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Practices of Human Rights Values among University Learners and Teachers in Pakistan: A Phenomenological Case Study

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ABSTRACT

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This research study determines the application of human rights (HR) values at higher education (HE) level and identifies the problems that teachers and students encounter in terms of equality, freedom of speech and educational practices at the university level. As an independent study, three themes were chosen out of the HR values: equality, freedom of speech and practices of education. The study adopted phenomenological case study methodology which is part of the qualitative research paradigm to enable the study to be understood as a result of its context. Semi-structured interviews were conducted in one private University. The University was of women, therefore the study participants were females only. Ten teachers and 15 learners were interviewed. Qualitative Thematic analysis was used to analyse the data. The findings revealed the HR values are implemented at the university level. However, regarding the above, there are some restrictions which cause teachers to have a problem to practice as they want within their universities. The teachers attempt to put into practice their everyday lessons in class and uphold in their schooling equality and the freedom of expression. The learners indicated that they witnessed cultural, religious and linguistic violations of HR values in their environment and at the University. Teachers need to be aware of some practices not permitted and that contravene HR values and encourage equality and freedom of expression. Teachers and students were overwhelmingly positive about the idea of bringing HR in as a distinctive subject at the higher school/college education level which can contribute to awareness and promotion of HR values in the education system and society. HR values need to be introduced and integrated at the university level and values which contribute to equality and freedom of speech at the HE level need to be encouraged. suggestions from teachers and learners are values of HR to be present in educational programmes.

Introduction

HR is a sum of the fundamental privileges that every individual merits simply because of the person's need for human regard restrictive of any differentiation. Such freedoms are subjectively natural and sacred, connected with the character. These cannot be randomly taken out and delimited by a state or one more power, and they cannot be moved to others by the actual people; they cannot surrender ([Rashid et al., 2020](#)). As per my definition, Individuals have the right to conduct their lives according to their aspirations and wishes. On the other hand, the national ideology, cultural, societal, and familial norms and values must preserve social harmony. [Wotipka and Tsutsui \(2008\)](#) viewed HR as widely disseminated since World War II. From anti-slavery

campaigns, labor advancements, and women's liberties campaigns to the belief that each person's rights should be preserved, the idea has spread worldwide, resulting in various political and social changes.

HR is humans' basic needs. A complete implementation of HR values needs proper attention from state and political parties. Globally, HR values are the issue, and all of the energy toward HR remains at the degree of the belief system. While the way of talking is not without significance, it is a blade that cuts both ways; while profoundly inspiring, it likewise betrays us into tolerating an exceptionally blushing image of a New World Order—a world request of a billion places of light; a kinder, gentler world request (Fields & Narr, 1992). The state of HR in Pakistan is terrible. Pakistan's fundamental rights are enshrined in the country's 1973 constitution, the Council of Islamic Ideology and Hudood Ordinance, the 2002 National Policy for Persons with Disabilities, the 2012 National Commission for Human Rights Act, the 2016 Anti-Rape Bill and Anti-Honor Killings Bill, and the 2016 National Commission on the Rights of Censorship. The present situation of HR ideals in Pakistan necessitates a greater focus on and commitment to long-term HR activities.

There are cases mentioned in the Amnesty International report 2021 in which the right to freedom of speech has been violated. Ladies' reporters were harassed when they spoke against the existing government. In a joint explanation distributed on August 12, sixteen ladies columnists announced being methodically irritated and compromised with violence by the social media entertainment group of the ruling party, especially when their news coverage was not great towards the public authority. They noticed that this had impacted their capacity to work and to put themselves out there unafraid access (Amnesty International Report, 2020)

Many challenges and issues characterize the present HR situation in the world and Pakistan. A United Nations report 2005 believed the causes behind HR violations: poverty and inequities, discrimination, military conflicts, breaches, weak institutions, and exemption from punishment (absence of accountability) are the primary reasons for HR violations. The implementation challenges are the gaps in knowledge, commitment, and security.

Violating HR creates uncertainty and fear among the country's people and youth. The current law and order situation, rights violations, and social injustice reflect a need to build tolerance in society, and we consider it the utmost priority.

HR is fundamental rights and the basic human need for survival. Humans are born free; therefore, they also have the right to live as they think is best for them. Human beings have a fundamental right to Education as well. All religions also emphasize receiving Education and consider it compulsory for both males and females to attain it.

The study intends to discover and explore HR values in educational practices. It also explores and investigates the challenges university learners and teachers face concerning educational, equality, and freedom of expression experiences in the University. The study examines the experiences of HR values among learners and teachers at the University. This study will support policymakers and curriculum designers in designing policies and curricula to add HR values to education to minimize the violation of HR values. The teachers will benefit from and avoid those practices that are against HR values and practice those that can satisfy the maximum number of learners.

Research Objectives

- Find out how Human Rights values are integrated into higher education practices.
- Find out the challenges university students face regarding equality and freedom of expression.

Research Questions

- How do Human Rights values integrate into higher education practices?
- What challenges do university students face regarding equality and freedom of expression?

Research Methodology

This study is qualitative research based on Vallance's (1980) idea that qualitative research is the most appropriate tool for studying hidden curricula. The rationale for adopting the qualitative research method is that the qualitative data collection and analysis will refine, extend, and explain the general picture (Creswell, 2012). The researcher has selected a phenomenological approach for the study; based on the idea of [Creswell \(2007\)](#), the phenomenological approach seeks a description of the universal essence of experiences in Education (p. 58). According to Creswell (2007), phenomenologists describe what all individuals have in common when they perceive the occurrence" (p. 58). Merriam (2009) said that phenomenological study "is to get to the essence or fundamental underlying structure of the meaning of an experience" in a similar manner (p. 25).

The study has employed a qualitative phenomenological case study design to gain insights into the experiences of the learners and teachers, their university experiences, and opinions. A phenomenological study is employed to know the trend of the particular phenomenon of this research study regarding the values of HR, such as educational experiences, equality, and freedom of expression. Semi-structured interviews with learners and teachers of the education department of a private university were conducted to explore and investigate the incidents of HR values they face in the University while studying and teaching.

Population & Sampling

The respondents of this study were the teachers and students of the university. This study uses a phenomenological approach and case study method. The data has been obtained from a private university of Karachi. The researcher's interest was to criterion sampling technique. Upon that, one private university was selected as higher education institution (HEI) to be used for doing this study. A criterion sampling is a selection of the cases for which some specific criterion of importance exists (Patton, 1990, p.176). Criterion sampling technique was employed in determining the samples of interviews for the investigation on the experiences of HR values with teachers and learners as a minimum of twenty five (25) and one hundred and five (105) respectively.

Data Collection Instrument

Interviews in which the researcher asks questions and records responses from only one participant at a time are called one-on-one interviews. Interviews conducted on an individual and one-to-one basis are ideal for those participants who are not only confident to speak but are clear and can share their ideas easily (Creswell, 2002). One-to-one semi-structured interviews were conducted with ten teachers and 30 learners of a private university to inquire about HR values practices in HEIs related to academic courses, equality, and freedom of expression. To ensure validity, the experts validated the questions.

Data Analysis and Results

The data was analyzed by driving themes from the interviews with learners and teachers. Thematic analysis was employed and based on themes; data were analyzed and interpreted. First, all the data was organized and arranged according to the questions. Additionally, unrelated data was kept aside from the research questions. Categories were created, and after this, the researcher summarized and interpreted the data to make decisions about the practices and experiences of the H.R. values in a private University.

Thematic analysis method was chosen to analyze the data by the researcher. According to Given (2008), thematic analysis is a strategy for data reduction and data analysis whereby the data are segmented, categorized, summarized and reconstructed so as to reflect the important concepts that the data contain. Thematic analysis "starts with a list of themes known (or at least expected) in the data" (p.867). Therefore, the researcher started with the process by extracting different themes. The researcher next divided all the articles (derived) and some of the sub-categories and codes. In a beginning conceptual model, through a text review, or based upon professional experience" (Given, 2008, p. 867) are sources for codes and categories.

Semi-Structured Interviews from Teachers

Practiced HR Values at the University Level

The teachers of the University shared and discussed a lot about HR values at the university level. They opined that the values are practiced in universities, but there are few restrictions. They said that they try to maintain equality among students. The enrolled learners at the university are only females. They belong to different castes and cultural and religious backgrounds. They further commented that we promote equality and offer opportunities to all classroom learners. The first question concerns whether HR values are practiced at the university level. Almost all teachers responded that they practice HR values in classroom lectures; they promote equality and freedom of speech.

One teacher commented,

“In our universities, there is no restriction. We focused on equality and freedom of speech but with limitations. We cannot give 100% freedom due to societal conditions nowadays, but we provide HR values with some restrictions.”

Pakistan is on verge of patriarchal culture. Social/cultural barriers. Women's rights are less than that of men. Nowadays, however, women is more independent in their family and society. Women's empowerment has been growing by the day in all areas but there are some social and cultural limitations of women in the community.

Another teacher mentioned,

"To some extent, these values are practiced at the university level. There are different teachers with different attitudes, behaviors, and perceptions. Teachers are from diverse backgrounds. We cannot say that nobody is following HR values and everybody is following HR values."

Other respondents shared that they promote equality, justice, dignity, integrity, and freedom of speech in their classrooms while teaching. They also recommend accepting classroom diversity and giving students leverage to express their opinions or suggestions.

Teachers Promote HR Values at HE Level

All teachers favored promoting HR values at the HE level. They asked that HR values be integrated and upgraded at the university level. At this stage, learners are considered mature and understandable human beings. They grasp the concept quickly, so we can incorporate it in our lectures and teaching to promote it in HE.

The teacher responded,

"The teacher responded, "HR values should be promoted in HE. Still, the management should be sharp and observant not to let these values be exploited by employees (teachers or students)."

The above statement shows that promoting HR values is also a management responsibility. Management and faculty should protect the rights of teachers and learners.

Teachers are responsible for developing an approach and establishing an atmosphere in which they recognize, respect, and support the rights of others and provide students with the opportunity to do the same via the HRE framework's attitude and environment aspect. Teachers are responsible for educating their students, and with that comes the duty to model respect for their students' HR (Robinson et al., 2020).

One teacher expressed her views and said,

"Yes, particularly in the present scenario it is the right time to think about rethinking the values of the society and giving room to each other, so that others' opinions could be respected, the importance of equality understood and the rights of each other protected."

According to teachers' responses, HR values should be promoted at the university level. Teachers are one of the sources who can integrate and promote HR values in their daily classroom lectures and teachings. By integrating and promoting HR values, learners get rights that are necessary for them, and equality, freedom of speech, and best educational practices at the university level will be ensured.

Challenges & Strategies Regarding Equality for Learners at the university level

The teachers discuss various challenges and strategies regarding equality faced by learners. The teachers responded differently and explained how they maintain equality in their classrooms. They said that they applied the method based on the situation. They motivate passive students to promote and sustain equality among students of different cultural and religious backgrounds. The teachers shared that they also promote spiritual values and equality among learners. They wish the learners to belong to the minority at festivals and events and greet students from different communities.

One of the teachers highlighted,

"Many of the students complain about the favoritism done by teachers. Some public universities often do not provide any communication channel to the learners, making them unable to share their problems and queries."

Another teacher commented

"There are many issues that the learners face at the university level, including adjusting to a new life, educational cost, pressure arising from studies, and time management."

Most teachers believe they try to maintain equality by applying strategies to give students freedom of speech, allowing them to share their ideas, avoiding cultural and religious discussion in the classrooms, and trying to maintain equality at the maximum level.

Challenges Regarding Freedom of Speech for Learners

The teachers shared their points of view and opinions regarding learners' challenges concerning freedom of speech. Teachers discussed different opinions and said most teachers offered freedom of speech to classroom learners. They respect learners' ideas and allow them to share and discuss their problems.

One of the teachers discussed strategy,

"I always welcomed students to ask questions. This is one kind of freedom in classrooms. I asked students to ask questions relevant to the topic and the point because we had limited class time to complete the matter. If you want to ask other questions, contact me personally and discuss any query."

Another teacher highlighted,

"Most people are afraid to share their views as the pressure is mounting on them from higher officials of the state or pressure groups of the society."

Another teacher reflected on teachers lacking and said,

"Many teachers in Pakistani university classrooms do not build good interpersonal relationships with their students, often considered a barrier to freedom of speech."

From the above statements, we can conclude that both teachers and learners are responsible if freedom of speech is not offered to them, which may be due to learners' fear and teachers' strategy or way of interacting with them.

The teacher said that the learners have their rights, which are not practiced. Learners are facing many challenges. She recounted, for instance, the case of learners' union, which sought for their rights but those practices were no longer followed, primarily in the universities.

Incorporation of HR Valuing Freedom of Speech in Teachers Classrooms

The teachers discussed and shared the ways and strategies they used during classroom teachings to promote freedom of speech. Some teachers said that they allow students to ask questions, give them the opportunity for topic selection, and offer freedom of speech to communicate their points of view in front of the class.

The teacher highlighted,

"I asked students questions with no restrictions in my class. If I teach, learners can discuss and share different ideas. If I give learners any project, I give them the freedom to speak about the topic and ask them to select the topic of their choice. Do the research and choose a case that fits your area of interest to produce your best."

One of the teachers commented,

"Freedom of speech is one of the essential foundations of our society. I allow the students to speak all their views and take all with an open heart, as the people's ideas are developed by their personal experiences."

The teachers used various techniques and understood the importance of freedom of speech for learners at the HE level. Teachers also discussed that few university laminations and restrictions bound students to ask for their rights and speak freely. The teachers are responsible for giving learners equal opportunities and avoiding discrimination and favoritism in the classroom so that learners share their problems.

Ways to Integrate HR Values at the HE Level

Teachers share ways to promote and integrate HR values at the HE level. Teachers must incorporate this into their lectures. The education department has various subjects. As teachers, we teach different subjects like sociology and education, so teachers must integrate them into their lectures. Integrate in a manner that seems part of the lecture. Integrate values and relationships with the subject so students take an interest and understand the teacher's point of view.

Another teacher highlighted,

"HR values can be integrated by promoting upward communication, maintaining proper communication channels and making the rules/regulations by considering the fundamental human values."

As per the above statement, the values can be integrated into policies and procedures when designing curriculum and education policies. The values can be prompted through various forums like newspapers, media, social media, and many other platforms. These values can be integrated into society and HE by designing rules and laws in policy documents.

HRE as a Subject at the University Level

Almost all the teachers favor introducing HR values at the university level. Few of them suggested integrating with other social sciences subjects, and they said if HR values are taught as a subject, learners will not take an interest they feel burdened. It is better to conduct seminars and workshops. Activities in universities that learners will enjoy and understand very well. Other teachers gave different opinions regarding HR at the university level. The teacher has observed other universities teaching HR as a subject. She discussed that it should not be introduced as a subject/department because we develop students in both ways of character building and professionally.

The teacher shared her views and said,

“It should be part of the curriculum. However, if it cannot be taught separately, some major concepts must be included in compulsory courses.”

Another teacher commented,

"Yes, it should be included at the university level because it will provide awareness to learners realizing their own and others' rights so they will build a healthy class and social environment.”

Most teachers favor integrating and promoting HR values at the HE level. They also support introducing a subject at the university level to promote equality, freedom of speech, and best educational practices. Teachers also share strategies for how HR values can integrate into the teaching-learning process for better and more effective educational outcomes.

Semi-Structured Interviews from Learners

The semi-structured interview questions were designed for learners' interviews. The learners responded very well and shared their opinions regarding HR values. The University was of women, so all the learners were female as the study respondents.

Violation of HR Values in the Environment & Educational Practices

Almost every learner observed and experienced HR violations in their surroundings and educational practices. They shared their experiences and observations.

One of the learners shared her views,

“Yes, I have observed. In our society there are all kinds of violations of women rights, and particularly in the field of culture. The families do not allow daughters to study after intermediate. They enable male children to learn and go abroad for higher studies but do not allow females to do so. Equality must be promoted, and equal rights should be given to both genders without discrimination.”

The violation of HR is pervasive in educational institutions and society. Child labor, corporal punishments, discrimination, non-availability of resources, high fees, and differences in public schools create many problems for children and students. For these reasons, they do not get their fundamental rights.

One of the learners commented on child labor,

“Yes, I have observed HR violations such as child labor, which is not allowed, and they have the right to get an education, but those children have to work or earn for their family, or their parents cannot make them educated for the financial issues.”

The state of HR is fragile. Learners have observed and experienced the violation of HR in their practical lives. To strengthen HR values, HRE must be introduced as a separate domain at the HE level.

Incorporated HR Values at the HE Level

Learners shared different opinions and points of view regarding incorporating HR values at the HE level. They supported the inclusion of values and said they must be included for awareness, protection of personal and other rights, and the betterment of society and country. These values must be integrated at the HE level to avoid conflicts. Youth are the ambassadors transmitting all that is poured in and built into the outside world, each holding a bunch of families (family) shortly, which

would influence society in many ways. If HR values are not incorporated at the HE level, the members will display and delegate inappropriate attitudes and actions, ultimately disturbing the resonance of society.

One learner responded,

"HR values must be incorporated at the HE level so that the students would not only be aware of and protect their rights, but they can also raise their voice and make an effort to protect other people's rights."

One of the learners opined,

"It should be incorporated at the higher level as the students at the higher level will soon be part of the society, and they should know their rights to survive in the society."

The responses support integrating HR values at the university level. Promotion is necessary for confidence building, freedom of speech, equality, and other values. Education is one factor that brings positive change to society, and human rights education (HRE) can be a part of the education system as a separate subject.

Freedom of Speech offered to Learners & Challenges regarding Freedom of Speech

Almost every learner responded in support when asked whether freedom of speech was offered to learners. They thought that this was the fundamental right of every pupil. It must be provided to learners to build their confidence, share their ideas and points of view, respect others' perceptions, solve problems, etc. Learners stated that freedom of speech should be offered to all learners.

One of the learners highlighted,

"Yes, it can be done by giving opportunities to learners for open discussions, taking interviews, debates, and taking suggestions from learners for any kind of improvement."

Another learner commented,

"Yes, from the classroom initially, the right of freedom of speech must be offered, especially for those students who have fear."

There are many challenges learners face regarding free speech at the university level. The responses are evident in the many challenges that learners face. The main reason for the developed nations is that they allow people to give their points of view and opinions so that they can be considered for the betterment of the country.

Challenges Regarding Equality at the HE Level

Learners face challenges regarding equality. They shared and discussed different opinions. The major challenge the HE level faces is the quality of education, which differs and is not united; people are even gendered biased in some areas for specific fields, and social class sometimes becomes a challenge. Sometimes, an instructor's biases or favoritism can be observed based on the learner's culture, intellectual level, or living standard.

One of the learners commented,

"In my opinion, inequality existed in previous times. In the old times, people were divided into classes and castes, but now, they are limited. Now, people are educated. They have awareness, so that it is not happening nowadays."

Another learner commented on the University's assessment system,

"There should be no favoritism in the classroom. Due to bias, intelligent students are also affected. In assessment, the assignments of the favorite students are marked and checked separately, giving undue benefits to famous and favorite learners."

Based on learners' responses, there are challenges regarding equality at the HE level. There is culture, religion, and social class. Learners face issues and challenges that create hurdles and barriers in their academics and Education.

Promote Best Educational Practices

The best practices that can be followed to provide equal opportunities to all is through debate, group discussion and even a healthy discussion in the classroom with the help of the teacher. Teachers need to give space for the learners to discuss and share their opinions. There are many new ideas and creativity in the minds of the learners, therefore teachers have to ask

learners to talk about their ideas and points of view. Teachers' and learners' relations must be strong. Importance should be given to learners' ideas and perceptions.

Another learner highlights the institution and teacher's role,

“This depends on the institute and its vision. It also depends on the teaching faculty, so individuals' attitudes remain subjective. The acceptable practice is giving equal opportunities and a shared and conducive learning environment.”

Other learners expressed the teachers' role,

“Yes, mostly the teachers give equal opportunity to all students for discussion to promote best educational practices, but some teachers point out some particular students only to share their concepts.”

The learners have different opinions. All support allows learners to discuss and share ideas and concepts in the classroom to promote best educational practices.

Challenges Faced at the University Level Regarding Educational Practices

Learners shared many challenges that they face at university. As learners it is their right to facilitate them and provide facilitation so they can learn and understand the concept better. Learners pointed out some challenges they were facing namely: lack of resources, incompetent faculty, teaching methods, financial problems, lack of awareness and non availability of gadgets.

The learner commented,

“Lack of access to the educational resources (ICT also) is one of the major challenges along with time management and others like educational finance.”

One of the learners commented,

“So far, I have not faced so many challenges in the university, but yes, at times when a teacher comes unprepared for a lecture, which usually would create confusion at the student's end, too.”

Above all, responses indicated that learners face many challenges and issues in HE. They face difficulties regarding teaching and learning, moral issues, and rights abuses.

Suggestions to Promote and Integrate HR Values at the HE level

Learners suggested promoting and integrating HR values at the HE level. They shared ideas and gave suggestions to inculcate HR values at the university level. Some learners support introducing HRE at the university level as a separate discipline. Still, few favor performing activities, conducting seminars and workshops, and keeping debate competitions weekly or monthly to create interest in HRE among learners. Few learners think this will feel like a burden if introduced as a subject because learners already have many subjects to study and appear in exams. Hence, it is good to keep it as an activity so learners will be more interested and understand it at the university level. The teachers' training should ramp up to practice HR values. Students' feedback and complaints must be acknowledged with impulsive action regardless of status, class, or religion. Open discussion forums and quality assurance mechanisms are essential to keep checks and balances.

One of the learners emphasized HRE and commented,

“HR must be prioritized at the HE level. Give importance to ownership, especially for women, because they do not know about their rights, so it must be introduced and taught as a separate subject at the university level.”

She further commented,

“Awareness should be provided to students by educating them. Humanity in human beings is essential.” Yes, as a course, it should be introduced. Learners at the university level must know about history, evolution, laws, and areas of HR.

Learners give various suggestions to promote and teach HR values. They have different opinions regarding promoting HR values at the HE level. Almost all learners are supported in promoting HR values. From the above statements, it is evident that they understand the importance of HR values and want to acquire knowledge and skills regarding HR to secure their and others' future.

Findings

The study objectives were to discover how HR values integrate into HE practices and what challenges university students face regarding equality, freedom of expression, and educational courses. The semi-structured interviews were taken from teachers and learners of one private women's University. The themes were selected from HR values, equality, freedom of speech, and educational practices.

➤ From Teachers

- The teachers shared and revealed practices that they are practicing at the university level to maintain equality and provide learners with freedom of speech. On the other hand, teachers shared the challenges and restrictions they faced while teaching and promoting HR values.
- HR values such as equality and freedom of expression are taught to students to some extent in universities. However, students faced problems because they felt restrained when discussing equality and freedom of expression.
- Modelling: Firstly, teachers themselves follow HR values as role models.
- The teachers favored integrating HR values at the HE level. They believed that effective educational practices must promote equality and freedom of speech and avoid practices that are against HR values.
- Integration of HR values and HRE at the HE level and HR values must be practiced in the universities.
- The teachers asked how to inculcate values in classrooms during lectures and teach through lectures to promote and ensure equality. A few teachers were disappointed and said teachers themselves do not follow HR values, so what can we expect from learners? Advanced technology and social media misguide the youth and present content and material that is against values. In Pakistan, the highest population is youth, but as a nation, we are not developed due to the absence of these values.
- Introduce HRE as a subject at the university level.
- Almost all teachers favor introducing HR values at the university level through different ways and strategies and introducing them as a subject to promote HR values. Teachers discussed that teachers must integrate HR values in their teachings and lessons and promote equality and freedom of expression at the HE level.

➤ From Learners

- Learners shared violations of HR values in their surroundings and educational practices. They believed that HR values must be incorporated at the university level and that learners should be offered freedom of speech. Teachers follow educational practices that promote HR values in classrooms.
- The learners' problems related to equality within the classroom. All students are not treated equally by teachers. It is mostly the teacher indulges in favoritism and discrimination in the classroom and does not treat all students equally. They should not take into consideration students' cultural and religious backgrounds.
- Pupils with language or learning difficulties from diverse backgrounds and it is the responsibility of the teacher, to enable these students to be valuable classroom participants. Teachers need to listen to learners' ideas and points of view, and accept individual differences in the classroom.
- The institution must introduce academic problem-solving forums. The institution might run surveys and gather input to improve teaching and other concerns.
- Learners from different family backgrounds have language difficulties, learning issues, etc., so it's the teachers' responsibility to solve their problems and make them valuable and good classroom learners.
- The teachers compare learners with other learners when they feel embarrassed and lose confidence in front of their classmates.
- The University must introduce forums where learners can give suggestions to solve academic problems. The surveys could be conducted, and feedback should be taken at the University to maintain the quality of the teaching and solve other educational issues.

- The learners supported integrating HR values and education at the university level. Some supported introducing it as a subject, and a few learners suggested ways to conduct lectures, seminars, and weekly or monthly workshops. They further said learners would not take an interest and feel burdened because we already have many subjects to study.

Discussion

Different research has been conducted locally and globally regarding HR values and other areas of HR. George 2019, Leung 2012, Bajaj, Canlas & Argenal 2017, Burridge & Chodkiewicz 2017, Reyes 2010, Ozturk 2018, Dhal 2018, and Raz 2010, conducted studies related to HR and HRE and revealed the importance of HR and HRE. Limited studies have been conducted locally on HR and HRE. Pirzado, in 2019, studied HR in Pakistani schools. In Pakistan, Naeem, Gul, Asghar, and Zafar, 2019, conducted a study on HRE in Pre-Service Teacher Education. Sadruddin, in 2017, studied teaching HR through global Education to teachers in Pakistan. Another research study by Sadruddin 2018 explores elements of HR in educational policies at the HE level. It identifies the challenges faced by HE in promoting HR values.

This study is based on HR values regarding equality, freedom of speech, and educational practices. Three themes were selected to determine how to promote HR values at the HE level. This study also finds out the challenges learners face at the university level. Suggestions were also taken to resolve the issues at the HE level. The transformational model of HR was adopted for this study. The study intended to take the views of teachers and learners to teach HR values at the university level. This study asked various questions from teachers first regarding practices of HR values, what strategies they maintain and follow to promote HR values, and suggestions to integrate these values at the university level. Multiple responses were taken from participants. The teachers shared strategies and educational practices that help promote HR values. They shared experiences of violating HR values and how these are violated in Education. They shared ways and methods to integrate at the university level.

On the other hand, the learners supported introducing HR as a subject at the university level. They said these values should be integrated and teach them about the importance of HR values. They also shared their personal experiences of abusing HR values. They discussed how these values could be incorporated into the classrooms. They explained that they face academic discrimination regarding freedom of speech and equality. The educational practices at the university level need to be improved. Every learner should be treated equally, and freedom of speech should be offered to students to solve their academic problems. The teachers shared their university values, which they follow, and difficulties and challenges. They discussed strategies and teaching methods to integrate HR values in their classrooms. The teachers gave many examples of HR values violations with learners through different means. They shared that sometimes they are bound by the University to follow policies and procedures shared by the University. Sometimes, they also face issues from the learners' side. Some learners are too passive and quiet due to their upbringing and family issues. The teachers shared that they offer learners freedom of speech by asking them questions, giving them opportunities to speak on any topic, initiating activities in which learners talk, and sharing their ideas and points of view. Few teachers believe that the values do not exist in our society; even if teachers and elders do not have HR values, how can they promote them among learners and teachers? They further said that as teachers, we must encourage in our classroom and treat all learners equally without discrimination of culture, religion, or language barrier. They conveyed their point of view and discussed that freedom of expression must be offered to learners so that they can gain confidence, ask for their rights, and raise their voices against injustice in society. They emphasized that HRE must be introduced at the university level for maximum output because, at this age, learners are mature enough to understand the concepts easily.

Conclusion

Human respect and dignity are the fundamental values of society. People in the community cannot survive without these actual values. Education is one of the elements through which HR values are promoted. In university learners, young people are the driving force behind social justice movements, yet intolerance has been fostered by authoritarian legislation and ideological conflicts. Integration of HR ideals cannot address long-standing problems or stop HR atrocities. But, it could also help heal emotional wounds and foster values and instill academic seeds of hope through measurable objectives. HR curricula should be developed and integrated at every level of institutions to impart the value of helping society gain essential understanding of the importance of social justice. Sustainable peace and HRE for students is also suggested.

Recommendations

From the findings of this research study, the researcher made recommendations based on teachers' and learners' suggestions and opinions. Participants give a few recommendations.

- HRE should be introduced at the university level. The teachers must teach and promote HR values in their lessons and educational practices.
- The seminars and workshops should be conducted in universities to teach learners about HR values.

- They further recommended that the values be according to our socio-cultural context so that society accepts them. To maintain discipline and unity among teachers and students, HRE should be introduced as a subject at the university level.
- The teachers suggested that it should be included in our syllabus, as no education system, either schools or colleges, is concerned about it. For now, HR education is a must, as we are witnessing the world suffer a lot just because people's rights are not being given to them the way they should.
- HR values should be introduced as the subject with practical implementation. Learners' role models and character-building can be developed by introducing this course as HRE.
- The learners also recommended and suggested ways to introduce HR values at HE levels and acknowledged the importance of HRE.
- Introduce as a subject at a HE level for awareness and to teach and promote HR values among learners to save and secure their future and benefit society and people.
- Universities should be introduced as a subject and not limited to one department. Introduce all university faculties so everyone knows that HR must be valued and respected in society.
- The learners suggested that awareness should be provided to students by educating them. Humanity in human beings is essential. Humanism, HR values, and education are necessary for HE.
- Programs, seminars, training sessions, tasks, and debates on HR should be planned and conducted to promote HR values.
- It should be taught in HE by giving students freedom of speech, expression of opinion, and participation in activities that are helpful for their development and the betterment of the society in which they live.

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