Promoting Responsible Citizenship: Investigating Students' Awareness of Rights, Responsibilities, and Social Values in the Erstwhile FATA Region

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ABSTRACT

This article aims to investigate the significance and association of the sense of responsibility, awareness about rights, and awareness of social values with the Ex-FATA districts Khyber and Mohmand students understanding roles and rights of citizenship. In order to accomplish the study's goals, a well-organized questionnaire was created by the researcher, and 547 student opinions from the first-ever FATA university as well as one boys' and girl's college in each of the Districts of Khyber and Mohmand were gathered and examined. From the study, we found that there positive association between students' understanding of citizenship roles and rights with a sense of responsibility, awareness about rights, and awareness of social values. This shows that there is a need for awareness among students about their sense of responsibility, rights, and social values as a citizen of Pakistan. Therefore it is suggested to organize different events and awareness companies to aware the Ex-FATA students about their sense of responsibility, rights, and social values as a citizen of Pakistan.

Keywords: Citizenship, Students Awareness, Rights, Social Values.

INTRODUCTION

A flourishing society is built on its foundation of education, which produces responsible, involved individuals who possess the values, knowledge, and abilities needed to make significant contributions to their communities and countries. However, Pakistan's insufficient focus on civic education has hampered the development of an educated and engaged citizenry (Kerr, et al., 2002). This shortcoming is especially noticeable in the former Federally Administered Tribal Areas (FATA), where there have been little possibilities for civic engagement and access to high-quality education.

The recent union of FATA with the province of Khyber Pakhtunkhwa offers a critical chance to revive citizenship education in the area. The difficulties Ex-FATA areas encounter, including as protracted violence and marginalization, highlight how urgently

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civic education has to be given new attention. This study is to explore students' perceptions of civic duties and rights, feeling of duty, rights awareness, and social value awareness in two former FATA areas, Khyber and Mohmand. The results will aid in the creation of successful civic education initiatives adapted to the unique requirements and environments of these areas (Ali, 2016).

In order to enable people to actively engage in civic life, citizenship education include the development of an awareness of rights, duties, and social ideals (Fogelman, 2001). In order to successfully participate in local, national, and international affairs, it promotes political knowledge, social and ethical responsibility, and community participation (Cogan, 1998). Citizenship education is essential for encouraging responsible citizenship, educated decision-making, and active involvement in a democratic society. It equips individuals with the knowledge and skills necessary to understand their responsibilities, engage in fruitful dialogue, and enhance their communities and the nation as a whole.

Numerous obstacles have hindered citizenship education in Pakistan, despite its indisputable significance. The lack of focus on encouraging students' political involvement and critical thinking has been one of the biggest obstacles. The development of the fundamental abilities and attitudes needed for engaged engagement in civic life has frequently been neglected in favor of rote learning and standardized testing (Ali, 2016).

This restricted emphasis on memorization hasn't fostered the critical thinking, problem-solving, and decision-making skills that are essential for responsible and informed citizenship. In order to analyze complicated problems, participate in productive debate, and make decisions about their civic duties and obligations, students have not received the necessary training.

Additionally, the teaching of citizenship education has frequently focused only on theoretical notions and abstract principles, neglecting to make the connection between these concepts and Pakistani people' struggles and everyday reality. Due to this gap, students are less engaged and find the material less relevant, which makes it more difficult for them to comprehend the real-world applications of citizenship.

Particular importance is given to citizenship education in the context of Ex-FATA areas. There are now more opportunities for civic involvement and participation thanks to the merger with Khyber Pakhtunkhwa. However, the history of violence and restricted educational opportunities has made customized citizenship education programs necessary, with an emphasis on the unique requirements and contextual factors of these areas.

METHODOLOGY

The partial least squares structural equation modeling (PLS-SEM) was used for this investigation because of its little reliance on sample size and residual distribution normality assumption (Abasszadeh, et al., 2012). A sample of 547 graduate students for the academic year 2022 – 2023 was selected through a stratified random sampling (SRS) approach from four-degree colleges and FATA University of two districts Khyber and

Mohmand. At first, students were briefed, and then a well-organized researcher-made questionnaire was distributed to 600 students. In the total 600 questionnaires 53 of them were found incomplete and missing, they were discarded in the final analysis.

The final analysis was carried out on a total of 547 questionnaires. The questionnaire consists of 18 items rated on a 5-point Likert scale (from 1 = very low level to 5 = very high level). Through the questionnaire, the researcher intends to measure the four components namely, understanding the citizenship role and rights (UCRR), sense of responsibility (SR), awareness about rights (AR), and awareness of social values (ASV). Finally, the analysis was carried out in two stages in the first stage researcher intended to measure the adequacy of the measurement model, and in the second stage to assess the structural model.

Research Objective

The objective of this study is to look at the relationship between awareness of one's rights and accountability, and awareness of social values with the Ex-FATA districts Khyber and Mohmand students understanding roles and rights of citizenship.

Hypotheses

1.   The students of district Khyber and Mohmand are aware of the sense of responsibility as a citizen of Pakistan.

2.   The students of district Khyber and Mohmand are aware of themselves as a citizen of Pakistan.

3. The students of district Khyber and Mohmand are aware of social values as a citizen of Pakistan.

Characteristics of Sample Data

A total of 547 students from 4 colleges and FATA University participated in the survey following table 1 summarizes the characteristics of sample data. In the sample data, equal representation has been given to males and females as from each district 1 boys and 1 girls college have been selected and the first ever FATA university. A total of 61.2% of boys and 38.8% of girls students participated in the study.

Table 1: Demographic characteristics of the participants

		N	%
	Boys Colleges	2	40%
	Girls Colleges	2	40%
	University	1	20%

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Gender	Total	5	100%
	Male	335	61.2%
	Female	212	38.8%
	Total	547	100%

Measurement model adequacy assessment

The adequacy assessment of the measurement model present in Figure 1 was tested through the validity and reliability of the scales used to measure items, variables, and the formation of latent constructs from them (Wardrop, & Loehlin, 1987). The two types of validity discriminant validity were measured through the Fornell-Larcker criterion and convergent validity were measured through factor loadings (FL), Cronbach's Alpha, composite reliability and AVE.

Discriminant Validity

Discriminant validity seeks to ensure that a hidden concept isn't merely a duplicate of another (Peter & Churchill, 1986). According to the Fornell-Larcker criterion, the square root of the Average Variance Extracted (AVE) within each latent construct should exceed the correlations between that construct and others (Fornell & Larcker, 1981). In Table 1.1 the results of Fornell Larcker criteria are presented. The square root of AVE for every latent construct was found more than the other correlation values among the latent constructs.

Table 1.1: The Fornell-Larcker criterion

	AR	ASV	SR	UCRR
Awareness about rights	0.976			
Awareness of social values	0.026	0.814		
Sense of responsibility	0.045	0.093	0.941	
Understanding the citizenship role and rights	0.075	0.169	0.341	0.881

Convergent Validity

The convergent validity shows the items that are indicators of a single latent construct positively correlate with other items of the same latent construct (Gefen, & Straub, 2005). For this purpose factor loadings (FL), Cronbach's Alpha, composite reliability, and AVE.

Factor Loadings

A factor loading calculated for the items of latent constructs is more than .50 as proposed by (Hair et al., 2017) the factor loading for the items of latent constructs present in Figure 2. The acceptable value of Cronbach's alpha for the reliability is more than 0.70 (Nunnally, & Bernstein, 1994). Composite reliability (CR) for each latent construct is more than 0.70 (Sánchez-Franco, & Martín-Velicia, 2009). Finally, the AVE for each latent construct is more than 0.50 (Fornell, & Larcker, 1981). The results of factor loadings for each item of the latent constructs, Cronbach's alpha, composite reliability, and AVE are presented in Table 1.2. All the factor loadings surpassed the cut-off value of 0.50 and fluctuated from 0.677 to 0.995. The Cronbach's alpha ranged from 0.856 to 0.968, CR from 0.861 to 0.998 and all AVE of the constructs ranged from 0.662 to 0.953 surpassed the cut-off values.

Table 1.2: Convergent Validity

Factor loadings (FL), Cronbach's Alpha (CA), Composite reliability (CR) and average variance extracted (AVE)				
Items/Latent Constructs	FL	CA	CR	AVE
Understanding the citizenship role and rights		0.856	0.861	0.775
Awareness about the sense of responsibility as a citizen of Pakistan.	0.890			
Awareness about rights as a citizen of Pakistan.	0.874			
Awareness of sense of understanding about social values.	0.878			
Sense of responsibility		0.968	0.971	0.886
I have a clear understanding of national laws and obedience to them.	0.943			
I have a clear understanding of governance structures and their capacity.	0.965			
I have a strong dislike for any kind of extremist and discriminatory activities in society.	0.940			
I consider myself a responsible citizen and have the same feelings for others.	0.935			
I highly value the issues related to refugees and internally displaced persons.	0.921			
Awareness about rights		0.988	0.998	0.953
I am aware of my political rights like freedom of expression, freedom of association, and right to vote as a citizen.	0.995			
I am aware of my social rights like dignity, standard of living, and freedom of movement across the county.	0.995			
I am aware of my economic rights such as the right to work, equal opportunities, and the right to dignified wages.	0.924			
I am aware of my legal rights such as the right to justice, the right to a free and fair trial, and the right to representation.	0.983			
I have enough awareness of women's and children's rights.	0.982			
Awareness social-values		0.876	0.922	0.662
I have a clear understanding of social values in the society.	0.758			

I have a clear understanding of cultural diversity in society.	0.898			
I have a clear understanding of right and wrong practices in the society.	0.677			
I have the ability to address the issues related to citizenship in the society.	0.855			
I believe in the culture of tolerance and coexistence in society.	0.862			

The Structural Equation Model

To determine the effects of independent latent constructs on the dependent structural model PLS linear regression is used (Wardrop, & Loehlin, 1987). In this study, the stated hypotheses are tested using PLS regression, an approach that explores linear connections between multiple independent variables and one or more dependent variables. Unlike ordinary regression, PLS regression operates on encoded networks that depict relationships between constructs and their measurements (Chin et al., 2003).

The Coefficient of Determination R^2

The coefficient of determination values of up to 0.67 or more, up to 0.33 or more, and less than 0.19 are considered high, adequate, and weak, correspondingly (Chin, et al., 2003). The value of R^2 the dependent latent constructs (understanding the citizenship role and rights), noted as 0.139 shown in Table 2.1, less than 0.19 is considered weak.

Effect Size f^2

The impact of independent latent constructs on dependent is the effect size (Chin, et al., 2003). The effect of each independent latent construct at the structural level divided as large, medium, and small if f^2 is 0.35, 0.15, and 0.02, respectively (Davari & Rezazadeh, 2016). The results are shown in Table 2.1.

Table 2.1: Accessing the quality of model

	R-square	R-square adj.		
Understanding the citizenship role and rights	0.139	0.134	f^2	Effect
Awareness about rights			0.004	Small
Awareness of social values			0.022	Small
Sense of responsibility			0.122	Medium

3.1.4. Path Coefficient, T Statistics, P Value

From the bootstrapping procedure of SmartPLS, a total of 500 sub-samples were executed to evaluate the significance of the path coefficients. Table 2.2 illustrates the

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values of hypothesized path coefficient and T-statistics and significance for dependent and independent latent construct. From the results we found positive and significant association of each independent latent construct with the dependent latent construct.

Table 2.2: Path Coefficient, T Statistics, P Value

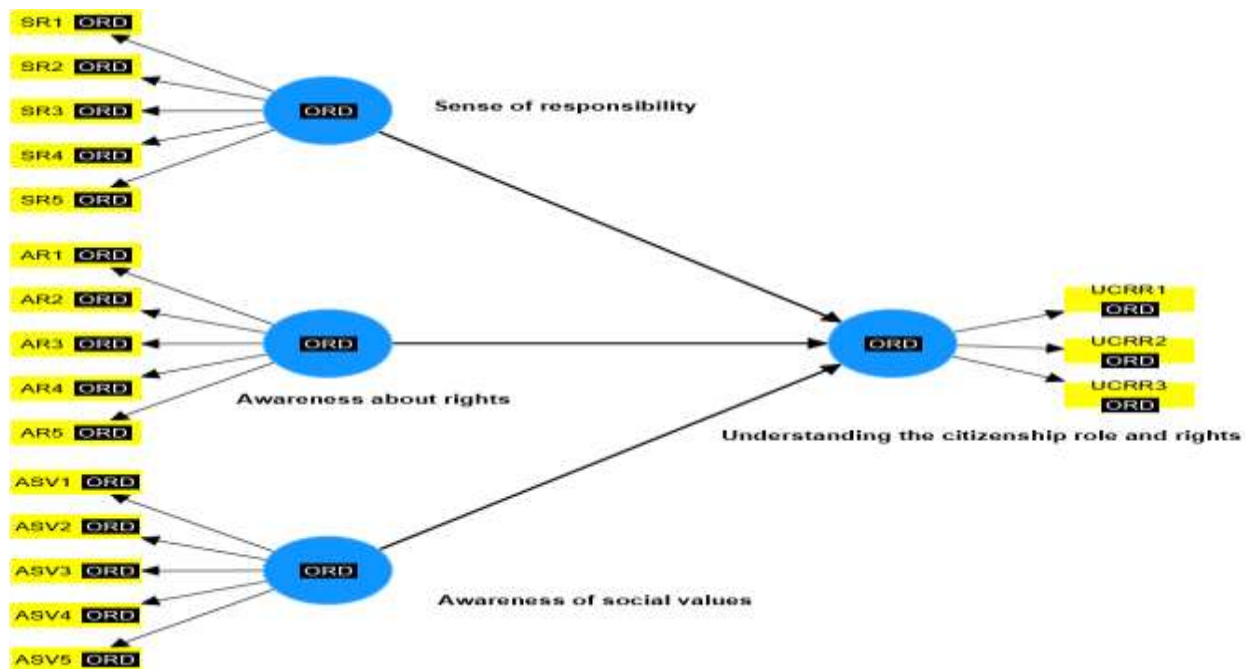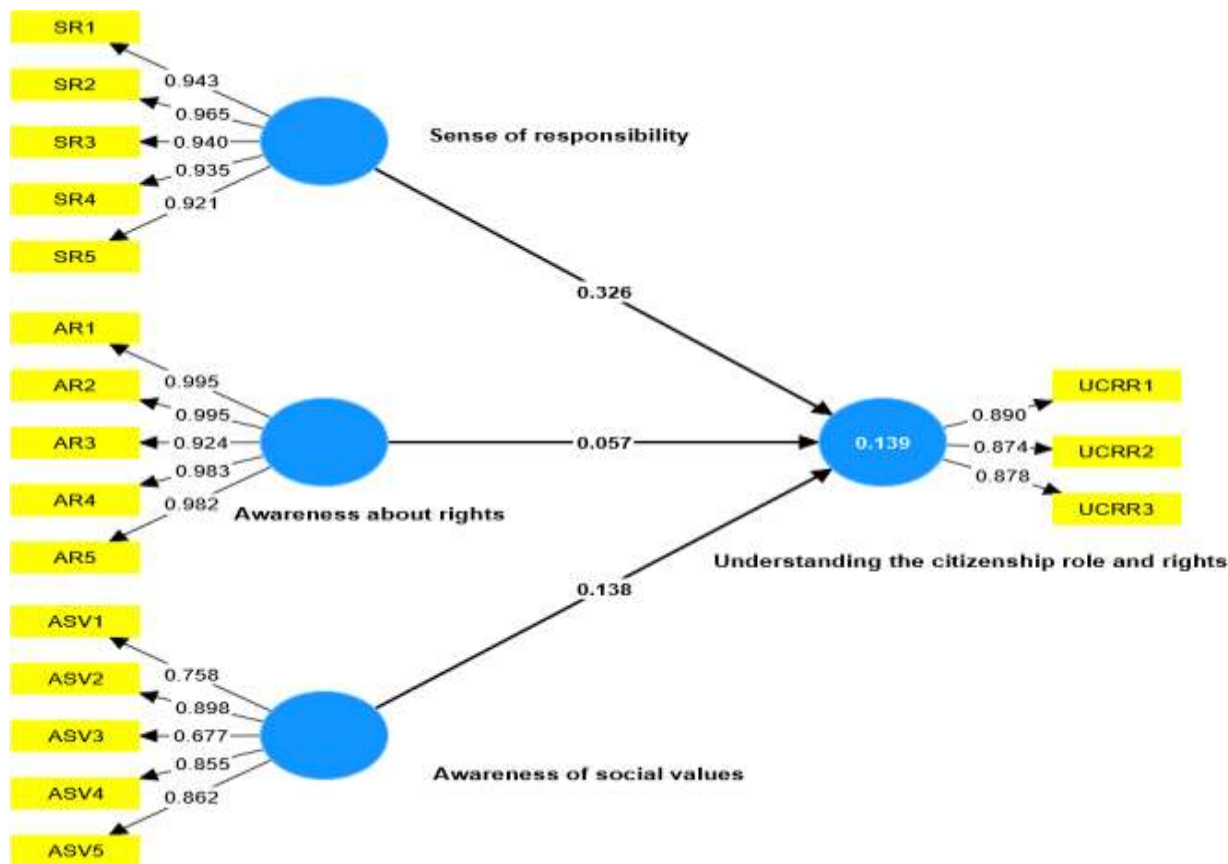|	Coefficient	T-statistic	P-value	Decision
UCRR ⟶ AR	0.192	19.031	0.041	Positive Association
UCRR ⟶ ASV	0.283	3.590	0.001	Positive Association
UCRR ⟶ SR	0.497	49.303	0.001	Positive Association

Figure 1: *The Measurement Model*

Figure 2: *The PLS-SEM*

CONCLUSION

In the study, influential factors are identified affecting the students' understanding of citizenship roles and rights. According to the findings of the study, there positive association present between students' understanding of citizenship roles and rights with a sense of responsibility, awareness about rights, and awareness of social values. This shows that there is a need for awareness among students about their sense of responsibility, rights, and social values as a citizen of Pakistan. Therefore it is suggested to organize different events and awareness companies to aware the Ex-FATA students about their sense of responsibility, rights, and social values as a citizen of Pakistan.

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