response towards the statement. A notable portion of respondents strongly agree (33.3%) shows different opinion and (15.7%) respondents gave undecided response. The mean score (2.65), indicates that the average response tends to lean slightly towards disagreement and Standard Deviation (1.433), suggests considerable variability in responses across the scale. T-test value of (26.392), indicates a significant result regarding teachers organize debates to promote obedience of legal laws in students. The 50% respondents also recorded negative view towards the statement.

Table 8

Teachers taught about justice in society.

Scale	F	%	Mean	SD	T.test
SD	56	27.5%	2.76	1.454	27.108
D	46	22.5%			
U	24	11.8%			
A	47	23.0%			
SA	31	15.2%			
	204	100.0%			

Table 8 indicates that most respondents (27.5%) strongly disagreed and (22.5%) disagreed that teachers taught about justice in

society, which suggests negative response towards the statement. A notable portion of respondents strongly agree (15.2%) and agree (23.0%), shows different opinion and (11.8%) respondents gave undecided response. The mean score (2.76), indicates that the average response tends to lean slightly towards disagreement and Standard Deviation (1.454), suggests considerable variability in responses across the scale. T-test value of (27.108), indicates a significant result regarding teachers taught about justice in society. The 38% respondents have positive and 50% respondents also recorded negative view towards the statement "Teachers taught about justice in society." whereas (11.8%) respondents' response undecided

Table 9

Teachers organize mock trials for students to understand legal system.

Scale	F	%	Mean	SD	T.test
SD	62	30.4%	2.57	1.407	26.124
D	51	25.0%			
U	29	14.2%			
A	36	17.6%			
SA	26	12.7%			
	204	100.0%			

Table 3.1.9 indicates that majority of respondents (30.4%) strongly disagreed and (25.0%) disagreed that teachers organize mock trials for students to understand legal system, which suggests negative response towards the statement. A notable portion of respondents strongly agree (12.7%) and agree (17.6%), shows different opinion and (14.2%) respondents gave undecided response. The mean score (2.57), indicates that the average response tends to lean slightly towards disagreement and Standard

Deviation (1.407), suggests considerable variability in responses across the scale. T-test value of (26.124), indicates a significant result regarding teachers organize mock trials for students to understand legal system. The 30% respondents have positive and 55% respondents also recorded negative view towards the statement “Teachers organize mock trials for students to understand legal system.” whereas (14.2%) respondents’ response undecided.

Table 10

Teachers promote adherence of traffic laws as citizen of Pakistan.

Scale	F	%	Mean	SD	T.test
SD	50	24.5%	2.97	1.422	29.778
D	33	16.2%			
U	21	10.3%			
A	74	36.3%			
SA	26	12.7%			
	204	100.0%			

Table 10 indicates that majority of respondents (36.3%) agreed and (12.7%) strongly agreed that teachers promote adherence of traffic laws as citizen of Pakistan, which suggests positive response towards the statement. A notable portion of respondents strongly disagree (24.5%) and disagree (16.2%), shows a polarized view and (10.3%) respondents gave undecided response. The mean score (2.97), indicates that the average response tends to lean slightly towards agreement and Standard Deviation (1.422), suggests considerable variability in responses across the scale. T-test value of (29.778), indicates a significant result regarding teachers promote adherence of traffic laws as citizen of Pakistan. The overall respondents have positive view towards the statement “Teachers promote

adherence of traffic laws as citizen of Pakistan.”

Teachers Cultivate Adherence to Law among Graduate Students

Thematic analysis was employed to analyze the information gathered from graduate-level instructors. To capture teachers’ perspectives on cultivating adherence to the law among students, the questionnaire included the following open-ended question:

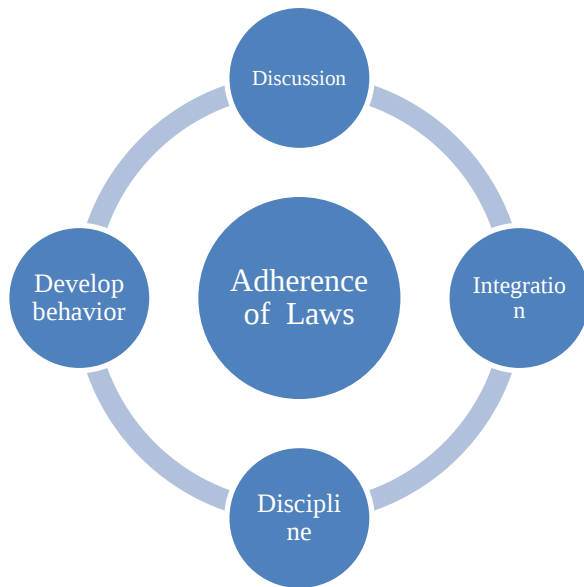
What are the legal and ethical responsibilities of teachers as citizens?

Following the coding framework of Braun and Clarke (2006), an inductive thematic analysis was conducted using a realist and semantic approach. The responses were carefully reviewed, re-read, and coded to identify recurring patterns, which were then organized into themes. These themes represent the roles teachers play in fostering adherence to the law among graduate-level students and are presented under the main theme identified in the analysis.

Adherence to Laws

According to the respondents, adherence to laws can be promoted by integrating legal concepts into the curriculum, organizing discussions on how laws ensure safety and foster peace, encouraging the practice of civic laws in daily life, and making internships on law adherence compulsory at the graduate level. Such activities are viewed as effective strategies for cultivating respect for laws within society.

Fig 1 Teachers Role to Cultivate Adherence of Laws



Conclusion

The study highlights the role of teachers in educating students to obey laws as responsible citizens. The findings indicate that teachers play a positive role in teaching students about legal rights, responsibilities, and the importance of laws in promoting peace, harmony, and equality in society. Additionally, teachers contribute to raise awareness about traffic laws, reinforcing the significance of lawful behavior in daily life.

However, the results also suggest that teachers do not fully engage students in practical learning experiences related to legal education. A significant number of respondents believe that teachers do not organize legal awareness campaigns, debates on law obedience, or activities such as mock trials that could help students to understand the legal system more effectively. Moreover, the lack of structured discussions on justice and everyday legal compliance suggests a

gap in promoting active law-abiding behavior among students.

Teachers overall contribute theoretical knowledge about laws and their societal impact, but there is a need for more interactive and experiential learning methods to strengthen students' understanding and commitment to legal obedience. Students' practical engagement with the legal system through organizing debates, campaigns, and mock trials that could enhance, and develop a deeper appreciation for the rule of law.

REFERENCES

- Arthur, J. (2019). Education for citizenship and the role of the teacher. Routledge.
- Bandura, A. (1997). Social learning theory. Prentice Hall.
- Banks, J. A. (2020). Diversity and citizenship education: Global perspectives. Jossey-Bass.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Davies, L. (2022). Educating against extremism: Citizenship, law, and the role of higher education. Routledge.
- Dong, X., & Zeb, A. (2022). Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991. <https://doi.org/10.3389/fpsyg.2022.1036991>
- Haider, S. U., et al. (2022). Psychological factors and law-abiding behavior. In *Role of higher education system in promoting law abiding behavior among students*. *Frontiers in Psychology*, 13, Article 1036991.

- <https://doi.org/10.3389/fpsyg.2022.1036991>
- Jiyan, (2020). Legal education and personal accountability. In Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991.
<https://doi.org/10.3389/fpsyg.2022.1036991>
- Kerr, D. (2021). *Citizenship education and the curriculum: The role of law and democracy*. Springer.
- Li, Y., & Sun, H. (2022). Teaching based on rule of law can foster independent thinkers. In Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991.
<https://doi.org/10.3389/fpsyg.2022.1036991>
- Naftali (2022). Legal socialization in university students. In Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991.
<https://doi.org/10.3389/fpsyg.2022.1036991>
- Osler, A., & Starkey, H. (2018). *Citizenship, human rights, and identity: Prospects of a cosmopolitan education*. Routledge.
- Shields, P. M., & Whetsell, T. A. (2014). Doing practical research and publishing in military studies. In *Routledge handbook of research methods in military studies* (pp. 312-325). Routledge.
- Tyler, T. R., & Darley, J. M. (1999). The psychology of legal compliance. In Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991.
<https://doi.org/10.3389/fpsyg.2022.1036991>
- Ulfah, et al. (2021). Rule of law education among university students. In Role of higher education system in promoting law abiding behavior among students. *Frontiers in Psychology*, 13, Article 1036991.
<https://doi.org/10.3389/fpsyg.2022.1036991>
- Wendler, W. V. (2025, July). The power of civic engagement and regional universities. *Plainview Herald*.
- Wikipedia contributors. (2025, August 9). World Justice Project. In Wikipedia, The Free Encyclopedia. Retrieved 08:30, August 17, 2025, from https://en.wikipedia.org/w/index.php?title=World_Justice_Project&oldid=1305014582
- de Freitas Miranda de Mendonca, E., & Gomez-Galan, J. (2018). Professional practice in higher education: A case study in faculty training and development in Brazil. *arXiv*.
<https://arxiv.org/abs/1802.06853>
- Littleton, M. (2008). Teachers' knowledge of education law. *Action in Teacher Education*, 30(2), 71–78.
<https://doi.org/10.1080/01626620.2008.10463493>
- Ma, X., & Liu, Y. (2022). Role of higher education system in promoting law-abiding behavior among Chinese

students. Frontiers in Education.

<https://doi.org/10.3389/feduc.2022.9697>

46